

A Study on the Effectiveness of Using a Class Blog in Translator Training

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We have not realized the promise of technology in education. ... Students mastered the wonders of the Internet at home, not in school. Today's students, of almost any age, are far ahead of their teachers in computer literacy.

— 2004 National Educational Technology Plan, US Department of Education

1. Introduction

Blogging has long been an integral part of the Internet and is increasingly being used in various types of teaching situations. In particular, class blogs have been making great inroads in writing courses (Kelley 2008; Jones 2006). While there are diverse reasons for why people blog (Nardi et al. 2004), a class blog in educational setting can also provide teachers with an efficient way to organize, update materials, and communicate with students, and it can

assist students in terms of accessing information and participating in class work (Johnson 2004). From the perspective of translator training, then, it is natural to ask if class blogging could be used as an effective tool for teaching translation as well.

Discovering a useful teaching tool is always a welcome development and, since translation is a type of writing as well, it would seem many of the advantages of using a class blog should translate well into translation courses. It seems, however, that no study has yet been undertaken to test this conjecture. As a preliminary experiment, therefore, class blogs were introduced to three different translation classes at Hankuk University of Foreign Studies in Spring 2011. This paper details the various factors that were considered in the decision to use class blogs in those classes, the process of implementation, and the results for the teacher and the students. In particular, one of the primary aims for introducing class blogs was to encourage students to read more translations done by others, and this paper examines whether that aim was achieved. For feedback, a student survey was taken at the end of the term and the results were analyzed. The analysis showed that students in classes using a class blog read significantly more translations done by their classmates.

2. Literature Review

2.1 Blogs in education

Pernisco et al. (2009) promote their educational training video titled *Blogging in the Classroom* by stating, “Blogs may be driving print journalists out of business, but they’re doing wonders for the teaching profession.” They argue that blogs can benefit classes by “increasing student motivation, reading comprehension, writing skills, collaboration, and healthy social interaction” (video cover print). A cursory examination of literature on blogs in education

shows that class blogs are increasingly becoming an important supplementary tool for many teachers, especially in teaching ESL writing. Kelley (2008) gives a detailed presentation of how blogs emerged, including their use in education and trends in current research (pp. 39-48). Jones (2006) also presents a comprehensive account of how weblogs developed in cyberspace, their application to education, and the effect of blogs on writing pedagogy. Each makes a strong case for using class blogs to teach academic writing to ESL students. Class blogs are being used in other disciplines as well. For example, they have been used to promote reflective writing by medical students (Chretien et al. 2008), and they have even been applied to elementary school students to teach English writing, with noticeable results (Nam 2008).

2.2 Personal blog versus class blog

According to Nardi et al. (2004), there are five major motivations for why people blog: document one's life; provide commentary and opinions; express deeply felt emotions; articulate ideas through writing; and form and maintain community forums (p.43). While these motivations may be valid for personal blogs, the same cannot be said for blogs set up by teachers. Class blogs are "a fundamentally artificial social environment" (Hurlburt 2008: 184) initiated by the teacher, and therefore it would not be enough to simply start a class blog and expect active participation by students. Active ownership and involvement that thrive in personal blogs and are essential to their success cannot be counted on in a class blog. Rather, for it to be successful, a class blog has to be "unnatural" or "counterintuitive" in its implementation and the teacher has to "impose the interactive structure [of public blogs] ... through a combination of assignment design and student accountability" (*ibid*). The role of the teacher also differentiates class blogs from regular blogs. In any "community" created by a class blog, the teacher becomes an all-powerful presence. The "level of accountability" imposed on the students "virtually guarantees a hierarchy of

readership in course blogging, with the instructor at the top of the pyramid” (p.186). Class blogs, then, are not guaranteed for success the moment teachers release them upon the students. Much of their effectiveness will depend on how teachers manage the newfound powers under their control.

2.3 Benefits of using a class blog

There does not seem to be any literature on the benefits of using a class blog specifically for translator training: it is still an uncharted territory. Accordingly, the discussion on the benefits of class blogging will necessarily proceed with its effects in writing classes, with a view to drawing appropriate inferences for teaching translation. Johnson (2004: 8-9) elaborates on the advantages of using a writing class blog for teachers and students, and below is a partial summary of the advantages that he listed.

