

BLENDED LEARNING FOR VIETNAMESE-ENGLISH SPECIALISED TRANSLATION: AN EXPLORATORY CASE STUDY AT A UNIVERSITY IN VIETNAM

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Abstract: This study paper provides a complete analysis of the integration of the blended learning model in a Vietnamese-English specialized translation course in a university context. The study dives into the perspectives of 75 participants about the success of the blended learning strategy, using a qualitative case study design, thematic data analysis, and the Community of Inquiry (CoI) framework as a lens. In particular, social, cognitive, and instructional presence as well as other CoI characteristics were found to be beneficial in the blended learning setting. These findings highlight the potential of optimizing language learning experiences and improving learners' translation abilities with blended learning. Importantly, the research holds implications for pedagogical practices in translation education, emphasizes on the significance of technology integration, utilization of diverse learning resources, and adoption of student-centered approaches to maximize the benefits of blended learning in this area.

Keywords: Blended learning, specialized translation, qualitative research, Community of Inquiry, language education

1. Introduction

The main aims of translation technology training are to ensure that after graduating, students can develop translator competencies by excelling in different translation tools and acquiring sufficient working skills to become marketable and competitive in the translation industry (Smith, 2020; Johnson, 2018). However, due to diverse learning paces and time constraints, learners' outcomes may be affected negatively (Brown, 2019). In the information age, the widespread application of the Internet and other network technologies has brought about significant changes in teaching and learning methods (Jones, 2017). As a response to these changes, the blended learning model, a combination of traditional face-to-face classes with online components, has emerged as a prevalent trend in language teaching (Garcia, 2016). This model has been widely recognized for its effectiveness and student-centered approach, allowing learners to benefit from the advantages of both traditional classroom settings and online resources (Johnson & Smith, 2019). While the blended learning model has been successfully implemented in various English language skills courses, its potential impacts on professional translation training courses, where traditional lecture-based teaching approaches are still prevalent, have not been extensively explored (Chen, 2018). More research is needed to understand how the blended learning approach can be effectively integrated into translation technology training programs and how it can enhance students' language skills and translation competencies (Wilson, 2021).

This research is important as it aims to fill the existing gap(s) in knowledge regarding the application and potential impacts of blended learning in professional translation training courses. Blended learning has shown promise in enhancing translation skills training; however, there are

gaps in research, particularly regarding its application in teaching specialized translation skills in Vietnam. Key gaps include limited focus on specialized translation, insufficient exploration of learner perspectives and preferences, and a lack of research on effective pedagogical strategies and instructional design (Smith, 2017; Johnson, 2019; Le, 2019; Pham, 2021; Truong, 2016; Hoang, 2020). Addressing these gaps would provide a more comprehensive understanding of blended learning's effectiveness in specialized translation training and inform the development of effective instructional models in the Vietnamese context. Therefore, this study focuses on designing and implementing a blended learning model for teaching Vietnamese-English specialized translation skills. The research aims to achieve two main objectives: (1) to provide a comprehensive insight into the implementation of the blended learning model in an actual Vietnamese-English specialized translation classroom in the research context; and (2) to explore students' experiences in the blended learning translation course through the lens of the Community of Inquiry framework (CoI). By achieving these objectives, the study endeavors to shed light on the effectiveness and efficacy of blended learning in the specialized translation context and to enhance the overall quality of translation education.

2. Literature review

2.1 Blended learning and translation training

Blended learning is 'the thoughtful fusion of face-to-face and online learning experience' (Garrison & Vaughan, 2008, p. 5). The benefits of this model are improving pedagogy, focusing on learner-centred strategy, allowing learners to participate actively in their studies, constructing knowledge socially and collaboratively, and increasing flexibility and cost-effectiveness (Ruberg, Moore & Taylor, 1996; Warschauer, 1997).

