

Foreign Research
Чуждестранни изследвания

BLENDDED LEARNING DURING PRACTICE OF TRANSLATION AND INTERPRETING COURSE VIA *EDMODO*, *SOCRATIVE* AND *CLIPFLAIR*

Oksana Kutsa, Mariana Karanevych

Ternopil Volodymyr Hnatiuk National Pedagogical University (Ukraine)

Abstract. The paper explores the advantages of blended learning application in the process of professional training of future translators and interpreters as a twenty-first century imperative. The aim of the research is to investigate benefits of implementation of such elements of information and communication technology as Edmodo, Socrative and ClipFlair in translation classroom which leads to increasing translation quality, motivation and students' active participation. To reach the set goal a three-stage pedagogical experiment was designed and carried out by the authors in Ternopil Volodymyr Hnatiuk National Pedagogical University (Ukraine). A set of exercises for training of future translators and interpreters via Edmodo, Socrative and ClipFlair are described. The results of the experiment show significant improvements in translation skills of the experiment group members. The quality of their translations has considerably increased. Moreover, students themselves admitted merits of using the mentioned above programs during their Practice of Translation and Interpreting Course.

Keywords: blended learning; information and communication technology; professional training of future translators / interpreters

1. Introduction

The problem setting. Methodology of translation studies and language teaching has been continually undergoing changes in order to reveal the approach that satisfies the demands of modern teachers and students. Nowadays, we cannot imagine our life without computer technologies and smartphones. However, many Ukrainian teachers and lecturers disapprove of their usage in a class. It is believed that these devices distract attention of students. It was also revealed that students' experience with the use of mobile devices for language learning is rather limited as students choose to use them for leisure activities over academic purposes (Jovanović, 2017). At the same time, every medal has two sides. It is very important for an instructor to follow innovations in technological improvement and take advantage of appropriate applications to integrate into their classrooms

(Kaya & Balta, 2016). Educators can apply Information and Communication Technologies (ICT) to enhance student achievement. This can be realised by means of blended learning which is defined by Staker and Horn (2012) to mean “a formal education program in which a student learns at least in part through online delivery of content and instruction with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home”. Thus, blended learning is a personalized student-centered learning that combines face-to-face teaching with online learning (Limantoro, 2017). Blended courses become more popular due to the fact that many of today’s students are non-traditional, attempting to balance family, jobs, and university life. Hence, universities are looking for ways to reach and retain these students reducing the number of face-to-face hours required (Dziuban et al., 2005). It helps students to become active learners. In this paper, the authors will share some feedbacks from the students of Ternopil Volodymyr Hnatiuk National Pedagogical University by reflecting on the student learning experience in the translation classroom. We will consider the efficiency of usage of Edmodo, Socrative and ClipFlair to gain the desired quality of translation.

Thus, the *aim* of our research is to investigate advantages (and disadvantages) of implementation of blended learning in a translation classroom via Edmodo, Socrative and ClipFlair.

According to the objective of this paper, we provide the solution for the following fundamental *tasks*:

- 1) to reveal the advantages of implementation of Edmodo, Socrative and ClipFlair in translation classroom;
- 2) to design and conduct a three-stage pedagogical experiment in Ternopil Volodymyr Hnatiuk National Pedagogical University;
- 3) to distinguish types and subtypes of students’ mistakes;
- 4) to provide the examples of activities for training of future translators and interpreters using Edmodo, Socrative and ClipFlair.

The analysis of recent studies and publications. A recent review of the literature on the usage of Edmodo and Socrative for educational purposes found that these learning management systems have numerous advantages:

– *flexibility* in time and place of learning. Students can gain access to relevant classroom materials 24/7, working from their Internet-enabled devices, which is helpful for independent learning, especially for the students who are absent from class or who need extra help (Alshawi & Alhomoud, 2016; Al Kathiri, 2014; Dervan, 2014; Khodary, 2017; Limantoro, 2017). Both Edmodo and Socrative allow a teacher to take into consideration students’ learning styles (Finardi, 2015). Hence, teachers can alter the pace to meet students’ needs (Mork, 2014).;

– *safety*. The above-mentioned networks are closed. Hence, strangers cannot see students’ posts without their teacher’s permission. At the same time, parents have

the opportunity to follow their children's grades and discussions or to communicate with a teacher (Khodary, 2017);

- ***user-friendliness***. Students do not need any technical competence to use Edmodo and Socrative (Khodary, 2017);

- ***free-of-charge basis*** (Dervan, 2014; Khodary, 2017).

Edmodo and Socrative provide a wide range of possibilities for creative teachers to make education more exciting and effective. For instance, Edmodo enables teachers to upload videos and presentations, send out quizzes and assignments, assign grades, store and share content in the form of files and links, maintain a class calendar, conduct polls, send notes and text alerts to individual students or to the entire class (Al Kathiri, 2014; Khodary, 2017). A student response system Socrative is helpful in preparation, modification, import and export of tests as well as for tracking the tests online and evaluation of test results (Çeker & Özdamlı, 2017).

Moreover, the networks under investigation can be used as tools for fostering self-directed learning as well as for team building and development of cooperative learning skills. It is of vital importance due to the fact that collaborating with groupmates increases students' engagement (Awedh et al., 2015). It is also possible to present learners questions or quizzes which they can work on individually or in teams (Dervan, 2014). Questions can also be sent out to students to complete after class to encourage them to memorise what they heard which is particularly helpful for vocabulary (Reinders, 2014). The content that is posted by a learner receives comments, reviews, opinions, and additional information on that topic either by the teacher or groupmates (Al Kathiri, 2014; Mork, 2014). Students can also receive immediate right/wrong feedback and explanations after they answer each question in a quiz that was prepared by their teacher (Kaya & Balta, 2016).

It is common knowledge that a traditional lecture promotes passivity and diminished concentration on the part of a student. To overcome these drawbacks, Socrative enables instructors to discover or assess what students have learned in their lectures in real time (Kaya & Balta, 2016) and highlight gaps in their knowledge. Lecturers can use 'Exit Ticket' function in a way that increases interaction with learners leading to better learning experience for them (Dervan, 2014). For example, the students can be asked to answer the questions related to the topic taught. While they are answering they see the results on the smart board in real time. When they finish, learners see their mistakes, if there are any, and ask the instructors to explain the topic again or correct their mistakes. This method informs both the students and the instructors not to move to a new topic before covering the topic accurately, and at the same time, it enhances the students' learning (Kaya & Balta, 2016). Moreover, during so-called exit tickets, tutors can ask anonymous questions to get immediate feedback as to the effectiveness of instructional methods (Mork, 2014). As mentioned by Reinders (2014), feedback technologies have a number of benefits that are useful for all teachers, including teachers of language: they help

increase participation, monitor student satisfaction, check understanding, help with in-class assessment. At the same time, if the backchannel turns out to be distracting, it can be turned off (Reinders, 2014).

It has been suggested (Sujannah, 2017) that online peer feedback can be considered as an effective strategy to improve students' translation skills. This seems to be an innovative approach. Before its introduction into educational process, teachers need to explain the principles and give examples of a good feedback in front of the class. Students can post comments concerning the aspects of content (meaning transfer), organization, diction (vocabulary/technical term), grammar (language use/sentence structure), mechanics (spelling, punctuation, and capitalization). Besides, they can give alternative translation or suggestions to their groupmates, providing reasons behind their judgments (Sujannah, 2017). It is also recommended to divide students into groups and mix the high, middle, and low achievers so that they can learn from each other (Sujannah, 2017) or to create small groups of students so as to differentiate instruction to them (Khodary, 2017). Consequently, the students need to think critically to give feedback and to decide whether they want to revise their translation based on their groupmates' feedback or not (Sujannah, 2017).

