A POA-based Empirical Study on the Students' Business Letter Translation Skills Acquisition

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Abstract: *Based on previous research on translation teaching models, bilingual lexical representation and development, and executive control, this paper puts forward a dynamic POA-based model for translation skill acquisition. The clarifying of POA model is conditioned by the cooperation of teaching translation tasks design and enabling activities, with the activation of L1-related concepts, lexical representation and grammatical knowledge as a prerequisite. Previous research on the POA with respect to anaphoric choices has mainly dealt with limited aspects of students' writing, speaking skills and often ignores students' translation skills. The subjects are two groups of non-English major sophomore, with 60 students in each group. During the 8-week teaching experiment, one group(Group A) finished 4 translation tasks of business letters, and the other group (Group B) finished 4 translation tasks of business letters, discourse analysis and jigsaw activities. The analysis of types and frequencies of translating errors shows that the POA-guided translating produces more aligned translations. By drawing on the POA theory, it elaborates on the characteristics of translation work feedback, and explores how to create a production-oriented academic learning space through teachers and students' feedback. The results show that employing multimodal business discourses such as written comments, classroom lectures, video mini-lessons and online interactions, the instructor of this course engages the students in reflexive dialogues, leads them to manage translation of business letters, and guides them to develop their intercultural awareness and translation competence. The experiment will shed new light on the research of students' translation skills. It also explores the effectiveness of implementing the POA technique in a translating class, initiate more empirical study on the effectiveness of translation evaluation for pedagogical purposes and help to investigate the differences in approaches to students' output skills and error frequency produced in the translating tasks of enabling activities.*

Key words: *Production-oriented Approach (POA); Teacher Student Collective Assessment (TSCA)*; *Business Letter Translation*; *Chinglish*

Introduction

With the globalization of English, the concept of translation skills has been expanded and the translation teaching has been redefined. Pym (2014) proposed that translation change has implications for how we define basic concepts in translation and how we teach translation practices. Bennett (1987) suggested that because the nature of translation has changed so does translation assessment. A major problem in the college English system is that the course plan is in conflict with the actual demand and it can not satisfy students' needs and is hard to produce proficient English users (Tang, 2005). Limited class time, insufficient translation homework, and students' weak language foundation are also problems. Meanwhile, students' translation competence

and performance extremely are extremely complex to assess, and there are various influencing factors: L1 background; individual differences factors: age, gender, previous language experience, language aptitude, experience of study abroad.

POA (Production-Oriented Approach) is an instructional approach, which integrates different approaches into one model with typical, progressive and teachable objects, emphasizing an output-driven and input-enabled hypothesis (Wen, 2016). POA maintains that English instruction is not simply to achieve instrumental objectives such as developing skills for using English in communication but also entails humanistic objectives such as forming a positive world outlook and having a healthy personal growth (Wang, 2013). POA offered students more interactions with authentic materials and opportunities with communicative activities, which arouse their study interest and motivate them to spend more time on output practice (Zhang, 2016).

Practically, the experiment aims to testify the appropriateness of a POA-based translation teaching model and the effectiveness of combined assessment methods to students' output skill acquisition and to approach the problem of high investment and low return in language teaching (Cai, 2010).In essence, with clear and achievable teaching objectives in general and the proper use of school's available resources, the research will help to facilitate greater consensus about key issues, terminology and best practice in translation assessment, by getting learners to 'notice the gap' between their current performance and the target performance, help students identify potential translation pitfalls, acquire important translation skills, and take appropriate translation decisions, which is expected to shorten the time of becoming a professional translator, and hopes to provide some suggestions for the reform of translation teaching. It emphasizes the attributes of the process translation and makes the students improve their performance either in sentence or discourse level. And to our knowledge until now few studies have been conducted to test the acquisition of translation ability in a POA model. The empirical study intends to explore the joint influence of students' L1 background and individual difference factors to facilitate class teaching in translation skill acquisitions among Chinese college students.