Advantages to teachers:

- The use of blogs is a supplemental aid to the teacher, and the amount of time students use their weblogs is at the discretion of the teacher.
- Computers in the classroom are not a prerequisite for the use of blogs. Work can be done from anywhere there is Internet access.
- All of the teacher’s notes will be viewable together in chronological order. This is very convenient when preparing lessons that build upon previous material taught in the class.
- It is simple to edit class material if the text should be improved or if something new needs to be added.
- All student writing samples are kept in one place and can be read from any computer connected to the Internet at anytime.
- Teachers can give collective feedback to the class when a recurring mistake is found by adding entries to a “Writing Feedback” class blog.

Advantages to students:

- Students have access to the teacher's complete notes on the Internet. They have the option of previewing the class material before class and reviewing the material after class.
- Because the class material is organized into sections, students can easily find information.
- Students can read comments for the class as a whole and comments directed at them individually. This maximizes feedback and contact with the teacher.
- Students can observe how their writing has changed over time.

At the simplest level, a class blog enables the teacher to gain greater control over student participation. Since the teacher is the initiator of the class blog and its rule setter, the level of teacher's interaction with the students can also be controlled. With respect to its supplementary aid capacity, some of the practical functions of a blog include its ability to create labels (folders), tag posts into label groups, and set the date and time of individual postings. The teacher can not only create portfolios and view students' assignments in chronological order but also review and organize teaching notes and instructions as well.

Most blog services also have additional functionalities such as keeping track of useful blog statistics and the ability to syndicate posts. With respect to evaluating or proofreading student writings, most blog services also provide simple text editing tools such as highlighting, coloring, italicizing, underlining and crossing out words. While Johnson (2004) mentions using HTML commands for editing, such as changing font colors, recent advances in blog editing functionalities have made such cumbersome commands unnecessary.

Concerning how class blogs influence student behavior, Hurlburt (2008) argues that they can have a "marked (and usually positive) normalizing effect [on the students] within a very short amount of time": the students quickly

learn to compare their work with those of their peers and, with some feedback from the instructor, develop a “clear sense of the standards of the community, and of their relative standing in relationship to those standards,” critically evaluate their own work, and bring it “in line with the standards of the community, instead of merely receiving a recipe for improvement from the instructor” (p. 187). On this, Kelley (2008) also observes that students associate “improvements in writing with using blogs, and ... associate their positive sense of class community with using blogs” (p. iv).

3. Class Blog for Translator Training

3.1 Considerations for using a class blog

Intuitively, most of the benefits of using a class blog to teach writing as described above should also apply to teaching translation, and that assumption was a major factor in the decision to introduce class blogs to translation classes, that the venture would prove profitable to both teacher and students. Nevertheless, there were some specific questions that still needed to be considered before finalizing the decision.

First, could a class blog effectively handle translation assignments? In translation classes, email is generally used as the medium for collecting and handing back translation assignments. Could the class blog become a substitute for email? In the class blog setup being considered, the students would post their translations to the blog using email, so there would be no difference in the way they submit their assignments. For the teacher, instead of emailing proofread assignments back to the students, the work would be done and displayed on the class blog. However, because blogs currently cannot handle file attachments except for certain picture formats, any assignment dealing with such files as PowerPoint presentations would still require the use of email.

Also, any feedback that should be privately viewed by individual students would need to be sent by email as well. Thus the class blog would likely be used in tandem with email rather than replacing it.

Second, could student assignments be published all together at a designated time even though they would likely be submitted at different times? This was a nontrivial logistical question for translation classes because, unlike writing assignments, if the students could read translations done by others before handing theirs in, that could lead to cheating or unwanted interference in their own translations. Fortunately, many blog services provide a customizable option that can keep all post uploads as drafts that only the administrator can read and publish at any time. That would resolve the logistics issue.

