

Applied Research of TSCA in Translation Exercises of Intensive Reading in an Independent College

Yi Liu

Chengdu Institute Sichuan International Studies University, Dujiangyan 611844, China

ABSTRACT. *Intensive reading course is one of the core curricula of English majors, which aims at training English majors equipped with comprehensive language skills which lay a solid foundation for the future academic courses. TSCA (Teacher-Student Collaborative Assessment) is adopted in intensive reading teaching to deal with the translation exercises to enhance the learning effect.*

KEYWORDS: *TSCA; Independent College; Intensive English; Translation exercises*

1. Research Background

In China, owing to the relatively low marks for admission in independent college, the students' English level is relatively lower than the students in public colleges, let alone the public universities in China. But qualification for the graduation of the students in independent college is the same as the students in public colleges and universities, which has to meet the National Standard for English majors. As a result, the students of the first two years in independent college have to be equipped with the basic comprehensive language skills. Intensive reading course is one of the core curricula of English majors in first two years in independent college, aiming at training English majors equipped with comprehensive language skills which lay a solid foundation for their future academic learning. So the improvement of intensive reading teaching in independent college is significant and imperative.

2. Research Theories

Assessment, a natural part of the teaching and learning process, is administered to support learning (Berry, 2008)[1], so it is significant in teaching and learning. ILH (Involvement Load Hypothesis) is composed of need, search and evaluation (assessment), of which assessment is imperative and beneficial in learning vocabularies (Liu Yi, 2012)[2]. Based on output-driven hypothesis, POA (Production-Oriented Approach) proposed motivating, enabling and assessing, the main procedure of POA (Wen Qiufang, 2015) So the importance of assessment in learning

and teaching is beyond doubt. But in China, foreign language teachers are far fewer than L2 learners, so great burden was carried by teachers in assessing. TSCA (Teacher-Student Collaborative Assessment) was proposed by Wen Qiufang (2016a) [3] to relieve the great burden and to provide timely evaluation. Compared to other forms of assessment, TSCA has three prominent features (Wen, 2016b)[4]: a joint assessment of students and teachers, great emphasis on how well the learning objectives rather than the quality of products alone, multiple assessments (Sun Shuguang, 2018)[5]. And TSCA can be applied in class and out of class. Assessment in class is a kind of collaboration between teachers and students, students and students, while assessment out of class includes self-assessment, peer assessment and machine assessment. As a result, students can participate both in in-class activities and after-class activities to achieve the teaching aims.

3. Instructional Procedure

TSCA includes three phases: pre-class, in-class, and post-class (Wen, 2016b).

3.1 Pre-class

Assessing is after the enabling, so the first phase of TSCA (pre-class) is to find one assessing target. Of course, in students' translation exercises, there are a lot of problems, such as language problems, lack of translation skills. It is impossible to address all the problems once a time. Selective focused correction gives students precise feedback which directs them to address specific errors, helping them to not only edit the current essay and but to avoid or reduce such mistakes in the future (Bitchener & Ferris 2012). In order to decide what to focus on for assessing, there are three principles: the principle of prominence, the principle of progress, the principle of progression (Sun, 2018). In teaching practice, language problems are common problems in the independent college. So in the first semester, language problems are focused, with following steps: word, grammar, sentence structure. The translation exercises on the intensive reading book are designed to practice words and phrases used in the text, with proper grammar and sentence structure. So the usages of the words and phrases are the basic language target. And in the second semester translation skills are focused. With correct usages of words and phrases and proper grammar and sentence structure, the translation work also lacks translation skills, and it sounds like chinglish. Once the assessing focus is decided, the follow-up teaching design and exercises are made out before the class.

3.2 In-class

In the pre-class phase, teachers have set several small targets with prepared teaching materials. So in the in-class phase, teachers first present the typical samples from their exercises, and then let students think them alone to identify the problems. After the problems are identified, students are allowed to correct them, and then they can work in groups to discuss a better version. After the discussion, the teacher asks

students to present their rewritten version. In this part, the student is required to give reasons about their work and tries to express different propositions while the teacher is required to participate in the discussion and tries to find out the common problems to address with the prepared materials. For example, in lesson 1, intensive reading book 3, translation exercise sentence 1, “他对他的研究如此专心致志，从来没有过很快就要退休的念头”(He is so devoted to his research that it never occurs to him that he will soon have to retire). In this sentence, the language points are “devote” and “occur to”, and the grammar point is “subject clause”. All of these language points have been analyzed in the text. But the students’ common problems in this sentence are “occur to” and “subject clause”. So in the class, the teacher’s assessing activities of the sentence translation exercise are all about these two points. The students can give more usages of “occur” (the similar usages will be practiced in other sentence translation in this lesson) and more forms of “subject clause” in the thinking and discussion, while the teacher can offer some clues and suggestions to them in discussion and presentation.

3.3 Post-class

After the class, the students can participate in peer assessment, self-assessment, and sometimes machine assessment. They can rewrite their translation work based on the in-class evaluation. After the work has been done, the students hand in their rewritten work whose drafts should be kept on the exercise book in order to make a comparison. And the teacher selects a few good versions as model for the students.

3. Conclusion

Great improvements have been achieved in the practice of TSCA. The students have much more chance and time to participate in the teaching activities, compared with the traditional teaching methods. And the teacher plays a significant leading role in organizing the teaching activities. But there are some parts needing to be improved. First, the limited teaching time allows no hand in extended knowledge which is also imperative in intensive reading. Second, the selective focused correction requires the teacher to do a great amount of preparation work and to resort to other ways or tools as complementary methods for other sub-points. However, the class-hour of intensive reading in independent college is 6 per week. So the preparation time for the teacher is really deficient. There is much to be improved.

References

- [1] Berry. R (2008). Assessment for learning. Hong Kong: Hong Kong University Press.
- [2] Y. Liu(2012). A Study of testing and Verifying ILH in Learning Tasks. Overseas English.

- [3] Q.F. Wen (2016). Teacher-student collaborative assessment—A new method of assessment for the production-oriented approach. *Foreign Language World*, no. 5, p. 37-43
- [4] Q.F. Wen (2016). The production-oriented approach to teaching university students English in China. *Language Teaching*. Advance online publication.
- [5] S.G. Sun, Q.F. Wen (2018). Teacher-student collaborative assessment (TSCA) in integrated language classrooms. *Indonesian Journal of Applied Linguistics*.