

The Effect of Peer and Teacher Feedback on Student Writing in College Class of Electrical English Translation

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Abstract. Translation teaching becomes more important in college translation teaching classroom. Peer feedbacks and teacher feedbacks have been widely accepted in the second language writing classroom, while their influence on translation teaching is yet in exploration. In this paper, 30 college students from elective class of college Electrical English translation are under research according to peer feedbacks and teacher feedbacks. What to mention is that Faigley and Witte's (1981) taxonomy of revisions is applied innovatively to college students' revision to their translation. Then, their revisions are classified according to taxonomy of revisions. Finally, their 3 drafts of translation are scored by another teacher teaching translation. According to statistics, there are more teacher feedbacks than peer feedbacks and their translations are better improved through multiple drafts. And by conclusion, teacher feedbacks and peer feedbacks are both beneficial to translation revision. As a result, teachers can use teacher feedbacks, peer feedbacks and multiple drafts process in their class to make better translation revisions and enhance their cooperative awareness in translation process.

Introduction

The university class of Electrical English translation aims to improve college students' understand during the translation process. Though the Chinese Ministry of Education has enhanced their requirement on college students' translation ability, many college teachers find that their students still do not meet this requirement. In this case, college teachers of Electrical English need to have a comprehensive knowledge of the dilemma in their teaching and then, explore a new method to Electrical English translation teaching. [1]

Chinese scholars Yubin Zhu and Jun Xu approved that teachers and learners should pay more attention to translation process instead of translation. [2] Peer feedback and teacher feedback based on process-based approach and Faigley and Witte's taxonomy of revision are used in this paper innovatively to improve the revision draft in the class of Electrical English translation.

In the experiment, there exists feedback among students and teachers and in this way, students' translation ability is enforced. [3] Feedback is an input from writers to reader, aiming to provide translators with information on translation. Then, translators will correct the mistakes in their translation, such as illogicalness and grammatical mistakes. [4] Normally, such information can be written evaluation and oral advice. In translation teaching, feedback refers to the evaluation or information that the learners have received from teachers after accepting the translation task. [5] Xuemei Zhang and Weidong Dai hold that feedback consists of two parts: evaluation and correction. Feedback aims to improve one's translation ability, which is the information the readers have provided to the translators. [6] According to the classification of feedback, there are two kinds of feedback: teacher feedback and peer feedback. In recent years, researchers have placed more and more emphasis on Process Approach in translation class, which demands that teachers should not only teach students how to translate, but also cultivate their ability of translation thinking, feedback-proceeding and translation revision. [7]

Research Background

Teacher Feedback. Teacher feedback is defined that language teachers provide some oral and written information on learners, language learning, task performance, interest development and personal development. It is also regarded as the information teachers give to students according to their learning performance. [8] Teacher feedback includes reading, grading and revision of students' translation. Generally speaking, teacher feedback is time-consuming, so it is easier to ensure the quality of teacher feedback when there are fewer students in the translation class. It is important that teacher feedback is beneficial to the translators. Therefore, the best teacher feedback should be the feedback from the translators. That is to say, when a translator gives his translation to others, he should tell his expected feedback. More criticism is not good for the revision of translation and positive feedbacks can improve the translation quality other than negative feedbacks. In the traditional college class of Electrical English translation, teacher feedback occupies the leading position. [9] Traditional translation method is used in college class of Electrical English translation, that is the one-way feedback mode: teachers give comments on students' final translation. The feedback of teachers' comments is the only sources which the students get translation evaluation.

Peer Feedback. It is the translation activity among students who exchange their translation and give their own comments. Nelson and Murphy found in their experiment that students will accept peer feedbacks and apply them to their revision. Liming Deng and Hui Huang think that students approve peer feedbacks in the whole. They believe that peer feedbacks will improve their translation ability both in language and sentence structures. [10]

Experiment Design

30 junior undergraduate students from the elective class of Electrical English translation in a university in Northeast China are selected. Each of the elective class is 40 minutes, twice a week and 18 weeks in total. A teacher will guide students to do teacher and peer feedback of CE and EC translation in the first 9 weeks and to give corresponding revision according to the feedback. In the 10th week, the students have to do the homework of EC translation of Electrical English, that is the Draft 1. Then the experiment of teacher and peer feedback will be conducted in the 11th week. The students will be divided into 15 teams at random. Team members exchange their translation and give their peer feedback. Then teams will discuss the feedback in the 12th week and revise their translation, that is the Draft 2. Draft 2 will be given to the teacher and the teacher will give teacher feedback in the 13th week. Students will revise their translation according to the feedback in the 14th week and submit this Draft 3 in the 16th week. Then, another college teacher will grade these 3 Drafts.