Literature Review

Translation task and the business letter translation

Wang (2016) claimed that highly effective teaching task can help trigger students' communicative skills and provide rich context and combine language comprehension and output, which can produce alignment. Mu(2004) suggested that collaborative translation into L2 is a pedagogically valuable tool and important drive force for language learning. Wang (2016) argued that translating is motivated more by tasks with contents created by others than by learners' own needs to use the target language. Xu (2016) investigates whether and to what extent alignment occurred in a translation continuation task and testified its effectiveness in translation teaching. Cook (2010) believed that the importance of contextual factors and background information associated with the students' behavior and attitudes in translation practice must be addressed. Zhang & Wu (2011) studied the functional equivalence theory and its application in text connectives and its main devices in creating text coherence function of giving prominence to theme in business English letters. The formalizing business letters translation should make it a medium through which ideas are made acceptable to the reader, to get the reader to appreciate the benefits of doing what the writer wants, induce voluntary agreement, avoiding jeopardizing goodwill or profits and for the fast evolution of meaning (Shurter, 1971). Shen (2014) proposed that BLT should focus on the correct use of key words of text connectives and

the comparison between hypotaxis of the English and parataxis of the Chinese in long sentences. Gu, & Sun (2010) claimed that knowledge of terminology equivalence, business expertise and lexical combination awareness are essential to improve BLT teaching quality. Janis (1966) suggested that ready-made expressions are more efficient for BLT in that they reduce uncertainty and satisfy individual's time-saving need. Song (2004) proposed indirect translation of civilities and direct translation of long sentences to make a business letter more correct and polite to achieve positive effect. Zhao (2011) emphasized the BLT of high quality will enhance the image of a company's products and protect the consumers' interests.

Language transfer and Chinglish problems

Radtke (2012) argued that Chinglish was a useful tool of analysis, which helps to shed light on the existing relationship between China and the English language. Pinkham (2003) believed that the actual Chinglish is a product of the glocalization of English in China and unnecessary words are the hallmark of Chinglish. Li (2009) proved the negative transfer was an important reason of EGP lexical fossilization as it affects and is the main obstacle for ESP vocabulary learning in business English letter translation. Therefore, the question arises whether Chinglish should additionally be practiced in the BLT translation teaching and the aspects in which translation assessment for Chinglish should be different from the assessment for general purpose assessment. Specifically, Chinglish of BLT is used for a variety of purposes, not just to provide an accurate English translation of a Chinese message but to make every effort to translate business letter with high quality. Thus, the values of BLT in the curriculum not only push learners to produce but also provide important opportunities for scaffolding (Swain, 2008). Therefore, the focus of a business letter translation course must foster the students' development of good language skills as well as identify learners' specific errors in spelling, grammar and the lexis for intercultural business communication.

The POA-based Translation Experiment

Research design

Before the experiment, the teachers first solicited the participants (sophomore students at one university) by asking them if they had any translation assignments and if they could recommend their classmates who have passed CET-4 as a control group. The design idea is to help them learn to translate gradually; the teachers started with the thirty focal students and then extended to their classmates who worked with them. Therefore, the number of participants was small within one discipline (Foreign trade). For the control group, the instructors lower the task difficulty and allow the students to translate collaboratively with the prompt of keywords. They completed two communicative tasks during which they received either assessment (autonomous) or teacher's feedback in response to their BLT. For the experiment group, the instructors design the teaching material, prepare the lessons collectively and students are required to understand the communicative needs and translate without the prompt of key words for the enabling activities. After the experiment, the instructors define the key problems, which allow either of the two to contrast the sentences and reach a better decision. The teachers will interview the core participants after class to elicit students' attitude. The experiment lasts 4 weeks, and 16 class hours, 2 class hours for motivating, 12 hours for enabling and 2 hour for assessment.

Research questions

Two hypotheses are central to the design of the study that students with expertise in POA-based translation differ from their counterparts by exhibiting some unique characteristics of translation skill acquisition.

Question 1: Do POA theory, students' Chinese proficiency and the business letter translation tasks support L1 Chinese learners' English and translation skills? If so, what are the differences between POA model and input-driven traditional grammar translation in terms of learning outcomes?

Question 2: Do other factors, like context, the implementation of distinctive enabling activities, typological difference of L1, influence students' translation proficiency and develop communicative skills in our data?