Blended learning has emerged as a powerful and effective pedagogical approach in the realm of translation skills training courses, offering a seamless integration of traditional face-to-face instruction and online learning opportunities. Several studies have highlighted the positive impact(s) of blended learning on translation skills training (Chen, 2018; Garcia, 2019; Smith, 2017). Smith (2017) conducted a systematic review of various research studies and found substantial evidence supporting the effectiveness of blended learning in improving translation abilities. Johnson (2019) conducted a case study in a specialized translation course and demonstrated how blended learning not only improved translation competencies but also facilitated collaboration among students.

Moreover, blended learning has been shown to nurture learner autonomy and self-directed learning, crucial qualities for professional translators (Kuo, 2019). Learner perceptions and preferences regarding blended learning have also been studied in depth. Le (2019) investigated student perspectives in a blended learning environment and highlighted the importance of learners' attitudes in optimizing the design and implementation of blended learning environments. Pham (2021) explored attitudes towards blended learning components in translation training, revealing that learners generally held positive attitudes towards online components, such as translation memory software and online glossaries.

A significant advantage of blended learning is its potential to foster a sense of community among learners, transcending physical distances. This social presence has been demonstrated to contribute to a supportive and engaging learning environment (Chang & Huang, 2019). Nguyen

(2018) conducted a study exploring the impact of contextual factors on blended learning in translation education. The research emphasized the need for tailoring blended learning approaches to the Vietnamese context, considering the cultural and linguistic nuances that influence translation practice in Vietnam.

In conclusion, blended learning has firmly established itself as an effective and transformative approach in translation skills training courses. By combining the strengths of face-to-face instruction with the vast opportunities of online resources, blended learning offers a flexible, interactive, and collaborative learning experience. Learners benefit from enhanced autonomy, critical thinking, and social interaction. Nonetheless, as we delve deeper into the potential of blended learning in translation education, future research should focus on exploring specific design and implementation strategies that maximize its benefits and address the unique challenges of translation education (Zhao & Liu, 2020; Fonseca-Greber et al., 2018). This exploration will contribute to bridging the gaps in previous research, enhancing the overall effectiveness of blended learning in specialized translation training, and meeting the evolving needs of learners in the Vietnamese context.

2.2 The Community of Inquiry Framework

The Community of Inquiry framework, developed by Garrison, Anderson, and Archer in 2001, is a widely recognized and influential theoretical model in the field of online learning and education. This framework has been widely applied and researched in various educational contexts, including higher education, K-12, and professional development. It has been shown to enhance student engagement, critical thinking, and deep learning outcomes in online and blended learning environments. It provides a comprehensive framework for understanding and facilitating meaningful online discussions and collaborative learning experiences.

According to Garrison, Anderson, and Archer (2001), the Community of Inquiry framework consists of three essential elements (see Figure 1): cognitive presence, social presence, and teaching presence. These elements interact dynamically to create a collaborative and engaging learning environment. Firstly, **cognitive presence** focuses on intellectual engagement and critical thinking within an online community. It involves the construction of meaning through discourse, inquiry, and reflection. Students are encouraged to explore and analyze ideas, make connections, and develop a deeper understanding through active participation and meaningful interactions. Secondly, **social presence** refers to the sense of connection, belonging, and interpersonal relationships within the online community. It involves creating a supportive and inclusive learning environment where learners can express themselves, build relationships, and feel connected to their peers and instructors. Social presence plays a vital role in fostering engagement, motivation, and a sense of community among learners. And finally, **teaching presence** encompasses the design, facilitation, and direction of the learning experience. It includes instructional design, course organization, and the role of the instructor in guiding and supporting learners.

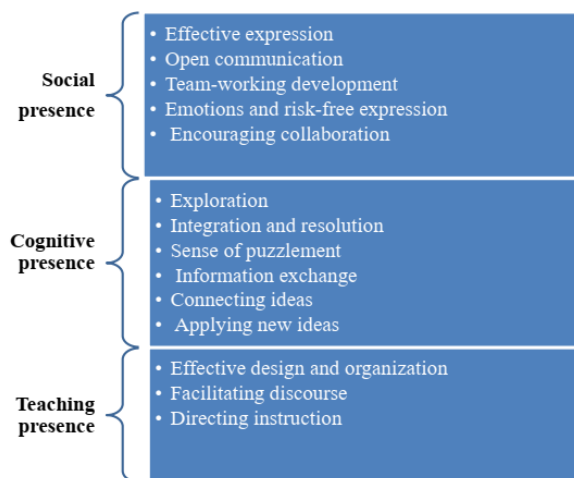


Figure 1. Community of Inquiry (Garison et al., 2001)

