

摘要

2020年，由于新冠肺炎疫情的突然爆发和大规模社交隔离的现实需要，英语口语教学转为线上进行。本研究从口译教学中的学生视角出发，以广西大学外国语学院英语和翻译专业本科生为调查对象，采用问卷调查的形式，探讨新冠疫情期间线上英语口语教学中学生对课程优点与不足之处的评价、对教学的满意度及其改进课程或适应课程的建议，以期为线上英语口语教学的优化提供借鉴和参考。

通过对102名广西大学本科生的实证调查，结果发现，由于线上口译课程在帮助学生快速上下课、及时完成并上交课后作业、记录课堂笔记、复习课堂学习内容、高效地检索网络学习资源和收集课外学习资料方面有着线下课堂无法比拟的优势，大部分学生对线上口译课程的教学效果持肯定态度。线上口译课能有效节省学生学习的准备时间，并让学生有更多时间投入到更有价值的学习与口译练习中。然而，线上口译课也存在着诸如缺乏非语言沟通、缺乏线下与人实际交流的临场口译经验，网络质量的波动等缺点，丰富的在线网络世界也会对学生的学学习造成干扰，上述问题一定程度上会影响学生的学习表现。最后，研究对参与线上口译课程的师生提供了参考性建议，如学生在上课时应该关闭不必要的社交软件，老师应该在课前更熟悉上课的线上平台。

关键词：新冠疫情；线上教学；英语口语；优化研究

A Study on Optimization of Online English Interpretation Teaching during COVID-19 Epidemic: An Empirical Survey to the Undergraduates of Guangxi University

Abstract

In 2020, due to the sudden outbreak of the COVID-19 epidemic and the actual needs of large-scale social isolation, the English interpreting courses have been carried out online. From the perspective of students in English online interpretation teaching, this research takes the English and Translation majors' undergraduates of Foreign Languages School of Guangxi University as the survey object and uses the questionnaire survey to explore students' evaluation of the strengths and weaknesses of the courses, students' satisfaction with the courses and the improvement and adaptation suggestions to the courses, and optimizing suggestion of English online interpreting courses during the COVID-19 epidemic. The suggestion is to provide reference for the optimization of online interpreting courses for Online English interpretation teaching.

Through the empirical study of 102 students, it was found that online interpreting courses on the aspects of helping students drop in and off the course quickly, completing and handing in homework in time, recording class notes, reviewing class learning content, efficiently retrieving online learning resources and collecting extracurricular learning materials have unmatched advantages. Most students hold a positive attitude towards the learning effects of online interpretation courses. Online interpreting courses can effectively save students' preparation time for learning, and allow students having more time to devote to more valuable learning and interpreting exercises. However, online interpreting courses also have shortcomings such as lack of non-verbal communication, lack of on-site interpreting experience in actual communication with people in the real world, and fluctuations in network quality. The online world is too colorful that it also has negative effects on students' attention. The above-mentioned problems to a certain extent, it affects the learning performance of students. Finally, the research provides suggestions for teachers and students participating in English online interpretation courses. For example, students should turn off unnecessary social software during class, and teachers should be more familiar with the online platform for class before class.

Key words: COVID-19 Period; Online Teaching; English Interpretation; Optimization Study

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Part I Introduction

Part one gives a brief introduction to this research, which includes the background, significance, and purpose of this study, as well as the overall structure of this thesis.

1.1 Background of the Research

Nowadays, globalization is developing in-depth, and inter-regional economic cooperation is becoming increasingly frequent. English as an international language is widely and frequently used on various occasions. At the same time, network information technology also changes with each passing day, more and more people cannot live without the network and intelligent devices. In this new era of rapid development of the Internet, English interpretation teaching also needs to make corresponding changes (Sui Xiaobing, 2013). Especially in the post-epidemic era, due to majeure factors, interpretation teachers and students may be forced to teach via the online class only again. Therefore, improving the quality and efficiency of online interpretation teaching is a new problem that urgently needs to be studied and solved.

In the spring of 2020, the COVID-19 epidemic suddenly broke out and swept the world. In order to control the spread of the epidemic, reduce medical pressure and reduce casualties, the Chinese government has timely controlled population movement and implemented social isolation measures in administrative regions at all levels. Therefore, for the first time, the English interpretation class has completely shifted from offline to online (Lu Xinchao, 2020).

The reason why undergraduate English interpretation classes in China can quickly move from offline to online is that China's network infrastructure is relatively developed, with a large number of Internet users, instant messaging and online education software also have a considerable user foundation. According to the 47th China Statistical Report on Internet Development, as of December 2020, China's Internet users reached 989 million (CNNIC, 2020), and the Internet penetration rate reached 70.4%. Mobile Internet users numbered 986 million, accounting for 99.7 percent of the total number of Internet users. At the same time, students accounted for the largest proportion of China's Internet users, up to 21 percent. In terms of online software, the number of instant messaging users reached 981 million and the number of online education users reached 423 million by 2020 (ibid).

In addition, China's foreign trade has developed rapidly, especially in the field of global trade in services. Affected by the epidemic, the scale of China's trade in services declined in 2020, with the total import and export of services from January to September reaching 3,339.97 billion yuan (MOFCOM, 2020). However, knowledge-intensive service trade has strong impact

resistance. From January to September in 2020, the total volume of knowledge-intensive service trade in China is 1,493.08 billion yuan, with an increase of 9%, accounting for 44% of the total volume of service import and export (ibid).

Combined with the current situation of China's Internet development and foreign trade development, English interpretation education participators should also take this opportunity to improve online interpretation classes to respond to the future development trend of English interpretation (Ren Wen, 2020).

School of Foreign Languages of Guangxi University in Spring semester 2020 is also one of the schools that use the online interpretation class to replace the offline interpretation class. I am a senior student in this school who also has attended the online interpretation class. As a result, it is convenient for me to spread and collect the questionnaire. That is the reason why I choose this school to do the research.

1.2 Purpose and Significance of the Research

The purpose of this questionnaire research is to find out the advantages and disadvantages of online interpretation class from the perspective of students. Most of the current research is from the perspective of teachers, not students.

This paper is mainly to learn the current learning situation of online English interpretation classes for undergraduate English students in school and to put forward suggestions for improvement in the shortcomings by asking students' opinions through the online questionnaire system. The research has three purposes. The first one is to find the current online English interpretation class strengths and drawbacks. The second one is to give teachers and students on the online interpretation class suggestions to better adapt to the online class. The third one is to give reference to related online interpretation education studies and to contribute to interpretation education.

1.3 Overall Organization of the Thesis

This thesis consists of five Parts and specific details are organized as follows:

In Part One, the whole thesis is presented with a brief introduction. There are three parts in this Part which are research background, the purposes and the significance to the study of the online English interpretation teaching, and a general outline of the paper.

In Part Two, the domestic and international research status of the online interpretation and related subjects' teaching are introduced separately. Previous studies in this Part are mainly about online English interpretation teaching in Spring, 2020 at home.

In Part Three, the methodology is presented. It is organized by research questions, pilot research, participants, instruments, and data collection and analysis methods. This Part explains

how the questionnaire research runs and what questions it aims to solve.

In Part Four, it is about presenting the questionnaire results and results discussions.

In Part Five, conclusions of questions in Part three are given based on the results of the Part four and suggestions to teachers and students using the online interpretation class as well. It also includes the limitations of this research.

