A Case Study of the Flipped Classroom Approach for Translation Studies in Vietnam

by

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ABSTRACT

Traditional methods of lecture-based teaching are still pervasive in many Vietnamese translation courses at Higher Education (Pham, 2016). This study presents an alternative, practical and a more efficacious way to improve the quality of translation training in Vietnam. It examines a novel flipped classroom approach aimed at providing dynamic and novel instructional learning of two Translation modules in a Vietnamese public university. The alternative approach inverts the traditional teacher-learner roles, and makes it culturally-appropriate and contextually-relevant to the local context. This approach was adapted from the three-stage framework of Zhai et al. (2017), taking careful consideration of all the relevant factors within the implementation process based on Activity theory. Using a case-study research design proposed by Yin (2014), this study aims to:

(1) provide a deep insight into how the flipped classroom approach can be applied in an actual scenario to demonstrate how relevant factors were exploited in the translation training process;

(2) exemplify the educational benefits of this flipped classroom approach towards learners' improvement in translation competence over the course via various assessment task types;

(3) investigate how this flipped classroom approach could re-orientate learners' translation habits to use professional strategies appropriately;

(4) examine learners' perceptions towards the educational benefits of this new approach on their translation improvement;

(5) explore learners' perceptions towards different elements within the flipped classroom approach on learners' skill mastery; and

 (6) find out the challenges that are encountered by Vietnamese learners during the implementation of the flipped classroom approach.

A total of 79 junior students that was conveniently selected at a public university in Ho Chi Minh City, Vietnam participated in the study from February to July of the 2018-2019 academic year. The research used content analysis of one specific learning scenario, assessment analysis to describe how learners' skills competence was fostered over the course, and semi-structured interviews to examine the benefits and challenges of the flipped classroom approach, paying special consideration to various elements of Activity theory (instruments, rules, community and division of labour). The collected findings revealed that this approach based on a research-informed framework could not only bridge the gaps in the relevant literature of flipped learning, but also could help learners improve various aspects in translation studies. Moreover, learners were able to develop better translation habits while completing their assignments, as well as enhance their perceptions towards the translation training process. Finally, challenges faced by learners during the implementation were mitigated by a careful consideration of the contradictions within the flipped classroom approach identified through the analytical lens of Activity theory.

Keywords: flipped classroom approach, benefits, translation studies, students' perceptions, competences, Activity Theory.

DECLARATION

I hereby declare that this thesis represents my own work and it has not been previously submitted to The University of Nottingham Malaysia or any other institutions in application for admission to a degree, diploma or other qualifications.

Nguyen Quang Nhat

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LIST OF PUBLICATIONS

Several results of this thesis have been first published in the following publications:

Nguyen Q. N, Lee, K. W., & Nguyen N. P. D. (2018). Analysing undergraduates' needs for an improvement in translation training curriculum in Vietnam. *International Journal of English Language and Translation Studies*, 6(3), 46-56.

Nguyen Q. N, Lee, K. W., Naidu, R. S. & Nguyen N. P. D. (2019). An investigation into using flipped classroom model in an academic writing class in Vietnam. *International Journal of Computer-Assisted Language Learning and Teaching*, 9(1), 32-57.

Nguyen Q. N, Lee, K. W., & Nguyen N. P. D. (2019). Incorporating the flipped classroom model in an ESP class: A quantitative study. *The Asian ESP Journal*, 15(3), 125-169.

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LIST OF ABBREVIATIONS

ST: Source text

TT: Target text

SL: Source language

TL: Target language

FC: Flipped classroom

BUH: Banking University of Ho Chi Minh City

ZPD: Zone of Proximal Development

SPSS: Statistical Package for the Social Sciences

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CHAPTER 1: INTRODUCTION

1.1. Introduction

As English becomes the lingua franca in many professional fields, competent translators are vital for non-English speaking countries that seek to integrate into the global community for social, educational and economic advancement and progress (Robert, Remael & Ureel, 2017). Hence, there is a high demand not only for proficient translators but, more importantly, effective educational methods in translation studies (Sanchez, 2017) to produce competent translators. Vietnam is such a country where translation training is undertaken as an integral course requirement in many Faculties of Foreign Languages. Translation lecturers aspire to adopt active, student-centred methods to enhance the performance of learners (Nguyen et al., 2016). A majority of lecturers strive to adopt innovative methods to foster learner autonomy, while still ensuring content coverage within the time span of the curriculum (Nguyen et al., 2016). Now that educational technologies are increasingly being made available online, teachers in various disciplines have provided students with access to various course contents (typically via video lectures) outside the classroom, and practical activities inside the classroom; namely, "classroom flip" (Enfield, 2013). This approach has attracted attention from the academia as research results show that a more dynamic learning environment is being created via this instruction (Soltanpour & Valizadeh, 2018). However, the implementation of this approach in translation training is scarce, especially in the Vietnamese

setting. Therefore, this thesis reports on a study adopting a flipped classroom approach in untrodden ground within the Vietnamese context, as follows:

- how this flipped approach is actually implemented to align its learning activities with the expected learning outcomes and assessment tasks.

- how this approach enhances learners' translation competences through various assessments;

- how participants interact with various initiatives to change their translation habits;

- how Vietnamese students respond to the flipped classroom approach;

- what aspects of this approach motivate them to make improvements; and

- what challenges are faced during the implementation of the flipped classroom approach in translation studies.

In short, a novel flipped classroom approach with the detailed instructional design has been developed and implemented in a Vietnamese public university with the expectation of achieving a more personalised, varied and creative learning outcomes in translation education in Vietnam.

This chapter provides a critical introduction into the scope and undertaking of the thesis. The first section opens with an introductory background of the study, upon which the foundation of this thesis is based, with specific emphasis on the gaps of flipped learning in terms of relevant literature, and how this study could address them. Then, it describes the

problems and challenges - both actual and perceived – in the Vietnamese translation training context, including drawing invaluable feedback from an in-depth needs analysis of the local novice translators. The next sections highlight the research objectives, research questions, the rationale of the study, and the significance of the thesis. This is followed with a presentation of the conceptual framework aimed at placing their relevance to the translation teaching process. Finally, the chapter concludes with the overall scope of the study, definitions of key terms as well as the structure of the whole thesis.

1.2. Background of the study

A review of the relevant literature reveals some gaps in flipped pedagogy that require further research with better designs and careful implementation of this approach. First, studies on flipped learning have primarily focused on examining 'students' satisfaction and their course performance, while limited attention has been devoted to understanding the change in learning habits. Most research has focused in its impact on examination scores (Novais, Silva, & Muniz Jr., 2017; Turan & Akdag-Cimen, 2019), which might be a surface learning-based gain and may not be sufficient for a comprehensive understanding of the effectiveness of this method. Other research explored learners' attitudes and revealed that this method was well-received by students in most cases (Awidi & Paynter, 2019; Låg & Sæle, 2019). However, it is also useful to understand how this method is actually adopted and how it enables learners to develop good learning habits. Moreover, the beneficial values of flipped learning towards helping

learners achieve expected learning outcomes should also be explored. In short, the glaring scarcity of literature measuring the beneficial impacts of flipped learning on various aspects of academic learning, has prompted many researchers to suggest conducting more studies in order to investigate how this approach facilitates positive learning habits and learning outcomes that are specifically characterised across disciplines and subjects (Soltanpour & Valizadeh, 2018; Zou & Xie, 2019).

Second, flipped learning does not always guarantee improved learning outcomes and enhanced perceptions. Indeed, mixed results still could be found in various research papers, although the consensus based on the number of publications seem to indicate that there are more positive than negative findings. For example, Whillier and Lystad (2015) reported that a flipped classroom could yield no positive differences in grades or satisfaction level when compared to traditional lessons. In addition, Pienta (2016) noted that many students were not motivated enough to put in the required effort to learn the required materials before coming to the flipped class. Finally, Leatherman and Cleveland (2019) reported that flipped learning did not bring higher academic results and better attitudes compared to the non-flipped setting where both classes exploited certain elements of active learning theory and socio-constructivist approach. In particular, a study by Gundlach et al. (2015) revealed that students in his traditional classroom significantly outperformed those in the flipped class. In short, these studies with mixed results prove that additional research is needed to

define the actual beneficial values of the flipped classroom approach in different subjects and disciplines.

Third, there is a lack of empirical studies based on a rigid methodological framework that investigate the challenges faced by learners. From a theoretical perspective, scholars typically propose challenges faced by learners and instructors such as limited access to technology (Chung & Khe, 2017), unfamiliarity with the changing roles of teachers and students (Mustafa, Rahmah, Hanafi, & Wahidah, 2019), and extra efforts required from both sides (Lin et al., 2017). As for empirical studies, researchers typically mention the challenges as being attributable to unexpected negative results of their findings, such as heavy workload and unsystematic in-class procedures (Mustafa et al., 2019; Song & Kapur, 2017). However, no formal studies have been conducted systematically to address these challenges faced by learners during the implementation of flipped learning. Therefore, a study with a well-defined framework is needed to examine what challenges are actually faced by Vietnamese learners, and how these challenges could be mitigated to mediate students' performance. This needs to be established first before any recommendations can be made as a contribution towards the literature of flipped classroom approaches.

Fourth, this approach has not been measured in any coherent way in translation discipline. In fact, there are currently eight empirical studies on this subject matter. This is still insufficient to enable us to decide whether and how flipping can enhance student learning in translation education. In particular, three studies (Deng, 2018; Lou, Du, Li, Gong, & Li, 2017; Shu,

2015) while revealing an increase in students' engagement and test results, have underestimated the importance of learning activities as they failed to indentify how in-class procedure should be sequenced to enhance learners' translation strategies. Meanwhile, the studies conducted by Tsai and Tsai (2014), Zhang (2016) and Ling (2017) showed that the students were active in preparing the lessons and had more time to practice with classmates, but they did not reveal any scientific evidence of perceived better learning outcomes in translation studies. Finally, the research of Mei (2017) and Lin (2019) did not describe how the actual in-class procedure was organised, and how instructors exploited collaborative activities to enhance the learners' frequent use of professional translation strategies. As a result, no robust findings on flipped learning can be drawn due to the insufficiency of empirical validation across translation training. Therefore, it is necessary to conduct a more in-depth research on whether implementing this approach for translation training would yield desired educational benefits.

Fifth, some studies claim that the social sciences subjects may be less suitable for flipping than the natural sciences disciplines (Johnson, Bender, & Oldham, 2015). For example, in a large-scale study on 200 English-majored students in Greece, most participants thought their flipped classrooms were less engaging than the traditional format (Moran, 2014). Another study across diverse disciplines at the University of Southern California revealed that students in the humanities courses perceived the learning as being inauthentic and less motivating when in-class activities were mainly used for discussions about abstract topics featured in the video

recordings (Kim et al., 2014). In addition, Cheung and Yang concluded that flipped classrooms are not suitable for English Language Learning, "a subject that emphasises language use in meaning communication but not just mastery of subject contents" (2017, p. 13). They elaborated that the use of video lectures is of little significance to the social sciences disciplines, as these disciplines generally favour inductive methods to assimilate information, construct knowledge, and enhance creativity. Therefore, it raises the question whether flipped classrooms are appropriate for translation training since this also is a social sciences subject and a profession-orientated practice.

Finally, most studies fall short of defining an instructional framework for the structured design of classroom activities. Davies et al. (2013) and Lo (2020) stated that the success of this approach lies in how instructors organise activities inside and outside the classroom to support the learning process. However, the design of flipped classrooms has been limited to a mere implementation of video-recorded lessons for out-of-class activities, with the use of formal class time for homework, discussions and presentations (Kim, 2017; Turan & Akdag-Cimen, 2019). In contrast, the reality is that several questions remain, and demand cogent answers. These questions include the following:

- what instructional strategies can be used to help students achieve the required learning outcomes;
- how instructors exploit critical-thinking skills activities so that learners can put the knowledge into practice and promote adaptive reasoning;

- how learners are mobilised to engage them in the learning process; and

- what techniques can facilitate collaborative interactions outside the classrooms.

For example, O'Flaherty and Phillips (2015, p. 94) stated that "many educators may not fully understand how to effectively translate the flipped class into practice". They added that there is a "misunderstanding of the key elements necessary for successful flipping and the link between pre-class and face-to-face sessions". Another research conducted by Awidi and Paynter (2019), which investigated flipped learning in a third-year biology course in the University of Western Australia, also indicated that flipped learning was rather focused on input, while aspects that should focus on output and process were not taken into serious consideration. They maintained that certain elements of a flipped class should be explored further, such as:

- how to re-purpose the class time to align the course activities with the outcomes and assessment tasks;

- how to help students master the video contents, test their skills in applying the knowledge, and interact with one another in hands-on activities.

As a result, it is unsurprising that there have been numerous calls for further empirical research into how this approach could actually be implemented to maximise its positive impacts (Lo, 2020; Mustafa et al., 2019; Turan & Akdag-Cimen, 2019).

In conclusion, there have been calls for more in-depth investigations into the beneficial values of flipped learning in social sciences (Leatherman & Cleveland, 2019), especially in translation training. More research is also needed to examine the students' gradual improvements through the implementation of flipped approaches (Turan & Akdag-Cimen, 2019) and to evaluate the beneficial impacts of flipped classrooms on positive learning habits (O'Flaherty & Phillips, 2015). Finally, a systematic study adopting a robust framework to implement flipped learning should be conducted, especially in language learning and the social sciences disciplines (Barbour & Schuessler, 2019). Therefore, this study flipped two classrooms at a Vietnamese university in order to examine its pedagogical potentials in translation training; thus, contributing to the growing line of research literature in the field.

1.3. Research problems

This subsection discusses the current problematic issues in translation education and rationalising the need for effective solutions in this discipline. This part focuses on two aspects: (1) the current challenging status of Vietnamese translation training, and (2) a learners' needs analysis to identify and address the root issues/causes with the view to improving translation education in a Vietnamese public university.

1.3.1. The Vietnamese translation training

Translation training is a complex activity in which graduates are expected to have high ability to participate in a wide range of domestic and

international translation activities (Soang, 2016). Specifically, learners should acquire a mastery of theoretical knowledge, linguistic components, cultural awareness and professional strategies. However, the differences in instructors' experience, limited training hours, a lack of contextualised educational materials, and teachers' additional responsibilities to the institutions pose huge challenges in this discipline (Nguyen et al., 2016). Besides, translation knowledge and skills continue to increase, while the hours available for academic education do not (Sanchez, 2017). Therefore, innovative approaches—which account for specific learners' needs, limited time allocation of the curriculum, and the exponential growth in translating discipline—are needed to exploit the better use of teachers' and learners' time.

Second, many Vietnamese translation lecturers are still struggling with educational approaches to enhance learners' autonomy (Pham, 2016). While courses in other disciplines implement active-learning activities, such as design-thinking or inquiry-based models, translation teachers still stick to traditional methods; i.e., lecture-based formats, silent in-class practice and product-orientated exercises, which not only de-motivate students but also hinder their performance significantly (Nguyen et al., 2016). For example, Le, Nguyen, and Nguyen (2012) found that 67% of graduates from eight English faculties in Ho Chi Minh City stated that their translation programmes did not provide sufficient practice of skills. They maintained that most teachers favoured the monotonous traditional training and offered few real-life activities, whereas the students still adopted word-to-word translation

techniques in their spontaneous manner. While 28% of the participants responded that these courses were useful for their employability, others did not feel engaged and well-prepared to enter the market after graduation. Hence, this group proposed that there is a pressing need to change the current situation of translation training in Vietnam.

Finally, although there have been a few scholars implementing computer-assisted learning to improve the quality of translation training, this area is still in its infancy (Wang, 2017). Some scholars have studied the teaching of translation from computer-aided instructions (Barr, 2012), online platforms like WeChat (Wang, 2017) and PEnPAL (Vale de Gato et al., 2016). While these studies demonstrated the beneficial effects of translation education that can be attributed to modern technology, they do, however, have some limitations, such as the limited adaptability of online resources providing the specific curriculum contents. The above researchers also contended that their studies neglected to address physical in-class interactions to boost collaborative learning, as well as the dissemination of cultural products to develop professional competence. Therefore, a better application of technology into the translation classroom, together with a more detailed description of in-class procedure are needed to integrate features of the Internet with the advantages of physical classroom activities.

To sum up, translation training in Vietnam is still embryonic, with the product-orientated and traditional format as its prevailing methods. Thus, it is necessary to find practical solutions to these problems in the Vietnamese

setting that could help learners master professional translation strategies, as well as enhance their performance and attitudes within the limited class time.

1.3.2. Learners' needs analysis

An internal study was conducted at BUH to investigate learners' needs (Nguyen, Lee, & Nguyen, 2018), and the responses of 96 senior students laid two foundations for this thesis. First, effective use of physical class time was exploited to ensure a deeper level of translation practice. This meant that translation modules involved fewer lectures, fewer in-class silent practices, more authentic materials (taken from real-life contexts), and more real-life experiences. Data also revealed that translation assignments should be done in class; thus, giving students more opportunities to practice the target language and develop their translation strategies, with the close guidance of the teachers. Second, more interactions were created, both inside and outside the classroom, to foster a deeper sense of community and engagement. As learners preferred to spend more time on collaborative experiences and useful translation activities not only within the constraint of the physical classroom but also at home, consideration should be taken to promote learners' interactions inside and outside the classroom to help students achieve academic success. The flipped approach, therefore, presented practical solutions for expanding learning opportunities by maximising the physical class time with more real-life practice, reducing the in-class lectures, and promoting interactions, both in class and out of the classroom (Awidi & Paynter, 2019). As a result, this paved the way for the

thesis to examine if the flipped classroom approach with a detailed instructional framework could solve these two issues.

1.4. Research objectives

This study is aimed at:

1. describing how a novel flipped classroom approach is implemented in a classroom setting to ensure that all teaching activities are systematically and coherently aligned with the expected learning outcomes and assessment tasks (operationalized as research question 1).

2. investigating the benefits of the flipped classroom approach towards learners' improvement in translation competence as measured qualitatively through their formative and summative assessments (operationalized as research question 2).

3. exploring pedagogical practices to enhance learners' professional translation habits with the aid of the flipped classroom approach (operationalized as research question 3).

4. discovering learners' perceptions towards the beneficial impacts of this new approach on their translation practices (operationalized as research question 4)

5. identifying the benefits of different elements within the flipped classroom approach on learners' skill mastery so that suggestions could be made to promote the effective elements, to modify the ineffective one, as well as to make the teaching-learning process interesting, engaging and meaningful (operationalized as research question 5).

6. ameliorating the challenges faced in implementing the FC approach in the hope to contributing to theoretical research in flipped learning, with particular emphasis on the challenges faced by Vietnamese learners during the implementation of this approach (operationalized as research question 6).

1.5. Research questions

As this study was conducted to improve the quality of educational instruction and the students' translation ability, it aimed to answer six research questions, which are set out as follows:

1. How was the flipped classroom approach actually implemented inside and outside the classroom to ensure the constructive alignment with learning activities and learning outcomes, assessments and educational theories in one particular flipped scenario?

2. How did this flipped classroom approach impact students' improvement in translation competence, as measured by error analysis through their performance in formative and summative assessments?

3. How did the flipped classroom approach impact the students' translation habits, as measured through their usage of professional translation strategies, to solve their assignments?

4. What were the perceptions of Vietnamese students towards the benefits of the flipped classroom approach in the translation class?

5. How were the elements of the flipped classroom approach helpful in improving the students' translation skills?

6. What were the challenges faced by Vietnamese students during the implementation of the flipped classroom approach?

1.6. Rationale of the study

The motivation for embarking on this study was ignited by the following reasons. First, the thesis aimed to examine whether flipped learning can be used to improve current translation teaching practice in the Vietnamese setting. Specifically, the researcher aimed to design a study adopting a suggested flipped classroom approach to leverage learners' interest and enhance their translation competences. The study also considered features of contextual relevance and cultural appropriateness in translation training. Contextual relevance meant a respectful appreciation of the Vietnamese learners' unique characteristics and learning needs, such as their autonomy level and intermediate level of English proficiency, and the desire to score good marks in their exams. Cultural appropriateness called for a sensitive consideration of Vietnamese cultural and political backgrounds, such as the government's censorship of network contents and the requirement of teacher's involvement in online community. As a result, students might be better positioned to apply new knowledge in their assignments and develop good translation practices and habits. These issues are addressed in research questions 1, 2 and 3.

Second, this study aimed to test the suitability of flipped learning in the performance-based Vietnamese context. Some researchers have argued that contemporary approaches may not capture Vietnamese learners' engagement since most of them still preferred the traditional

learning style. This style is characterised by learning through lectures and teacher-led activities during in-class lessons (Hung, 2014). Specifically, many Vietnamese students are typically passive during in-class sessions, mostly sitting quietly, listening attentively to the lectures, waiting for the teacher's feedback and barely interacting with each other (Nguyen et al., 2016; Pham, 2016). By contrast, flipped learning reflects a shift in the roles of the teacher (as facilitator) and students (as active knowledge constructors). Although most reports indicated students appreciated the changes brought by this approach, many years of ingrained habits still need to be overcome in Vietnam. This, therefore, raises several intriguing questions, such as how students in a Vietnamese translation class would perceive the flipped classroom. Can this approach orientate their translation habits? Is it compatible in an Asian country like Vietnam? What challenges would they face during the actual implementation? Therefore, the desire to investigate the suitability of this approach in the Vietnamese translation context has inspired the researcher to bridge the literature gap (see research questions 4, 5 and 6).

Finally, this study aimed to provide a flipped framework that is both "culturally appropriate" and "contextually relevant" in the Vietnamese tertiary setting. This means that, for example, there should be certain control over out-of-class activities to ensure that learners have finished their preparatory practice, and the final grades should satisfy the institutional management and stakeholders. Some researchers warned that without a significant amount of discipline, flipping might not succeed since not all students are

self-motivated enough to watch the online lectures and prepare the lessons beforehand (Abeysekera & Dawson, 2015; Shih & Huang, 2019). Moreover, little is known about how technology could be adopted as a mediational tool for students' self-study and revision. Therefore, this study could bring out something more dynamic than merely providing video lectures to the teaching process. Specifically, a mix of web-based activities, contextualised inputs, and teacher facilitation were defined in this study. The study has carefully documented the students' perceptions of each element of the proposed flipped approach to justify how these elements can enhance or hinder learners' translation performance (research question 5). It then delves into detail to shed light on what and why certain aspects of the flipped approach were helpful whereas other aspects failed to bring about any significant improvements due to the possible challenges that learners might face (research questions 5 and 6). Finally, these data findings were discussed from the perspectives of both cultural appropriateness and contextual relevance within the scope of the present study.

In conclusion, the implementation of the suggested flipped classroom approach aimed to bring more interactions and higher positive learning outcomes into the translation training at a Vietnamese university. Moreover, it aimed to create a student-centred environment in which students are encouraged to undertake more proactive roles. It also aimed to implement a novel flipped procedure, paying careful consideration of all the relevant factors based on a well-grounded theory to maximise the beneficial impacts of online and face-to-face instructional learning. Finally, it demonstrated that

requiring students to follow some culturally appropriate and contextually relevant requirements could promote better translation habits, as well as improve learners' translation competences during lectures. Those were the reasons that motivated and compelled the researcher to implement this flipped classroom approach in a real-life translation class.

1.7. Significance of the study

This study extends the field of research and offers five significant contributions to both theoretical and practical implications for flipped learning literature and translation education. First, the study could find solutions to the problems stated in translation training (see 1.2.) to improve the teaching quality in this discipline. It could also help students to better understand translation theories and apply these theories to real-life practice with the aid of technology. In reality, it is challenging for students to internalise translation theories and link those theories with real-life practice within the limited formal class time (Do, 2019). Therefore, the flipped classroom could employ online contents to help learners explore translation concepts and revise the lectures anytime. As a result, students could comprehend the contents with greater ease; thus, improving the delivery mode in translation studies.

Second, this thesis provides actual experiential, data-backed contributions for the implementation of the flipped approach by examining the issue systematically based on Activity theory. It is hoped that this contribution would fill the literature gap on the efficacy of flipped learning (see 1.2.) for the promotion of individual perceptions and interest in translator training. The study also could shed light on what aspects of the

flipped classroom approach were helpful in bringing significant changes in learners' attitudes and translation competences, how students viewed those elements in a physical translation class and why there were such kinds of research results. When learners' responses revealed the weaknesses within the flipped procedure, some recommendations were also given for better implementations in further studies. Thus, this thesis might contribute to theoretical research in flipped learning and make certain additional findings as to how these approaches can be employed to enhance current translation teaching practices through a systematic framework of Activity theory.

Third, this study could inform educators on how to apply flipped learning in translation education by investigating the issue at a deeper level. In the content analysis of one flipped scenario, it clarified in detail what activities were actually exploited and how this approach enhanced learners' translation habits over the course duration. It also demonstrated the use of technology tools in the flipped classroom, and evaluated these tools in terms of their compatibility. Thus, this study could provide important pedagogical directions for educators who want to implement flipped learning to facilitate higher academic performance. On the other hand, insights from this thesis might provide effective instructional strategies to help learners achieve professional translation habits. Hence, educators currently implementing flipped learning and those considering using it could understand this approach better from the students' perspectives. They can then modify their educational strategies to make the teaching process interesting and meaningful.

Finally, the study aimed to determine the benefits of video lectures for flipped translation classrooms, exploring exciting translation theories with practical examples from both English and Vietnamese languages. As no academic translation lectures existed online, these resources provided basic concepts and functioned as supplementary materials for students with little background in translation. The video lectures would then be compiled, modified, and evaluated by a Board of professionals for pedagogical, research, and commercial purposes in the future. Moreover, recommendations and tips on the effective use of video lectures (e.g., video making, video selection, and video editing) in flipped classrooms were also shared, and would prove helpful for educators who are not savvy with the technology in this emerging space (see 7.6.).

1.8. Conceptual framework

The conceptual framework of this study was built upon two parts: flipped learning for out-of-class activities; and in-class instructions employing process-orientated training and socio-constructivism to develop good habits and competences. Figure 1-1 illustrates these parts as follows.
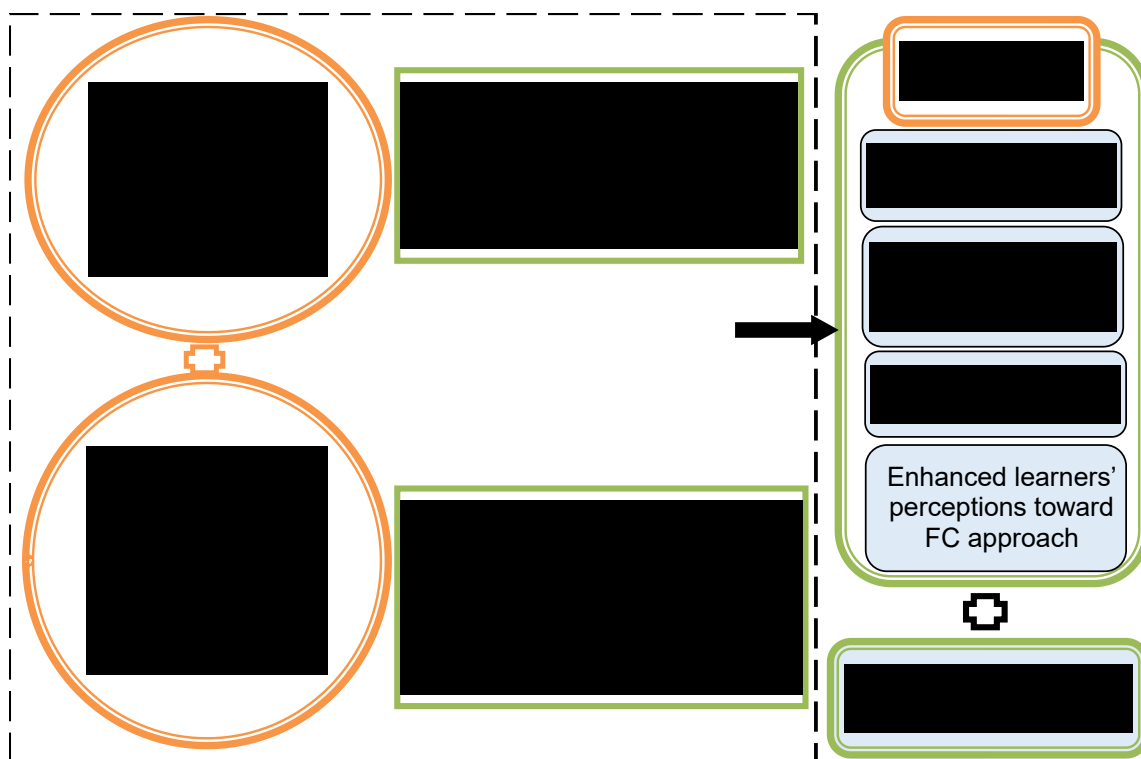
Figure 1-1: Conceptual framework

In terms of out-of-class activities, flipped learning was employed to bring educational efficacy outside the classroom. Students first gained exposure to new knowledge via video lecturers. Then they answered comprehension exercises (lower-order thinking level) and completed a guided portfolio to ensure pre-class preparations. They could use the Group forum to exchange ideas for their tasks and express their opinions on this teaching approach. Therefore, certain low-level cognitive activities were allocated to homework assignments with the aid of technology, while collaborative activities were implemented inside the classroom for deeper learning. In other words, technology was a mediational and integrative tool for out-of-class instructions, and interactions between learners, teacher, and the online environment were carefully considered via the online platform.

In terms of in-class instructions, process-orientated training and socio-constructivism were used to foster professional translation habits and translation competence because they are the two main foci of the translation education in Vietnam (Nguyen, 2016; Pham, 2016). Process-orientated training requires instructors to help learners sharpen their competencies through frequent practice of knowledge and skills. This means more attention was paid to authentic material, collaborative environment, professional translation strategies, and quality assessment. Besides, the approach is deep-rooted in social constructivism as it is composed of active and constructive learning tasks so that learners could learn through collaborative practice and social interactions (Kim et al., 2014). When learners had acquired basic knowledge at home, they then went to class to join in various in-class collaborative activities. All these elements aimed to help learners work collaboratively to reinforce knowledge-sharing, diversify thinking perspectives, develop good habits to use translation strategies both consciously and unconsciously, and improve translation competences based on the expected learning outcomes.

In short, the amalgamation of flipped learning as a mediational tool, together with a systematic process-orientated training, underpinned by a socio-constructivist principles laid the foundation for the conduct of this study. With such a combination, the researcher focused on exploring the benefits of this flipped approach in translation studies, looking at whether it could bring about good learning outcomes including constructively-designed lessons, learners' improvement in translation competence, enhanced

professional habits to solve translation tasks, and enhanced perceptions towards this flipped classroom approach. In addition, by looking at the challenges faced by learners, this study aimed to mine for insights that could lead to a more effective implementation of this approach in Vietnam.

1.9.   Scope of the study

The scope of this thesis was to investigate Vietnamese undergraduate students' perceptions and the benefits of the flipped learning approach in Translation studies. Since flipped learning is regarded as an evolving approach (Lo, 2020), it is meaningful to examine the approach in a deeper manner. Specifically, the study looked at one flipped scenario to see how the activities were organised to align constructively with the learning outcomes and assessment tasks, and how various elements of this flipped approach were actually exploited. Then, it analysed learners' improvement in translation competence through various formal assessments, critically evaluating learners' papers based on error analysis to identify the actual benefits of the flipped approach in the Vietnamese translation context. Then, the study examined how this approach altered learner's habits by applying appropriate strategies into their assignments, clarifying in what ways it enhanced students' attitudes, what elements were helpful to make students put more effort into their work, and what challenges were faced by Vietnamese learners during the implementation of this approach.

1.10. Definitions of key terms

1.10.1. Key terms in translation training

Translation is a linguistic activity at high level to render meaning from one source language into a target language (Newmark, 1988). Adapted from the functional approach of Nord (2012) and the educational foci of Vietnam (Nguyen et al., 2016), the key factor of translation requires that the core information in the source sentence that is being translated is adequately communicated in the form of the target or translated language.

Translation training is a profession-orientated discipline that caters to the preparation and equipping of trainees for the market.

Translation competence refers to the skills and knowledge necessary for a translator to produce good-quality texts and to work well in this discipline (Li, 2013). Translation competence is divided into subsets, and is reflected in the expected learning outcomes of each lesson as well as of the whole syllabus. Currently, the competence model of PACTE (2013) is being adopted in Vietnam (Do, 2018) and in the local university of the study.

Translation habits, within the scope of this study, include all the regular, settled, or behavioral strategies that learners adopt when confronting a translation assignment both consciously and unconsciously. Good translation habits imply a high awareness of the appropriate use of professional strategies in particular situations, the high frequency of using these strategies to do the tasks, and the few errors that leaners make in their translated papers (Zhu, 2017).

Process-orientated translation is related to the cognitive process, focusing on the awareness of how a translator produces a translated version as a result of decision-making and strategy-execution at the three fundamental loci of comprehension, transfer and production (Volkova, 2014). As such, a process-orientated training curriculum is shaped around strategies and habitual behaviours that are exhibited by professional translators in three stages: pre-translating (comprehension), while-translating (transference) and post-translating (product assessment).

"Culturally appropriate" is an adjective to describe the consideration and respect of the local cultural-specific characteristics (Kong, 2012). In translation training, this might include the acknowledgement of the contemporary sense of culture and national background so as not to cause cultural misunderstanding or conflicts.

"Contextually relevant" is an adjective to describe an understanding and respecting of contextual elements, such as unique characteristics, learning histories, contemporary issues, students' diversity, learners' needs, market needs, the community, and the individual members involved in the teaching and learning process (Kong, 2012).

1.10.2. Key terms in flipped learning and educational research

Flipped learning is a pedagogical approach in which technologies are exploited to deliver course contents outside of the classroom, while formal class time explores topics via meaningful opportunities for collaborative practices and real-life exercises. First, students could gain exposure to new knowledge outside of class through technology-assisted assignments. Then,

they join different in-class activities to foster deeper comprehension with the guidance of instructors and the support from peers (Bergmann & Sams, 2012a).

The flipped classroom approach refers to a specific guiding design for the implementation of flipped learning into a particular educational context. This study used an adapted framework suggested by Zhai et al. (2017) with various group works and individual activities that are conducted in both out-of-class and in-class sessions.

A constructively-design flipped lesson refers to the way how a flipped scenario is organised to align the learning activities with their corresponding learning outcomes and assessment task types based on Biggs' theory of constructive alignment (2014). Thus, this scenario includes specific elements of flipped learning (in-class and out-of-class activates) and student-centred theories (e.g., socio-constructivism, active learning) with various learning strategies (e.g., problem-solving, interpersonal skills, individual and team work). All of these elements aim to boost learners' competences and translation habits via the higher exposure to real-life assignments to achieve the expected learning outcomes.

Traditional classrooms (conventional classrooms/non-flipped classrooms) refer to a familiar format where teachers provide homework correction and lectures over translation theories, using relevant examples to illustrate those concepts. Then, teachers hand out source texts, and learners have to translate them into the target language at home or during impromptu sessions inside the classroom. This is followed by the teachers offering

suggested answers. Finally, the students practice what they have been taught with higher-order cognitive skills at home.

Learning outcomes could be understood as the statements or a set of necessary knowledge, skills, competences, and attitudes that an individual learner can acquire or is able to demonstrate after a course or an intervention process (Cedefop, 2016).

Perceptions are the emotional feelings of the students towards the implementation of a specific pedagogical method (Bergmann & Sams, 2012b). In this study, they are measured by the students' attitudes towards the benefits of the suggested flipped classroom approach.

Educational benefits refer to the desired pedagogical results which an intervention could produce to achieve expected learning outcomes (Caliskan & Bicen, 2016). In this context, it is measured via the student's depth of knowledge and skills (competences) gained through the course duration, learners' enhanced perceptions toward the new approach and the new learning process. In addition, the benefits are also measured by the changes in learners' translation habits from product-orientated amateur strategies (word-for-word translation and literal translation) to the more process-orientated professional strategies.

Student-centred methodology encompasses educational approaches and techniques that place the focus of instructions on students to develop learners' autonomy and independence. Educators provide learners with clear instructions on how to acquire the skills of learning a specific subject. This, thus, gives them some control over the learning process and

encourages collaboration as well as knowledge-sharing in an engaging and meaningful way.

1.11. Structure of the thesis

The aim of the study is to show how a flipped classroom approach could help translation practitioners and curriculum designers to understand the benefits of this method in a vocational discipline. Chapter 1 started with an overview of the research matter. Specifically, it discussed the current background of the study in flipped learning literature. Then, it addresses current problematic issues that exist in Vietnamese translation training and in particular learners' needs analysis, followed by the objectives of this thesis. Following that, six research questions were raised to discover whether the education process could benefit from adopting this approach in translator training. Afterwards, the chapter showed the research rationale and what potential significance this study could contribute to both academic and educational communities. Next, a presentation of the conceptual framework summarised the flipped classroom approach within its implementation process, followed by an outline of the scope of the study. Definitions of key terms and an organisational structure were provided in the final part of this chapter.

Chapter 2 explores the literature review on both translation training and flipped classroom pedagogy. First, it provides a holistic view on translation and translation training, what aspects are required to be covered in a translation curriculum, the significant research and trends in teaching this specialist subject, the current situation of translation training as well as

the development and recent reforms of undergraduate translation programmes in Vietnam. Then, the chapter elaborates on flipped learning indicated by literature, including the definitions, historical background, and benefits of this approach. In addition, chapter 2 presents a theoretical framework for flipped learning, together with empirical studies on the educational benefits of flipped learning on various aspects of learning outcomes. Finally, the challenges of implementing this approach from both the theoretical and practical levels are investigated, followed by a suggestion on the use of Activity theory to explore the difficulties faced by Vietnamese learners.

Chapter 3 provides a methodological consideration of philosophical perspectives, research context, research procedure, and the results of a pilot study. Then, this chapter outlines brief descriptions variable establishment, data instruments, data collection, and analysis process. Finally, issues relating to trustworthiness, authenticity, ethical considerations, and methodological limitations of the whole thesis are addressed.

Chapter 4 compiles the major findings derived from the study. First, it analyses one scenario of the flipped classroom approach, illustrating how the activities were organised and built upon the pedagogical framework, as well as showing the interconnection between translation activities, assessment tasks, and learning outcomes. Then, error analysis is conducted to describe what translation errors learners made in various assessment task types, how they used professional translation strategies appropriately to solve these tasks, and how learners' competences were

sharpened over the course. These data thus could shed light on how the flipped classroom approach supports learners to master the necessary competences as well as how their translation habits were fostered. Finally, coded data from semi-structured interviews are provided to clarify how learners perceived the benefits of this approach, how each element of the flipped approach contributed to improving the students' translation skills, what challenges were actually faced and how these challenges were mitigated via the lens of Activity theory.

Chapter 5 addresses how major findings from the study connect with previous literature in chapter 2, and how these findings inform insights and recommendations for practice and further study in translation training and theories of flipped learning. Each research question is addressed separately and connected with current findings from the literature.

The final chapter summarises the thesis contents, discussing its implications derived from the investigation. Then it draws interpretations from the theoretical and practical perspectives that were applied for this thesis. It also indicates areas of further research, the implications, and limitations of this study.

1.12. Conclusion

In short, translator students need a learning environment with more formal class time for skills practice and collaborative learning experience to enhance their translation competence, both inside and outside the classroom. However, the current delivery in Vietnam does not meet these

needs. This is because it could not promote active learning and it also fails to foster learners' interest and engagement. Furthermore, the limited class time poses challenges for instructors to cover the required contents as well provide adequate practice for skills mastery. Therefore, this thesis implements a suggested flipped classroom approach as a novel solution to tackle these issues. It was undertaken to evaluate the benefits of the flipped approach in an academic translation module at the tertiary level. This allowed us to explore whether it could bring educational benefits during the implementation, where students applied and practiced the theoretical concepts learnt in the video lectures through meaningful in-class activities under the facilitation of teachers and with the support of peers.

This chapter first clarifies the contextual background of the study from the standpoints of flipped learning. It is followed by a presentation of the problem statements in both the translation discipline and the learners' needs. After setting up the stage, the research objectives were clearly set out, and then six research questions were posed. The chapter further highlights the rationale of the research, its significance and conceptual framework of the flipped classroom approach in translation education. The chapter also discusses the scope of the thesis, key term definitions, then concludes with the structure of the whole thesis. The following chapter will review the literature within the contextual background that is relevant to the delivery of contemporary translation programmes and the flipped classroom approach.

CHAPTER 2: LITERATURE REVIEW

2.1.   Introduction

This chapter contains two sections. The first section provides an overview of translation training, the significant patterns of this discipline in higher education, and the current status of translation training in the Vietnamese context, as well as some descriptions about translation education at a public university in HCMC. Then, the chapter examines existing literature related to flipped learning, including definitions, historical aspects, variances and characteristics, components of an actual flipped classroom, and the benefits and challenges of this approach. The second sub-section discusses theoretical backgrounds for this pedagogical approach from the perspectives of socio-constructivism and active learning theory. This is then followed by a review of the empirical research studies that probe into the beneficial impacts of this approach. The studies will address the definitions of educational benefits of this approach as it relates to learning outcomes, students' perceptions, the positive impacts of flipped learning in translation pedagogy, and the gap areas that call for further research on flipped learning. Finally, the discussion goes into a detailed description of Activity theory and how this theory is used to investigate the challenges faced by Vietnamese learners. Figure 2-1 below illustrates the relationship between the two main cores of the theoretical framework that is used to conduct this study, including the subject matter and the prominent teaching method of this particular career-orientated subject.
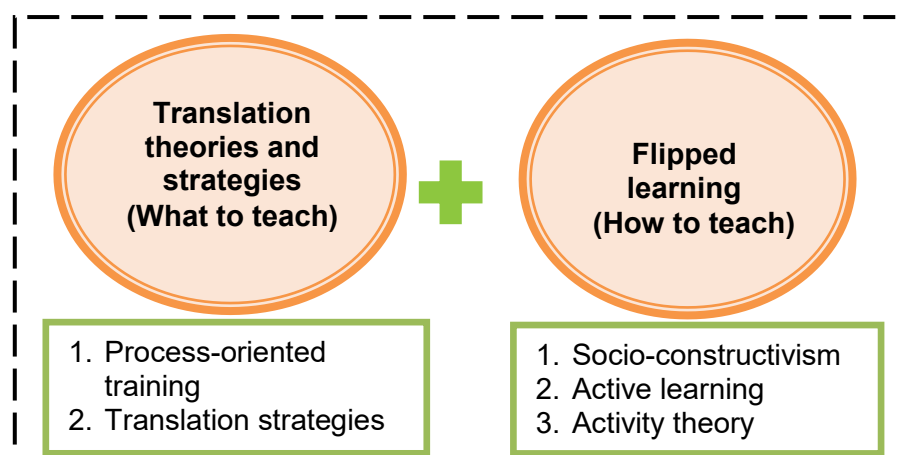
Figure 2-1: Theoretical framework

2.2. Translation training: global and local analysis

Recently, educators have put an increasing emphasis on the search for better delivery in translation classrooms (Acioly-Régnier et al., 2015; Sanchez, 2017). Therefore, an analysis of translation training from the global and local perspectives is necessary before any intervention can be made for educational innovations.

2.2.1. Definitions

Different definitions about translation could be found when the relevant literature is reviewed. For example, Nida and Taber defined translation as "reproducing in the receptor language the closest natural equivalent of the source language message, first in terms of meaning and, second in terms of style" (1969, p. 12). This definition suggests the notion of "equivalence" and ultimate translation, implying that there exists an absolute correct translation. However, the term "closest natural equivalent" is subjective and ambiguous as a translated version should be analysed on different cultural contexts and historical significance. Moreover, this

definition also puts undue emphasis on the original text and the source meaning, while neglecting the dynamicity and creativity of translators.

Later, House (1982) stated that "translation is the replacement of a text in the source language by a semantically and pragmatically equivalent text in the target language" (p. 29). With this definition, she added a pragmatic element into the translating process when looking at textual equivalence. It means every text should be placed within a particular situation so that translators could identify the appropriate strategies to make the translated version match its source text in terms of function. Therefore, she related linguistic features to the context of both source text and target text, proposing that learners should be taught the contextual elements as well as the functional significance of the translation activities.

Likewise, Newmark considered translation as "a craft consisting of the attempt to replace a written message and/or statement in one language by the same message and/or statement in another language" (1988, p. 7), while Houbert regarded translation as "the process whereby a message expressed in a specific source language is linguistically transformed in order to be understood by readers of the target language" (1998, p. 38). As such, these two authors implied that translation means more than substitution of words in one language with those from another language. The difference between these two definitions is that Newmark considered translation as an art to preserve the elegancy of expressions through the use of creative skills and formalistic experiments, while Houbert looked at it from a scientific viewpoint requiring systematic techniques to bring two cultures together.

Based on the various definitions above, translation could be summarised as a complex activity in which translators should master necessary competence and strategies to preserve specific features of original texts and reflect them in the products by semantic and pragmatic equivalence. In this sense, it is a much more challenging task than merely replacing a source text with another target text because languages differ in forms with distinct codes and rules regulating the construction of grammatical features and these forms possess different meanings that can shape the options and attitudes of recipients (Bell, 1991). Therefore, no translation could provide an ideal rendition that is totally parallel to the source text in all its semantic, stylistic, and cultural aspects. Besides, the translating process must be flexible in terms of appropriate equivalents if it is to bridge the gaps between the source language and the target language (Sanchez, 2017). As a result, a competent translation should master necessary competences and strategies if they would like to work well in this discipline or to provide high-quality translated versions.

2.2.2. Translation training

Translation training (a.k.a. translator training or translation education) is a sub-branch of translation studies with the purpose of educating high-quality translators to meet the market needs (Petrescu, 2015). In 2012, it was estimated that the number of translation programmes at the university level worldwide was over 600 (Kim, 2012). Kim added that translation training in those programmes works as a means to cope with the economic globalisation, attract foreign investments, and ensure knowledge transfer

between languages and cultures. As a result, this institutionalisation of translator training has achieved great progress around the world and boosted the search for effective methods in this discipline (Sanchez, 2017). Currently, there is a shared agreement that translation training should be in the 21st century:

• process-orientated: putting more emphasis on translation process rather than the products so that learners can acquire professional expertise and necessary translation competencies (Hatim, 2012; Lee-Jahnke, 2005).

• research-informed and competence-based: ensuring pedagogy is well-grounded with translation theories to enhance learners' competencies such as the ability to work responsibly to complete the assigned tasks or to function collaboratively within a team (Göpferich & Jääskeläinen, 2009; Hatim, 2012).

• profession-orientated: exposing students to authentic materials and simulated conditions to foster their engagement and sense of career relevance (Hubscher-Davidson & Borodo, 2012; Sanchez, 2017).

• task-based: designing translation activities to improve learner's life-long learning skills through the effective use of knowledge and skills in professional and vocational tasks. They include both real-life tasks or simulated projects within the training programme (González-Davies, 2004; Hanna, 2016)

• learner-centred: putting students as the main components within the training process with all activities aimed at boosting their

autonomy and making them accountable for their own learning (Hanna, 2016; Sanchez, 2017)

•	social-constructivist: fostering collaborative environments so that students could interact with peers and teachers both inside and outside the classroom and gradually penetrating into the working community (Kelly, 2005; Pym, 2013).

These aforementioned ideas have laid some foundations for the translation training in the 21st century. Translation training in the contemporary era could be defined as a particular educational area that is profession-oriented with more responsive programmes and effective pedagogy to enhance graduates' employability. This training should have the following characteristics. First, knowledge and skill practice should be integrated into the strategic planning of this discipline to ensure both theoretical mastery as well as procedural competency. Second, the training process should also include subject-matter knowledge, crucial skills related to technology use, independent learning, and teambuilding skills. Moreover, real-life practice and meaningful interactive exercises should be exploited to foster learners' use of professional strategies with an emphasis on the increased awareness of how to understand specifications and general requirements in performing a translation task. Finally, students need to be trained in time management, in relation to translation quality assessment, so that they can understand and familiarise themselves with the real professional working conditions such as the pressure of workload and time

constraints. In short, translators' professional activities and competences should be reflected in this specific theoretical and practical training.

However, significant gaps between translation pedagogy and actual translation practice still exist. For example, Martín de León (2016) stated that research into translation training focused mainly on the accuracy of the products and the correction of errors, while there was a lack of empirical studies on how process-orientated training could actually help learners acquire professional translation strategies and competencies. Moreover, though researchers have explored various topics on translation methodology (see 2.2.6.), a framework, with detailed procedures implementing effective learning theories to improve translator training programmes, has not been thoroughly addressed (González-Davies & Enríquez-Raído, 2016).

2.2.3. Translation competence

Translation competence refers to the skills and knowledge necessary for a qualified translator to meet market demand or to produce a good-quality text that complies with all the relevant norms of a community (Li, 2013). Translation scholars typically divide translation competence into many subsets. Thus far, there is no agreement on which ones are fundamental for a professional translator. Table 2-1 illustrates major competence models that have been used in translation institutions.

Table 2-1: Models of translation competence

	Author	Year	Sub-competences
1	Christianne Nord	1988	• Sub-competence of text reception • Sub-competence of text analysis • Research sub-competence • Transfer Sub-competence • Sub-competence of text production • Sub-competence of quality assessment • Linguistic and cultural sub-competence
2	Anthony Pym	1992	• Grammar sub-competence • Rhetoric sub-competence • Terminology sub-competence • Sub-competence of world knowledge • Sub-competence of common sense • Sub-competence of commercial strategies
3	Amapro Hurtado	1996	• Linguistic sub-competence • Extra-linguistic sub-competence • Analysis and Synthesis sub-competence • Translational sub-competence • Professional sub-competence
4	Dorothy Kelly	2005	• Communicative sub-competence • Textual sub-competence • Cultural and Intercultural sub-competence • Instrumental sub-competence • Psycho-physiological sub-competence • Interpersonal sub-competence • Strategic sub-competence

5	Stuart Campell	2008	• Target Language sub-competence • Textual sub-competence • Disposition sub-competence • Monitoring sub-competence
6	PACTE	2013, 2017	• Bilingual sub-competence • Extra-linguistic sub-competence • Translation knowledge sub-competence • Instrumental sub-competence • Transfer or Strategic sub-competence • Psycho-physiological sub-competence

In general terms, these models highlight the importance of translation competence as the goal to pursue during the process of translation training. It is obvious that there are some overlaps among the models, and each model has its own strengths and shortcomings. For example, Nord, Pym, and Hurtado paid attention to the pedagogical and functional aspects of competences, which are suitable to be taught in specific translation programmes. However, they failed to identify sub-competences that are necessary to be worked within the 4.0 industry. Likewise, Campell put too much emphasis on major aspects of verbal communication but neglected to consider the importance of cultural or sociocultural aspects of the activity. Finally, models of Kelly and the PACTE group have a lot of elements in common, providing a comprehensive and detailed description of translation sub-competences. More importantly, the model of the PACTE group was developed based on an empirical study with six different sub-competences (2017):

- **Bilingual sub-competence**: refers to linguistic capability that is necessary to communicate in two languages, including pragmatic, socio-linguistic, textual and lexical-grammatical knowledge in each language.

- **Extra-linguistic sub-competence**: implies knowledge about the world in general and different specific disciplines such as encyclopaedic, domain and thematic knowledge.

- **Translation knowledge sub-competence**: includes knowledge about translation theories (e.g., translation units, techniques and strategies) and professional aspects (e.g., techniques to handle customers).

- **Instrumental sub-competence**: refers to practical knowledge of documentary and ICT sources (e.g., dictionaries, computer-assisted tools, search engines, and network communities).

- **Strategic sub-competence**: could be understood as the ability to organise a translation project, evaluate the products, compensate for mistakes, and solve translation problems in a professional manner.

- **Psycho-physiological sub-competence**: includes knowledge about cognitive components (e.g., memory, attention span, and perseverance), behavioural components (e.g., ethics, critical mind, punctuality) as well as psychomotor mechanisms (e.g., self-evaluation, self-motivation, logical mindset, analytical skills).

The merit of this model is that all sub-competences are interconnected with their own differentiated functions; of which strategic sub-competence is the most important one. However, it seems that the

PACTE group tried creating an ideal image of professional translator with too many components. This attempt might be overwhelming for any translation training programme as some sub-competences require long exposure to the real world of professional translators (e.g., psycho-physiological sub-competence). In other words, it is impractical to equip a graduate with all those professional competences in a short training time frame, especially in Vietnam with its typical 1.5-2 years.

In short, scholars have not reached a consensus on an optimal model for translation sub-competences. Besides, these sub-competences could be adjusted in the future to adapt to the ever-changing conditions of society. Therefore, many educators and scholars have suggested that formal translation training can only help learners embrace the necessary sub-competences within the limited class time, such as bilingual, extra-linguistic and instrumental components (Galán-Mañas, 2018; Yazici, 2016). Meanwhile, strategic and psycho-physiological sub-competences can be fostered if learners choose to follow this discipline as their future career. As a result, most current translation programmes or module syllabi aim to develop the first four sub-competences of the PACTE group's model (Robert, Remael & Ureel, 2017).