The role of translation in foreign language teaching has been the subject of debate within the scientific community for a long time. On the one hand, it is considered to be an obsolete teaching approach, which is associated with the Grammar-Translation method and has been regarded as detrimental to foreign language acquisition (Ros Abaurrea, 2017). On the other hand, scholars listed benefits of this approach for language learners: 1. Translation is a cognitive tool for contrastive analysis between a source language and a target language that can prevent interference mistakes (Lertola, 2015); 2. The constant search for equivalents and synonyms in the target language boosts students' learning of lexical items (Ros Abaurrea, 2017). Hence, it may be effectively used to present new vocabulary (Lertola, 2015); 3. In order to complete activities, students need to pay attention to the importance of cultural elements (Ros Abaurrea, 2017). It allows them to immerse themselves not only in a foreign language, but also in a foreign culture.

The ClipFlair Project, funded by the support of the European Commission through the Lifelong Learning Programme, was launched in December 2011. There one can find activities for 15 languages including Ukrainian. ClipFlair is a platform that helps learners to improve their language as well as translation skills. Consequently, skills developed through ClipFlair materials are not confined to writing, speaking, listening and reading, but include audiovisual-specific skills, especially audiovisual speaking and audiovisual writing (Sokoli, 2015). Hence, teachers who use ClipFlair to engage students must be language professionals competent in translation (Lertola, 2015). In ClipFlair captioning involves adding subtitles, inserting speech bubbles into a clip, whereas revoicing involves adding a free com-

mentary or narration to a clip, or dubbing it, making sure the dialogue fits with the lip movements of characters on screen (Baños & Sokoli, 2015).

Recent evidence reveals that ClipFlair turns learning into an individual (students learn at different paces (Baños & Sokoli, 2015)) and social process (the platform provides collaboration tools through ClipFlair Social (Baños & Sokoli, 2015; Ros Abaurrea, 2017; Sokoli, 2015). The platform allows taking into consideration student types by teacher-dependence (teacher-driven learners, learners guided by a teacher and independent learners) (Ros Abaurrea, 2017). However, it is not suitable for all student types by amount of E-learning (E-learners, hybrid learners and no E-learners) (Ros Abaurrea, 49 – 50).

ClipFlair makes it possible to familiarize students with accessibility issues, since several tasks have deaf and blind people as intended audiences (Sokoli, 2015). Thus, some ClipFlair activities require learners to simulate the work of audio-visual translators (to subtitle or dub a clip from one language to another, to subtitle within the same language for deaf and hard-of-hearing viewers, or to provide an audio description for blind and visually impaired viewers) (Baños & Sokoli, 2015; Sokoli, 2015).

Sokoli claims that learning by doing is more effective than learning by watching. Thus, active tasks are necessary when using audiovisual material for language learning (Sokoli, 2015). Depending on the learner needs and level, ClipFlair caters for different levels of participation from filling in the gaps in the subtitles to subtitling in a target language without a script (Baños & Sokoli, 2015). Tutors may use a ready-made activity, adapt it to their needs or create their own, either using their own video or choosing one from the ClipFlair video gallery (Baños & Sokoli, 2015). Some of the suggested exercises can be done on paper, but working with a famous film scene is more motivating and producing an authentic outcome is more gratifying (Sokoli, 2015).

ClipFlair creates a multimedia environment where students can practice translation tasks. It has been revealed that subtitling improves translation learners' linguistic skills (Sokoli, 2015). According to Ismail, the methodology adopted for subtitling consists of three phases: translation, validation, and subtitling using software tools (Ismail et al., 2017). To respect space and time (1 – 7 seconds) constraints, students can apply compression techniques (partial or total reduction of some information). This is an excellent exercise for language learners who need to recognise the elements that are not crucial for understanding of the message (Lertola, 2015). Students should also be encouraged to follow other common conventions in subtitling: the use of the dash in a two-person dialogue to indicate who is speaking in one subtitle, the use of italics when it is possible to hear a speaker who is not visible on the screen or when subtitling a song (Lertola, 2015). In general, the use of subtitling has the following benefits: it turns a classroom into an authentic, entertaining and engaging context; it possesses a specific potential to develop students' oral comprehension skills, given the fact that students have to identify the key words

that carry the essence of the message in order to turn them into subtitles; it provides an opportunity to improve learners' writing skills both in the source language and the target language (Ros Abaurrea, 2017). When translating for subtitling, learners must also take into account the paralinguistic dimension of the audio-visual text (images, gestures, etc.) (Lertola, 2015).

To sum up, the ClipFlair Project contributes to development of the following competencies: linguistic (morphosyntax, vocabulary, orthography, punctuation), sociocultural (linguistic markers of social relations, expressions of folk wisdom, register, cultural realia), pragmatic (discourse competence), technical (using software tools), and translation (render the message, convey cultural differences, condensation, omission) (Ismail et al., 2017; Lertola, 2015).

2. Research methods

According to the tasks assigned, the authors used the following general scientific methods (analysis, synthesis, comparison, generalization) and empirical methods (observation, testing, pedagogical experiment). To get detailed and qualitative data about the studied phenomenon, students of Ternopil Volodymyr Hnatiuk National Pedagogical University were given a possibility to explain how they feel about usage of CIT, including Edmodo, Socrative, and ClipFlair in the process of acquisition of translation and interpreting skills and demonstrate the level of their translation skills. Pedagogical experiment was conducted in three stages: (1) the first stage was establishing; (2) during the second stage the participants' translation skills were assessed using ClipFlair and a training program (via Edmodo, Socrative and ClipFlair) was provided; (3) the third stage was controlling. The sample included 60 first-year students-future translators and interpreters (during the first stage of a pedagogical experiment) and 16 first-year students-future translators and interpreters (8 of which belonged to the experiment group (EG) and 8 to the control group (CG) during the second and third stages of the pedagogical experiment). Data collection took place through questionnaires and activities that were prepared by the authors. After that, they were qualitatively and quantitatively analysed. The results have been graphically represented with further analysis. A comprehensive literature review was conducted prior to collecting and analyzing the data.

3. The results and discussion

Taking into account the fact that blended learning involves a combination of traditional classroom methods with online classwork, the first stage of a pedagogical experiment was carried out in order to study the state of the problem in Theory and Practice of Translation Department of Ternopil Volodymyr Hnatiuk National Pedagogical University.

To achieve this goal, the following tasks of the first stage of pedagogical experiment were set: (1) to explore students' attitude to using ICT during the teaching

and learning processes and reasons of their points of view; (2) to find out whether the teachers use ICT during translation classes; if they do, what types of them are applied; (3) inquire into what types of ICT, according to the students, would be beneficial in translation classroom.

Thus, pedagogical observation and a questionnaire were used at this stage of a pedagogical experiment. It should be admitted that pedagogical observation was made during “Practice of Translation and Interpreting” classes with the first-year students-future translators and interpreters. As a result, it was discovered that some elements of online teaching were used from time to time, though not regularly, i.e., on-line content (videos and articles) and computer-mediated activities by means of such devices as computers, tablets and cell phones. Obviously, even though some elements of ICT were put to use, it is obviously not enough to train fit-for-market competitive translators and interpreters especially taking into account current digital trends.