3. Research design and methods

3.1 An overview of the blended learning translation course applied in this study

In order to present an informed understanding of the students' feedback on the course, it is essential to embark on an in-depth exploration of the implementation of the blended learning model within the context of a specialized Vietnamese-English translation classroom. This foundational understanding not only sets the backdrop for the research setting but also forms the basis for comprehending the learners' feedback effectively.

3.1.1 Course overview

The course, "Specialized Translation 1: Agriculture and Rural Development," unfolds over 90 periods spanning 15 weeks and incorporates two progressive tests. The structure of the course, as depicted in Figure 2, intricately weaves a tapestry of online and offline activities. These encompass pre-lesson preparations, in-class instructions, collaborative group translation tasks, online discussions, face-to-face seminars, group presentations, and personal reflection through journal writing.

3.1.2 Teaching aims

The underlying design of the blended learning model is fortified by an array of pedagogical objectives that harmonize with established research in the realm of blended learning and language education. Bonk and Graham (2006) underscore the capacity of blended learning to instigate active, self-directed learning, mirroring the objectives of our study. The integration of online resources and collaborative tasks aligns with the observations of Rahimi and Yadollahi (2011), who accentuate the positive influence of blended learning on students' critical thinking abilities.

Furthermore, prior research has underscored the potential of blended learning in nurturing a sense of community and enhancing learner engagement (Vaughan & Garrison, 2005). These lessons reverberate within the teaching aims of our study. The blended learning model, with its emphasis on collaborative learning and teamwork skills through group translation tasks and

online discussions, embodies these findings. In addition, the emphasis on honing students' employability skills, as advocated in this study, aligns with the ever-increasing importance of equipping learners with competencies extending beyond subject-specific knowledge (Picciano, 2017).

3.1.3 Teaching and learning features

The incorporation of Learning Management Systems (LMS), Google Docs, Google Forms, Google Slides, and a Facebook group into the blended learning model is an explicit demonstration of technology integration in support of language learning. This alignment with prior research (Yanguas, 2011; Warschauer & Healey, 1998) enhances communication, collaboration, and the exchange of learning materials, ultimately providing students with improved access to information and promoting active learning.

Furthermore, the availability of video lectures, lecture notes, textbooks, and open content harmonizes with best practices in blended learning, where a spectrum of resources accommodates diverse learning styles and preferences (Graham, 2006; Hrastinski, 2008). The inclusion of open content from sources like YouTube, Wikipedia, and TED Talks serves to expose students to authentic language use and subject-specific knowledge, enriching their overall learning experiences (Means et al., 2009).

3.1.4 Teacher's role

The multi-faceted role of the teacher within the blended learning environment, encompassing responsibilities as an organizer, instructor, facilitator, e-moderator, and motivator, mirrors the findings of prior research into blended learning (Garrison & Kanuka, 2004; Palloff & Pratt, 2003). This teacher-centered approach seeks to provide students with the essential structure, guidance, and support throughout the learning journey, thus enhancing the overall effectiveness of the blended learning model.

3.1.5 Student's roles

The active roles assigned to students within the blended learning model align seamlessly with established research on student-centered learning within blended environments (Graham, 2006; Vaughan, 2007). Empowering students as active learners, facilitators, project managers, communicators, translators, proofreaders, and translation evaluators within the model fosters student engagement and autonomy in their learning experiences.

3.2 Research design

The research employs a case study design, a qualitative research method that facilitates a focused and in-depth examination of the effectiveness and challenges of the blended learning model within the specific context of Vietnamese-English specialized translation. Qualitative research has been widely employed in educational contexts to explore students' attitudes, beliefs, and experiences related to blended learning (Hrastinski, 2008; Picciano, 2017).