2.2.4. Translation habits and translation strategies

A habit in a professional work environment refers to the established behaviors and regular tendency of people to employ the required behavioral, ethical, and practical strategies to meet the performance standards of that discipline (Zhu, 2017). Thus, translation habits could be defined as a set of

all the regular, settled, or behavioral strategies that learners adopt to solve specific translation problems both consciously and unconsciously (Zhu, 2017). In this sense, translation habits might overlap with the concept of translation strategies proposed by Lörscher (1991). What differentiates the two terms is that translation habits are behaviours conducted by inexperienced students, while the latter is used for competent translators who can adopt appropriate techniques unconsciously during the translation process (Plońska, 2014). Moreover, as Do (2019) maintained, a solid foundation of good translation habits means that the translators are able to adopt professional strategies on a consistent basis in appropriate situations, which could set a precedence of efficiency, productivity, and reliability in their assignments. This means individuals who can adopt and demonstrate exemplary good translation habits are highly valued and have a better employability. In short, good translation habits imply a high awareness of the appropriate use of professional strategies in particular situations, the high frequency of using these strategies to do the tasks, and the few errors that leaners make in their translated papers (Zhu, 2017). Therefore, helping learners to develop good translation habits should be given more consideration within the training process.

Professional strategies require translators to focus on semantic, pragmatic, and inter-textual aspects of the source texts to extract as much contextualised information as possible. Hence, professional translators should usually adopt a meaning-orientated approach and continually monitor the emerging issues. This avoids distortions of the source message

and errors in the target language. One example was the study by Plońska (2017), who investigated the correlation between the strategy usage and the errors made by professional and amateur Polish translators. Results (r>0.6, p<.01) showed that experienced translators could use professional strategies better than amateur ones to provide translations that were both linguistically correct and faithful to the original versions.

According to Lörscher (2005), professional strategies can be grouped into three categories, i.e., comprehension strategies, transfer strategies, and production strategies. Comprehension strategies imply the strategies of understanding the source texts, identifying the translation problems (lexical and syntactic problems), and segmenting the source texts into smaller units. Transfer strategies refer to analysing the differences between the source texts and the target texts, and then finding the appropriate solutions to these problems. Finally, the production strategies relate to the assessment of the translated versions as well as any necessary refinements.

In terms of identifying translation problems and segmenting the source texts, Károly (2012) stated that instructors should orientate learners' habits to produce acceptable texts that communicate the intended message of the source texts, while respecting the target language norms. By looking at the source texts from the phrase, sentence and paragraph levels, teachers can teach the learners to make appropriate decisions (e.g., adaptation, omission or paraphrasing) to create a text that matches the target language norms, both linguistically and functionally. After completing the translation exercises, learners should also know how to assess their

products in terms of phrase, sentence and paragraph levels. As a result, learners can become more conscious of professional strategies in their practice and performance.

Likewise, Martín de León (2016) suggested a five-step approach in developing learners' habits for better performance. This includes source text analysis, identification of translation problems, elimination of difficulties, assessment of equivalence, and back translation. This approach, together with the ideas of Karamanian (2002), is insightful to this thesis because it provides a teaching model to navigate positive translation habits. This approach can be summarised as follows:

a) Learners read the whole text to get the main idea and reduce the source text from its structurally simplest and most semantically evident units to higher levels for analysis (word-and-phrase, sentence, text and genre levels, and text types).

b) Learners identify translation problems (i.e., ambiguities, semantic differences, discourse contexts and cultural issues), solve these difficulties and transfer the meaning to the target language.

c) Learners generate semantically and stylistically equivalent expressions in the target language with appropriate reformulation techniques as the top priority in order to preserve the meaning of the source message.

d) Learners assess the products for accuracy, readability, stylistic equivalence, and intended meaning.

e) Learners conduct peer reviews to check any errors or ambiguities.

This model has four advantages. First, it takes into account all the issues of forms, meaning, context, and text types so that learners can make sense of the cohesive relations among the various elements of a discourse. By learning how to divide the texts into pieces, the students can reconstruct its content and relate that content to specific structures. Second, it employs systematic strategies by dividing language into smaller units for translating purposes. Thus, the translating procedures are given step by step, and solutions to problematic areas are given systematically. In this way, students can recall these strategies and apply them in similar cases more easily. Third, it incorporates insights from other linguistic areas such as discourse analysis and contrastive linguistics. Finally, the enhancement of translation competence could be achieved through a gradual process. The translation teaching could emphasise the route to acquiring appropriate translation habits that will enable the development of a professional working style. As a result, learners will be able to develop professional habits to complete their assignments.

To sum up, translation habits include behavioural strategies that a translator adopts when confronting a translation assignment. These strategies could be grouped into two categories: amateur and professional strategies. Amateur strategies refer to the tendency to convert the source language texts to their nearest target language equivalent without paying much attention to the contextual meaning and cultural impacts As a result, the translated versions are unnatural and might produce much ambiguity to the target readers. Meanwhile, professional translation strategies require

translators to take into consideration aesthetic values of both the source and target languages. Therefore, their translated products are acceptable and comprehensible to the target readers (Galán-mañas & Olalla-soler, 2016). As result, translation training should help learners master the professional strategies and use these strategies on a regular basis both consciously and unconsciously. In other words, good translation habits should be fostered during the training process. Figure 2-2 below demonstrates the translation strategies that are currently taught in formal translation training.

Comprehension strategies →

> **1.** Read the whole text to get the main idea and segment the text into translatable units.
> **2.** Identify translation problems
> • Lexical problems: hyponymy, connotative, ambiguity, terminology, cultural elements.
> • Syntactical problems: lack of subject, redundancy, word order, article, preposition, collocation, verb tenses, structures, word formation, and voices.

Transfer strategies →

> **3a.** Translation skills at the word and phrase levels: direct translation, borrowing, naturalization, diction, paraphrase, and cultural equivalence.
> **3b.** Translation skills at the syntactic level: key message analysis, reformulation techniques.
> **3c.** Translation skills at the paragraph level: coherence, cohesion, addition, omission, adaptation, clarification.

Production strategies →

> **4.** Evaluate the product in terms of accuracy, comprehensibility, stylistic equivalence, and intended meaning.
> **5.** Conduct peer reviews to check any errors, ambiguities or confusions that may arise.

Figure 2-2: Five-step approach to navigate learners' translation habits

2.2.5. Translation quality assessment

In recent decades, researchers have endeavoured to find a robust framework for analysing translation errors. A framework is necessary for external audits to evaluate the official accreditation of a translation training programme. It also plays a significant role in assessing whether a translated version meets the quality standards set by the institution or the translator community. Finally, it lays fundamental backgrounds for navigating educators to improve their students' translation proficiency. Therefore, a review of translation quality assessment is necessary, and a translation framework is provided to explain how learners' ability was assessed in this study.

There are currently two main approaches to translation scoring, including holistic and analytic methods (Aubakirova, 2016). Proponents of the holistic method contend that the whole is greater than each separate part, and graders should combine all the prominent features of a translation to arrive at an overall judgement of its quality (Williams, 2013). Therefore, they normally refer to a holistic rubric so that the grading can be systematic and objective. A holistic rubric defines performance criteria and levels but does not indicate specific components of the performance. An example of these grading rubrics is developed by the American Translators Association (ATA, 2013), which contains the four following levels:

▪ Strong: Translated text conveys meaning fully and accurately as specified by translation instructions.

- **Acceptable**: Translated text conveys meaning well enough to be useful to intended readers; occasional mistranslations, omissions or additions may slightly obscure meaning.

- **Deficient**: Translated text does not convey meaning well enough to be useful to the intended readers; mistranslations, omissions or additions may obscure meaning.

- **Minimal**: Translated text would be nearly useless to intended readers; frequent and/or serious mistranslations, omissions or additions obscure or change meaning.

By contrast, the analytic rubric adopts an error classification scheme to assess the quality of a translated version. An error, defined by its severity, can be a major or a minor mistake, so a weight in the form of a numerical value is assigned to each error. Currently the most detailed analytic rubric is developed by American Translators Association with 27 error types (ATA, 2013).

The primary advantages of holistic scoring are the simultaneous consideration of all components of the response and time efficiency. On the other hand, the strength of analytic scoring lies in assessing the translator's specific strengths and weaknesses and identifying the particular components of the translation competence. The types of scoring used is dependent on the nature of the subject training, the purpose of the course module, and the focus of the course contents (Flanagan & Christensen, 2014). However, translation assessment grounded in error analysis is more favourable than holistic scoring in formal training as it is quantifiable and

easy to provide feedback (Flanagan & Christensen, 2014). This part, therefore, attempts to review some of the most noticeable translation errors, and proposes a list of translation errors. This list can be regarded as the foundation for the test marking conducted in this study.

Newmark (1995) categorised translation errors into referential errors and linguistic errors. "Referential errors are about facts, the real world, propositions, not words" (1995, p. 189). On the other hand, linguistic errors involve mistakes caused by linguistic incompetence such as misuse of articles, prepositions, tense, voice, word choice or collocations. The second categorisation is logical and appropriate and is suitable for evaluating the quality of translations in general, especially the translations of undergraduates as they are at the early stage of training. Thus, the lack of competence is completely understandable.

While agreeing somewhat with Newmark's discussion, Nord (2009) further suggested that translation errors could be classified into four main types. First, pragmatic errors are caused due to the lack of recipient orientation. It means that translators have no specific targeted readers in their minds; therefore, they have no orientation when translating. Second, cultural translation errors occur with regard to negligence in cultural-specific conventions or equivalence. Third, linguistic translation errors involve mistakes in linguistic features. This type is entitled text-specific translation errors relating to incompetence in various text types and text genres.

On the other hand, Schiaffino and Zearo (2005) classify translation errors into three main categories. First, errors of meaning occur if the

meaning of translation becomes distorted from the meaning of source texts. This includes the wrong word usage, incorrect meaning or misinterpretation of the source texts. Second, errors of forms involve errors of grammar, spelling, and other errors without changing the meaning of the original versions. The third categorisation includes errors of compliance, which implies a failure to convey the appropriate stylistic genres, preferred terminology, and the wrong use of reference words (of time, place and events), and other requirements. These errors can cause unnaturalness, lack of comprehensibility and inconsistency.

Based on the above reviewed studies, it could be summarised that the list of errors can be divided into three categories including lexical errors, syntactic level and translating errors. These three types of errors are unavoidable to novice translators due to their lack of practical experience, low level of English proficiency, and insufficient background knowledge about translation theories. Table 2-2 illustrates the analytical rubric used to grade the test papers of the participants in this study.

Table 2-2: Translation rubric

Categories	Sub-categories	
Lexical errors **(4 pts.)**	Incorrect meaning	Cultural elements
	Terminology	Multi-word units
	Untranslated terms	
	Typos	Preposition
	Miscellaneous	Structures

Syntactic errors (3 pts.)	Redundancy	Word formation
	Word order	Voices
	Article	Punctuation
	Tenses	
Translating errors (3 pts.)	Style and naturalness	
	Coherence and cohesion	
	Reformulation techniques	

(Adapted from ATA (2013) and Schiaffino and Zearo (2005))

2.2.6. Significant patterns in translation training

Early translator training did not receive the attention that it deserved due to the use of unsystematic and ineffective methodology such as by trial-and-error and arbitrary methods (Gabr, 2001). Since the 1990s, this view has changed and translation academics have endeavoured to establish innovations in skill sets, learning outcomes, curricular contents, and pedagogical considerations for improving translation training (Kelly, 2005; González-Davies & Enríquez-Raído, 2016). These innovations have centred around two fundamental issues; namely, "what to teach" and "how to teach" this discipline.

2.2.6.1.   What to teach

Early translator training focused on curriculum content rather than other considerations such as pedagogical approaches (Kelly, 2005). There is no absolute answer as to what elements (course contents, instructional material, skill sets and competencies) should be taught within a translation

curriculum. These elements should be chosen according to specific social and pedagogical contexts, with a preoccupation that they need to be updated constantly so as to meet the demands of both industry and academia. Table 2-3 summarises the relevant literature as the foundation for curriculum contents.

Table 2-3: Elements of the translation contents

What to teach	Authors	Main ideas and contributions	Limitations
Course contents	Azizinezhad (2006)	- Two elements: language and translation teaching - require a congruent eclectic method applicable to both elements	- no defined ratio between the two elements - still ambiguous
	Albir (2007)	- Three elements: theories, skills competence, and techniques - suitable for the whole curriculum	- too broad for a specific module - needs to be operationalised
	Zralka (2007)	- Four elements: + various text types, text registers and text genres + language teaching + theories and concepts + techniques	- challenging to teach within limited physical class time
	Nord (2009)	- real-life practice - proposed criteria to select text genres - self-learning materials	- too dependent on genres - less attention to techniques

Instructional materials	Gile (2009)	- centred on techniques to deal with translation problems - proposed new concepts and theories	- time-consuming to prepare
Skills and competencies	PACTE group (2017)	+ six competences: bilingual, extra-linguistic, instrumental, strategic, translation knowledge, and psycho-physiological	- could not be mastered within short time - some competencies could not be assessed via paper-based exams
	Sanchez (2017)	+ five competencies: analytical, technological, interpersonal, research and time management competencies	

Regarding the course contents, Azizinezhad (2006) highlighted that teachers should incorporate both language teaching and translation teaching (theoretical and practical aspects) into the syllabus. He maintained that both language learning and translation learning are of equal importance and teachers should not only nurture language competence but also help their students improve the skills and techniques for translating. However, the ratio between these two aspects is not defined. He also did not state clearly what elements of language teaching and translation training should be taught. Thus, no framework could be inferred from his ambiguous recommendations.

One year later, Albir (2007) stated that three basic components in translation training included concepts and theories, necessary strategies to

perform the tasks, and the acquisition of sub-competencies. His ideas was then expanded by Zralka's suggestions for improving the content design (2007). First, various text types, text registers, and text genres should be taught so that learners could employ appropriate translation methods with these elements. Second, a linguistic analysis between the source language and target language should be made to help learners learn how to analyse differences in semantic and structural features as this can help them translate words, sentences, and paragraphs effectively. Third, translation theories should be taught so that students could have a comprehensive understanding about the discipline and its underlying principles behind each decision. Finally, guidance for professional strategies should be provided to enhance learners' ability to use appropriate vocabulary in different contexts, retain registers of the source text, adopt proper reformulation techniques, and assess the quality of translated products. His suggestions have been adopted by many course designers (Ali Almanna & Hashim Lazim, 2014; Sanchez, 2017) although it is challenging to cover all these issues within the limited physical class time of a particular module.

In terms of instructional material, Nord (2009) emphasised that educators should use real-life material to bring professionalism into the classroom. She further suggested that learning material should provide tips on how to segment the texts, classify and handle translation problems, and conduct translation quality assessment. Then, Gile (2009) added that instructional material should include practical sessions to deal with lexical, syntactic, textual and intertextual problems. He also proposed incorporating

such translation concepts as communication purposes, faithfulness, intelligibility, and knowledge acquisition.

Third, translation competences are also constructed within the curriculum. In this aspect, the model of PACTE group (2017), consisting of six interrelated sub-competences as mentioned in sub-section 2.2.3., is quite seminal. However, these sub-competences could not be mastered within a short time and some of them could not be assessed via paper-based exams (Albir, 2015).

Finally, contemporary literature discusses the implications of introducing machine translation and technological tools in the classroom (Gaspari, Almaghout & Doherty, 2015) or web training (Jiménez-Crespo, 2017) with detailed considerations for content design and skills development. The implementation of these tools is investigated in sub-section 2.3.2.c.

In short, the aforementioned papers show that a translation course should be set within real-life/simulated contexts together with theoretical principles, and more practice is needed for enhanced performance. Classroom activities should aim to develop necessary skills and strategies to deal with lexical, syntactic, textual and intertextual issues. However, what specific elements should be taught and how the sub-competences are nurtured in the translation curriculum are still left unanswered. Hence, the teaching contents are designed differently by educators and course designers based on the social context, learning objectives and learning outcomes of each training curriculum.

2.2.6.2.   How to teach

2.2.6.2.1. The traditional teacher-centred method

The traditional teacher-centred method is still prevailing in this discipline, by which instructors hand out source texts to students, and learners have to translate them at home or impromptu in the class. Then, teachers review them and offer the "correct" versions (Al-Hadithy, 2015; Öner Bulut, 2019). Activities are product-orientated with much focus on accuracy and very few classroom interactions. Teachers provide inadequate subject-specific knowledge related to the topics. Also, certain sub-competencies such as strategic and psycho-physiological components are normally overlooked (Öner Bulut, 2019; Yazici, 2016). Therefore, this exercise-ridden classroom might not equip the learners with adequate professional and interpersonal skills, knowledge and competence to meet the increasing demand of the labour market. Moreover, it is excessively focused on language accuracy with the impression that the teacher's answer key is the best one and should be strictly followed (Al-Hadithy, 2015; Stewart, Orbán & Kornelius, 2010). They have few opportunities to look at a problem from different perspectives, to learn from their peers and to develop higher cognitive skills such as critical thinking and evaluating. As a result, learners' creativity is stifled and their autonomy is discouraged by this product-orientated method.

2.2.6.2.2. Student-centred methodologies in translation training

While the traditional method is still dominant in many classes, translation academics have endeavoured to establish learner-centred and

innovative methodologies to help novice translators improve their competencies for vocational or professional purposes. Two prominent ones are the socio-constructivist model and the process-orientated teaching for empowering learners' performance (Sanchez, 2017; Wu, Corr & Rau, 2019).

In terms of social constructivism, Kiraly (2000) said that students as the centre of training should learn from collaborative practice so that this could facilitate knowledge construction as well as develop cognitive ability. Kiraly contended that teachers should create collaborative learning environments that allow trainees to interact and negotiate with each other during simulation exercises, task-based activities, fieldwork, and project assignments. Further case-study findings of Rico (2017) and Li (2017) demonstrated that such exposure to real-life tasks and authentic material within the group-work activities could foster learners' usage of professional strategies and enhance their responsibility. Learners can also feel more empowered when they interact with the teachers, question them, or suggest alternative solutions so that the training becomes a two-way process. Therefore, a number of academics have subsequently based their theories or teaching practices on social constructivism to explain how to implement this approach in a physical translation class (Li, 2017; Wang, 2017).

Gabr (2007), for instance, introduced a model using social constructivist approach to a translation curriculum targeted to the needs of the market and students. His model included two phases; i.e., the design stage to identify the market's and learners' needs; and development stage to define the course objectives, prepare instructional material, select

teaching methods and develop lesson plans for actual classrooms. In his development stage, a wide variety of instruction modes were adopted, such as lectures, discussions, experiential-sharing, role-playing, and computer-based assignments that not only covered theoretical and practical aspects of translation, but also created conditions for dynamic collaborations. For example, discussions enhanced the two-way interactions between teacher and students, while computer-based assignments presented issues in a more vivid environment to arouse learners' interest and review of the lessons. He also maintained that other factors played important roles in developing learner's competence, such as teaching methods and learners' preferences. A sound approach to translation training should address theoretical aspects as well as practical components of translating; thus, traditional and innovative modes are of importance. In addition, both group work and individual work should be implemented within the classrooms to cover various learning preferences. Therefore, educators should take these elements into careful consideration, and implement them into the teaching process to help the students improve translation skills.

In 2010, Stewart, Orban and Kornelius (2010) experimented the application of collaboration in a translation classroom. German students worked in groups to do translation tasks in a simulated professional environment (e.g., authentic problem-solving scenarios, simulated collaborative working contexts, network-sharing, and reference tools). Their serial investigations of six case studies (N=17) revealed that this approach received positive responses from students (>=70%) in terms of motivation,

productivity and work quality. Two years later, Zainudin and Awal (2012) studied the teaching of translation through collaborative learning when their students were required to do translation work in two settings – group work and individual work. The questionnaire findings indicated that about 80% of respondents preferred working independently because it helped them assess their own ability as well as get used to the time pressure. However, students enjoyed sharing ideas and discussing their translated work with classmates about their errors and mistakes. As such, the findings of Stewart, Orban and Kornelius (2010) and Zainudin and Awal (2012) complemented each other, suggesting that a combination of group work and individual work is necessary in translation class for personal improvement. This combination was supported by other studies of Barros (2011), Li (2014) and Roskosa (2016) showing that more than 40% of participants found the beneficial impacts of individual translation within the physical class time.

As regards language learning theories, process-orientated training is highly valued by many scholars. Lörscher (1991), for example, highlighted that this process-orientated training could develop learners' awareness to use appropriate strategies within a theoretical basis, and meet social needs for intercultural translation. He further added that translation training should enhance students' bilingual ability, group cooperation and ethical attitudes as these virtues are highly appreciated by the market. However, the question of how the process of translation training should be operated is left unanswered.

Zeng and Lu-Chen (2002) proposed a four-stage framework for translator training. First, the students were required to analyse and evaluate a text from the top-down approach, moving from larger to smaller units. Then, the students were given assignments to familiarise themselves with the necessary steps that should be followed in order to obtain a high quality translation. Third, students applied what they learnt in the previous stages to web translation. Finally, students got involved in a project comprising annotated translations. This detailed framework provides a model in which the translation process is divided up into a series of well-defined and distinct tasks for students to perform to help them improve their competence. It also paves the way for similar methodologies to be used in the future. Two years later, González-Davies (2004) added that every activity within this framework should be based on intended learning outcomes so that learning progress can be monitored closely. According to her, translation competence could be enhanced through a wide range of learning activities and assessment tasks so that they can contribute effectively to operationalising the social-constructive approach.

Another important aspect of process-orientated training is the evaluating of skills for translation quality assessment. Al-Mijrab (2005) outlined five practical criteria for identifying and evaluating translation problems. Hence, this error analysis is of great value in translation training as it provides some guideline for peer review, enables learners to monitor their own progress, and helps instructors evaluate students' performance. These criteria include:

a) Frequency: how often an error occurs within a translation.

b) Generality: how major or minor the error is.

c) Intelligibility: to what extent the communicative goal of the target text is achieved.

d) Interpretation: how faithful the target text is to the source text, and whether it includes all important information.

e) Naturalness: how naturally the target text is read by the readers.

Al-Mijrab stated that the entire translation should be checked against all criteria so that this identification of students' translation errors and subsequent correction can lead to an improvement in learners' translation competence. He also added that learners should be taught these criteria so that they can assess the quality of a translated work during the process of revision and evaluation (e.g., peer assessment). If they can identify and classify the errors, they might be able to correct these mistakes and provide a better translation.

In addition, Brookhart (2013) was of the opinion that there is no best translation assessment, and to judge whether a product is good or bad depends entirely on the purpose of the assignment (i.e., academic purposes, or commercial purposes). Therefore, translation teachers need to set appropriate learning objectives and criteria to appropriately assess the quality of translated works produced by students as well as help the students assess their work. He further asserted that an analytic scoring might be appropriate for novice translators as it could provide them with pre-defined learning objectives and assessment criteria for self-study and self-revision.

In short, translation educators should design and foster collaborative learning environments in which learners could interact with their peers to be accountable for their own learning. Both theoretical and practical aspects should be allocated within the syllabus, and collaborative group work as well as individual work are necessary. All of these are advocated by the concepts of the socio-constructivist approach and process-orientated teaching, which perceive translation training as "a personal, holistic, intrinsically motivating construction process" to enhance students' autonomy and habits to solve translation problems (Kiraly, 2000, p. 22). Embedded in such methods, techniques used for teaching translation are also diversified in favour of classroom activities such as teamwork, individual work, and collaboration rather than those used in one-way teacher-student interaction classroom. However, both theoretical and empirical studies in translation teaching are still scarce to prove which educational methods, approaches and techniques are appropriate for translation teaching (Lowe, 2016; Sakwe, 2017). Thus, there is a need for more research that offers results based on the implementation of all the aforementioned studies in translation training.

Figure 2-3 below describes how the theory of socio-constructivism and process-orientated training relate to the translation education and the conduct of this study.

Socio-constructivism
- Collaborative learning
- Authentic materials
- Real-life or simulated tasks

- Gabr (2001): theories (traditional and innovative modes) + practice (computer-based assignments)
- Stewart, Orban and Kornelius (2010): group work for projects and task-based assignments
- Zainudin and Awal (2012): individual testing for personal improvement

Translation training

Process-oriented training
- Focus on strategies and habitual behaviours
- Highlight three stages: pre-translating (comprehension), while-translating (transferring), and post-translating

- Lörscher (1991): bilingual ability + group cooperation + intercultural translation
- Zeng and Lu-Chen (2002): four-stage framework + task-based
- Al-Mijrab (2005): translation quality assessment with 5 criteria
- Brookhart (2013): pre-defined learning objectives and assessment criteria

Figure 2-3: Student-centred framework for translation training

2.2.6.2.3. Technology in translation training

Since the early 21st century, studies have been conducted on technology and web-based learning in translation teaching with positive results. For example, Yumuk (2002) investigated the effectiveness of technology in a Turkish translation course. 90 third-year undergraduates were required to use the Internet to select, analyse, apply and evaluate relevant information to enhance the accuracy of their translation. Through questionnaires, interviews and diary analysis, data showed that 94% of the participants were motivated enough to assess their progress, and 58% became accustomed to conducting deeper terminology searches via online

sources for self-study and revision. This indicated that the Internet had a significant impact on students as it supported further practice at home, and students could review materials and do exercises without instructor assistance. As a result, learners' autonomy was promoted and they viewed translation learning to be more meaningful. However, the Internet was just a supporting device to do at home rather than an integrated part inside the classroom.

Another example was a study by Varela Salinas (2007), who elaborated on a web-based technology to enhance the translation teaching process. She used Moodle to employ different activities to train students. For example, questionnaires and quizzes were used to revise faulty translation by comparing the answers with a source text; then, the system evaluated learners and gave feedback on their performance. That system also served as a virtual forum, where students discussed their assignments in chat rooms and the instructor could monitor closely. Her observation results showed that if learners were provided with clear guidance on how to use these tools, they could collaborate with one another in a non-threatening environment. Still, Salinas admitted that more quantitative results are needed to prove if learners' translation skills are improved, and this web-based approach should be a complementary part to the face-to-face mode.

Taking a socio-constructivist perspective as the main teaching approach, Galán-Mañas and Albir (2010) recommended two proposals adopting blended language learning in teaching Translation courses. Details were given about learning theories (i.e., competence-based training and

task-based approach) and the well-planned process for the implementation of technology was presented. By using questionnaires, reflective diaries, and comparisons between self-grading marks of the students and the marks given by the teachers, the data demonstrated a significance in students' satisfaction with these new approaches. The study also confirmed that learners placed a high value on the blended learning as it permitted flexibility to organise the workload, encouraged groupwork and promoted autonomy. It can be said that these authors proposed two frameworks employing technology in translation teaching with empirical validation. However, more data are needed to investigate whether these proposals are truly effective in improving learners' performance such as comparing the results of students in the treatment class with those not exposed to blended learning.

Azizinezhad and Masoud (2011) adopted blogs in teaching a translation class and reported that their experiences in using this technology were positive. Participants in the treatment class were satisfied with this friendly environment, and blogs helped them acquire updated knowledge as well as provide motivation for translation activities. They concluded that web-based technology was effective in enhancing openness, collaboration, and community-building for both teachers and learners. Still, blogs were merely supporting tools for additional exercises and could only be used outside the classrooms.

Recently, Rico (2017) presented an experiment in using ePortfolio as an instructional tool so that learners could exchange ideas, experiences and assignments, hence creating a socio-constructivist learning environment.

Through students' diaries and formative assessments, Rico stated that this tool was effective in helping learners acquire a sense of empowerment and an active role in their learning process. She also asserted that ePortfolio promoted learners' autonomy and collaborative interactions via experience sharing with others inside and outside the classroom. One merit of this study is that she structured the sessions around well-planned stages to foster deeper learning, conceptual understanding and personal involvement among students. This can be seen as an initial step towards shaping educational methodologies with technology in translation education; thus, allowing learners to construct knowledge and sharpen their skills from a collaborative experience with processes and actual products.

In short, research showed that students generally expressed positive attitudes towards the implementation of technology and e-learning devices. However, these experiences mainly suggested utilising technological tools to transmit knowledge from one person to another without a pedagogical proposal for teaching translation. This means that no exemplary procedure is provided to explain how technology should be incorporated into the training process in which real learning is seen as the result of interactions, reflections and experiences. Hence, a paradigm shift towards a student-centred methodology is needed to address how teachers adopt technology to present lectures, have students do assignments based on the information they impart, and encourage learners' collaborative work inside and outside classroom.

In addition, the studies above shared the idea that the implementation of technology in translation raised a number of problems. As Alcina Caudet (2008) identified, these challenges include a lack of familiarity with software applications, scarcity of electronic material in translation discipline, limited network accessibility, and differences in learners' autonomy level, personal preferences towards technology and the tension from the whole programme structure. It also entails a considerable investment of resources, such as time, money and effort, and it can produce additional stress in students who have difficulties with technology or overwhelming workload; and thus, can wane their motivation. Therefore, the awareness of its limitations has resulted in a shift to combine face-to-face and online learning approaches, or collaborative working alongside individual study scenarios (Roturier, 2015).

To further address the above issues, more research is needed to build a working framework for effective implementation of technology in translation teaching. In addition, the absence of contributions addressing the challenges faced by translation students utilising technology in the Vietnamese setting highlights that this area has yet to be underpinned by systematic research. This is a glaring gap that this study attempts to address as it aims to provide translation teachers with practical advice on how to implement technology in educational environments that seek to promote learners' autonomy, higher-order thinking skills, as well as translators' professional strategies.

2.2.7. Translation training in Vietnam

2.2.7.1. The status of translation training in Vietnam

Due to the open-door policy to integrate into the international economy, the socio-economic, scientific as well as cultural exchanges between Vietnam and foreign countries have led to a great demand for professional, competent translators. Translation, thus, has become an integral component in most English-major programmes since 2002 (Pham & Tran, 2013). More importantly, attitudes towards translation training have undergone fundamental transformation both in the professional world and academia when Vietnam officially joined WTO in 2007. Since then, university lecturers are aware of the prospect of their students working as professional translators (Do, 2016). Hence, in order to meet the market needs as well as equip graduates with the relevant skills, many language faculties have developed special courses incorporating translation as a main major in its own right. However, the reality is that most people who engage in the translation field normally hold a degree in modern languages and do it as a part-time job (Do, 2016). There also is a lack of intensive post-graduate translation courses to provide advanced training for translators (Do, 2019; Nguyen, 2016).

Against this backdrop, it should be noted that translator training and research in Vietnam has not received adequate attention. Challenges remain with the lack of professional instructional material, an inconsistency in fundamental content design among institutions, no well-defined classroom procedures, and subjectivity in quality assessment without detailed rubrics

(Nguyen et al., 2016). One reason for these problems has to do with the prevailing teaching method, which is product-orientated. This makes it comparatively easy to manage teaching activities, yet not productive for the development of translation abilities (Nguyen et al., 2016). Another reason is that teachers tend to adopt traditional approaches in translation training. In fact, it is normal to find a traditional translation classroom in which the teacher is a "knowledge transmitter" (Pham, 2016), who tries to correct every translation mistake made by their passive students. Though there have been efforts made by some teachers in translation didactics, more studies need to be done to develop efficient teaching strategies, especially those involving Internet resources under the conditions of EFL majors (Nguyen, 2016). The final point is that most educators lack formal training in translation studies and hands-on experience in professional career (Do, 2016). Because most educators have not been working as professional translators, it is difficult for them to provide students with vocational experience and knowledge that are necessary for career development in this discipline (Pham, 2016; Do, 2019).

Since 2015, certain attempts have been made to adopt more professionally-grounded approaches to equip learners with practical translation skills and competencies. For example, various conferences and seminars have been organised throughout the country since then to discuss innovative trends and methods in translation training (Pham, 2016). In addition, many studies and training programmes at the national level have been sponsored, aimed at improving the translation curriculum, providing a consistent content design and standardising course books. Theoretically,

these programmes have clear objectives and aim to cover most of the main points that are necessary for translator training. However, the reality shows that there are problems during the actual implementation since these programmes lack tools for the selection of students, material and course evaluation instruments (Nguyen, 2016; Do, 2019). In addition, most of them are currently on the stage of development and implementation without any reported findings anticipated by 2020. Finally, no systematic mechanism is used to evaluate if those programmes actually take into account the labour market and learners' needs (Nguyen, 2016). Therefore, a reform of the curriculum is needed since Vietnamese tertiary education is still theory-orientated and scholastically-driven (Do, 2020).

In short, translation training in Vietnam is still in its infancy with the product-orientated and traditional formats as the prevailing methods, while educators and the government are struggling to improve the quality of this field by researched-informed methodologies, consistent contents and standardised course books. Thus, the problems confronting translation teaching in Vietnam are enormous. In order to improve the situation, it is necessary to find solutions to the problems of teaching methods. This in turn guides the approach to syllabus design, directing the updating of teaching material and, more importantly, offering teachers of translation consistent pedagogical principles in teaching translation.

2.2.7.2. Translation training at BUH

2.2.7.2.1. Faculty of Foreign Languages

Banking University Ho Chi Minh City has been involved in translation education since 2009. The broader context in which the researcher presented this study is the challenges for public institutions, which are facing diminishing government support, competition from professional translation courses in other English-majored Faculties, a lack of online material available in Vietnam, and continued critique by the translation industry about the school's inability to prepare students for the real world (*The 'BlackBox' Survey of the Proficiency Output Standards of BUH's English-majored Graduates from the Perspectives of Employees*, 2015). More specifically, this study is conducted in a Vietnamese public university that is coming to terms with a massive 50% financial cut to the university sector in 2018 from the State Bank of Vietnam. The rationale given was that the financial burden of higher education should be borne by the institutions and the students.

The Faculty of Foreign Languages at Banking University was founded in 2005 as a result of a restructuring process of Vietnamese universities. The aim of the Faculty is to provide a professional environment where learners can study English as a Foreign Language (B.A.) majoring in English and Banking. Translation is a compulsory subject with four modules (Translation Theories, English-Vietnamese Translation, Vietnamese-English Translation, and Advanced Translation/Interpretation Practice). The translation courses are mainly designed to provide a structured syllabus of Translation Practice

for English-majored students, covering an extensive range of topics and text genres with Business-Banking-Legal resources winning heavy priority.

Before taking these translation courses, the students must have undergone academic English training as well as some compulsory Business courses during the first two years. These courses are very important in shaping their ideas in business relations as well as providing certain knowledge about legal issues and contracts that they will encounter in their translation courses and assignments. Table 2-4 below provides the syllabus at this Faculty.

Table 2-4: The B.A. programme (Year 3 + Year 4) at BUH

	FIRST SEMESTER OF YEAR 3	
	Courses	**Number of credits**
1	Financial and Monetary Theories	3
2	Principles of Marketing	2
3	Principles of Accounting	3
4	Fundamentals of Management	2
5	Translation Theories	2
6	Phonetics – Phonology	2
7	English – Vietnamese Translation	3
8	Second Language (3)	3
	SECOND SEMESTER OF YEAR 3	
1	Vietnamese – English Translation	3
2	British Culture	2
3	American Culture	2

4	Morphology – Syntax	2
5	Second Language (4)	3
6	Optional business-related subject (1)	3
	FIRST SEMESTER OF YEAR 4	
1	Business Interpretation	3
2	Semantics	2
3	An Introduction to English Literature	3
4	Corporate Finance	3
5	Optional business-related subject (2)	3
	SECOND SEMESTER OF YEAR 4	
1	Internship	3
2	Bachelor Thesis or 3 substitution subjects: + Contrasted Analysis + English for Business Communications + Advanced Translation/Interpretation Practice	9

2.2.7.2.2. Translation training at BUH

The translation face-to-face session is exercised for the duration of four hours a week (4 hours=5 academic periods). There is a lack of qualified translation teachers and proper textbooks, an absence of systematic teaching methods, and insufficient time devoted to these syllabi. There also is no official rubric for the grading system. Admittedly, traditional methodology is still being adopted in this institution with much focus on in-class silent tasks, precise word usage and accurate grammar. The typical routine is that the teacher corrects a prior homework, followed by lectures on translation skills and demonstration through examples, then the time-

consuming practice by students, and finally, the teacher's feedback is provided. In this teaching procedure, the instructor plays a dominant role as a sole disseminator, and students take notes passively without adequate time for internalisation and discussion, which is ineffective for translation practice. For example, Trinh (2012) conducted a survey at four public universities in Ho Chi Minh City to explore students' attitudes toward translation training. The results showed that the graduates were not confident in their translation capability, and they were not satisfied with the monotonous teaching styles. In addition, participants revealed that the evaluation method is one-fold as the teacher's comments account for most exercises with few mutual evaluations among students. Additionally, some teachers hand out reference versions so that students can correct by themselves. In fact, it is inappropriate to evaluate translation without discussion and exchanges as this has a negative impact on the learner's autonomy and self-confidence.

In recent years, the Faculty has been implementing certain innovations to improve the translation training process. On the one hand, the product-orientated teaching method in which students' products are judged as "right" or "wrong", "good" or "bad" is gradually substituted by the process-orientated approach to enhance learner's competence. Learners are geared towards professional strategies to deal with translation problems and real-life practice. On the other hand, teachers are encouraged to exploit different factors to promote constructive, critical attitudes among learners and creativity in the classroom such as group work, peer review, projects and

field trips. Translation tasks also are complemented by the teaching of theoretical principles in the belief that learners need to know the underlying mechanisms to improve their translation skills and the management of mental process. Finally, blended-language learning is implemented to improve the teaching and learning processes. For example, video dubbing can help learners take a more active role to interact with each other to reach achievements while computer-aided translation tools such as Google Translate or Transit NXT could help learners study at home or assess their work; thus, mitigating teachers' workload. Still, translation training at BUH is in its infancy. Therefore, more effective teaching methods are needed and appreciated to incorporate both the necessary theoretical and practical aspects into the syllabus, to help learners develop effective strategies to solve translation tasks, and to orientate learners' habits towards more professional working style during the process of translating.

The next section examines literature related to flipped learning.

2.3. Flipped learning

2.3.1. Definitions

The ''flipped learning'' (a.k.a. ''flipped classroom'', ''inverted classroom'' or ''flipped teaching'') is a pedagogical approach that has received much recent attention in educational literature. A comprehensive definition of this approach can be found at the Flipped Learning Network as:

> *a pedagogical approach in which direct instruction*
> *moves from the group learning space to the individual learning*
> *space, and the resulting group space is transformed into a*

dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (2014, p. 1).

This definition means that in a "true" flipped class, students could have prior access to the knowledge outside the classroom at their own time, pace and convenience. They have to prepare the lessons and follow the teacher's instructions at home to obtain basic knowledge about the subject matter. Then, physical class time is devoted to clarifications, collaborative practice and problem-solving activities at a higher-order thinking level.

In the same vein, Staker and Horn (2012) clarified that flipped learning includes both online and face-to-face learning sessions to help learners acquire control over "time, place, path and/or pace" of learning (p. 3). More specifically, Bergmann and Sams (Bergmann & Sams, 2012a) proposed that flipped learning can be summarised as an approach "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.13). In other words, instructional contents are delivered outside the classroom with the aid of technology so that learners could prepare ahead at their own pace to achieve their goals with a higher level of learning.

In short, the definitions above imply that flipped learning is an educational approach to shift instructions to a learner-centred environment in which class time is devoted to exploring topics in greater depth and creating opportunities for collaborative practice, while technologies are adopted for content delivery outside the classroom.

The underpinning of this approach lies in the justification for more focus on deeper critical activities. The two factors that form this approach are interactive collaboration inside the classrooms and technology-assisted out-of-class activities (Honeycutt & Garrett, 2014). In this paradigm, students are expected to prepare for subsequent lessons by first gaining access to new knowledge (usually via online videos), collaborate in online discussions, do some preparatory tasks or carry out research at home with the aid of technology. Afterwards, in the face-to-face sessions, teachers guide students in completing their assigned tasks, check their understanding, clarify their comprehension problems, and facilitate opportunities for real-life or simulated practice. Class time is often used for problem-solving activities based on the pre-class work with the guidance of instructors and support from peers while less time is spent on the traditional lecture sessions.

2.3.2. Flipped classroom vs. traditional classroom

Table 2-5 provides a comparison between these two formats.

Table 2-5: Traditional classroom vs. flipped classroom

		Traditional classroom	Flipped classroom
Teaching and learning process	*Knowledge delivery*	Teachers deliver lessons in class. Students follow instructions and listen to lectures.	Teachers deliver lessons outside the class. Students view video lectures and prepare the lessons.

	Knowledge application	Students do illustrative tasks in class to check understanding and apply knowledge by doing further practice outside the class.	Students do preparatory tasks outside the class to check understanding, and apply knowledge through collaborative work to solve problems in class.
Roles	*Teachers' roles*	Teachers impart knowledge as the 'sage on the stage'.	Teachers prepare online lessons and work with different roles in class.
	Students' roles	Students are crammed with lots of knowledge in class, take notes and do required tasks. Lessons are controlled by instructors.	Students prepare the lessons and join in-class activities for deeper understanding. Lessons are controlled by learners. They can review which parts they like, which are misunderstood and which need further reinforcement.

Teaching resources and activities		In-class lectures and instructions. Lower level (i.e., remembering or understanding) and higher-level cognitive tasks (i.e., applying or analysing) are conducted inside the classroom. High-level cognitive tasks (i.e. evaluating and creating) are carried out. at home.	Teacher-made or tailor-made online lessons. A good use of online resources and many interactions in class as well as outside the class. Low-level cognitive tasks are carried out prior to the class hours, and higher-level tasks are done inside the classroom through peer learning facilitated by instructors.
Teaching and learning styles	*Teachers*	It is difficult for teachers to cover all the required contents, check learners' understanding, organise activities within the limited class time, and respond to various learning styles and preferences.	Teachers have more time for classroom practice, encourage in-class and out-of-class interactions, and record students' progress and difficulties. Thus, they can adjust their teaching plans promptly.

	Students	After the lectures, there are few opportunities for students to digest those knowledge inside the classroom, discuss their problems and work out the following in-class tasks effectively.	Online learning platforms and ready-made lessons can establish interactions and information exchange between learners, teachers and even experts in a certain learning community. Students have more time to internalise and deepen their knowledge with the support of instructors and classmates. Students who miss a class are not left behind thanks to the online resources available.

(Adapted from Estes et al. (2014) and Xiaoyang Shu (2016))

Broadly speaking, the two main differences between traditional classroom and flipped classroom are the teaching-and-learning process and the changing roles of teachers and students.

In terms of the teaching-and-learning process, Zhang emphasised that the flipped approach aims to "re-modulate the time for in and out of classroom teaching and learning" and the learning process in the flipped class is "a stage of interaction, problems solving, and application of the knowledge of theories" (2016, p. 142). This means that students know the learning tasks and the expected learning outcomes in advance, so they

watch online videos to complete the task and construct new knowledge. During the in-class sessions, learners cooperate with each other to deal with problem-solving activities or real-time practice. Consequently, the students may utilise in-class time to gain a deeper understanding of the study subject.

As regards the roles, teachers and students occupy more active roles with the flipped instructions both inside and outside the classroom. Teachers from the traditional role in which they are the main disseminator of knowledge can take on multiple roles such as media developers (create video lectures based on the lesson contents), theme experts (provide online assistance and clarify knowledge gaps or confusions), instructional designers (design learning activities), and facilitators (control the classroom procedure or inspire learners to take more roles outside the classroom) (Jenkins et al., 2017; Lo, 2020). Meanwhile, students from being passive receivers (who mainly follow the teacher's instructions) become more active with the roles of researchers (investigate the topics relating to the video lectures to deal with preparatory tasks), inquirers (raise their problems in class and outside the class), knowledge constructors (collaborate with each other, with members in other classes and even in the network community to internalise new knowledge), and active contributors (engage in classroom activities or even provide insightful recommendations for the flipped format) (Gómez-Tejedor et al., 2020; Liu, 2017). It is noteworthy that the teachers and students in traditional/non-flipped classes might also take multiple roles if innovative approaches are employed; however, the limited class time poses challenges for the teacher's content delivery or learners'

internalisation of the topics; and thus, low achievers might find it difficult to take on active roles during classroom practice. In addition, interactions outside the traditional classrooms might be limited, while there are more interactions (among group members, students and educators, and even outsiders), personalised instructions, and knowledge sharing (Gómez-Tejedor et al., 2020). In short, the switch of teacher and students' roles in the flipped class enables both sides to have more opportunities to monitor the study process, control the time needed to grasp the knowledge, and adjust their styles to ensure good academic performance.

2.3.3. Historical background of flipped learning

The origin of this approach can be traced back to 1993 when Alison King published the book entitled "From Sage on the Stage to Guide on the Side" (1993). In the book, she recommended that more class time should be used for meaningful construction rather than lecturing sessions and information transmission. In addition, the book "Peer Instruction: A User's Manual" by Harvard professor Eric Mazur (1997) suggested moving knowledge transfer out of the classroom and bringing information internalisation or knowledge application into the classroom so that learners could have more opportunities to take part in in-class practice. Though these two books did not mention directly the word "flipping", they laid some foundations for developing the concepts as well as the theoretical framework of flipping the class.

Up until 2000, Lage, Platt and Treglia (2000) in their research on improving the teaching quality of undergraduate economics courses,

contended that digital software could enable teachers to invert the classroom procedure by replacing in-class lectures with streaming videos and presentation slides for out-of-class activities; thus, leveraging physical class time for critical discussions and case study analysis. In this study, the phrase "inverted", another name for "flipped", was used and this approach was well-supported by their economics students when the mean scores ranged from 3.3 to 4.2 in their questionnaire surveys.

In the same year, Baker (2000) presented a paper with the same idea at an education conference, implementing this approach in his class at Cedarville College to meet the learners' needs and to maximise learning time. He initially posted the lectures online so that learners could have time to prepare the lessons. However, he realised that his students were able to retrieve prior knowledge, involve in the activities dynamically and suggest ideas to make class time more meaningful while still preserving the syllabus contents. The students also said that they received more individualised support from the teacher, became more proactive during the course, and reflected more critically about the study material. At this conference, he used the term "classroom flip", and it could be said that this was the first official introduction of the flipped learning into the academic world. However, this study was merely a task transfer in space and time without much focus on increasing the learners' autonomy and performance (Strayer, 2007).

In 2007, two American chemistry teachers, Bergmann and Sams brought flipped teaching into the secondary education level when they posted pre-recorded lectures online for accommodating learners who

missed their classes instead of re-teaching those lessons (Bergmann & Sams, 2012a). The original intent was for the absentees, but they quickly realised that other students also watched the lectures because their real-time explanations and demonstrated videos helped learners keep up with the missing parts, review the lessons, and consolidate their understanding. When they went on to upload the videos on the Internet, they received emails from teachers and students in other areas expressing their appreciation for the videos and their pedagogical purposes. As a result, this trend spread out and the flipped classroom quickly became popularised in many American schools since then.

Another milestone for the popularity of this approach is the study conducted by Green and his partner (2012), in which the final test results of learners in the flipped class were compared with those in the traditional class. In their flipped class, audio files, electronic readings and digital videos were used to help students revise and internalise the lessons at home while both instructional material and assignments were kept identical in both classes to maintain the validity of their study. After 20 weeks, data showed that students in the flipped class outperformed those in the conventional class when no student in the flipped class got lower than a C+. Hence, flipped learning aroused so much public attention that they appeared in many journalistic articles. Even the New York Times and Global Times hailed it an innovative reform of classroom procedures (Rosenberg, 2013).

After the flipped learning gained widespread social attention, this approach has been adopted in many institutions worldwide. In 2016, Şahin

and Kurban published "The Flipped Approach to Higher Education: Designing Universities for Today's Knowledge Economies and Societies", which outlines how they adopted this transformative approach in the education sector, and describes the design process to establish a flipped institution. They also provided an example of MEF University, a private university in Istanbul (Turkey) as the first institution worldwide requiring their lecturers to implement flipped learning in all their subjects (Sahin & Kurban, 2016). This university has become a centre to support other institutions that desire to incorporate flipped learning into their curriculum designs.

In short, thanks to the rapid development of communication technology and the efforts of the authors above, flipped learning has become popular in education. Since then, various studies of flipped learning in different areas and disciplines have been conducted in the hope that incorporating this approach with specific learning outcomes could help learners enhance their interest and engagement during the educational process; thus, improving their performance significantly.

2.3.4. Principles of flipped learning

As there are different interpretations and implementations of flipped learning in the educational setting, it is essential to understand its main principle; namely to have a proper understanding of how this approach should be adopted in a particular context for effective outcomes. For example, Sankoff and Forcese (2014) stated that mistakes still occurred when some teachers unconsciously reverted to the traditional environment by delivering lectures during class time. In addition, if the link between the

video contents and classroom procedure is not coherent, it is difficult to facilitate the learners' involvement in classroom activities; thus, the beneficial impacts of this approach might not be maximised (Hamdan et al., 2013; Hoffman, 2014). Therefore, a good understanding of its principles is necessary for those instructors who desire to implement this approach into their classes.

In 2014, the Flipped Learning Network created "the Four pillars of F-L-I-P" to provide some guiding principles to educators who desired to incorporate this approach into their teaching practice (2014).
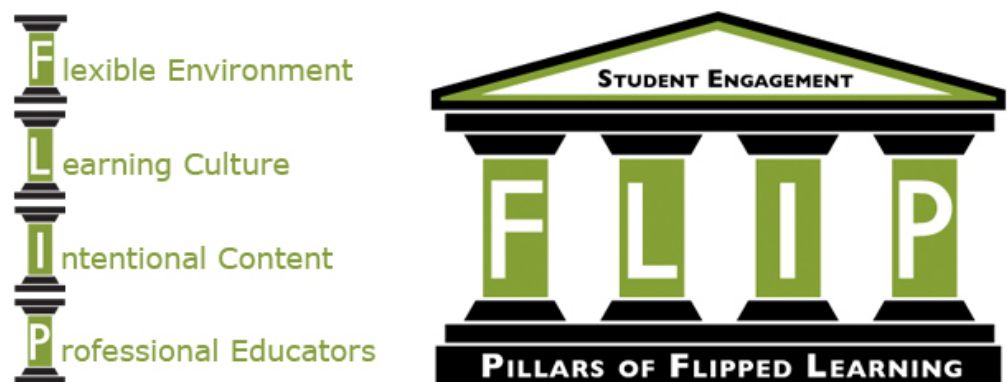
Figure 2-4: Four pillars of F-L-I-P

This framework was then refined by Chen et al. (2014) with three more letters making it "FLIPPED" to better align with the needs of higher education as shown in Table 2-6 below.

Table 2-6: Principles of flipped learning

Letters	Description of the underlying principles
F: Flexible environments	Students should have freedom and flexibility in choosing when, where, and how they learn. They can enjoy multiple learning styles such as group work, individual work, independent research or self-study. Teachers also should be flexible with their roles to help learners improve their performance based on the course objectives and unit contents.
L: Learning culture	The learner-centred atmosphere should be created to help students construct knowledge and facilitate their involvement. This can be done with a wide variety of interactive problem-solving activities and real-life practice devoted to internalising and applying knowledge in great depths. Meanwhile, learners can reflect upon materials or recommend some adjustments to accommodate their needs as well as their capability.
I: Intentional content	Instructors should set clear objectives and ensure that all topics, instructional materials, and activities are aligned with these purposes to help learners develop desired conceptual understanding and procedural fluency. Then, active learning strategies are exploited to deepen learner's understanding of the subject and enhance their autonomy. Furthermore, these activities need to be well-aligned with the course objectives such as good performance in formative and summative assessments (of performance-based educational systems) as well as the mastery of necessary sub-competences.

P:Professional educators	Educators need to take various roles to ensure effective lesson delivery. They have to consider various elements such as learners' socio-economic backgrounds, language proficiency, and cognitive skills to obtain required knowledge. This is necessary since some students might have difficulty with technology accessibility, preferences, physical characteristics or dialectical variations, which prevent them from watching the videos effectively. Then, teachers should have good skills in using technology for video recording, speaking in front of the camcorder (if they record themselves) or assessing the material (if they use ready-made videos). Moreover, teachers should constantly monitor students to provide timely feedback. Typically, they also have to reflect upon their teaching styles via video lectures, and accept both constructive feedback and online criticisms.
P: Progressive learning networking activities	Not only in-class interactions but out-of-class and online activities should also be exploited to connect students with teachers, with each other, and even with the community through social group forums and interactive platforms.

E: Engaging and effective learning experiences	Information about learning experiences should be administered to keep track of the information of learners' self-study and self-assessment. These data can be collected through learners' discussions, portfolios, self-evaluation forms, test results, and be used as the tools for teachers to refine their method as well as produce an active learning environment.
D: Diversified and seamless learning platforms	Well-designed teaching platforms should be created with diversified functions to satisfy differentiation and individualisation that are needed to support self-regulated learning.

The revised flipped principles are comprehensive and relevant to the thesis for four reasons. First, these principles provide a more detailed picture of flipped learning than the principles of the Flipped Learning Network (2014), paying more attention to the beneficial impacts of technological use in different stages of the flipped procedure. Second, the revised version stresses the importance of increased interactions between teachers and learners within the in-class and out-of-class sessions (progressive learning networking activities). Third, they require instructors to reflect on their methodology frequently, and keep track of students' self-learning and self-assessment to ensure "Engaging and effective learning experiences". Last, it emphasises that technology platforms should be diversified to meet the requirements of differentiated and individualised learning in a flexible manner; thus, promoting social learning processes in the online context. In fact, varied technological use, community sharing, classroom interactions,

consideration for students' self-learning and self-assessment, and the online platform have not been clearly addressed in literature. All these requisites should be taken into account for an effective use of flipped learning (Lo, 2020; Mustafa et al., 2019; Njie-Carr et al., 2017).

2.3.5. Variances of the flipped classroom

There has been a broad range of interpretations in terms of how to implement this approach in the real classroom. For example, Bergmann and Sams acknowledged in their book "Flip Your Classroom" (2012b) that:

There is no single way to flip your classroom…flipping the classroom is more about a mindset: redirecting attention away from the teacher and putting attention on the learner and the learning. (p.11).

