Influence of Flipped Classroom Model on Korean Translation Teaching

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Abstract. Nowadays people are communicating and making decisions through smart phones or smart devices. We live in the middle of the smart generation and observe the improvement of the technology in our daily life. Education techniques have also been changed to provide better learning environment for the foreign language learners. This study investigated the effect of the flipped learning model on Korean translation course in Department of Korean language and literature of Ankara University. All students who participated in this work are in 3rd year of the same department. The process of the flipped classroom model in translation teaching was divided into the three steps of pre-class, in-class, and post class activities. The results showed that the flipped learning promoted the students’ motivation and involvement. The analysis of the students’ outputs showed that the inverted class enhanced the creativity and positivity of the learners.

Introduction

Korean language teaching in Turkey has been started with opening of the Korean language and literature department in Ankara University in 1989. In 2007, doctoral program was opened, and the first PhD was produced in 2012. With the Korean teaching history background, there has been a change in Korean language learners. During the last few years, among freshmen, there have been students who have prior knowledge on Korean language, or have already achieved TOPIK (The Test of Proficiency in Korean) certificate. As the students moved up to 3rd grade, some of the class held TOPIK level 3 (intermediate level), and some have been on an exchange program in Korea. Moreover, thanks to the smart technology, the students’ accessibility to teaching methods and teaching materials is easy, and their acquisition of the knowledge has became enormous than before. Recently, the relationship between South Korea and Turkey has been improved and is expected to be increased continually in future. This created the need for different professionals in Korean language or cultures. However, it has been shown that Korean companies in Turkey took the job knowledge more seriously than just Korean language skills [1]. They expect that local employees should have both of Korean competence and job knowledge on international trade, tourism, or management. It is a challenging for Korean language teachers how to not only improve their language skills, but also develop their communicative competence based on understanding of the Korean culture and increasing of the personal capacity.

Over the last decade, Korean translation course in Ankara University has been conducted merely on traditional translation approaches, which bases on how close source language is translated to target language. It is very much dependent on grammatical or linguistic competence of the students’ outputs, while the translation process is not really considered [2,3]. However, the classical teacher-centered method is criticized as not enough to equip the translators with wide range of professional and interpersonal skills, knowledge, and competence they will need to meet the requirements of an increasing demanding language intercession market [4]. After that, the teacher-centered traditional translation teaching has been changed to more functional approaches. It has been emphasized that the translation teaching should be similar to the real practice of translation. In addition, it is stated that translation teaching should be centered on the translation process instead of the analysis of errors [5]. Kiraly [6] focuses the importance of the collaborative learning environment for translation education. As for the effective learning, the collective undertaking of authentic tasks with the support of the teacher is the heart of the social constructive lesson.
The flipped classroom teaching method started in 2006 in Colorado, and the model basically refers to the idea that the lectures and explanations would no longer be done in class but at home, leaving what was previously treated as homework to be done in the class time [6]. The flipped classroom approach can be described as a student-centered teaching and learning method. This method is based on constructivism [7]. Constructivism is an education perspective in which students build their understanding of concepts through a combination of their existing knowledge and new experiences. Students, who actively participate in their learning, are one of the main focuses of science education, according to teachers who held a constructivist belief. Teachers guide the learning in a constructivist setting rather than just imparting knowledge to the students. The student is the center of teaching and student-centered methodology should be used. That is to say, the student is the center of teaching and the teacher works as the organizer, facilitator, and motivator, utilizing setting, cooperation, and dialogue to motivate students’ interests, activities, and creativeness. Before the flipped classroom, students can know the learning tasks by watching the videos or studying the materials made by the instructors to construct the new knowledge. And in class, the instructors organize and guide the students to cooperate with each other to discuss the questions in their learning and what they have learned, so that students can gain help of the teachers or classmates.

