Hybrid Mode of Teaching in the Translation Classroom: Students' Perceptions and Experiences

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Chapter 12
Hybrid Mode of Teaching in the Translation Classroom: Students' Perceptions and Experiences

Kanglong Liu , **Ho Ling Kwok** , **and Wenjing Li**

Abstract The outbreak of COVID-19 has brought numerous problems and challenges for teaching and learning. This is also the case with translation teaching, where translation teachers and students need to adapt to new teaching modes to cope with the "new normal" brought by the pandemic. To meet the different needs of students, various Hong Kong universities have implemented a hybrid mode of teaching in which students can choose to attend classes in person or online. However, hybrid teaching can be more challenging than pure face-to-face or online teaching because the teacher must coordinate students from different attendance modes and cater to their needs. For this reason, this study aimed to systematically examine students' perceptions of hybrid teaching in translation courses by focusing on three aspects: technology capabilities, beliefs and learning experiences. Data were collected from surveys and in-depth interviews to identify the views of students from different attendance mode. The results show that the hybrid mode is appropriate for teaching translation, although there are some limitations that could be improved. Some important implications and suggestions were provided on maximising the effectiveness of this new mode of teaching.

12.1   Introduction

A hybrid mode of teaching combines different learning environments or instruments to accommodate both face-to-face and online students (Linder 2017). This new teaching mode has become more prevalent due to the emergence of COVID-19, a highly contagious disease that developed into a pandemic in different countries in early 2020 (Centre for Health Protection 2022; World Health Organization 2021). National lockdowns and school closures are being implemented around the world

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to control this infectious disease, which poses a challenge to teaching and learning globally (UNO 2020). To minimize the impact of the epidemic on teaching and learning, there has been a dramatic increase in the use of online teaching, especially in higher education institutions (Dwivedi et al. 2020; Paudel 2021; International Association of Universities 2020). Online teaching is inevitably a "new normal" under the pandemic.

As the COVID-19 outbreak has slightly stabilised in some regions, such as Hong Kong, a hybrid teaching mode has emerged. Face-to-face teaching was restored and online instruction was maintained for international students still affected by travel restrictions. The hybrid mode allows students to attend classes offline or online to meet their preferences and needs. However, the hybrid mode is more than a mere combination of face-to-face and online teaching because teachers can be challenged by coordinating students from different attendance modes and catering to the needs of these two distinct groups of students simultaneously. Unlike interpreting courses which are highly dependent on the instruments including microphones, monitors and tape recorders and requires constant interaction, translation courses typically consist of lectures, practice sessions and the use of online resources to aid the translation process, and are therefore a good testing ground for hybrid teaching models. To the best of our knowledge, no research has attempted to investigate the effectiveness of hybrid mode in translation teaching settings. This study aims to systematically examine students' perceptions of hybrid teaching in translation classrooms in order to fill such a gap, which may also provide some insights into the adoption of hybrid teaching mode in translation teaching and even other disciplines.

12.1.1   Hybrid Mode of Teaching: Concepts and Challenges

With the advances in technology in this digital era, the combination of face-to-face and online modes of teaching has widely been adopted to meet the needs of students with different learning styles and preferences. Although previous studies have investigated the effectiveness of different teaching approaches that integrate online and face-to-face elements, most of them focused on blended teaching,[1] i.e., the combination of face-to-face instruction with technology-mediated activities outside a traditional classroom at an appropriate balance (Graham 2006; Linder 2017). In the context of the COVID-19 pandemic, in order to minimize the risk of COVID-19 transmission through social contact while maintaining continuity of education (Li et al. 2021; Rasheed et al. 2020), a teaching approach different from blended learning, i.e., the hybrid mode of teaching has become more prevalent. By definition, the hybrid mode of teaching in this study "utilises technology to create a variety of learning environments for students" (Linder 2017: 11) and accommodates both

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[1] Many articles with the title "hybrid mode" actually refer to blended teaching. To prevent confusion, the term "hybrid mode" or "hybrid teaching" denotes a class that accommodates both face-to-face and online students in the remainder of this chapter.

face-to-face and online attendance modes in a class. It retains the traditional face-to-face teaching characteristics of live, synchronous human interaction while providing students with different attendance options. Ostensibly, the hybrid mode is simply a synchronic integration of face-to-face and online teaching.

Moving traditional face-to-face lessons online, however, is not easy to achieve in the first place. Many studies have reported the challenges faced by students, teachers, and educational institutions in the sudden adoption of online instruction (Nisiforou et al. 2021; Trust and Whalen 2020; Sahu 2020). Students need adequate self-regulation ability and digital literacy to succeed in the online mode of learning (Broadbent 2017). In addition, although online instruction offers students more flexibility in learning, students generally reported a lack of interactions with teachers and their peers which would be considered a valuable experience in the traditional face-to-face mode (Dziuban and Moskal 2011). Pure online learning mode may also result in a high drop-out rate and a low excellence rate (Moskal et al. 2013). Teachers also face challenges in managing technology and preparing appropriate online teaching resources (Brown 2016; Trust and Whalen 2020). Institutions face challenges in providing supportive services and tailoring assessment and evaluation (Sahu 2020; Broadbent 2017; Porter and Graham 2016). The hybrid mode can even be more challenging than pure face-to-face or online instruction as teachers must coordinate students from different attendance modes. However, as most previous studies only investigated the challenges and effectiveness of the online mode of teaching, limited research has been conducted on hybrid teaching. In the following, we will review two main considerations in the successful transition from pure face-to-face teaching to online mode discussed in previous literature: technological and pedagogical aspects (Herring et al. 2016). Besides, the different beliefs that affect one's acceptance of a new teaching mode will also be reviewed. It is believed that a systematic review of these aspects will help shed light on the adoption of hybrid teaching mode in translation courses.

12.1.2   Hybrid Mode of Teaching: Main Considerations

12.1.2.1   Technological Aspect

Hybrid mode of teaching offers students options of both online and face-to-face attendance. To ensure a successful transition from traditional face-to-face mode to hybrid mode of teaching, several issues should be paid attention to. To begin with, technology capabilities are particularly relevant to online attendance in hybrid mode. Computer literacy, which refers to knowledge and ability to proficiently use a computer and relevant technology, and technological preparedness, which indicates the readiness of necessary computer hardware (e.g. microphones, camera) and software (e.g. presentation programme, video conferencing software), are two prerequisites for online attendance (Paudel 2021). Further, Cox and Marshall (2007) found that teachers' proficient use of information and communication technologies

could facilitate automation and interactivity in classrooms. In contrast, the technical problems that arise at any time can be the major weakness of online lessons (Angelova 2020). Therefore, online students' experience in the hybrid classroom is highly correlated with the technological capabilities of the parties involved.