However, given that pedagogical observation is considered subjective to a certain extent, to obtain more reliable data a questionnaire was used.

So, our survey revealed that 100% (N=60) of all the questioned students believe that it's worth using ICT in the process of their professional training. As for the reasons, 38,3% (N=23) of the surveyed students stated that it helps to keep in step with the times, 43,3% (N=26) of them claimed that it facilitates consolidation of the learning material, whereas 88,3% (N=53) of the respondents think that it diversifies learning process and 13,3% (N=8) are convinced that it increases motivation (Fig. 1).

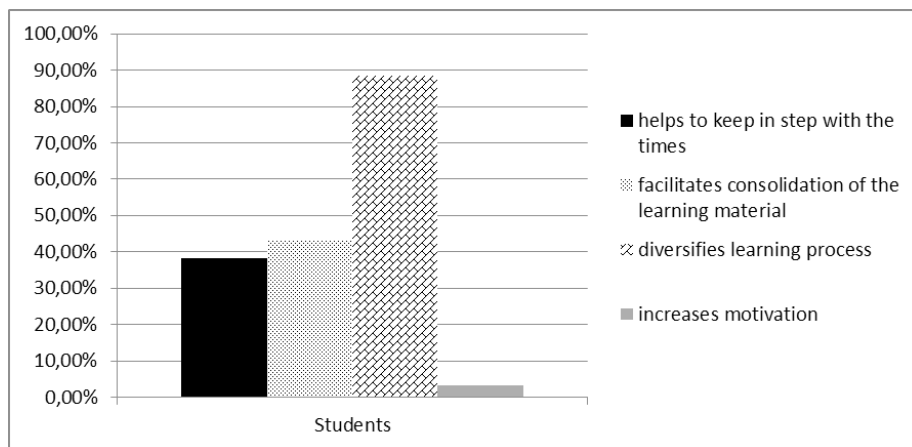


Fig. 1. Results of the survey on using ICT in the process of professional training

As it may be seen from the data provided above and its graphical representation (Fig. 1), all the questioned students paid their attention only to positive impacts of using ICT for their studying. These findings are in line with the results of

scientific research which maintained that “students can communicate better and easier, study more effectively, access information online faster and protect the environment through the use of ICT tools” (Duma, 2013: 57). Moreover, according to UNESCO, “(ICT) can complement, enrich and transform education for the better” (ICTIE). However, none of the respondents ticked the drawbacks of using ICT, namely “large costs involved” which may lead even to disparity among students (Olaore, 2014: 156), “social media networking sites can be a distraction to living and learning in the real world” (ibid), negative effect on physical and psychological health (Vynoslavskaja, 2014: 48), etc. Hence, paying due consideration to the pros and cons of using ICT for educational purpose, during the next stage of the pedagogical experiment ICT was used in a balanced way, i.e., traditional classroom methods were combined with online ones in order not to cause any harm for health and not to disturb the learning process.

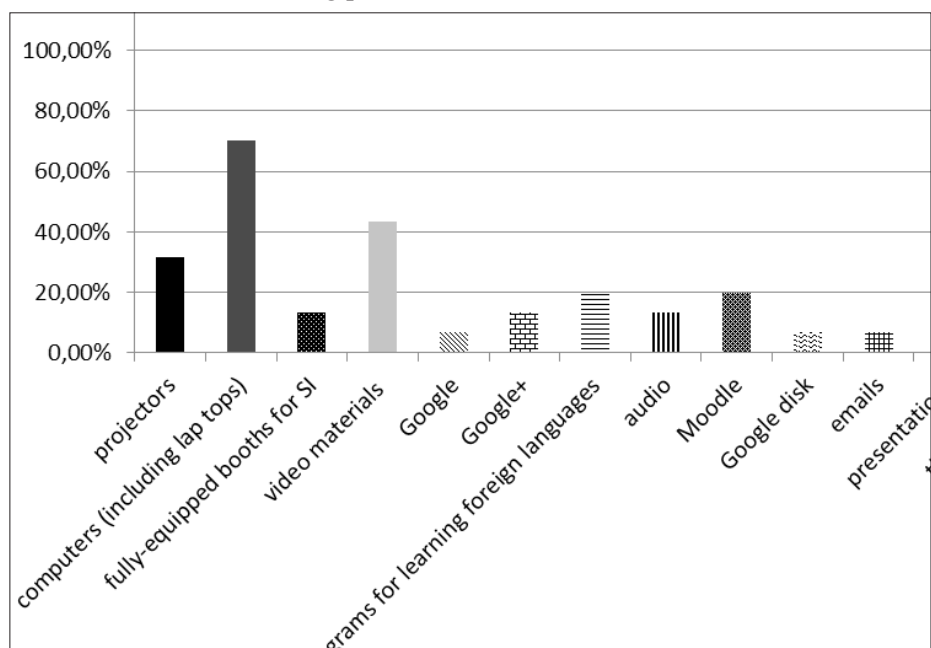


Fig. 2. Results of the survey on using different types of ICT during translation / interpreting classes

Furthermore, according to the results of our questionnaire, 100% (N=60) of the respondents stated that their lecturers use ICT during their translation classes. In particular, 31,7% (N=19) of them pointed out that projectors have been used, 70% (N=42) mentioned computers (including lap tops), 13,3% (N=8) singled out fully-equipped

booths for simultaneous interpreting (SI), 43,3% (N=26) claimed that various video materials have been put to use, 6,7% (N=4) stated their teachers have been making a use of Google, 13,3% (N=8) wrote that Google+ has been used, 20% (N=12) pointed out that various programs for learning foreign languages have been of great use, 13,3% (N=8) mentioned audio, 20% (N=12) admitted Moodle, 6,7% (N=4) singled out Google disk, 6,7% (N=4) noted down using emails, 13,3% (N=8) made mention of presentations and all 100% (N=60) indicated using the Internet (Fig. 2).

Moreover, the students were asked to admit what types of ICT they would like their lecturers to use during their practical classes of translation and interpreting. Thus, 25% (N=15) of the respondents mentioned educational programs, 13,3% (N=8) – some video materials, 13,3% (N=8) – all available ICT in the university, 6,7% (N=4) – computers, 6,7% (N=4) – e-books, 1,7% (N=1) – virtual reality, 6,7% (N=4) – presentations, 6,7% (N=4) – Google disk, 6,7% (N=4) – audio, and 6,7% (N=4) – Moodle (Fig. 3).

