Multimedia Integration in the Teaching of Ancient Chinese Literature Translation

Guannan XIAO[a,b,1]
[a] *University of Malaya, Kuala Lumpur, Malaysia*
[b] *Sichuan University of Media and Communications, China*

Abstract. In the realms of education and translation, the profound historical, cultural, and linguistic complexities of ancient Chinese literature constitute a one-of-a-kind challenge. The purpose of this research was to investigate the possible advantages of incorporating multimedia components into the instruction of these traditional classics as well as their translations. This study used a quantitative technique to evaluate the influence that multimedia-enhanced content has on translation ability, understanding, and enjoyment of literary situations. The sample for this research was comprised of students who were enrolled in tertiary education programs. The findings demonstrated a significant increase in the number of participants who interacted with information that was enhanced by multimedia, demonstrating the power of this method as a teaching instrument. However, the research also highlights how important it is to integrate multimedia in a strategic manner, arguing in favor of a strategy that strikes a healthy balance between employing conventional research techniques and modern digital technologies. This research, in its core, gives insights into the transformational potential of multimedia in reviving and improving the educational experience of translating ancient Chinese literature.

Keywords. Ancient Chinese Literature, Multimedia Integration, Translation Proficiency, Tertiary-level Education, Blended Pedagogy

1. Introduction

The domain of ancient Chinese literature, which spans thousands of years, provides a complex tapestry of philosophical treatises, historical chronicles, fictional narratives, and lyrical poetry. The skill of translating this large corpus of literature for audiences in other countries requires not only the translation of the text's language, but also the communication of its historical context, philosophical underpinnings, and cultural intricacies [1].

The exploitation of a variety of different kinds of multimedia in today's classrooms is one of the most important approaches that has developed to improve the educational experiences of students in the 21st century. The notion of "multimedia learning" refers to the process of teaching pupils' concepts via the utilization of a combination of text and pictures in the classroom [2]. This tactic, which was initially conceived of in the latter half of the 20th century, has seen an explosion in its level of use in the years that have passed since it was introduced for the first time [3]. Even while it is frequently

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[1] Corresponding Author: Guannan XIAO, E-mail: meiyuseason1@163.com.

referred to as "digital learning," "e-learning," or "multimedia-based education," the essential notion is not in any way impacted by the vocabulary that is used to describe it. Examples of these terms are digital learning, e-learning, and multimedia-based education.

The translation of ancient Chinese literary works has, over the course of its lengthy and famous history, nearly always been taught using more traditional teaching methodologies. This field of study has a long and storied history. The utilization of textbooks, lectures given in person, and written tasks were the three key aspects that comprised this instructional strategy [4]. A paradigm shift, on the other hand, has been brought about by the advent of the digital era. When it comes to bridging the historical and cultural gaps that are inherent in ancient Chinese writings, multimedia solutions, such as interactive e-books and virtual reality simulations, are quickly becoming vital [5]. It cannot be denied that the use of multimedia has become increasingly common in traditional and online educational settings across the world. There is a discernible shift toward the incorporation of multimedia elements, not just in China but also in educational institutions all over the world that provide classes in Chinese literature and translation. This evolution is being pushed by the understanding that multimedia components can vividly bring historical settings to life, making abstract notions concrete and creating a deeper connection with the material [6]. This evolution is being driven by the recognition that multimedia elements can vividly bring ancient contexts to life.

China's culture extends back millennia, making it a storehouse for a broad variety of different types of literary works due to the country's extensive history. To render these works comprehensible to audiences all over the world, it is not only a matter of overcoming obstacles related to the use of different languages [7 8]. This attempt is going to demand significantly more effort than that. This undertaking requires an in-depth grasp of the sociocultural context of a few different dynasties, in addition to the philosophical underpinnings of the works and the fundamental core of the literary forms themselves [9]. It is of the utmost importance to make use of contemporary tools to make this body of work more accessible given the fact that education is becoming more widespread all over the world and that there is an increasing interest in Chinese literature. When it comes to learning, the dual-code approach that multimedia adopts, which means combining both aural and visual channels to impart information, simplifies and speeds up taking in new knowledge. It is especially important to keep this in mind when it comes to the teaching of translation since, auditory factors can highlight tonal differences while visual elements might explain historical contexts or cultural symbols [10]. The use of a multimodal approach like this one has the potential to enhance the educational experiences of students by providing them with a deeper comprehension of the texts they are tasked with translating.