The study involves 75 third-year English Vietnamese translation-major students (5 males, 70 females) enrolled in the Specialized Translation 1 course at a university during the second semester of the academic year 2022-2023. Careful selection from this specific course ensures participants with similar backgrounds and language proficiency levels, enhancing internal validity and enabling a focused analysis of the blended learning model's effects.

3.3 Data Collection

Data collection takes place throughout the second semester of the academic year 2022-2023. The primary research instrument employed is a reflection survey administered at the course's end. The reflection survey consists of three main questions:

1. How satisfied are you with the course? (Rate from 1-5: extremely unsatisfied to extremely satisfied)
2. Comparing to traditional face-to-face translation courses, what are the most effective aspects of this blended learning course?
3. Do you have any problems/difficulties during the course?

The use of a reflection survey allows participants to provide detailed insights and comments on their experiences with the blended learning model, encompassing satisfaction levels, perceptions of effectiveness, encountered challenges, and suggestions for improvement.

3.4 Data analysis

During the data analysis process, this case study involves a systematic and detailed examination of the responses obtained from the reflection survey. Thematic analysis with five steps is the chosen method to identify recurring patterns, themes, and categories in participants' responses, thereby facilitating a comprehensive understanding of their perceptions and experiences with the blended learning model in the translation course. The researchers interpret these responses in the context of the Community of Inquiry (CoI) framework, which posits three core elements for successful online learning: social presence, cognitive presence, and teaching presence (Garrison et al., 2000).

4. Findings and discussion

4.1 Students' satisfaction of the blended learning translation course

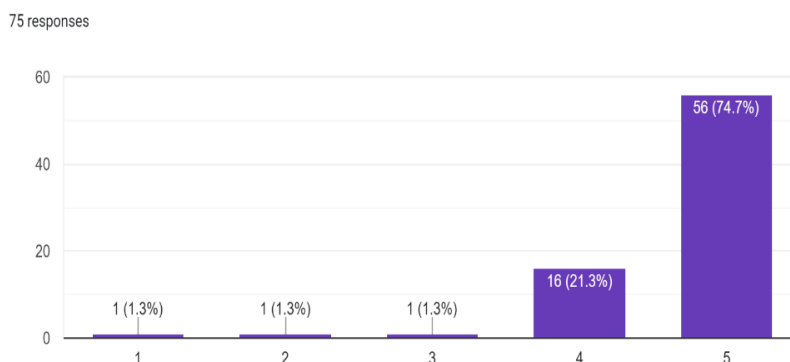


Figure 2. Level of student satisfaction

The research findings indicated a substantial majority of students (74.5%) expressing a high degree of satisfaction with the implementation of the blended learning model for Vietnamese-English specialized translation. This noteworthy level of satisfaction serves as a

strong indicator that students embraced the blended learning approach in a positive light and found contentment with both the course design and its integrated online components.

The findings not only highlights the favorable reception of the blended learning model but also underscores its potential advantages in the context of teaching Vietnamese-English specialized translation. By garnering such positive feedback from the students, it is evident that the blended learning model exhibits attributes that resonate with learners and cater to their educational needs and preferences.

In the subsequent section, we shall delve further into the myriad advantages associated with this innovative learning model. Through a comprehensive examination of these advantages, we aim to shed light on the transformative potential of blended learning in the domain of language education, particularly concerning specialized translation skills acquisition and development.

4.2 The effectiveness of the blended learning course

A comprehensive analysis of the data collected from the case study is conducted, focusing on the advantages of blended learning in Vietnamese-English specialized translation. The analysis will include additional elements besides the Community of Inquiry (CoI) framework to provide a more holistic understanding of the impact of blended learning on students' learning experiences. Moreover, we will compare our findings with prior research in the field to establish connections and strengthen the evidence.

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4.2.1 Enhanced engagement

The data analysis revealed that blended learning significantly enhanced student engagement in the Vietnamese-English specialized translation course. 65 cases mention that the incorporation of online discussions, collaborative activities, and interactive learning materials fostered a dynamic and participatory learning environment. This finding aligns with previous research that suggests blended learning facilitates active student engagement and motivation (Bonk & Graham, 2006).