Third, how public should the class blog be? This was a matter that required especially careful consideration. Blogs for writing classes are generally open to the public, meaning anyone can read what the students post, and a blog is often considered more successful when it is read by more people. It is this public nature of the blog that produces the “normalizing effect” (Hurlburt 2008: 187) mentioned above and provides students with the pressure to improve their writing. However, blogs can also be set up so that they are open only to members or administrators. Since students in translation courses could be more reticent about others reading their assignments, the openness of the class blog would have to be contingent upon how comfortable the students were about sharing their translations with the wider world.¹⁾

1) On this point, there are also potentially delicate issues that lie outside the scope of this paper concerning how to appropriately protect student privacy while publishing their works on the Internet and any complications that could possibly arise, a proper study of which would require in-depth considerations of educational ethics and psychology.

3.2 Implementation of class blogs

3.2.1 Subjects

In the Spring term of 2011, class blogs were introduced to one second-year undergraduate level Korean-to-English translation course in Hankuk University of Foreign Studies (HUFS), which will be referred to as HUFS_2, and two graduate level translation courses in the Graduate School of Interpretation and Interpretation (GSIT) at HUFS, a general Korean-to-English translation course for first-year students and a Korean-to-English translation course focusing on scientific and technical texts for second-year students, which will be referred to as GSIT_1 and GSIT_2, respectively.²⁾ There were 16 students in HUFS_2, eight students in GSIT_1, and 11 students in GSIT_2.

3.2.2 Setting up class blogs

A cursory search on the Internet shows a plethora of blogging services to choose from, free of charge, and they all seem to have the capacity to properly operate a blog. For the translation class blogs, Blogger.com owned by Google was chosen because it is a well-known blog service and Google is the most widely used web search engine today, but any other popular blog service provider would probably have been just as adequate. A blog service such as Blogger.com has a “low threshold and a high ceiling” (Kelly 2008: 71), meaning its technology is relatively easy to use but also has wide ranging applications and customization potential. Blogs are easy to create and use, and as Google has an easy-to-follow comprehensive help section for users, the details of how to set up or navigate a blog will not be discussed here, but Appendix A provides a step-by-step guide on how to create a blog and what

2) The three classes were dissimilar in term of curriculum content and student types but the differences were deemed non-consequential in conducting a quantitative analysis of how class blogs affect reading habits. However, the differences do seem to matter with regard to blog openness, and they are discussed in section 3.3.4.

additional customization is needed to handle translation class assignments.

A minimalist approach was taken in setting up the class blogs for translation classes in order to make the implementation minimally intrusive or disruptive to the students: a simple class blog was created for HUFS_2 and managed by the teacher, with the students posting their assignments by sending email to that class blog; another similar class blog was created for both GSIT_1 and GSIT_2 classes. In terms of using the Internet technology, however, a more ambitious and perhaps more effective way to use a class blog may be to set up a system where the teacher's blog functions as a central forum for the class and have the students create their own personal blogs and link them via RSS (Really Simple Syndication) feed to the class blog. While it would be a bit more complex to set up, the resulting system would ultimately make posting assignments more automatic and could give the students a greater sense of ownership and responsibility. This type of more advanced approach to class blogging should certainly be explored further in future research.

3.2.3 Introducing the class blog

In the first class of the term, the students were introduced to the idea of using a class blog. To obtain the students' consent, the purported advantages of class blogging and the plan for implementing it were presented by the teacher. This "sales pitch" for class blog lasted about ten minutes, and its main points were as follows:

1. With a class blog, students will be able to read all of their classmates' translations easily and be motivated to read them frequently, which could help them to improve their own translation skills in the long run.
2. The class blog will create a more realistic translation environment. Because it will create absolute deadlines and invite critical scrutiny by blog readers, it will help students to think and act more like a

professional translator.

3. Knowing that their translations will be read not just by the teacher but also by the public (or at least by others in class) will give students positive pressure to produce better quality translations.
4. The teacher will read all posted translations and selectively highlight in yellow the parts that need to be corrected or could be improved. Every week, two to three student translations will be reviewed in class but students are encouraged to look at all the highlighted parts and think about why they are there.
5. The class blog will allow students easy access to class materials, such as course outline, teacher's notes on assignments, supplementary handouts or direct links to other websites. Posted assignments will also be collected into individual directories, so students can easily retrieve their past translations at any time.
6. For writing classes, class blogs are generally open to the public, and this is how the translation class blog should ideally be set up as well (at least for the duration of the semester). But if any student is strongly against that idea, the blog can be set up so that it is open only to blog members.