12.1.2.2 Pedagogical Aspect

Besides technological issues, different teaching activities and assessments in hybrid mode also deserve special attention as they affect students' learning experiences and outcomes. It should be pointed out that not all teaching activities can be conducted using a hybrid mode. For example, practicum in medical health discipline and experiments in science discipline can hardly be replaced by online instruction. In the context of translation teaching and learning, online teaching seems more viable as translation classes typically consist of lectures given by the instructors, practice sessions and students making use of various online resources to complete translation tasks. In addition, students do not need special equipment to complete their studies, other than the use of a personal computer. This makes online mode possibly applicable to translation teaching, which provides a desirable testing ground for investigating the use of hybrid teaching mode in this study. However, researchers also highlighted the importance of interaction in translation teaching, such as nurturing collaboration skills, checking understanding of translation knowledge, practising target language skills, and improving translation skills through translation projects (Muijs and Reynolds 2011; Burns and Myhill 2004; Li et al. 2015; Alfer 2017). Kiraly (2000: 17) regarded translation education as "a dynamic, interactive process based on learner empowerment". In comparison, inadequacy in interaction and communication can lead to a sense of isolation (Tümen Akyildiz 2020). Although in-class interaction is possible in hybrid teaching, the ways of interaction and communication are not necessarily the same as in traditional face-to-face classes, as teachers also need to cater to the online group by using messaging function in video conferencing software. In this sense, both teachers and students need to adapt to changes in interaction mode and class dynamics. The effectiveness of this interaction in the translation classroom and how students' learning experiences are affected needs further investigation.

In addition, the hybrid teaching mode gives rise to assessment issues, as students attend classes in different modes, some in person and some online. For example, although group work is often utilized in translation instruction to allow students to learn about peer perspectives and translation methods (Liao 2014), students tend to perform individual tasks rather than group work (Angelova 2020). This is because individual reports and projects are less dependent on synchronous communication tools and therefore easier to set up. In contrast, the different attendance modes under hybrid teaching make group work quite challenging. The difficulty in managing groups and synchronous assessments seems to make assessments requiring synchronous methods far less common in online education (Turnbull et al. 2021). Thus, it is worth exploring whether the restricted implementation of particular assessment methods in hybrid mode affects student learning.

12.1.2.3   Students' Beliefs

Moreover, students' beliefs can shape their behavioural intentions. While extant studies have identified students' positive beliefs toward incorporating online elements in teaching, such as improved satisfaction and motivation in learning (Huang and Hong 2016; Moskal et al. 2013), not all the beliefs are positive. From the psychological viewpoint, shifting to hybrid mode of teaching means that students and teachers are forced to cope with changes, which might cause emotional reactions or resistance due to fear and doubts about new directions (Fullan 2004). In this sense, students' beliefs and perceived usefulness of hybrid teaching mode may hint at one's intention to accept or resist the sudden change of the teaching mode, thus affecting the learning outcomes (Pham et al. 2021). At the same time, the subsequent learning experiences can alter their beliefs and intention to continue learning online (Zhao et al. 2022). These suggest that students' beliefs about hybrid teaching mode and actual experiences are interrelated with each other.

12.1.3   Research Questions

Based on the foregoing review, we can see that with the inevitable constraints of the online mode, technological readiness, adaptation and appropriate adjustment of instructional activities, and students' beliefs influence successful change and educational outcome. In this study, we mainly address the following three research questions:

> RQ1: How do students perceive the technology capabilities of themselves, their teachers and the university?
> RQ2: What are students' beliefs about using hybrid teaching mode in translation courses?
> RQ3: Do students from different attendance modes view their learning experiences of hybrid teaching in the translation classroom differently?

The findings are expected to reveal the pros and cons of hybrid teaching mode in translation settings from students' perceptions. Students' perceptions may also help provide insight into the effectiveness of this new teaching mode for the continuation of translation teaching during the pandemic, and the potential of the hybrid mode to become a new trend of education in the future.

12.2 Method

12.2.1 Design

This study adopted a mixed-methods design to investigate students' perceptions of the hybrid teaching mode in the translation classroom. This design allows a more comprehensive understanding of the research questions by explaining the survey results with follow-up interview data and gaining more insight from the integration of two sets of data (Creswell and Creswell 2018).

12.2.2 Participants

A total of 69 students majoring in translation at The Hong Kong Polytechnic University were recruited as participants in the survey (see Table 12.1). All of them reported having attended at least one translation course in hybrid mode before the survey. Among these participants, 48 (69.6%) reported face-to-face (f2f) as their major attendance mode (i.e., f2f group), while 21 (30.4%) reported online as their major attendance mode (i.e., online group) in the hybrid teaching classes. For the f2f group, they were aged 20 to 29 ($M = 23.3$, $SD = 2.0$). Among them, 42 (87.5%) were female, and 5 (10.4%) came from an undergraduate programme. For the online group, they were aged 20 to 24 ($M = 22.0$, $SD = 1.1$). Among them, 16 (76.2%) were female, and 12 (57.1%) came from an undergraduate programme. All participants took part in the survey voluntarily.

Six participants from the survey study were recruited to participate in the follow-up interview (Table 12.2), three from an undergraduate (UG) programme and three from a postgraduate (PG) programme. They were all female between the ages of 21 and 25.