Part II Literature Review

This Part explains the theoretical basis of this research. In order to understand interpretation teaching better, the author firstly introduces the interpretation definition and one of its major theory, the interpretive theory. And the author explains the online teaching. As the online teaching involves human and computer, the human-computer interaction and activity theory are also introduced and explained. After it, the cognitive load theory is briefly explained in order to give sufficient theoretical support on the opinion that interpreter should wisely distribute the attention resources. Scientific data is also explained. The author applies the scientific data theory into the questionnaire practice. At last, related research at home and abroad are briefly introduced.

2.1 Interpretation and Interpretive Theory

Interpretation is a basic tool people using in the cross languages' communication. And it is an oral intercultural communicating activity that requires people translate received information from one language into another language accurately and quickly (Gong Longsheng, 2008).

As a communication activity, interpretation is not a mechanical translation, but a creative one. It happens in social intercourse. The information needs to be interpreted is not limited in verbal expression, but also includes much non-verbal information. Interpreter needs to observe the speaker's facial expression, gestures, emotional changes and other non-verbal expression. Because all these things may have influences on the meaning of one's words. It requires interpreter master the ability of comprehensively using his eyes, ears, hands, mouth and mind to capture, process and interpret.

2.1.1 Interpretation Process

The basic process of interpretation is input, decode and output.

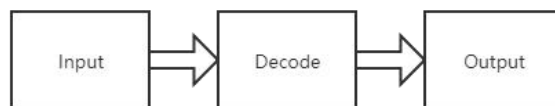


Figure 2.1 Process of Interpretation

And these three steps can be further divided into five steps: reception, decoding, recording, encoding and expression (Zhou Yanan, 2010).



Figure 2.2 Five Steps of Interpretation

On step one, the reception part, interpreters have two ways to receive the information which are listening and seeing. Listening is vital important to interpreters. Interpreters receive most information by listening. In the meantime, observing the non-verbal languages is also necessary to interpreters. They need this information to understand the true meaning of the words later.

Next, on the decoding part, decoding means interpreters must comprehend the information they receive. By decoding, they should get the verbal and non-verbal information from many aspects and levels, like grammars and gestures.

Recording means saving the decoded information temporarily. The information of interpretation normally vanishes quickly, and it requires interpreters to try their best to save most information they received. In this step, taking notes is crucial to interpreters. Mental note alone is not enough for interpretation. Without systematic and useful notes, much information may fail to be recorded and causing misinterpretation. Electronic devices nowadays help interpreters a lot in recording.

After decoding and recording, the encoding comes. Encoding means interpreter reorganize and translate the speaker’s expression according to the listener’s language. And interpreter should try to keep the completeness of the raw information.

Expression means the interpreter should express the the encoding information by speaking it out. It is the last step of interpretation. Only accurate and smooth expression can provide speakers and listeners an effective communicating experience (Gong Longsheng, 2008).

2.1.2 Interpretive Theory

According to the interpretive theory, the object in the interpretation is not language itself, but the meaning beneath it. Interpreter should reappear the true meaning of the speaker to the listener in a way that listener understands. Deverbalization is the nature of the interpretive theory, it means that the interpretation activity is based on the sense of words (Ning Wenlan, 2017).

The French interpretive theory gives a triangular model of interpretation activity. It divides the interpretation into three parts.

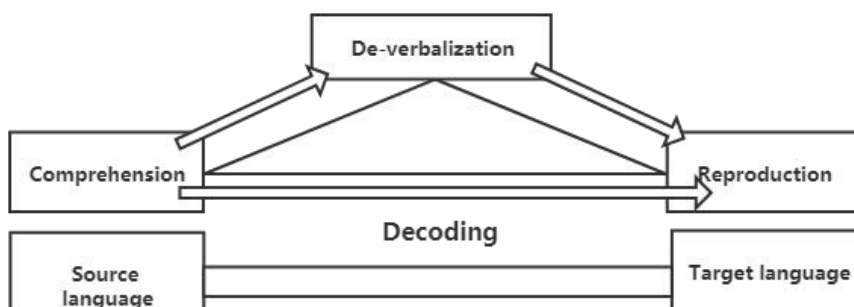


Figure 2.3 Triangular Model

The triangular model shows that the interpretive theory focuses on the process of the interpretation. The comprehension of the meaning of the source language is the beginning of the interpretation, then it is de-verbalizing the meanings of the speakers, finally, the meanings will be reappeared in target language.

2.2 Online Teaching

Online means to be connected to the Internet. A decade ago, most devices connected to the Internet were computers. But now, they are smart phones, or they can also be described as smart mobile devices. Online education does not come from nowhere, on the contrary, it is the development of mobile learning (M-Learning). M-Learning means learners can acquire learning resources they need and cooperate with others to obtain knowledge through mobile devices and wireless network at anywhere and anytime they need (Cong Jiayu, 2020).

Briefly speaking, online English interpretation education means students or teachers can learn or teach through smart devices like smart phones, smart pads and computers not only limited to mobile devices. At present, there are many schools choosing to build up their own online interpretation class, in order to help students and teachers to get the best effect in interpretation learning. In some particular periods such as the pandemic, people have to learn at home, the online interpretation is indispensable (Dabney, 2017).

With the development and innovation of information technology, the meaning of online English interpretation education is also going to develop.

2.3 Effort Model Theory

The effort model theory is proposed by the Professor Daniel Gile. It mainly describes how interpreters divide their effort on the process of interpretation, like listening, comprehension, recording and expression. Models of simultaneous interpretation and consecutive interpretation, and the comprehension model of interpretation are proposed by Gile based on the effort model theory.

- (1). $SI=L+M+P+C$ (SI=Simultaneous interpretation, L=Listening and analysis, M=Short-term memory effort, P=Speech production, C=Coordination)
- (2). Phase I: $CI=L+N+M+C$ (CI=Consecutive interpretation, L=Listening and analysis, N=Note-taking, M=Short-term memory, C=Coordination)
Phase II: $CI=Rem+Read+P$ (Rem=Remembering, Read=Note-reading, P=Production)
- (3). $C=KL+ELK+A$ (C=Comprehension, KL=Knowledge of the language, ELK=Extra-Linguistic Knowledge, A=analysis) (Zhong Weihe, 2001)

According to these models, Gile believes that the total effort using in the interpretation must be smaller than the total effort interpreter has. The total capacity available from the interpreter

should be more than the total requirement of the attention from the interpretation itself (Xu Han, 2010). If the effort using in interpretation surpasses the total effort of interpreter, the quality of interpretation may fail to be guaranteed.

In other words, in interpretation teaching, if students and teachers have to pay more attention to other businesses like the quality of Internet rather than the interpretation, the quality of interpretation teaching may fail to meet students and teachers' needs.

2.4 Human-Computer Interaction and Activity Theory

Human-computer interaction is a study focusing on the interaction between humans and computers. It aims to make software and systems of computers more convenient for people's use (Liu Mingzhuo, 2010).

There two basic objectives of human-computer interaction study which are the interactive naturalness and interactive efficiency. Interactive naturalness means users can use their daily skills to interact with computers. And by that, cognitive load can be reduced. Cognitive load here means the total amount of cognitive resources needed to complete a specific task in the process of information processing (Zhang Jiahua, 2010). Interactive efficiency means higher throughput and various ways of human-computer communication exchange. Simply saying is that people and computers both can receive and express more information in the interaction.