As a result, various interpretations in different teaching contexts have resulted in three main variances of the flipped classroom approach, including "traditional" flip, "partial" flip, and "mastery-based" flip (Bakr, Massey & Massa, 2016; He, Holton & Farkas, 2018; Mustafa et al., 2019; Ogawa & Shimizu, 2015).

2.3.5.1.   The "Traditional" flipped classroom

Learners in a traditional setting are normally required to watch an assigned video of a particular topic that will be taught on the following face-to-face session, and this preparation will be checked in the next lesson. Then, they go to class to join in different activities; first, with the revision or Question-and-Answer session to check their understanding and to clarify their confusions from the videos. Next, problem-solving activities are offered

so that they could apply the knowledge in the video for deepening their understanding. These activities are done in groups while teachers work as facilitators to coach their learning process, give constructive feedback and provide individualised support. Some mini-lectures can also be given, if necessary. This class structure then continues with the daily lessons delivered through video format outside of school hours, and incorporating learner-centred methodologies (Ogawa & Shimizu, 2015).

2.3.5.2. The "Partial" flipped classroom

This format is a flexible version in which only a portion of the course is spent on the flipped format. Learners are encouraged to watch videos outside of class hours, but video lessons could be utilised in multiple ways rather than merely delivering new knowledge. It might be an introduction of new topics, a reinforcement of prior difficult concepts, a review of materials that have been practiced inside the classroom, or suggested ideas for the following in-class discussions. Physical class time could involve the traditional lectured-based instructions or be dedicated to problem-solving activities and individualised support based on learners' needs. In some cases, no special requirements are offered and no penalty is given to students who do not watch the videos because of some difficulties such as limited access to video streaming devices, heavy workload, and the teacher's unfamiliarity with technology. Therefore, He, Holton and Farkas (2018) characterised this type of class structure as a "partial flip" because it is only a partial implementation of Bergmann and Sam's practice.

2.3.5.3. The "Mastery-based" flipped classroom

This format is an improved version of the traditional model to adapt to market needs and social requirements by putting a series of learning objectives into the design of video lectures (Bergmann & Sams, 2012b). In this classroom, it is not compulsory for learners to watch videos every session. Instead, they are given the unit outline, course requirements and objectives, assignments, and other educational resources such as videos, worksheets, or grading sheets. They are expected to complete their tasks within the course schedule at their own pace and at their personal discretion with the guidance from teachers and support from peers. This classroom approach, however, is suitable for learners with a high level of autonomy and for courses with short or medium time length (Bergmann & Sams, 2012b). In reality, no formal study has been carried out to investigate the benefits of this variance in a real classroom.

In summary, there are three main variances of flipped learning implementation. Within each type, teachers can use different strategies to tailor their instructions and teaching styles to suit learners' needs. Hence, after reviewing the relevant literature, the classroom procedure in this thesis moved forwards to the traditional flipped class. Learners were required to watch videos prior to the face-to-face lessons and their preparations were checked via preparatory tasks, portfolios, as well as online interactions. In addition, teachers' self-made videos were used because no official videos could be found online for Vietnamese-English translation.

2.3.6. Stages and elements of the flipped classroom

An explanation of pedagogical framework is examined in this sub-section to give a better insight on how each stage and each element of flipped activities were implemented. As mentioned earlier, teachers have developed different understandings of the term; and thus, numerous flipped classroom approaches exist. However, it is generally accepted that flipped learning combines two main components including collaborative activities inside the classroom, and computer-based instructions outside the classroom (Penman, 2016; Thai, De Wever & Valcke, 2017). Then, Zhai et al. (2017) explained that these components could be further grouped into three steps; i.e., pre-class preparations, in-class problem-solving activities, and post-class consolidation. Within each step, different elements are established based on active learning strategies and learner-centred methodologies to improve the teaching and learning process.

As regards pre-class activities, Estes et al. (2014) asserted that an online platform should be created to ensure the consistency and interconnections of all activities. Then, a preview of materials is necessary, which may vary from the watching of short video lectures to other forms of computer-based instructions, such as online reading or web search. Finally, preparatory tasks should be given to check understanding as well as to develop lower-order cognitive skills. Then, Zhai et al. (2017) insisted that students should be required to prepare lesson notes or portfolios as part of the pre-class activities. All these will be checked later to ensure preparations and make the lesson preview meaningful. Zhai et.al. (2017) also confirmed

that there might be some confusions or misunderstandings on the part of the learners at this stage; therefore, a Group Forum or a Q&A platform should be utilised so that learners can exchange ideas, share their reflections, ask for support, and request assistance from teachers. As a result, more out-of-class interactions will be established, and the pre-viewed lessons could be better understood.

For flipping to be effective, learners need explicit instructions and detailed guidance on how to watch the videos and how to take notes for better understanding of the contents (Estes et al., 2014). Hence, a guiding instruction or example of flipping on the first day of the course is quite essential. Estes et al. (2014) also stated that pre-class work within a short 15-minute video should cover primary learning points presented in a comprehensible way without excessively complicated details. Moreover, students should receive guidance of what aspects of the theoretical knowledge they ought to investigate beforehand, and what exercises they should do to check their understanding. If pre-class contents and in-class applications are disconnected or if students can manage the in-class activities without preparing at home, then few achievements may be gained from this approach in terms of learners' autonomy, personalised learning, as well as self-regulated learning (Estes et al., 2014).

In terms of in-class activities, Zhai et.al. (2014) believed that this step is the most important instructional component and should be given considerable attention. At the outset, teachers ought to do revision exercises to check learners' preparations as well as to clear their confusions. It

consists of a variety of techniques for clarifying pre-class concepts, such as quizzes, closed questions, and pair and group-work activities. Then, problem-solving activities, case discussions, simulations, presentations, and other active-learning strategies will be exploited to deepen and broaden students' understanding as well as to improve learning efficiency (Kong, 2015; Zhai et al., 2017). Individual work, pair work and group work should be well incorporated to adapt to different learners' needs and preferences. Moreover, peer discussion or peer review is necessary before giving out the teacher's suggested answers so that learners can learn more from the instructor's and peers' diverse answers ; thus, their perceived values would be fostered.

Zhai et.al. (2017) added that the focus of in-class learning sessions should be on maintaining active student engagement with real-life practice to assist students in learning how to think as a real employee in the future career. For instance, teachers can inquire about video contents, test their understanding by applying the knowledge into simulated practice, and collaborate in hands-on activities. As a result, educators could reconceptualise their teaching approach to function more as facilitators, and encouraging students in individual performance and collaborative efforts.

Finally, post-class activities involve learning assessments and practice of higher-level thinking (analysing, synthesising or evaluating) and other forms of authentic exercises such as projects to determine the competencies achieved from the previous lessons. Figure 2-5 below illustrates the stages and elements of the flipped classroom approach.

Figure 2-5: Stages and elements of the flipped classroom approach

Stages and elements of the

flipped classroom approach

STAGES

ELEMENTS

Pre-class computer-based preparation activities

1. Online platform
2. Preview of learning materials
3. Preparatory tasks
4. Lessons notes / Portfolios
5. Group Forum/ Q-A platform

In-class interactive and problem-solving activities

1. Revision practice
2. Active learning methods + authentic practice
3. Individual work + pair work + group work
4. Peer review

Post-class consolidation activities

1. Further practice of higher-level thinking
2. Learning assessments

(Adapted from Estes et al. (2014) and Zhai et al. (2017))

2.3.7. Benefits of flipped learning

Research evidence shows that this approach can alter the way knowledge is transferred with the following benefits.

2.3.7.1. Flipped learning maximises class time and learning effects

The implementation of flipped learning could tackle limited time issue and develop learners' academic skills in a number of ways. First, this approach allows effective use of class time if pre-class work is logically sequenced and the videos are engaging enough (Lo, 2020). This means learners' lower-level thinking skills can be practiced in their own time and place while higher-order cognitive skills can be sharpened in class with teachers' support (Lin, Hwang & Hsu, 2019). Thus, this approach with a good design could free up teachers' lecturing sessions, and class time is dedicated to challenging collaborative activities. Second, flipped learning provides more opportunities to achieve expected learning outcomes. For example, a preview of video lectures allows more time for learners of an English class to prepare new words, to brainstorm their ideas and key knowledge, and to enhance their listening skills (Bicen & Beheshti, 2019). Consequently, they can feel well-prepared to join in classroom activities for further clarification of unclear contents as well as deeper practice.

2.3.7.2.   Flipped learning narrows teacher-student relations

Contrary to the teacher's sole authority and learners' passivity in a conventional classroom, the flipped classroom shifts the focus on students' autonomy and the instructor's facilitating role (Mustafa et al., 2019). In this approach, a collaborative image is attached to flipped learning when

students generally work in groups to do in-class assignments. Similarly, they can cooperate with each other outside class time to accomplish the assigned tasks, to reflect on the work they have done, to ask for teacher's assistance, and to provide some feedback or recommendations about the new method. Therefore, the power distance between teachers and students could be narrowed down, and their interactions could be enhanced both inside and outside the classroom (Steen-Utheim & Foldnes, 2018).

2.3.7.3. Flipped learning fosters stronger feedback cycle

While existing literature on flip teaching shows a positive effect on the delivery of curriculum content and the student work environment, it also describes the effects of flip teaching on assessment and feedback practices. For instance, McLean (2016) conducted a study with 54 students in a medical sciences module. Results from end-of-course surveys and formative assessments showed that with more class time available, teachers were able to increase and vary testing formats to enhance learners' performance compared with another lecture-based module. Similarly, Avic (2016), using focus group interviews in a case study approach at Dalarna University in Sweden, argued that flipped learning created more spaces to answer student questions and support stronger feedback cycle, which had a positive impact on student learning. Finally, Turan and Akdag-Cimen (2019) in their systematic review of flipped learning in ELT, also highlighted that the use of video could allow teachers to embed questions online to determine when and where students struggle; thus, creating more opportunities for formative assessment. These formative results thus

provided prompt feedback for instructors to support students as well as to adjust their teaching styles.

2.3.8. Challenges of flipped learning

In general, no empirical studies have been conducted to address challenges faced by learners during the implementation of flipped learning with scientific instruments. Rather, researchers just mentioned them as representing unexpected "products" or negative results of their findings. In fact, a review of the literature identified four additional challenges faced by learners as follows.

The first challenge is the contradiction caused by habitual learning styles. For instance, Tanner and Scott (2015) implemented flipped pedagogy in a systems IT module and found that nine participants could not familiarise themselves with the new approach. Those students stated that they watched the videos and did the pre-class work in order to be granted permission to the final exams without paying attention to the correctness of their answers and the contents of the videos. They were also lazy to take notes of the lessons, so they could easily forget them in the face-to-face sessions. They explained that such behaviours were caused by the fact that no marks were allocated to the pre-class work, and they were not hard-working enough to work on their own. Furthermore, they found it hard to follow the class discussions and collaborative activities because they preferred teachers' lectures, individual exercises, and teacher-student interactions. This means that differences in habitual learning styles pose challenges to the implementation of flipped learning, in cases when certain

students like spoon-feeding, personalised attention from the teachers, and incentives to do the pre-class work. Without a careful consideration of this issue, some students might feel lost when they are required to be independent and autonomous, and the flipped classroom could not maximise its benefits as desired.

The second challenge is the conflict between technology and personal preference. This might stem from several reasons, such as learners' personality, their expectations of the course and technological impacts, and the influence of students' culture on the respective roles of teachers and learners (Roehling et al., 2017). One example is cited by Nielson (2012), who stated that his students from underprivileged backgrounds might have limited access to technology at home. Some students could not afford to have a laptop or desktop at home. Hence, they had to borrow it from friends or get to a cybercafé to use it, thus this was costly and inconvenient (Gough, Dejong, Grundmeyer & Baron, 2017). In addition, Gibson (2016) and McNally et al. (2017) stated that extroverts may resist the use of independent online instruction more than introverts due to their preferences for live interactions over online communications. They maintained that classrooms were filled with a multitude of learners who have diverse personalities and learning preferences. Without taking this diversity into serious consideration and simply shifting the focus from in-class lectures to out-of-class online lectures for the sake of following an educational trend, resistance would be inevitable and the benefits of this teaching approach

might not be obtained as desired. This idea is supported by several authors such as Nawi et al. (2015), Song and Kapur (2017), and Lo (2020).

Third, the amount of workload also poses certain challenges to learners because they have to keep up with the class requirements as well as maintain the balance between the flipped course and other courses. Zhao and Ho, for example, reported mixed results of the flipped classroom in an undergraduate Chinese history course (2014). Besides finding no significant differences between the performance of the students in the flipped class and those in the traditional class, they discovered that students soon got uninterested because they had to do more work at home than in previous courses. The students also shared that they found no obvious benefits in watching the videos and there were some technical issues. The same results were also found in the study of Gaughan (2014) and Soliman (2016), as many respondents expressed their difficulties in watching pre-class videos. These students explained that they had to cover other subjects and they just watched the videos on the last night before the in-class session, which was ineffective for the impartation and internalisation of knowledge. Hence, when implementing this approach, instructors should consider carefully whether this is an aid to the learning process or else it would put more burdens on students.

Finally, unstructured in-class procedure might also upset the learners and this will contribute to a hindering of their progress. Participants in the study of Sirota (2017) commented that the class atmosphere sometimes was quite messy or repetitive, while there was little involvement from the teacher

by way of providing feedback and assistance. Another example can be found in the study of Helgevold and Moen (2015), who investigated the participation of Norwegian students in a flipped Teacher Education course. While data showed improved confidence and greater participation during in-class activities, there were some negative attitudes towards the lengthy group discussions and unstructured classroom procedure. This also corroborates the idea that there is a need to build a framework for in-class activities if instructors would like to obtain fruitful benefits from the flipped classroom implementation.

In short, the aforementioned challenges in the implementation of a flipped classroom were not investigated based on a rigid methodological framework to probe into the challenges faced by learners. Hence, a study using a research-informed framework (e.g., Activity Theory) to explore the benefits and difficulties of flipped learning from a comprehensive perspective might address this gap.

2.3.9. Theoretical framework for flipped learning

The educational framework for flipped classrooms are highlighted in this section. These foundations typically stem from a large body of student-centred learning theories, and the most prominent of these could be socio-constructivism (Barbour & Schuessler, 2019; Xiao, Larkins & Meng, 2018) and active learning (Bouwmeester et al., 2019; Leatherman & Cleveland, 2019). In addition, Bloom's taxonomy and Zone of Proximal Development (ZPD) also lay the foundation for this approach in a significant way (Munir, Baroutian, Young & Carter, 2018; Zainuddin & Halili, 2016).

2.3.9.1. Flipped learning and socio-constructivism

Flipped learning is deep-rooted in social constructivist theory, and is based on the belief that learning is an active, contextualised process of constructing knowledge through practice and social interactions (Barbour & Schuessler, 2019). Socio-constructivists such as Vygotsky (1978) and Kiraly (2000) maintained that real-life practice and collaborative interactions are essential for cognitive development and knowledge construction. This means that learners need a wide range of opportunities to actively engage in authentic learning with peers and to collaboratively explore real-life situations (Xiao et al., 2018). In this manner, the flipped classrooms can cater for the socio-constructivism in the following ways.

First, flipped learning could create a real or close to the subject-related learning situation in accordance with contents and objectives of the course (Bergmann & Sams, 2012a). Thus, instructional materials can stick to contemporary issues, learning activities and materials could be contextualised to be relevant to students' lives and specific needs. For example, in a study by Novais et al. (2017), real materials and authentic examples were exploited as the main contents of the syllabus requirements. During the teaching programme, a reasonable number of case studies were investigated to provide real or simulative learning situations in which learners occupied a central role in knowledge construction and skills development. Quantitative results indicated that more than 75% of respondents stated that problem-based learning activities and real-life/simulated contexts could facilitate their understanding and acquisition of knowledge.

Second, instructions in the flipped class are designed to help learners interact within and outside the classroom for conceptual understanding and procedural fluency (Carhill-Poza, 2019). Social constructivists contend that collaborative interactions provide the basis for learners' thinking and internalisation in an educational environment. The individual's construction can only be achieved at a higher level after being verified by others' construction of the meaning. For example, the flipped classroom can make use of appropriate scenarios to achieve learning goals when face-to-face interactions that focus on the social construction of knowledge is combined with self-paced online platform for individualised learning. In the study of Rawas, Bano and Alaidarous (2019), for example, 51 experimental students were required to search for information after watching videos and exchanging ideas with peers. They then supported each other by reflecting on the video contents, exchanging ideas to complete required tasks, and sharing their understadning as well as their self-study skills. As a result, the mean test scores between experimental and control were significant ($p<.001$), implying that this flipped classroom created a social-constructivist environment in which learners developed a deeper understanding of professional knowledge and practical skills through collaborative practice and extensive sharing of information.

Third, instructors in the flipped class can vary their roles to scaffold and facilitate students' attitudes and achievement in a collaborative environment (Zou & Xie, 2019). 'Scaffolding' means creating situations where teachers simplify their knowledge and offer the tools to help learners

work together for the acquisition of that subject knowledge (Gibson, 2016). In the flipped classroom, video lectures and the online platform can aid instructors in providing scaffolding (Butzler, 2016; Zou & Xie, 2019). For example, when creating the videos, teachers can condense knowledge at the appropriate level of complexity and difficulty so that the video content could be concise and engaging enough to facilitate learners' self-study. Then, preparatory tasks can encourage learners to work individually and collaboratively on the group forum or Q&A platform to solve the problems. Meanwhile, teachers work as an online tutor to evaluate a student's progress on a given task, and provide certain assistance to navigate the learners to deal with those problems. In terms of in-class activities, teachers shift their roles from that of knowledge providers to facilitators, using collaborative problem-solving activities as the tools to sharpen students' higher-order cognitive skills and deepen their knowledge. This also involves the assessment process when peer reviews allow instructors to tailor their feedback to the students as an initiative to encourage their self-assessment skills. As a result, teachers' roles in the flipped class are devoted to prompting the students with questions, making the learning experience reflect real-world experiences, and enabling learners to transfer what they have learned to their future jobs.

Finally, teachers of the flipped class can design learning tasks at the appropriate level of complexity and difficulty to meet students' needs, course objectives, and social demands. With those learning tasks designed to stimulate and foster actual problem solving (i.e., class discussions, projects,

group activities, role-plays, case studies, and simulations), students could build their learning autonomy through multi-media, internet resources, online interactions, and in-class collaborative exercises for the construction of conceptual understanding and procedural fluency (Gariou-Papalexiou et al., 2017). For instance, the task designs could pay attention to various language inputs such as real-life, relevant and practical materials. The online platform also provides carefully designed tasks to help students engage in various learning activities outside the classroom, develop their language sense, and enrich their learning experiences (Kabilan, Ahmad & Abidin, 2010; Rawas et al., 2019).

In summary, the aforementioned studies (e.g., Barbour & Schuessler, 2019; Thai et al., 2017) confirm that flipped learning is deep-rooted in the socio-constructivist theory by activating the group-learning environment to help learners construct personal meaning and mutual understanding. Teachers can implement different activities from individual work to group work, maximising collaborative interactions to ensure the acquisition of knowledge construction as well as hands-on experience. Moreover, this approach requires teachers to adopt various scaffolding tools to organise activities based on the expected learning outcomes so that learners have more opportunities to engage in the learning process inside and outside the classroom.

2.3.9.2. Flipped learning and active learning

Another principle supporting the flipped classroom is active learning theory, which states that real learning occurs when students could apply new

knowledge into real life rather than merely copying or learning them by heart (Hung, 2014). In a general sense, active learning is a theory of designing instructional activities to help students get involve in the meaningful learning process so that they can experience themselves, think about what they are doing and internalise them to solve required problems (Prince, 2004). Learners have more opportunities for exploration, debates, and hands-on activities so that they can link the new information to their existing knowledge and experience. From this perspective, flipped learning is influenced by the active learning theory in two manners.

First, teachers of the flipped class normally create opportunities in which learners can be engaged in meaningful activities through interactions and worthwhile tasks (Soltanpour & Valizadeh, 2018). By moving the contents outside of class and conducting flipped lectures, students are provided with interactive and meaningful activities to examine their understanding about the subject matter at their own time and pace. Then, the face-to-face sessions include mutual learning, mutual communication, and mutual support between teachers and learners on the one hand; and there also are mutual interactions among learners on the other hand. As a result, students can take on more roles with the help of teachers to exert their engagement and autonomy to discover, analyse, and solve problems; thus, acquiring necessary knowledge and experience at the end of the course.

Second, flipped learning underpinned by active learning theory is required to foster learners' autonomy and critical thinking skills (Novais et

al., 2017). It means instructors in the flipped class acknowledge that prior learning is necessary; thus, enabling opportunity for students to explore the materials and investigate the topics in depth, encouraging out-of-class internalisation, reflection and self-study, all of which promote a certain level of comprehension before class time. In class, teachers and students explore the topics deeper through practice, discovery, analysis, discussion, and feedback-sharing. Thus, learners while participating in a wide array of in-class problem-solving practice are encouraged to think rationally to detect problems, analyse them critically, and evaluate questions with immediate feedback from peers and the instructor. They could benefit from taking charge of their own learning style and at the same time they have instructors as facilitators to stimulate their thinking, guide their problem-solving skills, and provide encouragement through frequent practice (Hwang, Yin & Chu, 2019).

In summary, flipped learning from the perspective of active learning theory is able to achieve the balance between knowledge delivery and learners' extensive practice, focusing on sharpening students' skills during class time while affording individual learning outside the boundary of physical classes. However, empirical studies should be provided to exemplify how such the balance of knowledge delivery and extensive practice can be ensured, how various parts of active learning theory is integrated within the training process, how learners are mobilised to prepare prior to the lessons, and more importantly, how these active learning aspects could be fostered outside the physical classroom.

2.3.9.3. Flipped learning and Bloom's taxonomy

Bloom's taxonomy also plays an important role in the implementation of flipped learning. This taxonomy classifies human cognitive thinking according to six levels of complexity, providing the basis for instructors to encourage their students to ''climb to a higher level of thought'' (Honeycutt & Garrett, 2014, p. 13). Following the revised model by Anderson et al. (2001), the three lowest levels are remembering, understanding and application, while the three highest are analysis, creation and evaluation. When analysing the flipped learning in terms of Bloom's taxonomy, this approach laid the foundation for classroom activities to develop learners' cognitive performance from lower to higher levels (Karaca, 2017; Zainuddin & Halili, 2016). For example, when learners watch pre-recorded lectures and do preparatory tasks at home such as tracking down unknown words, exploring new concepts as well as reading the content of the next lesson, their lower level thinking skills can be practiced in their own time and place. Then, they come to class for challenging collaborative activities, and higher-order cognition is fostered in class with the teacher's guidance and peers' support. Figure 2-6 below shows how the flipped classroom is designed in conjunction with Bloom's taxonomy.
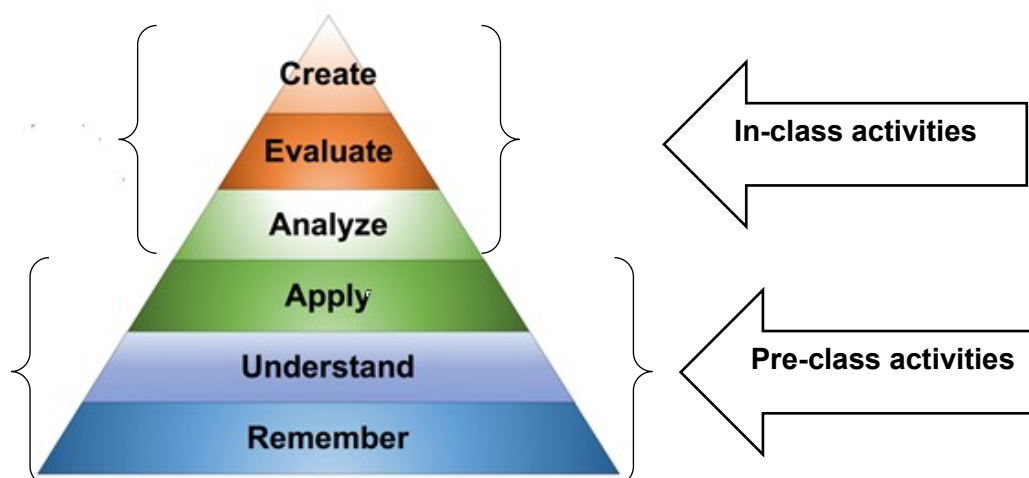
Figure 2-6: Flipped classroom and the revised Bloom's taxonomy (Wang, 2017)

However, a review a relevant literature also shows that certain aspects of Bloom's taxonomy has not been described adequately. For example, theoretical reasoning states that lower level thinking skills can be practised in the pre-class stage. However, the logical structure of these activities is not fully addresses, such as how to facilitate learners to remember and understand the video contents. Meanwhile, the issues of how the in-class activities are organised or the assessment tasks should be built upon to so that learners can put the knowledge into practice and promote higher-order thinking skills are still left unanswered. Finally, a demonstration of how various expected learning outcomes, assessment task types, and learning activities are allocated based on Bloom's taxonomy could also be useful to ensure the successful implementation of flipped learning. As a result, these aspects should be investigated in an empirical study.

2.3.9.4. Flipped learning and Zone of proximal development

Flipped learning also fits well with Vygotsky's concept of "Zone of proximal development" (ZPD). This concept refers to the distance between a student's ability to perform a task under the teacher's guidance and the student's ability to solve the problem independently (1978). This means learners can reach certain theoretical understanding or skills fluency on their own; however, they will reach their full potential with the presence of instructors, who observe them in interactions with each other, provide constructive feedback and assist them, if needed. In the flipped class, the instructors' role may not be highlighted during the initial steps (e.g., knowledge acquisition through online videos) but are essential for the application and consolidation of that knowledge. Instructional videos are useful to introduce new topics, but learners may not be able to understand the deeper meaning of these contents without the guidance and assistance of their educators. Therefore, teachers have to design preparatory tasks at lower-order thinking skills to help learners obtain and retain new knowledge on their own. Then, within the in-class sessions educators provide appropriate strategies and suitable activities at the proper level of difficulty to ensure understanding as well as develop high-order thinking skills. Learners also progress from collaborative tasks that they can actively perform with peers to seek out solutions. With proper amount of assistance, teachers can help learners in understanding the lessons, clearing up confusions and providing support if learners struggle. Their support will reduce gradually until students can complete similar tasks on their own

without much assistance. As a result, learners can step by step become proactive in the learning process, while teachers coach students in order to help them with meaningful constructions. In short, flipped learning enables instructors to help students perform above their level of development; thus, facilitating their learning in a meaningful way (Correa, 2015).

However, in the flipped classrom, such the role of instructors based on ZPD has not been explored systematically via the way classroom procedure is organised, the social interactions that teachers enact inside and outside the classroom, as well as the division of labour among class members. For example, more studies should be conducted to see how the teachers select or record videos to ensure knowledge acquisition. The consolidation as well as comprehension checking of the online materials should also be examined to clarify how instructors support learners to achieve the intended outcomes prior to class. Besides, data about the guidance of instructors reflected via the way they organised in-class activities are needed to shed light on how learners become proactive to reach the higher level of development, as well as to explore what challenges could be faced by the students from such the new role of instructors.

2.3.10. Research on the benefits of flipped learning on learning outcomes

The following sub-section shows how the flipped classroom approach has facilitated learning outcomes in certain ways.

2.3.10.1. Definition of learning outcomes

Several definitions about learning outcomes have been given. For example, some authors define this term as the acquisition of skills, knowledge, and enhanced perceptions that learners could demonstrate after a course, a programme, or after the implementation of certain teaching methods (e.g., Fattah, 2017; Cedefop, 2016). Likewise, other researchers claim that learning outcomes refer to the observable and measurable degree that learners have achieved as much as they are expected (Blicker, 2009, p. 973) or the positive impacts arising from the transfer of learning and teaching practice "when participants acquire new understandings as a result of the initiative" (Noesgaard & Ørngreen, 2015, p. 281).

After reviewing the relevant literature about learning outcomes and putting them into the context of translation training, the researcher is of the opinion that this term is understood as the changes imparted on a student concerning knowledge, skills and attitudes as observed during and at the end of the intervention (Caliskan & Bicen, 2016; Moraros et al., 2015). In addition, within the scope of this thesis and the nature of this skilled-based subject, the conceptual definition of learning outcomes is narrowed down to three variables; namely, students' improvements in competence through various assessments (knowledge and skills), changes in translation habits measured by the usage of professional strategies (skills), and perceptions towards the learning process (attitudes). However, generic skills (e.g., IT skills, communication skills, or time-management skills) are not within the scope of this study.

The literature review in the following sub-sections is chosen based on relevant theoretical and practical aspects of research questions, with an aim to give an overview of empirical studies being published in relation to the benefits of flipped learning.

2.3.10.2. Beneficial impacts of flipped learning

2.3.10.2.1.   On learners' grades

First, the benefits of flipped learning on learning outcomes can be measured through pre-/post-test analsyis to see how well the students understand the contents as well as master the required competences. For example, Davies et al. (2013) explored how flipped learning promoted students' achievements in an Information Systems spreadsheet course. By adopting a quasi-experimental design, their findings showed that this approach improves students' post-test scores compared to their pre-test ones by a mean difference of 5.0 points. The authors concluded that this approach was effective to help learners improve their learning achievements. Another example was a study by Della-Ratta (2015), who implemented flipped learning in an undergraduate nursing course to facilitate students' performance in the US. With a p-value of 0.023, the post-test data were significantly higher than the pre-test results. Thus, Della-Ratta regarded flipped learning as a promising pedagogical strategy to facilitate academic performance.

Second, test comparisons between the flipped classroom and traditional classroom have also been conducted to prove the benefits of this approach. For example, Bhagat, Chang and Chang (2016) investigated the

beneficial impacts of flipped learning on 79 high-school students in a mathematics course. Their results indicated that a significant difference between the experimental and control groups was found when students in the flipped classroom performed better, especially the low achievers in the two groups (p<.05, η2=.092). At the same time, Webb and Doman (2016) investigated the effectiveness of flipped learning in Macau (China) and the US. They conducted a two-year quasi-experimental study with 39 students in the experimental group and 25 students in the control group. Through the grammar test results, they found that actual achievements were significant in the study groups (p<.01), and maintained that this viable methodology should be encouraged around the world. Though the sampling is too small to make broad generalisations, this study was conducted over a long period of time (two years) and in two different educational contexts. One more case is the study by Sezer and Elcin (2019), who investigated the effectiveness of flipped learning with 363 medical sophomores from Hacettepe University. By the measuring students' performance in healthcare topics, they revealed that students in the flipped class gained significantly higher mean scores by an average of nearly 30 points compared to students in traditional class; thus, indicating this approach is effective.

Last, a comparison of formative assessments is also used to affirm the effectiveness of flipped learning. For instance, Kim et al. (2014) conducted an experiment with 115 participants in three flipped classrooms of different subjects (engineering, social studies and humanities) at the University of Southern California. The participants' responses from survey,

semi-structured interviews, and document analsyis revealed that the students thought highly of this teaching approach as they could utilise their higher-order thinking skills and apply what they learned to formative tests to get satisfactory marks (85% of positive responses). Participants also added that they understood better how to overcome their learning weaknesses (Mean=2.9 out of 4). This group of reseachers concluded that their results were quite positive, with increased gains from the learners' formative assessment feedback. Additionally, Krumsvik and Jones (2016) investigated the performance of 23 high-school Norwegian students by classroom observations, online test scores, and field notes as data collection. They reported that there were improvements in the students' performance (compared to another non-flipped class) within in-class exercises, quizzes, formative assessments, and final exam results ($p<.01$). This study is in line with the report by Wang (2019), who conducted a study of nine flipped classes with 431 undergraduates in Taiwan. He concluded that a good combination of in-class problem-solving activities and out-of-class sessions had a beneficial impact on the outcomes of learners' formative assessments and self-assessment ($\beta=-0.15$, $p<.001$).

However, negative results can also be found in some reports in terms of the educationall benefits of this teaching approach. One example is the quantitative, quasi-experimental study conducted by Sirota (2017) to examine if the flipped pedagogy could enhance students' performance in nursing pharmacology compared with traditional lecture instruction. Her findings revealed no significant differences in the final exam grades of both

classes, and asserted that flipped classrooms might not be effective. Two years later, Leatherman and Cleveland (2019) compared the learning outcomes of 131 sophomore students in a Genetics course taught with flipped and traditional instructions, noting that no statistical difference was found as measured quantitatively through exams. They commented that flipped learning is not always effective in enhancing learning outcomes as compared to non-flipped approaches if all classrooms adopt a constructivist, active-learning strategy. This conclusion is strengthened by the study of McCord and Jeldes (2019), who provided inconsistent results when adopting multi-method research in a numerical analysis flipped course to 2,096 engineering students in the US. The independent sample t-test revealed a lower performance in some exams of the flipped group than the control group (d=0.32). In fact, the aforementioned studies with unsatisfactory results failed to establish an effective working procedure for the implementation of flipped learning. Pre-class work was mainly video watching without careful consideration of individualised learning, online collaboration, and teacher's guidance for self-regulated learning activities. In-class activities (which should be diversified) were repetitive, with discussions, mini-presentations, and problem-solving, but no specific information related to actual tasks of various activities was provided. The absence of such information prevented the researchers from maximising the benefits of flipped learning and obtaining their desired outcomes (Barbour & Schuessler, 2019; Ha, O'Reilly, Ng & Zhang, 2019; Lo, 2020). Therefore, a

systematic framework is necessary if greater benefits could be obtained from implementation of the flipped classroom approaches.

In short, while many studies demonstrate that flipped learning could improve academic performance, other relevant research indicates the contrary. Hence, more evidence should be provided to solve these inconsistencies, as well as to shed light on whether the suggested recommendations in those mixed-result studies are feasible or not. Moreover, there is also a lack of empirical studies to investigate in details how learners' compentence is actually reflected in their test papers via error analysis.

2.3.10.2.2. On learners' learning habits

Some studies have displayed how flipped learning navigates positive learning habits in different ways. First, it changed the way students prepare for in-class session significantly. Musib (2014) in his introductory-level multidisciplinary course contended that more than 90% of his students changed their learning habits in that they spent more time watching the video lectures, taking notes more carefully, underlining the unclear contents, doing some prior searching to solve the problems, and setting the group learning to work with assignments more frequently. Participants admitted that they normally just read the textbooks or even prepared nothing in the previous classes. Second, this approach encourages the application aspects of knowledge and skills outside the classroom. Like those in the study by Musib (2014), participants of McLean et al. (2016) stated that they tended to link the theories with practical issues not only in the cooperative in-class

environments but also in other courses and in their daily lives. This is a good signal when learners could develop the habit of using knowledge outside the classroom. Last, the flipped classroom has a certain influence on learner's reflection ability and critical thinking. For example, students in Sun, Wu and Lee's flipped classrooms (2016) adopted self-regulated learning strategies to reflect and examine critically on the teaching materials, teaching methods and post-class learning consolidation. Some students started to comment and give suggestions to their instructors in a constructive way, which is not a common practice in the Asian culture. Another example is the study of Mehring (2016), who explored the Japanese students' perceptions and perceived changes in learning habits. The findings consolidated the argument that flipped learning helps Japanese students overcome their passiveness to interact with each other, raise more voices in classroom discussions, express their ideas with instructors more freely, and even evaluate the teacher's videos as well as teaching styles. However, studies about the beneficial impacts of flipped learning in changing learner's habits are still scarce. Besides, no specific studies on this topic have been conducted in different disciplines, especially in translation training, while each discipline has their own particular learning habits. For example, translation habits refer to the frequency use of professional strategies to complete translated assignments both consciously and unconsciously, and this issue has not been addressed in any empirical paper. Therefore, more research should be done to fill this gap.

2.3.10.2.3. On learners' perceptions

Bergmann and Sams (2012b) stated that learning satisfaction, motivation, interest and participation are critical factors in the measurement of learners' perceptions towards the benefits of this approach, all of which can be found in the following papers.

First, studies show that learners are generally satisfied with their progress and would like to continue with this approach in other courses (e.g., Bouwmeester et al., 2019; He, Holton & Farkas, 2018; Norazmi et al., 2017). Two examples can be found in the study conducted by Yilmaz (2017) and Bouwmeester et al. (2019), who reported that learners were satisfied with their in-class sessions, their participations were improved, and they had more opportunities for active-learning practice. They also asserted that the attendance level in the flipped class was higher than in previous modules. Some students also expressed their wish to extend this approach to other courses and recommend it to other friends.

Second, studies demonstrate that flipped learning fosters students' motivation significantly. For example, Tracey Muir and Vince Geiger (2016) reported a case study of a grade 10 mathematics class, and interviews showed that learners were highly motivated to engage with the online resources as well as in-class collaborative assignments. Likewise, Bicen and Beheshti (2019) reported that both learners and teachers were very enthusiastic with this new approach based on the motivated attitudes expressed by participants. Therefore, these authors concluded that the flipped environment could satisfy learners' needs for self-regulation,

autonomy and subject relevance; thus, it can attract a great level of both intrinsic and extrinsic motivations (mean$_{intrinsic}$=4.12 and mean$_{extrinsic}$=4.11).

Third, flipped learning could ensure a high proportion of engagement with active learning methodology. For example, Soltanpour and Valizadeh (2018) reported that their 55 Iranian EFL students actively participated in routine activities such as submitting homework of argumentative essays on time, listening to the topics eagerly, working on assignments collaboratively, and joining in the activities heartily. Similarly, the study of Steen-Utheim and Foldnes (2018) with 12 students in a Norwegian mathematics course showed that the combination of online lectures and classroom activities leveraged high involvement in the educational processes. Finally, Liu et al. (2019) in a study with 50 French sophomores in an EFL grammar course found that this approach engaged students before class, during class and even after class when more consolidation practice was still discussed by learners. In short, many research findings show that flipped learning could substantially stimulate the learners' engagement in various subjects.

As far as the students' interest is concerned, various studies have been done to shed light on whether this approach can enhance this affective dimension. For example, Pan (2015) conducted a study with 127 undergraduates in multimedia module, and he found that flipped learning could enhance as well as maintain learners' interest, autonomy and cooperation for a long time (total mean average=3.98, p<.05). Later, Chiang and Chen (2017) examined a three-year modified flipped version in a postgraduate sciences course and their 7-point Likert scale questionnaire

revealed that this approach could highly boost learners' initiative and improve their interest significantly (total Mean average>5.8, p<.001). Last, Wu et al. (2019) used flipped classroom and online instructions for 48 sophomore English-majors in an EFL writing course in Taiwan and found that students' interest was much greater than those from the traditional counterpart (p<.001).

In summary, much research has been done to explore the beneficial impacts of flipped learning on learners' attitudes; therefore, this aspect is not the focus of the current paper. Rather, the thesis is aimed more at investigating learners' perceptions towards each element of the suggested approach, exploring which one is useful and how that element improves learners' translation competence in relation to the learning outcomes, which one is less useful, and what recommendations could be made for improving these less effective elements.

2.3.10.3. In translation studies

While much existing literature on flipped learning has been conducted in different disciplines, studies on the benefits of this approach in translator training are quite rare. One reason is that many translation trainers initially believed that translation classes did not lend themselves to flipping based on the reasoning that flipped approaches are generally suitable to develop the lower regions of Bloom's taxonomy (Bergmann & Sams, 2012a). Meanwhile, translation is a kind of art that requires higher-order thinking skills which cannot be produced satisfactorily in a short time within the classroom context, and online lectures are not useful to explain the subtle

differences between languages for good translated versions (Afarinasadi, 2013; Sachinis, 2012). As a result, the studies in flipped translation classroom is limited. There are currently eight empirical studies on this subject, all of which lack a coherent design of the flipped procedure. Therefore, these studies are not sufficient to enable one to decide whether flipping can enhance student capabilities in translation education.

In terms of the influences of flipped learning on learners' perceptions and attitudes, most studies revealed positive results. The work of Tsai and Tsai (2014), for example, investigated how flipped learning impacted learners among 15 Taiwanese students. After eight weeks, the questionnaire and interview data showed an improvement in participants' perceptions and confidence level (Mean=4.45, p<.05). However, these instruments did not provide a strong foundation to confirm whether or how this approach is beneficial for learning translation skills. Another study by Zhang (2016) showed that more than 75% of learners were active with the new approach as it helped them to prepare before class. Ling (2017) also applied flipped learning in a Chinese translation class for 20 non-English majors, and used questionnaire survey to explore learners' perceptions towards this approach. More than 87% of responses expressed that this approach improved their diverse aspects of translation ability. However, these studies could not show that whether an improvement in learners' perceptions could bring about better use of translation strategies and translation habits, which could be seen as major aspects in translation training.

Empirical evidence also indicated the benefical impacts of flipped learning on learners' translation capabilties. Shu (2015) examined the impact of flipping on his sophomore translation course at a Chinese university. His post-test results showed that "the students' scores on translation competence in the experimental class were higher than those in the control class" (t=-2.68, p=0.005), and went on to state that "the students' competence had improved" thanks to the flipped instruction (p. 60). Another study of the flipped learning in translation teaching is that of Lou et al. (2017), who reviewed an experiment of flipped translation class among 124 first-year non-English majors in China. Their independent sample t-test showed a significant difference between the control class and the experimental class (t=−2.262, p=.027). The mean scores of experimental students (M=10.468) also were higher than those of the traditional class (M=9.936), confirming the effectiveness of this approach. Finally, Deng (2018) examined how a project-based flipped classroom could improve the performance of 32 third-year English majors in a Business Translation course in China. His statistical data from post-tests and questionnaire suggest that the project-based flipped approach can enhance the students' performance as compared to the traditional class (mean=84.4; t=-3.456; p=.011). His results also indicated that this approach could foster the learner's motivation to learn out of class, stimulate their engagement, and raise their self-evaluation on translation competence (total mean average=4.4.0; S.D.=0.29). However, while revealing an increase in students' translation academic test results, these three studies of Shu (2015), Lou et al. (2017), and Deng (2018) failed

to provide what classroom procedures were followed to ensure the active learning aspects as well as the development of higher-order cognition.

In terms of the educational impacts of flipped learning on learners' usage of translation strategies, Lin (2019) investigated the perceptions of 13 English majors in Taiwan. Her semi-structured interviews revealed that most participants were able to use professional strategies such as choosing appropriate vocabulary and formulating sentence patterns for different text types and text genres. Participants also expressed an increase in their motivation, autonomy and in-class participation. However, more information is still needed to see how this approach can enhance learners' translation habits, and how learners actually adopt professional strategies in their assignments.

The only empirical study with a detailed classroom procedure was conducted by Mei (2017) in his simulated crowdsourcing translation flipped classroom with 15 students. The class procedure was divided into three main steps: (1) pre-class work (video watching, material reading and comprehension exercises); (2) in-class activities (revision, exercise correction, students' presentations, and discussions); and (3) after-class feedback (to share learning experiences online). Through observations, questionnaires, and test analysis, he analysed the benefits of this pedagogical reform and proved that this approach improved the teaching and learning efficiency when the mean test score of the flipped class (93%) was higher than that of the non-flipped class (86%). He also asserted that this teaching approach could improve students' engagement as the

completion rate for exercises was 99% and participation rate in the flipped class was 96%; results that are considerably better than those of the traditional session (91% and 91%, respectively). However, to what extent this approach influences learners' translation ability is still left unanswered. Also, the number of students is too small for generalisation.

In conclusion, while the rise of flipped classroom might change the traditional teaching mode, the need for further research into this approach in translation teaching is needed. In addition, there is a lack of empirical study evaluating the benefits of flipped translation lessons with a systematic instructional procedure to develop learners' habits. Moreover, few attempts have been made to evaluate the quality of the collaborative experiences inside and outside the flipped classroom. Finally, academic studies did not describe what specific features of flipped learning could yield benefits or pose challenges to learners. Hence, more studies are needed with further evidence to fill these gaps if an optimised implementation of flipped learning is expected in translation training. Besides, no published academic paper concerning the use of flipped learning in Vietnamese translation training could be found at the time of writing of this thesis. This also is another reason for the conduct of this study.

2.3.11. Activity theory

This sub-section discusses what Activity Theory is, why it is useful to investigate the benefits and challenges of an intervention in a specific setting, and how this theory is incorporated into the thesis.

2.3.11.1. Model of Activity theory

Activity Theory could be understood as a model for analysing how goal-orientated actions are mediated by a wide range of relevant factors such as psychological, technical tools, and even social structures (Engeström, 2001; Fontich Vicens, 2013). The unit analysis of this theory can be summarised as shown in Figure 2-7 below.
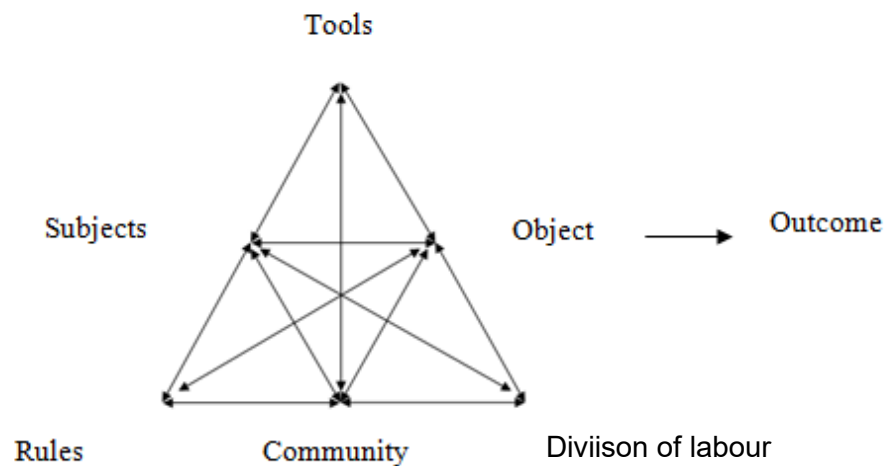
Figure 2-7: Engeström's model of Activity system (2001)

Engeström (2001) clarified the meaning of the elements in the model as follows:

- Tools/Instruments: include cognitive tools (e.g., mental concepts, contents, or symbols that subjects use to achieve an outcome) and physical tools (such as technology that is used to change something during the activity).

- Subject: refers to all people who participate in an activity.

- Object: means the purpose or objective of that activity.

- Outcome: includes all tangible or intangible products of an activity. It can also be inferred as to what happens to the object after the activity.

- Communit*y*: is the setting and social group that the subjects belong to.

- Rules: include all guidelines and principles that govern activities in a specific setting.

- Division of labour: implies different expectations and work duties of a person or a group to complete certain tasks.

This triangular representation of Engeström's model depicts the relationship between subjects (people) and object (purpose) mediated by tools, community, rules and division of labour. This model, therefore, enables researchers to analyse an activity from a more comprehensive viewpoint, and examine how affordances and tensions among different elements of an activity system can influence a subject's ability to achieve the expected outcomes (Engeström, 2001). The relationship between the implementation of a new intervention and the results is not a linear one but a complicated combination of various internal and external factors. When a teacher implements a pedagogical approach, the data obtained cannot be seen solely from the results of that educational input per se. Rather, different elements should be examined for a more comprehensive understanding of the process in a specific context as well as modifications that could be made to bring about better results.

2.3.11.2. Rationale for the use of Activity theory

Three reasons underpinned the use of Activity theory to investigate how different affordances and challenges of an intervention mediate learners' performance. First, this theory allows researchers to look at the

complex dynamics of an activity from different perspectives if they want to employ any intervention (Engeström, 2001). Activity theorists stated that any intervention is purposeful and is normally conducted by the usage of tools with the influence of both subjective, emotional internal factors and logical, routine external factors (Engeström, 2001; Vygotsky, 1978). In the flipped classroom, for instance, instruments refer to course contents, teaching methods (cognitive tools) and flipped classroom approach (technical tool). These two tools play a mediating role in all educational activities as well as learners' mental processes, expanding the possibility of transforming objects (enhancing learners' competence) to achieve the expected learning outcomes. However, these tools also are restricted by other elements such as subjects (e.g., familiarity with technology, the readiness with this approach), rules (e.g., task designs, course syllabus and the workload), and community (e.g., teacher and peer assistance). An ignorance of these factors might not get a full picture of the educational benefits of the flipped approaches. Therefore, researchers using Activity theory can take into consideration the dynamic interrelations between different aspects that stimulate or inhibit the beneficial impacts of the flipped classrooms.

Second, this theory is a well-developed analytical tool to investigate the design and implementation of any technology-assisted approach in practice (Abdullah, 2014; Brine & Franken, 2006). In reality, the beneficial impacts of this approach could be hindered by various factors and challenges that might inevitably occur during the implementation of flipped learning since this approach might conflict with the students' existing

learning styles, when they have grown accustomed to the conventional teaching methods (Rueckriem, 2010). Typically, some students might struggle with the new approach to keep up with the schoolwork and course requirements, which somewhat requires them to facilitate changes in their learning activities. As the main objective of an intervention research is normally to help learners study better, educators could exploit its benefits and minimise its drawbacks. However, there will be unexpected results while learners confront new learning experiences and manage to reconcile the contradictions due to the impacts of different factors. As a result, this can bring about both positive and negative learning outcomes. Therefore, Activity theory can help researchers better comprehend these learning experiences in a technology-assisted flipped classroom by providing insights into various aspects of interactions.

Finally, Activity theory is a useful tool to diagnose effective/useful factors and challenges (ineffective factors) faced by the subjects during the intervention because it considers both affordances and challenges as sources of learning and development (Antoniadou, 2014). Lack of sufficient ability to work on tasks, frustration or non-performance may occur when learners confront problems such as inadequate mediational tools, complicated classroom procedures, conflicting course objectives, unsupportive community, or unequal division of labour among group members. Therefore, it can identify effective factors and challenges faced by learners during the implementation of flipped learning in this study. Then, insightful remedies could be offered to solve these obstacles as well as

contribute to the literature on how to stimulate improvements in this teaching approach for better learning outcomes.

In summary, Activity theory - which encompasses all relevant factors that involve subjects in their endeavour to achieve the desired outcomes - can help provide a comprehensive picture of the various beneficial factors and challenges as a result of the implementation of flipped learning in a specific contextual learning setting. It also can facilitate our understanding of how learners are affected by these elements, and how they take any necessary actions to boost effective factors or mimimise those challenges for improvements in educational practice. Therefore, this heuristic model is appropriate for a flipped classroom investigation.

2.3.11.3. The adapted version of Activity theory

The adapted version of Engeström's Model of the Activity system was used in this study as can be seen in Figure 2-8 below:
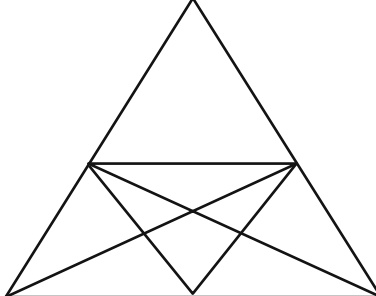
Instruments			
Methods	**Course contents**		**Technology**
• Process-oriented • Constructive alignment • Socio-constructivism • Active learning • Translation methodology	• Homework • Video watching • Preparatory tasks • Portfolio • Discussions in Group forum	• In-class practice • Mini-project • Quizzes • Various assessments	• Online platform • Group forum • Videos • Ample technology use (e.g. Kahoot, Flickers, Duolinguo, Parlet, Quizizz, Wallame, …)
Subjects • Students • Instructor/ Teacher			**Objects** Translation skills + Professional translation habits. **Outcomes** • Good final exam results • Positive attitudes • Improved translation habits • Few challenges faced by learners
Rules Students are required to: • Follow the design procedure • Cooperate with peers • Follow the instructions and requirements of the teacher • 20% of the course grade is from the portfolio, 20% from the formative assessment, and 60% from the final exam.	**Community** • Instructor and students • Student and peers		**Division of Labor** *Online interactions for out-of-class assignments* • Peer support to do preparatory tasks • Teacher's coaching and guidance to do the tasks as well as answer queries • Teacher's preparations of the videos and the tasks *Physical interactions for in-class assignments* • Group work, pair work and individual work based on the class procedure • Teacher's assistance, facilitations and assessments

Figure 2-8: Activity theory framework for the flipped classroom approach

First, the subjects in the flipped classroom are the teachers and students, with the teacher working as the person who implements the instruments in an intervention; and the students working as the active receivers during the intervention process. Objects mean the learners' skills including conceptual understanding (knowledge construction) and procedural fluency (mastery of techniques to translate properly with different text types and text genres). Specific outcomes refer to the learners' assessment performance and translation habits. The two instruments adopted in the flipped class are the course contents, educational methods, and teaching techniques (cognitive tools) and the flipped classroom approach (technical tools with online video lectures, online platform, and in-class activities framework). As for the rules, the specific learning and teaching strategies, task designs, as well as assessments are embedded into the activity system of classroom learning procedure. Within these embedded systems, the rules of the course syllabus and the curriculum requirements are developed and maintained. Mutual support among peers' and teacher's assistance constitutes the community. Finally, online and physical interactions imply the division of labour. This means that during the online interactions, learners are supposed to work individually to watch video lectures and do preparatory tasks. They also can interact online via the group forum if they have problems, while teachers interfere minimally during this phase so as to promote self-study skills. Meanwhile, more physical interactions will be conducted inside the classroom when teachers work as facilitators and learners join in different collaborative problem-solving tasks.