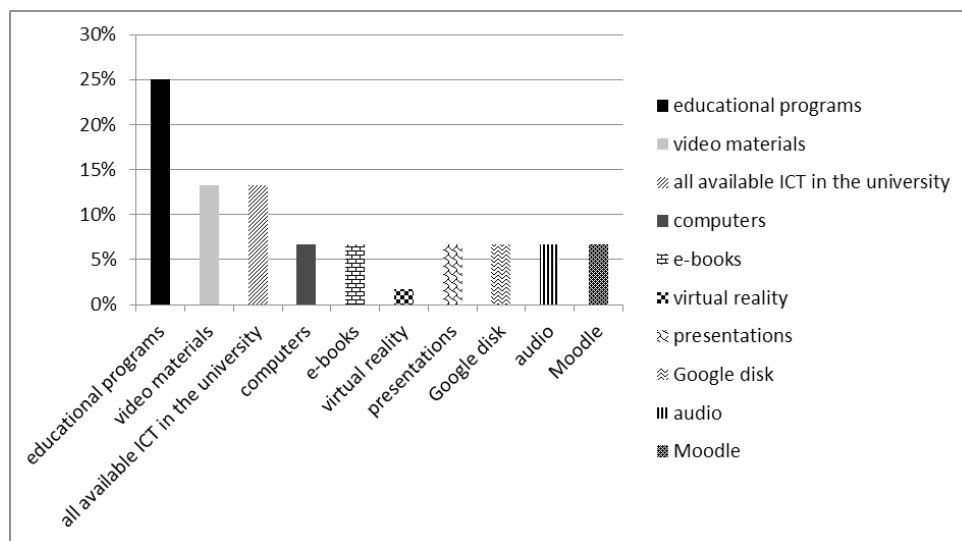


Fig. 3. Results of the survey on what types of ICT students would like their lecturers to use during translation / interpreting classes

From the obtained data it may be stated that in general some types of ICT have been used by the lecturers during translation and interpreting classes. Still, neither Edmodo nor Socrative nor ClipFlair were mentioned by the students despite the fact that these programs are considered useful, practical and are quite popular (Dervan, 2014; Khodary, 2017; Baños & Sokoli, 2015). The reason for this may be lack of information on various types of ICT in education. However, it's evident

from the results of the survey (Fig. 3) that the students welcome using ICT during their translation and interpreting classes. Thus we may infer that blended learning should be promoted in translation classroom, for, according to Güzer & Caner (2013), it “is perceived as useful, enjoyable, supportive, flexible and motivator for learners”. Yet still the authors (ibid) claimed that making this approach successful requires careful planning. Bearing this in mind, the second stage of the pedagogical experiment was meticulously planned and conducted.

Consequently, at the beginning of the second stage of the pedagogical experiment two subgroups were chosen for the experiment which had the same syllabus of “Practice of Translation and Interpreting” course.

Firstly, both groups were shown “ClipFlair Studio. The basics” video (CFSTB), which explains how to work with this web platform. Then it was discussed: first in small groups of four and after that with the lecturers to ensure students’ understanding. The next task was to try working with ClipFlair Studio creating subtitles in Ukrainian for “Generation Awake presents the Awakeners” cartoon with embedded English subtitles chosen from ClipFlair gallery (CFS). The participants from both groups showed the results of their work in the end of the practical class (Fig. 4).



Fig. 4. A snapshot of one of the students’ works in ClipFlair

In addition to this, EG was asked to register in social learning network Edmodo (Edmodo), join Practice of Translation and Interpreting Class and post their saved subtitles so that their groupmates could comment on them (Fig. 5).

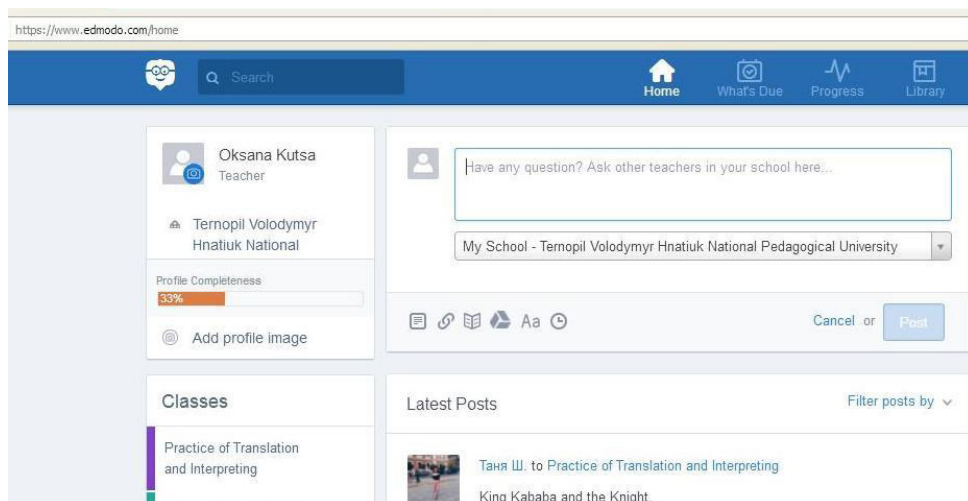


Fig. 5. A snapshot of the home page of Practice of Translation and Interpreting class in Edmodo

It's worth mentioning here that House (2015: 23) provides an insight into translation quality, stating: "...equivalence is the fundamental criterion of translation quality, an adequate translation text is a pragmatically and semantically equivalent one". Another study addressing translation quality measurement (Schiaffino & Zearo, 2005), also found out that measuring translation quality is, in fact, measuring different types of errors (e.g., grammar, spelling, terminology, etc.). The authors conclude that "a good translation is one in which fewer errors are made" (ibid).

All created subtitles were checked for the mistakes by the lecturers. According to Chernovaty (2013), there are different types of translation and interpreting mistakes. Given that subtitling is a mode of audiovisual translation (AVT) (Díaz Cintas, 2010), only certain translation mistakes were examined. Thus, mistakes which change the meaning of the source message, lexical and grammatical errors were under consideration. As for CG, its members made 10,3% (n=6) mistakes which significantly change the meaning of the source message, 50% (n=29) lexical mistakes and 39,7% (n=23) grammatical whereas EG made 13,5% mistakes (n=10) which significantly change the meaning of the source message, 55,4% (n=41) lexical mistakes and 31,1% (n=23) grammatical (Fig. 6).

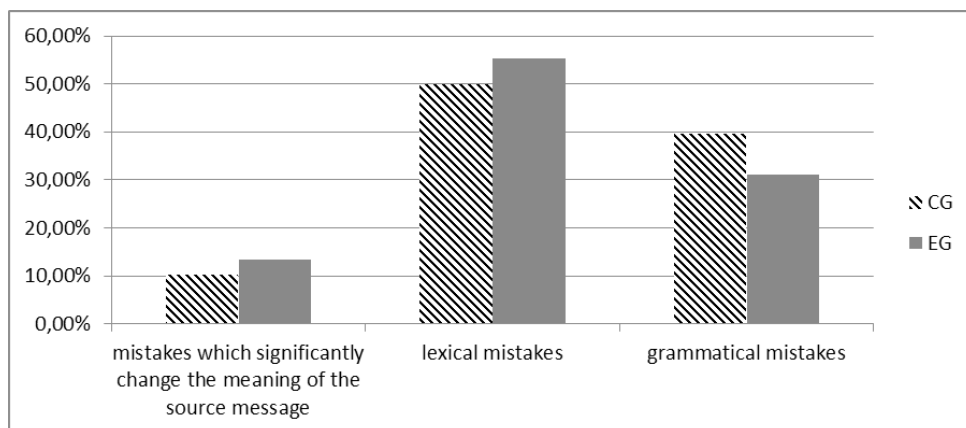


Fig. 6. Mistakes in subtitles made by the students of EG and CG at the beginning of the experiment

Before reaching any sort of conclusion about what types of assignments to choose for the experiment, firstly we decided to examine all the errors carefully. Thus, in order to ensure effective training of EG all the mistakes were subcategorized (Table 1).