Table 12.1 Demographic information of the survey participants

	Face-to-face (f2f) (N = 48)	Online (N = 21)
Age (years)	23.3 ($SD = 2.0$)	22.0 ($SD = 1.1$)
Gender		
Female	42 (87.5%)	16 (76.2%)
Male	6 (12.5%)	5 (23.8%)
Education level		
Undergraduate (UG)	5 (10.4%)	12 (57.1%)
Postgraduate (PG)	43 (89.6%)	9 (42.9%)

Table 12.2 Details of the interviewees

	Programme	Age	Primary attendance mode	Approximate proportion of attending classes in different modes (f2f: online)
Interviewee 1	UG	21	f2f	7:3
Interviewee 2	UG	21	f2f	4:1
Interviewee 3	UG	21	Online	0:1
Interviewee 4	PG	22	f2f	1:1
Interviewee 5	PG	24	f2f	7:3
Interviewee 6	PG	25	f2f	7:3

12.2.3 Instruments

The questions for the student survey were constructed by reviewing previous literature, including the Theory of Planned Behavior (Ajzen 1991), students' attitudes towards online lectures (Angelova 2020), the experience of distancing learning (Paudel 2021; Gruzdev et al. 2021), teaching and assessment methods (Burns and Myhill 2004; Vygotskiǐ 1978; Turnbull et al. 2021).

The questionnaire consisted of 12 questions (see Appendix 12.1), covering four areas: (1) demographic information (gender, age, education level, primary attendance mode); (2) technology capabilities (computer literacy and technological preparedness); (3) beliefs (participants' belief, perceived adaptability and perceived viewpoints of others before and after the adoption of hybrid teaching); (4) learning experiences (course delivery, students' conditions in class, communication, assessment method, etc.). Most of the questions were close-ended. Participants were asked to answer the questions based on their primary attendance mode in the hybrid teaching classroom. The survey was conducted online.

The semi-structured interview was designed to probe deeper into the various issues revealed by the quantitative survey results. In particular, the interview questions focused on the "what," "how," and "why" of students' perceptions of hybrid teaching. Interviewees were not limited to answering the questions based on their primary attendance mode. Instead, they were asked to freely express and to compare their experiences using different modes of attendance in a hybrid teaching class.

12.2.4 Procedures

The survey data were gathered using the Google Form near the end of the semester. Informed consent was obtained prior to conducting the survey. The time to complete the questionnaire was approximately 15 min.

We contacted the survey participants who indicated their interest in engaging in the follow-up interview, and obtained informed consent from the interviewees

individually. The interviews were conducted online using Cantonese or Mandarin, which are two languages that both interviewer and interviewee felt comfortable with. The conversations were recorded for data analysis. The interview lasted for approximately 30–45 min for an individual participant.

12.2.5 Data Analysis

Descriptive statistics of the survey data were calculated based on students' primary attendance mode, namely the f2f group and online group. The audio-recordings of in-depth interviews were transcribed and treated as supplementary information to the survey results.

12.3 Results

12.3.1 Technology Capabilities

Before probing into students' beliefs and learning experiences of the hybrid teaching mode in the translation classroom, the survey first garnered students' perceptions of technological capabilities of different involved parties (Fig. 12.1). A high majority of students strongly agreed or agreed that they have enough computer literacy (f2f: 77.1%; online: 85.7%), with only a few having problems obtaining enough suitable devices for lessons (f2f: 16.7%; online: 23.8%). Nearly all respondents agreed that their teachers had the computer literacy for holding hybrid lessons (f2f: 87.5%; online: 95.2%). Over 70% of the respondents considered the technical support provided by the university and the instruments equipped for hybrid classrooms sufficient and appropriate. In brief, these survey results demonstrated that students, teachers and the university have appropriate technological capabilities in response to the adoption of hybrid teaching.

Although students held a positive view of the technological readiness of different parties in the survey, they still encountered some technological problems during the hybrid mode of teaching, as indicated by the interviewees. For example, interviewee 5 (f2f) complained that the equipment in a few classrooms did not function well occasionally. Another problem is related to teachers' awareness. Interviewee 1 (f2f) and 4 (f2f) reported that a few teachers were not familiar with the screen and sound sharing settings of some video conferencing platforms. This caused online students to be unable to hear the correct sound channel or see the correct computer screen. Furthermore, they mentioned that teachers sometimes neither noticed the problem nor the messages sent by online students in the chat box of video conferencing platforms, resulting in limited interaction with online students.
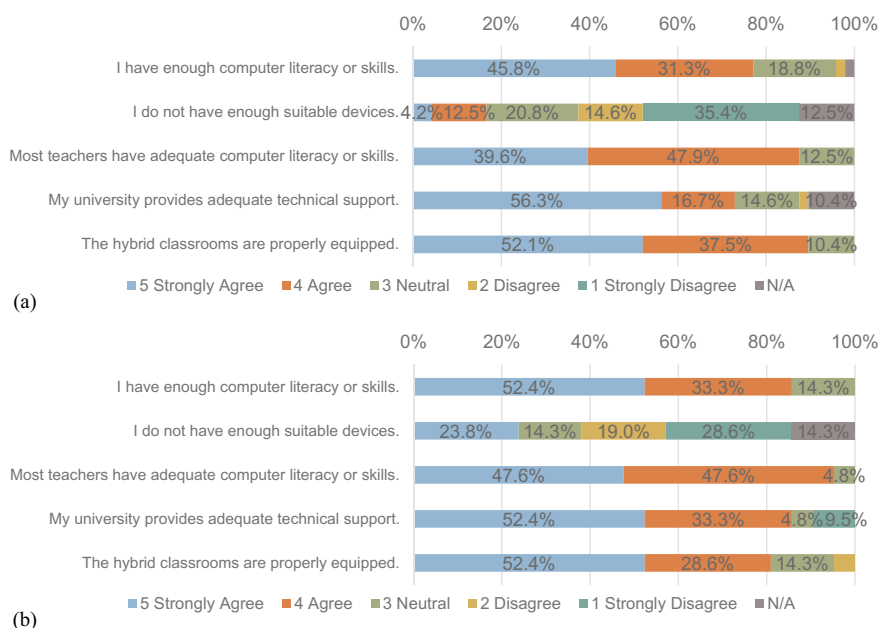
Fig. 12.1 Technology capabilities of using hybrid teaching mode in translation courses: **a** face-to-face group; **b** online group

12.3.2 Beliefs

Figure 12.2 shows students' general beliefs, perceived adaptability and perceived classmates' and teachers' standpoints of hybrid teaching mode in translation courses before the semester began and after a semester of hybrid teaching. For the f2f group, after a semester in hybrid mode, a slight increase in the number of positive responses was observed. Interviewee 2 (f2f) was one of them. Initially, she believed that "face-to-face teaching must be the best". Later, she found that the learning experiences of the hybrid mode was better than she expected, because the university's advanced equipment greatly bridged the gap between online and face-to-face learning experiences. The hybrid mode also allowed her to attend the class in either mode flexibly based on her needs.