In the discussions that followed, the HUFS_2 students consented to having a class blog which was open to the public, while for the GSIT_1 and GSIT_2 students it was eventually decided that they would share one class blog which was open only to blog members. Assignments were posted on the blog starting from the third week. There were a few glitches in the beginning, such as some students sending their assignments to the wrong email address or sending them as file attachments, but everything became routine by the fifth week.

3.2.4 Translation assignments and class reviews

The assignment information for the three translation classes are shown in

Table 1. For each student in HUFS_2, two of their translations assignments were reviewed in class and evaluated for their quality, whereas their other seven assignments were pass/fail. This necessitated at least 32 (16 students x 2 assignments) translation reviews in class during the semester. For each student in GSIT_1 or GSIT_2, three of their translation assignments were likewise evaluated, necessitating at least 24 (8 students x 3 assignments) class reviews in GSIT_1 and 33 (11 students x 3 assignments) class reviews in GSIT_2. The reviewed assignments were also proofread separately in MS Word and given back to the students.

Table 1. Translation assignments for classes using class blogs.

Class	No. of Students	No. of Assignments	No. of Assignments Reviewed in Class
HUFS_2	16	9	32+
GSIT_1	8	12	24+
GSIT_2	11	12	33+

As for assignment content, various text types were selected for translation, from newspaper articles and speeches to academic papers and PPT presentations. The students were repeatedly encouraged to read their classmates' translations, and to guide them in that direction, all posted translations were examined by the teacher and parts that needed correcting or could be improved were highlighted in yellow. For example, in the second sentence of the short snippet shown in Figure 1, "Like this" was highlighted because it should be corrected to something like "Equally important" or "Of equal importance is the fact that."

FRIDAY, APRIL 29, 2011

사회적으로 서열화된 집단의 화자들은 특정한 음운, 어휘, 문법적인 특성들을 사용하는데 있어 빈도의 차이를 보입니다. 이와 마찬가지로 중요한 점은 한 사회의 모든 집단의 구성원들이 의식적으로든 무의식적으로든 다양한 사회 계층의 발화 스타일의 성격을 잘 인식하고 있다는 점입니다.

People in socially structured hierarchical groups show differences in how often they use certain phonological, lexical, and grammatical traits. Like this, people in all social groups in a single society have consciously or unconsciously are aware of different speech styles according to social stratification.

Figure 1. Posted translation with highlights

3.3 Survey analysis

3.3.1 Survey data

To better assess the effects of the class blogs on the three translation classes, a survey was carried out at the end of the term (see Appendix B). The survey was conducted anonymously to solicit frank responses and was composed of two parts: the first part dealt with translation assignments and the second part dealt with the class blog. Of the 35 students in the author's three translation classes, 31 students were able to take the survey. Furthermore, with the help of another translation teacher at GSIT, the first part of the survey only was given to 34 additional graduate students in four of his Korean-to-English translation classes, none of which was using a class blog. A number of survey returns failed the consistency checks built into each part of the survey and were discarded. For the first part of the survey, 48 of the 65 questionnaires collected were finally used for analysis, and for the second part of the survey, 29 of the 34 questionnaires collected were used. All quantitative questions were coded as Likert scales as follows: "very uncomfortable" or "strongly disagree" = 1; "uncomfortable" or "disagree" = 2; "not sure" or "undecided" = 3; "comfortable" or "agree" = 4; "very comfortable" or "strongly agree" = 5.

3.3.2 Reading translations done by classmates

The implementation of class blogs to translation classes was based on two underlying assumptions: 1) it would result in students reading more translations done by their classmates; 2) reading others' translations would help them improve their own translation skills in the long run. Of the two, testing the validity of the second assumption would actually be a more pertinent and ambitious exercise because the first assumption depends on the second being true. The second assumption, however, is not an easy proposition to verify quantitatively. A longitudinal study involving control and experimental groups and critical assessments of their translations would be needed, which is outside the scope of this study. Instead, students were asked if they thought reading others' translations would help them with their translation training, and the answer was strongly positive at 89% (56% "agree" + 33% "strongly agree"). While this did not prove the second assumption, it showed that most students did believe it to be true. The students were also asked about their opinion on the first assumption—whether they thought the blog helped them to read more translations done by others—and the answer was even more strongly positive, with 93% saying "agree" or "strongly agree."

