

The Practice And Application Of Blended Learning And Teaching Mode In Chinese-English Translation Course In The Context Of "Internet+"

Qunhui Huang

School of Foreign Languages, East China Jiaotong University, Nanchang, Jiangxi Province, China

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Abstract: The rapid development of information technology has become a catalyst for the transformation of teaching modes. Blended learning, based on Internet multimedia and smart mobile terminals, is geared to the needs of education in modern era. It combines the advantages of traditional face-to-face instruction with benefits of E-learning to meets the diverse and individual needs of college students. This paper elaborates the design of Chinese-English translation course based on a blended learning and teaching mode, and presents an in-depth analysis of the implementation of such a mode to shed light on translation learning and teaching.

1. Introduction

The extensive application of Internet technology provides convenience for people's daily life and work. The teaching mode in the context of "Internet +" utilizes rich teaching resources on the Internet to carry out distance teaching to cultivate versatile talents. In recent years, the teaching mode based on "Internet +" has been gradually promoted and popularized in universities. In this context, a blended learning and teaching mode that combines the advantages of traditional teaching and E-learning (networked learning) has emerged.

2. Blended Learning and Online Teaching Platforms

The value that blended learning can have, especially for young students, is the advantage it offers in terms of allowing the students the opportunity to access their work at their own time, thus giving them more time to explore by themselves and a further opportunity to apply what they learned in the classroom. Meanwhile, the online teaching platform is in some ways helpful as an added tool for students who can use the internet to supplement what is being taught in the classroom.

2.1. The Connotation of Blended Learning

Blended learning is derived from the E-learning mode emerged in the United States, and this new teaching mode is the logical outcome of in-depth reflection of the previous one. Along with the development of computer technology, the blended learning mode has claimed growing attention in China. The blended learning mode is an organic combination of students' self-directed online learning before classes, face-to-face communication and interactive learning in the classroom, and consolidation and feedback after classes. Based on network technology and smart mobile terminal services, such a mode makes use of students's fragmented time.[1] Learners can freely choose the learning materials they are interested in and the learning methods that suit them to develop abilities in their fragmented time to achieve satisfying learning results. This learning mode breaks away from the previous situation in which teachers and textbooks are the main sources of information and knowledge. Students are no longer restricted by such factors as time and space, and truly realize the vision of being able to study at their own choice of time, space and pace. In a word, there is greater freedom for learners to satisfy their individual learning requirements characteristics of contemporary college students. With the Internet connection, global knowledge resources can be shared and used, and students of different language competence can have access to materials suitable for their own learning pace, so as to achieve better learning results.

2.2. Blended Learning and Teaching and Online Learning and Teaching Platforms

Extending the classroom instructions of teachers, the online teaching platform provides great support for blended teaching that students can use their fragmented time with the help of mobile devices such as computers and mobile phones to maximize learning efficiency and learning effects. Chaoxing Network Teaching Platform is a digital platform developed by Chaoxing Erya Education Technology Company. The word-based learning system integrates the platform, resources and services. In recent years, based on the Chaoxing network teaching platform, our college has vigorously promoted the construction of online course resources, encouraging teachers and students to carry out online learning, discussion, homework, tutoring, Q&A, and evaluation on the teaching platform. This paper takes English majors of 2018 class as a case study to carry out the blended teaching of translation courses to explore an effective teaching mode that promotes the teaching quality of the Chinese-English translation course.[2]

3. Design and Construction of Chinese-English Translation Course in a Blended Learning Framework

In order to construct this mode, preparations has been made for translation major in our college. In 2014 and 2015, comprehensive reforms and research on the training model of prospect talents has been carried out. The reform set the goal of developing the "five core language skills" (listening, speaking, reading, writing, and translation), and adopted the theme-based and project-based instruction in intensive reading, translation and interpretation courses. A variety of teaching modes explorations have laid the foundation for blended teaching practice. In addition, a translation studio has been set up in 2014 and the long-term cooperative relations with one of the leading translation companies in China have been established. Over the past few years, a wealth of translation training materials has been accumulated. Combined with our computer-aided laboratory, we have carried out many translation trainings. The above two aspects provide a foundation for implementing and developing blended teaching. The following is an introduction to the teaching design of Chinese-English translation courses.

3.1 The Course Construction Objectives

The construction of this course is based on the concept of "online and offline" blended learning and teaching. Approaching from the integration of resources and construction of learners-friendly environment, introducing diversified evaluation methods, the course aims at integration of teaching resources to create an online and offline learning environment. By using integrated learning and teaching methods, the ultimate objective of the course is to ensure effective improvement of students' translation ability.

3.2 The Course Construction Content

With regard to the content of the course construction, five aspects of "blended" construction have been carried out in the teaching practice.

3.2.1 Construction of Blended Learning Resources

In addition to the existing offline learning resources, a batch of learning resources on the "C-E Translation" online platform have been collected and shared, including handouts, PPTs, translation exercises, micro lectures or micro-videos. The difficulty of learning resources varies to ensure hierarchical teaching and teaching students in accordance with their aptitude(See the table below for details).

3.2.2 Construction of Mixed Teaching Methods

The model of combining online teachers' guidance and offline instruction will be adopted. In the course of learning and teaching, teachers use the platform to post learning tasks, warming students up to preview to make sure that they attend the class with questions in their mind. After the face-to-face instruction in the classroom, students answer questions after the class and finish online

assignments and quiz.