Student A wrote: *"The blended learning model is fantastic! I love the flexibility it offers. We can access course materials and online lectures whenever we need them. It really helps me manage my time effectively."*

Similarly, Student B emphasized the benefits of online discussions and instructor feedback, saying, *"I find the online discussions and feedback from the instructors very helpful. It's great to have a platform to exchange ideas with my peers and receive timely feedback on my translations. This really keeps me engaged and motivated to learn."*

The students also appreciated the dynamic and engaging nature of blended learning. Student E highlighted the significance of online components, stating, "*The integration of online components in our translation course has made the learning process more interactive and engaging. Online discussions and peer feedback made learning more interactive. I felt connected to my peers, creating a supportive learning community.*"

Overall, these student perspectives validate the positive impact of blended learning on student engagement, aligning with the research findings and underscoring the benefits of incorporating online components in language education.

4.2.2 Improved flexibility and access

Blended learning's flexibility allowed students to access course materials and lectures at their convenience, empowering learners to adapt their schedules to fit their individual preferences and lifestyles. This enhanced accessibility to resources was perceived positively by the students and aligned with previous research highlighting the advantages of blended learning in providing anytime, anywhere access to learning materials (Means et al., 2009). For example, Student C, expressed excitement, saying, "*It's so helpful to access course materials online. I can study whenever and wherever I want, making my learning experience better.*"

Many students (83 coded cases) also mentioned how this model allowed active and flexible learning, using various tools and platforms to get information, instructions, and assignments quickly. Additionally, they acknowledged the opportunity to acquire essential IT skills and gain familiarity with various computer-assisted translation tools, enhancing their overall computer literacy and technical prowess (58 cases). Student D shared: "*I can be more active and flexible in doing homework. There are a lot of utility apps and platforms for students to update information, teacher's instructions, and assignments quickly. In addition, I can learn more about IT skills and types of CAT tools and then I can utilize computers better.*"

Student B liked the blended learning approach for its adaptability to their learning style. She states: "*The blended learning model provides a personalized approach to learning that suits my pace. I can review lectures multiple times to understand complex concepts better. It gives me confidence in translation techniques.*"

The favorable feedback on blended learning's flexibility highlights its value. Students could access course materials and lectures at their own pace, accommodating various learning styles and fostering self-directed learning. This positive response affirms its potential to meet students' needs, encouraging independent and enriched learning experiences. Integrating technology in education not only ensures seamless access to resources but also empowers students to take control of their learning journey, making education more vibrant and transformative.

4.2.3 Collaboration and cognitive development

Blended learning offered valuable collaborative learning opportunities that facilitated the exchange of ideas and perspectives on translation strategies among students (46 cases confirmed that). This collaborative approach not only enhanced students' cognitive presence but also fostered critical thinking in the learning process. Engaging in discussions, group work, and peer review activities challenged students to think critically about translations, analyze language nuances, and delve deeper into cognitive development. These findings align with the research of

Dziuban et al. (2006) which emphasizes the positive impact of collaborative learning in blended environments on students' cognitive engagement and critical thinking skills. For example, Student E emphasized: *“Working together with my classmates in online discussions has been an eye-opening experience. We learn from each other's perspectives and challenge ourselves to think critically about translations. It's a great way to grow as a translator.”*

Likewise, Student F highlighted the valuable insights gained from collaborative interactions, stating, *“I learn a lot from my classmates through reading their works, classroom discussions, or through their ways of justifying their choice of translation strategies. I can realize many of my limitations and more confidently give opinions when my teachers and friends give feedback on each translation content.”*

The incorporation of collaborative learning in the blended learning model not only enriches the learning experience but also nurtures students' cognitive development, promoting a deeper understanding of translation concepts and strategies. By engaging in meaningful discussions and peer interactions, students actively participate in knowledge construction, ultimately enhancing their translation skills and critical thinking abilities.

4.2.4 Teaching presence and course design

Effective communication of course goals and topics, along with well-prepared and easily accessible teaching and learning materials, contributed to a strong teaching presence in the blended learning translation course. Instructors' responsiveness and guidance played a pivotal role in supporting students' learning journeys, encouraging critical thinking and exploration of various translation strategies.