The first assumption was tested quantitatively using the following method. First, in order to normalize the disparate sets of data obtained from the final 48 survey returns, the "number of assignments" that a student translated in a course was divided by the "number of translations done by classmates" that the student read in that course in order to produce a ratio that was readily usable. For the sake of brevity, that ratio was simply called RTR for "Ratio of Translations Read." The RTR average and standard deviation (SD) for all the classes mentioned in the survey are shown in Table 2.

Table 2. The RTR averages and SDs of students surveyed.

	Previous Translation Classes	Current Translation Class	Other Current Translation Classes
HUFS_2			
Number of students	4	6	3
RTR average (SD)	0.59 (\pm 0.41)	3.04 (\pm 0.64)	0.79 (\pm 0.77)
GSIT_1			
Number of students	3	7	6
RTR average (SD)	1.54 (\pm 1.28)	4.18 (\pm 1.16)	1.88 (\pm 1.16)
GSIT_2			
Number of students	9	9	9
RTR average (SD)	1.87 (\pm 0.96)	2.90 (\pm 0.80)	1.34 (\pm 0.82)
Other GSIT Classes			
Number of students	21	26	22
RTR average (SD)	1.61 (\pm 0.59)	2.04 (\pm 0.37)	1.58 (\pm 1.53)

The first part of the survey included three sets of questions on the number of assignments the students translated and the number of translations done by classmates that the students read in their course(s): the first set asked questions regarding any previous translation course(s) they had taken; the second set, regarding their current translation course; and the third set, regarding any other current translation course(s) they were taking. For the author's students in HUFS_2, GSIT_1 and GSIT_2, the 2011 Spring term was their first time using a class blog for translation. For the 29 students in the other GSIT classes, it was assumed for the sake of analysis that none of their previous or other current translation classes had a class blog. Table 2 shows that the RTR averages of the 22 students in the three classes using blogs were consistently higher than the RTR averages in other translation classes not using blogs. The lowest RTR average in the three classes using blogs was 2.9 (GSIT_2), which was still over 1.4 times that of the highest RTR average in the other classes,

which was 2.04 (Other GSIT Classes).

The total RTR average for the 22 students or three classes using blogs was obtained by combining the three RTR averages as follows: $((3.04 \times 6) + (4.18 \times 7) + (2.9 \times 9)) / 22 = 3.34$. Disregarding the potential differences in subjects and teaching conditions for the sake of making a general RTR comparison, the total RTR average for the “103” students or all classes not using blogs was obtained by combining the relevant RTR averages listed in Table 2 as follows:

$$\begin{aligned} & ((0.59 \times 4) + (0.79 \times 3) \text{ for HUFS_1} \\ & + (1.54 \times 3) + (1.88 \times 6) \text{ for GSIT_1} \\ & + (1.87 \times 9) + (1.34 \times 9) \text{ for GSIT_2} \\ & + (1.61 \times 21) + (2.04 \times 26) + (1.58 \times 22) \text{ for other GSIT Classes }) / 103 = 1.66 \end{aligned}$$

Including the SD calculations, the total RTR average for the three translation classes using blogs was 3.34 (± 0.87), whereas the total RTR average for all the other classes not using blogs was 1.66 (± 0.83). According to the survey, therefore, the implication was that students in classes using blogs would likely end up reading twice as many translations done by their classmates than students in other classes.

3.3.3 Positive pressure for students to improve

The survey result for whether posting on the blog motivated the students to produce higher quality translation was less clear cut. While 55% answered positively, 24% said they were undecided and 21% answered in the negative, meaning the blog did not motivate them to do better work. This disjointed response, however, does not necessarily run counter to the argument Hurlburt (2008: 187) made above that a class blog would usually have a positive “normalizing effect” because such effect could occur without being acknowledged by the subjects. Intuitively, it makes sense to think that when students are aware others will read their postings, there will be pressure to

raise the quality of their translations. Nevertheless, quantitative evaluations of students' translation skills in a longitudinal setting would be needed to properly answer the above question.