Research participants

Our experiment was conducted with two student groups 61 students (Experiment Group) and 59 students (Control Group). The participants were all college sophomore students (Foreign Trade majors and Fashion Design majors) and the average age is 19.2. There are 34 female students and 27 male students in the experiment group, and 39 female and 20 male in the control group. All the participants were in six groups of four students, altogether 12 teams for the experiment. 96% of them have passed TEM-4. The length of time spent learning English (for at least 7 years) made it possible for them to translate a C-E business letter. There is no obvious differences in English level ($t = .909$, $p = .365$). The pre-test English score is about the same. The teacher in the control group adopts the traditional textbook-centered grammar translation approach; the experiment group uses the POA-based approach. The two classes remain identical in terms of textbook, class hours, teaching contents, and teaching schedule. The independent sample T-test of English achievement and English proficiency test of two classes was conducted.

Experiment materials

The business letter translation course lasts 4 weeks, covering the topics of establishing business relationship, quotation and occupation, focusing on foreign trade terminologies and expressions. We choose Unit 5 (International Politics) of I-English course book, China and the World as the experiment materials. The topics have been discussed to select the cross-cultural themes of students' common interests, which is not only beneficial to make their writing focused and directional to a specific area, but also good to assess students' translation work more objectively.

Research procedure

Considering the students' academic and personal needs in a productive classroom, the researcher designed different levels of enabling activities. Before the enabling phase, the instructors must let students know the business letter format to make preparation for their translation. We designed the activities into three stages. Stage one: By the end of the teaching session, the students are expected to read all the POA-related and business letter writing materials presented in the curriculum without any guidance. Stage two: Multi-faced materials (video clips and reading materials) are integrated with the business translation series. These materials that assist students in looking into a threaded theme throughout the whole lesson are presented with

various tasks such as group discussion and class presentations. Students need to identify cultural differences from their own, comparing and reflecting on both sides, constructing a critical perspective and solving conflicts in understanding. Stage three: the students need to analyze the translation problems and errors thoroughly and present their own solutions with reasonable explanation as the final stage.

The experiment is to design a series of enabling activities, explore the difficulty in practicing POA and establish a collection of assessment methods to handle the Chinglish problems appropriately. We can begin from the teaching plan and courseware display, to train our students to develop their job-oriented translating skills. The curriculum designs encourage individual student's participation in different output activities and make them feel confident while translating. Furthermore, discussion of the translating process-including pre-translating consulting and revising -is minimized. Specifically, the study sought to: 1. Measure the business letter translating skills of students and assess the adequacy of these skills. 2. Provide a series of translating benchmarks against which other English teachers might: a) compare their students' translating skills, and b) evaluate the effectiveness of POA theory to improve output skills.

Enabling activity1: Video teaching has provided opportunities for teachers to take interactions and events that were not easily observed while teaching and make connections between theory and practice. Pedagogically, topic-related headwords (seminar, convention and artificial intelligence) have been presented to the students (The teacher gave detailed grammatical explanation of special Chinese trade terms (e.g., quotation, invoice, and delivery terms) into English). Students are required to translate the terms from English into Chinese or vice versa. The teaching video given by a university professor is about top-career business writing, presenting the communicative scenes of formal business letter writing. After watching and studying the video collaboratively, students need to dictate what they have watched and write the letter body with at least three expressions acquired from it. The dictation activity requires students to be familiar with the recommended formats for English business letters (the salutation, body, and complimentary close), convey the meaning precisely, deepen their understanding of business letter, representing a specific communication event in which there is a close match between the intentions of the writer and the expectations of the reader and pave their way for C-E translation by using video to realize that the promptness and effectiveness of business letters.

Enabling activity 2: The video clip of the American movie Big Short, in which there are lots of authentic discourses about establishing business relationships and negotiating , reflecting the economic crisis, human relationship, people's attitude toward financial gains, which has potential communication values for college students.

Table 1 Translation brief

Reserved text function	Informative text, video business discourse
Target-text receiver	Chinese college students: Knowledgeable and colloquial
Text accepted location	Multimedia classroom
Media	An authentic business theme film(Control sentence length)
Text making motivation	It's convenient for Chinese students to understand American business culture

In the experiment group, the video presentation is with subtitle font highlighting, and video content questions, and language output task (speech act analysis, oral interpretation,). In the control group, the video has normal size subtitles, which are at the bottom part of the screen. Before starting to watch, students were given 20-minute to study knowledge about conversation analysis, with a copy of the survey for each student to fill and use context to infer the meanings of every speech act. The following 15 minutes were given to watch the movie excerpt, after which the last 10 minutes are for students to discuss collaboratively and answer general questions without referring to the video to ensure that they read for meaning.

