Gender Difference in Digital Literacy and its Impact on Learning among Future Translators

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Introduction

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Introduction

Background & Motivation

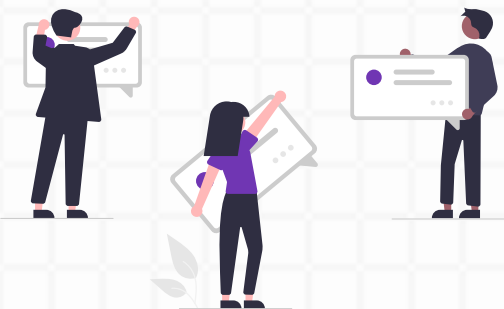- ICT in Translation Education
- Teaching Translation Technology
- Gender Ratio
- ERT in pandemic

Lack of understanding in Gender differences of Digital literacy

Problem

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Significances

The research would enrich our understanding of gender differences in digital literacy in an undergraduate translation training setting.

The findings of the research would stimulate the re-evaluation of the importance of digital literacy within translation curriculum during and after the pandemic.

Practical Significance

Educational Significance

2

Literature Review

Literature Review

Gender Study of Translation Trainees DL

Digital Divide
- Chetty et al., 2018
- Cullen, 2001

Digital Litearcy

- Gilster, 1997
- Martin, 2009
- Eshet-Alkalai, 2012

Original Definition
- Jacobs, 2013
- Cordell, 2013
- Eshet-Alkalai, 2004

Confusion in Definition
- Chan et al., 2017
- Law et al., 2018

Unification in Definition

Measurement

Gender Difference

- Argelagós & Pifarré, 2017
- Rizal et al., 2021
- (Çam & Kiyici, 2017

Contradictory Findings

⊗ Gender Difference of DL in Translation Trainnes

Digital Literacy for Translators

- Gavrilenko, 2020
- Mutta et al., 2014
- O'Hagan & Ashworth, 2002

Requirements of the new era
- (H. Wang, 2019
- (Malyuga et al., 2018

Emphasis of DL in Education

Demand from job market
- Nitzke et al., 2019

Poor Mastery of Translators
- Djafri & Wahidati, 2022

⊗ Impact of DL on Learning Translation

Need to Study
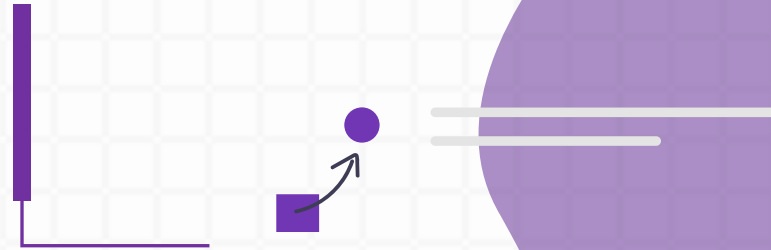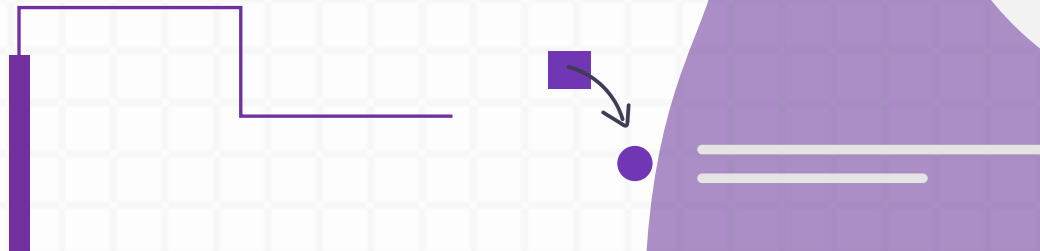
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Research Objectives

1 To identify the level of self-perceived digital literary between different gender groups among BTI trainee students at a Chinese undergraduate university.

2 To examine the impact of digital literacy on learning among students in different gender groups.
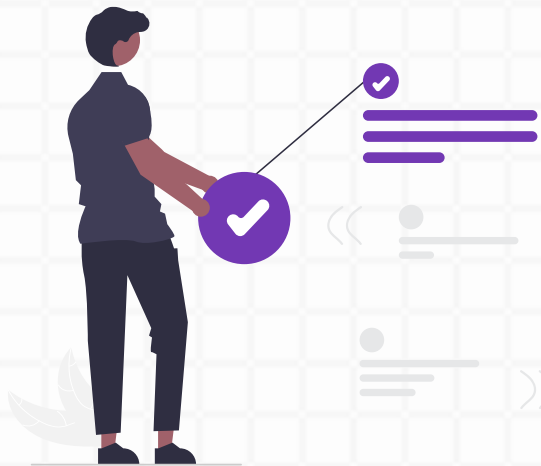
Research Questions

1

How do trainee students from different gender groups perceive their level of digital literacy?

2

How does digital literacy impact the learning of translation trainees in different gender groups?