A related and perhaps more meaningful question is how having different groups of readers, or having different levels of blog openness, would affect the quality of the translations the students are posting. Specifically, how would the quality of the students' translations change if they could be read 1) only by the teacher, 2) only by classmates, 3) by a select group of people including other classes, or 3) by the general public? It may be that the question of motivation or positive pressure can only be properly considered in connection with the question of who the readers are. While this line of inquiry is complex and lies outside the scope of this paper, the survey did ask questions on the level of openness the students wanted for the class blog.

3.3.4 Blog readership (openness)

The survey results on how the students felt about others reading their translations on the class blog are shown in Table 3. At the beginning of the term, it had been decided that HUFS_1 students would have their class blog open to the public while GSIT_1 and GSIT_2 students would limit their class blog only to the members of the two classes, but the survey results showed that, of the 29 respondents in the second part of the survey, 21 (72%) students wanted the blog to be limited to fellow classmates while only six (21%) wanted the blog to be open to the public and only two (7%) wanted its access to be open to a group of classes. In some ways the results conformed to expectations: all six students who favored a publically open blog belonged to HUFS_2 while no one in GSIT_1 and GSIT_2 wanted such level of openness. What was unexpected was the large number of students who also did not want to show their translations to anyone outside their class, contrary to the way the class blogs were managed during the term, and these results warrant some discussion.

Table 3. Students' preference for class blog readership

	Open to General Public	Open to Other Classes in School	Open only to Students in Class
HUFS_2	6	1	6
GSIT_1	0	1	6
GSIT_2	0	0	9

The three Korean-to-English translation classes HUFS_2, GSIT_1 and GSIT_2 represent a cline in translator training: HUFS_2 is an introductory course for second-year undergraduate students and GSIT_1 and GSIT_2 are advanced courses for graduate students. At a first glance, then, it would seem the beginner-level students would be rather shy about showing their translations to the public while the more advanced-level students would be more confident and comfortable doing so. However, the fact that HUFS_2 students consented to having a publically open blog while GSIT_1 and GSIT_2 students did not, combined with the strongly negative numbers in the survey given at the end of the term as shown in Table 3, suggests the influence of some contrary principle.

One conjecture that can be entertained is that the undergraduate students in HUFS_2 do not yet see themselves as professional translators and are therefore less stressed about having their translations highlighted for corrections and published for the world to see, whereas the graduate students in GSIT_1 and GSIT_2 already see themselves as professional translators and it is therefore more stressful for them to see their translations highlighted for corrections and shown to other students. Add to the mix the fact that GSIT is a highly competitive professional graduate school and some students already work professionally while attending school—that may put greater pressure on the students to maintain a professional image, which would understandably suffer if their translations with highlights (especially if there were many of them) were shown to others.

4. Conclusion

This paper presented a detailed account of how class blogs for translator training were considered and implemented to three translation classes at Hankuk University of Foreign Studies, and what effects those blogs had on the students. A survey was carried out at the end of the term to quantitatively analyze how the blogs may have encouraged the students to read more translations done by their classmates, and the survey data suggested that students in classes using blogs on average read twice as many translations done by their classmates than students in other classes. Other aspects of the class blog were also examined, such as its positive pressure on students to improve the quality of their translations and with what level of blog readership the students were comfortable. While the implementation of the class blogs and the survey produced some interesting results, they were nevertheless a preliminary experiment, with many of the pitfalls that always accompany such exercise. There were many significant research issues that had to be sidestepped in this paper which deserve further consideration in future research, including implementing a more advanced class blog system using RSS feeds and longitudinal studies involving quantitative analyses of students' translation skills. There is certainly ample room for improvement in the way class blogs were implemented for translator training by the author, but the results have mainly been positive, and it is hoped that the work presented in this paper will serve as a stepping stone for other teachers of translation in introducing class blogs to their classes.