Table 2 Learners' Performance on the Five Speech Act Measures

	Apologies (5 items)	Compliments (6 items)	Refusals (5 items)	Requests (7 items)	Thanks (5 items)
Main gain scores	+1.06	+0.86	+2.00	+2.88	+1.92
Learners with positive gain scores	52	48	69	76	72
Learners with little or no gain	28	28	16	13	14
Learners with Negative gain scores	10	14	5	1	4

As Table 2 shows, students prepare themselves to write major five speech acts in the video clip. The collected data shows students made the greatest progress in Requests (+2.88 positive gains)-more than any other speech act -reflecting the prominent features of requests in a business context. It can also be analyzed that the least progress has been made on compliments and refusals, which altogether has 13 items in the movie and +0.86 gains. Students' understanding and awareness of the politeness strategies has been improved after the activity. Students in the experiment group have provided more standard correct answers than those in the control group.

Enabling activity 3: Learners were divided into groups (4-5 students into one group) to participate in a collaborative task, to translate the underlined phrases of a Chinese business letter by using the words in the box blow. Students will discuss the sentence translation with their peers, relate to their translation practice and provide samples for it within the allotted 30 minutes.

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1. 我们要求你方处理错发的货物，并赔偿由此产生的损失。
2. 根据商品检疫局出具的检验报告，我们就货物质量低劣向你方提出索赔。
3. 货物离港时完好无损，这点有清洁提单为证。
4. 鉴于我们之间长久的贸易关系，我们同意友好协商解决这次争端。
5. 我们已经收到你方解决我方索赔问题的汇款。

After a 15-minute C-E translating alignment, students were asked to visually depict the process that they had verbally described. It is crucial for student to make the complete sentence with words in the blanket. The data indicated that the experiment materials are within students' vocabulary limit of 4000 words. Based on the students' finding of translation work, the major mistakes in Chinglish can be classified as:

1. 我已经看了所有你给的数量和目标价。
I looked at (saw) all the quantity and the target prices.
2. 员工均享受免费医疗保障。
The employees all enjoy public medicine (free medical) care.
3. 你的数量达不到我们的起订量。
Your quantity does not reach our quantitative (is less than our MOQ).

When students are conducting the third enabling activity of locating the Chinglish in the translation, they have already made great progress. Furthermore, students are required to translate the following three E-C translation sentences:

1.My brother has a moonlight job as a sales person because it brought him lots of exam income.
2.We set a strict cap on travel expenses for all departments as a way of limiting our increasing costs.
3.They are buying all the wheat they can get hold of because they are trying to corner the market.

Based on the translation error analysis, 17.55% students only translate them with EGP word meaning rigidly, such as to understand moonlight(第二职业) as“ 夜光下 ”, to keep one's day job(to maintain one's regular, full-time job, 做好本行工作) translate as “ 白天工作 ”and so on. The result proved that the negative transfer of EGP fossilization to business English communication. Afterwards, the teacher will analyze the information, find and select the typical mistakes for about 10-20 sentences, and then design PPT slides to summarize and appraise the errors. The instructor presented the correct version if certain object has been achieved.

Enabling activity 4: Oral interpretation for Chinglish exercises. First, Students are informed about there are few repetitions in English, but the phenomenon of word repetition in Chinese is common. Then we divide the students into groups and each group translates one part. Group1 for paragraph 1, group 2 for paragraph 2, and group 3 for paragraph 3-4 (higher level students). Each group discusses the language content of their part and shares their part with the whole class: 1) the main content of the paragraph 2) words they do not understand (other group may help) 3) useful words and phrases (which are underlined). The integrated activity is to translate a 200-word English business letter of quotation into Chinese, aiming to investigate how to handle the repetition through jigsaw activity. Because of the reader orientation, this activity on business letter translating gives most of students' attention to the body of the letter. Let us examine the redundancy in students' work.

Translation version 1: We have already seen your quantity and target price. I have to check again carefully with our production. Frankly speaking, some productions you selected are being produced in large quantities because one American guest have order them in large quantities. Even though, your quantity cannot reach our minimum quantity, we can help to add your small quantity to our production.