Literature Review

Flipped classroom was pioneered by two chemistry high school teachers, Jonathan Bergman and Aaron Sams [6]. They decided to record videos of their chemistry lectures for students missing their classes. They put them on the Internet, and it was a big hit. Since then, the flipped model has been popularized and became famous at higher education field. This flipped classroom can be described as a setting where what was traditionally done in class is now being done at home, and what is traditionally done as homework is now being completed in class [6]. The flipped classroom model changes the view of the classroom from being a knowledge station to being a place for student engagement and formative assessment of students’ progress [8]. In 2011, New York Times published articles about flipped classroom and called it a great reform of classroom teaching models.

The flipped classroom approach is spread all over the world in various areas. Maher and her friends [9] applied the flipped classroom model in computer science course and found positive response from students. James and co-workers [10] examined application of the flipped classroom in maritime education. Tan et al. [11] evaluated the relative acceptability of the flipped classroom approach compared with traditional didactics for in-house teaching in emergency medicine. Muir and Geiger [12] reported that they made a case study of a grade 10 mathematics class by using a flipped classroom approach and found that the teacher and students were positive about their experiences with a flipped classroom approach. Seery [13] studied the flipped learning in chemistry course and found several positive outcomes emerging: students tend to like, enjoy, and engage with the format. The above researchers studied application of the flipped classroom in the fields of natural science. Zhang et al. [14] studied vocabulary teaching strategies in flipped learning classroom. Through the test and interviews it was found that flipped classroom improved classroom efficiency and increased the students’ interest in vocabulary learning. Mary and Hod [15] focused on the pedagogy of flipped instruction and the experience of the flipping method with Omani graduate students and addressed that flipping was a positive experience for Omani educators. Thaichay and Sitthitikul [16] examined the use of the flipped learning approach to Thai ESL classroom and revealed a statistically significant difference in terms of their language accuracy after they had received the instruction with the flipped classroom. Furthermore, students showed more engagement in the flipped classroom and expressed positive opinions toward the inverted class.

In Turkey, there were studies on the flipped classroom model. Basal [17] introduced the implementation of the flipped classroom into an English language class and investigated the response of the 47 English teachers who was participated in. He concluded that flipped classroom was beneficial in terms of 4 categories: learning at one’s own pace, advance student preparation, overcoming the limitations of class time, increasing the participation in the classroom. Sezer [18]
studied the effect of a flipped classroom environment on the learning and motivation of middle school students. The research, conducted for 2 weeks in science course, revealed that flipped classroom yielded both greater academic achievement and greater motivation compared with the control group. Kurt [19] conducted a study on the implementation of flipped approach in a higher education institution in Turkey. A classroom management course in a pre-service English teacher education program was flipped and its effectiveness was evaluated against a traditional teaching method. The results revealed that the 62 pre-service English teachers in flipped classroom showed higher level of self-efficacy beliefs and better learning outcomes than those of control group in traditional teaching classroom.

Methodology
The participants of this study were 3rd year students in Korean Language and Literature Department of Ankara University, who were enrolled in Korean translation course. This course is consisted of two days per week and 2 hours teaching each time for one semester. For convenience, a group account was opened in internet social media and everyone in class registered together.

Three phases of lecture schedule were designed to perform the flipped learning in Korean translation course. At pre-class stage, teacher uploads lecture materials, homework, and vocabulary lists, and student reads the materials, completes homework, and studies the words to get familiar with them. At in-class stage, student asks questions about the contents on teacher’s uploaded materials, presents his/her homework in front of classmates, and participates in class activities. Teacher answers students’ questions, explain lesson in more detail for students who do not understand, guides the students to perform various activities (presentation, evaluation on classmates’ work, group discussion), and assigns new homework or lecture materials for next class. In particular, teacher pre-corrects the students’ translation homework. At post-class, student finishes the translation project and uploads on social media to share with other students. Teacher does the final correction on each project and collects data from the survey on the invert classroom.

As for the translation project, teacher encourages students to make a group and find the topic and context according to their interests. Each group chose different topics. A group who are interested in computer design chose webtoon translation for their project. Students who are interested in going to Korea to do Master degree, chose the academic report translation. Some students chose the newspapers on politics, technology, or social issues. Another group chose literature essays for translation project. Each group selected the project context according to individual interest or talent.