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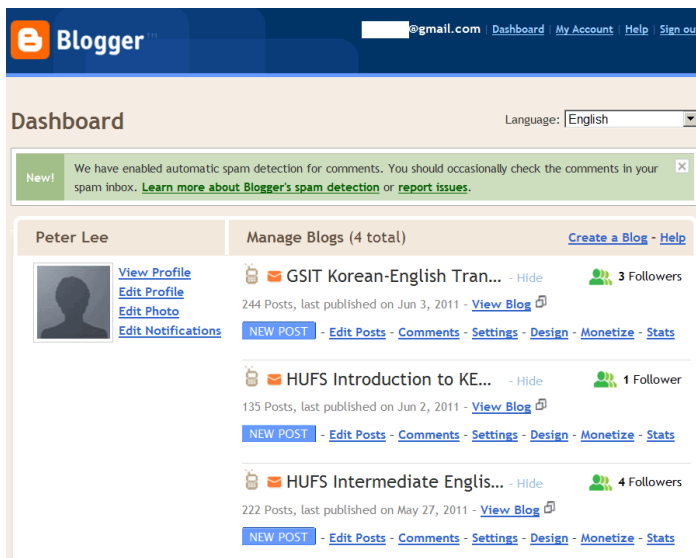
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Appendix A

1. Creating a Blogger Account

Blogging with Blogger.com is very simple but you do need a Google account to log on. If you do not already have one, first create a Google account. Then go to <http://www.blogger.com> and log on using your Google ID and password. The first page that appears should be the Dashboard where you can view all your blogs together. In the Blogger Dashboard shown below, three blogs have been set up.



Click on “Create a Blog.” It should take you to the “Name your blog” page shown below.

1 NAME BLOG > 2 CHOOSE TEMPLATE

1 Name your blog

Blog title
Your blog's title will appear on your published blog, on your dashboard and in your profile.

Blog address (URL)
http://.blogspot.com
[Check Availability](#)
The URL you select will be used by visitors to access your blog. [Learn more](#)

Word Verification

logos

Type the characters you see in the picture.

CONTINUE

You can put your course title in the “Blog title” field. The blog address will be the URL for your class blog. If you choose “cooltrans,” for example, that would make the URL <http://cooltrans.blogspot.com>. After typing in your blog address, click “Check Availability.” If the address is available, you should see “This blog address is available” appear. If not, you will see “Sorry, this blog address is not available,” at which point you need to come up with another address. Once an available address has been found, type the word verification and proceed by clicking “Continue.” You should see the Choose Template page shown below. You can change the template at any time in the future, so click “Continue” one more time to finish creating your blog.

1 NAME BLOG > 2 CHOOSE TEMPLATE

2 Choose a starter template

You can change your template later, and even customize it with the Template Designer.

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CONTINUE

2. Blog Settings for Posting Assignments

When you return to the Dashboard, your new blog should be listed with several links shown in blue underlines. Click “Settings” and then click “Email & Mobile” submenu. Under “Posting Options,” the “Email Posting Address” is the password that will allow the students to send their assignments to the blog. Between your account ID and @blogger.com, insert the password. For example, “cooltrans.hufs@blogger.com” could be a password.

Posting Options

Email Posting Address cooltrans.hufs@blogger.com
(Also known as Mail2Blogger)

Use this address to post text and images (up to 10MB in size) directly to your blog.

Publish emails immediately
 Save emails as draft posts
 Disabled

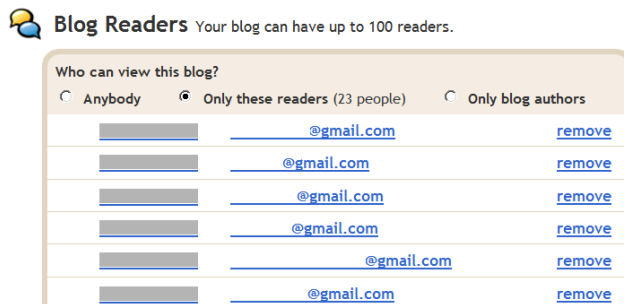
The students can use this email address to send their assignments. If “Publish emails immediately” is selected, then student postings will be published without any filtering. If “Save emails as draft posts” is selected, then their postings appear only to the teacher (administrator) as drafts and the teacher can publish them at a time of his or her choosing. For a writing class, the posts can be published immediately by the students themselves, which is less work for the teacher. For the translation class, the posts should be saved as drafts and published all at the same time by the teacher. A few things to watch out for regarding posting:

- a) Because posting using the password email address does not tell the administrator who is sending it, students must write their names and identify themselves in the email title for any assignment they are posting.