Translation version 2: We have seen all quantity and target price about you giving; I need to calculate with

our production lines carefully. Although your quantity is less than our MOQ, we can help add the numbers into the production. Your target price looks too low, I will try my best to work competitive prices and get back to you as soon as possible to inform us of the amount of W2493 you may need.

Research results

As the activity indicated, students prefer to repeat the same word several times in their translation text as Chinese way of showing the fullness and concreteness. For example, the word “quantity”, and “production” has been repeated for a few times in the translation version 1. Students are informed that if two or more words in Chinese sentences can be matched with the contexts that appear in different positions, they can be extracted and expressed together. Apart from this, some other redundant nouns, verbs, and adjectives have been located in students’ translation work. Peers will read and assess their partners’ translation work, correct their linguistic errors and give feedback by attachment to their counterparts. Moreover, we take a more challenging approach to use BBC authentic Business English listening materials (includes asking permission, arranging meeting, sales figures, customer complaints and so on) as helpful prompts, to enable students to introduce themselves briefly, respond appropriately in intercultural business communication by using various ways to the learned vocabulary(The instructors present a small number of choices, ranging from very formal (Respectfully yours,) to informal (Cordially,) to ask students to translate the complimentary close, the salutation and the placement of address.). Students are trained to take turns explaining the translation methods they had been adopted and share what they have learned in the time limit. Through this way, classify and apply POA theory for translation practice and their performance at letter translation will be integrated as an important part of their final term assessment for translation skill.

To sum up, from T1 to T4, the students experience the successively gradual increasing difficulties of the translating assignments. Pedagogically, different enabling activities entailing various kinds of cognitive engagement must prompt students’ thinking and hence lead to different levels of language processing. There are also differences related to the specific experimental conditions including the learners’ roles, their expectations about translation curriculum. Therefore, the instructors need to summarize the losses and gains of students’ performance through the implementing of various enabling activities, and adjust their business letter translation task difficulty.

The Assessment Procedure

The TSCA to students’ translation work

TSCA integrates teacher’s assessment, individual feedback and peer exchanges. Its criteria was properly based on the type of errors they made and the difficulty levels expected, which served as a guide for the teachers to monitor the students’ translating progress from the aspect of grammar, syntax, discourse level. Before class, the teacher selects a few samples and critically reviews their learning objectives. In class, the instructor makes critical comments on the selected samples and students conduct teacher-instructed peer review. Students revise their products through self-discussion in the light of the teacher’s guided teaching principles. Teachers need to find the typical samples (a language of medium difficulty), evaluate them and design the important aspects of TSCA and concrete procedure of conducting it in the large class. Specifically, students submit their first BLT draft to the Pigai website; the autonomous assessment does translation rating

and puts the error analysis statistics into its website corpus; students submit their revised second draft based on its assessment, and the teacher selects the typical sample for TSCA, which provides the checklist for the evaluation criteria, including content, language and structure of their versions. The assessing is to check students' learning effect, remedy their difficulties and solve problems. After knowing its scoring criteria, the instructor sends the second drafts to the learners for one-to-one comment. The students need to sign their names and exchange with the author in the peer-feedback process. Then further revision will be followed, and learners get the collective feedback about BLT. Moreover, students can submit the Pigai again and have their work reevaluated if they prefer doing that.

The Pigai feedback

Qualitatively speaking, the Pigai corpus is composed of the same genre compositions and translation written by Chinese college students with similar L1 backgrounds. Quantitatively speaking, the Pigai corpus shows distinctive token size and verb ratio, providing basic language revision, comprehensive guidance in categorizing errors and deducting points for the Chinese college students.

Table 3 Corpus Analysis in Students' translation Work

We trust that you will ship the order without delay, because delay will give us great inconvenience and economic losses.	"give inconvenience" is a Chinglish expression.
We trust that you will deliver the goods on schedule, because of the delay would cause us great inconvenience and economic loss.	"deliver trust" is a Chinglish expression.

Based on the table 3 result, we emphasized the importance of lexical collocations for accurate output production and we automatically highlighted collocating pairs of words for Chinglish phenomena.