Thorough analysis of the obtained data proves the necessity of paying more attention to all three distinguished aspects of ensuring translation quality, especially to lexical one given that the highest amount of students' mistakes was from this category. To change the situation, a number of activities via Edmodo, Socrative, and ClipFlair have been developed aiming at getting deeper knowledge, understanding and ability to apply the acquired information regarding each subcategory of the distinguished students' mistakes to increase translation quality of the final product.

To motivate the students of EG to become better translators of audiovisual products, they were asked to watch the documentary "The Invisible Subtitler" on YouTube at home. Then during the class they had a discussion with the teacher in order to facilitate their understanding of the material and communication to develop critical thinking skills based on the first part of the documentary and wrote a test (via Socrative) based on the information from the second part of it. After the test completion, Socrative instantly graded it and provided visuals of the results (Fig. 7). Each student was sent a private message with the attached individual test result in Edmodo, whereas the visual of group results was used by the teacher for further instructions.

Table 1. Types and Subtypes of Students' Mistakes at the Beginning of the Experiment

Groups	Types and Subtypes of Students' Mistakes		
	mistakes which significantly change the meaning of the source message	lexical	grammatical
EG	inadequate word-for-word translation ("His fate: <i>to be treated with disgust</i>" – "Його доля: <i>побогумувати з відрази</i>"). Instead of showing how the protagonist is treated, the student claimed that the protagonist treats others with disrespect; "This is dog's life" – "Це <i>жумня собаку</i>!" 4 students from EG used the phrase "<i>жумня собаку</i>" which means the life of an animal (in this case of a dog) instead of writing "<i>собака жумня</i>" denoting unhappy and miserable life); choosing the wrong equivalent ("<...> he was <i>pulled up</i>" – "<...> він <i>був піднянунутий</i>". The equivalent "піднянунутий" is used in a different context and in this case doesn't make any sense); omission (the phrase "A good man..." was not rendered at all, even though it describes the protagonist and is an important detail in the story); inadequate contextual substitution ("His fate: <i>to be treated with disgust</i>" – "Його доля: <i>породитися з відразою</i>". The student substituted the phrase "to be treated" with the phrase which means "to agree with sth");	inadequate rendering of characterizing names ("Impulse Inga" – "Імпульс Інга" (the students used noun+noun structure in the target text instead of adjective+noun), "Chubby Charlie" – "Чабі Чарлі" (the students transliterated the name which is not appropriate, for it doesn't reveal the feature of this character in the target language), "Routine Robie" – "Рутин Рубі" (the name is transliterated), and "Rubish. Richard Rubish" – "Рабіш, Річард, Рабіш" / "Миско. Річард Миско" (the name is transliterated / transliteration is combined with the Russian word "Миско"). Some students left "Generation Awake" and "Awakeners" as well as the other above mentioned names in the original language in their Ukrainian translations; inadequate translation of exclamations ("Ouch!" – "Ай!" / "Оу!". The students transcoded the exclamation "Ouch!". Suggested exclamations are not typical for the Ukrainian language, thus, they won't be understood by Ukrainian viewers); choosing unappropriated for the situation equivalent ("<...> <i>condemned to spend a life on the streets</i>" – "<...> <i>засудженого провести жумня на вулиці</i>". The student used the equivalent which means "convicted"; "He is precious." – "Він <i>городоциний</i>", / "Він <i>і городоциний</i>," the Ukrainian word used here	wrong / lack of punctuation ("He is precious." – "Він <i>городоциний</i>" – in the target text dash ("–") is omitted. It should be mentioned that all students had problems with punctuation.); spelling mistakes ("<...> he was pulled up" – "<...> він <i>піднянунутий</i>". The student wrote "під" instead of "він"; "He is precious." – "Він <i>і городоциний</i>". The student added odd letter "і" in the word "городоциний"; "But he suffers disrespect" – "Але він <i>старажжати</i> <i>неповажою</i>". In the word "старажжати" two letters were in the wrong position); using passive structures instead of active in the target text ("<...> he was pulled up" – "...він <i>був піднянунутий</i>". This structure is the calque from English and is not typical for the Ukrainian language.); using present participles in the target text ("Generation Awake presents" – "Городоциные покоління <i>презентунути</i>". The students used present participle "Городоциные" which is not typical for the Ukrainian language; it is the calque from Russian.); using the wrong person ("<...> a good day to you too!" – "<...> <i>зарного гня вам ма-ком</i>". In the Ukrainian sentence the second person plural "вам" was chosen and not the second person singular " тобі" which

EG	confusing similar word forms ("Join the Awakeners at generationawake.eu." – "Привітай пробудників на generationawake.eu." The student used the form of the word which denotes the meaning of joining the Awakeners to generationawake.eu. instead of choosing "Привітайся", i.e. inviting others for joining); changing the purpose of the expression ("<...> a good day to you too!" – "Хороший день для тебе мек". Instead of rendering the wish, the student translated it as a fact).	is collocated with other Ukrainian words, like "камінь" ("stone"). For describing a person another word should be chosen; "he is being ignored" – "його унікають". The student chose the equivalent meaning "is being avoided"; "I have inner values!" – "Я маю духовні цінності!" – Ukrainian equivalent "губовні" means "spiritual"; "His fate: to be treated with disgust" – "Його доля: це було блякуванню відразу" – the word "treated" is rendered into Ukrainian as "healed / cured" instead of "be behaved toward"; using English calques ("Well" – "Окей". The student used the calque of the English word "Okay" in the target text instead of a Ukrainian equivalent, e.g., "Що ж").	would be appropriate to the situation.); wrong tense form ("He could make the world a better place" – "Він зміг зробити світ кращим місцем". The Ukrainian equivalent "зміг" bears the meaning that someone had the ability to do something and did it, however, the original message was that he could have done it but he wasn't given a chance to do it.) wrong preposition ("<...> turn rubbish into a resource" – "<...> перетворити сміття в ресурс". In this case preposition "на" should have been used.) using different imperative forms ("Join the Awakeners at generationawake.eu. and turn rubbish into a resource" – "Привітайтесь до Пробудників на generationawake.eu і перетворіть сміття на ресурс". The word "Привітайтесь" is the imperative form of the second person plural and the word "перетворіть" is the imperative form of the second person singular.) wrong sentence structure ("His fate: to be treated with disgust" – "Його доля, що до нього ставляться з огидою").
CG	1) inadequate word-for-word translation ("<...> but he suffers disrespect" – "<...> але він страждає неповагою". In the target text the agent of the action is different from the original, as if it was he who disrespected others, though the situation was exactly the opposite. "This is dog's life" – "Це життя собаки!" 1 student from CG used the phrase "життя собаки" which	1) choosing inappropriate for the situation equivalent "<...> condemned to spend a life on the streets". – "<...> засудженого проведи життя на вулицях". The student used the equivalent which means "convicted"; "He is precious, <...>". – "Він вимоночелю, <...>". The Ukrainian lexical item is suitable when talking about a language or style, so it cannot be used in this context; "I have inner values!" – "Я маю новимня!" The Ukrainian equivalent "новимня" means "feelings";	1) wrong / lack of punctuation. All the students of CG had problems with punctuation. 2) spelling mistakes: Ouch! – Ой! / Disgust! – Відпаз! The students added odd letters "й" and "д"; ... condemned to spend a life in the streets. – ... припечений проведи життя на вулиці. The word "припечений" is misspelled. 3) using passive structures instead of active in the target text. " ...he was pulled