This finding is consistent with Garrison & Vaughan's (2008) research that emphasizes the importance of instructor presence and support in blended learning environments. Instructors who actively engage with students (62 cases), provide timely feedback (72 cases), and demonstrate genuine care for their learning progress (32 cases) create a conducive atmosphere for active learning and academic growth.

Student G's remark, *“The blended learning approach encouraged me to think critically about translations and explore various strategies. It challenged me to be more analytical in my work,”* underscores the impact of effective teaching presence on fostering critical thinking skills. Instructors' guidance and support create a conducive environment for students to engage deeply with the course content and develop higher-order cognitive abilities.

Similarly, Student H's reflection, *“The instructors are very approachable and responsive to our questions. They provide clear guidance and support throughout the course. I feel like they genuinely care about our learning progress,”* highlights the positive influence of instructors' responsiveness and approachability on students' motivation and sense of belonging. When students feel supported and valued by their instructors, they are more likely to actively participate in the learning process and achieve better learning outcomes.

In short, the importance of teaching presence in blended learning cannot be overstated. Instructors play a vital role in guiding and motivating students, fostering a sense of connection and accountability, and creating a rich and meaningful learning experience. Research has consistently shown that students' perceived teaching presence is positively associated with their

overall satisfaction and learning outcomes in blended learning environments (Shea et al., 2010). Therefore, educators should recognize their crucial role in shaping students' learning experiences and strive for excellence in their teaching practices to optimize the benefits of blended learning.

4.2.5 Social presence and student-student interaction

Blended learning facilitated active communication and interaction between students through online discussions and collaborative activities. Students felt comfortable participating in online forums, providing a platform for peer support and learning from each other (as found in 23 coded cases).

As Student I described, *"I feel comfortable participating in online discussions. My views were well-acknowledged, and I can develop a sense of collaboration with my peers."* This sentiment highlights the sense of camaraderie and collaboration fostered through online interactions, enhancing the overall learning experience.

Likewise, Student J reflected on the value of group work during offline classes, stating, *"The group work translation in offline classes encouraged us to work closely with each other during the semester. It was a rewarding experience to share ideas and approaches with my fellow students."* This example underscores the benefits of both online and offline collaborative activities, which facilitate knowledge sharing and peer learning.

Student K denoted: *"The blended learning model is great! When learning online, it helps people save time in commuting, can be flexible in time, and helps teachers and learners to exchange issues more easily. Additionally, face-to-face learning makes the interaction between teachers and students more interesting and practical, people can meet face-to-face, exchange and share knowledge directly with each other."*

The importance of social presence in blended learning environments has been extensively studied. Garrison et al. (2000) emphasized that a strong sense of community and connection among learners positively influences student engagement and satisfaction with the course. Similarly, other studies have shown that social interaction in blended learning settings enhances motivation, collaboration, and critical thinking skills (Garrison & Kanuka, 2004; Rovai, 2002).

In conclusion, the integration of online discussions and collaborative activities in the blended learning translation course fosters social presence and promotes student-student interaction. By creating a supportive learning community, students feel more comfortable, engaged, and motivated in their learning journey. Therefore, as educators continue to design and implement blended learning courses, they should recognize the role of social interaction in enriching the learning experience and consider strategies to promote active student-student engagement.

4.3 Challenges during the course

The blended learning model has gained popularity in various educational settings due to its potential to combine face-to-face instruction with online learning components. In the context of teaching translation, blending traditional classroom methods with virtual learning environments offers unique opportunities for language learners. However, it is essential to recognize that, like any educational approach, blended learning also comes with its own set of disadvantages. This section describes the disadvantages of the blended learning model in teaching

translation, drawing from the provided case study on Vietnamese-English specialized translation and related research findings.