The final part of this thesis aims to identify actual contradiction/difficulties faced by learners during the implementation of the flipped classroom approach via the lens of Activity theory, examining how the instruments, rules, community and division of labour challenged the learners to achieve their outcomes. The data being studied consist of the following components:

- Challenges caused by the *technical instruments* in terms of accessibility, ease of use, preferences, video quality, the amount of condensed information within each video, and the interface.

- Challenges caused by the *rules* in terms of the clarity and consistency of classroom procedure, workload, assessment criteria, and teacher's explanations.

- Challenges caused by the *community* in terms of peer support, teacher's assistance, and classroom atmosphere.

- Challenges caused by the *division of labour* in terms of personal autonomy, switching of roles of teachers and students, and the contributions of different members within a collaborative work.

2.4. Conclusion

The first section of this chapter highlighted information regarding translation training, including definitions of translation, translation training, translation habits and translation strategies. Then, a presentation of significant patterns in translation education in terms of teaching contents and teaching methods was investigated. Finally, it discussed the status of translation teaching in the Vietnamese context and the local university. The

second section gave an overview about the flipped learning, including its definitions, comparison to the traditional class, historical background, the principles to implement it in the educational context, variances of the flipped formats, stages and elements of a flipped class, the benefits, and challenges of this approach. It also described the theoretical concepts behind the flipped learning, including how socio-constructivism and active learning are related to this approach. Bloom's taxonomy and Vygotsky's ZPD also form the basis of flipped learning. Afterwards, a review of literature on the educational benefits of this teaching approach on learning outcomes was investigated on three variables; i.e., learners' performance, changes in learning habits, and perceptions. Finally, this chapter suggested using the Activity theory to investigate the challenges of flipped classroom systematically based on a well-designed framework. The next chapter will examine the philosophical perspectives upon which this study is built, the data collection process, data analysis procedure and other issues relating to the conduct of this doctoral dissertation.

CHAPTER 3: METHODOLOGY

3.1. Introduction

Methodological considerations to conduct this research is outlined in this chapter. It begins with an explicit description of the philosophical stances, including research paradigm, ontological, epistemological, and axiological positions upon which the research is built. Then, the chapter provides the methodological description of the thesis, justifying a case-study research design for the whole study. Later, it highlights the research context and research procedure of the flipped classroom. After the discussion of a pilot study, the explanation of data collection tools and data analysis methods will be defined, including a qualitative section for content analysis of one particular learning scenario, error analysis of students' performance in various formative and summative assessments to illustrate how the new approach enhanced learners' competence and changed their translation habits, and in-depth interviews to explore the beneficial impacts of this approach as well as students' perceptions towards their learning performance. Following that, issues relating to trustworthiness and authenticity of the whole thesis are addressed. The final section includes ethical considerations, methodological limitations as well as a summary of the whole chapter.

3.2. Philosophical perspectives

A proper understanding of the philosophical stances could guide the overall conduct of a study as well as help researchers match the findings

with the objectives of their endeavours (Bryman, 2016). Therefore, this section provides a detailed discussion of philosophical stances for the study, including paradigm, ontology, epistemology, and axiological perspectives.

3.2.1. Paradigm

"Paradigm" is a set of beliefs and values which guide the researchers to choose appropriate methods and help them approach the suitable interpretation (Saunders et al., 2016). After a review of relevant literature, an interpretivist paradigm was selected to conduct this study. Interpretivist paradigm adopts qualitative methods based on the belief that there is no single reality or truth, and data needs to be interpreted personally and individually through social constructions to get those multiple realities (Saunders et al., 2016). Hence, the interpretivist paradigm is appropriate for this study on the following grounds.

First, by adopting a case study research design to focus on experiential meanings and to reflect different aspects of a social-constructed issue, interpretivism could provide a specific, unique, and deviant understanding of the research problem at a deeper level (Hatch, 2002). For instance, the researcher pays careful attention to specific contextual backgrounds in relation with particular learning outcomes, local school's policy, cultural appropriateness, and contextual relevance to shed light on participants' diverse reactions, perceptions, and skill mastery. As a result, the data collected from interpretivist perspective could enrich the understanding of the matter from individual and experiential levels, and the

knowledge could be generated based on value-bound relationship among relevant elements.

Second, this paradigm can help researchers gain a deeper understanding of the issue inductively to capture the diverse nuances of participants' experiences (Hall, 2013). Specifically, in this study the case-study design provides an in-depth picture so that the researcher could identify the actual benefits of this flipped classroom approach, how students experienced the new teaching instruction, what they thought were the causes of such an experience, what tensions they faced during the implementation process, and how their translation competences were fostered over the course. Various qualitative instruments are used in the whole study, and the researcher has to work back and forth between approaches to identify values, interpret results, and choose explanations that produced desired outcomes. Although the results might be influenced by the researcher's method of interpretation, his particular concerns and contextual backgrounds, this paradigm allows the researcher to understand the subjective world of human experience by making an effort to get inside the individuals' diverse perspectives, and to understand them from within an activity system (Hall, 2013).

Third, interpretivist paradigm is effective in social sciences and education discipline since these fields need multiple perspectives for pedagogical purposes (Morgan, 2014). In this study, the researcher wanted to look at the flipped classroom approach from the angle of human reactions

and perceptions; therefore, the interpretivist paradigm could gather enough context-specific information. For example, the study would provide rich description of not only the actual flipped procedure but also the learners' experiences as well as other themes emerging from the data negotiated within the socially-constructed flipped setting, and the relationship among class members. In other words, interpretivism enabled the researcher to use experiential data to confirm, complement, and explain findings.

In conclusion, these aforementioned reasons provided the rationale for the choice of interpretivist paradigm to compare different kinds of qualitative data, and to see whether they supplement one another, as well as to validate the results for a better educational environment. In this respect, the biggest challenge of this paradigm is its bias in designing, such as organising the flipped scenarios, developing meaningful interview questions, examining the translated versions for error analysis, conducting pilot study, analysing triangulated data, and identifying elements related to the research questions. In addition, the researcher has to move back and forth between the quantitative data to make sense of their connections. Finally, certain steps to minimise subjectivity are necessary to increase the trustworthiness and authenticity of the research findings. Therefore, a careful design would be investigated in the following sections to deal with the aforementioned factors so that the researcher could provide both breadth and depth of the issue.

3.2.2. Ontology

The ontological stance of this research is that of relativism (defined as the sharing of subjective perceptions of various individual members through interactions and contributions). There are two reasons for adopting this ontological stance. First, relativism is suitable to the interpretivist paradigm in social sciences because human perceptions, actions, and tensions should be understood and evaluated relatively to their backgrounds of social context, presuppositions, interests, and values (Subedi, 2016). Thus, the relativism could explain how context-dependent realities can be obtained from different individual participants. Second, as relativism is useful to investigate multiple viewpoints for shared divergences and experiences (Subedi, 2016), it could be used in this study. In a clearer sense, because the researcher believed that each learner constructed meaning through their interactions with each other in the flipped classroom differently and purposefully; therefore, they construed multiple realities subjectively in different ways (Robson, 2011). As a result, this ontological stance could help the researchers find out various experiential contents (perceptions, challenges, enhance competence, and changes in translation habits) shared by participants.

3.2.3. Epistemology

Epistemology refers to the philosophy that examines the nature of knowledge and the processes through which researchers approach that source of knowledge to meet their interest (Saunders et al., 2016). In this

study, the interpretative epistemology is used because knowledge is interpreted and negotiated through a process of experience as well as social construction among class members, and the findings this researcher attempted to conclude are not fixed but constantly subjected to critical evaluation, refinement, and revision (Brandon, 2011). It means that the nature of knowledge construction required the researcher to continuously examine the qualitative findings to ensure trustworthiness, authenticity, and fairness. This also reflected the researcher's interpretative epistemology on the basis that knowledge existed through learners' interactions with their peers, teacher's guidance, and educational tools, which were inevitably subjective in nature; therefore, the students might express unexpected views and develop unexpected outcomes during their exposure to the new teaching approach. In addition, interpretative epistemology restrains the generalisability of the findings based on the nature of a case study design (Brandon, 2011), which means the findings of this study might have some limitations in terms of generalisation. Therefore, different methods were adopted with a modest optimism about the possibility of successful truth-seeking. For example, the researcher identified a clear topic, design well-aligned classroom procedure, constructed appropriate research questions, and adopted rational methodology to measure specific benefits of the flipped classroom approach through structured interview questions and assessment tasks. As such, this study could shed light on how the specific context and learning experiences constructed participants' subjective perceptions, their

enhanced translation competence, as well as their changes in translation habits to use professional strategies on a more regular basis.

3.2.4. Axiology

Axiology implies all the values and beliefs that researchers hold and the role they play in a research process (Collis & Hussey, 2009). In this study, due to the concern with the perceptions and competence of participants, the beneficial impacts as well as the challenges they might face, the researcher could render the research process-biased, value-bound, and value-laden. Within the whole process, the researcher was the main person in charge of the flipped teaching, collection, analysis, transcription and interpretation of all data. Therefore, the possibility of bias still existed. In order to minimise such bias and make the research process less value-laden, certain steps to minimise the bias were also investigated. For instance, the researcher did not serve as an instructor in any previous courses, and an announcement was made by the Faculty to ensure that no participant had any relationship with the researcher. In addition, since the research was designed to improve the translation teaching process, this objective was made clear to all students so that the researcher could maintain an open relationship with the participants to elicit their honest feedback for authentic results. Learners were also aware of the fact that their grades would not be affected in any way by their responses or non-participation in the study. Finally, all interviews were conducted after the students had received their final exam results to avoid the situation that

students might give good remarks in order to please the researcher. After the transcriptions were completed, a copy was be sent to each interviewee to confirm the content. All these activities aimed to increase the objectivity and authenticity of this study.

3.3.   Research design

After reviewing various designs, a case-study research design was chosen and the study was structured in this manner to (1) uncover how the flipped classroom approach was actually implemented in one specific learning scenario; to (2) explore deeply the beneficial impacts of this instruction on student translation competence/skill mastery through various types of assessments and their enhanced translation habits, to (3) investigate learners' perceptions towards the benefits of this approach, and to (4) determine the challenges faced by learners.

3.3.1. Rationale for the research design

Several reasons existed for the rationale behind using the case study design in this thesis. First, this design could investigate the issue via the lens of multiple perspectives, realities, and social-constructed interactions (Creswell & Creswell, 2018). Thus, it could provide a detailed picture of what actually happened inside and outside the flipped class, showing how actively the participants got involved in the online platform to promote individualised learning, and how in-class activities enabled learners to achieve the expected learning outcomes and course objectives. As a result, more insightful data could be gathered to clarify how teaching contents, task

completion, and assessment activities are aligned to the course objectives and learning outcomes to help students master the necessary competences.

Second, this design could provide ample experiential evidence such as how learning theories supported the lessons, how the learning outcomes were met, and in what way the flipped approach was beneficial. For example, to what extent the videos enabled learners to remember and understand, and how the face-to-face sessions helped learners develop higher-order cognitive skills, could be explored. Moreover, when students worked in groups on certain translation tasks, the connection between these activities and learning theories could also be investigated to see how their competence is fostered through their interactions and learning from more capable peers. Besides, a case study design could shed more light on how the flipped classroom re-orientated learners towards professional translation habits. In a clearer sense, how students used appropriate strategies to deal with their assignments, how they turned these strategies into their habits, and how these habits were reflected in their assessments, could be investigated in great details. As a result, the design would provide a robust description about the potential benefits of this approach in a meaningful way.

Last, this design proved suitable for social sciences research as it gave the researcher certain control over the participants, and allowed the students to raise their voices based on the research questions (Yin, 2014). If desired, the researcher could also explore any changes in learners' perceptions and reactions. In short, based upon the above reasons, it was

concluded that a case study best suited this thesis as the main research design.

3.3.2. Characteristics of the research design

The framework for this research design was attributed to the theory of constructive alignment introduced by John Biggs to meet the ever-changing market needs and the requirements of theory-informed syllabus design in higher education (2014). "Constructive" means learners actively construct their knowledge through various collaborative activities, and "alignment" implies how instructors process the lessons to ensure activities and assessments are appropriate to the intended learning outcomes (Biggs, 2014). Learners could have opportunities to reflect on their own experiences and practical knowledge, while collaborations enable them to solve real-life and simulated problems. Students also are enabled to foster knowledge construction, learning behaviours and required skills, as well as to self-assess their outcomes. Therefore, this research design based on constructive alignment could be seen as putting more emphasis on student-centred methodology, autonomous learning, well-supported assessments, and outcome-based instructions. All elements of learning outcomes, task assignments, assessment activities and evaluation criteria are coordinated to maximise student learning.

This case-study research design had some specific characteristics. At the outset, this design adopted a systematic procedure to implement when data collection and analysis process were segmented based on the

theory of constructive alignment. The learning outcomes for the whole module (as described in table 3-2) were built upon the course objectives, school policy, specific subject syllabus, descriptors of the institution, and Bloom's taxonomy (required by the Vietnamese educational system). For example, participants could have more time for collaborative practice to achieve the required competences based on the initial three levels of Bloom's taxonomy. Students' performance was also assessed via formative assessments, aligning with other levels of Bloom's taxonomy. Therefore, it could provide a basis for the implementation of all learning activities as well as assessment criteria, and the design was straightforward to describe and the results were easy to report.

Second, the design entailed various assessment activities and criteria in grading the performance of students. For instance, it employed a norm-referenced standardised assessment to rank students' translation capability. It also encompassed criterion-referenced assessments, including self-evaluation and peer-evaluation to empower students' critical thinking skills. Moreover, ipsative assessment was also employed via the use of portfolios and group forum to analyse participants' progression in their earlier levels of attainment. All of these activities could enable students' autonomy as well as clarify the extent in which the flipped classroom approach influenced learners' performance and translation habits.

Last, the learning activities and teaching contents of this design includes elements of flipped learning (in-class and out-of-class activities)

and student-centred theories (e.g., socio-constructivism, active learning) with various learning strategies such as problem-solving, individual and team work, and personal and interpersonal skills.

Adapted from Biggs' model (2014), the following Figure 3-1 illustrates the design of this study as follows.
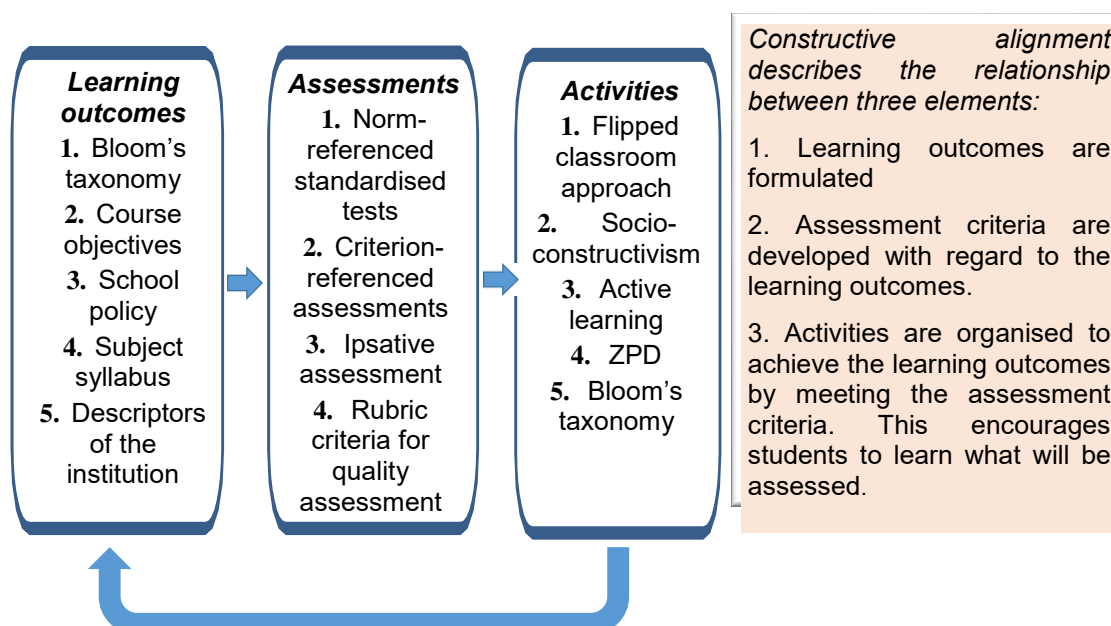
Figure 3-1: Aligned elements of the research design

3.4.   Research context

3.4.1. Sampling

This study adopted the convenience sampling technique with 79 third-year English-majors at the Faculty of Foreign Languages (BUH) from February to July, 2019. This Faculty was chosen for several reasons. First, the researcher was working there as a full-time lecturer; hence, research activities were easily coordinated. Second, conducting a study in this institution allowed the researcher to reduce some limitations such as expenses, human resources and ethics approval. Finally, this is a public

university in which technological infrastructure and innovative activities are well-supported. Therefore, new methods to enhance the translation training process in this institution are highly encouraged.

79 junior students in a four-year undergraduate programme participated in the study and their ages ranged between 20 and 21. The Vietnamese-English translation course was selected because the students had experienced the English-Vietnamese Translation course in the previous semester. Therefore, they had certain knowledge about the traditional method to reflect on as well as to compare with the flipped format. They were assigned to two research classes by online registration as a common policy of the credit system training in this institution. In other words, information of the translation class with the name of instructors was provided publicly on the school website, and the students chose the class based on their timetables and preferences. As a result, this establishment added authenticity and unbiased sampling to the research grouping. In addition, as the students had no prior learning experiences with the lecturer in any previous modules, it could be said that the popularity of the teacher did not play an important role in the online registration.

The rationale behind implementing the flipped classroom approach in two different classes could be attributed to (1) the local school policy, (2) reduction of researcher bias of the study. It should be noted that the local school policy does not allow the class convener to be directly involved in the marking process. Thus, the test papers of Class B (the class using the

interview method) would be marked externally to ensure that learners' responses could not affect their course performance. Meanwhile, the test papers of Class A (the class adopting assessment analysis) were marked by three examiners. One examiner was the researcher so that he could get access to the papers for error analysis, and the other two third-party examiners' comments had more weight to ensure that no contamination of the test results could be manipulated.

In reality, there were actually 40 students in Class A, but one male student was late for his final exam. In addition, there were 41 students in Class B initially, but one student could not finish the module because his mother passed away in week 6. As a result, only the data of 79 students were collected. Table 3-1 provides information about the participants in the study as follows.

Table 3-1: Distribution of participants

	Gender	Number of participants
Class A	Male	4
	Female	35
	Total	39
Class B	Male	3
	Female	37
	Total	40

All on-campus participants could gain free access to the Internet and each student had their own personal laptop as a requirement of learning facility. The participants were fluent in their native language (Vietnamese), at intermediate level in English (at least 5.5 in IELTS or equivalent), and proficient in their reading and writing skills of both languages (measured

through their university entrance exams). Students who did not join the final exam and who refused to participate were excluded from this study. If any student did not want to follow the flipped procedure, that student could sit in another class taught by a non-flipped instruction with the consent of both instructors. However, no case was found regarding these situations.

3.4.2. Course structure of the flipped translation class

The course lasted nine weeks and the class met once a week for five academic periods (1 period=45 minutes), focusing on translation fundamentals and real-life practice. Table 3-2 below provides the detailed syllabus for the flipped course and their corresponding video contents.

Table 3-2: Syllabus for V-E translation flipped course

	Topic/Video	Learning contents
MODULE 1: OVERVIEW (Week 1)	Overview of V-E Translation	• An overview of V-E translation • Translation principles • Translation units
MODULE 2: TRANSLATION SKILLS AT THE WORD LEVEL (Weeks 2+3)	Single terms and practice for single terms	• Simple terms • Translation problems at the word level • Handling lexical problems
	Translating cultural-specific terms	• Elements of cultural-specific terms • Problematic issues of translating cultural-specific terms • Strategies to translate cultural-specific terms

	Topic/Video	Learning contents
MODULE 3: TRANSLATION SKILLS AT THE PHRASE LEVEL (Week 4)	Translating phrases	• Translating short phrases • Translating long phrases • Collocations in translation
MODULE 4: TRANSLATION SKILLS AT THE SYNTACTIC LEVEL (Weeks 5+6)	Translating sentences	• Problematic issues at the syntactic level • Steps to translate sentences • Key message analysis
	Reformulation techniques	*Reformulation techniques of some specific structures:* • Passive voice • Non-subject sentences • Compound-complex sentences • Sentences with numbers and figures
MODULE 5: TRANSLATION SKILLS AT THE PARAGRAPH LEVEL (Week 7)	Translating paragraphs	• Steps to translate a paragraph • Text types and text genres • Coherence and cohesion • Addition, omission, adaptation, and clarification
MODULE 6: TRANSLATING JOURNALISTIC ARTICLES (Weeks 8 + 9)	Translating journalistic articles	• Typical features of journalistic genres • Characteristics of journalistic articles • Translating headlines • Techniques to translate journalistic articles

3.4.3. Course protocol to standardise the flipped procedure

The researcher has been working in this Faculty for more than four years. He possesses a Master's Degree in TESOL, and had real-life experience as a professional translator for more than five years. He also had no prior exposure to the participants in any previous courses at the university. In order to increase the trustworthiness and reduce the bias of the study, several measures were undertaken to set up the course protocol and to standardise the research procedure. Specifically, the instructor was strictly required to:

- follow the procedure as displayed in 3.4.

- use the online platform for material distribution, feedback for exercises, and facilitation of classroom discussions to do assignments or to clear any confusion. No other purposes were allowed.

- ensure that all tasks provided in the course book and required by the school curriculum are completed. Further exercises could be given with careful consideration of heavy workload.

- request consents from the participants and relevant authorities for the conduct of the study.

- put less research pressure on the students to avoid Hawthorne effects, diffusion, and other limitations of an intervention study. For example, little or no reminder that the students were participating in the study was given during the course to reduce their awareness of this issue, thus learners could concentrate on their learning objectives and enjoy their learning process.

- strive to automate the procedure as much as possible by using software packages, technology-assisted instructions, or even computer slide shows to minimise expectancy effects.

- design interview questions aiming to explore the beneficial impacts of flipped learning towards their understanding, translation competence, translation habits, as well as their actual challenges along the way. No data about a comparison with the traditional format is collected.

- play no role in the process of preparing the test contents or invigilating. The test papers should also be marked by third-party examiners.

- ensure that learners' grades were not affected in any way by their non-participation in the study or by their responses whatsoever.

- collect the interview data after learners had received their final marks and the interviews were conducted with the presence of a third-party person in the Faculty's Ethics Committee to ensure the proper data collection process as well as to reduce the bias of the study.

3.4.4. Learning objectives

At the end of the module, learners can:

(1) Identify the main characteristics of certain business text genres.

(2) Categorise common problems of different translation units.

(3) Implement appropriate strategies to solve translation problems found in the Vietnamese-English pairs.

(4) Manage relevant resources and technological tools when translating business genres.

(5) Demonstrate professional work ethics, confidence, and responsibility when working in groups as well as alone.

Table 3-3: Competences and learning outcomes of the module

C1. **Bilingual sub-competence: Applying appropriate strategies to do assignments**
LO1. Understanding the communicative purposes and the source meaning of Vietnamese texts. LO2. Categorising and correcting common translation errors in business-related genres. LO3. Producing satisfactory translated text in English without word-for-word or clumsy literal translation by adopting appropriate strategies.
C2. **Extra-linguistic sub-competence: Activating encyclopaedic, cultural and thematic knowledge to do assignments**
LO1. Activating suitable extra-linguistic knowledge to translate business-related texts. LO2. Implementing appropriate strategies to solve encyclopaedic, cultural and thematic problems. LO3. Acquiring cultural knowledge with appropriate documentary resources to translate business-related texts.
C3. **Instrumental sub-competence: Managing documentary resources and technological tools to do assignments**

LO1. Identifying the effectiveness of relevant documentary resources and technological tools to translate business-related texts.

LO2. Using appropriate documentary resources and technological tools to solve translation problems.

LO3. Evaluating the quality of common documentary resources and technological tools.

C4. Translation knowledge sub-competence: Solving translation problems with appropriate business-related knowledge

LO1. Identifying fundamental problems in terms of translation knowledge and business knowledge.

LO2. Providing a suitable equivalence for each particular translation case.

The contents associated with these sub-competences included:

– Business-related genres: short sentences, short paragraphs, administrative documents, advertisements, catalogues, web pages, and journalistic articles.

– Linguistic, textual and pragmatic characteristics of business-related genres: use of noun-phrases, terminology, loan words, cultural-specific terms, formats, etc.

– Common translation problems:

+ Lexical problems: polysemy, connotative, ambiguity, terminology, cultural elements.

+ Syntactic problems: lack of subject, redundancy, word order, article, preposition, collocation, tenses, structure, word formation, and voices.

+ Problems at upper level: coherence, cohesion, extra-linguistic and cultural references, stylistic equivalence and readability.

– Solutions to translation problems:

+ Documentary resources and technological tools: dictionaries, parallel texts, CAT tools, etc.

+ Terminology glossaries commonly found in business discipline.

3.4.5. Course assessments

The module consisted of four assessments (three formative + one summative) and portfolio submission. Student-averaged scores were grouped into four categories:

• Unsatisfactory: The student needs to acquire better knowledge and develop more capabilities when their scores are under 5.0

• Average: The student has a moderate mastery of basic knowledge and competence when their scores range from 5.0 to under 6.5.

• Good: The student shows an adequate domain of knowledge and skills when their scores range from 6.5 to under 8.0.

• Distinction: The student is capable of displaying a high level of knowledge and skills competency when their scores range from 8.0 to under 9.0.

• High Distinction: The student is capable of displaying a proficient level of knowledge and skills competency when their scores range from 9.0 and above.

Table 3-4 describes the translation tasks, their weighting to learner's total results, the assessed sub-competences, and learning outcomes.

Table 3-4: Course assessment activities

Assessment tasks and weighting	Assessment requirements and allocated marks	Assessment types and learning outcomes
1. Translation test at the lexical level (5%) (Week 3)	- Identify and classify six problems at the lexical level in a short text (3 pts.) - Solve eight problems with appropriate translation strategies in context (4 pts.) - Use electronic tools to solve six cultural-specific problems (3 pts.)	Formative C1.LO1; C1.LO2; C1.LO3; C2.LO1; C2.LO3
2. Translation test at the syntactic level (10%) (Week 6)	- Correct six translation errors at the lexical level in an article/leaflet (3 pts.) - Provide English translation for four Vietnamese sentences (4pts.) - Proofread and correct the translated versions of their peers with appropriate translation strategies and electronic tools (3 pts.)	Formative C1.LO1; C1.LO2; C1.LO3; C2.LO1; C2.LO3; C4.LO1

3. Translation test at the paragraph level (15%) (Week 8)	- Identify six translation problems at the syntactic level and suggest translated solutions (3 pts.) - Translate a short paragraph (120-150 words) with appropriate strategies (4 pts.) - Produce a report about this translation process (3 pts.)	Formative C3.L01; C3.L02; C3.LO3; C4.LO1; C4.LO2
4. Portfolio (20%)	- Notes of video lectures (2.5 pts.) - Preparatory tasks (2.5 pts.) - Refined versions of the tasks (2.5 pts.) - Comments on the teaching method and self-assessment of their progress (2.5 pts.)	Formative (20%) All
5. Final exam (50%) (close exam)	- Translate four sentences with appropriate strategies at the lexical and syntactic levels (4pts.) - Translate a short journalistic text with 200 words approximately (6pts.)	Summative All
	Teacher compiles the students' portfolio, three versions of formative tasks, and final exam data.	

3.4.6. Assessment methods and rubrics

Formative assessments

A combination of analytical and holistic assessments was used in this study.

Assessment 1: This test was comprised of three sections. First, learners were required to formulate the main ideas of a text and classify six translation problems at the lexical level. These problems had been taught during the course, so it required the lowest level of Bloom's taxonomy to do the task (Remembering). Second, learners had to use appropriate translation strategies associated with the meaning in the source language, and the communicative level of the target language to translate eight lexical terms. This part requires higher-order levels such as distinguishing the connotative and contextual meanings of the word (Understanding) and transferring the words with respect to the target grammatical structure and functions (Applying). Finally, learners had to use electronic tools to solve cultural-specific problems. This task required learners to use advanced level of Bloom's taxonomy such as interpreting the underlying problems of the cultural-specific terms (Applying), analysing the suitable strategies with the use of electronic tools (Analysing), and predicting the potential risks in translating these terms (Evaluating).

Assessment 2: First, learners had to correct six translation errors at the lexical level in a business leaflet. This was a consolidation of the previous lessons and required lower-order cognitive skills such as remembering and

understanding. Then, they were required to provide English translation for four business-related sentences. Finally, they proofread and corrected the translated versions of their peers with appropriate strategies. They were also asked to comment on the products in terms of strengths, weaknesses, lexical choices, grammatical features, as well as corrections for any translation errors. Therefore, learners had to adopt higher-order thinking skills to deal with these two tasks.

Assessment 3 (Translation test at the paragraph level): This assessment included three tasks. First, learners had to identify six problems at the syntactic level and provide translated solutions. Afterwards, they had to work in small groups to translate a short paragraph (about 150 words) with appropriate strategies. Finally, they submitted the paper and produced a report on this translation process. The report was made at home and submitted online.

Three rubrics were used in the formative assessments. The first one (see Table 3-5) was the adapted version of translation criteria in Table 2-2 and was used for the 4-point tasks. The task was assessed by calculating the number of errors of each type (vocabulary, grammar and translating errors), then multiplied by a coefficient (0.1) for each error.

Table 3-5: Translation rubric for 4-point assessment tasks

Categories	Sub-categories	Allocated marks
Lexical errors **(2 pts.)**	Incorrect meaning	0.5
	Non-standard terminology	0.5
	Untranslated words/phrases	0.5
	Word use and collocation	0.5
Syntactic errors **(1 pt.)**	Typos	0.3
	Grammar	0.4
	Punctuation	0.3
Translating errors **(1 pt.)**	Style and naturalness	0.3
	Consistency and reference	0.3
	Coherence and cohesion	0.4
Total		4.0

The second rubric was used in task 3 of assessment 3 so that learners could proofread and comment on the end-products of their peers. This rubric combined both analytical and holistic elements in its nature as can be seen in Table 3-6 below.

Table 3-6: Translation rubric for peer-assessment

Categories	Allocated marks
Strengths	0.5

Weaknesses	0.5
Lexical choices	0.5
Grammar	0.5
Suggested translated corrections	1.0
Total	3.0

The final rubric (Table 3-7) was used to evaluate learners' self-assessment of their competence and translation process. This rubric followed the three-part structure, including translation process, translation quality, and translation correction. This rubric employs a holistic characteristic in assessment and evaluation.

Table 3-7: Translation rubric for self-assessment

Categories	Allocated marks
Translation process - How did you follow systematic steps to understand the text? - How did you identify and solve translation problems at the lexical and syntactic level in the text? - How did you translate specific elements of text genre, text type, text register, and other issues at the paragraph level? - How did you revise the translated versions?	1.0

Translation quality: How do you evaluate your translated version in terms of typography, grammar, lexical usage, idioms, cohesion, coherence, consideration of text function, accuracy (fidelity to the source text), comprehensibility, target readership expectations and requirements	1.0
Translation correction: How do you provide alternative suggestions for your translation versions?	1.0
Total	3.0

Summative assessment rubrics

The final exam was a paper-based test, and the passing grade was 5.0. Participants took the test for 60 minutes in testing classrooms with two proctors to minimise dishonesty. Table 3-8 below provides information about the test structure and what constructs it measured.

Table 3-8: The final test-structure and its constructs

	Constructs	Allocated marks
Sentence 1	- General topic/Non-business topic - Elements to measure: + Lexical elements: One-one single terms and one lexical problem (terminology and cultural elements)	0.5
	+ Syntactic elements: Complex structure with one syntactic problem (lack of subject, redundancy, article, collocation, verb tenses, word formation, or voices)	0.5

Sentence 2	- General topic - Elements to measure: + Lexical elements: Collocation and one lexical problem (hyponymy, connotative or ambiguity)	0.5
	+ Syntactic elements: Complex structure with one syntactic problem (lack of subject, redundancy, article, collocation, verb tenses, word formation, or voices)	0.5
Sentence 3	- Business-related topic - Elements to measure: + Lexical elements: Common business-related terminology and one lexical problem (collocation or cultural elements)	0.5
	+ Syntactic elements: Complex structure with one syntactic problem (lack of subject, redundancy, article, collocation, verb tenses, word formation, or voices)	0.5
Sentence 4	- Business-related topic - Elements to measure: + Lexical elements: Terminology of business documents or contracts	0.5
	+ Syntactic elements: Specific structures of business documents or contracts	0.5

Journalistic article	- Business-related topic - Elements to measure: + Lexical elements: Business terminology, cultural elements, word usage and collocations	2.0
	+ Syntactic elements: Typos, punctuation, simple and complex structures	2.0
	+ Textual elements: Coherence, cohesion, addition, omission, adaptation, clarification	2.0

Comments on the assessment activities

Assessments in this design took into account the following considerations. First, there was a combination of different types such as self-assessment, peer assessment, hetero-assessment to assess a wide range of knowledge, competences and attitudes. Therefore, learners could learn from various viewpoints of their fellow students; thus, fostering knowledge construction. Second, they assessed not only the end products but also the process involved to gather more information about the students' competence (e.g., identifying problems, employing strategies). Third, they entailed three kinds of assessments (criterion-referenced, norm-referenced, and ipsative assessments). As a result, they could not only achieve the standardised institutional norms but also provide multiplicity of testing formats to suit learners' varied needs and preferences. Fourth, the grading scale system was transparent to all learners at the beginning of the course. Thus, the aforementioned rubrics could provide the students with transparency about what elements were assessed. Consequently, they not

only allowed the instructor to evaluate the tasks better but also enhanced feedback to students. Finally, they put emphasis on the ongoing use of formative assessments aligned with learning outcomes to serve as a guide for students' self-learning, and for teachers' self-reflection of their teaching practice. They were also helpful for teachers to know how students perceived the intervention, and what elements of the teaching strategies might be less successful.

3.5. Procedure of the study

This subsection describes the design of flipped class and the rationale for these teaching interventions adopted by the researcher.

3.5.1. Online platform

A learning forum was created on Classcraft so that they could download lessons and do assignments. Classcraft was chosen as this platform is technology-friendly, promotes adoption with gamified settings and cartoon characters, as well as offers configurable educational templates; thus, alleviating the fear from teachers who may not be familiar with modern technology. Moreover, since exercises are designed in the form of interactive quests with a system of point awards, leveling-up, and skills learning, Classcraft could create a connection between all activities, encourage learners to complete assignments, and develop proper classroom behaviours. This forum served four functions: Task Announcements, Translation Samples, Portfolio, and Group Forum. The "Task Announcements" includes the latest news, teacher's requirements,

task activities, and videos for lesson preparation. This function allows teachers to turn existing lessons into gamified quests to promote learners' intrinsic motivation and engagement.
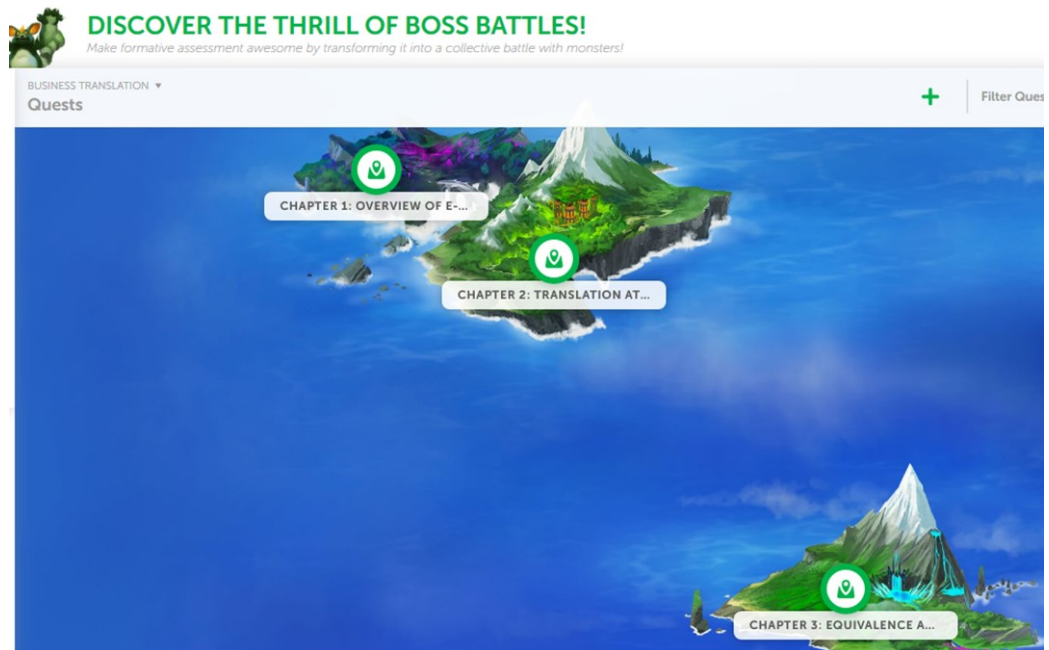
The "Translation Samples" comprises of students' products as well as teachers' comments for reflection and self-study. The "Portfolio" is a collection of notes and the assignments a student has submitted during a course, along with reviews and other documents related to each assignment. The picture below shows how these functions were exploited:
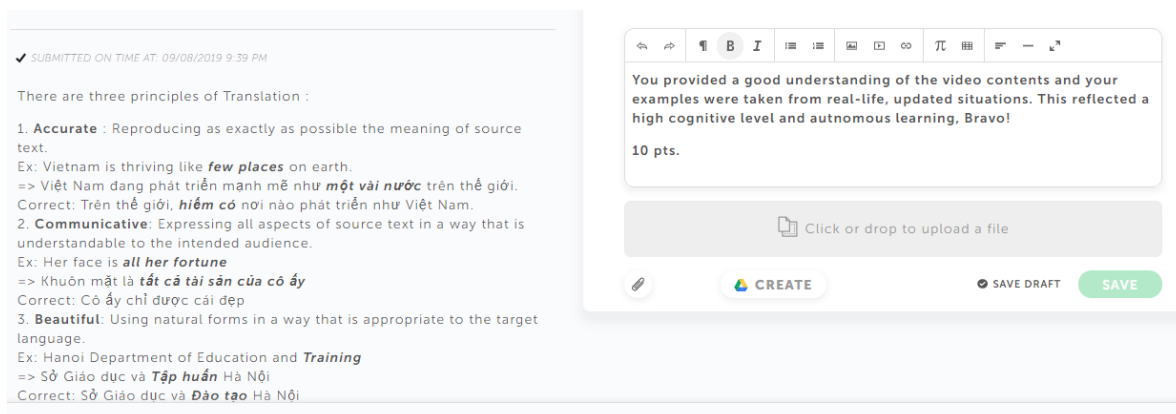
The "Group forum" is a platform for information dissemination and opinion sharing among participants. Since the platform links with Facebook, this could ensure prompt access to any queries and discussion threads, and the researcher could easily supervise learners' activities or contributions (Kabilan, 2016). The teacher also can announce a set of coherent rules for classroom behaviours, report on learners' activities, and comment on their achievements over the duration of the course via the Group forum. The following pictures provide ilustrations of this function.

More importantly, the function "Outcome" as can be seen in the picture above is an effective tool to ensure learners' preparation prior to the in-class sessions. When learners had submitted their assignments within the due time and the teacher was satified with learners' performance (in this flipped class they had to get at least 7 marks for each task), the green checkmark would be highlighted and learners could automatically move forward in the subsequent quests. By contrast, the red "X" mark would be used when a student failed to complete the lesson's objectives. They would be stuck at that point and had to wait for the teacher's instruction, such as uploading an improved version of their work. This outcome also affected the

performance of their study group, preventing the team from levelling up or finding a treasure. As a result, learners not only had to prepare the lessons carefully to satisfy the required objectives but also support each other outside the classroom, thus faciliating social construction as well as out-of-class interactions.

3.5.2. Video making principles

Four elements were considered during the process of video making for an effective use of this educational tool, including content delivery, learner-centric approach to maximise student engagement, contextual relevance to promote active learning, and cultural appropriateness to ensure individualised learning.

The primary considerations when constructing educational videos was content delivery. Although the contents should be aligned with the course syllabus, the videos were generally divided into small, digestible parts with a length of 10 minutes approximately. This, therefore, could improve learners' retention and understanding. In addition, both visual and auditory instruments were exploited while signalling elements (e.g., coloured discourse markers, text boxes or smart arts) were maximised to highlight important information. As a result, these elements could direct learners' attention; thus, targeting particular elements of the videos into their working memory.

Another issue was the learner-centric approach to maximise student engagement. For example, various presentation methods such as short

lectures, conversational style, or on-the-street interviews were employed so that learners could develop a sense of connection with the narrators. Besides, a range of settings were used such as the classroom, the school campus, a small room, and the outside community, depending on the purpose of instruction and the intended learning goals. Furthermore, questions were embedded inside the videos via HapYak and Zaption tools to strengthen students' working memory and enhance their ability to recall knowledge. Consequently, this could increase learners' performance on subsequent assessments, and make the videos interactive.

Third, online videos were contextually relevant by linking theoretical constructs to real-world contexts. On the one hand, the videos were packaged to contextualise the relevance for particular class setting. For example, the instructor addressed the name of the class, called out the names of some students or referred to some past events that had happened during the course. These behaviours, therefore, could bridge the gaps between teacher and student relations as well as create an impression that these videos were tailor-made for themselves. On the other hand, the videos provided updated examples so that learners could construct meaning based on their own experiences. The online contents also addressed the procedures, techniques and strategies on how and when to apply those translation skills in suitable contexts. Finally, some videos employed authentic assessments in which learners were required to show their command of what they had learned from the videos by applying that

knowledge to real-world tasks (e.g., translating some typical features of a local newspapers). As a result, learners could discover meaningful relationships between theories and real-world applications.

Finally, cultural appropriateness was carefully considered to meet the requirements of the Vietnamese legal system in terms of social norms, the school's regulations and political alignment. First, the contents were attentive to the language, cognitive, physical, social and emotional development of the students. For example, discrimination of race, age, gender, ethnic culture, and prejudice was avoided when the videos displayed the differences among people of different demographic identities. Instead, these videos aimed to create a better understanding about people from different backgrounds. Second, the video contents followed the school rules by using authorised sources with proper acknowledgements. The researcher had to examine the contents critically for inaccurate/outdated information and the absence of relevant citations. Finally, all video contents had to abide by the Vietnamese law of censorship by avoiding forbidden topics. No misleading interpretations, intentional or inadvertent controversial expressions in the source texts were allowed in the videos. Moreover, the teacher also had to correct stereotypes and challenge students' offensive assumptions when comments were exchanged in the group forum. All of these elements were carefully considered during the video making process to ensure that the videos were legally and culturally accepted in this communist country.

3.5.3. Introductory stage

The first day was devoted to introducing the course contents, learning outcomes, course requirements, the purpose of this study as well as the first lesson. Initially, the researcher introduced himself and provided a general structure of the course. Afterwards, an explanation of the online platform was provided together with demonstrated activities to help participants become familiar with this new approach. Then, the students received a week-long set of structured activities and worked in small learning groups of four students for some out-of-class activities. The groups were created based on learners' preferences and were re-assigned in week five to avoid uncooperative attitudes among team members. They were also required to choose a leader for each group, and work on a clear division of labour to maintain fair contributions as well as to meet the deadline of their assignments. Therefore, this step could help learners develop their psycho-physiological and strategic sub-competences such as team work, task allocation, and time management. Then, the researcher provided instructions as to how the flipped class was operated. This procedure can be summarised as follows:

● Students worked collaboratively in class and out of class for their assignments and practice.

● Students prepared lessons by watching videos, doing preparatory tasks, completing portfolios, and helping each other in the group forum

● Students set specific objectives for each lesson according to the course learning outcomes and the progression they would like to achieve.

Consent forms were distributed to the participants to gather their approvals to participate in the study (Appendix B). A leaflet composed of the procedure of this flipped approach was then given to each participant to demonstrate the steps and allow them to make sense of the purpose of the course structure. Finally, they explored the content of Module 1.

3.5.4. Structure of the flipped classroom

The intervention officially started in week 2 by including the group in a wide variety of activities to make them hold ownership of the course contents. This structure was adapted from the model of Zhai et al. (2017*)* with three parts; namely, pre-class, in-class and post-class activities.

3.5.4.1 Pre-class activities

The students were notified in the "Task Announcements" about the videos that were required to be watched before the next session. Each video lasted about 10 minutes to focus the students' attention, and trigger their active learning and thinking styles. Guided notes were also available so that the students could focus on key elements in the videos.

During the video watching process, students were required to take notes, write down new contents, and identify difficult concepts. After watching the video, they had to do some preparatory tasks to ensure that they had completed the video lectures prior to the class. They might exchange difficult problems in the preparatory assignments with fellow

classmates or teachers through the group forum, thus enabling them to gain a better understanding of the key contents in the videos. In order to ensure lesson preparations, portfolios and preparatory tasks were marked as a formative assessment and took up 20% of the total grade.

3.5.4.2 In-class activities

The in-class activities consisted of five steps: revision, exploratory activities, joint negotiation, individual construction, and peer assessment.

First, consolidation games, quizzes, mini-tests, or homework corrections were used to revise previous lessons as well as video-related contents. This activity could allow instructors to check learners' understanding as well as to identify what content needed deeper explanation. Then, the problems were discussed until learners fully understood the issues.

Second, exploratory activities required students to analyse critically how the authentic texts were organised in terms of grammatical structures, lexical items, particular text types, text registers, and coherence and cohesion so that they could reformulate new translation versions. These activities might include error identification, error correction, gap filling, or sentence elaboration. The purpose of these activities was to place the participants in practical contexts, through which they could investigate translation tasks in pairs or groups, re-build on their knowledge, and cultivate independent learning ability. Meanwhile, the researcher's role was to initiate and prompt discussions for deep and active learning.

During the joint negotiation, learners collaborated to make new translation products from the exploratory activities. Hence, students could learn from teachers and peers to develop texts together until they have acquired the knowledge and skills to perform this step independently. Afterwards, they constructed their own texts individually with regard to clear purposes, audience and organisation. Regarding the objectives of these two steps, the researcher aimed to give priority to individual learners to articulate, explore and investigate solutions. Sometimes the researcher might get involved in classroom activities to explore learners' approaches to translation tasks. In some cases, the researcher could provide support by explaining or eliciting how best to adopt translation strategies to solve certain tasks.

Finally, students conducted peer assessment activities before submitting their outcomes to the teachers. This could be through group marking, debating, mini-games, or reports; thus, their motivation and translation assessment capabilities could be enhanced.

To sum up, these in-class activities aimed to provide learners with a more engaging as well as active learning environment, which helps them to improve their translation ability. They also equipped learners with a more sophisticated understanding so that students could be in a stronger position to make informed choices in their future translation practice and exam papers. Table 3-9 provides information on the in-class tasks.

Table 3-9: In-class activities in the flipped translation class

MODULE	STEPS	ACTIVITIES
2: **Translation skills at the word level**	1. Revision 2. Exploratory activities 3. Joint negotiation 4. Individual construction 5. Peer review	- Relaying - Table filling + Matching - Equivalent finding - Translating banking forms - Betting
3: **Translation skills at the word level (cont.)**	1. Revision 2. Exploratory activities 3. Joint negotiation 4. Individual construction 5. Peer review	- Kahoot and/or Categorising game - Classifying translation problems - Translating leaflet/Brochure - Translation exercise (test 1) - Peer correction
4: **Translation skills at the phrase level**	1. Revision 2. Exploratory activities 3. Joint negotiation 4. Individual construction 5. Peer review	- Errors quizzes and/or Family feud - Phrase matching + Hidden images - Translating collocations - Translation exercise - Mini-debate
5: **Translation skills at the syntactic level**	1. Revision 2. Exploratory activities 3. Joint negotiation 4. Individual construction 5. Peer review	- Quizizz and/or Stop the bus - Error finding + Message analysis - Paraphrasing - Translation exercise (test 2) - Error counting and report
6: **Translation skills at the paragraph level**	1. Revision 2. Exploratory activities 3. Joint negotiation 4. Individual construction 5. Peer review	- Reorder and/or Identification - Text type analysis - Text register modification - Translation competition - Editing game

7: Journalistic articles	1. Revision 2. Exploratory activities 3. Joint negotiation 4. Individual construction 5. Peer review	- Gap filling + Multiple choice - Headline translation - Reformulation of different genres - Translation exercise (test 3) - Peer marking and presentation

These activities can be modified and adapted if they are adopted in different contexts and disciplines. However, these activities were chosen as a guiding flipped procedure because they fitted quite well with the theoretical framework of the thesis. In terms of the translation theories, the activities in each lesson aimed to develop learners' competence from the shorter to longer chunks of translation units (from individual lexical words to longer sentences and contextual practice) so that learners could step by step become proficient in their translation assignments. Learners were also expected to adjust their translation habits to a professional manner because more formal class time was dedicated to practice, and the teacher had more chances to support them with proper strategies. As regards learning theories, learners could experience different learning styles (individual, pair and group work) within a collaborative environment to construct their knowledge and sharpen their skills. The difficulty of activities was also developed from a low level to a higher level in each module, providing some challenging tasks during the individual construction to foster critical thinking and personal mastery. As a result, these in-class activities could improve learners' performance as well as bring interest into the classroom.

3.5.4.3 Post-class activities

Students were given other tasks to apply with similar techniques at home and submit their refined translated versions to the teacher, who corrected and provided feedback in the following week. Comments were made individually, though some of the issues commonly recurrent in exercises were focused in weekly group discussions. These assignments were stored in the "Translation Portfolio" for future revision. Learning outcomes were measured in terms of students' 1) capacities to refine their translation assignments based on peer reviews and teacher's assistance (portfolios), 2) proactive dispositions for pre-class preparations and in-class participation, and 3) changes in their translation habits and competence. These measurements were important not only to instructors but also to students who might need feedback on their translation achievements.

Figure 3-2 summarises the procedure of the flipped class as follows.

Figure 3-2: Procedure and structure of the flipped class

Teacher's side		Students' side
1. Online videos 2. Preparatory tasks 3. Forum guidance	**Pre-class**	1. Video watching 2. Note-taking 3. Preparatory tasks 4. Forum discussion

Teacher's roles	**In-class**	**Students' roles**

| 1. Course teaching
2. Facilitator
3. Mini - lectures and tutorials
4. Feedback
5. Assessment
6. Modification of teaching styles/ activities after each module | Revision

Exploratory activities

Joint negotiation

Individual construction

Peer review | 1. Active learning
2. Cooperative leaning
3. Problem solving
4. Discussion
5. Presentation
6. Critical thinking
7. Feedback
8. Knowledge construction
9. Exams + tests |

| 1. Correction + feedback
2. Critical rethinking | **Post-class** | 1. Refining papers + submission
2. Portfolios
3. Revision |

3.5.5. Informed consents

Before the intervention, an approval form was granted by the Research Committee at BUH to proceed with the study. On the first day of the course, participants received a consent form to join the study that was conducted with anonymous information. Data from participants who did not want to participate in the study were excluded. All these forms are provided in the Appendix section.

3.6. Pilot study

A pilot study was conducted from February to May, 2018 to identify any possible flaws and, thereafter, to refine the design. After the course, the course design was revised and the interviews were conducted to identify any problems before the actual investigation.

At the outset, the interview questions were tested to check the validity and authenticity of these constructs. Two Research Committee members and two senior students in this university were asked to review the appropriateness, logical organisation, as well as the clarity of the questions. After analysing the items, all reviewers agreed that the guiding questions were clear and comprehensible for Vietnamese students, but there should be some minor modifications. For instance, the questions "What part of the new method do you like in particular? Why?" and "What is your favourite step of the flipped approach?" seemed to be tautologous as they shared the same meaning; thus, one of the questions should be omitted. Based on their

feedback and comments, the interview questions were revised and finalised for data collection.

Afterwards, the pilot study was conducted in a physical Vietnamese-English translation course with 42 participants. The results revealed some implications for the refinement of the actual study. First, when the researcher delivered a video, certain activities to foster learners' involvement such as storytelling or experience sharing could engage learners' attention as well as enhance their comprehension more than from pure lectures. Second, the conceptual framework was effective to organise various steps of the teaching procedure to enhance learners' acquisition. Third, video lectures should be prepared better, with more examples from the teacher's personal experiences and actual problems that he had encountered. Besides, transcripts should be provided so that low achievers could understand the lessons thoroughly. Finally, a bonus system should be used to award extra marks to those participants who contribute a lot in the group forum to enhance the benefits of this element.

As a result of this pilot study, the study continued to employ the conceptual and pedagogical frameworks (although modified as more literature was read), and focused more on the delivery of video lectures as well as the group forum. For example, video delivery would vary based on the instructor's preferences for a specific lesson and their contents. It might be an "on-the-street" style where the researcher asked random people in public places, or it might also be an interview with a translator to share their

experiences. However, the common style was still the lecture-based format, with the instructor lecturing, storytelling, and experience sharing.

In order to improve the usefulness of group forum, translation exercises and assignments should be well-prepared to enable the learners to cooperate more to solve the problems. For instance, students could be given tasks that require them to provide two different translated versions, or that contain cultural-specific items with no equivalent in the target language. In addition, bonus points would be given to those who were supportive during the course. Finally, interviewees would be asked more about their experiences and perceptions towards the flipped classroom approach. The questions, therefore, were designed with statements exploring their benefits together with the degree to which the learners find the learning activities rewarding. For example, such question as "In what way did you benefit from the video lectures" would be raised to elicit feedback about learners' experiences and perceptions.