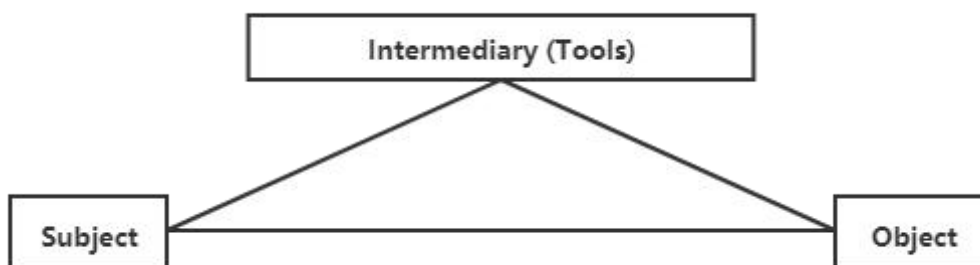


Figure 2.4 Model of Intermediary Tools

Activity theory, the main point of view of this theory is that person as a subject does not directly interact with the surrounding environment but must be completed through the intermediary of tools (Liu Mingzhuo, 2010).

2.5 Scientific Data

Scientific data is produced by scientific activities and used to support related scientific research. It reflects the nature, characteristics and changes of the objects of scientific research (Wang Zhiqiang, 2019).

The collected data in this questionnaire research is managed in accordance with the

scientific data regulation. It aims to meet needs of the research of online English interpretation teaching.

2.6 Domestic Study on Online Interpretation Teaching During COVID-19 Epidemic

The paper *Interpretation teaching in the epidemic and post-epidemic era: Case study and reflection based on teachers' perspective* written by Prof. Ren Wen from Beijing Foreign Studies University describes the online interpretation education situation of its school of advanced translation and interpretation.

According to this paper, this school uses Zoom and Tencent Meeting (both are online meeting software) to be their class platform. Teachers teach interpretation by streaming on those platforms, as well as the students learning. After a semester, Prof. Ren uses questionnaire to investigate students' feeling of online interpretation class.

One of its conclusions is that online interpretation education performance has no significant difference between the offline interpretation education (2020).

2.7 Foreign Study on Online Interpretation Teaching During COVID-19 Epidemic

In University of Leeds, Mr. Wang Binhua, the director of the translation center of University of Leeds writes a paper named as *The management of distance translation teaching in the University of Leeds under the epidemic*. It briefly introduces their actions about the interpretation education under the pandemic. They change all of their courses into online courses and hold online exams at the end of the semester which is similar to the domestic university.

In University of Leeds, Mr. Wang writes that they have been building up their online course platform *Blackboard* for years. As a result, no matter students or teachers can easily access to the learning resources and complete their own tasks on the platform. And the platform they finally choose to use for teachers streaming is Zoom Pro.

One of the conclusions of this paper is that the current technology and internet platforms cannot meet all the needs of interpretation education, and it needs teachers and related companies work together to develop next gen software to satisfy education needs (2020).

Part III Research Design

According to the background of the study described above, it is the first time ever for the majority of participators of English to Chinese or Chinese to English interpretation class to experience the pure online education a complete semester (Wei Bao, 2020). And combined with the theoretical studies, the research focuses on the students' experiences in the interpretation and interaction with online platforms.

The pilot research design and formal research design are explained in this part. The formal research design is based on the results and conclusions of pilot research.

3.1 Research Questions

In order to acclimatize to the pandemic and post-pandemic world and to improve the quality of interpretation class, it is important to find out in what ways can the online interpretation of undergraduates be better. In this study, I apply myself to answer these questions:

- (1). What are the advantages and disadvantages of the online interpretation course?
- (2). To what extent does the online interpretation course meet the needs of students?
- (3). What are students' suggestions to improve the online interpretation course?

3.2 Pilot Research

Pilot research is the preliminary study that researchers use to test the validity of the theoretical hypothesis. It aims to collect and analyze the data to support theories and methodologies of the formal research. The best questionnaire questions are from the real investigations of the interviewee (Jia Zhenxia, 2018).

In order to find the real needs of students, the author firstly investigates some students to know more about the real online English interpretation course.

3.2.1 Participants

Students who are in the School of Foreign Languages of Guangxi University and having online English interpretation courses in the spring semester, 2020. According to this requirement, junior and senior students are the interviewees of the pilot research.

And for the convenience of the pilot research, the author investigates 7 male senior students. One important reason of choosing these male students is the author living with them in a same dormitory.

3.2.2 Research Process

The author firstly drafts the questions using to ask 7 male senior students. And the author

asks the supervisor for professional advice on the questions design.

The way of finding the real needs of students is to have interviews with them. The author set the time of interview in advance with the interviewee. The place for interview is relatively quiet, like the dormitory corridor at 23 o'clock. The author asks them what problems they have on the class of online English interpretation for about 30 minutes. And the author takes notes when the interviewee is giving his opinions.

3.2.3 Research Results and Conclusions

After the conversation with 7 students, I have done the summary of their opinions. Students' needs on the class of English interpretation is mainly about having an undisturbed class. And they also have requirements like having more convenient note-taking devices, attending or leaving the class quickly, freely searching the learning resources during the class and so on.

All these needs are matched with the interpretive theory and effect model. In order to have more attention resources to do the decoding and encoding job, students want to have less burden on the listening and recording part. And according to the author's experience and interviewee's experiences, the information technology devices are immensely helpful at these two parts if running and being used properly.

Conclusion is the online English interpretation course helps students on the aspects of attending the class quickly, efficiently taking notes, freely searching the learning resources through the Internet and so on. On the other hand, the online English interpretation course gives students some unnecessary problems like unstable Internet quality causing losing part of the learning content and inconvenient platforms causing distraction.

The formal research takes the results and conclusions of the pilot research for reference.

3.3 Participants

Standard participants in this study are English literature and translation major undergraduates from School of Foreign Languages of Guangxi University who have interpretation courses during the spring semester, 2020.

The reason of choosing students of Guangxi University is that I, the investigator, am also a senior student of this university. It is convenient and practical for me to do questionnaire survey in this university.

Furthermore, School of Foreign Languages of Guangxi University as one of the top tier schools in Guangxi, its students are excellent in academic fields including the interpretation. They should be more serious in learning how to interpret. And their teacher should be better at teaching interpretation and more seriously. Thus, their interpretation class should be representative enough to be referenced by others.

In order to have a wide angle to see the class generally, and students' respond as much as possible to raise the degree of credibility of this survey, it is designed to have participators from males and females, and all scored level and grades who have interpretation class in Spring semester of 2020.

3.4 Instruments

For better effect of the result of this questionnaire survey, the questionnaire of Liu Shengdong's *A Study of English Majors' Interpretation Learning Strategies: Based on a Sample from Guangxi Normal University* and the questionnaire of Lu Xinchao's *Distance Teaching of Interpreting: Delivering Simultaneous Interpreting Courses via Video Conferencing at GSTI, BFSU* are used for reference in this questionnaire.

Both questionnaires which are taken example by use statistics software instruments SPSS, one is SPSS 17.00 and the other one is SPSS 25.00. The reliability coefficient of Liu's questionnaire is 0.965 and Lu's is between 0.704 and 0.916 which means both questionnaires are statistically significant, and their results are reliable for use.

And, for securing the high quality of this questionnaire, the author applies the requirements of an essay, *The Design of the Questionnaire with High Quality in Social Investigations*, written by Dong Huajun and Zhu Dongxing (2019).

Questionnaire of this survey is written in Chinese for convenience in spreading and collecting. There are two parts in this questionnaire and 43 questions in total.

The first part is about some basic background of respondents. It includes questions from the 1st to the 5th. It is aimed to collect some basic information such as the gender of respondents and their main devices using for online class to help investigator to better classify the respondents and systematically analyze the results.

The second part is about the online interpretation class. From the 6th question to 43rd question. Questions of second part are divided into two parts, one is mainly about the excellence of the class and the other one is mainly about the drawbacks. They are all designed from three processes of the class: before, during and after class. Among these three processes, the part of during class is the focus.