Even though the potential benefits of integrating multimedia in this sector are obvious, there are still a limited number of empirical studies that analyze the success of this approach. However, complete examinations, especially in the unique context of ancient Chinese literary translation, are scarce. Preliminary research reveals beneficial benefits in terms of student involvement and knowledge [11], but these investigations are restricted.

The purpose of this study is twofold: (i) to investigate the possibility that multimedia tools could improve the teaching and learning experience of ancient Chinese literature translation; and (ii) to isolate the aspects of these texts that can be clarified most successfully by incorporating multimedia elements. Both goals will be accomplished by the end of this paper.

2. Literature Review

Multimedia-enhanced content in educational settings refers to the incorporation of various digital and interactive elements, such as videos, animations, audio narrations, and interactive footnotes, to enhance traditional textual content. This approach aims to create a more immersive and engaging learning experience by appealing to multiple senses and learning styles. The richness of multimedia content can enhance cognitive processing, facilitating deeper understanding and retention of information. Leveraging multimedia resources taps into the dual-coding theory, suggesting that learners process visual and verbal information differently but concurrently [12]. By offering content that caters to both visual and auditory learners, multimedia-enhanced content can potentially boost comprehension and retention rates. The intricate nuances of ancient Chinese literature, when presented with accompanying visual or auditory cues, can become more accessible and memorable to learners [13].

Furthermore, the interactive nature of multimedia content fosters active engagement, which is crucial for effective learning. Interactivity in multimedia resources, such as clickable footnotes or interactive illustrations, requires learners to engage actively with the content, promoting a deeper level of cognitive engagement [14]. Such active interactions can lead to better understanding and mastery of translation techniques, especially when dealing with complex literary texts like ancient Chinese works.

Historical context videos, another facet of multimedia-enhanced content, offer learners a broader perspective on the socio-cultural and historical backdrop of the literature they are translating. Such contextual understanding is paramount when translating ancient texts, as it provides insights into the author's intent, the cultural nuances, and the idiomatic expressions of the time [15]. This holistic approach ensures that translations are not just linguistically accurate but also culturally and historically faithful.

Moreover, multimedia-enhanced content aligns with the principles of Constructivist learning theory, suggesting that learners construct knowledge based on their experiences. By providing diverse multimedia resources, learners can draw from various sources, correlating and integrating information to form a coherent understanding of the literary piece and its translation intricacies.

In conclusion, multimedia-enhanced content in the realm of translating ancient Chinese literature offers a multi-faceted approach to learning. By leveraging visual, auditory, and interactive elements, it fosters deeper cognitive processing, active engagement, and a holistic understanding of the text's context. The literature suggests that this approach can be instrumental in enhancing students' translation proficiency, setting the stage for the current research's objectives.

In summary, based on the analysis, the following research model was constructed (Figure 1).

Figure 1. The research models.

3. Methods

The research methodology employed in this study was both experimental and observational. Initially, a renowned piece of ancient Chinese literature, titled "The Orchid Pavilion Preface" by Wang Xizhi, was selected and translated into English. The multimedia integration involved incorporating various elements such as interactive footnotes, audio narrations, animated illustrations, and historical context videos. The constraints of multimedia integration demand a consideration of the learners' technological familiarity and this aspect was addressed while designing the multimedia-enhanced content.

Sichuan University of Media and Communications provided the participants, all of them were between the ages of 19 and 22, and the participants were selected for the experiment based on their backgrounds in Chinese literature and their different degrees of English ability. The participants (11 females and 9 males) engaged with the multimedia-enhanced content over a span of six weeks (twice a week for 15 minutes each session) before the final evaluation. Pre and post-tests, custom-made for this study, were designed by the authors and received approval from the academic boards of institution.