3.7. Variables

3.7.1. Independent variable

The independent variable in the study was the teaching style of the flipped instruction. Specifically, how this independent variable was organised and managed was addressed by the content analysis of one flipped scenario.

3.7.2. Dependent Variables

The benefits of flipped learning on learning outcomes in this study was narrowed down to four explicit variables (see 2.3.9.1.). These are

students' translation competence and skills mastery of the subject matter (skills), changes in translation habits (skills), attitudes towards the learning process (attitudes), and challenges during the intervention (attitudes). These four variables can be grouped into two constructs below.

3.7.2.1 Students' translation competence

The first construct of dependent variable was learners' enhanced competence measured by their changes in translation habits and by their self-reflection on various aspects of skill mastery. Error analysis of learners' test papers and interviews were used to measure such the competence. Thus, these measures constituted the two dependent variables in the study.

3.7.2.2 Students' perceptions

The second construct referred to two dependent variables, including students' perceptions towards the benefits of the new approach, and challenges faced by learners during the intervention. This construct was measured via semi-structured interviews.

3.8. Data instruments and analysis

Figure 3-3 displays the relationship between research questions and the instruments of the study.

| Research Questions | Research instruments + Analysis tools |

RQ1. How was the flipped classroom approach actually implemented inside and outside the classroom to ensure the constructive alignment with learning activities and learning outcomes, assessments and educational theories in one particular flipped scenario?

Content analysis of one scenario
Content analysis + Constructive alignment

RQ2. How did this flipped classroom approach impact students' improvement in translation competence, as measured by error analysis through their performance in formative and summative assessments?

Assessment analysis
Error analysis

RQ3. How did the flipped classroom approach impact the students' translation habits, as measured through their usage of professional translation strategies, to solve their assignments?

RQ4. What were the perceptions of Vietnamese students towards the benefits of the flipped classroom approach in the translation class?

RQ5. How were the elements of the flipped classroom approach helpful in improving the students' translation skills?

RQ6. What were the challenges faced by Vietnamese students during the implementation of the flipped classroom approach?

Interview
NVivo
Thematic analysis

Figure 3-3: Relationship between research questions and instruments

3.8.1. Content analysis

Content analysis (Erlingsson & Brysiewicz, 2017) was adopted to capture one specific scenario (Module 3). Two reasons were attributed to the selection of this module. On the one hand, learners had overcome initial frustrations against the new teaching approach, and got used to the classroom procedure as well as the teacher's expectations. On the other hand, formative assessments were conducted in this module; therefore, it was interesting to investigate the connection between the activities and the learning outcomes, as well as the assessment results.

The rationale behind using content analysis was that no empirical evidence has been provided to display the actual classroom procedure. When no pre-defined themes have been given, this technique allows us to look for redundant and similar codes to form major concepts, identify relationships, and get at the central aspect of social interactions (Berg & Lune, 2017). Moreover, when content analysis allows researchers to alternate between specific relationships of interactions and language use, it was suitable to describe what were actually happening, focusing the frequencies use of technology, collaborative work, and active learning exercises to sharpen learners' skills in this flipped setting. Finally, content analysis follows a systematic strategy that can be easily reproduced by other researchers, generating results with higher authenticity (Creswell and Creswell, 2018). Specifically, in this study, both out-of-class and in-class activities were analysed qualitatively, evaluated and mapped against the

learning outcomes, theoretical framework, and institutional descriptors with the use of constructive alignment. Thus, this could shed light on how in-class activities related to the pre-class materials and facilitated the learning process.

3.8.2. Error analysis

Error analysis of learners' test papers was carried out in Class A to examine how well these activities contributed to enhancing learners' performance and translation habits, and the paper-based tests were used to examine students' translation competence. Since the test contents and item analysis had been evaluated by the Faculty committee, the content validity of these test instruments was satisfied (Sujana, 1998). This instrument was administered in two steps:

Step 1: The results from multidimensional assessments were analysed qualitatively to explore learners' competence over the duration of the course. The tests were collected, and then analysed to find out and classify translation errors (see Table 2-2). Data were examined with quantifiable analysis to see how many percentages these errors appeared, whether the frequency of these errors decreased over the assessment tasks, how learners mastered required translated sub-competences, and how their performance improved (or worsened); thus allowing us to know how their habits changed over the assessment tasks. Furthermore, to ensure uniformity as well as the correct and consistent evaluation of these formative tests, suggested answers to each test were provided by the local

practitioners. During the practice and assessments, electronic dictionaries and online corpora were allowed to enhance learners' instrumental competence. After the data were collected, they were analysed by quantifiable statistics of error analysis to further support the benefits of the flipped classroom approach.

The procedure was implemented as follows:

1. Collecting students' answer sheets and identifying the errors.

2. Analysing and categorising these errors into three categories, including errors at the lexical level, errors at the syntactic level, and errors at the paragraph level. Then, a percentage technique was used as follows:

$$\text{Error percentage (\%)} = \frac{\text{The raw number of errors of each sub-category}}{\text{The total number of errors of one category}} \times 100\%$$

3. Using quantifiable measure to compare data from different tests.

4. Tabulating and graphing the findings.

Step 2: Results from summative test were analysed based on various aspects as set out in the rubrics and learning outcomes. Specifically, the errors were computed and compiled in tables, followed by qualitative analysis in discussing these problems with some individual cases. Justifications for these errors were clarified based on translation theories.

3.8.3. Semi-structured interview
3.8.3.1 Purposive sampling

Purposive sampling was used with a group of twelve interviewees in Class B. These participants were chosen according to three criteria: a)

students agreed to join the interview (volunteering); b) students were chosen from three different aspects: gender (Male/Female), final grades (High Distinction, Distinction, Pass), and geographical background (Rural/Municipal); and, c) students had satisfied the course requirements (fully completed all tests with a maximum of one absence during the course intervention). The rationale behind the selection criteria was that the study could seek a better understanding of the issue from different perspectives when these participants came from different backgrounds. As a result, it could provide higher accuracy, and be as representative as possible for the whole class. Moreover, since these interviewees had good attendance records and watched all the video lectures, they might be well aware of the philosophy behind each pedagogical innovation as well as the effects on their translation ability.

Based on the actual conditions and status of the classrooms, twelve interviewees were chosen by using the following matrix in Table 3-10.

Table 3-10: Matrix for interviewer selection

		Gender		Grade				Geographical background	
		M	F	H.D.	D.	Pass	Fail	Rural	Muni.
Gender	M			x	x	x		x	x
	F			x	x	x		x	x
Grade	H.D.							x	x
	D.							x	x
	Pass							x	x
	Fail								

3.8.3.2 Interview collection process

Semi-structured interviews were chosen because this method could provide spaces for participants to articulate their opinions freely (Wellington, 2015). The dates and times were announced via both telephone and email, and took place in the school campus. Each interview followed three steps: 1) Introduction to establish a good relationship between the researcher and the interviewee, as well as to promote them to answer the questions as honestly as they can; 2) Question-Answer session to validate the issues under investigation; and, 3) Conclusion to provide the interviewees with an opportunity to add any further comments. Before the interviews, the participants were reminded of their rights to withdraw from the interview at any time. The researcher also asked their permission for audio-recordings.

Then, the participants signed a consent form before the actual interview. A laptop, recorder, and translation worksheets that were used during the course were prepared throughout the process. Notes were also taken by the researcher and supplemented with the records to glean details from the discussion. Each interviewee's privacy and confidentiality was protected by making their comments anonymous. In addition, each transcript was labelled by using a pseudonym and the recorded date of that interview (e.g., Student A/28/05/2019).

During the introduction, the researcher outlined the research aims of the study. In spite of the friendly relationship that the researcher tried to build with students, the power relation issue could still be identified, especially

when interviewees were asked to give critical feedback on the module, its contents, teaching method and their overall attitudes. One way of neutralising this issue was to talk about the researcher's experience in translation teaching and personal life. This could minimise the effect of the power relation, providing the students with some confidence and a safer environment to share their opinions about it.

In terms of the Question-Answer session, the interviews focused on three main points, including 1) learner's comments on each element of the flipped classroom approach; 2) challenges faced by learners during the course; and, 3) learners' approaches towards a translation task (see Appendix D for an interview guide). Although the interviews were scheduled for 60 minutes, some of them might have taken more or less time, based on the flow and detail of the participant's responses. This means the process might continue until data saturation was reached or no new information was uncovered. Once all interviews and transcriptions had been completed, NVivo qualitative software was used for thematic coding.

3.8.3.3 Interview analysis

Thematic analysis for the interview transcripts were adopted on three following grounds. First, this method is suitable when a researcher has developed some pre-defined themes, codes, and patterns of meaning based on prior studies, the conceptual framework, research objectives, and research questions of the study, thus alleviating the analysis process from a huge data set (Braun & Clarke, 2006). Second, thematic analysis is useful

for examining the perspectives of different research participants, highlighting similarities and differences, and generating unanticipated insights based on not only the theoretical ground of research matter but also the personal focus on the topic (Braun & Clarke, 2006). Therefore, this type of analysis could provide a detailed and nuanced account of qualitative data on individual's perceptions, meaning construction, interpretation, and reactions. Finally, thematic analysis exploit both inductive and deductive approaches as it forces the researcher to take a well-structured approach to handling data and to produce an organised report (Nowell, Norris, White, & Moules, 2017). As a result, it provides a vast amount of flexibility in analysing, interpreting, and displaying the findings.

After the interviews had been transcribed, the hard copies obtained from the transcriptions were thematically coded into meaningful patterns by the NVivo software. First, the researcher continuously read the transcripts to get immersed in the data, and to understand deeply each participant's perspective. Afterwards, the researcher identified and coded the data into key themes. Based on the research questions of the study, the categories clustered under four following main themes:

1. Learners' perceptions towards the effectiveness of the suggested flipped classroom approach

2. Learners' perceptions towards each element of the flipped classroom approach

3. Challenges faced by the learners

4. Influence of this instructional approach on learners' translation habits.

Second, in each theme, the researcher structured the data by axial and selective coding to form categories. Coding is a data reduction technique that uses a word or short phrase to put relevant information into simple codes or labels for further analysis and interpretation (Miles et al., 2014). In this step, data were fragmented so that different opinions could be identified and analysed descriptively. Then, these opinions were grouped based upon their similarities and differences via axial coding. Afterwards, selective coding requires the researcher to further combine the groups into major categories by pattern matching (Miles et al., 2014). Finally, the coding process put these categories under the main themes. Hence, this step could help reduce the data, and establish the concepts and categories for the interpretation process in the Discussion section.

Third, the researcher revisited the data to check, recode the information, and look for further evidence to support the coding process. This step was essential because the relationship among codes and categories should be repeatedly confirmed so that the findings could be valid. In some cases, there might be overlapping or interconnections between categories, and, an adjustment might be necessary for strengthening the data analysis process. Hence, this step could provide better insight for more succinct categories as well as aid in the development of new concepts. After that, tallies were used to investigate the ratio that the same categories emerged

throughout interviews. If a response was unique, it was coded as "Special case", and, if relevant, was also included in the analysis.

Next, the data were cross-checked by a second coder (the main supervisor) to ensure consistency and to check for reliability during the coding of the interview data. Finally, a summary sheet was created to assemble data from each participant, and the data were correlated into meaningful interpretation of common patterns and themes.

3.9.   Flow chart of research activities
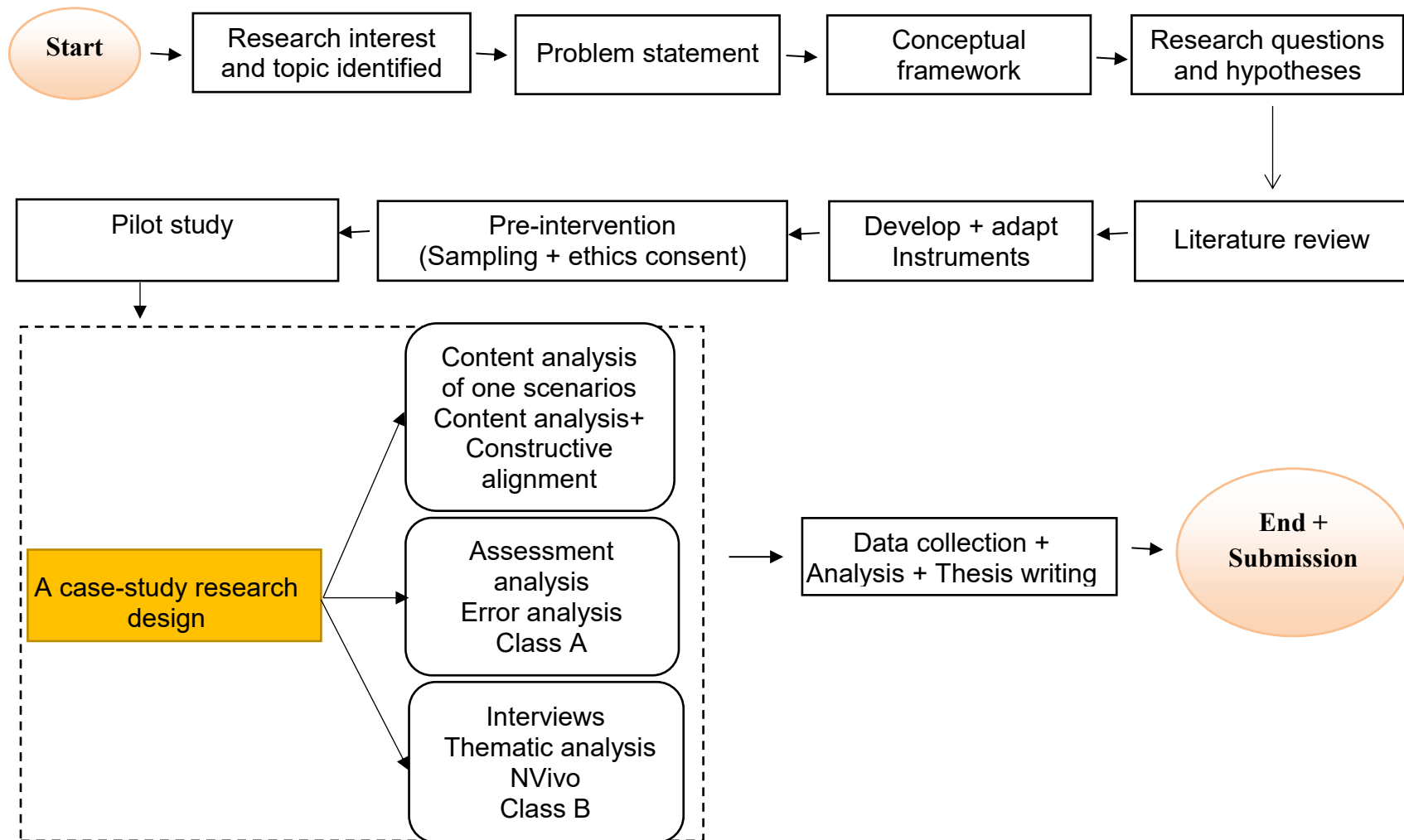
Figure 3-3: Flowchart of research activities

3.10. Trustworthiness and authenticity

Certain measures were taken to ensure the trustworthiness and authenticity in this study. In terms of trustworthiness, this element infers whether the findings truly represent what the research is supposed to investigate in an actual context or not, and the results are manipulated or created by research design errors, misunderstandings, or influence of unknown factors (Berg & Lune, 2017). At the outset, because most of the data came from the students' perceptions of their experiences with the new approach and were reliant on learners' ability to articulate those experiences, the researcher had to investigate learners' responses from different backgrounds, perspectives (both positive and negative), and reactions to gain a representative picture through aggregated qualities, and to maximise the range of specific information. He also had to review and re-check the data several times (the course procedure and the interview transcripts) with the help of another academic expert. Second, the interview questions were revised continuously from the comments of different people (the supervisors, the students, and third-party people) to ensure the logical structure as well as the correct meaning of each question. Third, prolong engagement was adopted until data saturation was reached or no new information was uncovered. Thus, this could counter distortions from researcher's impact on the context or limit his bias. Fourth, participants were asked to review the summarised data at the end of the interviews to make the study more trustworthy. This also included the process of returning the

opinions and responses to interviewees after transcription via emails to authenticate the data. They were also encouraged to confirm the transcriptions to determine whether the results truly reflected their opinions. Once collected, all the results are attached in the Appendix of the thesis once collected.

Regarding authenticity, this term refers to the degree of genuineness, fairness, and credibility of a qualitative research design (Berg & Lune, 2017). In this study, the research procedure, research protocol, and classroom design were strictly adhered and implemented in two translation class. Information about these issues were approved by the local university and announced publicly on the Notice Board of the faculty. Second, the assessment tasks were created by the third-party lecturers (the Division of Linguistics, Translation studies, Literatures and Culture of the faculty) without the involvement of the researcher. These assessment tasks were also used by other non-flipped translation classes to ensure the uniformity of the curriculum. Third, all the interviews were conducted in English because a translation might create misunderstandings and dishonest responses. Fourth, the same interview questions with the use of simple language were asked to all students to ensure that all participants understood the questions in the same manner. Fifth, confidentiality and anonymity were continuously reminded so that the participants would not be subject to any threat or fear that their identity would be revealed.

Furthermore, to check authenticity during the coding process of interviewing data, some codes, patterns and categories were cross-checked by an expert in research background to ensure consistency. Finally, the involvement of a third-party person was exploited to ensure the proper data collection process as well as to increase the authenticity of the study. For example, all interviews were conducted with the presence of one member in the Faculty's Ethics Committee. Besides, the test results were marked by a third-party rater and sent electronically to the researcher with the signature of the Dean to avoid dishonesty, which confirmed that learners' responses did not influence their assessment results. Similarly, discussions about research methods, data collection and interviewees' transcripts were also carried out between the researcher and the supervisors, as well as the Dean to overcome potential bias.

3.11. Ethical issues and considerations

Since this study dealt with educational discipline and human subjects, ethical issues were accorded the utmost consideration throughout the investigation. First, the Research Committee at BUH was asked to grant permission for conducting the study; and also, written consent was secured from all participants in the study. Second, all matters relating to privacy and confidentiality were strictly complied to safeguard the personal security of the participants. The participants' names and responses were coded with pseudonyms. Third, the data were collected from volunteer students who had signed a consent form, and they could withdraw from the study at any

time. As regards the interview process, it was clearly explained and reiterated to the students that they were free at all times to indicate their inability to answer any questions that they might find difficult to answer. Fourth, no attempt was made to gather data about the private lives of the participants. The researcher also assured them that their assessment results were not affected by their non-participation in the study. Furthermore, the interview transcripts and assessment results would be archived for at least seven years (as required by the ethics policy of the University of Nottingham) to ensure the integrity of the data collection process as well as avoid data manipulation. In addition, due attention was paid to respect the personal preferences of participants to ensure that their sovereign rights and self-esteem are not violated. For instance, interviewees could choose the interview date, time and place according to their convenience and availability. Another example is that learners were allowed to study in the traditional environment with the approvals of both instructors. More importantly, the students were interviewed after their final exam so that there was no danger or fear that their grades would be affected by their responses. Finally, interviewees had the opportunity to review the transcripts, and to clarify or delete any statements before the researcher proceeded to conduct the data analysis.

3.12. Methodological limitations

There were five methodological limitations in this study. The first was the time constraint as the intervention process could not be extended

beyond nine weeks due to the school curriculum policy. The time limit might affect the findings on learners' translation competence and translation habits. Therefore, it might be useful to allow an extension of the study over a longer period so that more rigorous findings can be obtained. Second, due to the limited personal budgets and conveniences, the participants involved in the pilot and main study were recruited from the Faculty of Foreign Languages (BUH) based on the convenience sampling technique. This can potentially reduce the generalisability of the findings. Besides, if the study could be financially supported by donor agencies, the sampling would be conducted in other institutions to expand the geographical scope of the study and also increase the generalisability. Third, available time and resources might constrain the number of interviewees, thus placing a limit on the study's scope and extent. It would have been preferred if more students had been interviewed. Fourth, opinions about the flipped environment applied to the learners might be influenced by the degree of their preferences to the subject, their career orientation, their overall performance in class, and their relationship with the instructor during the intervention. Besides, the teaching style during the study period might influence the participants' responses. In others words, the participants' perceptions towards the flipped instruction might be different had the participants been taught by different teachers. Last, recruiting teachers for the interventions was a challenge because the flipped classroom approach is quite new in Vietnam. The elements of this

approach, and how it is to be implemented in reality are hardly known in this context. As a result, the researcher was also the instructor in the flipped class because it was unfeasible to find another translator instructor who would agree to implement this method in their class. This might pose a serious limitation of the research study; therefore, certain steps had been vigorously taken to minimise its shortcomings. For example, all participants were constantly reminded of the objectives of the study (i.e., to improve translation teaching in Vietnam and enhance students translation competence), and they were encouraged to provide honest responses without prejudice or fear of any negative impacts on their grades. All transcripts were sent to interviewers to ensure consistency of content as well as approvals being secured. These actions aimed to reduce the limitations of this study as much as possible.

3.13. Conclusion

This chapter has presented the philosophical perspectives, research design, research procedures, variables, instrumentation, data collection, and data analysis of the study. It also elaborated on the study's trustworthiness, authenticity, ethical issues and methodological limitations. A total of 79 junior students in two Vietnam-English translation classes participated in this study. The research instruments included: (1) content analysis of one specific flipped scenario; (2) the error analysis of learners' test papers to determine how this approach could foster learners' competence in various assessment task types; and semi-structured

interviews to gain a deeper understanding of the themes emerging from the research questions, as well as measure how the new approach re-orientated the learner's translation habits. The findings will be analysed as well as presented in the next chapter.

CHAPTER 4: RESULTS AND FINDINGS

4.1.   Introduction

This chapter displays the findings according to the research methods and instruments presented in Chapter 3. It begins with a detailed analysis of one scenario of the flipped classroom, illustrating how the activities were organised and built upon the pedagogical framework, as well as showing the interconnection between translation activities, assessment tasks, and learning outcomes. Then, error analysis of formative and summative assessments was depicted to describe how learners' competence was sharpened and how their habits were fostered through the intervention. Afterwards, the end-of-term test results were analysed qualitatively to shed light on how the flipped classroom approach supported learners to master the required translation aspects. Finally, the chapter displays interview data to clarify how individual learners perceived this flipped instruction, how they adopted professional strategies to approach the translation tasks, how students viewed each element, what element was useful (or ineffective) in improving learners' competence, how they evaluated their changes in translation habits, and what difficulties hindered them during the translation course based on the Activity theory.

4.2.   A snapshot of the flipped classroom approach

This sub-section captures one snapshot of the flipped classroom approach and provides a detailed analysis of this specific scenario.

4.2.1. Learning contents and learning outcomes

Table 4-1 illustrates the contents taught in this session.

Table 4-1: Learning contents in Module 3

TRANSLATION PRACTICE AT THE LEXICAL LEVEL
1. Translation problems at the lexical level
2. Techniques to deal with translation problems at the lexical level
3. Practice in business-related texts (leaflets, brochures and short articles)

The learning contents belonged to the pre-existing course syllabus and was developed with considerable focus on real-life practice for conceptual understanding and procedural fluency. The contents were intentionally built upon a logical order by setting out with an analysis of translation problems at the lexical level. Then, suggested strategies to deal with these lexical problems were given. These two parts could be seen as theoretical, and were included in the online lessons. Besides pure translation knowledge, certain elements of discourse analysis, sociolinguistics, and contrastive analysis were used to compare the differences between Vietnamese and the English language. The lecturer also added his personal experience and Vietnamese business knowledge into the video to ensure contextual relevance and cultural appropriateness.

In terms of learning objectives, it was intended that at the end of the lesson learners could:

(1) identify and classify common problems in translating V-E lexical terms.

(2) implement appropriate strategies to solve these problems and translate lexical terms from Vietnamese to English in the business context.

(3) make use of relevant documentary resources and electronic tools to analyse, summarise, and translate business-related lexical terms.

(4) demonstrate professional work ethics, confidence, and responsibility when working in groups as well as alone.

These objectives provided a basis for activity design because lower-order skills (objectives 1 and 2) were fostered outside the classroom, and higher-order skills (objectives 2, 3 and 4)were reinforced in the face-to-face session. As a result, the teacher was geared towards helping learners develop their lower ability at home such as identifying lexical problems, classifying errors, distinguishing underlying meanings of the source language, and explaining the mismatch between the source texts and the target texts. Meanwhile, collaborative activities inside the classroom could foster higher skills, such as implementing appropriate strategies to solve translation problems, comparing the effectiveness of different strategies, and evaluating the translated products. Finally, the lesson focused on developing the necessary qualities of a real translator, such as professional work ethics, confidence, and responsibility. This objective means that the teacher should take more care to discern learners' varied learning needs, working styles and motivations. Both group work and individual work were used to maximise learners' involvement. This also implies that real-life practice should be exploited, and constant reminders should be given to encourage the learners to explore and go beyond their own perspectives or

teacher's comments. In other words, they should focus their attentions to the intended readers and the larger working community.

Table 4-2 describes specific translation competence and learning outcomes that were given special consideration in this session.
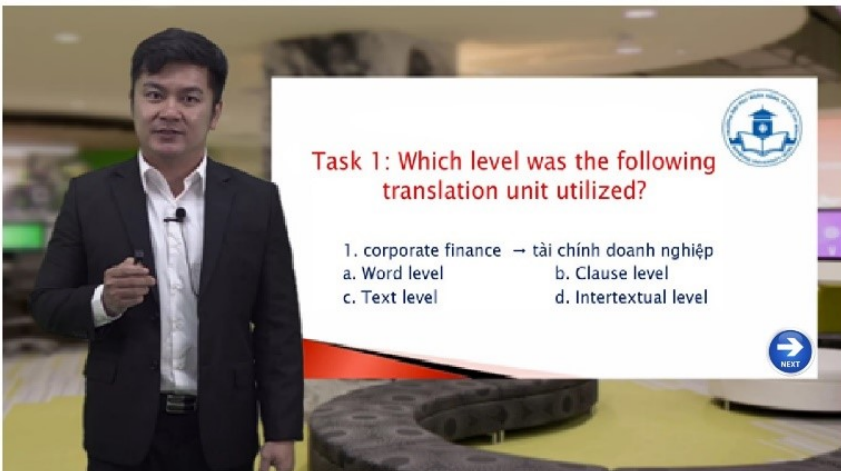
Table 4-2: Sub-competences and learning outcomes of the session

C1. Bilingual sub-competence
LO1. Understanding the communicative intention of source terms in Vietnamese. LO2. Identifying, classifying and correcting common translation errors/problems in business-related texts.
C2. Extra-linguistic sub-competence
LO1. Activating extra-linguistic knowledge to translate lexical terms in the business context. LO2. Solving encyclopaedic translation problems in business-related texts, and using appropriate strategies.
C3. Instrumental sub-competence
LO1. Identifying relevant documentary resources and electronic tools to translate lexical items. LO2. Managing relevant documentary resources and electronic tools to solve translation problems at the lexical level in business-related texts, and using appropriate strategies.
C4. Translation knowledge sub-competence
LO1. Identifying specific problems in terms of business-related genres and business knowledge to apply different translation strategies appropriately at the lexical level. LO2. Finding a suitable translation method, strategy and equivalence for each particular lexical term.

4.2.2. Assessment activities

Table 4-3 shows all assessment activities in this scenario.

Table 4-3: Assessment activities and descriptions

Assessment tasks	Requirements and descriptions	Assessment types
1. Embedded questions in the video	Learners answered five multiple-choice questions while watching the video. They had to answer them correctly in order to proceed with the video; otherwise, they had to answer the questions again. These questions were related to the previous part of the video, aimed to activate learners' engagement with the materials, as well as to stimulate learners' thinking at the lower-order level. This assessment aimed to facilitate the effect of question-embedded interactive online environment on students' understanding. It	Informal, Formative

	required learners to: 1) play an active role while watching the videos; 2) interact with the materials; and, 3) internalise these knowledge to answer the embedded questions. Therefore, this supports the previous finding of phase 1, as well as the theory of active learning and Blooms' taxonomy. It was also useful to require the learners to watch the video and take notes carefully instead of skipping the contents. The confirmation feedback for each question could facilitate learning by requiring learners to make another choice or re-assure them of the correct answers. Finally, it can help the instructor to assess the effectiveness of the video, know whether learners could achieve the pre-determined objectives, and, if necessary, make modifications in subsequent online lessons.	
2. Pre-lesson quiz	Learners worked in pairs and answered 20 multiple-choice questions with the use of Kahoot interactive app as shown in the following image. .	Informal, Formative

"Người tàn tật" is translated with low diction as …

physically challenged

crippled

under-resourced

well-fed
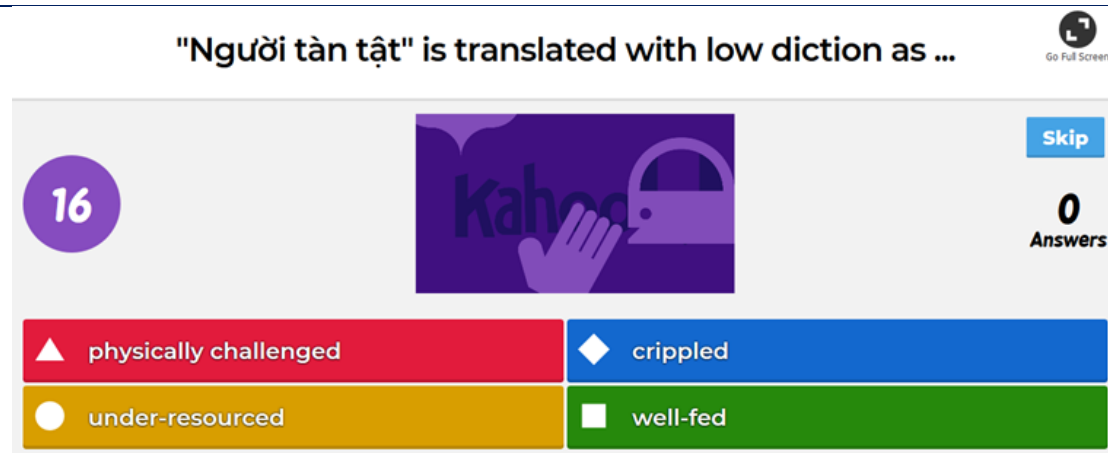
After the completion of the pre-lesson quiz, the scores of all students were shown briefly on the screen as follows.

REVISION UNIT 3 : HANDLING TRANSLATION PROBLEMS AT THE LEXICAL LEVEL	
Played on	19 April 2019
Hosted by	nhatnguyenjulian
Played with	19 players
Played	15 of 15 questions

Overall Performance	
Total correct answers (%)	54.13%
Total incorrect answers (%)	45.87%
Average score (points)	12736.16 points

Feedback

Overview Final Scores Question Summary Question 1 Question 2 …

REVISION UNIT 3 : HANDLING TRANSLATION PROBLEMS AT THE LEXICAL LEVEL				
Final Scores				
Rank	Players	Total Score (points)	Correct Answers	Incorrect Answers
1	Giao	15176	14	1
2	Meow meow	14223	13	2
3	TT	14142	13	2
4	Gow1	13704	13	2
5	Thư	13569	13	2
6	Lem Kem	13321	13	2

This kind of assessment had two main purposes. First, it checked learners' understanding of the video contents and their existing knowledge about the topic. The questions included both term-responses and application questions to foster lower-order and higher-order thinking levels. Therefore, the instructor could diagnose learners' misunderstandings or confusions byproviding detailed clarifications and giving appropriate individualised support. Second, it could be seen as a warm-up activity to stimulate learners' preparedness and attitudes before they joined in the following collaborative activities. As a result, this exercise provided scaffolds for students (both low- and high-achievers) to adapt to the new learning session with a heightened personalised and collaborative experience.

3. Preparatory tasks	These tasks were embedded in the video, and learners had to do them at home; then submit in class for marking. They involved two tasks as can be seen in the images below. Task 1 required lower-order thinking level (identification) while Task 2 activated higher-order skills (analysis and application). Five students with the highest marks received a bonus for their portfolio marking. Learners could watch the video again, search for information on the Internet, and also seek for peer support or instructor hints in the Group forum.	Formal, Formative
	Task 1: Identify what translation problems might be found in the following sentences.	
	1. Cấm người điều khiển các loại xe có mùi bia rượu.	
	2. Người dân Huế vẫn giữ được phong cách tao nhã, vẻ dịu dàng và sự trầm lắng của đất thần kinh.	
	3. Thiên địa bất nhân, dĩ vạn vật vi sô cẩu.	
	4. Thằng bé nhìn "thấy ghét" chưa kìa"!	
	5. Nguồn cung giảm mạnh nhất là trong phân khúc căn hộ giá thấp.	
	6. Tuyên dương công trạng của Ủy ban Thường vụ Quốc Hội.	

	Task 2: Analyse the italicized words and translate them into English. 1. Tăng trưởng GDP của cả nước năm 2012 chỉ *dừng* ở con số 5,3%. 2. Thực tế là nguồn vốn hạn chế và lãi suất cao đã gây *cản trở* thị trường nội địa. 3. Chuyên gia kinh tế dự báo doanh số bán hàng cho quý tiếp theo sẽ *đầy hứa hẹn*. 4. Nhiều người *quan niệm* công nghệ thông tin là yếu tố *then chốt* để thúc đẩy phát triển kinh tế.	
4. Translation test at the lexical level (Individual construction)	This was the first formative assessment of the course, and the result accounted for 5% of learner's total grade. Learners had to do the test individually in 30 minutes. All the test items were taken from real-life materials to arouse learners' interest, bring relevance to their experience, as well as compel students to combine translation knowledge with critical thinking and reasoning skills. There are three tasks in the test: **a. Task 1: Identify and classify six problems at the lexical level (3 pts.)** Learners were required to identify and classify six lexical translation problems. These problems were taken from real-life situations such as commercial billboards, business leaflets and newspapers. This task required learners to use the first two levels of Bloom's taxonomy to fulfill the requirements.	Formal, Formative

b. Task 2: Solve eight problems with appropriate strategies in context (4 pts.)

Task 2: Analyse italicized words and translate them into English.

1. Nhân viên của công ty TNHH này ***nhất trí*** rằng dịch vụ hậu mãi tốt cũng quan trọng như bản thân sản phẩm.

2. Sự ***đình trệ*** trong kinh doanh đã dẫn đến việc nhiều nhà máy phải đóng cửa.

3. Việc áp dụng kĩ thuật mới đã ***thúc*** doanh số bán hàng lên ***1 tỉ/tháng***.

4. ***Bộ tài chính*** vừa siết chặt quy định về mức lương tối thiểu và ***áp đặt*** hạn mức trong lĩnh vực bất động sản.

5. .Việc ***cắt giảm*** các rào cản thương mại cũng ***xóa bỏ*** rào cản giữa các quốc gia và dân tộc.

This task required learners to understand the underlying issues behind the italicised words so that they could use appropriate translation strategies for each situation. These problems might be hyponymy, synonyms with different connotative meanings, ambiguity, business one-to-one terminology, eponyms, or acronyms. Therefore, students had to activate higher order thinking skills to analyse the inherent meanings of the italicised words, and the intentions of the writer, and distinguish various nuances of the source language. Then, they had to select appropriate strategies regarding the relevant contexts and linguistic structures.

c. Task 3: Use electronic tools to solve six cultural-specific problems (3 pts.)

This was the most difficult part of the test. Learners were allowed to use reference resources (dictionary) and electronic tools (mobile phones or translation software) to analyse and provide suggested corrections to six culture-specific problems in a restaurant billboard. This task could test all four required competences of the session. First, they had to understand the communicative intention of the Vietnamese words, and work through the suitable process to encode the new words in English (Bilingual sub-

competence). Second, they had to activate extra-linguistic knowledge about Vietnamese working styles of breeding and farming, culinary arts to solve these encyclopaedic and cultural problems (extra-linguistic sub-competence). Third, they were allowed to use materials to do the task so that their instrumental sub-competence could be enhanced. Finally, they had to use appropriate translation methodology, strategy and equivalence for each particular case (translation knowledge sub-competence). Unlike task 2, which focused on separate sentences, this task required learners to perform in a complete text; therefore, learners' deeper understanding and skills proficiency could be assessed and measured.

5. Peer assessment		After the test, learners were asked to swap their papers and conduct a peer assessment in fifteen minutes. They were allowed to edit the papers, make adjustments and provide alternatives to any words/phrases they did not agree on. It was a useful way for the students to understand assessment criteria better. It could also encourage the students to learn more deeply, build up their understanding, as well as develop their critical thinking ability. Finally, learners submitted their test papers to the teacher. The teacher spent his time at home marking the papers, correcting the mistakes, evaluating learners' proficiency, and providing feedback to the class through the online platform. The following picture depicts the teacher's comments, a sampling of learners' papers, and the total number of students who had read the post.	Informal, Formative

4.2.3.   Learning activities

4.2.2.1.   Pre-class activities

Learners had to complete the following three tasks:

a. Video watching

The video of this session lasted about 10 minutes. It was uploaded to the online platform, and it included interactive elements to arouse learners' interest. These elements provided visual representations, graphics and screencasts with images of the teacher talking, and diagrams together with audio narration. There also was an emphasis on varied vocal inflection and active body movements. These elements were used to help students learn better as they incorporated multiple inputs with different mental modes to enable learners to understand and build connections.
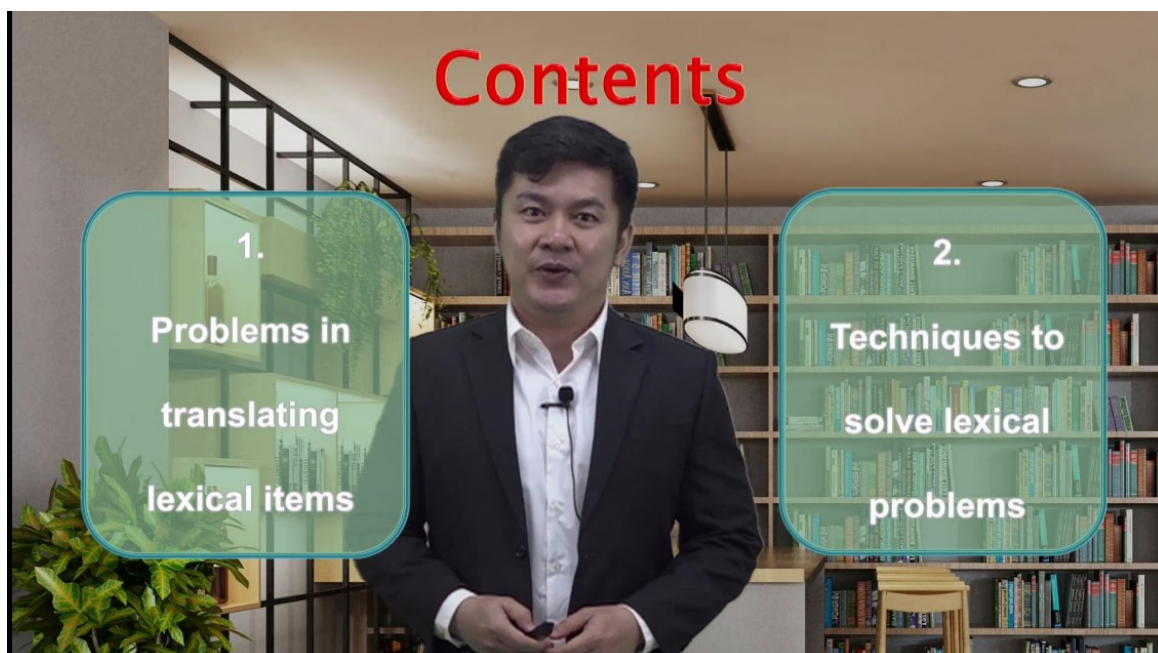
Another important aspect of the video was that it paid special consideration to the contextual relevance. This required the instructor to identify what learners might be potentially interested in. As the Internet has evolved into a highly visual, social and dynamic environment, these elements were incorporated into the video carefully. The teacher tried to build visual tools into the online material to create additional inventory gained from the topic and the content of the video. He also provided updated Vietnamese examples in the business context to clarify the theories. Finally, the video included context-based tasks such as incorporating current affairs into the translation practice to help learners make connections between what was being taught and what was happening in the real world.

Besides, cultural appropriateness also received adequate attention during the video making process. Since this was a Vietnamese-English translation class, more emphasis was placed on Vietnamese specific cultural context and business issues. The use of culturally significant elements (such as "zombie enterprise" or "communism") adds a visceral impact on learners' viewing of the video. Humour was sometimes used to make the video much more interesting, entertaining and memorable to the students. Topic issues also were carefully chosen to ensure censorship and political appropriateness. For example, information relating to the difficulty of the national economy or the conflict between Vietnam and another communist country was avoided and not provided. Furthermore, all source

messages had to be taken from prestigious national newspapers or magazines, with the proper citations.

Finally, the video included context-based tasks such as incorporating current affairs into the translation practice to help learners make connections between what was being taught and what was happening in the real world. It then could expose students to a wide range of cultural, social and political perspectives, they could develop a more responsible outlook and become better prepared to operate in a diverse, globalised and multi-cultural economy. The video image below provides an example of this approach.
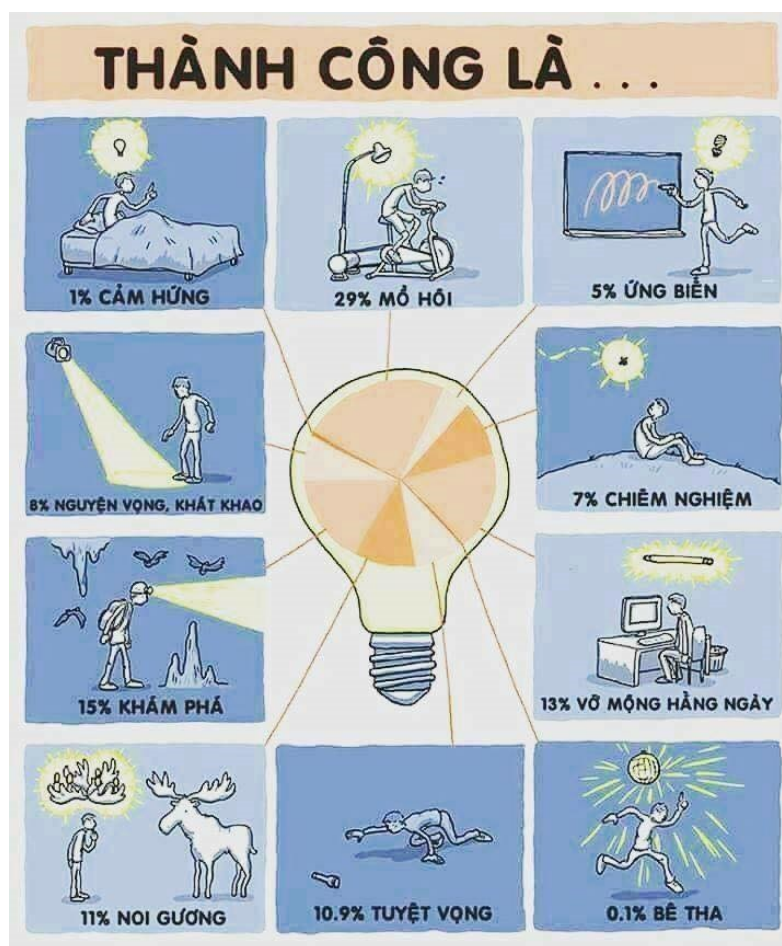
This image required learners to solve a wide range of translation problems (hyponymy, synonyms with different connotative meanings, and cultural-specific items). However, the words were put into context, with proper illustrations that were related to the current affairs of the Vietnamese context. As a result, learners could gain valuable insights into real life applications through the translation strategies they were being taught.

b. Preparatory tasks and portfolio writing

Learners had to take notes while watching the videos, and do preparatory tasks in their portfolios as shown the following image.
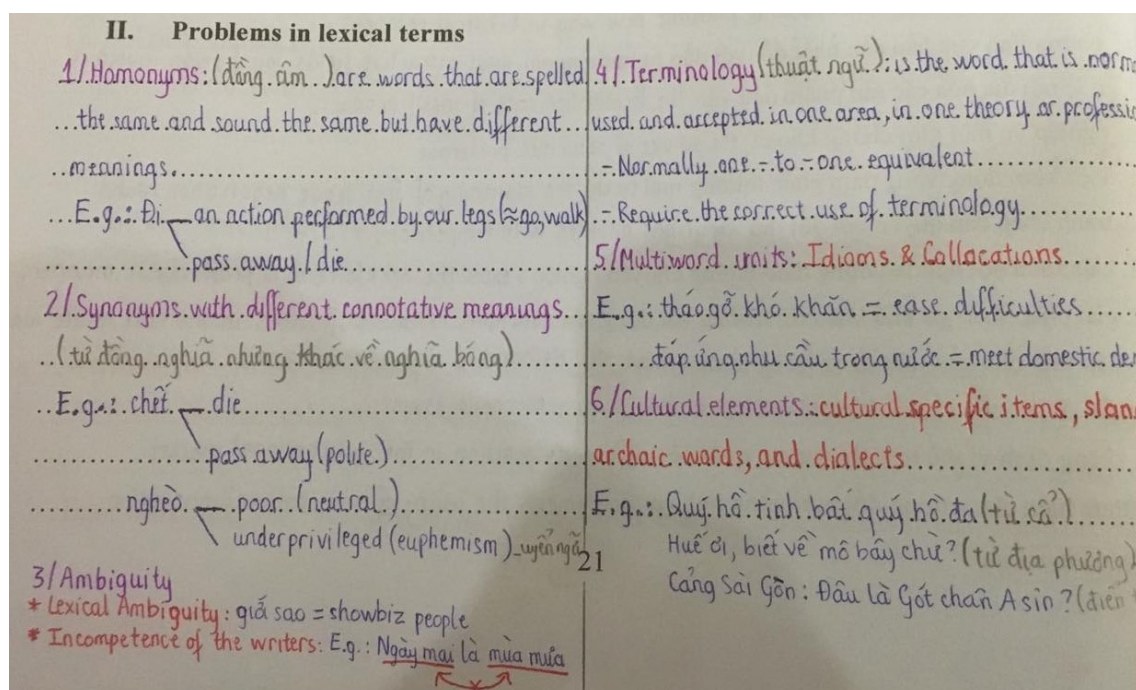
This activity was predicated on the understanding that there was always a gap between video watching and learners' actual understanding. Therefore, according to ZPD, teachers should provide scaffolds by creating suitable activities to spark pre-class engagements and ensure students'

readiness for the in-class activities. For example, in this part of the pre-class activities, learners had to find six examples of translation problems at the lexical level as can be seen in the image below. Then, they submitted these examples to the online platform as a quiz for other teams to do.

▸ Each team has to find an example for each translation problem at the lexical level (6 examples in total), and provide a suggested translation for these terms. More bonus will be given if your examples are business–related and visually supported.

This exercise aimed to promote individualised learning as it tailored task contents and instructional design according to the abilities and interests of each learner. Learners were free to do their own research, choose what topics they liked, and decide what kind of examples they would like to submit. As a result, this task helped learners fill in the gap in their knowledge before formulating solutions. This encapsulates the essence of active learning and individualised learning, by which students acquire deeper knowledge, driven by the need to apply new knowledge based on their preferences and convenient conditions. It also created a rich environment where learners could feel personalised, and the teacher's understanding of students' comprehension via video lectures could be fostered.

c. Group forum discussion

The Group forum functions as a place for learners to exchange their ideas, pose their questions or confusions, and submit their assignments. In this lesson, the progressive learning networking activities were exploited.

The following image depicts a question raised by one learner, and her friend's response:

ndieu312

February 26, 2019 at 7:27 pm   ✎ Edit

Mọi người cho mình hỏi " Tam giới " là giới nào, dịch sao.
"Đã đặt chân vào top Ten" dịch sang step into Top ten ổn không
"Tranh thủ xuống giống", tranh thủ dùng từ nào được vậy?

REPLY

tramanhnl1997

February 27, 2019 at 6:56 am   ✎ Edit

Ý kiến cá nhân thôi nha, mong giúp ích cho Diệu 😁
_ Step into Top ten = quá ổn 😁 (hoặc got into !?)
_"Tranh thủ" = take the opportunity to V hoặc là cụm make hay while the sun shines
_ "Tam giới" = theo phật pháp là 3 cõi của vòng sinh tử, tiếng Anh hình như là Trailokya. Mà câu này chơi chữ nên cũng không biết dịch sao cho hợp :))

One learner also posed a question to the instructor as her examples were too challenging for the other classmates to figure out or solve:

❮ 6 Group forum 📞 📹

Thuộc TRANSLATION BUH
Nhóm Facebook kín · 🔒

21:55, 1 THG 3

Ngọc Anh

Thầy ơi em gửi bản dịch thử thầy coi và chỉnh sửa giúp em nhé. Cám ơn Thầy!
1. Then now the faithful heart of that day has been changed and belong to trivial place.
2. Oscar Awards Ceremony 2019 was so surprisingly "awesome" and emotional.

22:18, 1 THG 3

Câu 1: từ ngày nào có 1 trạng từ chỉ thoi gian có nghĩa là " đã từng. Gio bụi hồng trần tức là cuộc đời thế tục (so với tiên giới), câu 2: Giải Oscar 2019 là cụ thể nên phải chú ý mạo từ

tử emotional có nghĩa là: đa cảm, dễ thay đổi cảm xúc vì hoàn cảnh, chứ không phải trong ngữ cảnh này giàu cảm xúc là khiến mọi người xúc động

In this lesson, the Group forum provided some spaces for interactions among group members, peer assistance, as well as teacher's guiding support. Since the preparatory task was individualised, the learners' responses and submissions were varied. This led to various conceptual confusions, linguistic misunderstandings, and some mismatches between learners' comprehension level and real-life situations. Therefore, the role of the Group forum became significant, since this element provided learners with opportunities to articulate their ideas, uncover misunderstandings, and negotiate with others (even with the instructor) to reach consensus. They had to support each other online, evaluate different approaches to solve the problems and justify their choices. Consequently, the out-of-class activities not only improved lower-order thinking level but also facilitated learners' deeper understanding in the thought-provoking exercises, as well as improved higher thinking skills. It was provided evidence to show that Bloom's taxonomy and ZPD became relevant in this flipped approach, because learners could sharpen their skills even outside the classroom. In summary, the diversified functions of this forum could satisfy differentiation and personalisation, which are needed to provide significant support for self-regulated learning activities and out-of-class interactions.

d. Summary

In short, the scope of the topic and the expected learning outcomes had been defined internally before the design of the pre-class activities. Therefore, having such a well-defined scope helped the students absorb educational contents more readily. Each activity was essentially connected to the next activity. Moreover, another core aspect of this flipped classroom approach was placed on how the students would internalise the contents and apply the materials since mere video watching and note-taking were arguably not different from the traditional form of teaching. Therefore, careful consideration was given to make sure that the learning objectives had been met. This took the form of embedded questions, online quizzes and discussions with clear intentions, instructor's prompt feedback, and a suitable assessment method to know whether learners could achieve the expected learning outcomes.

4.2.2.2. In-class activities
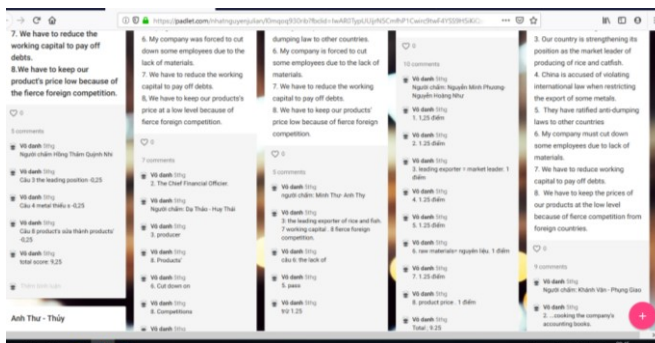
The in-class activities followed the sequential structure in Table 3-6 with considerable focus on socio-constructivist and active learning strategies to help students enhance their competence and sharpen their skills. It included five small subsets of the flipped classroom approach.