For the online group, 90.5% of respondents initially believed that their classmates and teachers viewed the hybrid mode positively. However, this proportion slightly dropped to 80.9% after the hybrid mode was implemented for one semester. Respondent 3 (online) stated that "online students are more likely to be ignored by teachers than offline students," although this did not pose a major problem for her. "Especially when a class had more offline students, the teacher would talk happily with the students in the class and forget about the online students" (Interviewee 4, f2f). This may disappoint some online students who value class interaction. In general,
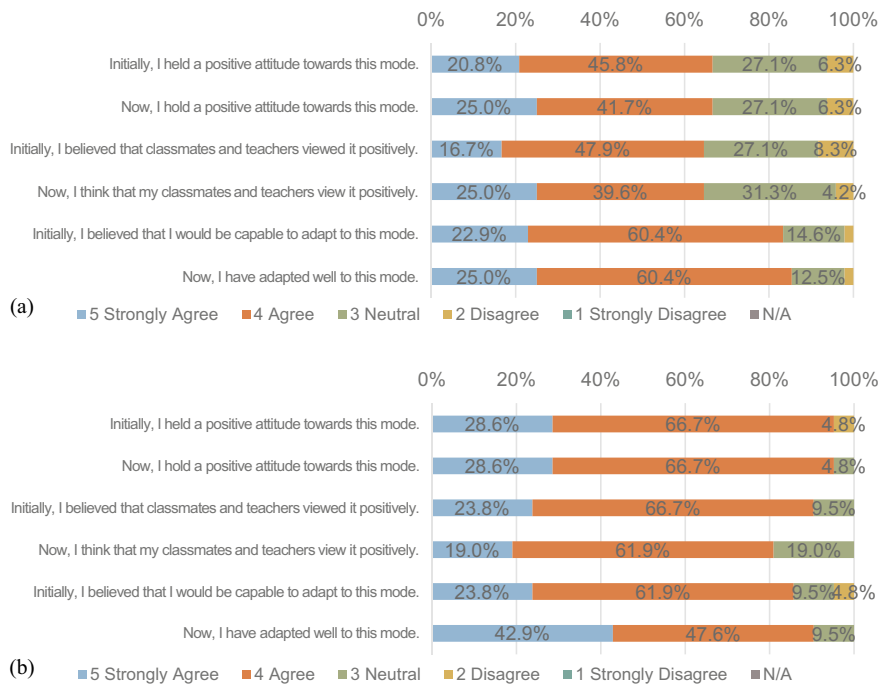
Fig. 12.2 Beliefs towards hybrid teaching mode in the translation courses before and after hybrid teaching: **a** face-to-face group; **b** online group

students who preferred to attend hybrid classes in an online mode are more positive about hybrid teaching than students who take hybrid classes primarily in an offline mode.

12.3.3 Learning Experiences

Figure 12.3 presents students' learning experiences about the hybrid teaching mode.

From the perspective of course delivery, interviewees mentioned in-class translation teaching activities under the hybrid mode, such as lectures, game-based quizzes, Q&A, group discussions with mini-presentations and individual translation exercises. According to the survey, 66.7% of online group respondents reported reduced interactive activities, while only 41.7% of f2f group respondents held the same viewpoint. In contrast, only about 23% of respondents in both groups claimed that practice-based learning had decreased. In addition, nearly half of the survey respondents reported that they received more resources from their teachers in the hybrid teaching mode. The most frequently cited resource by the interviewees was recorded lectures.
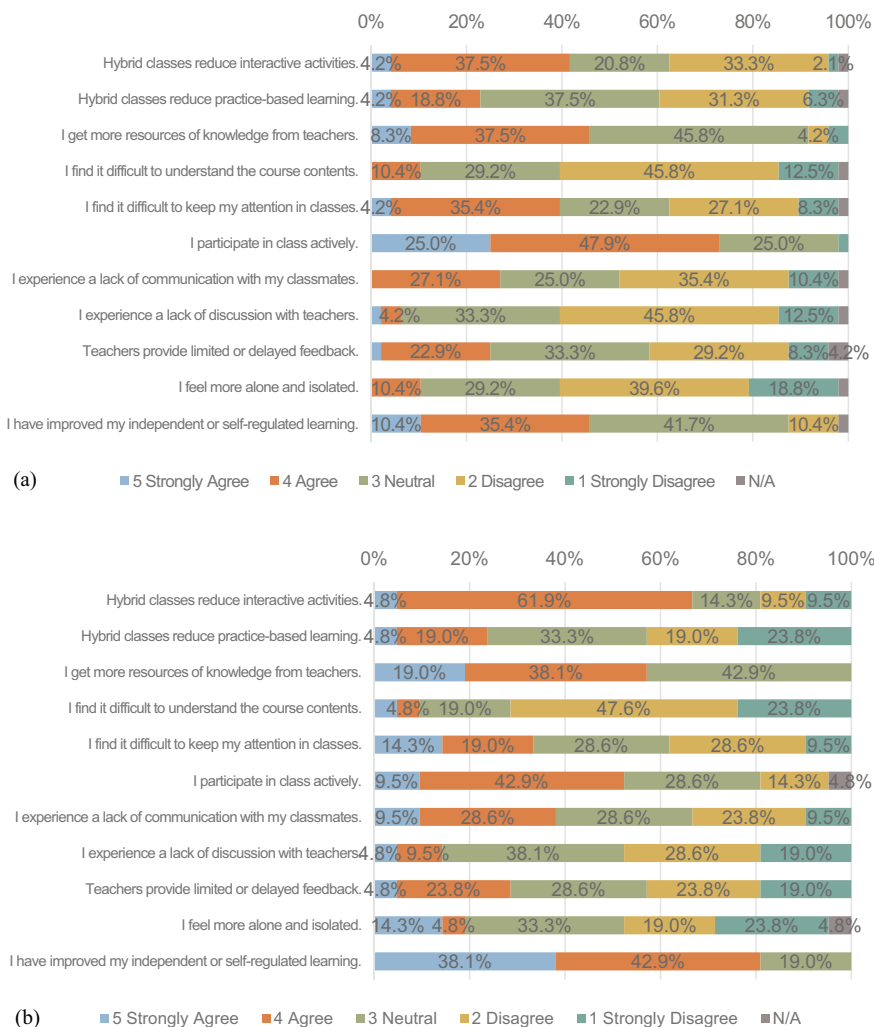
Fig. 12.3 Students' experiences of hybrid teaching mode in translation courses: **a** face-to-face group; **b** online group