This part is asking respondents to tell how they feel in the class by choosing numbers from 1 to 5. One means they strongly disagree with the opinion of the question, two means they disagree with the opinion of the question, three means they accept the opinion of the question, yet they do not agree with it so much, four means they agree with the opinion of the question and five means they agree with the opinion of the question strongly. All questions can only have single one answer.

Questions from the 6th to the 31st are set from a positive perspective that means they generally express the idea the online interpretation class is great to me. And the questions from the 32nd to 43rd are set from a negative perspective that means they basically express the idea the online interpretation class is not helpful.

It is important to note in particular that the 43rd question is about the drawbacks of the online interpretation class which requires respondents to leave their suggestion in the form of text on how to perfect the online interpretation class. It is a must answer and free response question. And its data would not be calculated due to its answers format.

3.4.1 Research Questions and Questionnaire Questions

Questionnaire questions are made in accordance with the results and conclusions of pilot study and the formal research questions.

In order to know the advantages and disadvantages of the online English interpretation course, the author sets the 6th to 29th questions that favor the online course and 32nd to 42nd questions that oppose the online course. According to the pilot research situation that straightly asking students questions about the course may be inefficient, the author presets most questions. Students can simply choose yes or no. And the 43rd question lets students write down their own opinions about the online course.

For seeing if the online course satisfies the essential needs of students, the author sets question 30 and 31. They are about students' scores differences between the online course and offline course. And, in order to collect more suggestions of the online course, the author sets the 43rd question which students can answer freely and write down their own opinions about the online courses.

That is the general relationship between the research questions and questionnaire.

3.5 Data Collection and Analysis

After the first version of questionnaire had just come out, it was tested in English Class 173 anonymously in order to have a small group of students' real feedback and suggestions to revise the titles and questions. And I also asked my mentor for advice. For instance: giving a clear indication about what it means above each scale option in Likert scale question rather than just listing 1 to 5 five options. And some questions that seem repetitive or irrelevant were also removed such as question about family revenue.

From the November 13th to 20th, the formal questionnaires were distributed to all undergraduates of English and Translation majors via QQ and WeChat in a form of QR code which was produced by WJX, a platform provides questionnaire services such as design, distribution, collection and so on. Students could answer questions after scan the QR code on

their smartphones.

All students, before doing the questions, were informed by the author the purposes and significance of the research. Their answers were anonymous and kept in secret. And they should be undergraduate students of School of Foreign Languages of Guangxi University who had interpretation or relevant classes in spring semester of 2020, otherwise they were not qualified to do the questionnaire.

The questionnaire was open to every student during November 13th to 20th. They could do the questionnaire anytime anywhere on their smartphones during that week. I shut down the access of the questionnaire on November 21st. At last, there were 95 effective questionnaires retrieved. Data of 95 effective questionnaires was collected and then analyzed from quantitative and qualitative perspectives by using an online statistical software SPSSAU, a software equivalent to SPSS 26.0. The analysis of SPSSAU contained these parts as following:

- (1). Check the reliability of the questionnaire by calculating the reliability coefficient to see whether the replies were reliable or not.
- (2). Use the frequency to see the general situation of students' response to online interpretation class.
- (3). Use the mean and median value to discuss if most students like or dislike the online interpretation or relevant class.
- (4). Compare the variance of answers between male and female students, high-score and low-score students to see if there is significant difference in results' p value.

Part IV Results and Discussion

As the Part Three illustrated that the author used questionnaire survey as instrument. In Part Four, the author will firstly explain why the results of this questionnaire survey is reliable and sufficient by presenting some background information of this questionnaire survey. Then, the author will answer three research questions with the data analysis of the questionnaire results including the frequency, mean, median, variance of the answers to each Likert scale question, and the free response question's answers.

4.1 Basic Questionnaire Answers Situation

In fact, there are 102 questionnaires retrieved in total. Only 95 of them are valid questionnaires, it is because 7 questionnaires are from freshmen and sophomores. And, they do not have enough experiences on the English interpretation courses. The author removes them from results.

Based on the valid replies, there are 66 senior students, 29 junior students who answered the questionnaires. 9 of them are males and 86 of them are females.

4.1.1 Explanation of Sex Ratio

It is worth noting that the severe gender imbalance of participators is not designed to be or the result of some faults during the process of questionnaire collection, but the result of the reality that most students of English and translation majors in Guangxi University are females. Furthermore, the gender imbalance is not an exception in the School of Foreign Languages of Guangxi University but the norm in most literature related schools across the China (Li Erlong, 2012).

And as the Table 4.1 Variance Analysis of Male and Female Answers (in the appendix) presents, there is no significant difference in all answers except the 6th and 30th questions' answers.

On the question 6, male students agree with the opinion that the online English interpretation class is more convenient for me to prepare more learning materials stronger than the female students. On the question 30, male students disagree with the opinion that their scores of interpretation or relevant classes rise in spring semester of 2020 compared to 2019's stronger than female students.

4.2 Reliability of Questionnaire

Based on the number of senior students in the School of Foreign Languages is 137, it is almost half of them, 66 senior students, have participated in the study. And there are 29 junior students' respondents that means about one fifth of junior students have also took part in this

study. These students have longer interpretation learning experience and deeper understanding to interpretation teaching compared to freshman and sophomore. Among these students, according to their answers, there are 15 of them whose GPA rankings of last semester are in top 10%, 20 of them are in top 25%, 35 of them are in top 50%, and 25 of them are not in top 50% but behind. Their scores are across all the scored levels.

Overall, subjects and their answers in the study are representative and typical enough to support the results and findings to be referenced by English interpretation online teaching related research.

4.2.1 Reliability Coefficient

According to the definition, reliability reveals the quality of measurement to an extent. One of the most famous and commonly used among reliability coefficients is Cronbach's alpha (Cronbach α), in this thesis I use it to explain this questionnaire is statistically significant.

By using SPSSAU 20.0, the Cronbach α of questionnaire is 0.866 which is larger than 0.8. It means that the data of this questionnaire has significance in statistics and exceptionally reliable for further research. The complete result of the reliability coefficient is in the Table 4.2 Reliability Coefficient Results (in the appendix).

4.3 Advantages and Disadvantages of the Course

The discussion about advantages and disadvantages of the course base on the frequency results analysis of the questions from 6 to 42. The author will firstly give the opinions of advantages and disadvantages, and then giving the frequency results as supplements. The frequency in statistics means an event i is the number N_i of times the observation occurred in an experiment or study (Kenney, 1962).

4.3.1 Advantages of the Course

The first one is that the online interpretation course has huge convenience on the efficiency of communication between students and teachers. It greatly saves students a lot of time for students no longer need to spend much time on the road of attending class. It provides students a platform where they can have discussions at anytime and anywhere if there is WIFI coverage.

According to the frequency result analysis, on the question 7 "The online English interpretation course makes me attend or leave the class more conveniently, 33 students strongly agree with this opinion, and 39 students agree with it as well. There are only 2 students who disagree with this opinion.

On the question 11, 7 students strongly agree with the opinion that on the online English interpretation course I can interact with teachers and classmates more conveniently. 32 students agree with this idea as well. Only 16 students disagree with it, and 2 students strongly disagree

with such opinion.

The second one is that the online environment helps students in collecting learning materials and making notes on class. Screen recording and the online note-taking software are useful and efficient to students.