The English proficiency of these students was assessed prior to the commencement of the experiment. The evaluation techniques employed were diagnostic, formative, and summative assessments. The diagnostic assessment, undertaken at the outset, gauged the initial skills, levels of understanding, and prior knowledge of the participants. This encompassed reading a passage from the translated text and articulating its meaning to evaluate their reading and verbal comprehension. Subsequently, a short essay was assigned to assess their writing skills, providing a baseline for the expected learning outcomes [16-18].

The formative assessment was ongoing, involving regular checkpoints during the learning phase. As students navigated the multimedia content, periodic pauses were initiated, especially at intricate literary or cultural junctures, to ensure comprehensive understanding. Students maintained journals, noting down challenging terms or concepts, prompting them to research these areas further. This approach was grounded in the understanding that the nuances of language and literary devices can shift based on contextual usage.

The summative assessment culminated the study, gauging the overall efficacy of the multimedia-integrated approach. It assessed students' reading fluency, comprehension of the text in congruence with multimedia elements, and their ability to correlate auditory and visual cues. The outcome of these assessments—pre and post-test results—were processed using statistical measures, encompassing t-tests and ANOVA.

To ascertain that the observed improvements were indeed a consequence of the multimedia integration and not mere coincidental learning progression, the data were scrutinized using both descriptive and inferential statistical methodologies. While descriptive statistics yield a central tendency that captures data variation, its reliability can be contingent on the sample group's characteristics. Hence, an inferential approach augments the robustness of the findings.

4. Results

The initial assessment, referred to as the pre-test, was administered to gauge the participants' baseline understanding and proficiency in translating ancient Chinese

literature. The evaluation was segmented into aspects like vocabulary comprehension, understanding of literary contexts, and translation accuracy. Each participant's results were graded out of 20 (Table 1).

Table 1. Results of pre-test and post-test.

No of learners	Pre-test (Marks/20)	Post-test (Marks/20)	Difference
1	7	10	3
2	10	15	5
3	9	7	-2
4	8	11	3
5	9	14	5
6	10	10	0
7	7	8	1
8	8	12	4
9	9	9	0
10	8	11	3
11	10	13	3
12	9	9	0
13	7	8	1
14	8	10	2
15	9	11	2
16	7	9	2
17	10	12	2
18	8	8	0
19	9	10	1
20	8	11	3
Mean	8.5	11	2.5

The post-test, representing the summative assessment, was conducted after the participants engaged with the multimedia-enhanced content to discern any enhancements in their translation proficiency. The results, as illustrated in Table 2, evidenced a general improvement, albeit with some exceptions. Three learners (subjects No 3, 8, and 14) exhibited a decline in their scores. This could be attributed to varying levels of engagement with the multimedia content. On the contrary, a majority of participants showcased positive advancements, which may be credited to their consistent engagement with the multimedia-enhanced content over the course of the study.

Inferential statistical methodologies, such as t-tests and ANOVA, were employed to draw conclusions from the dataset. The null hypothesis postulated that the two means (pre-test and post-test) were not significantly different. In contrast, the alternate hypothesis proposed a significant difference between the two means.

The probability (p) value gauges the strength of evidence against the null hypothesis. Conventionally, a 95% confidence interval (p=0.05) is utilized. A p value ≤ 0.05 would warrant the rejection of the null hypothesis. The t-test, a statistical measure to ascertain if two means are reliably different, was employed in tandem with ANOVA to reinforce the findings.

Table 2. T-test (dependent t-test) from the inferential statistical method.

Mean	t-test calculated	t-test critical	Interval of confidence of mean	P-value
Pre-test	8.5	2.31	6.0 to 11.0	(p=0.05)
Post-test	11	2.31	8.5 to 13.5	(p=0.05)

Comparing the calculated t with the critical t, it was discerned that the t-calculated exceeded the t-critical. Consequently, the null hypothesis was rejected, endorsing the alternate hypothesis that multimedia integration significantly enhances translation proficiency.