As for student engagement in hybrid classes, the survey revealed that using hybrid mode did not influence students' understanding of course contents. Compared with the online group, respondents from the f2f group participated in class more actively (f2f: 72.9%; online: 52.4%). Unlike most survey respondents, Interviewee 3 (online) was more active in the online mode. She explained, "When answering teachers' questions, you did not feel embarrassed, and you did not need to show your face, so it [online mode] probably made me more engaged in class". Interviewee 2 (f2f) sometimes responded via the video conferencing platform even though she attended

the class offline. Besides, a slightly higher proportion of offline students claimed to have difficulty concentrating in classes (f2f: 39.6%; online: 33.3%), while four out of six interviewees reported that they were more concentrated when attending hybrid classes face-to-face instead of online (Interviewee 1, 4, 5, 6, f2f).

From the perspective of communication, the face-to-face attendance mode has its advantages. As revealed by the survey statistics, compared to the online group, fewer respondents in the f2f group experienced a lack of interaction with classmates (f2f: 27.1%; online: 38.1%), a lack of discussion with teachers (f2f: 6.3%; online: 14.3%), limited or delayed feedback from teachers (f2f: 25.0%; online: 28.6%), and feeling more isolated (f2f: 10.4%; online. 19.1%). Interviewees reflected that online students needed to rely on messaging apps to talk to classmates and emails to contact teachers. Unlike offline students who can have instant discussions with their peers in class, online students' communication is delayed.

Still, online attendance mode was prominent in promoting students' independent and self-regulated learning. Over 80% of respondents in the online group reported increased independence and self-regulation in learning, while the same applied to only 45.8% of respondents in the f2f group. This may be due to the fact that offline students are directly "monitored" by the teacher in the classroom, while online students' immediate facial expressions or reactions are not easily visible. As interviewee 4 (f2f) said, "Under online mode, you are basically alone and need to rely on yourself". Interviewee 3 (online) also believed that online attendance mode was more demanding in terms of students' initiative of learning than the offline mode.

For assessment methods, as mentioned by the interviewees, open-book exams, closed-book exams, group presentations and individual assignments are all feasible under the hybrid mode. Figure 12.4 revealed that a large proportion of both groups of respondents strongly agreed or agreed that individual assignments could facilitate their translation learning in general (f2f: 83.3%; online: 85.7%) and was an appropriate form of assessment under the hybrid mode (f2f: 83.3%; online: 90.4%). Comparatively, respondents were more conservative about the effectiveness of exams and group assignments for translation learning and their suitability under the hybrid mode.

Interviewee 2 (f2f) and 3 (online) explained that although group work such as presentations and group assignments was feasible under the hybrid mode, the communication within the group was difficult under the hybrid mode. In the case of individual work, students have less difficulty completing assignments because they do not have to experience the same communication problems with other students as they do when undertaking group work. Furthermore, compared with an exam with time restrictions, individual assignments allowed students to work on a translation earnestly and carefully by searching for the cultural meaning of the terms, thus facilitating students' acquisition of related translation skills (Interviewee 3, online).

Regarding the overall evaluation of the hybrid mode (Fig. 12.5), about 90% of the respondents were satisfied with their overall experience of using hybrid mode in translation classes, and only a few felt that their learning in hybrid classes was less effective (f2f: 10.5%; online: 19.1%) and that the hybrid teaching mode could not
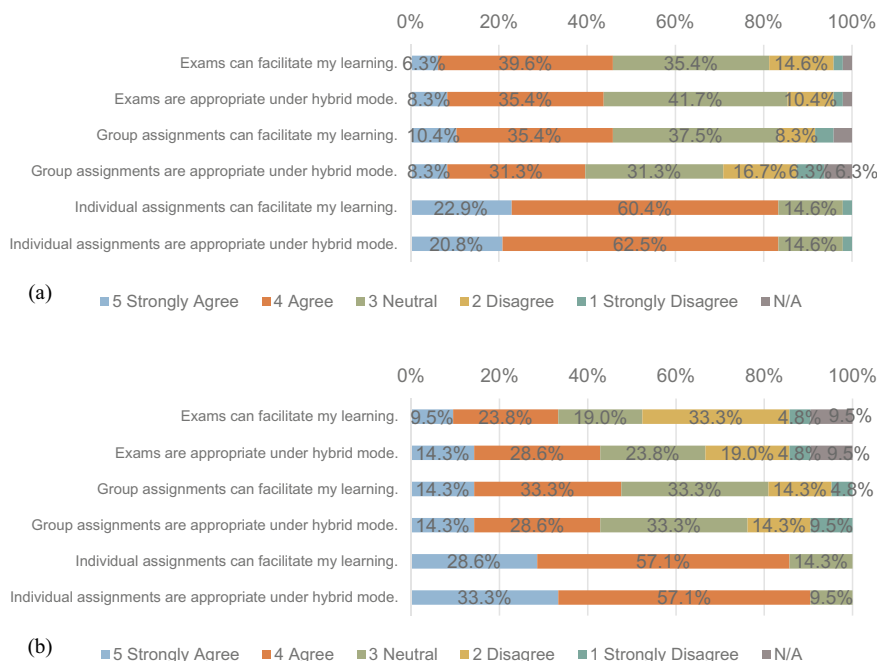
(a)

- 5 Strongly Agree ■ 4 Agree ■ 3 Neutral ■ 2 Disagree ■ 1 Strongly Disagree ■ N/A

(b)

- 5 Strongly Agree ■ 4 Agree ■ 3 Neutral ■ 2 Disagree ■ 1 Strongly Disagree ■ N/A

Fig. 12.4 Assessment methods used under hybrid teaching mode in translation courses: **a** face-to-face group; **b** online group

guarantee the quality of teaching and learning (f2f: 25.1%; online: 19.0%). Surprisingly, a higher proportion of respondents from the online group did not find any difficulties in using hybrid teaching (f2f: 62.5%; online: 85.7%) and regarded it as a suitable method for translation courses (f2f: 48.0%; online: 76.2%) than from the f2f group.