10 students strongly agree with the opinion of question 6 that the online English interpretation class is more convenient for me to prepare more learning materials. And 23 students agree with this opinion. On the opposite, only 9 students refuse to agree with them, and 2 students strongly disagree with this opinion.

On the question 15, 11 students strongly agree with the opinion that it is more convenient for students to take notes and organize thoughts during the online interpretation course. 33 students agree with this opinion. Only 16 students disagree with it, and there is only 1 holding strong disagreement.

The third one is that the online interpretation course offers students a better listening experience and helps many students feeling less pressure through which they can interpret better and get a higher score in the exam.

On the question 18, 4 students strongly agree with the opinion that students can improve the ability of listening and note-taking more effectively during the online English interpretation course. 34 students agree with it as well. 16 students disagree with this idea. There are only 1 student who strongly disagrees with it.

13 students strongly agree with the opinion that students feel more relaxed and less pressure and which enables them to response quicker during the online interpretation class. 45 students agree with this opinion as well. Only 10 students disagree with it and no student strongly disagrees.

4.3.2 Disadvantages of the Course

One big disadvantage of online interpretation course is that there is too much class-irrelevant information which draw a lot of attention of students out of the interpretation learning. The learning performance of students has thus been compromised.

On the question 34, 17 students strongly agree with the opinion that the irrelevant information of class often distracts students during the online interpretation class. 38 students agree with it. Only 10 students disagree with it, and 3 students strongly disagree with this opinion.

The other one big disadvantage of the course is that the pure online environment makes students can only communicate with each other through words on the screen and the webcams. The non-verbal languages have thus been greatly undermined. Many other important elements are

weakened or lost like the closeness between students and teachers and the presence of face-to-face interpreting.

On the question 20, 27 students disagree with the opinion that students can learn the non-verbal information better during the online interpretation, and 4 students strongly disagree with it. On the opposite, there are only 27 students who agree with the opinion including those who strongly agree.

And there are some problems such as the unstable network quality, hard to use software and platform, terrible video call experience and so on according to students' answers in the 43rd question.

On the question 32, there are 29 students strongly agree with the opinion that the quality of Internet connection troubles students a lot during the online English interpretation course. 33 students agree with it as well. Only 5 students disagree with it, and no student strongly disagree with this opinion.

4.4 Students' Satisfaction of the Course

The online English interpretation class can satisfy students' needs essentially.

According to the frequency results, there are more students choosing to agree with the opinions that support the online English interpretation course than students who choosing to disagree.

According to the answers to question 30, 46 students say that their scores of interpretation course do not rise in spring semester of 2020 compared to 2019's. And there are 45 students say that their scores do rise. 4 students answer that they do not see significant changes. It shows that the online English interpretation does not fail to help students learning and teachers teaching, otherwise students' scores should fall in general.

And answers of the 31st question support the above opinion that the interpretation class experience can basically satisfied students' essential needs. It asks students that do your scores of all courses rise in general (your ranking, total scores and your courses over 85 scores) in spring semester of 2020 compared to 2019's. 48 students answer yes and the rest 47 answering no. There is no significant gap between two groups of students.

The results of mean and median value analysis of questions from 6 to 29 also support the opinion that the online English interpretation course can satisfy students' essential needs. As the table 4.3 and table 4.4 present, most mean number is bigger or equal to 3, and most median value is bigger or equal to 3 as well. It means most students agree with most opinions that favor the online English interpretation course.

Table 4.3 Mean Value of Each Question (Questions 6 to 42, except 30 and 31)

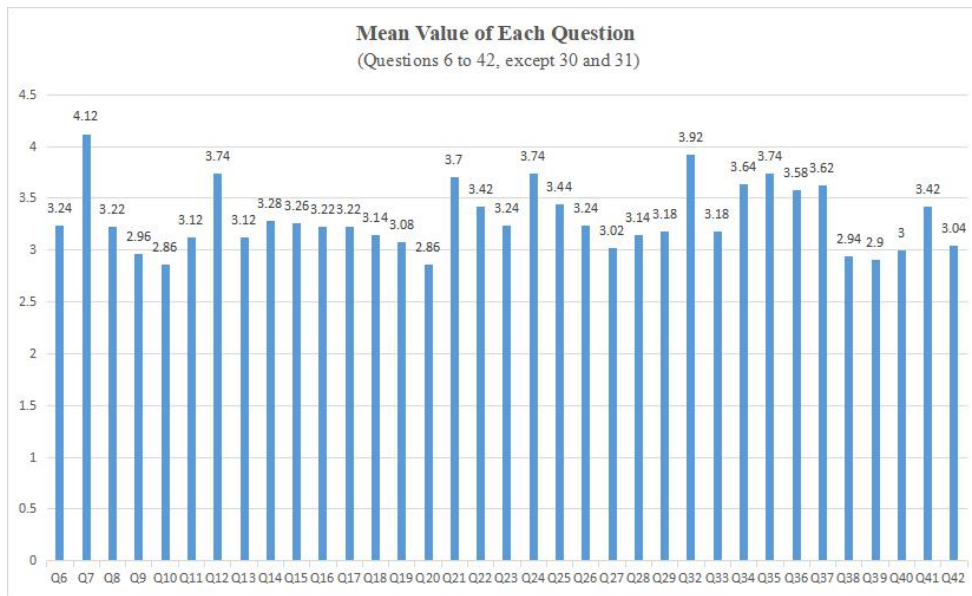
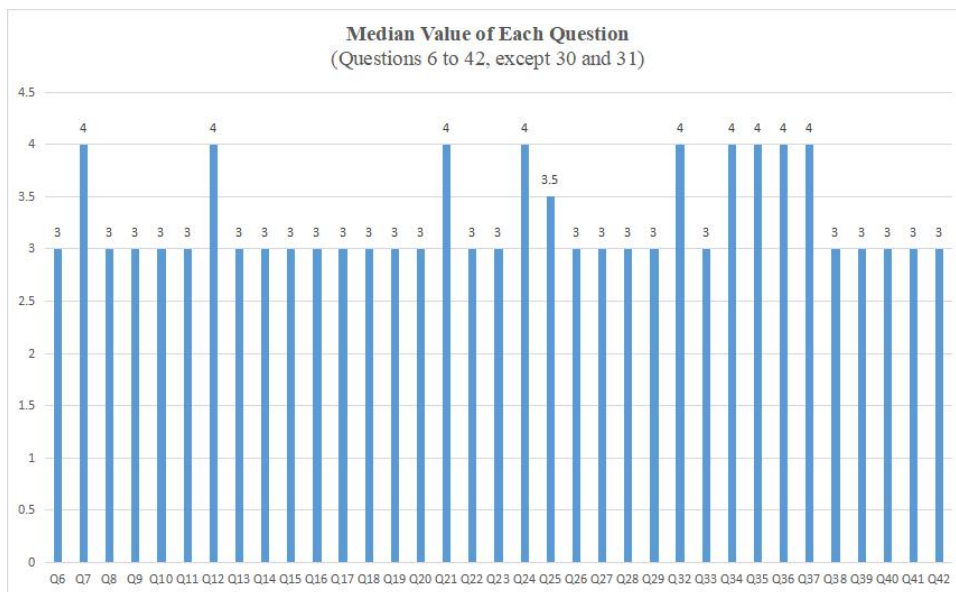


Table 4.4 Median Value of Each Question (Questions 6 to 42, except 30 and 31)



The variance result shows that the online interpretation class have provided all students a similar experience in general.

In the variance analysis, I use the results of the 3rd question, “Your current academic performance (according to your GPA in last semester)”, as the independent variable, and questions 6 to 42 as dependent variable.