Methods

3

Research Methodology

Context

An undergraduate university in China
BTI program since 2018
No. of Students: 480
No. of Lecturers: 25

Design

The study adopts a convergent parallel mixed-method design

Research Methodology

Sample

Population N=480
Male/Female Ratio: 0.16
Stratified Random
Sampling
Sample: Nf=185, Nm=29,
Nt=214

Instruments

- Digital Literacy Scale (DLS) developed by Hina Amin et al. (2021)
- Focus Group Discussion Protocol with pre-determined questions

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Research Methodology

Procedures

Quantitative

- **Questionnaire data collection**
- **Data cleaning & processing**
- **One-way ANOVA (SPSS)**

Qualitative

Six Step Method

1. Become familiar with the data
2. Generate initial codes
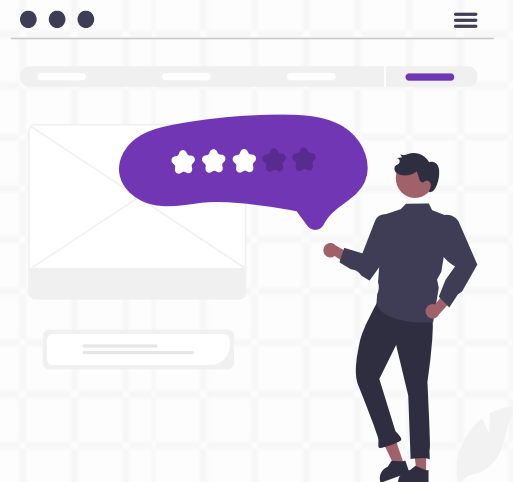3. Search for themes
4. Review themes
5. Define themes
6. Write-up

Braun and Clarke (2006)

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Findings & Discussions

4

Findings and Discussions

RQ1: Is there a gender difference in self-perceived level of digital literacy among BTI translation trainees at the Chinese undergraduate university?

Themes	Frequencies
Specific digital and technological abilities required for translation trainees	25
Gender difference in the endowment in learning technological and digital knowledge	15
abilities in understanding and learning new tools and technologies	20
abilities in using tools and technologies to enhance learning	15
Participating in online activities	27

Findings and Discussions

Specific digital and technological abilities required for translation trainees

Category	Digital Abilities	Sample Comments from respondents
Common	• Information search • Information management • Information sharing	"Information retrieval is very common and basic ability for us. Nowadays, you might search and browse the net dozens of times each day".
Professional	• Database • Image manipulation • Corpus	"Being college students, especially language learners, you will occasionally use professional tools — photo editing, video editing, etc.".
Learning-related	• Electronic notetaking • Optical character recognition • E-dictionary	"Last week, we have an in-class discussion about what notetaking software we are using. It seems everyone has got his or her own secret tool to take down notes".
Translation-specific	• Computer assisted translation • Machine translation • Post-editing	"Being translation learners, we actually have our own 'inventory' of translation tools".

Findings and Discussions

Gender difference in the endowment in learning technological and digital knowledge

Male

Male Students believed in their advantage in "Computational Thinking"

Female

Female students generally challenged the stereotype that female students were inferior in learning technology-related knowledge.

Endowment

Findings and Discussions

Abilities in understanding and learning new tools and technologies

Male

More enthusiastic in learning new tools emerging on the internet

Female

Less attracted by technologies and more "conservative" towards emerging technologies

Analysis of the Questionnaire

	Item	Male (n=29)		Female (n=185)		Anova		
		mean	sd	mean	sd	MS	F	P-value
Copyright	**Q10: give acknowledgement/reference**	3.76	0.91	5.61	1.11	86.01	73.14	**<0.01**
	Q11: avoid plagiarism	4.38	0.78	5.41	1.13	26.67	22.48	**<0.01**
Critical Thinking	**Q13: information integration**	6.21	0.82	4.53	1.15	70.52	56.88	**<0.01**
	Q14: have online reflective journal	5.93	0.75	4.57	1.14	46.61	39.01	**<0.01**
Character	**Q16: avoid negative posting**	4.31	0.81	6.04	0.80	74.82	115.82	**<0.01**
	Q17: remain neutral and tolerant	4.00	0.80	5.96	0.80	96.52	149.65	**<0.01**
Curation	**Q23: add value to existing information**	6.21	0.72	3.99	0.84	123.30	183.13	**<0.01**
	Q24: try to update information	6.03	0.91	4.02	0.85	101.57	139.04	**<0.01**
Connectedness	**Q27: actively involved in online campaign**	5.90	1.05	3.95	0.78	94.86	140.39	**<0.01**
	Q28: participate in surveys	5.86	1.22	3.94	0.82	93.09	119.84	**<0.01**
Creativity	**Q30: write blogs**	5.79	1.24	3.52	1.07	129.05	108.18	**<0.01**
	Q31: post new info in social media	5.55	1.15	3.31	1.11	126.20	101.88	**<0.01**
	Q32: develop own video	5.55	1.09	3.61	1.13	94.97	75.87	**<0.01**
	Q33: creative ideas	5.48	1.03	3.45	1.12	103.18	83.14	**<0.01**

RQ2: How does digital literacy impact the learning of translation trainees in different gender groups?