Table 4 Average collocation records in business Letter translation

group	verb+ noun	adjective+ noun	noun+ verb	adverb+ verb	adverb+ adjective	adjective+ preposition
Experiment group	25.20%	25.29%	12.55%	15.49%	6.47%	0.10%
Control group	29.43%	22.83%	13.68%	16.98%	5.85%	0.19%

As table 4 indicated, the average collocation records indicate different collocation types of two groups and the frequency of collocation used in C-E letter translation; the collocation of verb and nouns is the most frequently used; the adjective and prepositions are the least, which also indicated the stylistic feature of non-literary text translation.

The teacher's assessment

The teacher's central task is to set up assessment criteria, describe important elements of feedback content (focus, comparison, function and clarity) and strategy (timing, amount, mode, and readers). The body of

students letter translation is analyzed for its content, to convey an attitude which "should tell the reader honestly, truthfully, and tactfully about the benefits he obtains from an action or attitude implied in the letter's purpose". The instructors use different colors to annotate learners' products by hand and point out their pragmatic, technical, semantic and grammar problems while students give suggestions to their peers if there were disagreement between certain words and expressions. The table below illustrates as an example as what exactly the teacher should assess to cover the important elements of students' translation skills. Here are the examples derived from teachers' feedback.

Table 5 the concrete procedure of teacher's assessment

Translator	Translation version	Move
Student's original version	I review all the quantity and the target prices.	Trigger
Teacher	Use past tense consistently	Feedback
Student's revised version	I reviewed all the quantity and the target prices.	Uptake

As table 5 shows, the explicit feedback of recast and the concrete move for revision includes trigger, feedback and uptake. Teachers have the option of either correcting immediately if an error occurs or making a note of the errors and delaying correction, and their assessment is mostly likely to assist acquisition when learners are focused primarily on meaning in the context of understanding messages in translation errors and then receive feedback they recognize is corrective.

Table 6 Number, percentage and accuracy of TSCA

Question types	Assessment point	The percentage rate	Correct assessment point	Correct rate
Technical problems	60	6.7%	55	91.7%
Grammar problem	120	13.2%	97	81.5%
Semantics problem	381	42.2%	273	71.5%
Pragmatics problem.	342	37.9%	270	79%
In total	903	100%	695	77.1%

The table illustrates the validity of contrast for translation errors classified by TSCA. Specifically, students' translation errors are in tense, gender, number, misuse of parts of speech, and the wrong use of pronouns and articles, synonym distinction mistakes, the collocation mistakes between words. Checklist for the assessment involves whether students can translate a formal letter format properly and convey the main messages clearly. The negative translations are the ones with an inconsistency in mood, inadequate understanding of the culture-loaded lexicon and the grammatical structure of source language.

Table 7 Utilization and proportion of TSCA

Utilization	Numbers	Proportion
Direct adoption	99	77.4%
Further modify	25	13.8%
Not adopted	19	8.8%

The table indicates that 77.4% of the collective feedback has been directly adopted. If the mistakes are justified, both the teachers and students should respond immediately, offering to “make things right” if possible, or offering alternative solutions if that’s not possible, because students are accustomed to prompt solutions. 13.8% of them need to be further modified, they may comment to others on the students’ responsiveness. And 8.8% of them are not adopted. If students are unable to adopt TSCA, an honest, straightforward “no,” along with the reasons for the refusal, is best. The number also showed that students trust their peers’ proficiency for valid assessment, which is helpful to improve their translation quality.

Table 8 Independent Samples Test before and after the experiment test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.781	.378	4.404	192	.000	3.76289	.85444	2.07758	5.44819
Equal variances not assumed			4.404	191.007	.000	3.76289	.85444	2.07753	5.44824

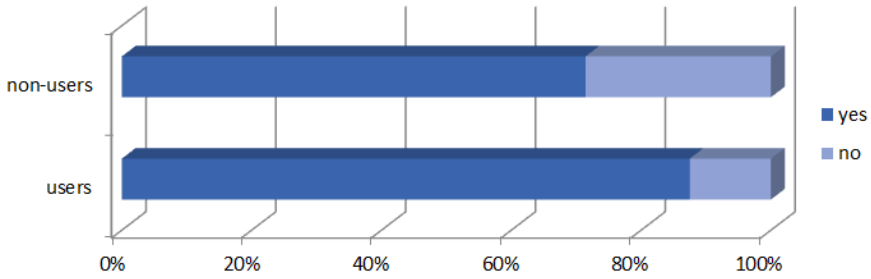
As Table 8 indicates, the p-value is 0.378; the variance is equal between the control group and the experiment group. The test statistics is t=4.404, the exact p-value of the test is less than "0.0001". There was significant difference between the two groups. The mean value for the contrast group is 78.2990, for the experiment group is 74.5361. The result indicates low performers can provide scaffolding for the high performers and vice versa. Through two groups of students, their interaction, the learners can provide mutual scaffolding to motivate them to reflect on the form of language used and modify or regulate language output.