The result is ρ of each question is larger than 0.01 or 0.05. The full results are in the Table

4.5 Variance Analysis of Different Academic Performances Students Answers (in the appendix). It means that in all these questions, students with different academic performances shows no significant difference to the online interpretation class experience.

4.5 Students' Suggestions on the Improvement of the Course

The results of the answers of the 43rd question might give some great ideas on how to perfect the online interpretation class. The 43rd question is “What drawbacks and problems do you think the online interpretation class have? What is your suggestion or recommendation? (No minimum or maximum word limit, feel free to answer)”.

Seven students give answers say that they have a good experience on online class, though this question requires respondents to leave their problems of online interpretation class. One student says she can be away from classmates' disturbing and more focus on the interpretation. Another one says she can be more daring to answer questions from teachers.

And there are 16 students answering they do not have any opinions and leaving “None” to the answer box. The rest 79 students give their opinions on problems of online interpretation class much or less.

In all 79 answers of negative parts of online interpretation class, over half of the answers mention that teachers should do more and better on online interpretation class. One student answer that teachers cannot give immediate feedback to online training. I have difficulties on talking to classmates. One says that teachers should give more new materials relevant to news events from different parts to students to exercise, and students can also learn how to take notes while they are exercising different materials. Another student says, “Teachers do not explain the interpreting materials of class exercises detailly such as teaching students how they can interpret some sentences better. And teachers are unable to know students' exercising situation well. Hence, I believe that teachers should enhance the online communication with students and show students' translation results. They might not simply ask students to do the exercises and handover them after class. Teachers might give more detailed feedback on students' homework.”.

Yet, there is one answer says that she thinks it is her who needs to improve the abilities, teachers' performance is great. And another one student says that some students do not take online class seriously if teachers do not ask them to turn on the camera.

And in the rest of answers, some answers mention the problems like “Students may be easily distracted from the class. They cannot focus on the class.”, “Students are lazy to think instead heavily rely on the smart devices.”, “Students cannot talk to classmates conveniently.”, “The online class is tedium. Internet connection is unstable.” and so on.

According to these 79 valid students' answers students are most not satisfied with the

teachers' performance, online class communication, one's own willpower, internet connection and software experience. These answers show that in order to improve the quality of the online interpretation class, both students and teachers need to make changes to adapt to the online environment. Suggestions on how to perfect the class is put in the Part Five.

Part V Conclusions and Suggestions

According to the results and discussions of last part, the author gives questionnaire research conclusions and suggestions of online English interpretation courses at this part.

5.1 Summary of the Questionnaire Research

According to the results as Part four presents, it is apparently that the online interpretation class has many advantages compared to the offline class which provides students a great convenience, and on the other side, it also has a lot of problems troubling the students. The research questions proposed on Part three now have answers.

Undergraduates of School of Foreign Languages of Guangxi University were satisfied with the online interpretation class teaching in general in 2020 spring semester. However, problems like teachers' teaching mode failing to adapt to the online class, students and teachers feeling distant and unfamiliar, students having difficulties on focusing on the online class, unstable Internet connection and poor online class software are troubling both teachers and students.

The online interpretation class successfully meets students' needs in adding and dropping class, receiving and handing the homework, taking notes, revising the learning content, conveniently searching and collecting interpreting learning materials during class. These advantages might help students save a lot of time to do more activities and possibly improve the efficiency of the study.

However, without physical interactions, many students cannot do interpretation well because they cannot see the body languages. This might heavily influence the efficiency of interpreting (Qing Jun, 2020). Furthermore, students who do the interpretation via the online platform will lack the physical interaction and highly likely face many problems when they are doing face to face interpretation such as feeling too much pressure (Cao Yan, 2016).

And by using smart devices to have online interpretation class, many students have difficulties on stay focus on the class.

But then again, it is the first time that every student and teacher must use the online class to learn and teach interpretation. The unfamiliarity of online interpretation learning environment and devices causes some unnecessary troubles to many students.

Overall, there are three conclusions:

The first one is that at present the online interpretation class meets the basic needs of interpretation teaching and learning in undergraduate's education. Most students generally satisfy with the online interpretation class.

The second one is that the online interpretation currently has many places need to be

perfected. It could do better in communication efficiency and classroom surveillance to help students and teachers to stay focus on the learning and teaching (Li Chuxin, 2020).

The third one is that at this moment the online interpretation class cannot provide every student a satisfied learning experience. It is unwise to learn interpretation via the online class for a long time. Different from the offline class, the online class relies on the stable and fast Internet connection. There are many students suffering from poor Internet connection who cannot at least receive the same information of the class.

5.2 Author's Suggestions to Students and Teachers

This research aims at discovering the advantages and the disadvantages of the online interpretation class compared to the offline interpretation class to improve the online interpretation class education quality and developing the domestic interpretation education career by asking, collecting and analyzing a group of students who have participated the online interpretation class and the offline interpretation class.

Based on the above results and conclusions, there are several suggestions that probably could perfect the online interpretation class.

To students, they should try to reduce the interference sources which may distract them from the class (Guo Qianyun, 2016). For example, try not to open other social or media apps except necessary apps for class if they use smart phones to attend a class. And try to turn on the camera if possible, this may force students dress up themselves and act like they usually do on the offline class. While they are exercising the interpretation, this also will help them learn what is online interpreter.

They also might need to be more proactive than they are on the offline class because teachers might easily miss their messages when hundreds of notifications come to their phones. They might still need to be more familiar with the software they use to attend the class (Martha, 2017). Other than that, some students probably need to strengthen their willpower. Besides learning the interpretation techniques, it is also important to students to learn how to stay focus when the interpreting environment is noisy.

To teachers, according to the responses from the students, they might need to be more familiar with the online interpretation class software and environment. Teachers might need to learn to adapt to the online teaching by adding more interactions with students like asking more students to answer questions or giving more tasks for groups to work on (Wu Yaowu, 2020). Due to the characteristics of the online interpretation class, most participators cannot receive enough body languages and facial expressions to feel that they are in the classroom which may cause distraction of many students.

Teachers might also need update their teaching materials timely since many students complain about the outdated learning materials that they are not remarkably interesting and they might easily lose energy when they have to practice boring exercises time and time again, let alone online interpretation learning gives them chances to leave the class under the table easily (Chen Yan, 2015).

5.3 Limitations

This questionnaire research may have some significance to the following research of online teaching, online interpretation class, online interpretation teaching and learning. The methodology, the results, the conclusions and suggestions of this thesis are open to criticism. By self-introspection, some obvious limitations are as follows.

The first one is that the author does not have a bigger sample to collect the data which means the findings and the suggestions may be only usable to a certain group of students.

The second one is that the time of spread, collection and analysis the questionnaire is limited and not highly sufficient, the procedures might be simple and there might be some trivial problems I have not seen.

The third one is that because at the present the author does not master higher analysis methods and heavily depend on the software automatic analysis, the results of the answers might not be enough for further and deeper research of the online interpretation class teaching.