- b) Blogger.com does not handle certain attachments very well, so the assignments should be submitted as part of the email message, not as an attachment. Hypertext markings in the message are preserved.
- c) Email postings done through certain email providers may prove problematic. In my classes, posts coming from students who were using hanmail.net could not be opened in the Blogger editor, and those students had to use another email provider.

3. Reader Permissions

Unless all the students agree to the blog being open to the public, the class blog should be open only to the students themselves. Under the “Settings” menu, click on “Permissions” and you should see “Blog Readers” shown below.



If the Blog Readers setting is “Anybody,” that means the blog is open to the general public and anyone can read the posts. If the setting is “Only these readers,” then only the users whose log-on emails are registered can log on and read the blog. The teacher will have to obtain the necessary information from students and register them before they can view the blog contents.

Appendix B

Questionnaire for Translation Students

Course: _____ Professor: _____ Date: _____

Part I. Translation Assignments

1. Have you taken a translation course before? [If no, skip to question 4] a) Yes
b) No
2. How many translations did you do in that course? [If courses, then please add all the assignments you did in those courses] _____
3. Including the assignments taken up in that class (those classes), how many translations done by your classmates did you end up reading? _____

4. In this translation course, how many translations have you done so far? _____
5. Including the assignments taken up in this class, how many translations done by your classmates have you read so far? _____

6. Are you taking another translation course? [If no, skip to question 9] a) Yes
b) No
7. How many translations have you done so far in that course? [If courses, then please add all the assignments you have done in _____]

those courses]

8. Including the assignments taken up in that class (those classes), how many translations done by your classmates have you read so far? _____
9. Do you agree reading translations done by classmates helps you with your translation training?
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
10. How do you feel about others reading your translation assignments?
a) Very comfortable b) Comfortable c) Not sure d) Uncomfortable e) Very uncomfortable

Part II. Class Blog

11. Is this your first time using a class blog?
a) Yes b) No
12. Do you think the class blog has helped you to read more translations done by classmates?
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
13. Do you think publishing on the blog has motivated you to produce higher quality translation?
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
14. How comfortable do you feel using the class blog for translation assignments?
a) Very comfortable b) Comfortable c) Not sure d) Uncomfortable
e) Very uncomfortable

15. How comfortable do you feel having your name listed on the class blog?
a) Very comfortable b) Comfortable c) Not sure d) Uncomfortable
e) Very uncomfortable
16. Do you think an ID or nickname system should be used for the class blog instead of real names?
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
17. Do you think publishing on the class blog is a useful method of translation training?
a) Strongly agree b) Agree c) Undecided d) Disagree e) Strongly disagree
18. How open do you think the class blog should be?
a) It should be open to the general public.
b) It should be open only to other classes in the same school.
c) It should be open only to the students in this class.
19. How comfortable would you feel about classmates commenting on your work on the blog?
a) Very comfortable b) Comfortable c) Not sure d) Uncomfortable e) Very uncomfortable
20. Please write any comments you may have on the class blog:

[Abstract]

A Study on the Effectiveness of Using a Class Blog in Translator Training

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Class blogs are increasingly being used in writing courses, providing teachers with an efficient way to organize lessons and communicate with students, and also assisting students by providing easier access to class information and encouraging more active participation. Since translation is a type of writing, it would seem that many of the advantages of using a class blog should translate well into translation courses. As a preliminary experiment, therefore, class blogs were introduced to three translation classes at Hankuk University of Foreign Studies in Spring 2011. This paper presents the various factors that were considered in the decision to use class blogs, the process of their implementation, and the results for the teacher and the students. In particular, a quantitative analysis was carried out to examine whether the class blog motivated students to read more translations done by their classmates, and a student survey was taken at the end of the term partly for this purpose. The analysis shows that students in classes using a class blog read significantly more translations done by their classmates. Other aspects of the class blog were also examined, such as its positive pressure on students to improve the quality of their translations and with what level of blog readership the students were comfortable. This paper's research results are mainly positive, and it is hoped that they will serve as a catalyst for other teachers of translation to start using class blogs in their classes.

▶ Key Words: class blog, normalizing effect, ratio of translations read (RTR), blog readership, professional translator

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