CG	means the life of an animal (in this case of a dog) instead of writing "собаче життя" denoting unhappy and miserable life. 2) unmotivated addition "<...> but he suffers disrespect" – "<...> але його терпіня не поважають" / "I have inner values!" – "У мене й якісь внутрішні цінності! / Я маю власні внутрішні цінності!" 3) unmotivated omission "Well, technically speaking, he was pulled up!" – "Ну, його підняли!". 3) incorrect translation of some parts of speech can lead to distortion of meaning in translation. Thus, the students made mistakes translating prepositions ("He is precious; and yet, he is being ignored". – "Він надзвичайно важливий, тому його ігнорують", "Він важливий, і ще його ігнорують.") and pronouns ("His fate: to be treated with disgust". – "Відраза до нього – ось твоя доля"). 4) choosing the wrong equivalent ("<...> he was pulled up" – "<...> він був <u>викинутий</u>", "<...> його <u>стримували</u>") This ways of translation of a phrasal verb "pull up" are not found in dictionaries and they don't make sense in this context. Two students used the Ukrainian lexeme "<u>зупинили</u>" in this case which is suitable only when talking about vehicles.	"<...> and turn rubbish into a resource" – "<...> і перетвори сміття в можливість" / "<...> і перетвори сміття на користь". The suggested by students equivalents mean "a possibility" and "usefulness". But the lexical item "ресурс" which is borrowed from French not only into English but also into Ukrainian is more suitable in the context of waste recycling; 2) use of Russianisms in Ukrainian translation: "Chubby Charlie" – "Пухляк Чаплі"; "Awakeners" – "Пробудителі". One of the students, even coined a new word for the lexeme "awakeners" – "пробудженці", though it is not stylistically relevant. 3) inadequate rendering of characterizing names. Some students probably did not recognize characterizing names in the source text. So, they used transcoding as in the following example: "Rubbish, Richard Rubbish" – "Рабібіш, Річард Рабібіш". When translating the name "Routine Robbie", there were suggested such Ukrainian equivalents, as "Рутинний", "Нудотний", and "Звичний". The first adjective cannot be used in relation to living beings, the second one can be used to describe some unpleasant smell or conversation, while the third one describes people who got used to sth. 4) lexical abundance: "He could make the world a better place, <...>". – "Він міг зробити світ кращим місцем" / "<...> and turn rubbish into a resource" – "<...> і перетвори сміття на потрібні ресурси". In the above-mentioned examples there was no need to add the underlined words because the communicative function is evident without them.	<u>up</u>" – " ... він був підтягнутий" / "<...> he is being ignored". – " ... він був проігнорований". This is a structural calque from English into Ukrainian. Such imitation of the original structure in translation sounds unnatural because in the Ukrainian language the Passive Voice is not used as often as in English. 4) wrong tense form "He stood up" (the past tense) – "Він повстатане" / "Він підніметься" (the future tense); "<...> he is being ignored" (the present tense) – "<...> він був проігнорований" / "його ігнорували" (the past tense).
------------------	---	---	---

CG	In addition, lexical abundance is often the result of structural calque from the English language: "He is precious <...>". – "Він й дорожчий <...>" / "Він й дорогий <...>". 5) rendering of foreign language inclusions. The students suggested different ways of rendering of the following foreign inclusion: Hasta la vista, lady. – Ахтана віста, леді! / Хаха ла віста, леді. But Ukrainians as well as English speakers are familiar with the meaning of this phrase ("See you later") that originated from Spanish. So, it is possible to present this foreign language inclusion in the Latin graphics as it was done in the original.	
----	--	--

KUTSA

by Master Connect

The Invisible Subtitled

60% (3/5)

✓

1. The risk of subtitling is that there may be...

A

a lack of synchrony

B

a lack of projecting

C

a lack of time

D

a lack of image

✗

2. Why is the subtitler invisible?

A

because the companies are not credited

B

because the company should be credited

Room: kutsa

Student Names	Student ID	Total Score (0 - 100)	Number of correct answers	The risk of subtitling is that there may be...	Why is the subtitler invisible?
Baranovska Tanya	-	60	3	a lack of synchrony	because the company should be credited and not

Fig.7. The snapshots of the example of the results of the test in Socrative

To develop translation skills and increase translation quality, short videos as well as links to scientific articles addressing each subtype of the identified students' mistakes were uploaded in Edmodo so that the students of EG had a chance to go through the material whenever it's convenient for them in order to ensure flexibility (Limantoro, 2017) and later discussed during Practice of Translation and Interpreting classes aiming to combine face-to-face teaching with online learning (ibid). Additionally, "Exit Ticket" was used (Dervan, 2014), i.e., the members of EG wrote short quizzes at the end of each class to assess what they had learnt in real time and determine what still needed further improvement.

During the experiment the students of EG were to create subtitles for such cartoon as, "The Lego Movie Clip Good Morning 2014", "Shrek 1", "EU Agriculture CAP: Keep Countryside Alive", "Charade-Encounter", and "Clip 1 Phonecall jobofer" (CFS).

The members of EG translated the first video in two teams of four, the second one in pairs and other three videos were rendered individually. All the videos were watched in the classroom, followed by the discussion. Additionally, the students were regularly sent out the reminders to upload their files (created in ClipFlair) in Edmodo and comment on their submission, giving suggestions and providing reasons for their judgements (Sujannah, 2017). Furthermore, in order to develop the ability to recognize the most important elements of the original and translation problems (Chernovatyi, 2013: 216-221) the memebers of EG were asked to write summaries of the video material (CFS) as well as of additional texts, and share them in Edmodo. Moreover, the students were encouraged to comment on each other's works with the view to fostering their engagement and collaboration (Awedh et al., 2015) (Fig. 8).

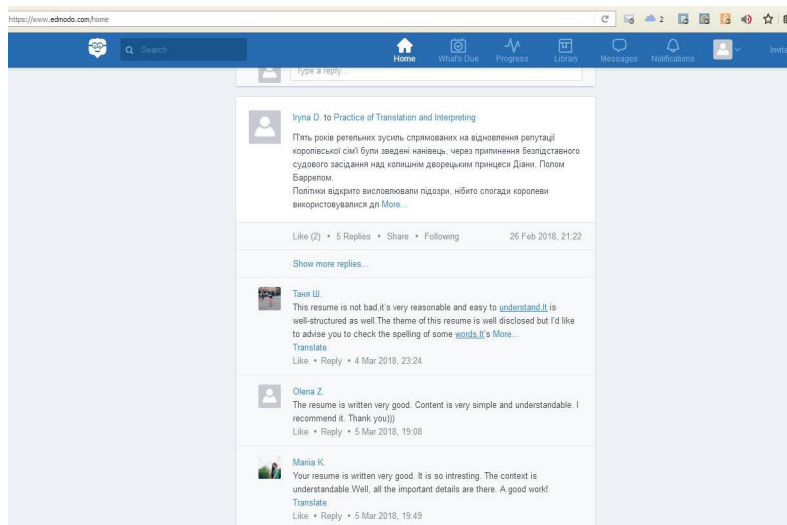


Fig. 8. A snapshot of the example of students' commenting in Edmodo

Finally, during the third stage of the pedagogical experiment (controlling) both groups were asked to create subtitles for “King Kababa and the Knight” (CFS) without English subtitles which made the task more complicated especially for CG which later were checked and analyzed by the lecturers. Thus, the students of EG made 55 mistakes in total whereas the students of CG – 174. As for the types of mistakes made by the EG, 20% (n=11) of them were errors which significantly change the meaning of the source message, 43,6% (n=24) were lexical and 36,4% (n=20) – grammatical. The students of CG made 28% (n=49) of mistakes which significantly change the meaning of the source message, 34,9% (n=61) lexical and 37,1% (n=65) grammatical ones (see Fig. 9). It’s worth admitting that as a result of pedagogical observation, it was noticed that the participants of EG completed their assignment much faster than the participants of CG and had less technical issues.