STEPS	Activities descriptions	Learning outcomes
1. Revision **(45 minutes)**	This step involved two small tasks: • Pre-lesson quiz with the use of Kahoot app (see Table 6-3) • Homework correction: Learners first exchanged their papers with peers for peer assessment; then, each group delivered their solutions; and the teacher finally concluded with suggested answers.	C1-LO1, C1-LO3, C2-LO1, C4-LO1.
2. Exploratory activities **(45 minutes)**	Learners analysed critically the way in which lexical items posed challenges for translation assignment using authentic materials. They worked in groups or in pairs to identify and classify the translation problems in the practical contexts, re-build on their knowledge, and reformulate translation versions. These materials were taken from both general topics and business-related topics, and required learners to activate higher-order thinking skills such as analysing and synthesising to solve the problems. These materials also were	C1-LO1, C1-LO3, C2-LO1, C3-LO1, C4-LO1.

	somewhat similar in format as in the formative assessment. This step took about 45 minutes.	
3. Joint negotiation (60 minutes)	Learners were required to work in groups or in pairs to make new translation products from different and separate sentences, and a short piece paragraph. First, they had to identify one-to-one single terms (which they had studied in the previous module) and provide suitable translations. Second, they had to categorise	C1-LO1, C1-LO3, C1-LO4, C2-LO1, C2-LO3, C3-LO1, C3-LO3,

	translation problems inherent in each sentence and in the paragraph. Then, they followed the suggested process to refine the meanings and translate these lexical items in a business-related context. Finally, they swapped the papers with their friends to facilitate information exchange and comments. Electronic tools were allowed to enhance their instrument sub-competence.	C4-LO1. C4-LO2.
	JOINT NEGOTIATION 1. Bộ GD&ĐT phát hành chỉ thị về lương tối thiểu cho giáo viên . 2. Tổng sản phẩm quốc nội của VN năm 2018 tăng 7%. 3. Tòa án nhân dân Tp. HCM đã quyết định tạm ngưng (suspend) phiên toà giữa Vinasun và Grab. 4. Công ty Luật TNHH Michael Lorenz (Việt Nam) cần tuyển 2 nhân viên trong lĩnh vực luật quốc tế. 5. Giá bất động sản ở Tp. HCM vọt lên 12 triệu đồng/ m2. 6. Giá vàng tháng 3 năm 2019 biến động khoảng 40 triệu/lượng.	

| | **JOINT NEGOTIATION**

10 giờ tối ngày 15 tháng 11, Bùi Hải Nam trở thành người chiến thắng cuộc thi Khởi nghiệp năm 2018. // Một số công ty niêm yết muốn hợp tác với công ty TNHH Datamart của anh. // Datamart được thành lập vào năm 2016 với vốn điều lệ là 5 tỷ VND. // Cuộc thi này đã thay đổi hoàn toàn suy nghĩ của Nam và các đối tác của mình.// Họ nhận ra rằng họ cần phát triển nguồn nhân lực, kiểm soát lương tối thiểu của nhân viên, và quan tâm đến lợi ích của nhà đầu tư.　　　　(Tuổi trẻ 11/2018) | |
| **4. Individual construction (30 minutes)** | This task was the translation test at the lexical level (see Table 6-2), and became part of the formative assessment. Learners had to do the test individually within the time limit. This task served three purposes. First, it measured how well each individual student could absorb the lesson and master their skills proficiency. After that, the instructor could know how to adjust his instructional pedagogy and provide personalised support to the students. Second, it took into account different learning styles and learning needs, enabling both introvert and extrovert students to have opportunities to work independently. Therefore, they could gain from exercising creativity thinking, time-management | C1-LO1, C1-LO3, C1-LO4, C2-LO1, C2-LO3, C3-LO1, C3-LO3, C4-LO1, C4-LO2. |

	skills and self-control during the course. Finally, it could meet the requirements of the local educational policy, which states that community sharing and personal growth should be fostered so that learners could work independently and responsibly to achieve international integration.	
5. Peer assessment (45 minutes)	This step was incorporated into the peer assessment activity in which learners exchanged their individual papers to mark according to the assessment rubrics. The students also posted their papers on Padlet for more comments from their peers as shown in the image below. When this step was used as a learning element of the flipped approach, it could enhance the learner's self-confidence and self-awareness of strategies for personal	C1-LO1, C1-LO3, C1-LO4, C2-LO1, C2-LO3, C3-LO1, C3-LO3, C4-LO1, C4-LO2.

| | improvement. The students could gain better insights into the intended learning outcomes and the assessment criteria. As a result, this activity personalised the learning experience and motivated the continued learning process. | |

4.2.2.3.   Post-class activities

Regarding the post-class activities, learners were required to reflect on their strengths and weaknesses during the session, and to write down in the portfolio some methods they would do to improve their skills in subsequent assignments. They also were reminded that their first formative test papers would be uploaded online with the teacher's comments and marking results. These papers were stored in the "Translation portfolio" section of the online platform, and could be used to review for the final exam.

4.2.2.4.   Comments on this specific session

Activities in this scenario were interconnected and aligned with the learning outcomes, lesson objectives as well as theoretical framework. Various kinds of assessments were adopted, including self-assessment (i.e., portfolio and assignment refinement), peer assessment (peer review), hetero-assessment, criterion-referenced assessment, norm-referenced assessment (a bonus for the top five students in the preparatory tasks), and ipsative assessment (post-class activity). The assessment items were mainly constructed based on real-life contexts, and contained questions that

probed similar aspects of course contents as well as the final exam. The adoption of the suggested flipped classroom approach also was effective by incorporating suitable classroom activities based on active learning and socio-constructivism. This in turn could help the teacher uncover more about the decision processes regarding the participants' translation habits and competence. In addition, these activities facilitated the overall class engagement and assessed individual problem identification, providing feedback to the instructor on the achievement level of students so that appropriate scaffolding could be given promptly.

Moreover, the inclusion of text choices and various activity modes provided evidence for contextual relevance and cultural appropriateness. On the one hand, learners could have freedom in some activities such as preparatory tasks (e.g., searching for examples of translation problems and providing suggested answers, sending quizzes to the online platform). This was a necessary step towards autonomy since learners could make decisions in domains which had traditionally belonged to the teacher. As a result, it enhanced students' willingness to engage in self-directed work by considering their learning preferences and ability. On the other hand, the lesson was restricted to the scope of the lesson (translation of business-related items in the Vietnamese context). This means video contents, classroom activities, and text selection should be appropriate in a performance-based educational system of a communist country. The local

policy required that more time and mark allocations be dedicated to the first three levels of Bloom's taxonomy, and more focus be given to business text genres, the lessons promote learners' patriotism, and the teaching process promote better learning performance (contextual relevance and cultural appropriateness). Therefore, this scenario had to take these issues into serious consideration. One example was the requirement of good grades in the final exam, which could be used as a gauge to measure the teacher's quality. Therefore, the portfolio served as a basis for learners' review and consolidation. Another method was the frequent revision of prior lessons at the beginning of each lesson so that previous knowledge could be constantly recalled and reinforced. Finally, individual construction—which has a similar format to the summative assessment—was used to develop learners' mental well-being and test-taking skills. All of these elements of contextual relevance and cultural appropriateness aimed at the gradual and planned development of students' competence as they required them to use their professional translation strategies appropriately to achieve academic outcomes.

4.3. Student's improved competence through assessments

The following sub-sections display data taken form the formative and summative assessments of Class A to clarify how the flipped classroom approach impacted learners' performance and translation habits.

4.3.1. Learners' performance in this specific scenario (N=39)

This part set up a hypothesis on the premise that the constructively aligned flipped classroom approach affected the results of learners' skill mastery and translation competence. Based on the first formative assessment, the data were collected and analysed in comparison with the scores they obtained as shown in Table 4-4 below.

Table 4-4: Descriptive analysis of participants' scores

	N	Min	Max	Mean	S.D.
Flipped class	39	6.0	9.0	7.66	0.85

The above results show that learners' scores ranged from 6.0 (Average) to 9.0 (High Distinction). The mean score was really high at 7.66. However, the standard deviation of 0.85 revealed that the difference among the participants' scores was high, too. This means that there was a perceived spread-out in the learners' performance. Therefore, the instructor should try to minimise this gap by providing more personalised support (e.g., identifying their weaknesses and giving personal coaching to improve their competence levels).

Table 4-5 below shows the frequency of score range.

Table 4-5: Frequency of score range

	N	Unsatisfactory	Average	Good	Distinction	High Distinction
Flipped class	39	0	4	16	17	2
Percentage	100%	0	10%	41%	44%	5%

The scores clustered around two categories of Good and Distinction levels. This proved the homogeneity of the participants' translation competence, and also implied that not only individualised support but also comprehensive support at the macro level (e.g., more consideration paid to classroom procedure and whole class participation) should be given to enhance the learners' performance in the following assessment activities.

Table 4-6 provides detail of the frequencies of lexical errors that students made in the first assessment.

Table 4-6: Frequencies of lexical errors in the first assessment

Types		Number of items	Number of students	Number of errors
LEXICAL ERRORS	Terminology	4	14	56
	Borrowing	1	0	0
	Incorrect meaning	4	33	132
	Acronym	2	23	46
	Multi-word units	2	26	52
	Cultural elements	7	9	63

The data revealed that that learners had difficulty in solving lexical problems of synonyms (with different connotative meanings), acronyms, and multi-word units. This could be attributed to the learners' lack of bilingual sub-competence (to differentiate the underlying meanings of words), extra-linguistic sub-competence (to activate thematic and bicultural knowledge), and even translation knowledge sub-competence (to use appropriate

translation strategies). Meanwhile, business terminology and cultural elements did not pose much trouble since learners were able to use the dictionary and electronic tools to do the test. The mismatch implied that more practice should be spent on improving learners' required sub-competences, even with the use of electronic corpus to enhance instrumental sub-competence. The focus of following video contents, online discussions, and in-class collaborative activities would be given to provide practice and enhance the three sub-competences in greater depth.

4.3.2. Error analysis through assessment tasks

This sub-section displays the error analysis of learners' translation papers through four assessment tasks. Various techniques were used to shed light on how learners mastered the required translated competence, and how their habits changed over the duration of the course.

Lexical errors were the first aspects to be investigated. After these errors had been identified and classified from the test papers, the frequency of these errors were calculated by computation. These errors were categorised into five types; namely, incorrect meaning (due to the incapability to comprehend the connotative meaning of source words), non-standard terminology, untranslated terms (incorrect translation of acronyms and eponyms), cultural elements, and multi-word units.

An analysis of the errors in each sub-category and in each assessment task was presented in the following Table 4-7.

Table 4-7: Error analysis of lexical items

	Sub-categories	Test 1	Test 2	Test 3	Final test
Lexical errors	Incorrect meaning	132 (38%)	56 (43%)	43 (41%)	42 (47%)
	Terminology	56 (16%)	21 (16%)	21 (20%)	17 (19%)
	Untranslated terms	46 (13%)	11 (8%)	0	3 (3%)
	Cultural elements	63 (18%)	14 (11%)	14 (14%)	11 (12%)
	Multi-word units	52 (15%)	28 (22%)	26 (25%)	17 (19%)
	Total errors	*349 (100%)*	*130 (100%)*	*104 (100%)*	*90 (100%)*

Results showed that the total lexical errors, as well as the errors in each sub-category decreased consistently over the tests. Errors of translating words with incorrect meaning had the largest frequency, followed by the errors of multi-word units and terminology. The reason for such a high frequency of lexical errors in these three sub-categories could be attributed to the complexity of the Vietnamese language, low proficiency of learners' domain knowledge of recent business issues, and a lack of contemporary Vietnamese dictionary. This also was caused by learners' unfamiliarity with online corpus, which required instructors to spend more time on this issue. However, the number of such errors in the final test was, notably, only one-third the number of the first formative assessment.

Table 4-8 displays the syntactic errors that learners made.

Table 4-8: Error analysis of syntactic items (N=39)

	Sub-categories	Test 1	Test 2	Test 3	Final test
Syntactic errors	Typos		0%	1 (0.5%)	4 (4%)
	Miscellaneous		8 (5%)	5 (4%)	2 (2%)
	Redundancy		11 (7%)	10 (8%)	7 (7%)
	Word order		17 (10%)	7 (5.5%)	7 (7%)
	Article		47 (28%)	42 (33%)	28 (29%)
	Tenses		22 (13%)	14 (11%)	11 (12%)
	Preposition		37 (22%)	33 (25%)	26 (27%)
	Structures		2 (1%)	5 (4%)	4 (4%)
	Word formation		15 (9%)	6 (5%)	4 (4%)
	Voices		7 (5%)	5 (4%)	4 (4%)
	Punctuation		0	0	0
	Total errors		***166 (100%)***	***128 (100)***	***97 (100%)***

The results revealed that learners still encountered some difficulties in English syntactic issues. The total errors reduced over the tests from 166 errors in test 2 to 97 errors in the final test, and no mistake was found in punctuation. Errors of typos, grammatical structures, word formation, active and passive voice, as well as miscellaneous received the lowest frequency. However, errors of using articles and preposition had the largest frequency, with more than 25% in each assessment. This requires more attention and further practice to raise learners' competence in these two sub-categories.

An example is shown below taken from the second assessment of Student 11:
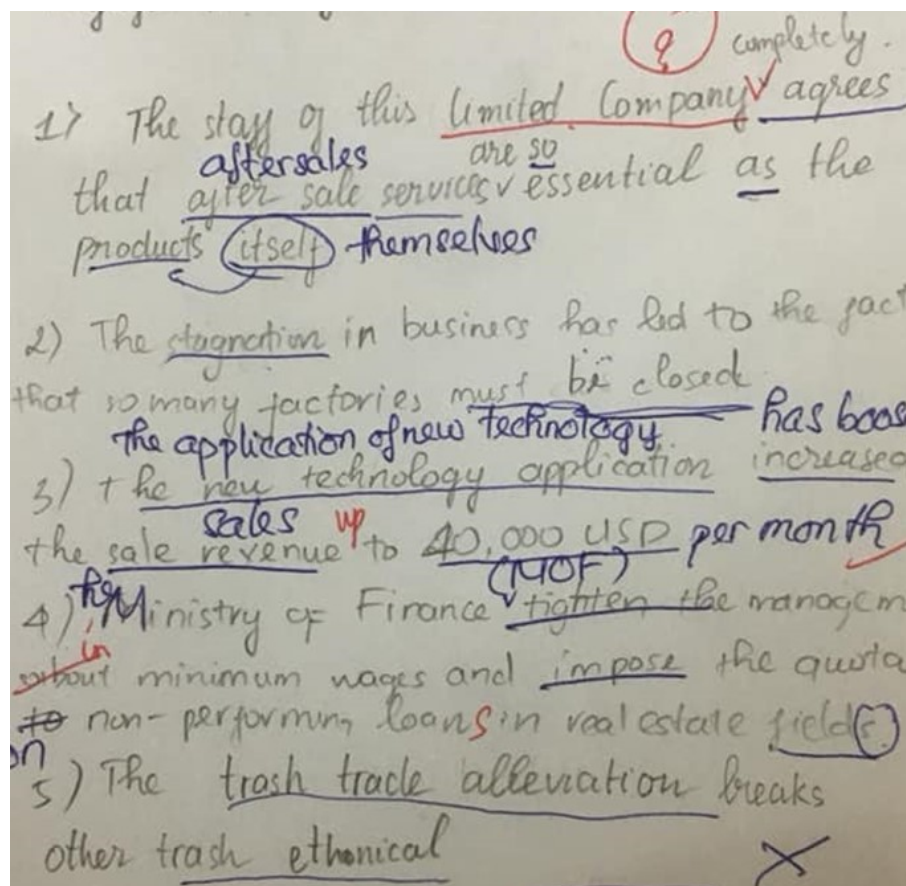
In this example, the learners made fifteen translation errors at the lexical and syntactic levels as can be seen in Table 4-9 below.

Table 4-9: Examples of error analysis at the lexical and syntactic level

Error types	Learner's errors	Suggested translation
One acronym error: • Công ty TNHH	Limited Company	Company Limited (Co., Ltd.)
Three errors of non-standard terminology: • hậu mãi • doanh số	• after sale • sale revenue	• aftersales • sales

• rào cản thương mại	• trash trade	• trade barrier
One error of cultural element: • Bộ Tài chính	Ministry of Finance	Ministry of Finance (MoF)
One untranslated term: • một tháng		• per month
Two incorrect renditions: • thúc đẩy • xóa bỏ	• increase • alleviate	• boost • remove
Three errors of verb tense: • nhất trí • (vừa mới) siết chặt • (vừa mới) áp đặt	• + agrees • + tighten • + imposed	• agree • has tightened • has imposed
Two errors of grammatical structures: • cũng như (comparison) • sự sụp đổ của nhiều công ty	• so …as • many factories must be closed	• as … as • the shutdown of many factories
Two miscellaneous errors: • chính bản thân • nợ xấu (plural)	• + itself • + performing loan	• themselves • performing loans

Fifteen errors were found in five short translated sentences made by one student, which provided useful implications for both the teacher and the learner. First, these errors indicated learners' weaknesses in bilingual and extra-linguistic sub-competences. Second, they implied that the particular student did not undergo the necessary translation process to decode and encode the lexical items. She still focused too much on her intuition and was influenced heavily by Vietnamese semantics and structures. This means that the teaching approach was ineffective at that stage in helping the

student achieve professional translation habits. Therefore, more time and effort was allocated to help the student improve her skills and remove her habit of negative transfers. This was done through the use of more personalised interactions between the teacher and the student, frequent reminders to follow the necessary translation process/techniques, more real-life materials, and further encouragement to use the online corpus. The beneficial impact of these contextual modifications could be found in the following excerpt taken from the final test result of this student:
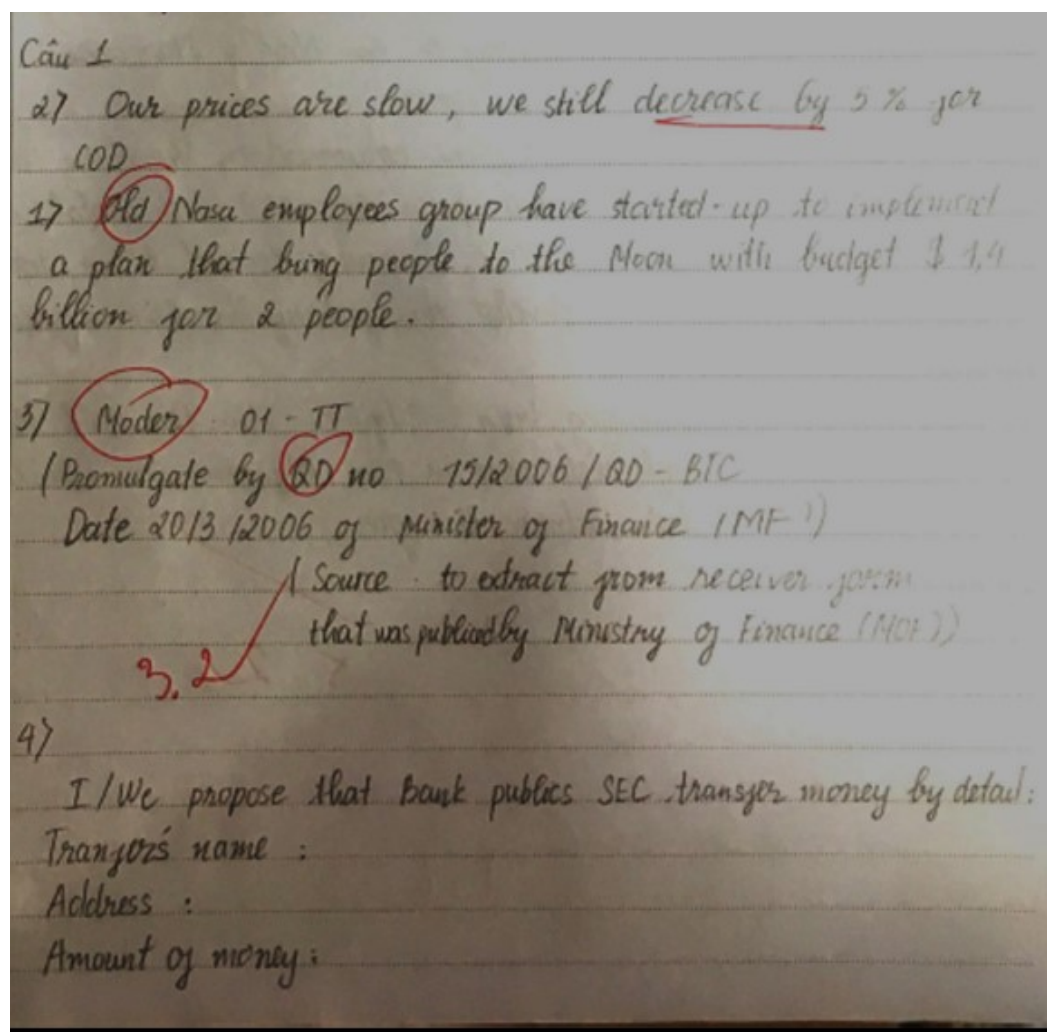
In the final test, this student made only six lexical mistakes; namely, incorrect meaning ("offer a 3% discount" instead of "decrease by 3%", "former" instead of "old", "set up a company" instead of "started up"), terminology ("issue" instead of "public", "Form No" instead of "Modern"), and untranslated word ("QD"). She also made two grammatical errors including the preposition in sentence 2 (with a budget of) and verb form in sentence 3 ("Dated" instead of "Date"). Such an improvement implied that the flipped classroom approach and methodological adjustments during the course had positive influences on the learner's competence and translation habits.

Table 4-10 demonstrates an analysis of the learner's errors in using translation knowledge to handle the tasks from the paragraph level.

Table 4-10: Descriptive analysis of translating errors (N=39)

	Sub-categories	Test 1	Test 2	Test 3	Final test
Translating errors	Style and naturalness			24 (31%)	17 (27%)
	Coherence and cohesion			17 (22%)	15 (23%)
	Reformulation techniques			37 (47%)	32 (50%)
	Total errors			78 (100%)	64 (100%)

Data showed that translating errors were the least severe in the three types of error categories, with only 78 and 64 errors in the last two assessments. Two reasons could be attributed to this issue. On the one hand, learners during their first two academic school years, had received ample practice in academic writing skills for coherence and cohesion, and

they had considerable exposure to business genres, text types and text registers. Therefore, these two translation problems might not have posed many challenges to them. On the other hand, there were few items to test learners' competence in these sub-categories. As a result, not as many translating errors were made by the learners as lexical and syntactic errors.

There also were perceived difficulties faced by some participants in the use of reformulation techniques (i.e., addition, omission, clarification and adaptation), with high frequencies at 47% in test 3, and 50% in the final test. Since a mastery of reformulation techniques is an essential pre-requisite for professional translators, more time and effort should be devoted to enhance learners' competence of translation skills and reformulation techniques.

The example below was taken from the final exam of the same student (Student 11). Besides seven errors made at the lexical and syntactic levels, only one translating error at the paragraph level was found in the paper. That was the influence of the Vietnamese writing style in listing a series of objects (the use of "…" after "such as" in line 9). The translated version followed the format of journalistic articles, and was carefully written with coherence and cohesion. More importantly, all requirements of reformulation techniques were met, such as the clarification of "Bac Ninh" in line 3 (a province in the North Vietnam), and the addition of Samsung Electronics Group in line 3. Making so few errors, given the length of the translated task, was a laudable achievement from Student 11. During the

span of the course, she was able to bridge the gaps in her domain knowledge, sharpen her bilingual capability, as well as re-orientate her translation habits. This also confirmed that the systematic design of the flipped classroom approach, with its careful consideration of individualised learning could yield fruitful benefits to both the teaching and learning process.

Câu 2

Samsung starts project $3,2 billion in Thai Nguyen

After Factory products mobile phone project was successful in Bac Ninh (province in North of Vietnam), date 25-3, Samsung Electronics group (Samsung) have continued to implement a new project - Samsung Thai Nguyen high technology zone with total investment capital up to $3,2 billion.

Base in Yen Binh industry zone, Thai Nguyen province with total 100 hecta area, as a plan, in last of this year the first factory of project that peaficly products mobile equipment such as : mobile phone, smart phone, laptop ..., with productivity more than 100 million products each year, will start and use about 2000 labours. The productivity of this factory are the same with Samsung's factory in Bac Ninh. Moreover, this factory will product 1,5 million camera /year

The factory products mobile phone equipment in Yen Phong high technology zone - Bac Ninh was activated from 4-2009 with total investment capital $ 670 million. In 2012, Samsung decided to up total investment capital to $ 1,5 billion, develop this factory to Samsung complex high technology zone.

Vice president of Samsung Vina. Nguyen Van Dao said that the idea to build a new high tech zone in Thai Nguyen was established after Samsung group visited Vietnam this year.

5. 2

In summary, error analysis of learners' translation papers in different formative and summative assessments provided great insights on the benefits of the flipped classroom approach in enhancing learners' competence and translation habits. First, a consistent decrease of errors over the tests confirmed the positive impact of this approach on learners' competence. Thanks to more collaborative in-class practice and the constructively aligned classroom procedure, all activities were interrelated to improve the learners' performance based on the learning outcomes, assessment criteria, and pedagogical framework. As a result, their competence in translation skills at the lexical syntactic and paragraph levels were enhanced, with fewer errors seen in the test papers. Second, this error analysis was an effective tool to help educators diagnose students' strengths and weaknesses so that adjustments could be made throughout the course. The teacher would plan and inject more initiatives and solutions to enable learners' to handle their struggles and minimise repetitive errors. Therefore, the flipped approach was flexible and fluid, and underwent on-going adaptations to address various leaning needs or specific expectations. This, in turn, made the teaching process more contextually relevant and culturally appropriate to both teachers and learners.

4.4.   Interview results

This part is divided into four sub-sections based on the main themes of the interviews and the research questions:

1. Learners' perceptions towards the suggested flipped classroom approach

2. Learners' perceptions towards each element of the flipped approach

3. Challenges faced by the learners

4. Beneficial impacts of this instructional approach on learners' translation habits.

The reason why data for research question 3 were put in the final theme was because the learners had to answer some questions relating to a translated assignment. Therefore, they had to be relaxed and well-prepared to recall all the strategies they had learnt during the course. They also need more time to look at their tasks, internalise, and make their informed decisions. As a result, this part was conducted at the end of the interview.

4.4.1.   Learners' perceptions towards the flipped classroom approach

Generally speaking, all interviewees expressed positive attitudes towards this approach due to its many beneficial impacts.

At the outset, the responses to question 1 (*Do you have any experience of flipped classroom before this class*?) revealed that although some participants had certain experiences with online learning and technology-assisted classrooms, no student had any prior exposure to a

flipped environment, and they also had no preconceived ideas of this approach before the intervention process.

Responses for question 2 (*What do you think about the effectiveness of this flipped classroom?*) showed that students thought highly of this approach, thanks to its engaging classroom atmosphere and the amount of knowledge/skills they acquired. Examples from student comments provide illustrations of some of the benefits as follows:

"It is active and interesting. We could practice many skills, not just translation skills."- Student A

"I think that it makes some changes, beneficial for my ...uh… translation skills ... I can review the lessons that I have forgotten along the way I learnt the subject." - Student B

"I developed many skills. My translation skills of course. My listening skills also improved a lot. More importantly, I developed my knowledge about the world, the life and social issues." - Student C

"We learn a lot and work a lot in the classroom. … It is really funny, interesting and … informative" - Student H

For question 3 (*How has the flipped classroom approach changed the way you learn*?), there were some encouraging changes in their learning styles. All interviewees stated that they became more active, well-prepared and satisfied with the learning process as indicated in the following extracts:

"I had to watch the videos, take notes, submit the notes and get marks for my notes, so I have to prepare better. I have to find some examples and this makes me think. Because I can't find the answers on the Internet, I have to discuss and share with my team members frequently." - Student C

"… I had many opportunities to practice, speak and write. It's not boring. I am not passive. It should be the way we learn at the university." – Student F

"It's totally different. I have to be well-prepared before the class. I know what will be taught and I have to prepare for it. In the classroom, we have a lot of activities in groups. So I become more focused. I actually learned." – Student G

Most interviewees said that they had to prepare, acquire the recorded knowledge before in-class sessions, and join in different activities to sharpen their translation skills. Thus, it could be said that that learners' participation was fostered in this flipped class, and they actually experienced a dynamic academic learning atmosphere.

In short, when investigating learners' responses in details, the benefits of this suggested flipped classroom approach from question 2 and 3 could be summarised in the table 4-11 and Figure 4-1 below:

Table 4-11: Benefits of the flipped classroom approach

Benefits	Examples
1. Enhanced interest in the subject matter	*"It is active and interesting."* - Student A *"It's not boring. I am not passive."* - Student F *"It is really funny, interesting and … informative."* - Student H
2. Deeper understanding and application of translation skills	*"We could practice many skills, not just translation skills."*- Student A *"More time for practice means that I could understand the lessons, do exercises and do the tests better"* - Student D *"I become more focused. I actually learned."* – Student G
3. Greater participation and contributions	*"This is the first time when I want the teacher to give more exercises. I tried to join in all activities to get the points, to level up, and see what prize I could win. "* - Student F *"This is the first class at the university that I joined in all lessons."* - Student K
4. More preparations and commitment	*"I have to prepare better … I think I am more committed and active during the course."* - Student C

	"This is also the first class I prepared the lessons well at home." - Student K
5. Improve English language capabilities	*"My listening skills also improved a lot." - Student C* *"I had many opportunities to practice, speak and write." – Student F*
6. Enhance motivation, confidence, and cooperation	*"This class boosted my motivation for self-study and interactions." – Student G* *"I am looking forward to the new videos, new lessons, and new activities every week… I also know the methods to work with my team members better to finish the tasks. I feel more confident." – Student H* *"My motivation to study and prepare for the new lessons improved a lot… I feel better when working with my friends to do the exercises. " – Student I*

Benefits

1. Enhanced interest in the subject matter (8 responses)

2. Deeper understanding and application (7 responses)

3. Greater participation and contributions (7 responses)

4. More preparations and commitment (11 responses)

5. Improve English language capabilities (5 responses)

6. Enhance motivation, confidence, and cooperation (8 responses)
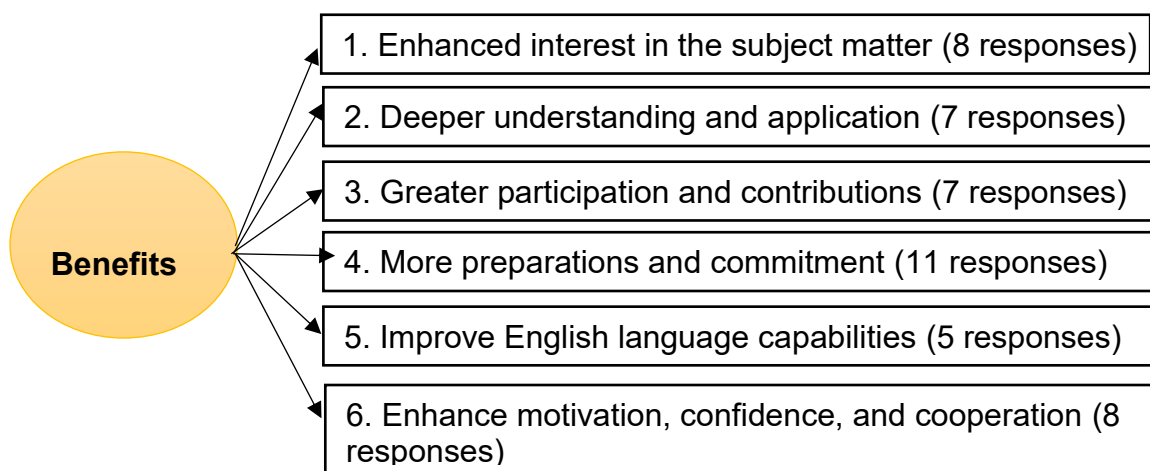
Figure 4-1: Benefits of the flipped classroom approach from learners' responses

Responses to question 4 (*How do you evaluate your translation skills at the end of the course*?) revealed some intriguing information about the beneficial impacts of this approach on learners' translation competence.

"I know how to use appropriate words in different contexts, I know how to analyse the source texts to identify the meaning behind the words. I know how to translate with different structures. I know how to arrange the ideas logically and coherently in a paragraph." – Student A

"Before the course, I just wrote on my own, I felt my natural way. But after this course, I followed the instructions, the techniques carefully rather than do it naturally." – Student D

"I could explain why I wrote the sentences in that way, I know how to assess a translated paper, how to correct the mistakes to make the translation better." – Student G

"I know many new skills during the course. You know, reformulation techniques, diction, and the skill to use e-dictionary. Besides, I know how to use the rubrics to assess my papers and "my friends' papers." – Student F

"I like the translation skills we studied during the course because it is necessary for this job and for my examination. And I think my soft skills improved too, such as time management skills, self-study skills, and evaluation skills." – Student K

Findings from the interviews revealed that the participants could recognised that their translation skills had developed in many ways. In fact, this was a positive signal because learners not only improved their skills but they could also become aware of this improvement and realised that what aspects had been fostered. This means leaners had become active subjects during the training process, and some principles of flipped learning such as "Learning culture" and "Engaging and effective learning experiences" were respected in this flipped approach.

In short, Figure 4-2 illustrates the specific aspects of translation skills that were enhanced based on learners' responses.

1	Translation skills at the word and phrase level (12 responses)
2	Translation skills at the syntactic level (12 responses)
3	Translation skills at paragraph level (11 responses)
4	Reformulation techniques (12 responses)
5	Assessment and evaluation skills (10 responses)
6	Soft skills (e.g. time management skills, self-study skills) (8 responses)

Figure 4-2: Improved translation skills via the lens of interviewees

Answers to question 5 (*What do you like most about flipped classroom?*) are highlighted in the summarised viewpoints towards this approach.

"We had more time to communicate and practice and the atmosphere was very exciting. … I mean, we used our brains and think more in this class." – Student A

"Everything has the meaning. The videos helped me to prepare the lessons, the tasks helped me to practice, and the activities were interesting to make my brain think." – Student G

"In this class, I learnt many useful things. The teacher prepared very well. I mean I could see the role of the teacher and how this role helped me to improve my skills." – Student K

Thus, it could be inferred that the interviewees liked the energetic collaborative atmosphere of the classroom as it could foster their enthusiasm to study. Moreover, they also were aware that the logical connection of learning activities (or the constructively-aligned flipped lessons) played an important role in enhancing their translation capability. The interviewees acknowledged that the course structure had a logical organisation of materials and activities to help them understand the subjects better. Therefore, they thought highly of the teacher's role in designing the lessons, stating that such endeavours contributed significantly to their learning styles, understanding and performance.

Finally, Figure 4-3 below revealed the top 100 most repeated words of the interviewees' transcripts.

Figure 4-3: 100 most used words from interviewees' responses

It could be said that most of the frequently-used words employed by the learners were positive ones. The most significant aspect was the repeated use of "communicative" by participants to describe their feelings. From a closer investigation, their expressions of "communicative" were aligned with their positive motivations. In other words, what they called "communicative" implied what motivated them the most to work harder, to get involved, and to indulge themselves in the collaborative learning environment as much as possible. Besides "communicative", "connected" and "expected" were also highly appreciated expressions. In addition, less frequently used but equally enthusiastically expressed related terms such as "helpful", "interesting", "carefully", "different", and "original" were also

observed. Therefore, the overall impression can be discerned from the positive perceptions towards the new educational approach, even for those who found the course rather overwhelming.

To sum up, data showed that this approach provided a positive learning experience for the students in this study. Learners' responses clarified that they could enjoy ample beneficial values brought about by the flipped classroom approach and their translation competence developed in different ways. Moreover, learners also expressed their preferences and satisfaction with such an improvement in skill mastery, with their understanding and remembering, and with their participation and engagement level. Overall, results from this part of the interviews revealed that learners held positive attitudes towards the benefits of the flipped instruction in relation to the learning outcomes and personal performance.

More details are discussed in the next sub-section, which will further provide better insights into the beneficial impacts of this suggested approach.

4.4.2. Learners' perceptions towards each element of the flipped classroom approach

A detailed investigation into interviewees' perceptions towards each element was conducted in this part to clarify how the suggested flipped approach was attributed to learners' enhanced performance and better attitudes.

- **Out-of-class activities**

First, all participants expressed positive attitudes towards the usefulness of video lectures. In addition to common comments such as convenience level, interviewees said that these lessons were more relevant and helpful than other online recordings:

"*The videos are easy to understand. When the teachers used difficult words, he wrote them on the board or speak Vietnamese so I could learn many new words, this is suitable for translation class with many complicated cultural words.*" – Student A

"*The videos were interesting and easy to understand. It took me less time than reading the books. You know, translation sometimes is very difficult to understand.*" – Student C

"*The teacher shared his experience in the videos, so I can understand the information better.*" – Student F

"*The teachers provided updated information. For example, he gave us the mistakes that former students normally made. I also made those mistakes so I think they are easy to remember.*" – Student G

"*What I like is the examples that the teacher use to help us translate better… It's near to me, I mean… not too academic.*" – Student I

These findings verified the fact that most students were in favour of the video lectures prepared by the teacher and they attached great value to this element. Their comments proved that once personal experience and updated relevant information were added into the videos, this could deepen the learners' understanding and boost their interest significantly. Specifically, the videos enabled them to have more time to internalise translation theories (10 responses), feel well-prepared and relevant between the theories and real-life practice (7 responses), and thus they could sharpen their translation skills better in the subsequent activities (5 responses).

In terms of further suggestions, three interviewees said that more examples from the teacher's personal experiences or from problems that he encountered should be provided. Besides, four participants would like transcripts or subtitles so that low achievers could have a thorough understanding of the videos.

Regarding preparatory tasks and portfolio, participants had the following comments:

I can test how well I understand the videos, so the knowledge becomes clearer. They are really useful" - Student A

"*I have the motivation to write all information down, and they are useful when I come to class or review for the exam.*" – Student C

"If I don't do it, I will have to do something else to practice translation. But I am not sure what I am doing could actually help me to translate better. Instead, they can navigate me to do things. So, they are useful and necessary." – Student H

In short, all students mentioned that these elements could serve their practical purposes, such as enhance their understanding of the videos (10 responses), self-assess their comprehension and application ability (7 responses), review for the assessment tasks (6 responses), and improve active learning styles (3 responses). Since learners could get exposure to new knowledge and develop lower-order thinking skills prior to in-class sessions, they came to class with greater readiness and joined in collaborative activities to foster a deeper understanding. Thus, these elements were beneficial for the implementation of flipped learning.

However, the Group forum received both positive and negative feedback from interviewees. One common positive comment they shared was that they had more time to think, especially if they were shy or got stuck with expressing their ideas.

"Online discussions among classmates helped to enrich the knowledge." – Student B

"I like the Group forum. I learnt many things from the discussions between my friends and the responses of the teacher. Personally, I normally feel that there is a lack of support

from my teachers when we leave the classroom. … But in this class, I can ask for the help of my friends and the teacher outside the class. It is a great thing to have an opportunity to practice English outside the class." – Student C

"I can learn from the answers of my friends and the teacher. I also feel more confident to chat on the forum because I have time to think and check the mistakes before sending the messages." – Student I

"I normally do not feel confident to discuss in class. It seems that what I am going to say has been mentioned by other students or I cannot think quickly enough, so I will not contribute much to the groups. However, the forum allows me to think, prepare and answer. So I feel more confident." – Student K

The responses proved that the Group forum could be a good facilitator for discussions as it enables learners more time to reflect, prepare and raise their voices. The participants also acknowledged that they could read their peers' postings, compare their work with peers, and have more opportunities to practice English outside the classroom. The limited direct interactions with partners, therefore, could be redeemed as the forum allowed them to discuss online. They could share the jobs together on the Group forum, gain some invaluable experience form other teams' performance, and consult the instructor for advice. As a result, the learners

could have more time to reflect upon the topics and subject matters, as well as to support each other as part of the community sharing.

However, negative comments were also found in the following excerpts:

"… But some students are very active while some students are inactive in the forum." – Student A

"We log into the website at different time so when we have a question, it takes a long time to get a reply." – Student G

"Because we meet at the school every day, we can discuss the issues right away. So it is quicker than chatting in the Group forum. After the school time, I just want to relax and listen to music rather than discuss about the lessons on the Internet." – Student H

"What I dislike about the forum is that some students chatted a lot, and some students added irrelevant questions to the topics. So sometimes you have to read a lot of messages to find out the correct answers to the main topics." - Student L

It can be inferred that this element sometimes did not provoke learners' interest as much as might be expected. Though many students regarded it as a useful way to practice English outside the classroom and enrich their linguistic competency, five interviewees commented about the inefficiency of this out-of-class element. One reason might be the personal

preferences that learners liked to discuss about daily lives on social websites after a hard working day at school. Another reason may be attributed to its asynchronous characteristic, in which both students and the teacher logged in to the Forum at different time slots according to their respective schedules. Hence, it posed a challenge for them to reply to the messages promptly, especially in a real-time platform that requires instantaneous responses. Though the teacher had tried to incorporate the chatting function of Facebook to ensure quick access to online discussions, some learners still found it unfavourable. Finally, long chat messages with irrelevant questions to the main topics might pose as an annoyance or frustration to other students. Therefore, one suggestion might be to require teachers to constantly remind the students to stick to the main discussion topics at all times, and to avoid digression. Additionally, teachers could reinforce this practice in their summary of the main points before closing each topic so that learners may gain more from this discipline and derive greater satisfaction from the virtual experience.

Figure 4-4 summarises the benefits of the out-of-class activities as follows.

Video lectures	• Learners had more time to internalise theories. (7 responses) • Learners felt well-prepared and relevant between the theoretical and practical aspects. (11 responses) • Learners could practice translation skills better in the subsequent activities. (8 responses)
Portfolio and preparatory tasks	• Learners could enhance their understanding of the videos. (12 resposnes) • Learners could self-assess their comprehension and application ability. (7 responses) • Learners could revise for the practice and exams. (10 responses)
Group forum	• Learners had a purpose to practice English outside the classroom. (7 responses) • Learners could support each other to do the tasks. (8 responses) • Learners became more responsible for their learning process. (5 resposnes)

Figure 4-4: Benefits of out-of-class activities

- **In-class activities**

This sub-section displayed learners' opinions towards in-class activities. Overall, interviewees expressed positive attitudes towards in-class elements of this flipped classroom approach.

At the outset, revision activities received good comments from the interviewees, confirming the value of this step as it motivated the learners for new lessons in different ways. Some of the learners' responses could be found as follows:

"Revision activities were useful because I could know how much I understood from the videos. They helped me remember lessons better. Besides, they kept us focused at the beginning of the class." – Student B

"When the teacher reviewed the lessons, I knew what points are important and what should be learnt carefully. So, I reviewed these points at home for further practice and for the tests." – Student F

"… We could ask the teacher to explain what we don't understand, so I could connect different parts together. Therefore, the lessons became clear and I understood them better. Moreover, revision activities were really engaging." – Student L

These data revealed that revision activities could help learners check their understanding of the video contents (8 responses), allow them to recall and consolidate prior knowledge (10 responses), as well as give them opportunities to warm up for the new lesson in an engaging manner (5 responses). This also forged a bridge between the prior knowledge and the problem-solving activities that learners participated in subsequent activities. In fact, no negative comments or suggestions given about the revision activities confirmed the essential role of this element during the training process.

Responses for the second in-class element (the exploratory activities) also revealed intriguing information regarding the benefits of this step and what aspects of translation strategies could be fostered. Some of the comments are:

"It helped me link the videos to exercises, so it was easier to remember. For example, I could understand how to divide a text into appropriate translation units and analyse the problems inside it. I could also learnt many things such as vocabulary, cultural knowledge, and business knowledge. So I could gradually develop my skills to use the translation strategies better." – Student A

"It allowed me to apply the video knowledge into practice. For example, I could practice the knowledge in contexts, know how to segment the texts, learn new words in business, use appropriate structures and text registers, and I could understand the lessons better." – Student D

"They linked the theories with the business topics, the cultural issues, the theories and strategies. We knew more about the business issues relating to the topics we were studying, we could identify the translation problems in real contexts, and we were prepared to solve these problems with the translation strategies. " – Student F

Responses showed that the exploratory activities enabled participants to work collaboratively to analyse authentic materials in their context. More importantly, nine interviewees stated that they could go beyond specific structures and lexical items of the chosen text types/text

genre, thanks to the interactive dimension of this approach. Their responses revealed that working with real-life materials before reformulating a new translation version allowed them to gain better insights into both bilingual sub-competence and extra-linguistic sub-competence of the issues. In addition, certain aspects of translation strategies could be fostered as learners' responses revealed that they could know how to

• divide the source texts into appropriate translation units for initial analysis (10 responses);

• learn new words relating to the required topics (7 responses);

• learn specific structures used in each text genre (4 responses);

• obtain ideas necessary to translate the required topics (8 responses);

• identify the translation problems within the source texts (12 responses); and

• become aware of the appropriate translation strategies to deal with those problems (11 responses).

Figure 4-5 below could illustrate the ample benefits of this step as follows.
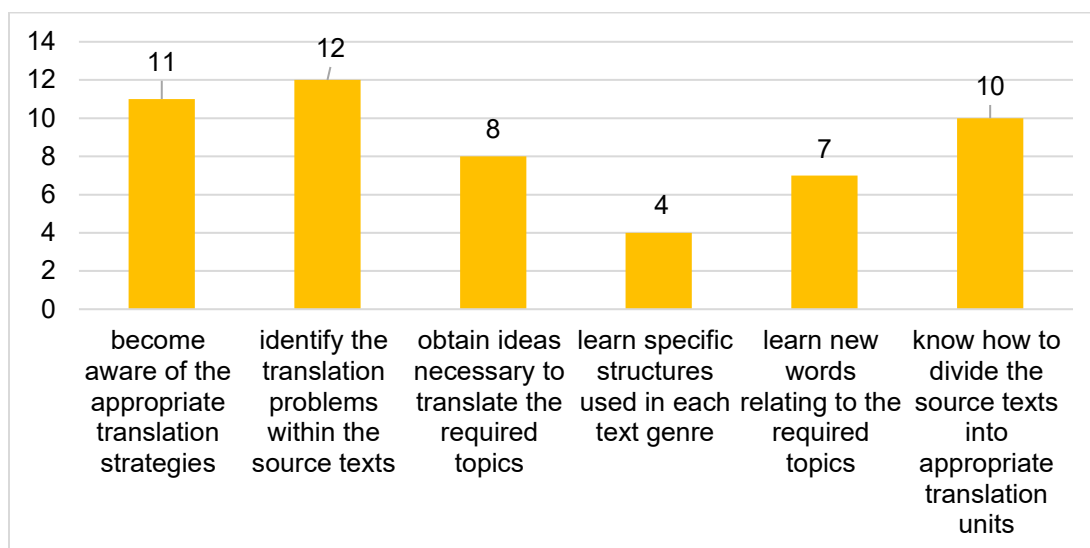
Figure 4-5: Benefits of the exploratory activities

The Joint negotiation step was also regarded as a useful activity as positive comments could be found as follows:

"I knew how to use the theories in the videos in real-life situations, so I could understand the videos better." – Student A

"It was very useful, because there were many interesting ideas I could learn from my friends." – Student B

"My team was very good. They knew a lot and they always shared interesting ideas. I could not only learn new words but also learn from their ideas." – Student G

In fact, eight interviewees stated that this element enabled them to better understand the video lectures and know how to apply the knowledge in those lectures into real practice. Moreover, seven students revealed that this step allowed them to develop ideas collaboratively so that they could adopt the translation strategies effectively. Interview responses also implied

that these experiences were fruitful in enhancing learners' translation knowledge sub-competence (5 responses) as well as their confidence thanks to the support from peers (3 responses).

However, two negative cases were found from the comments on this element.

"Because my group has some smart students, it is sometimes difficult to reach a conclusion." – Student I

"There are two inactive students in my team. They did not prepare before the class and they relied much on other members." – Student K

When some students were too dominating or not active enough in group work activities, tensions arose and could hinder the group's performance. More analysis of this issue will be discussed in sub-section 4.4.3.

Figure 4-6 summarises that benefits of this element as follows.

1. Improve learners' understanding and application of the video contents into practice (8 responses)

2. Help learners adopt translation strategies effectively via collaborative practice (7 responses)

Benefits of the Joint negotiation

3. Enhance learners' translation knowledge sub-competence (5 responses)

4. Boosted learners' confidence due to the support from peers (3 responses)

Figure 4-6: Benefits of the Joint negotiation

Data showed that the in-class individual practice also received high rating in terms of their beneficial impacts. Some examples are:

"I like practice translation in class. The teacher is there to help, give advice and check my mistakes." – Student C

"It helps me to get used to the time pressure as in the final exam. Moreover, it can help me to test my understanding and skills." – Student D

"Because I translated in class, I did not forget the ideas, and I was used to translating within the time limit. If I did it at home, it might take longer." – Student G

"I'd love to do individual translation in class because I could actually know how good I am and what aspects I am not good enough. This is a good way to show my real skills and ability." – Student H

This element is reported to sharpen individual translation skills for the final test (11 responses) as well as develop certain psycho-physiological sub-competence, such as time management and memory capability (5 responses). Moreover, response from student H reveals that a flexible learning environment is necessary because learners need both collaborative practice as well as individual work to challenge themselves, to proceed to higher cognition level, as well as to measure their understanding of the subject and their autonomy. Thus, this flipped classroom approach could

meet this requirement to cater for multiple learning styles and helped learners achieve the course objectives as well as the unit contents.

Lastly, responses to the final in-class element (peer assessment) could be illustrated as some of the examples below:

"This activity helped me understand the topics, the grammar and vocabulary better. I could learn from my mistakes and my friend's mistakes." – Student B

"I realise that there are many ways to express an idea and translate it. Especially my friends have different answers, and their ways are better than mine." – Student D

"Using the rubrics and marking my friend's papers made me think differently. I could make sense many things that I did not notice when I translated on my own." – Student F

It could be said that this element was valued because it allowed extensive sharing and information exchanges among learners and teachers. Consequently, learners could gain many benefits from each other's comments and solutions, such as increasing their confidence level and critical thinking (7 responses), enabling them to learn from strengths and weaknesses of peers (9 responses), or allowing them to understand the lessons better from the assessment perspectives (4 responses). Figure 4-7 illustrates the benefits of this step on learners' translation competence as follows:
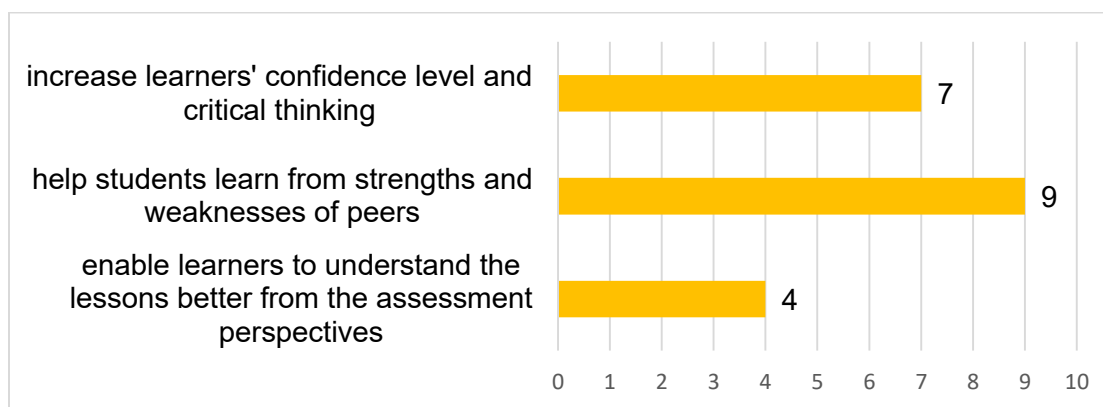
Figure 4-7: Benefits of the Peer assessment

However, two negative cases were also found with regard to the benefits of the peer assessment process:

"The guy who usually marked my papers was a very difficult guy or something like that. He paid attention to every small detail and my papers were always full of red comments. In fact, I could learn a lot from him, but sometimes it was very annoying." – Student G

"When a friend didn't want to make me lose my face, she would not do it seriously and I couldn't learn much from this exercise." – Student H

When there was a conflict in leaners' characteristics (some students might be too meticulous in correction), or when learners did not provide critical evaluation so that their friends might not be hurt, the benefits of this step might not be maximised. Thus, these issues should be avoided by frequent changes of partners/ assessors, strict adherence to the criteria in

the rubrics, and a frequent reminder about the rationale for the adoption of this element in classroom activities.

In short, results from this part of the interview revealed that learners held positive attitudes towards each element of the flipped classroom approach in terms of their usefulness and beneficial impacts on learning outcomes.

4.4.3. Challenges faced by learners

Figure 4-8 depicted the challenges that interviewees faced during the intervention via quantifiable calculation of learners' responses.
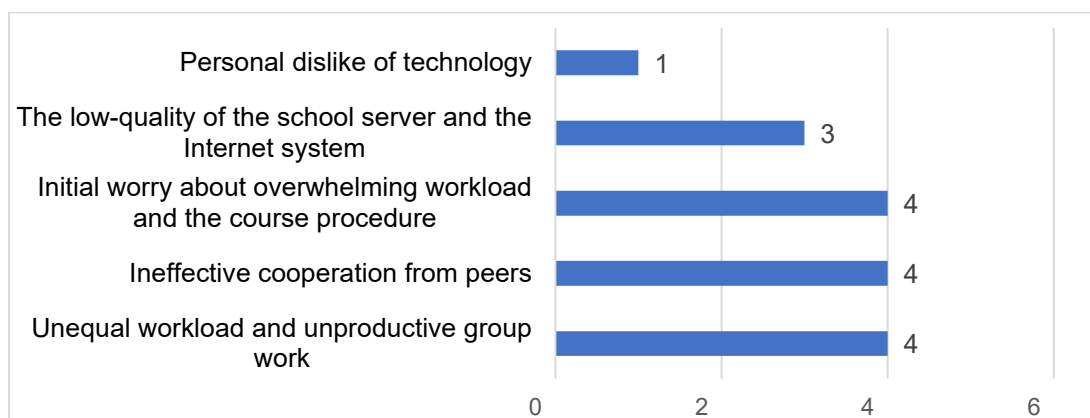
Figure 4-8: Challenges faced by learners

Initial investigation from learners' responses shows that one student expressed their personal dislike of technology, three students complained about the quality of local Internet connection and accessibility, four students experienced initial frustrations about overwhelming workload that they might endure and the initial unfamiliarity with the new course procedure from the first few modules. In addition, four students were dissatisfied with the ineffective cooperation from their peers; thus these students complained

about the unequal workload and unproductive group work they had to tolerate. As a result, these challenges were further examined in the following sub-sections based on the framework of Activity theory.