Three methods of data collection were used: surveys, interview and instructor observation. Participant surveys are composed of 3 questions: (1) Does the flipped classroom help to improve students’ Korean language translation skills? (2) Does the flipped classroom promote the motivation on Korean language study? (3) Will you recommend the flipped classroom in next year class? These questions were designed to evaluate the students’ general attitude to flipped learning. The participants’ responses in the survey were measured by the five-point Likert rating scale: 5=Strongly agree, 4= Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree. A group interview was conducted in warm and relaxing atmosphere in classroom. Open-ended questions were used to promote reflection by the learners. Instructor’s observation focused on participants’ translation skill, education readiness, attitudes toward the activities, cooperation in a group, and performance with the assignments.

Results and Discussion
Participant Surveys
As indicted in Table 1, students are pleased with the flipped classroom. With the first questions about the efficiency on translation skills, all of the students answered agree (scale 4) or strongly agree (scale 5). Upon the second question about the effect on motivation, more than 90% of participants answered that they were motivated positively. Upon the last questions whether they will
prefer the current method in future, the answers were extraordinary positive. In this study, the flipped classroom was the first experience to the participants. However, they seemed to adopt the new method easily and utilized it successfully in personal learning attitude. The fact that flipped learning increased not only the Korean translation competence, but also the willing to study Korean language more is a very meaningful result.

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<tr>
<th>Questions Item</th>
<th>Rating Scale</th>
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<td>(1) Does the flipped classroom help to improve students’ Korean language translation skills?</td>
<td>0% 0% 8.33% 50.00% 41.67%</td>
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<tr>
<td>(2) Does the flipped classroom promote the motivation on Korean language study?</td>
<td>0% 0% 8.33% 33.33% 58.33%</td>
</tr>
<tr>
<td>(3) Will you recommend the flipped classroom in next year class?</td>
<td>0% 0% 16.67% 41.67% 41.67%</td>
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**Interview**

For the successful flipped classroom, communication of teacher-student or student-student is a critical factor. During the one-semester teaching, there were lots of communications through online social media and also at off-line group meetings. These interactive conversations are thought to bring the successful results in this study. When we summarize the students’ feedback on this study: (1) flipped learning was a tough process since it was very new and there were a lot of tasks which should be done in limited period. However, they could finish the translation tasks and project enthusiastically, because they chose the topic by themselves according to personal interests. Therefore, they experienced a self-directed learning in this research, (2) they developed the searching skills, through sharing knowhow in pre-class tasks or observing classmates’ presentation, (3) they could feel self-confidence by accomplishing the assignments, (4) they learned the effectiveness of cooperation learning when they work together to finish the project.

**Instructor Observation**

Instructor observed the participants’ behaviors and attitudes toward flipped classrooms. Their willingness to participate in group activities was monitored as well. They seemed to welcome the new education method in translation course. Most of the students followed the lecture guidelines and accomplished the tasks on time. Only a couple of students who were not fluent in Korean writing struggled with assignments. However, there were two students who showed impressive outputs from this study. One student realized that he had a skill on webtoon translation. He wanted to pursuit it as a carrier and continued posting on the web even after the semester course. The other student found her interest on literature translation. She is planning to be a professional on that area. So, the flipped learning was not finished just as one of the teaching tools, it became a channel for students to open or find new possibilities in their real life environment.

**Conclusion**

In this paper, influence of flipped classroom model on Korean translation teaching was evaluated. Through the surveys and interviews, participants’ Korean accuracy and motivation were promoted. They would like to continue to utilize this method in coming year classes. Therefore, flipped classroom could be a good alternative teaching method for Korean language translation courses. As for the effective and successive flipped learning, participants’ active-involvement and teachers’ effort are required. In particular, teachers will have huge amounts of work to correct individual pre-translation or final-correction, facilitate activities, and prepare projects. Nevertheless, as found in
this study, the flipped learning approach has many benefits of being tried in classroom to provide a better teaching and learning environment.

References