4.3.1 Limited social interaction

One significant drawback of blended learning in teaching translation is the potential for limited social interaction among students and between students and instructors. While online discussions and collaborative activities are often incorporated into blended courses, these interactions may lack the immediacy and spontaneity of face-to-face interactions (as coded in 8 cases). As a result, students may miss out on the richness of real-time discussions and the opportunity to engage in spontaneous language exchange, which is crucial for language learning and translation skill development.

The data highlighted the importance of social presence in creating a positive and supportive learning environment. Student F expressed the value of in-person interactions, stating, "*Group presentations or group work translation in offline classes encouraged us to work closely with each other during the semester. We can easily express our ideas or come up with solutions and agreement.*" This suggests that offline group work facilitated a deeper sense of collaboration among students.

The limitation of social interaction in blended learning aligns with previous research. Rahimi and Yadollahi (2011) found that blended learning may create a sense of isolation due to reduced face-to-face interactions. Additionally, Hrastinski (2008) reported that students in blended learning environments perceived social interaction to be less frequent compared to purely face-to-face settings. These findings underscore the importance of addressing social presence concerns when implementing blended learning in language education to ensure a supportive and collaborative learning environment.

4.3.2 Technical challenges

Blended learning heavily relies on technology to deliver online materials, host virtual discussions, and provide access to resources. While technology can enhance the learning experience, it also presents challenges, particularly for students with limited access to reliable internet connections or suitable devices. Poor internet connectivity may disrupt online sessions (as reported in 3 cases), hinder access to course materials (5 cases), and limit students' participation in virtual discussions and activities (1 case).

Student C's statement reflects this concern, as they mentioned the poor internet quality in their rented room affecting their ability to complete tasks on time: "*The internet quality in my rented room is very poor, sometimes, I cannot finish my tasks on time.*"

Technical challenges have been widely recognized in the implementation of blended learning. Jaggars and Xu (2010) found that students' technological limitations, such as inadequate access to devices and internet connectivity, can hinder their learning experience in online environments. Furthermore, according to Bates (2019), technical difficulties may cause frustration and negatively impact student motivation and engagement. These findings highlight the need for institutions to provide technical support and ensure equitable access to resources for all students.

4.3.3 Increased workload

Blended learning can sometimes lead to an increased workload for students (As complained in 4 cases). On top of attending face-to-face classes, students may be required to engage in various online activities, such as participating in virtual discussions, completing online assignments, and accessing additional learning materials. The additional workload may become overwhelming, especially for students who are already managing multiple courses or other commitments.

Student D's experience echoes this concern as they expressed feeling stressed due to the high volume of tasks in the blended learning course: “[...] *There are too many tasks for me to do in a lesson. Thus, sometimes, I feel so stressed!*”

The issue of increased workload in blended learning has been identified in previous research. Straney and Holt (2017) found that students in blended learning courses reported spending more time on coursework compared to traditional face-to-face courses. This additional workload may impact students' time management and result in higher levels of stress. Thus, instructors should be mindful of balancing the workload to prevent student burnout and ensure a positive learning experience.

4.3.4 Potential for reduced engagement

While blended learning aims to enhance student engagement, it may inadvertently result in reduced engagement for some learners (as found in 12 cases). Students who are not accustomed to online learning or who prefer traditional classroom settings may find it challenging to adapt to the virtual environment. As a consequence, these students might disengage from the course, leading to suboptimal learning outcomes.

Student H emphasised: “*Posting your translations on a discussion forum and evaluating others' work is very challenging. We have to confront each other many times. It's interesting at the beginning but after that, I find it stressful and boring.*”

Or as Student J complained: “*Sometimes I feel unmotivated and can't meet deadlines.*”

Research by Li and Irby (2008) showed that students' prior experiences and preferences with online learning impacted their engagement and success in blended courses. Students who were less familiar with online platforms expressed feelings of disconnectedness, leading to reduced engagement. Additionally, Picciano (2017) noted that students' learning styles and preferences should be considered when designing blended courses to ensure maximum engagement and retention.

5. Conclusions and implications

This exploratory case study has provided valuable insights into the implementation of the blended learning model in a Vietnamese-English specialized translation course and students' perceptions of its effectiveness through the lens of the Community of Inquiry (CoI) framework.