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Appendix

Table 4.1 Variance Analysis of Male and Female Answers

Variance Analysis of Male and Female Answers				
Questions	Male or Female: (Avg.±S.D.)		F	p
	Male(n=8)	Female(n=42)		
6	4.00±0.93	3.10±0.85	7.413	0.009**
7	3.88±0.99	4.17±0.79	0.839	0.364
8	3.38±1.19	3.19±1.06	0.195	0.661
9	3.00±1.41	2.95±0.91	0.015	0.902
10	3.25±1.28	2.79±0.90	1.56	0.218
11	3.38±1.19	3.07±0.95	0.637	0.429
12	4.25±0.89	3.64±0.96	2.756	0.103
13	3.13±1.46	3.12±0.83	0	0.987
14	3.38±1.41	3.26±1.01	0.074	0.787
15	3.25±1.28	3.26±0.99	0.001	0.976
16	3.38±1.41	3.19±0.77	0.286	0.595
17	3.75±1.04	3.12±0.77	4.025	0.05
18	3.50±1.20	3.07±0.64	2.212	0.143
19	3.38±1.19	3.02±0.75	1.211	0.277
20	3.38±1.41	2.76±0.82	2.922	0.094
21	4.00±1.07	3.64±0.85	1.093	0.301
22	3.75±1.04	3.36±1.06	0.937	0.338
23	3.50±1.20	3.19±0.99	0.612	0.438
24	4.13±0.64	3.67±0.79	2.402	0.128
25	3.88±0.99	3.36±1.01	1.783	0.188
26	3.25±1.28	3.24±0.91	0.001	0.975
27	3.25±1.58	2.98±0.87	0.499	0.483
28	3.63±1.19	3.05±0.88	2.574	0.115
29	3.38±1.30	3.14±0.84	0.424	0.518
30	1.25±0.46	1.76±0.62	4.938	0.031*
31	1.25±0.46	1.62±0.49	3.852	0.055
32	3.75±0.89	3.95±0.82	0.395	0.532
33	3.13±0.35	3.19±0.89	0.041	0.84
34	3.88±0.83	3.60±1.04	0.515	0.476
35	3.88±0.83	3.71±0.99	0.183	0.67
36	3.75±0.89	3.55±0.74	0.473	0.495
37	3.38±0.74	3.67±0.85	0.826	0.368
38	3.25±0.89	2.88±0.97	1.001	0.322
39	3.00±1.20	2.88±1.04	0.084	0.773
40	3.25±0.71	2.95±0.94	0.725	0.399
41	3.38±0.92	3.43±0.86	0.026	0.874
42	3.38±0.92	2.98±0.90	1.32	0.256

* p<0.05 ** p<0.01

Table 4.2 Reliability Coefficient Results

Cronbach α Analysis			
Questions	CITC	Item deleted α	Cronbach α
1	0.47	0.86	0.866
2	-0.182	0.868	
3	0.177	0.865	
4	-0.03	0.87	
5	0.015	0.869	
6	0.214	0.867	
7	0.361	0.862	
8	0.683	0.855	
9	0.453	0.86	
10	0.547	0.858	
11	0.39	0.862	
12	0.321	0.863	
13	0.496	0.859	
14	0.655	0.855	
15	0.582	0.857	
16	0.775	0.854	
17	0.526	0.859	
18	0.734	0.856	
19	0.607	0.858	
20	0.428	0.861	
21	0.476	0.86	
22	0.588	0.857	
23	0.68	0.855	
24	0.394	0.862	
25	0.68	0.855	
26	0.686	0.855	
27	0.513	0.859	
28	0.715	0.855	
29	0.711	0.855	
30	-0.301	0.871	
31	-0.235	0.869	
32	0.023	0.868	
33	0.075	0.867	
34	0.102	0.868	
35	0.129	0.867	
36	0.262	0.864	
37	0.179	0.866	
38	0.025	0.869	
39	-0.138	0.873	
40	-0.002	0.869	
41	-0.119	0.871	
42	0.082	0.868	
Standardized Cronbach α : 0.852			

Table 4.5 Variance Analysis of Different Academic Performances Students Answers

Variance Analysis of Different Academic Performances Students Answers						
Questions	Your Current GPA Ranking (Last Semester) : (Avg.±S.D.)				F	p
	Top10%(n=5)	Top25%(n=11)	Top50%(n=19)	Top100%(n=15)		
Q6	3.00±0.00	3.55±0.82	3.11±0.94	3.27±1.10	0.649	0.588
Q7	4.20±0.84	4.27±0.79	4.05±0.85	4.07±0.88	0.195	0.899
Q8	2.60±1.52	3.36±0.67	3.16±1.01	3.40±1.24	0.771	0.516
Q9	2.60±1.14	2.45±0.69	3.11±1.05	3.27±0.96	1.895	0.144
Q10	2.00±1.00	2.82±0.75	3.05±1.08	2.93±0.88	1.663	0.188
Q11	2.20±0.84	3.09±0.83	3.32±1.00	3.20±1.01	1.84	0.153
Q12	3.80±1.30	4.00±1.18	3.68±0.89	3.60±0.83	0.384	0.765
Q13	3.60±1.34	2.82±0.98	3.11±1.05	3.20±0.56	0.842	0.478
Q14	3.00±1.58	3.55±1.21	3.26±0.99	3.20±0.94	0.355	0.786
Q15	2.80±1.30	3.36±0.67	3.26±1.10	3.33±1.11	0.383	0.766
Q16	3.40±1.14	3.27±0.90	3.16±0.90	3.20±0.86	0.109	0.955
Q17	3.60±1.14	3.09±0.94	3.37±0.76	3.00±0.76	0.966	0.417
Q18	3.40±0.89	3.18±0.60	3.21±0.85	2.93±0.70	0.622	0.604
Q19	3.40±0.89	3.09±0.83	3.21±0.92	2.80±0.68	0.975	0.413
Q20	3.00±1.00	2.64±0.81	2.89±1.15	2.93±0.80	0.266	0.849
Q21	3.40±0.55	3.91±0.94	3.53±0.90	3.87±0.92	0.805	0.497
Q22	3.00±0.71	3.55±0.93	3.21±1.03	3.73±1.22	1.014	0.395
Q23	3.20±0.84	3.45±1.04	3.11±1.05	3.27±1.10	0.265	0.85
Q24	3.80±0.84	4.00±0.77	3.74±0.81	3.53±0.74	0.762	0.521
Q25	2.80±1.30	3.73±0.90	3.42±1.02	3.47±0.99	0.963	0.418
Q26	3.20±1.48	3.18±0.87	3.21±0.92	3.33±0.98	0.066	0.978
Q27	2.60±0.55	3.18±1.33	3.00±1.11	3.07±0.70	0.388	0.762
Q28	2.60±1.14	3.36±1.03	3.05±1.03	3.27±0.70	0.882	0.458
Q29	2.80±1.30	3.55±0.93	3.16±0.90	3.07±0.80	0.941	0.429
Q30	1.60±0.55	1.64±0.67	1.74±0.65	1.67±0.62	0.096	0.962
Q31	1.80±0.45	1.55±0.52	1.53±0.51	1.53±0.52	0.412	0.745
Q32	4.00±1.00	4.00±0.77	3.79±0.85	4.00±0.85	0.241	0.867
Q33	3.20±1.10	3.09±0.54	3.26±0.81	3.13±0.99	0.117	0.95
Q34	4.20±1.10	3.73±0.90	3.58±1.02	3.47±1.06	0.704	0.555
Q35	4.40±0.89	4.00±0.89	3.53±0.96	3.60±0.99	1.507	0.225
Q36	4.00±1.00	3.91±0.83	3.42±0.61	3.40±0.74	1.854	0.151
Q37	4.20±0.84	3.73±0.79	3.58±0.84	3.40±0.83	1.261	0.299
Q38	3.00±1.22	3.27±0.79	2.74±0.87	2.93±1.10	0.724	0.543
Q39	3.20±1.48	3.00±1.26	2.79±0.85	2.87±1.06	0.231	0.874
Q40	2.80±0.84	2.91±1.04	3.05±0.78	3.07±1.03	0.159	0.923
Q41	3.60±0.89	3.27±0.90	3.37±0.96	3.53±0.74	0.278	0.841
Q42	3.40±1.14	2.91±0.83	3.00±0.88	3.07±0.96	0.345	0.793