Interviewees agreed that the hybrid mode is appropriate for teaching translation, as long as teachers are able to manage both offline and online students. Interviewee 1 (f2f) struggled with using the hybrid mode as she observed that some teachers neglected the online students. Interviewee 2 (f2f) experienced more interactive classroom activities after shifting to the hybrid mode, so she appreciated this teaching mode. Interviewee 4 (f2f) "hoped that the university could provide training to teachers" on how to teach using hybrid mode.

Regarding students' preferences for the teaching mode (Fig. 12.6), the majority of respondents identified the hybrid mode of teaching the most preferred mode (f2f: 58.3%; online: 71.4%). Similar results were observed in the interviews. Five interviewees also considered the hybrid mode as their preferred choice because it could meet the different needs of student.

With respect to the qualities needed for a successful hybrid mode of teaching (Fig. 12.7), the majority agreed on the importance of students' self-motivation (f2f:
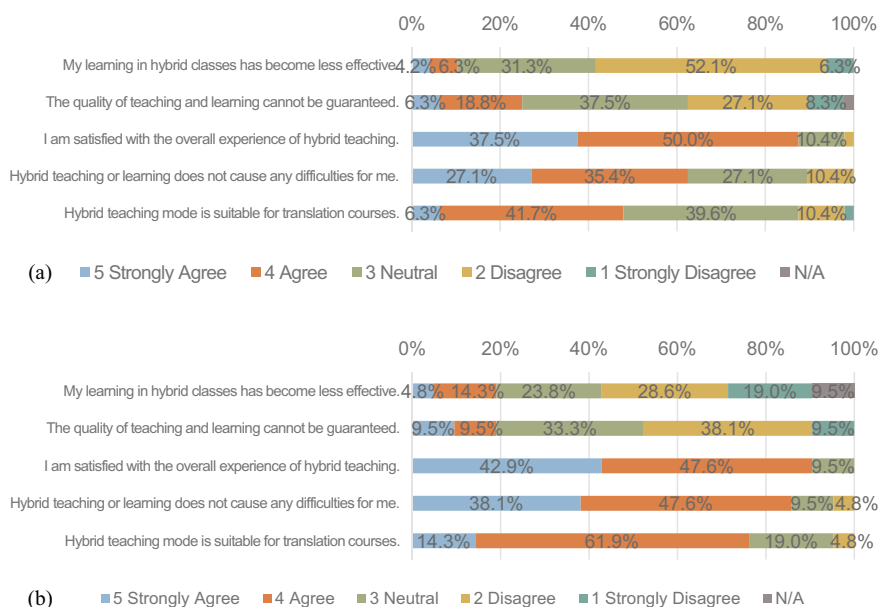
(a) ■ 5 Strongly Agree   ■ 4 Agree   ■ 3 Neutral   ■ 2 Disagree   ■ 1 Strongly Disagree   ■ N/A

(b) ■ 5 Strongly Agree   ■ 4 Agree   ■ 3 Neutral   ■ 2 Disagree   ■ 1 Strongly Disagree   ■ N/A

Fig. 12.5 Overall comments of using hybrid teaching mode in the translation courses: **a** face-to-face group; **b** online group
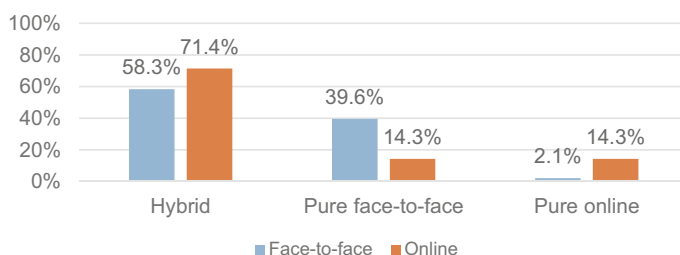

Fig. 12.6 Preferred teaching modes by the two groups

87.5%; online: 81.0%) and time-management skills (f2f: 77.1%; online: 71.4%). Importantly, students' independence was the only quality that a higher proportion of respondents in the online group (81.0%) considered more important than in the f2f group (66.7%). Interviewee 4 (f2f) also noted that online students should be self-disciplined.

There were apparent differences between the two groups in terms of the necessity of students' computer literacy and students' technological preparedness for a successful hybrid mode of teaching. More than half of the respondents in the f2f group considered them important, while less than 30% of the respondents in the
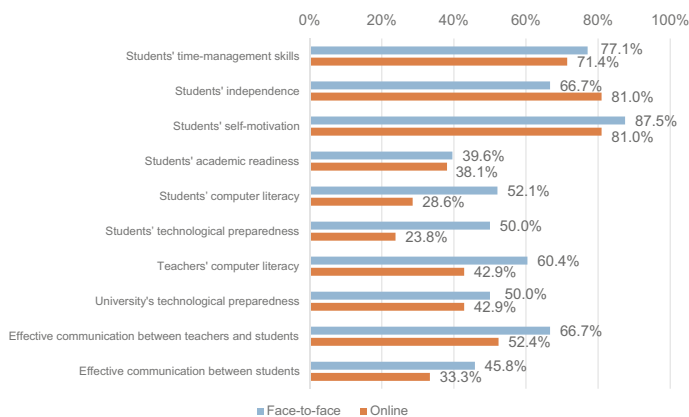
Fig. 12.7 The qualities required for a successful hybrid mode of teaching

online group held the same position. Interviewee 6 (f2f) emphasised the importance of technological preparedness for online attendance in the interview. The face-to-face mode was her primary attendance mode due to the anxiety she felt when she could not manage the online system well or could not log in to the video conferencing platform due to various technological issues.

12.4 Discussion

This study has examined the unique experiences of different attendance modes under hybrid teaching. In this section, we address the three research questions in detail and reveal the strengths and weaknesses of the hybrid mode. The implications of this study are also discussed.

12.4.1 Students' Perceptions of Hybrid Mode of Teaching

12.4.1.1 Technology Capabilities

Most respondents were satisfied with the technological capabilities of the students, faculty, and university, including computer literacy and readiness of equipment, to adopt the hybrid teaching mode. Still, some technical problems were identified during the interviews. As suggested by Angelova's (2020) study, online teaching mode is largely constrained by technology, which is a major weakness of online teaching. Under the hybrid mode, technical problems usually occur in the online attendance mode but not in the face-to-face mode, which leads to some unexpected problems and psychological burdens for online students and becomes a disadvantage of the

hybrid mode. Therefore, teachers and universities need to pay special attention to technology issues in hybrid teaching and learning.