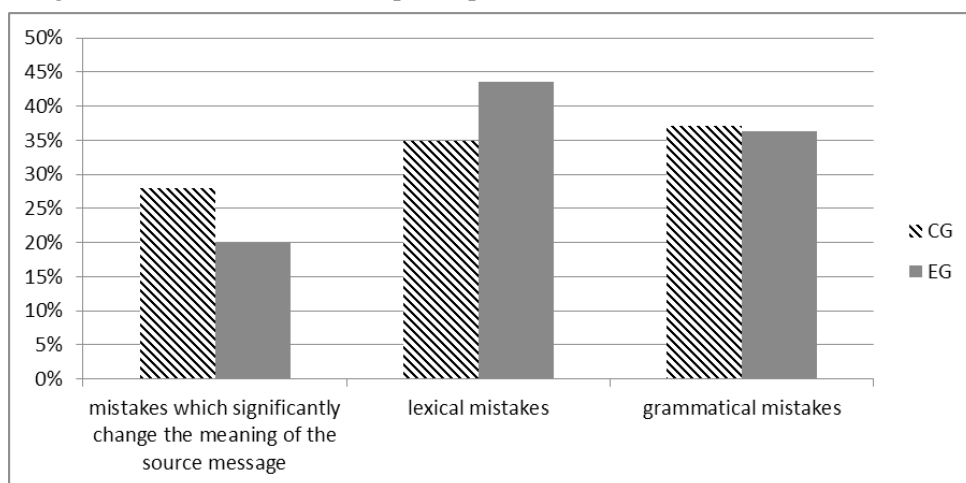


Fig.9. Mistakes in subtitles made by the students of EG and CG at the end of the experiment

As it may be seen from the data provided above and its graphical representation (Fig. 9) significant advancement has been made by the students of EG who were exposed to the blended learning via Edmodo, Socrative and ClipFlair during Practice of Translation and Interpreting classes.

Furthermore, the members of EG were asked to complete a short questionnaire concerning their feedbacks about incorporating Edmodo, Socrative and ClipFlair into their Practice of Translation and Interpreting classes. Thus, all 100% (N=8) viewed using the mentioned above programs during their studying process as positive. As for the reasons, 37,5% (N=3) of the questioned students indicated that this helped them to develop their cooperative learning skills, especially doing online

peer feedback in Edmodo, 12,5% (N=1) of the surveyed admitted the possibility to choose the most convenient time and place for completing their tasks either in Edmodo or in ClipFlair, 62,5% (N=5) of them pointed out the ability to develop their skills at subtitling and 12,5% (N=1) stated the possibility to improve the English language skills (Fig. 10).

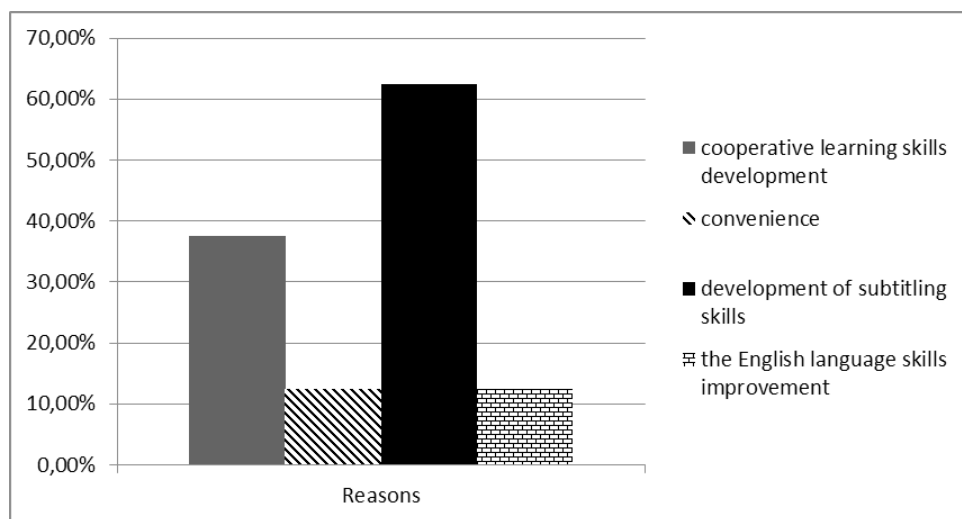


Fig. 10. Results of the survey on the reasons of merits of implementing Edmodo, Socrative and ClipFlair in the process of future translators' and interpreters' professional training

Moreover, 100% (N=8) of the questioned students reported that using Edmodo, Socrative and ClipFlair in their educational process didn't harm their health which shows that the amount of time allotted for fulfilling the assignments via this programs was sufficient enough.

Thus, the results of the carried out pedagogical experiment indicate significant improvement of EG members in the area of translation skills including subtitling (as one of the modes of audiovisual translation), raised translation quality via ClipFlair (proved by the decreased amount of mistakes, especially those which significantly change the meaning of the source message, made by the students of EG), and, consequently work in favour of blended learning using ICT in general and Edmodo, Socrative and ClipFlair in particular.

4. Conclusions

In the digital era it's impossible to imagine educational process without embedded ICT into the curriculum. Accordingly, to keep in step with the times, as

well as to ensure qualitative education, blended learning (combination of face-to-face teaching with online learning) can be practiced. To sum up, there are the following advantages of teaching with Edmodo and Socrative: flexibility, safety, user-friendliness, and free-of-charge basis. These management systems boost both self-directed and collaborative learning. The results of this study show that feedback technologies are particularly effective for development of translation skills. ClipFlair is a language learning environment that shifts students from passive observers to active participants. Moreover, this project creates possibilities for taking into consideration the extralinguistic dimension of an audio-visual text.

Our work has led us to conclude that a combination of Edmodo, Socrative and ClipFlair makes the educational process more engaging and motivating.

We see the perspectives on this issue in analyzing the ways of effective blended learning during Practical Course of Conversational and Written English taught to future translators and interpreters in order to increase their level of the English language proficiency and encourage for more active learning.

Acknowledgements

The authors gratefully acknowledge the first-year students of Foreign Languages Department in Ternopil Volodymyr Hnatiuk National Pedagogical University (Ukraine) for taking part in this research.