4.4.3.1. Challenges caused by the Tools/Instruments

The first group of research questions in this part included: "*What challenges did you have when studying with the online platform and technology? Did you have any difficulty with them?*" At the outset, it is interesting to note that all interviewees successfully connected to the Internet and experienced its ease of use. They were willing to log into their accounts, explore the platform, and enjoy the videos with different technological devices such as laptops, IPads, mobile phones, or Tablets.

"I've never had any trouble with the online learning and the technology." – Student B

"When I wanted to use it, there was always a device available that could serve my purpose." – Student D

"I think students in this modern time all know how to use technology, so there are no problems with them." – Student I

These positive responses portrayed technology as an effective motivator for translation training. However, difficulty still arose as can be found in the following comment:

"…I did not like to study with technology because I think we are depending too much on technology. However, it is something I should get used to in this world. Moreover, the way technology was used in this class made me think that if we could use it properly, we can exploit its advantages." – Student B

One student expressed her dislike towards technological use; however, she realised that this is an inevitable trend in the modern area and in translation career. Moreover, her comments also revealed that proper technological use by the teacher could mitigate this frustration. This means a balance between technology and non-tech teaching styles could ensure that more students appreciate the use of technology in the classroom for what it is worth.

Three more students also expressed their difficulties with the technological instruments as follows:

"Because I use the school Wi-Fi system, so in week 5 there was a breakdown with the school server, and I could not log into the Internet. And our school is far from the Internet shops." – Student C

"The school Internet isn't good. Sometimes it is slow, or the school repaired it, so I could not log into it." – Student G

"I live in the dormitory and the Internet is not good. I

had to use 3G and it cost a lot of money." – Student L

These responses revealed

In short, since Internet accessibility of three interviewees was grounded in the school system, they found it hard to exploit the usefulness of the local system due to the low-quality of the school server. It means that they could only log into their accounts to do the required jobs if the connection was good. Therefore, the close boundary between the technological use and Internet accessibility is a vulnerable challenge in practice.

4.4.3.2. Challenges caused by the Rules

The second group of questions in this part included: "*What did you think about the classroom procedures/the requirements and workloads/*the tests and assessments*? What did you feel on the first day with my requirements? Did you have any difficulty with such requirements?*"

When the teacher introduced the online activities, the learners expressed that they were initially worried about the new procedure. They expressed their feelings as shown in the following comments:

"At first, I was really worried because I thought that I

had to do a lot of things in this course. … I was excited to

study with the new method, but I worried that I could not get

good marks because the teaching method is new. …

However, it turned out that I did not have to spend so much time as my friends in other class." – Student C

"At first I didn't like it because it seemed that I had to do a lot of things, while my friends in the other class did not." – Student I

"I had to do part-time job and study for the IELTS exam. So I told myself "Oh my God, this course is so complicated. It will take me more time to study". I thought that 5 marks in the final exam would be enough. But then I realised that it's not that difficult. The videos were not long and the tasks were interesting. In fact, we did not spend so much time on homework as my friends in the other class. The portfolio is better than translating a 10 or 20-page text." – Student I

"At first, I think it is complex and tiring. Watching the videos, doing the exercises, joining the forum, a lot of things to do. However, after 2 weeks I realize that the work is not as much as I imagine." – Student J

The above responses showed that learners initially experienced contradictory feelings towards the flipped classroom approach because the online platform was not part of the formal curriculum, and, therefore, not required in other classes. Although they acknowledged their opportunity to learn with an innovative instruction, they stressed the challenges in

completing out-of-class activities, which had hitherto been unfamiliar to them. They also stated that initially, they were anxious about the extra effort required for homework and lesson preparations. They worried that having to visit the online platform to keep up with the course contents, study the digital materials, and use the forum to discuss any issues. These work might pose an extra burden for them and could compromise their final grade. However, these feelings soon faded away once they realised that the videos were not so lengthy, and they spent less time for preparatory tasks, with the support of Group forum, compared to the students in the traditional class.

4.4.3.3.   Challenges caused by the Community

The third set of questions relating to the challenges learners faced during the intervention asked: "*Did you have any difficulty with the support and assistance from your teacher and your friends? How did your learning styles and preferences influence you during the course*?"

First, there was no reported issue about the level of the teacher's assistance, as all participants commented that they received useful feedback and positive support, both inside and outside the classroom from their instructor. Two students even commented that such assistance was beyond their expectations since they had never experienced this kind of relationship at the university. In terms of peer support, most learners demonstrated positive feelings towards the members of their group. However, four interviewees stated that group work had not met their

expectations. These students shared their difficulties while working with different group members as follows:

"I work in a group with some students who are not hardworking enough, so most of the time they relied on me. I seem to be the only person who tried all my best to do the tasks for the group. I could not learn much from them. It is not a good feeling at all. I prefer to work on my own." – Student H

"Two members of my group are really good, but they are stubborn and do not usually agree with each other. So sometimes we have to spend a lot of time to answer only one question." – Student I

"Some people study better than me, so they usually do not like to listen to my opinions. I feel hurt a lot." – Student J

The responses revealed that problems with group work arose from the unharmonious peer support in some cases. Some participants could not establish a successful working relationship with each other, such as commonly agreed strategies to handle emerging conflicts or maintain mutual respect in discussions. Two interviewees attested that a few team members persistently held on to their own opinions, and this hindered the collaborative knowledge construction and sharing as well as the enhancement of translation skills. In short, four interviewees highlighted that they could not

establish satisfactory cooperation to foster their mutual learning when their friends were so reluctant to compromise.

4.4.3.4. Challenges caused by the Division of labour

The final set of interview questions related to other challenges such as: "*Did you have any difficulty with the interactions inside and outside the classroom? Did the roles of your teacher and your friend show their responsibility and help you to learn better*?" In this context, division of labor is defined as the collaborative roles of the teacher and students within the scope of this study, which also posed certain difficulties to the learning process. During the course, students were required to work in small groups (four members) to work inside and outside the classroom. Generally, the researcher wanted the students to improve their skills via group work sharing, knowledge co-construction and the learning community. Those students who gave favourable reviews of the flipped classroom approach seemed to have managed the division of labour in an equitable way so that all group members could feel satisfied.

> *"The teacher is very friendly and supportive. When we got stuck with the ideas, he provided some hints and suggestions for us to discover on our own. … My team is very helpful too. We communicated frequently and we finished the tasks on time."* – Student B

"I think the teacher worked really well both inside and outside the classroom. I have no complaint with him. About the team, we had experience with teamwork before, so we have a leader, we divide the tasks equally, we share the ideas and we finish them on time. It's good and we have no problem." – Student D

"It is a good experience. The teacher cares about us. Everyone share their work openly and fairly, and there have been very little problems." – Student F

It could be said that these positive experiences were attributed to the shared workload, less pressure, and more interactions and frequent engagements. All of these elements were present in groups that were functioning effectively. Moreover, learners also perceived the guidance and facilitation of the teacher, both inside and outside the classroom. However, other three interviewees revealed that they occasionally could not establish common ground with their peers, and acknowledged that this difficulty was caused by their preference of learning styles. These learners admitted that some of them formed groups based on convenience (they chose anyone who sat next to them), and within-group collaborations were not always smooth because the group members might not understand each other enough. Therefore, they found it hard to interact, cooperate and share the work as can be seen in the following comments:

"One guy in my group is so arrogant. He criticised a lot. He also gave bad comments if we said something wrong or posted something wrong on the forum. So my group did not like him and we did not want to work with him." – Student G

"I wanted to get good mark and tried a lot during the course. But my partners did not care much about the results as long as they could pass the course. We did not communicate well with each other and I felt stressful. Therefore, I regret that I chose the wrong group and I had to work alone all the time." – Student J

"… there is a lazy member who did not finish the tasks properly, and we have to cover his task. But the problem is Vietnamese people are not used to telling the teacher about such things because it means we betray our friend. Therefore, I still feel annoyed and unfair if he still had the same mark like us." – Student K

The responses showed that three participants with negative feedback faced challenges with division of labour, and this caused unequal workload, unproductive group performance and additional stress. Some interviewees stressed that their group members relied on others too much, and they were often not working as a group. As a result, certain students ended up doing most of the work while others made seemingly minimal or no contributions.

Moreover, when group members had different (as opposed to commonly shared) goals towards academic achievements, it made the situation worse. Those students who wanted to excel would put in a lot of effort to obtain high grades, while some few others invested less effort, so long as they could pass the course. As a result, challenges became more severe, and they could not find solutions to divide the task as well as liaise with one another. Thus, they felt it was better to work on their own to meet the deadline. In short, if the division of labour among group members was not equitable, the desired outcomes would be affected. These findings suggested that any instructors who would like to adopt collaborative work should create clear task allocations for the group work activities, and reinforce distinct roles for group, as well as individual work.

In short, it could be said that the challenges of this flipped classroom approach have been mitigated so that learners could actually face as few contradictions as possible during the teaching and learning process. As it was believed that challenges were inevitable during the implementation of any new teaching approach, careful consideration was given to relevant elements of the activity system via the lens of Activity theory (instruments, rules, community, and division of labour). As a result, there were five challenges that funneled out of the interview responses, including:

+ personal dislike of technology use (1 response)

+ the low-quality of the school server (3 responses)

+ initial frustration about the workload and the course procedure (4 responses)

+ ineffective cooperation in group work activities (4 responses)

+ unequal workload and unproductive group work (4 responses)

4.4.4.   Influence on translation habits

The final part of the interview section aimed to investigate how the flipped classroom approach improved learners' translation habits to use professional translation strategies appropriately, the interview questions were divided into three main parts:

1.   Evaluate learners' mastery of translation strategies: The interviewees were asked about the theories and strategies to deal with different aspects of translation problems; then, they provided examples to demonstrate their understanding. These questions were asked in an unremitting manner so that learners could have little time to think and plan, and sometimes the questions were repeated or paraphrased to see the logical connection between answers. Therefore, this technique aimed to elicit learners' immediate responses to see how they master the professional strategies consciously and unconsciously.

2. Evaluate how learners adopted these strategies to translate a short paragraph (four sentences) appropriately within short time (three minutes): The participants provided their translated versions and explained why they made such decisions. This is a higher step in thinking skill order (application and clarifying) in which learners had to rationalise their decision-making

process based on the knowledge they had studied during the course with their habitual behaviours in translation activities.

3. Evaluate how learners evaluated a translated version within short time: The students read one translated paragraph of another student in three minutes and provided comments on it, stating whether the quality of that version was good or not and in what way it could be refined. This was a really high level of critical thinking as it required learners to pay attention to various issues at the same time such as typography, grammar, lexical usage, idioms, coherence, accuracy, and comprehensibility.

In short, these questions aimed to evaluate how learners could adopt professional strategies both consciously and unconsciously under the time pressure. If there is a logical consistence between learners' responses in theories and the way they translated or assessed the translated versions, it could be said that learners had mastered the necessary strategies and their habits to use these strategies on the frequent basis had been fostered during the course.

4.4.4.1 Learners' mastery of translation strategies

When learners were asked about the theories of translation strategies, they answered the questions quite thoroughly. In terms of questions related to strategies at the word and phrase levels, their responses implied that a direct or word-to-word translation could not bring

about appropriate renditions. This could be gleaned from the following comments:

"I think about the words carefully to understand the correct meanings of the words. What words should be used correctly to suit the context. Then I check the dictionary to see the connotative meaning, the collocation, grammar use of that word, and choose the correct word for the sentence." – Student C

"I think the most important issue is accuracy and completeness … So first, I gonna grasp the key message …. to see how it reflects what the writer wants to transfer to the readers. Next, I find the words that are difficult to translate. Then I check them in the dictionary, their real meanings and the grammar to use with them." – Student F

"We learnt that we have to preserve the original and intended meaning of the source text and this is the most important. So, when we translate a word or a phrase, we have to put it into context to choose the correct equivalence. We also need to consider the writer' purposes, the readers, and the culture." – Student K

The responses showed that these students acknowledged that a word-for-word translation was inappropriate for professional work in a

translation career. They realised that both denotative and connotative meanings should be taken into equal consideration, and they had to read the words in context to examine the writer's intentions, readers' backgrounds, and even the relevant culture to choose the correct equivalence for the source words. As Pham (2016) maintained, inexperienced translators normally remembered the denotative meaning rather than the connotations of a word; therefore, they tended to choose the best equivalent of what they had known regardless of whether it was suitable in the context. However, all interviewees realised that such a direct rendition from the dictionary was not a proper method and would misrepresent the writers' writing styles as well as their intentions. As a result, the students tended to develop the habits of checking the meaning of any words that seemed new to them or to confirm the meaning they had already known. Thus, this habitual activity enabled them to find appropriate equivalence among the synonyms in terms of connotative meaning, grammatical usage, implications, and relevant contexts (10 responses).

When asked about the strategies to translate the cultural-specific items or Vietnamese words in which no direct equivalents could be found in English, learners could also provide a prompt response.

"I gonna use direct translation, paraphrasing or natural translation… in some cases, we can use the omission… I

mean some words are too difficult to translate, however we

must remain the key message." – Student D

"I can paraphrase or use the words with explanation

with these terms." – Student I

"We can use different techniques for the cultural-

specific items such as naturalisation, borrowing with

explanation, or paraphrasing." – Student H

These responses revealed that the participants were aware of the appropriate strategies to translate cultural-specific items. One example was taken from the responses of Student L. When he was asked to provide an illustration for translating cultural-specific items, he said:

"If we translate Vietnamese currency, we have to put

the expected amount of money in dollars for readers to

understand. Therefore, I'll translate this sentence "Giá vàng

hiện nay khoảng 36 triệu đồng/ lượng" as "The gold price is

36 million VND (about USD1600) per tael". – Student L

This responses demonstrated that learners, when faced with cultural-specific items, would not only find appropriate equivalents to translate, but also would take into consideration the readers' background and contextual relevance when using the appropriate translation strategies. More importantly, he kept both the original term (36 million VND) and the equivalent (about USD1600) so that readers could trace back the source

text for further references. Such a decision was positive because this way of translating is commonly used by professional translators but is normally neglected by translation students.

As regards translating syntactic structures, responses showed that learners consciously paid attention to the complicated process of analysing the source sentences, choosing appropriate structures in the target language, and reformulating these syntactic structures with the appropriate techniques. The following excerpts indicate how learners adopted this process to translate the sentences into English:

"First, I divide the sentences into smaller parts. Second, I identify words that are difficult to translate. Third, I will identify the key message the writer really wants to transfer. Fourth, I will use the sentences and structures to make it logical and natural. Finally, I will re-read and check them to make sure all go right." – Student B

"I have to know why I cannot understand the sentence. If it is because of the words, then I have to check it again in the context or on the Internet to understand what the real meaning is. If it is the structure, then I have to refine and modify the sentence. But if I try everything, but I still cannot understand, then … I have to translate in my own understanding." – Student L

When dealing with complicated syntactic units at the sentence level, they tended to seek for other materials relating to that area to make sense of the source sentence and produce a better translation. It can also be inferred that when the participants found it hard to understand a sentence, they re-read the whole text to get a general understanding of that sentence before translation. If that did not work, they searched for other materials related to that topical area to help them make sense of that sentence.

The following two examples give a better insight into how learners translated the required Vietnamese sentences:

"Well, because this sentence has no subject, so I think I have to add the subject or use the passive voice. I will translate this sentence "Cần thông qua nghiên cứu để tìm biện pháp giải quyết vấn đề nhà ở cho người thu nhập thấp" into "It is necessary to do research to find solutions for houses of low-paid people". – Student C

For the sentence "Mọi người kiến nghị nhà nước nên điều chỉnh luật bảo hiểm xã hội mới", because the key message is the word "kiến nghị" (recommendation or suggestion), *and because passive voice and noun phrase are common in English. So, I would like to translate it as "A recommendation for adjustments of the social insurance law is made to the government".* – Student H

Student C realised that there was a lack of subject in the first Vietnamese statement, and could quickly render it into English with appropriate syntactic structures. Meanwhile, the second Vietnamese sentence could be translated word-for-word as "Everyone recommended that the government should adjust the new social insurance law". However, this version sounds unnatural and informal. Student H could identify not only this issue, but also was able to explain the reasons why she made her decision. These examples demonstrate that the flipped approach was effective to leverage learners' critical thinking and procedural competency.

In terms of translating a paragraph, participants also displayed positive awareness of the translation habits. Some of them said:

"I first read the whole paragraph for 2-3 times to catch the main ideas. Then, I identified the problems in each sentence. Afterwards, I selected appropriate techniques to solve those problems. Finally, I checked the grammar, the vocabulary, the coherence, and the comprehensive level." – Student A

"First, I read through the paragraph from the beginning to the end to understand the meaning, then I identify the styles. What kind of text type and genre is it? Then, I divide the paragraphs into meaningful groups of words and phrases. Third, I try to use the correct techniques with the words,

phrases and sentences. I may edit the message, change it so that it become clearer and … easy to translate. Finally, I check the whole paragraph. You know, the words, grammar, coherence, spelling, etc." – Student B

"*First, I read the source text two times to understand it. Then, I divide the sentences into meaningful parts because it is easier to translate. Third, I find out the translation problems inside these parts, such as cultural words, confusing words, meaningless words, etc. Then, I use the techniques we studied in the course to translate. My most concern is trying to keep the original meaning of the text. Then, I check again the grammar, the coherence, the spelling, etc. I also try to understand the translated text as if I did not read the source text to find the mistakes.*" – Student F

It could be said that when learners were required to translate a short piece of paragraph, they could define clearly the steps they followed to solve the issue instead of a mechanical sentence-by-sentence translation. They first read the whole paragraph for a few times to catch the main ideas; then, they identified the translation problems inherent within each sentence, and comprehend the message before they produced it into the target language. Afterwards, they selected appropriate techniques to solve those problems. This is especially the case whenever they encountered difficulty in

understanding the meaning of a specific sentence, they attempted to re-read the whole paragraph to obtain broad knowledge for translation activities, which was one of the foci during the course.

4.4.4.2 Learners' approach to translate a text

When the students were required to look at a short piece of Vietnamese paragraph and have three minutes to think how they would translate the text, responses showed intriguing results. Two examples could be found in the responses of Student C and F:

"First, I read the whole paragraph to understand the main meaning and the connections between ideas. This is not a difficult one and the meaning is quite clear. This paragraph has 5 sentences, with 2 simple sentences and 3 complex sentences. So I divided it into 8 small pieces of groups to translate. Between each group I tried to use a conjunction to link the ideas better. I also changed the structures of some groups to make it easier to translate. You know, the reformulation techniques. … Then, within each group, I looked for the translation problems and tried to find the ways to solve these problems. Finally, if I had time, I would check again the whole paragraph to see if it is correct or not." – Student C

"There are some parts in this paragraph I don't understand. But because this is taken from a newspaper so

the meaning can be guessed, I can use the suitable reformulation technique. The paragraph has 5 sentences, so I look at each sentence separately. In each sentence, I look for difficult words or phrases. For example, in sentence 2 there is the word "gồng mình". I look at the word in the context of the whole sentence, I think this word means "we face something that is very difficult or we are in a terrible situation for a long time", so I would like to translate it as "suffer"… I add one conjunction between sentence 3 and sentence 4 to make it coherent. … In sentence 5 (Dự kiến tháng tới Quốc Hội sẽ phê chuẩn luật lao động mới), because the readers might not know in what country is "Quoc hoi", so I would translate it as "The Vietnam's National Assembly is expected to approve the new Labor law next month"… When I finished translating the paragraph, I re-read it to check again the grammar, the word choice, the spelling, as well as the main meaning of the whole paragraph." – Student F

Results show that the participants became aware of how to adopt professional strategies to deal with translation problems in their tasks, and they took more care of their translation versions. Most of the students knew that a direct rendition from the dictionary was not a proper method, and they maintained that they would normally follow the steps as being taught during

the course, beginning with skimming the whole text to understand the main idea, then they segmented the paragraph into meaningful units and translated each unit based on the general meaning of the whole text. Afterwards, they identified the problems within each unit and provided the rationale for any adjustments. This means they knew that they should analyse the text, identify translation problems inherent in the text, and comprehend the message before they produced it into the target language. When dealing with complicated issues at the sentence level or lexical level, they re-read the whole text to get a general understanding of that sentence to have proper reformulations (e.g. Student F), which was one of the foci during the course. After completing their assignments, the students also reviewed the translated versions to check vocabulary and grammar, as well as to ensure that these versions preserved the original meaning. In other words, they knew they should re-read the whole translated versions to see if the meaning of each sentence corresponded to the general meaning of the whole target language texts.

Though the solutions might vary, their translation options proved that the learners did not only focus on the linguistic elements, but they also took into consideration the actual contexts, the readers' backgrounds, and other intertextual elements. This was an important strategy to ensure that the translated products could convey the original meaning in terms of cultural

and pragmatic issues. Here is an excerpt taken from the interview of Student D:

*"Well, in the sentence "Đại diện Vietravel cho hay, trong dịp lễ 2/9 năm nay, công ty dự tính sẽ phục vụ khoảng 2200 khách …", I will provide more information so that readers could understand what is Viettravel is. Moreover, I will explain the "2 September" holiday because people might not understand why it is a holiday. Therefore, my answer is: A representative from **the Vietnamese travel agency** Vietravel said "on the National Independence day **(2 September),** the company expect to serve 2,200 tourists …."*

Another example was taken from an exercise that required learners to translate a short Vietnamese journalistic article into English. Generally, a piece of news is edited following the date when the event occurs, and so, the writer of the news would typically use the word "hôm nay" *("hôm nay", which means today)*; however, translators normally read the news much later. Therefore, they have to change the context to avoid any misunderstanding with the time that the event occurred. An illustration could be seen in the following translation of Student G:

"Well, in this sentence (Hãng hàng không dân dụng Jestar Airlines hôm nay cho biết sẽ sớm cung cấp cho hành khách trên máy bay truy cập hệ thống Internet không dây vào

năm 2014), there are two problems. First, foreigners might not

know where Jestar Airlines is, so I will provide the name of our

country next to it. Second, I will change the word "hôm nay"

into the date when the manager said it. Therefore, my

*sentence is "Jestar Airlines **(Vietnam)** said **on 1 August** it*

would provide passengers with wireless Internet connections

in 2014".

In short, responses from this part of the interview showed a

connection between learners' mastery of theories and how they actually

adopted those strategies in real assignments within the short time of three

minutes. Their detailed analysis and explanations for their decisions proved

that learners had got so much exposure to frequent practice of using

professional practice and they could turn these strategies into their habitual

behaviors. In other words, their translation habits were fostered during the

course.

4.4.4.3 Learners' evaluation of a translated version

Finally, the students were asked to look at a source text (a

Vietnamese text and its translated version) in three minutes and evaluate

the translated version. Here are some comments of the interviewees:

"Well, this is not a good one. I think first, the grammar

should be correct. There are some grammar mistakes in this

translated paragraph. For example, the preposition ("rise by

8%" instead of "rise with 8%) and the quantifiers ("a large amount of capital" instead of "a large number of capital"). Second, some vocabulary is not good. I don't mean they are wrong, but I think we should use another way. For example, the structure "If the customers are not happy with the product at all" can be changed into "If the customers are not fully satisfied with the product". It sounds more formal in business context. Moreover, we need to put some conjunctions to connect the ideas." – Student D

"This is quite a good translation. First, I check whether it used the correct words, the grammar and the style. They are good. Then, I try to see if I can use as many noun phrases as possible. I think I cannot change much. I also check the coherence. Some words are repeated so I will replace them with other synonyms. Then I think as if I am a foreigner who reads this text, can I understand them clearly, especially with cultural-specific items, such as the name of some Vietnamese places or Government words." – Student L

These responses showed that in terms of quality assessment of a translated version, the interviewees reviewed that version to check vocabulary and grammar, as well as to ensure that the version preserved the original meaning. In other words, they knew they should re-read the

whole passage to see if the meaning of each sentence corresponded to the general meaning of the whole target language text. Beyond the equivalent linguistic levels, most interviewees revised the translated versions by transferring and expressing the meaning of the original texts into the structures and written styles of the target language to meet the cultural issues and to make sure that the target language readers could better understand these products. This was an important strategy to ensure that the translated products could convey the original meaning in terms of cultural and pragmatic issues.

In short, this sub-section has demonstrated that the interviewees had become more aware of the necessary steps to do their translated assignments. Instead of using their literal translation habits, learners have mostly adopted professional strategies, both consciously and unconsciously.

4.5. Conclusion

In summary, this chapter displayed the findings of the study taken from the three research instruments to clarify the benefits of this flipped classroom approach based on constructive alignment and Activity theory.

At the outset, the specific snapshot provides an example to envision what really happened inside and outside the classroom. First, a short video was made available online to students before each face-to-face session. Then, course objectives, assessment tasks, video delivery, and classroom procedure were all transparent and interconnected in accordance with the

ideology of active and socio-constructivist learning, ZPD and Bloom's taxonomy. In this snapshot, students had more opportunities to work actively in different learning modes (individual or team work), both inside and outside the classroom, to improve their translation skills and achieve better learning outcomes. There were ample opportunities for peer interactions during the course, and each student could receive individualised support and feedback from the lecturer on a personal and group basis. As a result, the approach fostered students' active engagement in the learning process significantly.

When classroom activities went smoothly, individual performance had fewer problems, and learners could achieve better learning outcomes. An analysis of learners' test papers in different formative and summative assessments illustrates learners' improvement in their skill competence and translation habits under flipping instructions during a case study of the V-E translation course. The success could be attributed to several factors; perhaps the most significantly were the careful consideration of different formative tasks, as well as regular feedback given to students on their learning progress. The teacher also frequently adjusted his teaching approach based on the test results, to cater for various learners' needs and contextual requirements. Finally, the translated versions that students submitted were done with more care, thanks to peer review, which might have been the result of the students' heightened sense of responsibility, and prospect-reader awareness that a professional translator should have.

Afterwards, the interviews demonstrated that learners had an increased interest and confidence in translation practice. The participants highly appreciated both in-class and out-of-class activities and stated these factors improved their translation capabilities significantly. In addition, four prominent challenges were faced by the Vietnamese learners during the intervention, including: (1) the unstable Internet connection of the school server and the local management system; (2) the initial conflict between enthusiasm and stressful concern with the heavy workload due to the new teaching classroom procedures and requirements; (3) the unharmonious peer support within some groups, which stemmed from conflicts in the characteristics and thinking process; and (4) the uncompromised division of labour imposed by differences in learning styles and objectives. One minor case was also found when an interviewee expressed her dislike towards technological use. All these challenges hindered the students from maximising their translation capabilities and positive attitudes; therefore, some recommendations will be made for a better implementation of the flipped classroom approach.

Finally, results showed that the flipped approach allowed learners to master the translation strategies necessary to deal with their assignments; that participants have become aware that a word-for-word translation is not recommended in this profession; and, that they have more or less adopted professional strategies to solve translation problems. If they could have more

time to turn these strategies into habits, their translation capability would be greatly enhanced, and they could be well-prepared to enter the labour market as competent translators.

In short, the results demonstrate that flipping learning with theory-grounded framework of Activity theory does help students develop their higher-order cognitive and problem-solving skills, as well as enhance students' competence and translation habits. This, in turn, has raised students' academic performance and improved their learning atmosphere and experience. It also allows us to appreciate that different students' perceptions of, and ways in, carrying out activities were very diverse; that their perceptions could be volatile and subject to change; that some students readily adopted and shared the teacher's purposes and enthusiasm for activities, while others continued to contest such endeavours.

The next chapter will display discussions and implications drawn from the findings of the study.

CHAPTER 5: DISCUSSIONS AND IMPLICATIONS

5.1. Introduction

This chapter reports the discussions and implications relating to the research questions of the study. The contents are presented in five sections. It begins with the confirmation of the suitability of this flipped classroom approach in the Vietnamese context when the classroom procedure is well designed with careful consideration of the constructive alignment between translation activities, assessment tasks, and learning outcomes. Then, it discusses the benefits of this flipped instruction in enhancing learners' translation competence and skill mastery. Then, it explains how this teaching approach changes learners' translation habits as measured by their appropriate usage of translation strategies to do their assignments both consciously and unconsciously. Afterwards, it summarises the students' perceptions towards each element of the suggested approach, and then clarifies learners' evaluations. Finally, it analyses the challenges faced by learners during the intervention and how these challenges were mitigated based on the modified model of Activity theory.

5.2. The flipped classroom approach is suited in the Vietnamese context with a well-aligned procedure

In this study, the teacher made use of a variety of mediating tools to introduce the course contents and facilitate the translation practice, paying careful consideration to the required outcomes, assessment tasks and

learning activities. Therefore, it could be concluded that the well-aligned flipped class is suitable in the Vietnamese educational setting.

With regards to the learning outcomes, the teacher had clarified the objectives and procedure of the intervention right from the beginning of the course. These included its requirements, assessment system, and the benefits it could bring. Frequent reminders were given in face-to-face sessions so that learners could grasp the essence of the new teaching approach, and understood how this instruction could help them obtain the expected outcomes. Learners were also provided with the necessary guidelines on how to view videos and other materials effectively to maximise their learning responses. Such training was necessary because Vietnamese learners had not been familiar with autonomous training and goal setting to achieve their outcomes at home, especially when they were required to take greater responsibility for their learning. Throughout the course, the teacher frequently made clear how the whole curriculum was divided, how the learners' translation performance would be evaluated, what professional habits should be fostered, and how these habits were reflected in the tests to measure the learner' translation compete. Therefore, it was made clear to the students from the beginning, what the desired outcomes were expected of them to achieve. These included, for example, the sort of translation products they had to submit, and how the translation capability would be measured. The instructor also analysed carefully the extent to which the flipped classroom approach could use appropriate instruments so that they

could assist the participants to complete their tasks. This feature was really important because learners can only develop their competence when they know how to exploit the instruments to achieve the desired outcomes. Moreover, in each collaborative activity, the teacher defined what objectives should be expected, how the groups should be working, when and how information sharing and exchanges would occur, and what educational resources or other forms of learning support were relevant. The teacher tried to engage learners in real-world issues, make clear the intended translation behaviours, and progressively move their learning from less-complex to more-complex tasks. As a result, clear learning objectives and outcomes for each session and for the whole class enabled the students to develop a deeper understanding of their contributions within the group, thus their performance as well as their translation habits improved significantly.

Then, the assessment activities were organised based on the learning outcomes and course curriculum. There were various kinds of formal and informal assessments, with two main elements, including what was addressed prior to class and what were assessed during in-class sessions. The teacher then considered how course materials were tested prior to class, the formats to be used, and how to assess effective student learning. For example, pre-class questions (embedded quizzes, preparatory tasks, Group forum trivia questions) were used to test lower levels of cognitive work, and in-class assessments were used to measure higher levels. Collaborations and interactions (both inside and outside the

classroom) were also taken into serious account when individual reflections (portfolio) and group work contributions became a part of the learning assessments. In order to make sure that all students had watched the required videos and worked through the materials provided, marking became part of the formative assessment. Throughout the course, the teacher made certain evaluative criteria visible, such as how much the preparatory tasks and portfolio contributed to the final grade, how the formative assessments influenced learners' mid-term test results, and what bonus would be given to active participators in the Group forum. When the teacher allocated such bonus for online contributions, these activities soon became engaging enough to capture the learners' interests. Finally, assessment questions were also used to mediate student engagement, rather than to merely assess students' knowledge. This mediating role required the teacher to evaluate the students' responses, give them access to appropriate translation strategies, and provide them with the rules with which to foster better learning habits, as well as elicit feedback for revision and consolidation. In short, the assessment activities in this flipped class were well exploited to provide feedback for both the instructor and the learners.

In terms of learning activities, while both group work activities and individual exercises were exploited, collaborative learning among peers to help each other reflect on and move through the tasks was chosen as an important support instrument. Collaboration outside the classroom to involve

active members in the sharing and learning processes was taken into account. The use of preparatory tasks and embedded quizzes coupled with individualised feedback could enhance students' engagement with the knowledge in translation topics. In addition, different classroom materials were exploited in different contexts. For instance, the PowerPoint presentations, written materials, and portfolio used in classroom sessions were made available. Finally, the use of the Facebook platform as an additional tool provided a common environment for submitting, sharing, discussing, and comparing one's own progress with the course peers. By manipulating these tools to uncover the subject matters, the teacher was concerned with developing the students' understanding of translation theories, eliciting on how to apply those knowledge into simulated/real-life practice and enhance learners' competence. In order to avoid difficulties that learners might face and meet their expectations, a gradual transition to the new teaching approach with detailed guidelines and explanations was provided, together with the sharing responsibilities in an entertaining manner.

In short, it could be said that the suggested flipped classroom approach worked well with Vietnamese students, particularly due to their socio-constructivist, active learning nature together with elements of Bloom's taxonomy and ZPD. Moreover, the students also valued learning together under the well-designed alignment of learning outcomes, appropriate assessment types and learning activities. More specifically, they

were capable of shifting to the new teaching mode to achieve expected educational goals when they were given the special considerations of Activity theory, contextual relevance, and cultural appropriateness. Although challenges still emerged because the habits required of students to adapt to the new teaching approach took time to develop. Consequently, this led to better learning outcomes.

5.3. The flipped classroom approach enhanced learners' competence to achieve the expected learning outcomes

Results from the assessment analysis and interviews showed a consistent improvement in learners' performance and competence over the course duration through various assessment task types that were aligned with the course learning outcomes and teaching contents. Specifically, there was a gradual decline in error making and higher frequency use of professional strategies among participants. This result has not been explored in any empirical study about flipped learning, and so it is a novel contribution of the thesis. Hence, this finding attests to the beneficial impacts of this contextually-relevant and culturally-appropriate flipped classroom approach in translation studies, providing practical contribution to literature in translation training such as the study of Ling (2017), Mei (2017) and Shu (2016).

This success could be attributed to the clearly structured instructional design based on the learner-centred theoretical framework and Activity theory. In this classroom, both face-to-face collaborative practice and virtual

individualised learning were exploited to foster learners' conceptual understanding and procedural fluency in translation studies. Specifically, they were encouraged to take more initiative in their active roles such as watching videos prior to in-class sessions, doing preparatory tasks in their assigned groups, and taking advantage of the Group forum for real-life assignments. These out-of-class elements, therefore, laid the foundation for higher-order cognitive development of in-class activities, with the goal of optimising learning. The instructor undertook various educational roles as he provided relevant examples and applicable situations, clarified confusions, modelled translation strategies, fostered interactions, provided constructive feedback, and ensured constant adaptation of the flipped approach to suit the learning context. Students, on the other hand, became main knowledge constructors as they proactively interacted with the teacher and fellow students. They were also able to raise their voices regarding the rules and the course procedure to convey powerful meaning. In this manner, they improved their translation competence by consciously following the instructed strategies with the assistance from the teacher and support from peers. As a result, with technology as a mediational tool, the flipped classroom approach was able to bring about a significant improvement in learners' translation performance and career-orientated competence (Lo, 2020; Zainuddin & Perera, 2019).

It is worth noting that lesson preparations such as reading the contents or doing preparatory tasks before an actual lesson is not a new

idea in education. Therefore, the key point in flipped learning is how to structure the face-to-face and online portions coherently so that they support each another to help learners achieve expected learning outcomes. From the socio-constructivist perspectives, various scaffolding patterns were exploited during the intervention, including conceptual, metacognitive, procedural, strategic and interpersonal scaffoldings (Calvo, 2015). First, conceptual scaffolding was useful in building the important translation concepts and theories in a more realistic and eye-catching manner. Second, metacognitive scaffolding could stimulate the students to self-conceptualise for the proper problem solutions via homework and preparatory exercises. Third, procedural scaffolding enabled learners to get used to the online learning resources and technological tools to deal with real-life or simulated practice. In addition, strategic scaffolding provided a coherent connection between different video lectures and classroom activities so that learners could internalise the translation strategies better to deal with their assignments effectively. Finally, interpersonal scaffolding stimulated the students to perform each tasks through collaborative practice. There was an obvious interaction between students and teachers, as well as among students in various educational aspects. In short, responsibilities related to learning objectives and assessments were shared, and translation competence was enhanced through social interactions. These elements also provided instructors with opportunities to give effective support as

scaffold practices. Thus, the structure of this flipped classroom approach met the doctrines of the socio-constructivist theories.

In terms of Active learning, this approach consisted of various elements such as real-life assignments, updated learning contents, constructive feedback from peers, information exchanges, diversified assessments, and students and teachers' switching roles. Besides, the active learning strategies, such as problem-solving, collaborative group work, self-evaluation, and peer assessments were also exploited to boost learners' autonomy. Therefore, this flipped classroom could bring about greater teacher-student rapport and increased student-student interactions. In-class time was used not only for expanding difficult concepts but also for making them participate in critical thinking and translation activities. In this sense, it could be said that conceptual understanding and procedural fluency were realised at the end of the period via intensive and engaging activities at higher-order cognitive skills level. In short, elements of active learning were emphasised in this course design.

5.4. The flipped classroom approach fostered learners' translation habits to use professional strategies more often

It could be concluded that the learners gained certain proficiency in professional translating strategies. Specifically, they knew well the necessary steps to do assignments, they became aware of the appropriate strategies to solve translation problems, they could clarify the rationale

behind each decision, and they had higher frequency to use these professional strategies in their translations activities both consciously and unconsciously. As a result, their tendency to use the amateur word-for-word translation was minimised and the number of errors were reduced over the course in various assessments. This, therefore, implied that their translation habits improved in a positive manner during the course.

Figure 5-1 summarises the professional translation strategies generally employed by the students after the intervention.
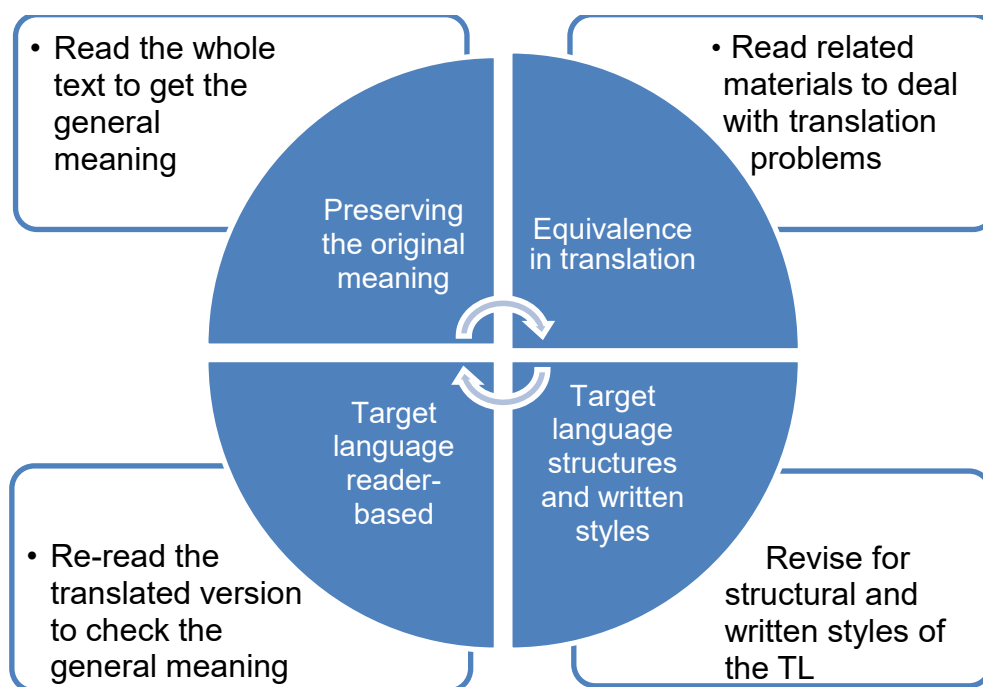
Figure 5-1: Translation strategies employed by students

In short, before conducting translation activities, most participants spent time reading whole source texts to get the general meaning of the original message; then they segmented the text into meaningful chunks of units and translated these units within the scope of the general meaning of the text. In other words, they tried to find equivalence for the words, phrases,

clauses, or sentences by using the appropriate techniques they had learnt. With much exposure to in-class practice, the students were aware that a direct rendition was inappropriate for a good translation. They developed the habits of using the dictionaries (both online and paper versions) to check for any words that seemed new to them. Then they searched for the best equivalence among the synonyms in terms of connotative meaning, politeness, implications, and cultural contexts. Some interviewees stated that in many cases they still looked at the synonyms in a dictionary to confirm the meaning they had already known as well as to find the proper collocations. As a result, this habit could facilitate their proficiency in word usage as well as achieve better translations.

In case they got stuck with some lexical items or structural sentences, they re-read the whole text to catch the meaning or to link that sentence to the whole original text to understand it. If this did not work, they searched for other materials relating to the topic of translation so that they could better understand and make sense of the source version. It was obvious that the participants used the strategies that had been taught during the course on source-text comprehension and target-text production. Some frequently used strategies at the lexical level included synonyms, paraphrasing, clarification, cultural equivalence or word omission, while the strategies most frequently used at the syntactic level were immediate correction before translation, grammatical check, and congruity assessment to see if the translation made sense. Therefore, it could be concluded that the subjects

were accustomed to dwelling on the words, phrases, and the whole sentences through the repetition of collaborative practice, re-reading them, and giving tentative meanings in the SL and TL, as well as reflecting the translation problems in the full context, using the appropriate professional translation strategies. This result provides evidence that the subjects were entangled in text processing that is both bottom up and top down. Although they still preferred to extract smaller units of the ST segments in order to render the translated versions, they were aware of the need to check the TL sentences with regard to their stylistic form and text type adequacy.

In terms of validating the translated version, after completing the translation, the students re-read the whole translated version to see if the meanings of each sentence corresponded to that of the whole text. They also needed to test if the translated version was equivalent to the original text. In some cases, they made certain modifications and changed some parts to make improvements. Finally, the students went one step further to revise all the translated sentences into the target language written styles and structures to make sure that the translated versions were easily read and understood by the target language readers. Since these students were not native English-speakers, this step was supported by the instructors, the group work collaborations, and the peer reviews.

In short, the study found that after receiving the new instructional approach, the students developed better habits in their translation activities. They could understand, internalise, and apply the professional strategies

both consciously and unconsciously in their assignments. Such higher frequency use of professional strategies was reflected in their test papers, as fewer mistakes were made over the course, better choice of translation decisions were made, and explanations could be given for each case. This somehow confirmed that learners had step by step mastered the necessary strategies required by the subject, and could habitually use them in real-life assignments.

It is noteworthy that word-for-word translation was not favoured by the students in the study. These changes in students' translation habits could be attributed to the well-designed teaching procedure. Since theories and low-level skills practice had been done outside the classroom, more high-level and real-life translation activities could be exploited inside the physical class. These activities were conducted on the belief that the more the students do translation, the better and more skillful they become in this field. During the training, students were constantly encouraged to understand the contents of the source language; then translate them into English so that the native speakers when reading it could obtain a feeling of reading a text that was written by native writers. The students were often advised to search for other materials that were related to the field of translated topics in order to obtain a better understanding of the subjects in their context. The purpose of this activity was to promote extensive reading, which to broadened knowledge to support translation. Also, collaborative translation activities were reported as a powerful means to help students

learn from one another, and improve knowledge and translation skills in order to enhance the quality of the translated versions.

5.5. The flipped classroom approach facilitated learners' positive attitudes

Data showed that most students expressed positive attitudes and improved confidence in their translation competence, implying that this approach was well-received and preferred among participants. They were aware of the benefits of in-class and out-of-class activities and asserted that these elements significantly fostered their interest as well as self-confidence in this subject. Five reasons could be attributed to this encouraging result.

First, all activities were designed coherently, systematically, and purposefully based on the flipped procedure, and aimed at meeting learners' needs as well as aligning with the learning outcomes. For example, revision and exploratory activities required learners to prepare in advance for low-order skills development and collaborative learning in context. Teaching contents in these two steps were related to the videos and preparatory assignments; hence, the students had to watch the videos and complete the preparatory tasks in order not to fall behind. As a result, they could make sense of the connection between the sections, and understand the teacher's endeavours, as well as find the classroom procedure meaningful. Another example was the process of eliciting learners' ideas and linguistic competence to improve their translation skills. Initially, learners had to acquire fundamental translation knowledge, and they required linguistic

elements outside the classroom (e.g., terminology and syntactic structures related to the thematic topics and text types). Then, these preparations were checked to see whether they understood them correctly. Afterwards, they applied the acquired knowledge into doing exercises in the textbook in order to have a deeper understanding of how to use them in their contexts. Later, they worked together for a translated assignment based on what they had learnt. Next, they produced translated versions on their own from what they had obtained from previous steps under the teacher's guidance. Finally, they used the knowledge gained from the videos, exploratory activities and group work sharing to evaluate their peers' papers critically. All these activities were interconnected so that learners at the end of the course could adopt the translation strategies appropriately and develop better learning habits. As a result, this approach increased students' involvement and developed their translation competence both inside and outside of the classroom.

Second, the use of technology in this flipped approach was purposeful because the instructor had combined a balance of professional and self-made tools based on educational strategies to bring about perceived changes in learning habits. For example, videos made by well-trained foreign lecturers were necessary for students to embrace the necessary skills and overall rules of the translation theories. In contrast, the teacher-made lectures were tailored to yield fruitful benefits to the learners' personalised understanding by linking abstract theories to real-life examples, thus arousing their interests. If students could see real values in

the differences between teacher-made videos and other professional videos available online, they would be drawn to watch these videos for their local relevance and attractions, and the benefits of these videos could be maximised. Additionally, the use of gamified online platforms also boosted learners' excitement as well as maintained their interest over the duration of the course. As the out-of-class activities were organised in the form of gamified versions, in which the students who finished the tasks earlier could get more points and gain some random bonus from the platform, this could ensure fair contributions among class members as well as avoid dishonesty caused by the less motivated students.

Third, out-of-class activities provided practical opportunities for students to assimilate the rules that govern their translation responses in terms of contents, organisation, lexical and syntactic issues before the face-to-face sessions. While many scholars have maintained that the biggest challenge of flipped learning lies in the learners' autonomy for pre-class preparations (Gitau & Ayot, 2016; Roehling et al., 2017; Zhao & Ho, 2014), these activities were ensured because they were frequently checked, and accounted for 20% of the total grades. Furthermore, the Group forum enabled learners to raise their questions for further explanations and the instructor could monitor the students' contributions during their information exchange. In fact, this approach had certain control over out-of-class activities to motivate learners to complete their required assignments. This approach is, therefore, suitable to performance-based educational systems

where good learning outcomes measured through formal assessments are highly appreciated. Consequently, learners entered the class with better-prepared attitudes and higher confidence levels.

In addition, the face-to-face sessions created a learner-centred and social-constructivist environment, with a wide range of resources necessary for students to engage critically in the tasks. As the lessons had been delivered before the class time, learners had more time to practice and apply with contextualised exercises. Furthermore, organising in-class activities in a structured manner could enable students to develop their skills proficiency attentively and purposefully, even enhancing their understanding about social issues. Finally, the teacher's facilitative role was presented in different aspects, from the video making process to providing assistance in Group forum, acting as the mediator in in-class activities and being the feedback provider for refined products. This can meet the demands of those students who value the knowledgeable and credible authority of instructors, and those who prefer to learn by doing and discovering. Therefore, their competence and higher-order cognitive skills were promoted, thanks to the learner-centred approach, social-constructivist instructions, and transparent teaching practices.

Finally, the use of Activity theory contributed to the success of this study in a number of ways. On the one hand, since there was an awareness that the new teaching approach might be influenced by various factors, certain considerations were taken with regards to the instruments, rules,

community, and division of labour. Besides video lectures, ample technological tools were used to capture learners' engagement such as Kahoot, Duolinguo, Flipgrid, Quizizz, and Wallame. In addition, the clear class rules, frequent support for interactions inside and outside the classroom, and constant reminder of shared workload also were ensured. On the other hand, the online platform, Classcraft, was used to maximise the benefits of the flipped approach from the perspective of Activity theory. This platform allowed learners to sharpen their skills via a wide range of tailor-made gamified exercises; thus, it could maintain their positive attitudes over the duration of the course. This platform also had a system to track learners' homework completion, social contributions, as well as learning improvements; therefore, the teacher could encourage positive behaviours promptly while students were building their knowledge and developing collaboration skills. As a result, the flipped translation classroom was designed with careful consideration of different relevant factors (instruments, rules, community, and division of labour) from the Activity theory viewpoint, and its benefits were maximised in this contextual Vietnamese setting.

In conclusion, the study offers practical solutions for the improvement of translation training with the aid of technology and learner-centred methodology. The findings highlighted the beneficial impacts of the suggested flipped classroom approach to help learners obtain a deeper understanding and improve translation competence. They first got exposure to new translation knowledge via online videos; then, developed lower-order

cognitive skills through preparatory tasks, and experienced out-of-class interactions for information exchanges in the Group forum. Later, they participated in various in-class activities to analyse linguistic elements in context, enhance higher-order cognitive skills through individual performance, and assess their peers' translated versions critically. Hence, this approach fostered learners' professional habits and enhanced their performance in various assessment activities.

This thesis also proves that flipping means more than shifting lectures outside the classroom via online videos; and further, that the use of this technological tool alone could not guarantee an improvement in educational outcomes. Instead, the key element for its success is how to adopt different learner-centred methods and strategies that incorporate a logical structure into the teaching process so that in the end, learners can remember the knowledge learned, apply that knowledge into real-life practice and promote adaptive reasoning. Therefore, teachers who would like to use flipped learning should think purposefully about their instructional designs, learning objectives, institutional conditions, as well as educational frameworks that are appropriate for each subject matter. This enables them to harness technology to its fullest, as well as make the best use of physical class time.

Learners' responses in the interviews also provided some recommendations for a better implementation of flipped learning. First, the videos should not only transmit professional knowledge but also include the teacher's personal experiences that are relevant to the learners' needs and

circumstances. Second, subtitles should always be provided to cater to low achievers if using online content that have been created by native English speakers. Moreover, quizzes and exercises should be embedded within the videos to motivate learners to complete their tasks. Finally, grouping formation should be frequently re-organised to allow learners can to work with different characteristics and learning styles. In short, if instructors could adopt culturally appropriate and contextually relevant elements in their lessons, then flipped learning could work effectively to promote and achieve better academic performance.

5.6. The flipped classroom approach mitigated challenges faced by learners

Activity theorists argue that challenges are inevitable in situations where individuals engage in unfamiliar situations and learning contexts (Engeström, 2010). Therefore, the use of Activity theory helped us understand the various impacts of this flipped approach in a thorough manner. The tools in this study included virtual tools (video lectures, Group forum and learning platform), conceptual tools (translation theories and strategies), material tools (journalistic articles, real-life assignments, PowerPoint slides) and linguistic tools (in Vietnamese and English languages). In terms of the rules, the guidelines on procedure acted as a mediator, allowing students to participate in the online environments and in-class sessions. The community included the synchronous learning activities, teacher's assistance, classroom environment, and communication spaces

available for mutual interactions. Finally, the division of labour referred to the roles of each of the members (learners and instructor) that were necessary to provide practical support and give feedback to each other to help learners complete their tasks. Therefore, data showed how the participants saw their roles changed during the learning process, thanks to the technology-driven initiatives, as well as how the shift enhanced or hindered their performance.

Although this flipped classroom approach has been adapted from the design of Zhai et al. (2017), with some modifications made to suit the Vietnamese contemporary context, five challenges still emerged within and between activity systems in this research. However, it could be said that the five challenges were not a significant figure. Typically, these challenges arise when one introduces new instructional approaches into the classroom, and also where new mediating artifacts, rules, and division of labour are used within the community of teachers and students. Figure 5-2 below summarises the significant challenges that funneled out of the interview sources.

Tools

- Quality of the local server
- Personal dislike of technology

Subjects

Object ⟶ Outcome

Rules

Initial mixed feelings about the heavy workload and course procedure

Community

Ineffective support or cooperation from peers

Division of Labour

Unequal workload and unproductive group work
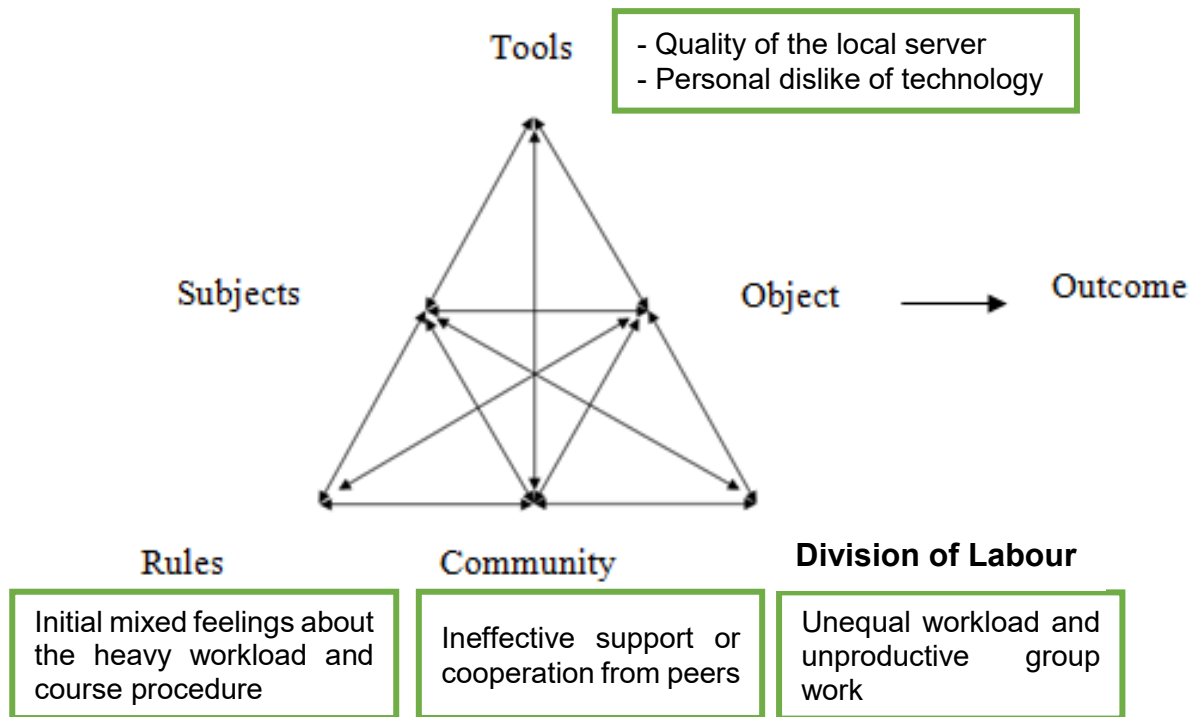
Figure 5-2: Challenges faced by learners during the course

In terms of the challenges caused by the instruments, the introduction of the learning platform created constraints because it was provided within the school-based Internet connection. The instability of this source posed much difficulty to those students who lived in the school dormitory. Second, there was a possibility that some students expressed their negative preferences about technological use during the training process. For those students with limited experience of technology, the choice of e-learning tools could pose a challenge or cause the feeling of dislike. As a result, learners would become resistant to change, and their active participation could be affected in the early stages of the intervention. Therefore, careful consideration was needed to determine how the mediating artefacts were to be used in order to provide a satisfactory mechanism that encouraged learners to take ownership of the subject.