12.4.1.2 Beliefs About the Hybrid Teaching Mode

Generally speaking, the majority of respondents from both the f2f and online groups perceived their attitudes, adaptability, and the standpoints of their peers and teachers towards the hybrid teaching mode as positive, both before and after the implementation of the hybrid mode. These three aspects correspond to behavioural belief (i.e., one's attitude and predisposition towards hybrid learning behaviours), control beliefs (i.e., perceived competence and ability to demonstrate proper hybrid learning behaviours) and normative belief (i.e., perceived subjective norms of hybrid mode) in the theory of planned behaviors. These three beliefs can help predict a person's behavioural intentions (Ajzen 1991). Students' optimism about these beliefs indicates their acceptance of the sudden adoption of the hybrid mode in translation teaching.

The higher percentage of students holding positive beliefs in the online group compared to the face-to-face group can be explained by several possible reasons. First, some online students may be international students who were not in Hong Kong during the semester, and for whom the hybrid teaching mode has provided a pathway to continue their education. Second, the students who chose the unconventional online attendance mode may have been more open to changes, and thus held more positive beliefs about the hybrid teaching mode. In addition, as students indicated in the interviews, online attendance could also be a strategy for avoiding face-threatening communication when interacting with the teacher and classmates. Therefore, students of the online group have higher acceptance and lower resistance to the hybrid mode.

12.4.1.3 Learning Experiences Under the Hybrid Mode

The largest part of this study was to reveal students' learning experiences in terms of classroom dynamics (including course delivery, student engagement and communication) and assessment methods.

The use of various interactive activities can raise students' interest and engage them in the classroom. Learning will no longer be limited by teacher-oriented delivery of knowledge. As revealed in the interviews, game-based quizzes, discussions and class presentations are used in hybrid translation classes, which can be considered as interactive teaching and learning activities that allow teachers to check students' understanding of knowledge and exchange ideas (Muijs and Reynolds 2011). This is the advantage of the hybrid teaching mode. However, such benefit may be offset by teachers' neglect of online students. As mentioned by the interviewees, teachers sometimes failed to notice the written forms of communication that online students used in the classroom. The study corroborates previous findings that students face communication problems during online instruction (Gruzdev et al. 2021), which can lead to a sense of isolation (Tümen Akyildiz 2020). Also, while verbal communication

allows for instant feedback, written communication has a longer response time and does not encourage student participation. As a result, online students may be less motivated to participate in class without close monitoring. Striking a balance between different forms of communication to ensure effective knowledge delivery and student engagement is the challenge of using the hybrid teaching mode. On the positive side, introverted students can benefit from written communication because they are not required to speak in front of the class, reducing their embarrassment and encouraging their participation.

For assessment methods, both groups recognised the importance and appropriateness of using individual assignments to enhance translation learning under the hybrid mode, which corroborates previous findings in online teaching (Angelova 2020; Turnbull et al. 2021). As with online teaching, the hybrid mode also favours asynchronous assessment approaches, such as individual assignments, but not synchronous or group-based assessment methods, such as exams and group projects. Considering there is no large difference in the ratings of perceived usefulness and appropriateness of assessment methods in the hybrid mode, it can be postulated that student learning is not much affected by the limitations of the assessment methods used.

The results reflect students' satisfaction with the use of the hybrid mode and their recognition of its applicability in translation courses. These indicate that the use of hybrid mode in translation teaching is off to a good start, although there is still room for improvement. As described by one interviewee, the hybrid mode is a "win–win" teaching mode for both international and local students. Flexibility is the biggest advantage of such a teaching mode which caters to both types of students.

12.4.2 Relationship Between Technology Capabilities, Students' Beliefs, and Learning Experiences

Based on the findings and the discussion above, hybrid mode of instruction needs to meet the basic requirements of technology capabilities, including computer literacy, technological preparedness and awareness, as it includes online teaching. Although students' initial beliefs about hybrid teaching mode have an impact on their learning experiences and outcomes (Pham et al. 2021; Ajzen 1991), different attendance modes can also cause students to experience different class dynamics (e.g., degrees of interaction, class participation, forms of communication). Such differences can create inequities experienced by students who choose to attend hybrid classes using different mode. These subsequent learning experiences can then influence their attitudes and intentions to continue with the new mode of learning (Zhao et al. 2022). The interaction between the three aspects, namely, technology capabilities, students' beliefs and learning experiences, is presented in (Fig. 12.8).
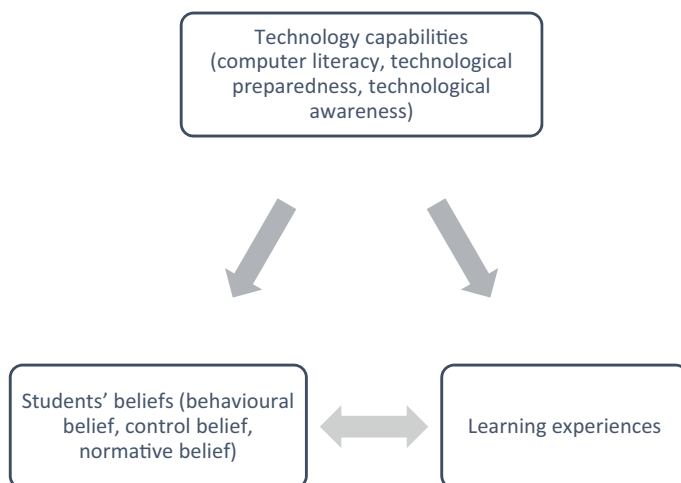
Fig. 12.8 Interaction between technology capabilities, students' beliefs and their learning experiences

12.4.3 Implications

Based on the interaction diagram depicting the relationship between the three major components (see Fig. 12.8), some recommendations and implications can be made to improve the implementation of hybrid teaching in translation classrooms. Some of these recommendations may also be applicable to other disciplines.