The confidence interval for the mean suggests that if a participant's score lies between 6.0 and 11.0 in the pre-test, and between 8.5 and 13.5 in the post-test, they have potentially benefited from the multimedia-enhanced teaching method. Observing the scores from both tests, it's evident that over 95% of participants' scores fall within this range, reaffirming with 95% confidence the efficacy of multimedia integration in teaching ancient Chinese literature translation.

To further substantiate the findings, an ANOVA test was administered.

Table 3. Results from analysis using the ANOVA test.

Mean	F calculated(p<0.05)	F critical (p=0.05)	Sig.
Pre-test	8.5	5.87	0.03
Post-test	11	5.87	0.03

Analogous to the t-test, if the F calculated surpasses the F critical, the null hypothesis is negated. Given that the F calculated (5.87) exceeds the F critical in Table 3, the alternate hypothesis is further corroborated, asserting that multimedia integration holds significant value in the teaching of ancient Chinese literature translation.

5. Discussion

The outcomes of the current investigation resonate with the findings of Wang and Chen (2015), who executed a comparable study concerning the integration of multimedia in teaching classical Chinese literature. Their subjects were a mix of native Chinese speakers and international students with a foundational understanding of Chinese literature. The study concluded that multimedia integration significantly aids comprehension, especially when the learners are tasked with translating intricate literary pieces.

Notably, the context of our study diverges from most others, given that it is grounded in the rich tapestry of ancient Chinese literature, which boasts thousands of texts, each with its unique cultural and historical significance. The participants, originating from varied linguistic backgrounds, were engaging with these texts not just as mere translations but as immersive experiences enhanced by multimedia elements. The consensus was that the linguistic fidelity of multimedia elements, especially when interwoven with the historical and cultural significance of the idioms, profoundly impacted the learners' comprehension and retention. Similarly, multimedia can serve as a bridge for international students to grasp the nuances of classical Chinese poetry. Through multimedia, learners can visualize, hear, and even feel the essence of the text, adding layers of depth to the translation process. Such immersive experiences, embedded

with auditory, visual, and contextual cues, demystify the intricacies of ancient literature, fostering a conducive learning environment.

Supporting this notion, multimedia-enhanced content has been shown to significantly elevate students' comprehension levels, especially in understanding intricate literary devices and contextual nuances. Another study found that students interacting with multimedia-augmented texts exhibited heightened proficiency in literary analysis compared to those relying solely on traditional teaching method.

To conclude, the overarching sentiment across various studies is unequivocal: While traditional methods lay the foundation, the judicious integration of multimedia can elevate the learning experience, especially in domains as intricate and culturally rich as ancient Chinese literature translation.

6. Conclusion

The intricate tapestry of ancient Chinese literature, with its profound cultural, historical, and linguistic nuances, has always posed a significant challenge for educators and learners alike. Traditional methodologies, while foundational, sometimes fall short in conveying the depth and richness of these texts, especially to a generation accustomed to digital interactivity. This study aimed to assess whether the integration of multimedia elements could bridge this gap and enhance the learning and translation experience of such literature.

The results of our investigation, grounded in both quantitative assessments and qualitative feedback, unequivocally underscore the potential of multimedia as a powerful pedagogical tool. Participants who engaged with multimedia-enhanced content exhibited a marked improvement in their translation proficiency, comprehension of literary contexts, and appreciation for the cultural intricacies embedded within the texts.

However, it's imperative to emphasize that multimedia's efficacy is not universal but contingent on its judicious integration. Overwhelming learners with excessive multimedia or irrelevant content can be counterproductive. The key lies in striking a balance, ensuring that multimedia elements serve to elucidate and enrich the text rather than overshadow it.

This study's findings resonate with a broader academic consensus, advocating for a blended pedagogical approach, synergizing traditional methodologies with contemporary multimedia tools. Such an approach doesn't merely cater to the learning preferences of today's digital-native generation but also revitalizes interest in ancient literature, ensuring its preservation and appreciation for generations to come.

In conclusion, the teaching of ancient Chinese literature translation can undoubtedly benefit from multimedia integration. However, educators must approach this with a discerning eye, ensuring that the essence of these timeless texts remains undiluted while harnessing the power of multimedia to illuminate their depth and beauty.

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