NOTES

1. ClipFlair Studio. The basics [CFSTB]. (2013, May 27). Retrieved from <https://www.youtube.com/watch?v=vV0tjWx9YQ8>
2. ClipFlair Studio [CFS]. Retrieved from <http://clipflair.net>
3. Dziuban, Ch., Moskal, P. & Hartman, J. (2005). Higher education, blended learning, and the generations: Knowledge is power: No more. Elements of quality online education: Engaging communities. Retrieved from http://desarrollodocente.uc.cl/images/Innovaci%C3%83%C2%B3n/Flipped/Knowledge_is_power_no_more.pdf.
4. Edmodo. Retrieved from <http://edmodo.com>
5. Güzer, B., & Caner, H. (2013). The past, present and future of blended learning: an in depth analysis of literature. *Procedia - Social and Behavioral Sciences* 116 (2014), 4596 – 4603. Available: https://ac.els-cdn.com/S187704281401009X/1-s2.0-S187704281401009X-main.pdf?_tid=1d605ca0-3b63-4813-96ab-db008c6575d1&acdnat=1521194979_4631512cbd758d9fc87ee7f4bb43174b
6. House, J. (2015). *Translation Quality Assessment*. London: Routledge, Taylor & Francis Group

7. ICT in education (ICTIE). Retrieved from <https://en.unesco.org/themes/ict-education>
8. Okumura, S., & Bronson, M. (2016) The Use of Edmodo to Enhance Second Language Learning among Japanese and American College Students.
8. Schiaffino, R., & Zearo, F. (2005). Translation Quality Measurement in Practice. Retrieved from http://www.translationquality.com/files/TQM_Proceedings.pdf
10. Vynoslavska, O. (2014). Doslidzennia vplyvu IKT na samoorganizatsiiu i samorozvytok osobystosti [The Investigation of ICT Influence on Self-Organizing and Self-Development of Personality]. Bulletin of National Technical University of Ukraine "Igor Sikorsky Kyiv Polytechnic Institute" Philosophy. Psychology. Pedagogy, Issue 2, 47 – 54 [in Ukrainian].
11. Jovanović, I. (2017). Learning foreign languages via mobile devices – attitude and experience of students of higher business school of professional studies in Leskovac. 10th International Scientific Conference "Science and Higher Education in Function of Sustainable Development". Retrieved from <http://sed.vpts.edu.rs/CD%20Proceedings%202017/proceedings/2-1.pdf>

REFERENCES

- Al-Kathiri, F. (2014). Beyond the classroom walls: Edmodo in Saudi secondary school EFL instruction, attitudes and challenges. *English Language Teaching*, 8 (1), 189 – 204.
- Alshawī, S. T., & Alhomoud, F. A. (2016). The Impact of Using Edmodo on Saudi University EFL Students' Motivation and Teacher-Student Communication. *International Journal of Education*, 8 (4), 105 – 121.
- Awedh, M., Mueen, A., Zafar, B. & Manzoor, U. (2015). Using Socrative and Smartphones for the support of collaborative learning. *International Journal on Integrating Technology in Education*, 3 (4), 17 – 24.
- Baños, R., & Sokoli, S. (2015). Learning foreign languages with ClipFlair: Using captioning and revoicing activities to increase students' motivation and engagement (pp. 203 – 213). In: Borthwick, K., Corradini, E. & Dickens, A. (Eds.). *10 years of the LLAS elearning symposium: case studies in good practice*. Dublin: Research-publishing.net.
- Çeker, E. & Özdamlı, F. (2017). What "Gamification" is and what it's not. *European Journal of Contemporary Education*, (6), 221 – 228.
- Chernovaty, L.M. (2013). *Metodyka vykladannia perekladu yak spetsialnosti* [Methodology of Translation and Interpreting Teaching]. Vinnytsia: Nova Knyha [in Ukrainian].
- Cruz Rondón, E. J. & Velasco Vera, L. F. (2016). Understanding the role of teaching materials in a beginners' level English as a foreign language course: A case study. *Profile Issues in Teachers' Professional Development*, 18 (2), 125 – 137.

- Dervan, P. (2014). Increasing in-class student engagement using Socrative (an online Student Response System). *AISHE-J: The All Ireland Journal of Teaching and Learning in Higher Education*, 6 (3), 1801 – 18013.
- Díaz Cintas, J. (2010) *Audiovisual Translation: Subtitling*. Manchester: St. Jerome Publishing.
- Duma, L. & Monda, E. (2013). Impact of ICT Based Education on the Information Society. *Journal of Futures Studies*, 18(1), 41 – 62.
- Finardi, K. R. (2015). Current Trends in ELT and Affordances of the Inverted CLIL Approach. *Studies in English Language Teaching*, 3(4), 326 – 338.
- Ismail, R., Samy, D., Abdel-Razek, M., Selim M.I. & Martín-Noguerol M. (2017). Subtitling for Intercultural Communication in Foreign Language Learning/Teaching: The case of Dhat, an Egyptian Series Subtitled in Spanish. *Caracteres: Estudios Culturales y Criticos de la Esfera Digital*, 6 (2), 398 – 420.
- Kaya, A. & Balta, N. (2016). Taking advantages of technologies: using the Socrative in English language teaching classes. *International Journal of Social Sciences & Educational Studies*, 2 (3), 4 – 12.
- Khodary, M. M. (2017). Edmodo use to develop Saudi EFL students' self-directed learning. *English Language Teaching*, 10 (2), 123 – 135.
- Lertola, J. (2015). Subtitling in language teaching: Suggestions for language teachers (pp. 243-267). In: Gambier, Y., Caimi, A., & Mariotti C. (Eds.). *Subtitled and Language Learning. Principles, strategies and practical experiences*. Bern: Peter Lang.
- Limantoro, S. W. (2017). Reflection on Implementing Blended Learning in the Translation Classroom via Edmodo. *English Language and Literature International Conference (ELLiC) Proceedings*, 1, 231 – 237.
- Mork, C. M. (2014). Benefits of Using Online Student Response Systems in Japanese EFL Classrooms. *JALT CALL Journal*, 10 (2), 127 – 137.
- Olaore Israel B. (2014). The Impacts (Positive and Negative) of ICT on Education in Nigeria. *Developing Country Studies*, 23, 154 – 156.
- Reinders, H. (2014). Backchannelling in the language classroom: improving student attention and retention with feedback technologies. *The Journal of Language Teaching and Learning*, 4 (2), 84 – 91.
- Ros Abaurrea, A. (2017). ClipFlair, Audiovisual Translation and Computer Assisted Language Learning: beyond the four-walled classroom. *A Research Paper for Master's degree in Language Acquisition in Multilingual Settings (LAMS)*. Vitoria-Gasteiz: University of the Basque Country.
- Staker, H. & Horn, M. B. (2012). Classifying K-12 blended learning. Mountain View, CA: Innosight Institute.
- Sokoli, S. (2015). Clipflair: Foreign language learning through interactive revoicing and captioning of clips (pp. 127 – 148). In: Gambier, Y.,

- Caimi, A., & Mariotti C. (Eds.). *Subtitles and Language Learning*. Bern: Peter Lang.
- Sujannah, W. D. (2017). Online Peer Feedback as a Strategy to Improve Students' Translation Skills. *Jurnal Pendidikan Humaniora*, 5 (4), 165 – 168.

✉ **Dr. Oksana Kutsa, Assoc. Prof.**

Dr. Mariana Karanevych, Assoc. Prof.

Ternopil Volodymyr Hnatiuk National Pedagogical University
Ternopil, Ukraine

E-mail: oksana.kutsa.tnpu@gmail.com;

E-mail: karanevych.m@gmail.com