Teachers The teachers should have basic computer literacy to hold online teaching and tackle minor technical problems that might arise in teaching. They must also be aware of the need to ensure that course content is delivered correctly and successfully to online students. To go further, they can explore how to use appropriate technology and tools to facilitate translation teaching and learning, such as online interactive learning platforms, online corpora for data-driven learning (Liu 2015, 2020), machine translation for translation competence acquisition (Liu et al. 2022) and lecture recordings for review. Besides, to ensure fairness, teachers should make every effort to narrow the differences in learning experiences between the two attendance modes. Regarding communication problems, they can keep an eye on both groups of students in class by checking the chat box of video conferencing software from time to time, offering Q&A sessions, and providing some communication channels outside the classroom. It is recommended that they also use pedagogical approaches and teaching activities that can be carried out synchronously online and offline, such as lecture, online game-based quizzes, translation exercises, group discussions and presentations. Assessment methods and their weighing should also be carefully designed.

Universities Universities should ensure that hybrid classrooms are equipped with well-functioning instruments and computer software. Technical support, especially

during class time, is essential. Universities can also provide training for teachers in digital literacy and hybrid pedagogy. Departmental forums can also be held for translation teachers to share their experiences and ideas. In addition, since students in the survey attribute the success of hybrid teaching more to self-related qualities, such as students' self-motivation, time-management skills and self-independence, the universities can support students' personal growth by providing relevant workshops to prepare them for the hybrid teaching mode.

12.5 Conclusion and Limitations

This study provides a preliminary understanding of the adoption of hybrid teaching through the lens of translation students. Particularly, perceived technological capabilities, students' beliefs and learning experiences under the hybrid teaching mode in translation classrooms were investigated through analysis of both quantitative and qualitative data. Our research yielded new ideas regarding the divergences brought by different attendance modes, as well as the pro and cons of the hybrid mode of teaching. Based on the findings, we can conclude that hybrid mode has the potential to be used in translation teaching or possibly other similar disciplines without practicums.

Despite the findings, our study has some limitations. Since this study was designed to preliminarily explore students' perceptions of a new teaching mode, the sample size was relatively small, and was based on students enrolled in translation courses. In the future, more students can be included in the survey which can be extended to interpreting courses. In addition, only students' perceptions of the hybrid mode of teaching were explored in this study. It should be noted that adopting a new teaching mode requires a concerted effort of different parties, i.e., students, teachers, and institutions. Future studies could also explore the perceptions of teachers and educational institutions about the hybrid teaching mode to gain a more comprehensive understanding of such a teaching method.

12.6 Appendix 12. 1

Survey
Personal Information

1. Gender

   - Male
   - Female

2. Age

   —

3. Education level

- Undergraduate, year 1
- Undergraduate, year 2
- Undergraduate, year 3
- Undergraduate, year 4
- Master, year 1
- Master, year 2

4. What is your major attendance mode in the translation courses that adopt hybrid mode of teaching?

- Face-to-face
- Online

Important Note

Please answer the rest of the questions based on your major attendance mode. If certain questions do not apply to you, please choose "N/A".

Technology capabilities

5. To what extent do you agree with the following statements about technology capabilities of using hybrid mode of teaching in translation courses?

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
a. I have enough computer literacy or skills to handle most of the technical problems that may arise in teaching						
b. I do not have enough suitable devices for classes, assessments, or interactions with classmates						

(continued)

(continued)

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
c. Most teachers have adequate computer literacy or skills to handle most of the technical problems that may arise in teaching						
d. My university provides adequate technical support that can solve my technical problems						
e. The hybrid classrooms are properly equipped in my university						

Beliefs

6. To what extent do you agree with the following statements about your perceptions about hybrid teaching mode in translation courses?

Before the first lesson of the hybrid class,

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
a. I held a positive attitude towards this new teaching mode in translation classes						
b. I believed that most of my classmates and teachers viewed this new teaching mode positively						

(continued)

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
c. I believed that I would be capable to adapt to this new teaching mode						

7. Now

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
a. I hold a positive attitude towards this new teaching mode in translation classes						
b. I think that most of my classmates and teachers view this new teaching mode positively						
c. I have adapted well to this new teaching mode						

Learning experiences

8. To what extent do you agree with the following statements about your experiences of hybrid teaching mode in translation courses?

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
a. Hybrid classes reduce interactive activities (e.g. group discussions) during class						
b. Hybrid classes reduce practice-based learning						
c. I get more resources of knowledge from teachers through the hybrid teaching mode						
d. I find it difficult to understand the course contents						
e. I find it difficult to keep my attention in hybrid classes						
f. I participate in class actively (e.g. raising questions, answering questions or getting involved in discussions, etc.)						
g. I experience an overall lack of communication with my classmates						
h. I experience an overall lack of communication with teachers						

(continued)

(continued)

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
i. Teachers provide limited or delayed feedback in hybrid classes						
j. I feel more alone and isolated in hybrid classes						
k. I have improved my independent or self-regulated learning in hybrid classes						

9. To what extent do you agree with the following statements about assessment methods used under hybrid teaching mode in translation courses?

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
a. In general, exams can facilitate my learning in translation						
b. Exams are an appropriate assessment method						
c. In general, group assignments can facilitate my learning in translation						
d. Group assignments are an appropriate assessment method						

(continued)

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
e. In general, individual assignments can facilitate my learning in translation						
f. Individual assignments are an appropriate assessment method						

10. To what extent do you agree with the following statements about overall comments of using hybrid teaching mode in translation courses?

	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)	N/A
a. My learning in hybrid classes has become less effective						
b. The hybrid mode cannot guarantee the quality of teaching and learning						
c. I am satisfied with the overall experience of using hybrid mode in translation teaching						
d. The hybrid teaching or learning mode does not cause any difficulties for me						
e. I think that the hybrid teaching mode is suitable for translation courses						

11. Please rank your preference for the teaching mode.

	1 (The most preferred)	2	3 (The least preferred)
a. Hybrid teaching mode			
b. Pure online teaching mode			
c. Pure face-to-face teaching mode			

12. Which of the following do you think are qualities needed for a successful hybrid mode of teaching? (can choose more than one option)

- Students' time-management skills
- Students' independence
- Students' self-motivation
- Students' academic readiness
- Students' computer literacy (i.e. knowledge and ability to use related technology efficiently)
- Students' technological preparedness (i.e. requirements of hardware and software)
- Teachers' computer literacy (i.e. knowledge and ability to use related technology efficiently)
- University's technological preparedness (i.e. requirements of hardware and software)
- Effective communication between teachers and students
- Effective communication between students.

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