Second, the tension emerging from the rules in this flipped approach was the initial mixed feelings in anticipation of an increase in their workload and the change in classroom procedure. Some students felt stressful about watching the course videos and completing the tasks before a physical class, which were not enacted in other classes and they had never experienced before. However, this should not be perceived as a huge challenge since anxiety to a certain extent is beneficial for learning. In other words, when the flipped classroom approach is not applied, preparing the lessons might also trigger anxiety in any non-flipped environment. Moreover, differences in classroom procedure are inevitable when learners could enjoy various teaching and learning styles, and this could also be seen as a preparation for them to enter the employment market with huge changes in working procedure and complex regulations.

Third, learners expressed certain tensions relating to cooperation among their community. Some participants expressed their preference for the traditional approach, and stated that they felt unready to do the group work, both inside and outside the classroom. This result was in line with the findings of Dang (2010), who stated that some Vietnamese learners were still familiar with their passive role in the learning process, so it was not easy for them to adapt to a new learning system within a short period of time. Moreover, data revealed that there was a lack of cooperative attitudes and interdependency within some groups during the translation practice. Differences in linguistic proficiency as well as learning styles created a

hindrance to deep collaborative learning as some learners liked to work on their own. As a result, certain group-work activities, which were installed to encourage discussions and welcome multiple perspectives, were not successful as expected. Therefore, a harmonious combination of effective support from the educator while providing autonomous collaborative learning in the flipped learning is still an ongoing, uphill battle.

Finally, tensions were created when the division of labour conflicted with the individual's learning goals and expectations. Learners with negative experiences with group work expressed an overdependence on their team members, which resulted in unequal workload distribution, unproductive group performance and additional stress. Some participants were also plagued by irregular attendance, ill-equipped preparation and an indifferent attitude that resisted the need to work collaboratively with the other team members. Three learners even desired to work independently, expressing a preference of an individualised division of labour driven by their own priorities. In fact, the challenge confronting the division of labour in this study was to comprehend a mode of working that seemed to be simultaneously difficult yet beneficial for the students involved. This inability to engage collectively could also be caused by differing levels of commitment to the modules, external pressures, and a lack of learners' experience in the equitable division of labour for the optimal functioning as a group.

In conclusion, Activity theory is a potentially powerful tool to conceptualise the flipped classroom approach as an activity system. It also

helped us to better understand the likely impact of this instruction in a thorough manner. On the one hand, a number of participants thought highly of the new learning approach and took a more proactive role in their learning process. On the other hand, this was seen to be less likely the case for those who were reluctant to venture into innovation and autonomy for their learning. However, it could be said that these challenges did not pose serious problems in the teaching and learning processes. Rather, the new working procedure and learning rules/requirements could be interpreted as being more troublesome in the initial period of the study. In addition, although this flipped classroom approach had been frequently modified and adapted during the intervention to support various learning types, it seemed that only the devoted students got the most benefits out of it.

5.7. Conclusion

This chapter has analysed the findings with reference to the research questions of the study. There are five main sections in this chapter:

- the suitability of this flipped classroom approach in the Vietnamese context with a well-aligned classroom procedure;

- the benefits of the flipped classroom towards learners' improved competence based on the expected learning outcomes;

- learners' changes in translation habits as measured through their frequent use of translation strategies to deal with assignments;

- learners' perceptions towards the new teaching approach; and

- the challenges they faced from the perspective of Activity theory.

This study adopted the flipped principles proposed by Zhai et al. (2017) to provides a more detailed picture of flipped learning. Specifically, the approach first stresses on the importance of the increased interactions between teachers and learners within the face-to-face and out-of-class sessions (progressive learning networking activities). Second, it requires instructors to reflect on their methodology frequently, and track the benefits of their students' self-learning sessions to ensure engaging and effective learning experiences. Last, it stresses that technology platforms (both the school online platform and Facebook Group Discussion platform) should be diversified and exploited to promote social learning processes in the online context.

In this study, the teacher has adopted the following behaviours to achieve better learning outcomes, including:

- the appropriate use of humour (in the videos, Group forum, and in-class sessions);

- praising students on their performance;

- engaging students outside of the classroom;

- encouraging students to talk and interact together;

- facilitating learners' viewpoints and contributions; and

- following up on topics raised by students even if they were not directly related to the class materials.

These strategies could provide an engaging and effective learning experience for an effective flipped classroom.

The study found that most participants appreciated the opportunity to practice, both inside and outside the classroom, and were aware that other group members shared their goals of achieving good grades. They were positive towards information exchanges, and they found that translation assignments became less challenging when they worked in groups. The course procedure also helped the students to understand the lessons better, and allowed them to correct their friends' mistakes more efficiently. This, in turn, enhanced learners' competitive attitudes and generated greater motivation to achieve good grades in their final exam. The study also showed that learners understood and applied the correct strategies at different translation units and text genres more frequently. Data from Class A clearly indicated that the participants were able to adopt appropriate translation strategies in their work both consciously and unconsciously. This is also borne out from the results of the interviews, which showed that the respondents understood what was being taught in class quite well.

To some extent, although most participants acknowledged the benefits of group work, a few students did not think that this aspect promoted cooperation among the members. The students had negative responses to group work when they did not share the same learning objectives, and also when some of their friends did not contribute effectively. However, the students who were aware of the positive aspects of group work still outnumbered the few who did not. The next chapter sums up this treatise with a conclusion, the limitations and recommendations of this research.

CHAPTER 6: CONCLUSION

6.1. Introduction

In the previous chapter, the suggested flipped classroom approach was evaluated by considering the empirical findings of the research study. Therefore, the discussion in this section provides a synopsis of the whole research. It begins with a summary of the main parts of the thesis. Then, theoretical contributions are presented by explaining the key findings and highlighting the importance of the different factors, which facilitated the success of the flipped classroom approach for the teaching and learning process. Following that, practical implications for a more effective implementation of flipped learning are provided. Limitations of this thesis are discussed in the fourth part of this chapter. Finally, further research implications based on these limitations are offered.

6.2. Research overview

Chapter 1 described an introductory overview. The study began with a concern for three research issues. A review of background of the study showed that there is a lack of a robust framework to implement the flipped classroom in language learning and social sciences. Second, an investigation from the problem statements revealed that translator training, especially in Vietnam, is still struggling with the use of traditional teacher-centered methods. In addition, the needs analysis from the local public university showed that more physical class time for practice and interactions is needed to foster professional translation habits as well as the need for

learners to participate a lot more in their own education. Thus, the study was conducted to make the learning environment more interactive, and the translation practice more efficaciously. In short, this study was developed against the backdrop of the changing needs of translation training in a Vietnamese context and the lack of a well-defined instructional design for flipped learning.

Then, the research objectives, research questions, and the rationale were analysed. The purpose of this study was:

(1) to provide a detailed instructional design that is contextually relevant and culturally appropriate in Vietnam;

(2) to investigate the benefits of this flipped classroom approach in relation to learners' translation competence and learning outcomes;

(3) to explore pedagogical practices to enhance learners' translation habits with the aid of flipped learning;

(4) to discover learners' perceptions towards the benefits of this new approach on their translation improvement; and

(5) to determine what actual challenges were faced by Vietnamese learners and how those tensions were mitigated thanks to the implementation of Activity theory

Based on these objectives, this study incorporated technology-assisted developments (both inside and outside the classroom) with long-

standing ideas of learner-centred instructions (e.g., socio-constructivism and active learning), bringing significant changes to an instructor's teaching practice. Then, six research questions were posed to shed light on whether the suggested flipped approach could improve the quality of teacher's instructions and students' translation competence.

In terms of the significance of the study, it is worth noting that the ongoing development and availability of educational technologies has provided additional alternatives for instructors in order to improve their teaching practices. For example, those teachers with an interest in learner-centred methodology can make use of lecture-capture systems to post the lectures online; thus, allowing for deeper collaborative activities during class time. This flipped classroom approach, therefore, could provide greater opportunities for peer interactions, individualised learning, and student involvement during the training process.

Chapter 2 presented a critical analysis of the relevant literature on translation training and flipped learning, as well as displayed gaps in the existing studies. The first part of this chapter defined concepts related to translation practice, including translation definitions, translation training in the 21st century, translation competence, professional translation habits, translation strategies, translation quality assessment, and significant trends in this discipline. Moreover, a close description of translation training in Vietnam and the particular context of BUH were also examined. Then, a review on flipped learning was conducted, including its definitions, historical

background, principles, variances, main components of the flipped approach, theoretical framework, and the significant research results. It was revealed that the existing studies focused mainly on natural sciences, and there was a lack of empirical investigation that evaluated the experience of flipping translation lessons, with a detailed work procedure in a systematic way. Moreover, few attempts had been made to evaluate the quality of the group-learning experience inside and outside the flipped classroom. However, there has been no studies that have been conducted to investigate flipped learning from the perspective of Activity theory. Therefore, an identification of the challenges posed by the implementation of flipped classroom can facilitate our understanding of how learners are affected by these challenges, and then addressing any necessary actions required, in order to deal with those challenges and bring about improvements in the educational practice.

Chapter 3 explained the methodological approach behind this thesis. The philosophical perspectives and research design were discussed in the first sub-section. This thesis followed an interpretivist paradigm, relativist ontology, interpretative epistemology, and value-laden axiology. To address the research questions, a case study research design was adopted with 79 participants allocated into two flipped classes. This design could bridge some literature gaps as to what really happened inside and outside the classroom, how the flipped procedure helped students achieve the required learning outcomes, and how the activities could be well aligned with the

expected learning outcomes and the local assessment to promote conceptual understanding and procedural fluency. As a result, these benefits of this case study design were collected via three research instruments.

First, content analysis was adopted to illustrate how one specific flipped scenario took place. Learning activities were evaluated and mapped against learning outcomes, assessment requirements, theoretical framework and institutional descriptors, using constructive alignment to shed light on how these activities were interrelated, and had facilitated the learning process. Then, a test comparison was analysed based on error analysis to clarify in more detail how well these activities contributed to enhancing learners' competence and professional habits. Last, twelve college students took part in semi-structured interviews. These participants were selected based on their voluntary agreement to join in the study, demographic information, and their final grades. Individual interviews were scheduled, recorded, and transcribed for each participant. Several iterations of transcript analysis took place, beginning with a careful review of the recording for corrections and ending with the final coding of the transcripts. Data was analysed by error analysis for test comparison, and thematic analysis with the help of NVivo for interviews. They were also triangulated to provide a deeper understanding about the beneficial impacts of this flipped approach in translation studies.

Regarding the procedure of the intervention, learners had to watch videos developed specifically for the course contents in order to prepare for the classroom activities. According to the responses collated, the respondents' judgements and the videos lectures aided and abetted the learning process in that they amplified interest, enriched internalisation, and enhanced the understanding of the theories. This was then fostered by the learners' completion of preparatory tasks and portfolio, together with online guidance by the instructor and supporting feedback from peers in the Group forum. During the in-class sessions, the revision and exploratory activities enabled learners to apply past experiences to new problems, and stimulated the development of mental models to bridge past experiences with new problems. The exploratory activities also provided multiple representations through media technology to help the learners focus on relevant aspects of the demonstration. The joint negotiation allowed learners to work in groups or pairs to demonstrate their understanding via specific translation assignments. During this step, learners could enjoy a variety of practice experiences with the gradual withdrawal of support from the instructor. Then the individual practice was an opportunity for the learners to synthesise their understanding and knowledge, create new insights, and put into practice what they had internalised in the previous education steps. Finally, the peer review could be seen as an assessment to review learners' critical thinking skills. In order to reach the outcome of the activity system, the course objectives were chosen to be a series of tasks leading to the simulated

translation practice. The tasks were carried out in a realistic manner, and thus, required collaboration among the team members. To sum up, most learners realised that the learning process was enriched and intensified when it was expanded beyond the classroom, and all activities were interrelated, constructive, intentional, and synergetic.

The research findings of this thesis were analysed in chapters 4 according to the research instruments used. Then, the key themes from these findings were discussed in chapter 5 to validate the beneficial impacts of the flipped classroom approach in translation training. By linking these findings with relevant literature, this thesis showed how flipped learning influenced learners' competence and translation habits. The results also indicated the relationships between the new teaching approach and learners' improved attitudes. In addition, the study found that when an implementation of this approach was conducted systematically from the perspective of Activity theory and constructive alignment, and also when certain learner-centred theories (e.g., socio-constructivism, active learning, individualised learning) were taken into consideration with contextual relevance and cultural appropriateness, there were fruitful benefits to be gained. Learners not only encountered and confronted fewer challenges during the implementation, but they also could develop their own learning styles, initiate independent learning as well as facilitate cooperation, both inside and outside the classroom.

The next two sub-sections highlighted the theoretical contributions and practical implications of this thesis.

6.3.   Theoretical contributions of the study

The thesis provides useful insights to the growing numbers of the scholars and educators who desire to understand the benefits of the flipped classroom approach in translation training, especially its implementation in a specific context like Vietnam. First, the major theoretical contribution of this thesis is the implementation of a novel flipped learning approach as proposed in Figure 1-1. This approach was validated based on the theoretical framework derived from literature (Figure 2-1) and adapted from the studies of Estes et al. (2014) and Zhai et al. (2017) (Figure 3-1). More importantly, this approach took it a step further and refined its learning contents so that it could be constantly adjusted in line with the Activity theory and constructive alignment; thus, minimising the challenges learners might face during the intervention (Figure 2-8). Such elements of content delivery, learner-centric experience, contextual relevance, and cultural appropriateness were respected, both in the video making process, and the activity design. This promoted active learning and ensured individualised learning. As explored in chapter 2, there was a lack of an instructional framework to integrate critical-thinking activities into the teaching process. Further, few attempts have been made to describe what techniques could be used to facilitate a collaborative environment inside the classroom. Therefore, this coherent and integrative approach is by far the most

important aspect to attract the growing interest among academics to explore more detailed implementation of flipped learning for improving the teaching and learning process (Chang & Hwang, 2018; Kim, 2017; O'Flaherty & Phillips, 2015).

Extant studies have fallen short in terms of providing instructional designs that showed how beneficial impacts of the flipped classroom could be obtained in a systematic way. The dearth of academic literature on the subject and the increasing popularity of this approach encouraged this thesis to examine a conceptual framework as a viable and practical solution. By validating this approach, the thesis showed that flipped learning could enable educators to systematically innovate the classroom activities and bring better learning outcomes. The benefits of this suggested flipped classroom approach, as investigated in the present study, are threefold:

- improved performance as measured through fewer errors made in various formative and summative assessments;

- enhanced translation habits as measured through the learners' mastery of professional translation strategies both consciously and unconsciously; and

- learners' positive attitudes toward the new teaching approach as well as their translation improvement.

In other words, the thesis has provided useful insights into the students' perceptions towards the flipped classroom approach and its efficacy. The results not only revealed a consistent improvement in the

students' performance but also indicated a positive impact on students' translation habits, interests, and confidence. These findings are consistent with other studies in methodology (Awidi & Paynter, 2019; Bouwmeester et al., 2019; Ekmekci, 2017).

This study also has demonstrated that the success of flipped classroom depends on the effective integration of elements of technology alongside the well-structured in-class activities. The results imply that instructions should take place both inside and outside the classroom through a variety of mediums. A mere implementation of online videos without taking into account the structured format of in-class activities, might not bring fruitful benefits to the teaching and learning processes. Instead, in-class activities should be built upon a rigid well-informed pedagogical framework that is suitable and appropriate for each subject (Njie-Carr et al., 2017). When activities are well-planned and implemented based on rigid theoretical and conceptual frameworks, both learning environments of the flipped learning could provide rich opportunities for students with differing learning styles.

Second, investigating the flipped classroom approach in translation training also improved understanding about the essence of its process. One limitation of studies on flipped learning is the insufficient empirical validation across translation contexts. In other words, this approach has yet to be measured in any coherent way in the translation field. In fact, each learning process of the flipped classroom requires different educational strategies (Ha et al., 2019; Hwang et al., 2019; Song & Kapur, 2017). Hence, this thesis

provides evidential support for the beneficial influence of each elements of the flipped classroom on translation training. It proves that expected learning outcomes could be achieved by accomplishing required tasks both inside and outside the classroom. This increases the existing body of knowledge on the flipped classroom approach by highlighting the connections between the learning activities across translation assignments, and the importance of research-informed teaching procedure. In other words, a well-structured design of the flipped classroom is completely suited to a social-sciences subject like translation.

Third, the thesis proves that the flipped classroom approach works effectively in a performance-based educational setting like Vietnam. Very few studies considered the influence of the flipped classroom on learning in Vietnam (Thai et al., 2017). Most of these studies investigated the flipped learning in the natural-sciences subjects or at the high-school level. The other drawback is that there have been no studies that examine the influence of the flipped classroom on learners' habits or skills mastery. Such investigation is extremely important because learning actually occurs as learners sharpen their necessary skills and change their learning habits in a positive manner (Chen et al., 2014). Therefore, this thesis explicitly provides new and valuable theoretical and empirical support for the flipped learning theory by showing how this approach could bring benefits to the teaching and learning processes in Vietnam. It not only could leverage learners' interests and engagement during the intervention but also could enhance

their skills mastery significantly. Using this approach, Vietnamese instructors could be confident to implement the flipped classroom into their own contexts. Moreover, curriculum designers and stakeholders could also adopt this approach to meet the expanding needs of institutional digitalisation in the new era of Industry 4.0, and enhance their competitive advantages.

Fourth, the thesis contributes to the flipped classroom theory by adopting a case-study design to investigate the educational values of flipped learning at a deeper level. Thus far, no published study has used a similar design to investigate the benefits of flipped learning and the challenges faced by learners in a systematic way, with the aid of well-developed analytical tools. Instead, current studies typically dismiss the challenges as negative results in the findings section. In addition, no published study has used similar procedures in describing what actually happen inside and outside of the classroom and how they were structured coherently based on the alignment with the learning outcomes, assessment and institutional descriptors. This thesis, therefore, explored new perspectives on the subject. By looking at the complex dynamics of this setting and from different angles of the Activity theory, the researcher now has a clearer understanding of all the relationships of various elements within an activity system. The success of this teaching approach not only depends on a change in instruments (technology-assisted environment and video lectures) but also relies on how well other elements (e.g., rules, community, and division of labour) are taken into account. Educators who desire to maximise the

beneficial impacts of the flipped learning should (1) set clear rules from the beginning, (2) frequently remind learners of the course objectives and procedure, (3) foster interactions between teachers and students inside and outside the classroom, and (4) maintain an equitable division of labour.

Finally, the implementation of the flipped classroom approach poses a challenge to learners who were unaccustomed to autonomous and collaborative learning. These challenges includes the instability of the technology-assisted instruments (including the school-based Internet system), personal dislike of technology, unfamiliarity with the required out-of-class workloads or the new classroom procedure, differences in proficiency and learning styles, and the inequitable division of labour. Thanks to the Activity Theory, it could be understood the forces behind these challenges, and ways to provide learners with more individualised support and take their distinctive learning styles into consideration could be actually provided to minimise these challenges. Moreover, further examination for a pedagogically sound implementation of the flipped classroom approach could also be suggested.

In conclusion, the research addressed the problematic issues in translation training and flipped learning (see 1.2. and 1.3.). It could minimise the limited time allocation by moving lectures outside the classroom, encouraging out-of-class interactions and self-learning, providing more in-class time for real-life practice and higher-order cognitive development. This, in other words, could make the better use of teachers' and learners' time and

meet diverse learners' needs. In addition, the study also contributed to flipped learning literature by providing educators with a better understanding of the importance of functional, usable, communicative, and aesthetically appropriate use of instructional technologies such as the suggested flipped classroom approach.

6.4. Practical implications of the study

6.4.1. Implications for video making

This thesis contributes to current practice by providing several suggestions for a better application of video making in this suggested flipped classroom approach. First, the video lectures should not only contain professional knowledge but also add the teacher's personal experiences wherever relevant to the learners' needs and conditions. This suggestion is supported by the studies of Obradovich (2015) and Zhang (2016). Next, if online lectures created by native English speakers are used in an EFL/ESL setting, consideration should be taken of the learners' level, particularly for low achievers, where subtitles might be provided to ensure their understanding. Moreover, quizzes and preparatory exercises also should be embedded within the videos to motivate the learners. Finally, classroom activities should be frequently re-grouped so that learners can experience different learning styles and characteristics. In short, if instructors adopt contextually relevant and culturally appropriate elements in their lessons, then a flipped classroom and technology-assisted learning could work

effectively and yield better academic performance within the educational setting (Chang & Hwang, 2018).

Implications for the video making could also be made for educators who do not have technological expertise but would like to implement the flipped learning into their classroom. At the outset, simple technology could be used to record videos such as Screencast-O-Matic, Camtasia, and Jing. These tools could be downloaded from the Internet with free-versions and are quite user-friendly. Second, the length of the videos should be between 10-15 minutes so as to arouse the learners' interest and maintain their engagement (Obradovich et al., 2015). If the topics are long and complicated, instructors could break them up into smaller segments, and keep the video short for each segment. Once instructors have identified the core objectives that are necessary for the students to achieve, a virtual collage of images, diagrams, or charts should be exploited to add impact to the presentations. Third, captioning is needed to make the videos accessible for low achievers and students with hearing impairment. For example, the scripting tool in Screencast-o-Matic could be used to create captions and subtitles effectively. Besides, although recorded PowerPoint presentations are most frequently used for this purpose, educators can also experiment with nonlinear presentation tools like Prezi, storytelling software like Powtoon, mind mapping tools, or on-the-street interview to add variety to the learning experience. Educators also can design scenarios with specific, clear, and highly contextual assignments so that learners could enjoy

simulated or real-life practice. They can also incorporate existing media such as YouTube, TedTalk, or Khan Academy videos and embed these media elements directly within the flipped classroom videos. In addition, Microsoft has recently announced a similar initiative called Office Mix, which transforms PowerPoint presentations version 2013 into interactive videos, complete with quizzes and labs. If teachers can gain insight into what their students know before class starts, they can strategically assign them to specific learning hubs during live instructions, reinforcing the focus on differentiation and investigation (Chang & Hwang, 2018). Since these tools require a higher level of technological proficiency, there should be a community sharing to reduce the workload of the video makers. Moreover, educators can also make use of recorded students' assignments to facilitate collaboration, discussion, and active learning. For example, videos of former students who interviewed an academic, surveyed members of their community, or captured a video from an outdoor experience could be shared as experiential learning for discussions. This could alleviate the teacher's burden in lesson preparations and enhance learners' engagement as well as interest.

Besides, educators should take differentiated and individualised learning into serious consideration as these elements are one of the core principles of the flipped classroom (see 2.3.4.). For low achievers and struggling students, multiple explanations for the same materials from different sources should be offered. Captioning or subtitling also should be

provided, where necessary. Contrary to common practice, good students also require an expansion into the lessons; therefore, supplementary links and resources can be provided so that they could explore deeper into the subject matter. No matter what level the students are at, the teachers must bear in mind to summarise the key points of the lecture towards the end of each video to provide an opportunity for students to reflect on the lessons. They can even create a short introduction (or a hook) to attract students' attention to future content. Finally, in case issues on accessibility to technology arises (e.g., the school online platform is out of service), alternative methods for distributing videos should be taken into account, such as using the social network platforms or the class forum. Besides, teachers can use interactive video environments (e.g., eduCanon) which allows them to create real-time questions that students are required to answer. These environments feature a question-by-question breakdown of student performance and exportable score reports. As a result, all of these recommendations could be used as a guideline to maximise the benefits of flipped learning, enhancing learner autonomy as well as engagement both outside and inside the classroom.

6.4.2. Implications based on Activity theory

Another significance of this study lies in the insights gained from the Activity theory orientation as an operationalised and interpretative framework. They have demonstrated that various relevant factors should be considered regarding the implementation of flipped learning to ensure that

educators and students obtain the intended outcomes. The researcher has drawn four implications drawn from the Activity theory orientation. First, flipped learning is not merely the use of out-of-class video lectures and in-class collaborative practices. The use of various cognitive tools and physical tools should be exploited to maximise the effectiveness of learning as well as to adapt them to particular educational conditions. For example, teachers should pay attention to the following elements:

- how educational methodologies are incorporated during the course semester to meet diverse learners' needs and expectations;

- how the course contents are strategically organised to ensure that learners could complete their pre-class preparations and cooperate to enhance their out-of-class internalisation as well as interactions; and

- how the ample use of technology tools are exploited to maintain learners' engagement and involvement.

Second, clear guidance for learners through the use explicit directions of rules and prompts should be given right from the start. This would ensure that learners have a clear understanding about what they are required to do, what the desired outcomes are, and how they could achieve those intended outcomes. This means that learners should not only familiarise themselves with the instructional procedure of out-of-class and in-class activities but also understand the logical structure of these activities. Moreover, certain measures should be taken to help and support learners with their prior preparation tasks such as portfolio assessment, embedded

questions inside the videos, and extra marks for active contributors in the Group forum. If, for example, instructors use certain interactive online platforms such as Classcraft, these rules can be effectively enforced as the platform requires learners to finish video watching and preparatory tasks before advancing to the higher-order cognitive activities. As a result, the full potential and benefits of flipped learning could be maximised.

Third, the community also should be given due attention to foster learners' interactions and knowledge sharing. On the one hand, while in-class collaborative practice is highly appreciated in flipped learning, the out-of-class community is normally restricted to student-video and teacher-student communications. Although the student-student relationship outside the classroom is normally overlooked in flipped approaches, this should be one key factor for empowering learners' autonomy and competences (Ha et al., 2019; Hwang et al., 2019). Compared to the limited physical class time, learners can have more time for language and skill practice and for particular affordances through the group work dissemination. Therefore, instructors in flipped classrooms should create more opportunities for group work via the preparation of assignments and small projects. Some social platforms such as Classcraft, Leaderboards, and Knolskape's AktivLearn can allow such socially engaging learning environments and, thus, generate higher interactivity. Besides, the Group forum could also be geared towards information sharing, deeper discussions, collaborative quizzes and teamwork competitions. Consequently, while learners work towards meeting

their common goals with team members, they can practice their language, skills, and knowledge beyond the physical classroom. These interactive activities help them retain knowledge better and feel more engaged with the readily available materials at their disposal.

Finally, a fair division of labour should be created to establish a successful working relationship between the teachers and the students. On the one hand, the facilitating and coaching role of the teacher is very important and should not be neglected. Some instructors might use tailor-made videos for their online lectures; however, it could be useful if the teachers incorporate contextualised elements into their self-made videos. This not only leverages learners' interest but also helps them find relevance with the online materials. Moreover, teachers should provide thought-provoking activities for discussion threads in the Group forum as well as prompt responses to learners' queries. Teachers could also strengthen their in-class roles by creating interrelated activities through the various forms of practice, assessment, and revision tasks. On the other hand, an equitable division of labour among students is critical to maintaining effective group work assignments. Instructors should provide a set of group guidelines to help learners get the necessary consensus among them for task completion. This can be done by appointing a leader for each group and/or a scribe to record the group's activities. For big assignments or projects, the groups need to discuss about their contributions, facilitate the division of the tasks for each member, and create a checklist to ensure that deadlines are met,

as well as maintain a harmonious work-sharing procedure. Some online platforms (e.g., Classcraft and Leaderboards) could track the contributions of each team member and provide instant feedback on how well each member is doing. Moreover, instructors also should equip learners with some strategies for dealing with potential problems and conflicts in team work. Finally, a change in group size and group members might be an effective way to enable learners to experience different learning styles and avoid any uncooperative attitudes they might encounter during the course

6.5. Limitations of the study

This thesis provides insightful vision about the way the flipped classroom approach can be implemented in translation training. However, there are six limitations encountered throughout this research. First, since this is a case study with 79 participants and 12 interviews, this sample size was too small to detect if there was a level of significance and replication. Second, because of budgetary and time constraints, the research was limited to a single unit of the entire Translation curriculum from a public university in Ho Chi Minh City. That means the study did not represent the whole population of undergraduate translation students in Vietnam, thus limiting its generalisability to other translation programmes and levels of degrees in other settings. Therefore, the data collected from this study may also not be applicable to different translation courses that are taught via the flipped classroom approach. Third, the teaching style of the researcher during the intervention might have influenced the participants' responses. In

other words, there is a possibility that the participants' perceptions towards the flipped classroom approach might have been different had the participants been taught by different instructors. Fourth, the translation tests in this institution are not high-stake ones, so some students may not have performed to their best abilities. In addition, due to differences in cultural backgrounds, students from different countries may have different interpretations of some concepts in the interviews. Thus, the findings and recommendations from this study, which was tailored specifically for Vietnam, may not be applicable for other countries. Finally, qualitative results were limited to twelve students who received instructional guidance in the flipped classrooms, and interview answers were limited to the honesty and willingness of each participant to share their own thoughts.

6.6. Recommendations for further study

In light of what the study has revealed, several implications arise for future research into the subject. At the outset, since this is a case study design, the external validity of the thesis is relatively low due to its small sample size and short time frame. Readers may need to interpret the results carefully as this study is context-specific and involves a limited sample. Thus, an understanding of the flipped classroom approach could be more beneficial for longitudinal research with a larger scale of participants, long-term experiments, and with other types of research design. Feedback also can be obtained from the same or different scholar units such as public and private universities. Moreover, the impact of flipped learning on translation

training might be different in other modules across this discipline. Therefore, this thesis suggests future research to revise the beneficial impacts of flipped learning in various translation courses with different teaching practices (e.g., Translation theories, English-Vietnamese Translation). Besides, more methods such as observations, focused group interviews, and document analysis could be conducted to explore the actual in-class procedures, learners' real thinking, as well as their improvements through in-class assignments and formative assessments. As a result, the students may adopt a more versatile approach to translation and they can have greater control over their own learning process.

6.7. Conclusion

This research was conducted to illustrate how a flipped procedure was actually implemented and how all flipped activities were aligned with aspects such as learning objectives and assessment tasks. It also evaluate the benefits of the flipped classroom approach on learning outcomes in a Vietnamese-English translation course as well as to measure learners' perceptions towards the impacts of this new approach on their translation improvement. Challenges faced by the learners were investigated from the perspective of Activity theory to examine how different elements such as instruments, rules, community, and division of labour influenced the success of the implementation.

The results supported the conceptual framework (see 1.7) and the suggested flipped procedure (see 3.7.4.). By evaluating its conceptual

framework based on six research questions, this thesis achieved its objectives including identifying pedagogical practices to enhance learners' competence as well as translation habits, and contributing to theoretical research on how this approach can be employed with a detailed instructional design. A summary of this thesis was provided in this chapter to clarify how these objectives were achieved. Theoretical and practical contributions were also given in this chapter. Besides, the explanation of these contributions highlighted the insightful outcomes of this thesis in addressing the research gaps. Finally, this chapter concluded by highlighting and explaining the limitations of the study, and proposing that further research be conducted on the subject to enlarge its general applicability.

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APPENDIX A

PARTICIPANT INFORMATION

Faculty of Arts and Social Sciences

School of Education

Project Title: "*A Case Study of the Flipped Classroom Approach for Translation Studies in Vietnam*"

Researcher: **NGUYEN QUANG NHAT**   Contact Number: +84 9 1756 6265

[university email] nhatnq@buh.edu.vn,sbxqn1@nottingham.edu.my

Supervisors: Assoc. Prof. Dr. Lee Kean Wah

[university email] KeanWah.Lee@nottingham.edu.my

Dr. Csaba Zoltan Szabo

[university email] Csaba.Szabo@nottingham.edu.my

Ethics Approval Reference Number: …. *[to be inserted following ethical review]*

This is an invitation to take part in a research study about "***A Case Study of the Flipped Classroom Approach for Translation Studies in Vietnam***". This information is designed to tell you what it will involve.

Your participation is voluntary, and you may change your mind about being involved, or decline to answer a particular question or stop the recording at any time for interview without giving a reason. For anonymous questionnaires, once you have finished the questionnaire and submitted your answers, it is not possible to withdraw the data. Your test will be marked by a third-party teacher and the results will be anonymous. You are free to withdraw at any point before or during the study.

☐   **PURPOSE OF THE STUDY**

This study aims to examine how learners' translation competence can be improved through the implementation of flipped approach. It is hoped that effective class time will be exploited, more classroom interactions will be adopted and your academic performance in the final exam will be enhanced.

☐   **WHO IS BEING ASKED TO TAKE PART, AND WHY?**

For the purpose of this study, participants will consist of undergraduates enrolled in a Vietnamese-English Translation class at the Faculty of Foreign Languages, Banking University of Ho Chi Minh City, Vietnam. This university is chosen because it is the place where the main researcher is working as a full-time lecturer. This institution is also restructuring the translation curriculum to meet the requirements of the Vietnamese Ministry of Education based on the CDIO approach. The Vietnamese-English Translation class is chosen due to the convenience purpose. It is also decided that the participants for the interviews will be selected from the participants who have completed the questionnaire. All participants attempting the questionnaire will be asked if he or she is willing to be considered for the interview session. In addition, the test results of the class will be compared with a contemporary class anonymously to check the benefits of the new teaching approach.

☐ **WHAT WILL YOU BE ASKED TO DO?**

If you volunteer to participate in this study, you will be required to do the following:

1. Log in the online platform, watch the video lectures at home, join the Group Forum and do the required exercises to prepare for the following lessons.

2. Take notes and prepare the portfolios because it will be marked and accounts for 20% of the course grades.

3. Work in groups and in pairs to participate in in-class activities. The researcher will check your attendance record.

4. Assist the researcher in the process of selecting students to be interviewed. If you wish to participate, you can write your contact number in the space provided in the consent form

☐ **BENEFITS**

The research aims to help you learn better and improve your translation skills in an interactive English Language environment so that you can get a satisfactory final test result as well as obtain the necessary skills for real-life working conditions in the future. However, no incentives are will be offered to participants.

☐ **POTENTIAL RISKS AND DISCOMFORTS**

No risk will be involved in the study. However, if you do not feel comfortable participating in the study, you may discontinue your participation at any time.

☐ **CONFIDENTIALITY: *What will happen to the information you provide?***

Please be assured that all your responses are anonymous, will remain anonymous and it will not be possible to identify who you are. No individuals or individual institutions will be named in the writing up of the research project, and any resulting reports.

Regarding the interviews, all personal details/references will be avoided or removed when the recordings are transcribed to ensure anonymity. All recordings after the interview will be transcribed by the researcher and uploaded into a password password-protected database. However, the researcher may use relevant quotes in the final report or a publication. The researcher will make sure that your anonymity is protected at all times. But if you do not wish for your quotes to be used, please inform the researcher.

In terms of the test analysis, your results will not in any way be affected by your participation or non-participation in the study. It will be coded anonymously and also will be stored securely on password- protected computers. In addition, the test results of the students in both classes will not be revealed to any outsiders.

In short, any information obtained in connection with this study will remain confidential. In case there is a need for third party disclosure; this will be done only with your permission. In the process of writing this research, your name will not be mentioned in any way. The researcher, however, will use the information gathered from this study for the completion of his dissertation, for other publications or for further academic purposes. The data will not be viewed by anyone outside the study unless we have you sign a separate permission form that allows such action.

☐ **WHAT WILL HAPPEN WITH THE DATA?**

The data collected will be combined with other undergraduates' data from the Faculty of Foreign Languages, Banking University of Ho Chi Minh City, Vietnam for analysis and synthesis. The data will be used to compile a thesis for investigating the effectiveness of the flipped classroom approach in a Vietnamese translation class, and what can be done to refine this approach for better learning and teaching outcomes.

☐ **PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary; hence, you have the choice to either be in or not to be in this study. If you do not want wish to take part in the study, you can still study in this class with the flipped approach, or you can study in other translation classes with the approval of both lecturers.

If you volunteer to be in this study, you will have to follow the procedures described above. You can withdraw your participation at any time without incurring any consequences of any kind. You may also may refuse to answer any questions you do not want wish to answer in the interview. There is no penalty if you withdraw from the study, and your grades will not be influenced in any way and you will not you lose any benefits to which you are otherwise entitled to.

THANK YOU FOR YOUR PARTICIPATION

If you have any queries or complaints about this study, please contact the student's supervisor in the first instance. If the supervisor does not resolve the query to your satisfaction, please write to the Administrator of FASS Research Ethics Committee (Norhidayah.MohdNoor@nottingham.edu.my, 03-8924 8742) who will pass your query to the Chair of the Committee.

…………………………………………………

CONSENT FROM THE STUDENT

I have read the above description of the study and understand the conditions of my participation. My questions have been addressed to my satisfaction, and I agree to participate in this study.

…………………………..   …………………………….

Full name of student   Date

…………………………….

Signature of student

APPENDIX B

CONSENT FORM TO PARTICIPATE IN THE STUDY

Date:

Dear Student,

My name is Nguyen Quang Nhat. I am a graduate student at the School of Education, The University of Nottingham Malaysia Campus, and am currently enrolled as a PhD candidate. I am studying a research paper bearing the title: "***A Case Study of the Flipped Classroom Approach for Translation Studies in Vietnam***", under the supervision of Dr. Lee Kean Wah and Dr. Csaba Zoltan Szabo. You are invited to participate in the research being conducted at the Faculty of Foreign Languages, Banking University of Ho Chi Minh City, Vietnam.

☐ **PURPOSE OF THE STUDY**

The purpose of this study is to examine how learners' translation competence can be improved through the implementation of the flipped classroom approach. It is hoped that effective class time will be exploited, more classroom interactions will be exploited achieved and your academic performance in the final exam will be enhanced.

☐ **PROCEDURES**

If you volunteer to participate in this study, you will be required to do the following:

1. Log in the online platform, watch the video lectures at home, join the Group Forum and do the required exercises to prepare for the following lessons.

2. Take notes and prepare the portfolios because it will be marked and accounts for 20% of the course grades.

3. Work in groups and in pairs to participate in in-class activities. The researcher will check your attendance record.

4. Conduct the tests along the course to see whether your translation ability improves or not, and how your errors are mitigated.

5. Assist the researcher in the process of selecting students to be interviewed

☐ **POTENTIAL RISKS AND DISCOMFORTS**

No risk will be involved in the study. However, if you do not feel comfortable participating in the study, you may discontinue your participation at any time.

☐ **BENEFITS**

The research aims to help you learn better and improve your translation skills in an interactive English Language environment so that you can get a satisfactory final test result as well as obtain the necessary skills for real-life work in the future. However, no incentives will be offered to participants.

☐   **PAYMENT FOR PARTICIPATION**

You will not receive any payment or other compensation for participating in this study. There also is no cost to you for participation.

☐   **CONFIDENTIALITY**

Any information obtained in connection with this study will remain confidential. In case there is a need for third party disclosure, this will be done only with your permission. In the process of writing this research, your name will not be mentioned in any way. The researcher, however, will use the information gathered from this study for the completion of his dissertation, for other publications or for further academic purposes. The recordings will not be viewed by anyone outside of the study unless we have your signed permission in a separate form that allows such action.

☐   **PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary; hence, you have the choice to either be in or not to be in this study. If you do not wish to take part in the study, you can still study in this class with the flipped method, or you can study in other traditional translation classes with the approval of both lecturers.

If you volunteer to be in this study, you will have to follow the procedures described above. You can withdraw your participation at any time without incurring any consequences of any kind. You also may refuse to answer any questions you do not wish to answer in the interview. There is no penalty if you withdraw from the study, and your grades will not be influenced in any way nor will you lose any benefits which you are otherwise entitled to.

…………………………………………………………

CONSENT FROM THE STUDENT

I have read the above description of the study and understand the conditions of my participation. My questions have been answered to my satisfaction, and I agree to participate in this study.

……………………….   …………………………..

Full name of student   Date

…………………………….

Signature of student

CONSENT FORM TO PARTICIPATE IN THE INTERVIEW

Research study: "***A Case Study of the Flipped Classroom Approach for Translation Studies in Vietnam***"

Name of Interviewer: Nguyen Quang Nhat   Phone: +84 9 1756 6265

Name of Interviewee: ………………………   Phone: …………………

                                                                    Email: …………………

        I, ..., give my consent to participate in the interview. In so doing, I acknowledge that:

1. I have received a statement explaining the interview involved in this project. I agree to the general purpose, methods and demands of the study.

2. I have been informed that I am free to withdraw from the interview at any time, and can refuse to answer any question that I feel uncomfortable answering.

3. I consent to participate in the study and the interview, which have been explained to me.

4. The confidentiality of the information I provide will be safeguarded. Should any information of a confidential nature need to be disclosed for moral, clinical or legal reasons, I will be given an opportunity to negotiate the terms of this disclosure.

5. I authorise the investigator to interview me and make a record of the interview. The security of the data is assured during and after the completion of the study. Any information which will identify me will not be used. The transcript of my interview will be sent to me for my confirmation of its content. However, the data collected during the study may be published.

    Name: ………………………………………. Date: ……………

    Signature: ………………………………………….

APPENDIX C
INTERVIEW QUESTION GUIDE

Part 1: Opening (5 minutes)

The opening is the time for the researcher to welcome the participant, introduce the purpose of the interview, and explain how it will flow. (Script as shown below).

"Welcome to the interview session. Thanks for taking your time to talk about your experience and thinking about the teaching method in the Vietnamese-English translation class this semester. My name is Nguyen Quang Nhat. I am currently a PhD student at the School of Education, The University of Nottingham Malaysia Campus. I am carrying out a research project titled: "***A Case Study of the Flipped Classroom Approach for Translation Studies in Vietnam***".

I want to know what you like, what you don't like, and what can be done to improve the less useful elements of this teaching approach. I also want to know how this approach changes your translation habits and what challenges you faced during the implementation of this approach. You are invited because you have agreed to be invited to the interview session. Please feel free to share your point of view. Please remember that I am interested in all your comments, whether they are positive or negative.

With your permission, I will record the interview. If, at any time during the interview, you feel uncomfortable, I can stop it. You are free to refuse to answer any question you do not wish to answer, and you can leave the interview at any time. I will erase the recording if you require. I will send you the transcript via your email to confirm the information. The data will be kept in a locked cabinet, and will be analysed for the purposes of my thesis. The results may appear in conferences or publications. However, your information is confidential and your anonymity will be protected at all times.

- Well, let's begin. Thank you very much for your cooperation in the project.

(The interviewees sign the consent form)

Part 2: Warm-up (5-10 minutes)

The researcher shares some of his experiences with the translation modules as a student at the undergraduate level. The researcher also can share the reasons why he used the flipped classroom approach in the classroom, and the challenges he faced when applying it. This helps to minimise the effect of power relation and provides the students with some confidence and a safer environment to express and share their personal observations and opinions about the approach.

Part 3: Interview questions (30-45 minutes)

1. Have you studied in any flipped classroom before this subject? If yes, could you tell me about it?

2. What do you think about the benefits of the flipped classroom in this translation module? Are there any examples you can give to support your claims?

3. How has the flipped classroom changed the way you learn?

4. As regards the video lectures, in what way did the videos help you study translation? What do you like most about the videos? Did you have any difficulty with the videos? What could be done to make them better?

5. What benefits of the portfolio helped you improve your translation skills? Did you have any problems when preparing the portfolio? How should portfolio preparation be done?

6. What do you think about the Group forum? Is there anything that you don't like about the Group forum? What suggestions can you give your teacher about the Group forum?

7. How has the flipped classroom changed the way you prepare the lessons? Do you like it? Why or why not?

8. What do you think about the revision activities at the beginning of each lesson? What are the benefits of these activities? Is there anything in these activities that you don't like?

9.　In what way did the activities in groups and in pairs help you study translation? Can you give me an example? Is there anything that you don't like from these activities?

10. Do you like translating in class or doing it at home? Why or why not? What do you think about the individual translation in class? What could be done to improve it?

11. What do you think about the effect of peer reviews? Are they useful? Why or why not? Did you have any problems with this step? What should the teacher do to make it better?

12.　Could you tell me what learning skills you have developed during the course under the flipped instruction?

13. How would you evaluate your translation skills at the end of the course? Do you think your improvement in translation skills exceeded or fell short of your expectations? Do you think you successfully met your learning objectives? If yes, in what way? If no, why not?

14. Are you more confident in your translation skills after this course? If yes, in what way?

15. Do you think you put in more effort in this class than before? Why yes or why not? Did you feel stressful studying in this class? Why yes or why not?

16. What challenges did you have when studying with this approach? Did you have any difficulty with the technology/The classroom procedures/The video lecture contents/The tasks and workloads/The teacher's styles/The tests and assessments/The support and assistance from teachers and peers/The interactions with your teacher and friends? The class atmosphere/ learning styles and preferences).

17. Some people do not like to work with technology. Do you have this kind of feeling? Did you encounter any problems using the technology to study translation?

18. What do you like the most about the flipped classroom?

19. What do you like the least about the flipped classroom?

20. If the flipped classroom approach is conducted again, do you have any suggestions to make them better? What are they?

Then the researcher would ask the students how they did a translation task. They will be given three minutes to read their past translation product to recall how they had approached that piece of writing, and after that, the interviewer will ask the following questions.

21. In your opinion, what is the most important factor to make a good translation?

22. When you received this translation task, what did you think first? Why?

23. What are the strategies to translate lexical items?

24. What did you do to translate difficult words and cultural-specific items?

25. If there were two synonyms for a word, how did you choose the correct one?

26. What strategies did you use to translate sentences?

27. There are many ways or structures to translate sentences. What criteria did you use to translate a sentence?

28. What did you do to translate difficult sentences that you did not understand?

29. What steps did you follow to translate a paragraph?

30. What did you do after completing your translation?

31. (I will give the student a short piece of paragraph of four sentences). Please read this paragraph in three minutes and translate it. Please tell me what you think, how you translate it, and explain why you do that way.

32. (I will give the student a translated version done by another student). Please read this translated version in three minutes and evaluate it. Is it a good piece of translation? Why or why not?

Part 4: Closing (10 minutes)

o If you were given a minute to talk about today's discussion, what would you say?

o In your opinion, what was the most important thing that came out of today's discussion?

Part 5: Summarising (10 minutes)

o The researcher will then review the purpose of the study and present a brief summary.

o This will be followed by one final question: "Have I missed anything?"

The researcher then wraps up the interview session. This includes thanking the participants, and giving them an opportunity and avenue to give for any further input. Finally, the interviewer will, remind the interviewees again telling them how the collected data will be used, and explaining when the research process will be completed.

APPENDIX D

APPPLICATION FOR CONDUCTING THE RESEACRH

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM

Độc lập – Tự do – Hạnh phúc

ĐƠN XIN THỰC HIỆN NGHIÊN CỨU KHOA HỌC

Kính gửi: - Ban Chủ Nhiệm Khoa Ngoại Ngữ Trường Đại Học Ngân Hàng TP. Hồ Chí Minh

Tôi tên: **NGUYỄN QUANG NHẬT**

Hiện là: Giảng viên Khoa Ngoại Ngữ Trường Đại Học Ngân Hàng TP. Hồ Chí Minh

Tôi làm đơn này xin Ban Chủ nhiệm Khoa Ngoại ngữ cho tôi được tiến hành nghiên cứu thực nghiệm ở lớp Biên dịch Việt Anh vào năm học 2018-2019 với nội dung: Ứng dụng Phương pháp dịch đảo ngược trong giảng dạy dịch thuật tại Việt Nam. Đây là nghiên cứu chính thức trong khuôn khổ Luận văn tiến sĩ ngành Đào tạo giáo viên và Giáo dục học (Teacher Training and Education Science), chuyên ngành Giảng dạy tiếng Anh (TESOL) tại đại học Nottingham (cơ sở Malaysia).

Trong phương pháp này, lớp nghiên cứu thực nghiệm sẽ được dạy môn Biên dịch Việt Anh với sự hỗ trợ của Công nghệ thông tin. Một trang web sẽ được tạo ra nhằm để sinh viên đăng nhập, học lý thuyết, trao đổi thông tin và giải quyết tình huống trước khi lên lớp. Thời gian học trong lớp sẽ dành cho luyện tập, thực hành và phát triển những kĩ năng dịch thuật chuyên nghiệp. Cuối khóa học, tất cả sinh viên tham gia sẽ trả lời bảng khảo sát, 15 sinh viên sẽ được chọn phỏng vấn và bảng điểm của sinh viên sẽ được dùng để phân tích hiệu quả của phương pháp này trong giảng dạy dịch thuật tại Việt Nam (Nội dung nghiên cứu xin được đính kèm cùng với đơn này)

Kính mong Ban lãnh đạo Khoa xem xét và chấp thuận cho tôi được tiến hành nghiên cứu.

Xin chân thành cảm ơn

Tp. HCM, ngày 15 tháng 11 năm 2018

Ý kiến của BCN Khoa

Người làm đơn

đồng ý

TRƯỜNG ĐẠI HỌC NGÂN HÀNG
THÀNH PHỐ HỒ CHÍ MINH
KHOA NGOẠI NGỮ
36 Tôn Thất Đạm - Q.1

Nguyễn Ngọc Phương Đông
ĐTK - Phụ trách

NGUYỄN QUANG NHẬT

RESEARCH APPROVAL OF FACULTY OF FOREIGN LANGUAGES

Faculty of Foreign Languages,
Banking University HCMC
36 Ham Nghi Street, District 1, HCMC.

Tel: +84(02) 8 38 971 634
khoangoaingu@buh.edu.vn

18 November, 2018.

Dear Nguyen Quang Nhat.

Please be informed that your proposal on "**Voices from Vietnamese Context: Flipped-Classroom Model in a Translation Course**" has been reviewed and approved by the Faculty Committee of Foreign Languages, Banking University HCMC to the extent that it is described in your submission.

The Faculty Committee has found no problem with your proposal and able to give approval. If there are any significant changes or developments in the methods, treatment of data or debriefing of participants, then you are obliged to seek further ethical approval for these changes.

This approval is valid from the approval date stated in this letter and is granted pending the following conditions being met:

+ Provision of the report on this research to the Faculty Committee from the approval date and at the completion of the study. Failure to submit the report will result in withdrawal from the project.

+ Continuing compliance with the University Schooling Policy and the National Statement on Ethical Conduct in Research involving humans.

Sincerely,

Dean of the Faculty of Foreign Languages, Banking University HCMC,

Nguyen Ngoc Phuong Dung
On behalf of the Faculty Committee

GANTT CHART OF RESEARCH ACTIVITIES

TASK TYPES	RESEARCH ACTIVITIES	Start date	Due date	%	2017											
					Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Year 1: Proposal Design	Introduction	July, 2017	Sep, 2017								■	■	■			
	Literature review	Oct, 2017	Dec, 2017											■	■	■

TASK TYPES	RESEARCH ACTIVITIES	Start date	Due date	%	2018											
					Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Year 1: Proposal Design	Methodology	Jan, 2018	Mar, 2018		■	■	■									
	Revision and modification	Apr, 2018	May, 2018					■	■							
	First-year confirmation review	Jun, 2018	Jul, 2018							■	■					
Year 2: First phase of the study, intervention, data	Instrument design	Aug, 2018	Sep, 2018									■	■			
	Pilot study	Sep, 2018	Dec, 2018										■	■	■	■

TASK TYPES	RESEARCH ACTIVITIES	Start date	Due date	%	2019											
					Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Year 2: First phase of the study, intervention, data	Sampling + Ethics consent	Jan, 2019	Feb, 2019		■	■										

Phase	Task	Start	End	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
collection and analysis process	First phase of the research study and intervention - Data collection	Feb, 2019	Apr, 2019		███	███	███	███							
	Data processing and analysis	Mar, 2019	May, 2019			███	███	███							
	Second-year confirmation review	Jun, 2019	Jul, 2019						███	███					
Year 3: Second phase of the study and Write-up	Instrument modification	Aug, 2019	Oct, 2019								███	███	███		
	Preparation for the second phase	Nov, 2019	Dec, 2019											███	███
				2020											
				Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
	Second phase of the research study and intervention	Jan, 2020	Apr, 2020	███	███	███	███								
	Thesis writing and correction	May, 2020	Jun, 2020					███	███						
	Writing manuscript for submission	Jun, 2020	Jul, 2020						███	███					