Results

The questionnaire was designed to test students’ acceptability to POA-based translation teaching, which was conducted before and after the experiment to avoid possible bias. In terms of students’ attitude to a POA-based translation teaching model, 78% of students think it is easy for them to fulfill the translation tasks, 91% of students agree with the idea that the translation task is interesting; 95% of them think that they want to improve the skills through enabling activities, 82% think the comprehensible input for translation work is good; 86% of them confirm that the teacher’s influence is positive in the classroom setting; 91% believe Chinese has a positive transfer in translation competence.73% believe that the video helped them finish the translation tasks, 87% think they are confident to meet the teacher’s request in the given task; 91% of students believe that the teacher’s instruction is very clear for them. For this experiment, in terms of students’

preference to POA-based learning, 68% of the students prefer doing teacher-guided translation practice through enabling activities, 25% of them prefer TSCA and just 7% like self-assessment. When asked for the teacher's most valuable interaction techniques, 98% of the participants believe that the relationship between teachers and students are getting closer. The results could explain that when various enabling activities are given in training assignments related to translation skills, students often feel more focused. After the experiment, a survey of students' acceptability of POA-based translation training has been conducted to examine students' learning habits, behaviors and study results for POA-based teaching practice.

Figure 1 Students' preference to a POA-based translation training course



The majority of the student participants who study POA theory hold a positive attitude towards an output-driven translation training model. About 88% of students stated that POA theory was useful. Very few respondents (12%) answered that they are not in favor of it. Surprisingly, while 32% of the respondents stated that they 'never' or 'almost never' learn POA (we have called them non-users), 47% of students think that the POA theory can guarantee equal opportunities to practice translation within the typical ESP curriculum while 20% believe that it does not provide much help. Those students with attitudes more conducive to language acquisition will not only seek and obtain more input; they will also have a lower or weaker filter. The filter hypothesis explains why it is possible for language learners to obtain a great deal of comprehensible input. This result illustrates that learners with high learning motivation generally have good rapport with the teacher, and their sense of participation and sense of study fulfillment has been greatly cultivated.

Discussions and Implications

Discussions

The analysis on students' acceptance to a POA-based teaching model suggests that the curriculum should train students explicitly in advantageous approaches to traditional translation skills. The main findings may be illustrated as follows:

Firstly, POA is a practical engaging method to encourage students to have more autonomy in translation practice and their learning motivation has been significantly strengthened. Previously, students have greater insecurity and deeper anxieties when translating out of their mother tongue. The experiment separates students' translation competences into relatively independent components and those components can be used as building blocks in curriculum design. Therefore, the new model must enable the experiment group to focus on stylistic questions positively and have good cultural awareness for translation practice and their counterparts in the control group tend to focus on the lexical transfer process instead of potential translation problems.

Secondly, the essence of the enabling phase starts with students' analysis material, and the activities designed to clarify ambiguities, retrieve necessary information and to connect between the students' translation content and their majors. Students often have an incomplete, incorrect mastery of general purpose vocabulary, and fail to understand that polysemous aggregate is the common-core concept between ESP and EGP, which leads to the narrowing of denotative meaning and fossilized phenomena in business letter translation. Therefore, the instructors must make great efforts to make students notice their grammatical and collocation errors, help them solve translation problems and to transfer the correct messages to their customers' letters with brief, precise and accurate expressions.

Thirdly, effective teachers monitor students' learning through the use of different assessments. Conducting TSCA to evaluate students' translation work means the instructors attribute specific learning goals and offer meaningful feedback to evaluate students' inappropriateness in thinking style, ambiguity tolerance and language expressions. Meanwhile, students' need for both technical and pedagogical support to share valuable resources and make them take seriously every productive skill training practice during all stages of the BLT course must be addressed. But the positive gains from TSCA prove that students will have equal translating opportunities to develop their communicative ability which means lack of technological scaffolding will not exclude students from translation activity.