Discussion

According to Faigley and Witte's taxonomy of revision, statistics from Draft 1 and 2 and the total statistics are collected. (Table 1, 2 and 3)

According to the 3 tables, the most changes students have made are formal changes, meaning-preserving changes, microstructure changes, and macrostructure changes. Students are prone to the first two changes, that are surface changes. But the last two changes, meaning changes, are important. In table 1, microstructure changes are the most from peer feedback. In table 2, microstructure changes are the most from teacher feedback. According to table 1 and 2, students are prone to teacher feedback. According to the sources of revision, students are able to make translation revision, and they are prone to make surface changes rather than meaning changes.

Another college teacher will be invited to grade the 3 Drafts of all the students anonymously, and then get Fig. 1. Students' translation is improved through Draft 1 to 3.

Table 1 Statistics of the Revision from Draft 1

	Peer feedback	Self feedback	Total
Formal changes	87(8.6%)	318(31.5%)	405(40.1%)
Meaning-preserving changes	36(3.6%)	237(23.4%)	273(27%)
Microstructure Changes	150(14.8%)	63(6.2%)	213(21.1%)
Macrostructure Changes	63(6.2%)	57(5.7%)	120(11.8%)
Total	336(33.2%)	675(66.8%)	1011(100%)

Table 2 Statistics of the Revision from Draft 2

	Teacher feedback	Self feedback	Total
Formal changes	132(8.9%)	303(20.6%)	435(29.5%)
Meaning-preserving changes	210(14.3%)	192(13%)	402(27.3%)
Microstructure Changes	288(19.6%)	45(3%)	333(22.6%)
Macrostructure Changes	243(16.5%)	60 (4.1%)	303(20.6%)
Total	873(59.3%)	600(40.7%)	1473(100%)

Table 3 Statistics of the Revision from Total Drafts

	Peer feedback	Teacher feedback	Self feedback	Total
Formal changes	87(3.5%)	132(5.3%)	621(25%)	840(33.8%)
Meaning-preserving changes	36(1.5%)	210(8.4%)	429(17.3%)	675(27.2%)
Microstructure Changes	150(6%)	288(11.6%)	108(4.3%)	546(22%)
Macrostructure Changes	63(2.5%)	243(9.8%)	117(4.7%)	423(17%)
Total	336(13.5%)	873(35.1%)	1275(51.3%)	2484(100%)

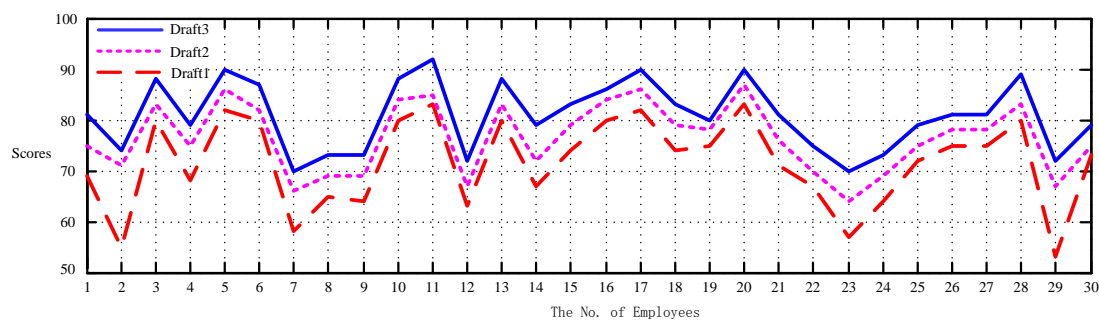


Figure 1. Analysis of the Scores from Employees

Conclusion

It is concluded that both teacher and peer feedback are beneficial to translation revisions. And revisions from teacher feedback are more than that of peer feedback, which means that teacher feedback is the first choice of students. Multiple drafts are also good for translation revisions. Teacher feedback can easily lead to meaning changes. So, in college class of Electrical English translation, teachers can combine teacher feedback, peer feedback with multiple drafts.

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