The study findings demonstrate a positive presence of the CoI elements (social presence, cognitive presence, and teaching presence) in the blended learning translation course. The integration of online discussions and collaborative activities fostered social presence, creating a sense of community among students. Cognitive presence was evident through active engagement

in critical thinking and analysis of translations, using diverse information sources to enhance translation skills. Additionally, the teaching presence was strong, with instructors effectively guiding and supporting students' learning journey. This alignment of CoI elements with blended learning principles highlights the potential of this pedagogical approach in optimizing language learning experiences for Vietnamese-English specialized translation, offering opportunities for active participation, engagement, and critical thinking.

The research also identified other benefits of blended learning, including enhanced translation skills, improved course quality, and increased learning effectiveness. The integration of online discussions and collaborative activities fostered a sense of community among students, while the flexibility of blended learning allowed for anytime, anywhere access to course materials, promoting a conducive learning environment.

To optimize the blended learning experience, instructors are advised to incorporate more interactive and engaging online activities, provide technical support for students, and carefully balance the workload between face-to-face and online components. Additionally, considering students' prior experiences and learning preferences can enhance their engagement and ensure a positive learning experience.

However, the study also acknowledges some limitations. Future research should explore learning effectiveness in the blended learning environment, employ control groups, and incorporate quantitative analysis for a more comprehensive understanding of the model's effects. Investigating learning outcomes before and after implementing blended learning can provide valuable insights into its impact.

In conclusion, this case study contributes valuable insights to the literature on blended learning in language education, particularly in specialized translation courses. The positive student perceptions and identified CoI elements highlight the potential benefits of blended learning. The study has implications for pedagogical practices, emphasizing the importance of technology integration, diverse learning resources, and student-centered approaches.

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ÁP DỤNG MÔ HÌNH HỌC TẬP KẾT HỢP TRONG GIẢNG DẠY HỌC PHẦN BIÊN DỊCH CHUYÊN ĐỀ: MỘT NGHIÊN CỨU KHÁM PHÁ TẠI MỘT TRƯỜNG ĐẠI HỌC Ở VIỆT NAM

Tóm tắt: Bài báo mô tả kết quả nghiên cứu về khả năng ứng dụng của mô hình học tập kết hợp (Blended learning model) trong việc dạy học phần Biên dịch chuyên ngành tiếng Anh tại Khoa Tiếng Anh, Trường Ngoại ngữ, Đại học Huế. Nghiên cứu sử dụng mô hình nghiên cứu trường hợp, phương pháp tiếp cận định tính để phân tích dữ liệu theo chủ đề và góc nhìn từ Khung tư duy cộng đồng (CoI). Thông qua việc tìm hiểu phản hồi 75 sinh viên về tính hiệu quả của mô hình học tập kết hợp sau khi tự mình trải nghiệm qua khóa học này. Nghiên cứu cho thấy các yếu tố được liệt kê trong CoI, bao gồm sự hiện diện xã hội, hiện diện nhận thức và hiện diện giảng dạy được cho là có lợi trong môi trường học tập kết hợp. Các kết quả đã chỉ ra tiềm năng của mô hình dạy học này trong việc tối ưu hóa trải nghiệm học tập ngôn ngữ và nâng cao kỹ năng biên dịch thực tế của sinh viên. Những phát hiện này chỉ rõ tiềm năng của mô hình học tập kết hợp để tối ưu hóa trải nghiệm học ngôn ngữ và cải thiện khả năng dịch thuật của người học. Điều quan trọng là, nghiên cứu có ý nghĩa đối với các hoạt động sư phạm trong giáo dục dịch thuật, nhấn mạnh tầm quan trọng của việc tích hợp công nghệ, sử dụng các nguồn tài nguyên học tập đa dạng và áp dụng các phương pháp lấy học sinh làm trung tâm để tối đa hóa lợi ích của học tập kết hợp trong lĩnh vực này.

Từ khóa: Học kết hợp, dịch chuyên ngành, nghiên cứu chất lượng, nghiên cứu trường hợp, Khung tư duy cộng đồng, giáo dục ngôn ngữ