Pedagogical implications

Through the experiment and detailed exploration of the translation procedure, the pedagogical implications can be summarized as follows:

First, teachers need to pay special attention to the hierarchical design of tasks to distinguish between a basic reproductive task and a more challenging transferred task to adjust the appropriateness of teaching with students' dynamic development of language ability. Specifically, the instructors need to be 'inside the head' of their students to be able to observe what is actually taking place in the translation process, which requires them to enrich the modality of input, expand the translation process and examines the applicability of POA theory for output objectives. Therefore, teachers must control task difficulty to match students' ability and ensure teaching effectiveness to help students learn selectively, and assess their translation accurately so that students can work back and forward from translation to text and levels of grammatical correction, pragmatic purpose and semiotic meaning, and demonstrate their business letter translating skill without teacher's scaffolding.

Secondly, the POA teaching model enables the instructors to integrate the output-enabled productive activities into the BLT course, examine the method of improving the quality of students' awareness, and maximize the use of model texts in translating classroom instruction when the students approach other types of genre such as argumentative texts. The theoretical principles developed from it are important and useful for designing POA-based activities, appreciated by the students and beneficial for their language learning. Meanwhile, teachers adopting parallel texts of BLT enable students to be familiar with the author's writing style, imitate it for their translation, develop empathy, locate Chinglish in students' work, diminish it either on the linguistic dimension or cultural dimension.

Thirdly, TSCA- enhanced language learning is popular and commonly exists in EFL classroom, is better

than any single type of feedback alone and has a positive influence on students' productive skills. TSCA has highlighted the teachers' role for assessment authority with sharp focus on evaluating, improved students' participation, created more teacher and student interactions, motivated the students to clarify their thinking, negotiate meaning with their peers, develop a good study habit, show a human touch, employ a positive tone, cultivated a positive attitude towards the subject knowledge and provided emotional support for presenting viewpoints, and correcting errors. Therefore, certain criteria (e.g. areas of assessment) need to be established in advance to ensure the appropriated assessment focus, and students can develop their strategic translation competence and measure their achievement of learning objectives.

Last but not least, the creation of a curriculum-based business English corpus for pedagogic needs is necessary. For one thing, theme-related input (the video recorded data as the reference object of letter translation in particular)will make students aware of the terms used for occupational purposes in a business environment and love and be eager to translate, compare between cultures and explore intercultural space, and save the students' time in decoding the sentence and discourse meanings. For another, it is possible for the students to obtain comprehensible resources from the corpus to enrich their vision, make up for deficiencies in vocabulary and enable them to pay considerable attention to the target language's cultural expressions with higher economic value. Meanwhile, the translation corpus enables the teachers to investigate students' translation process and the features of students' translation works.

Conclusion

The present study was subject to some common limitations. (1) managing a large class size with mixed-ability group of students, (2) pressure to design enabling activities with theme-related curriculum about the background knowledge, and the reasons of conducting POA, using new teaching technology, (3) implementing TSCA within insufficient class hours, the reinforcement of learning, to examine important aspects of students' translation ability, covering the accurate transfer of suitable layout sensible structures and meaningful tone content and appropriate expressions. The implementation of a business letter translation curriculum does not advocate students should learn ESP only but that EAP has no role to play. Future work may involve further studies about academic English as well as which teaching strategies are most effective for the students to acquire best productive skills, and to satisfy traditional validity requirements. To conclude, better experiment results would be achieved if guided POA-based teaching practice could combine students' linguistic knowledge, translation ability and oral communicative skill and lead students up the learning curve. A further limitation is that interview data present information on what instructors think they ideally want to be doing, which may differ from what they do in classroom practice. In sum, apart from the differences in teaching methods and experimental measures between the two groups, other factors, such as the teaching materials, teaching progress, teaching experience and educational background of two classes should be identical to make the translation assessment-enhanced, learning-centered. The results prove that the POA model can be an appropriate alternative to conventional translation rather than a second-best solution. Better research methods and more multi-disciplinary empirical study about college translation teaching will be presented if there are more studies about controlled variables, such as participants' Chinese background, their numbers, gender difference and different learning styles.

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