* p<0.05 ** p<0.01

Questionnaire used in survey:

广西大学英语专业本科生线上口译课程情况调查分析问卷

同学，您好！为了提高线上英语口语教学课程质量，帮助教师与同学们一起提高线上英语口语教学效果，我特此进行此调查，感谢您的支持和参与！您的回答对我非常重要。本调查采用不记名制，答案也无对错之分，全部数据都将严格保密。您只需要根据您的实际情况回答即可。衷心感谢您的参与！

注：本调查问卷中提及的线上英语口语教学课程主要指在 2020 年春季学期，新冠疫情期间，面向广西大学外国语学院本科生开设的线上口译课程（不论汉译英或英译汉）。

本问卷的填写者应该是广西大学外国语学院英语专业本科在读学生。

一、受访者背景

1. 您的性别：[单选题]

- 男 女

2. 您目前所在的年级：[单选题]

- 大一 大二
 大三 大四

3. 您目前的学习成绩（按上学期的加权平均分排名计算）：[单选题]

- 前 10% 前 25%
 前 50% 前 100%

4. 您上网课的主力设备是：[单选题]

- 手机 平板电脑
 电脑 上不了及其他

5. 您上网的网速是：[单选题]

- 4G 5G
 100M 宽带及以下 100M 宽带及以上

二、课堂情况

说明：与线上课堂情况作对比的是线下课堂

从左至右为

很不认同，不认同，一般，认同，很认同

6. 线上英语口语学习方便我上课前准备更多的学习资料[单选题]

很不认同 不认同 一般 认同 很认同

7. 线上英语口语课程学习更方便我上下课[单选题]

很不认同 不认同 一般 认同 很认同

8. 线上英语口语学习更方便我及时准确地记录学习中遇到的问题和困难[单选题]

很不认同 不认同 一般 认同 很认同

9. 线上英语口语课前，我能更及时有效地与老师或同学沟通，交流我目前的问题和疑惑[单选题]

很不认同 不认同 一般 认同 很认同

10. 线上英语口语学习中，我更能专注到课堂的学习中去[单选题]

很不认同 不认同 一般 认同 很认同

11. 线上英语口语课堂中，我更方便参与老师、同学的互动[单选题]

很不认同 不认同 一般 认同 很认同

12. 线上英语口语的课堂练习更方便完成并上交[单选题]

很不认同 不认同 一般 认同 很认同

13. 线上英语口语的课堂练习的成绩与问题反馈更及时和有效[单选题]

很不认同 不认同 一般 认同 很认同

14. 线上英语口语课堂中，老师的口译练习更方便开展，我也能更方便地完成口译练习[单选题]

很不认同 不认同 一般 认同 很认同

15. 线上英语口语课堂中，我更方便记录课堂知识笔记，整理思路[单选题]

很不认同 不认同 一般 认同 很认同

16. 线上英语口语课中，无论汉语还是英语，我都能更方便地做翻译笔记[单选题]

很不满意 不满意 一般 满意 很满意

17. 线上英语口语课堂中，我更能训练我的短时记忆能力[单选题]

- 很不认同 不认同 一般 认同 很认同

18. 线上英语口语课中，我能更有效地提高听记的能力[单选题]

- 很不认同 不认同 一般 认同 很认同

19. 线上英语口语中，我能更快速或更方便地在心里转译语言[单选题]

- 很不认同 不认同 一般 认同 很认同

20. 线上英语口语课堂中，我能更好地了解到源语使用者的非语言信息：眼神，手势，表情等[单选题]

- 很不认同 不认同 一般 认同 很认同

21. 线上英语口语课堂中，你比在线下课堂中更放松，压力更小，更能快速反应[单选题]

- 很不认同 不认同 一般 认同 很认同

22. 线上英语口语课堂中，比在线下课堂，我能更好地表达输出译语[单选题]

- 很不认同 不认同 一般 认同 很认同

23. 线上英语口语联系中，你比线下更能融入到译者的角色，更好地传达双方的意见和想法[单选题]

- 很不认同 不认同 一般 认同 很认同

24. 线上英语口语课后，我能更方便地完成课后作业并上交[单选题]

- 很不认同 不认同 一般 认同 很认同

25. 线上英语口语课后，我能更容易找到课堂笔记，课堂资料整理更高效[单选题]

- 很不认同 不认同 一般 认同 很认同

26. 线上英语口语课后，我能更高效地进行课后复习和巩固[单选题]

- 很不认同 不认同 一般 认同 很认同

27. 线上英语口语课后，我能更及时有效地和老师或同学进行沟通，交流学习中的问题[单选题]

- 很不认同 不认同 一般 认同 很认同

28. 总体而言，我认为线上英语口语课程使我的学习更有成效[单选题]

很不认同 不认同 一般 认同 很认同

29. 总体而言，我认为线上英语口语译课程使我的学习更有积极性[单选题]

很不认同 不认同 一般 认同 很认同

30. 与 2019 年春季学期相比，自己的英语口语译相关课程是否有成绩提升[单选题]

有

没有

任一学期中没有相关课程

31. 与 2019 年秋季学期相比，2020 年春季学期的总体（所有科目）成绩是否有所提高（排名，总分，过 85 分的课程增多）[单选题]

有

没有

三、问题与建议

32. 线上英语口语译课，网络质量的问题很影响我[单选题]

很不认同 不认同 一般 认同 很认同

33. 线上英语口语译学习中，上课软件与我的设备兼容不好[单选题]

很不认同 不认同 一般 认同 很认同

34. 线上英语口语译学习中，我经常被手机、电脑上的与课堂无关的信息所吸引[单选题]

很不认同 不认同 一般 认同 很认同

35. 线上英语口语译课程中，缺乏老师的直接监管，更容易分心走神[单选题]

很不认同 不认同 一般 认同 很认同

36. 线上英语口语译课程中，部分老师的线上课程操作不熟练，导致学习资料不够充分到位[单选题]

很不认同 不认同 一般 认同 很认同

37. 线上英语口语译课程中，部分老师不够熟悉线上课堂环境，容易忽视同学的即时反馈[单选题]

很不认同 不认同 一般 认同 很认同

38. 线上英语口语译课程中，我因为不够熟悉线上课堂软件操作，容易给课堂秩序造成困扰 [单选题]

很不认同 不认同 一般 认同 很认同

39. 线上英语口语译课程中，我因为不够熟悉线上课堂，觉得线上课堂给人疏远感，与老师同学不够亲近 [单选题]

很不认同 不认同 一般 认同 很认同

40. 线上英语口语译课堂中，我觉得我的翻译比线下口译要慢，不够及时 [单选题]

很不认同 不认同 一般 认同 很认同

41. 学习线上英语口语译课程，我更容易懈怠，疲惫 [单选题]

很不认同 不认同 一般 认同 很认同

42. 学习线上英语口语译课程，我更容易放松对自己的要求，只在老师点名的时候才认真听讲 [单选题]

很不认同 不认同 一般 认同 很认同

43. 您认为线上英语口语译课程中存在哪些问题？有何改进意见或建议？（不限字数） [填空题]

可以从课前、课中和课后三个时间段入手思考其中线上英语口语译课程存在的问题

除了网络质量，学习设备这类的问题，还推荐同学们尽量从课堂本身：在线上课堂中，老师教得怎么样，有什么问题。我学习的时候出现了什么问题。

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勤 息 朴 誠
厚 學 致 新
克 承 考