Themes	Frequencies
roles of digital and technological knowledge in learning	30
experiences in learning translation technology	25
suggestions for improvement of translation technology education	22

roles of digital and technological knowledge in learning

- **For the initial stage of a learning cycle**, general *ICT technology* was significant.
- **For the consolidation of knowledge and skills**, digital literary played a critical role in *sharing* with peers or professionals.
- **For the conceptualization of attained knowledge**, *notetaking software and mindmap tools* were most helpful.
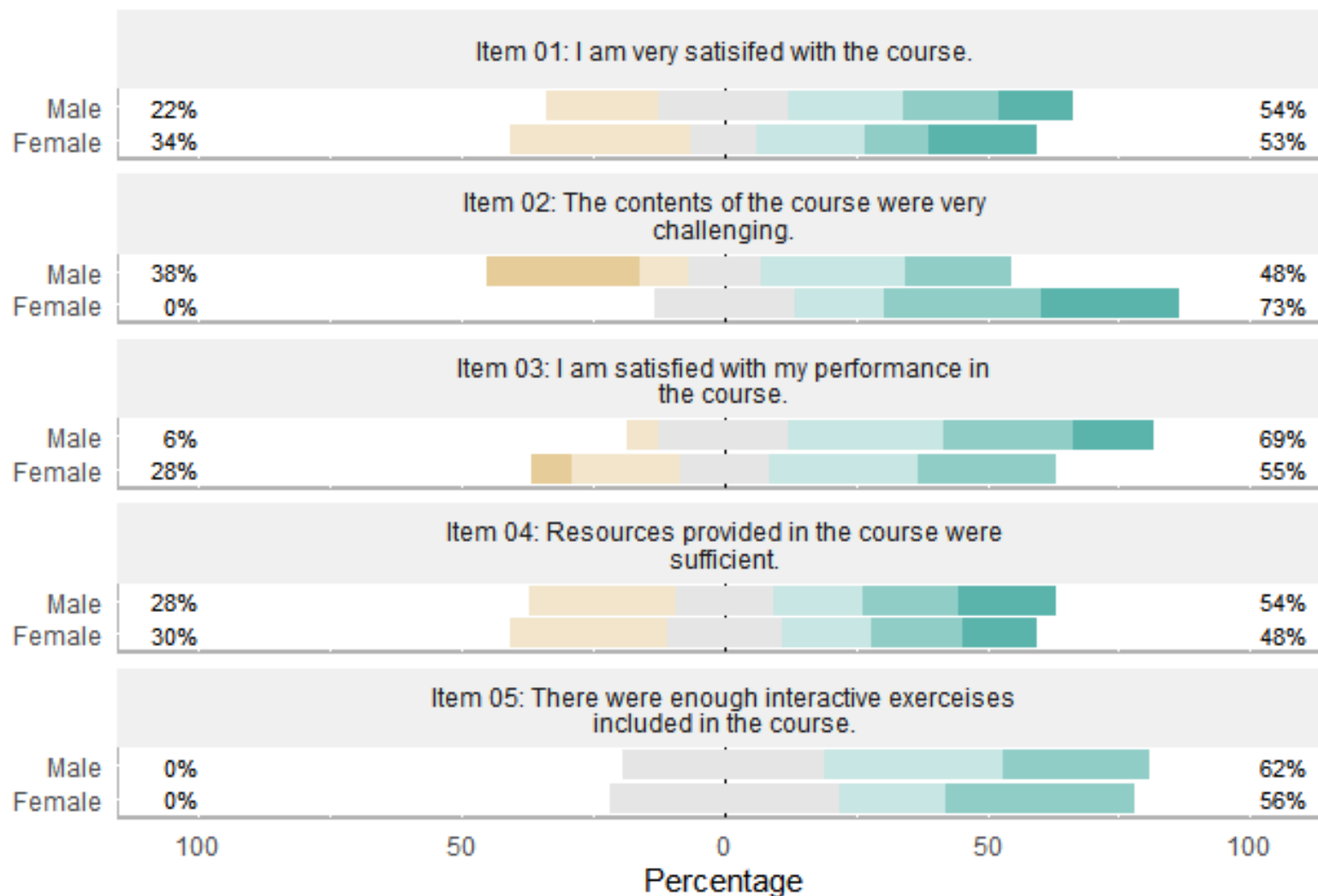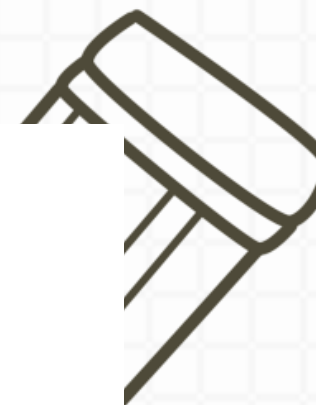
Findings and Discussions

experiences in learning translation technology

- **Pedagogical Implication**
- **Limitations**
- **Conclusion**

THANKS

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