Table 1. Online Resources for Learning

PPT	Introduction of topics, lead-in of translation tasks, translation skills analysis and online translation practice.
Micro videos	All the videos are topic related.
Translation resources	Organize translation materials according to topics and subject matters, including translation appreciation, bilingual videos and other information, and share them on the online platform.
Test questions database	Questions are of varying difficulty.

3.2.3 The Construction of a Blended Learning Environment

First, in the offline teaching process, the computer-assisted translation laboratory of our college will be used to carry out routine teaching tasks. In addition to routine activities, the laboratory should also be fully utilized to carry out translation training, such as social services of the translation studio. Use the Internet as a medium to construct an online learning environment, including building online courses, class QQ groups, and translation groups and other online learning environments.

3.2.4 Transformation of Learning Methods

To change students' passive learning in traditional classrooms and to encourage students to adopt self taught, inquiring and cooperative learning strategies online and offline, blended teaching urge students to take the initiative in the entire learning process to cultivate the ability to analyze and solve problems, and to improve their teamwork in group cooperation.

3.2.5 Introduction of Mixed Evaluations

Based on the construction of the online test question database, the previous method of focusing on offline evaluation of teachers was changed, and the evaluation method of "online + offline" was introduced. Multiple assessments allow students to clarify their learning goals. For example, online tests and online comments with offline tests and exams help to establish a diversified and mixed evaluation, including teacher's evaluation, group member's evaluation, and summative evaluation, formative. The mixed evaluation highlights the process assessment in the evaluation of the translation course and encourages students to participate in off-campus translation practice.

4. Implementation of the Blended Learning and Teaching of Translation Course

The subjects for this round of blended teaching are 2018 class of 34 students and another 2018 class of 26 students, a total of 60 students. According to the design of the teaching, with the help of two teaching platforms, namely, the online Chaoxing teaching platform and an offline computer-assisted translation studio, the blended teaching of this course was carried out in the semester of 2019-2020 and 15 units of teaching contents were completed. Three links includes pre-class learning activities, in-class instruction and off-class feedback were involved. In the blended learning framework, all teaching resources were activated in the entire teaching process.

4.1 Pre-class Activities

Correct understanding of the original text is of vital importance of any translation activity. Under the blended learning mode, the teacher should, before the class hours, use the Internet to collect effective teaching resources, determine teaching content, design teaching activities, and choose topics based on the course outline. After selecting the topic, the teacher sends learning tasks to the students through the mobile terminal or QQ class group, explaining translating requirements, and providing sufficient reference materials to broaden students' thinking and help students to analyze the topic in depth. As for the students, they can use computers and other mobile terminals to search for relevant information on the Internet. Then, through distance education, teachers guide students

to brainstorm, express their own opinions, and give necessary affirmation to students' unique opinions. In this way, teachers not only help students clarify the context, but also develop their translating potential.[3]After intense discussion, students should conceive a translating framework and make out the version. Based on the materials provided by the teacher and retrieved by themselves, the students complete the draft of the translation before the class and submit it to the designated composition review website for the initial review of the translation. Picaid.com will check issues such as the text, paragraph structure, grammar, and the appropriateness of words. Students will make a draft revision with the help of Picaid.com. After the revision, the students share their translation in the QQ class group, and the students will make corrections and discussions in groups.

4.2 Sharing in the Classroom

In the blended learning and teaching mode, the classroom is a place for interaction between teachers and students, which involve such activities as asking and answering questions, expressing opinions, sharing translations, and summarizing ideas. In asking and answering questions, students explain the problems encountered in pre-class learning, and teachers give answers. In the process of translation and modification of the draft translation, students will have problems with grammar and the selection of proper words, and teachers should explain accordingly. Naturally, students freely express their opinions and give evaluations to the translations shared by the group members in the class. The evaluation concerns with either the text structure, or paragraph cohesion, or grammatical use, or wording and sentence formation. The interaction between peers is an effective channel for teachers to understand the translation experiences of students and to supervise the completion of students' translations before the class. It also encourages students to be familiar with the standards of translation evaluation and pay attention to them in future translations. As for translation sharing, excellent versions are presented to the class. Each group recommends a good translation and showcases the merits of the translation in the class. In this way, students are reminded to accumulate translation experience and skills to promote their in-depth reflection. Meanwhile, a peer-friendly environment for mutual learning is fostered. The teacher summarizes the common questions raised by students in the class, that is, common problems exposed in the translation, including grammar, vocabulary, logical cohesion, etc., gives timely feedbacks to and provides students with revision and individual opinions on the translating. In this "question-answer-share-feedback" process, students learn to construct translation knowledge independently and accumulate translation experience.

4.3 After-class Revision

After class revision is a process where teachers can remotely guide students to make effective revisions with mobile devices. In this process, the teacher's important duty is to keep record of students' mastery of classroom knowledge and self-revision of online translation task. After peers evaluation and summary and feedback given by the teacher in the class, students have a clear idea of how to revise the translation and then, they share the revised translations in the QQ class group. Students' performance is not rated by numbers, but by recognition of their initiative and creativity, which in turn fuels their learning motivation. With the teacher's feedback, students have a deeper understanding of translation strategies and skills that have been discussed in the class and continue to modify their version after the class to form the final draft. After that, teachers can also take advantage of the easy access to network resources to list confusions and error-prone knowledge points of students, then pack targeted exercises up and send them to students to check students' mastery of all these. The results of this process are included in the final assessment. A multi-layer evaluation mechanism is adopted with summative evaluation of final exams to motivate students to learn independently during and after classes, reduce their learning anxiety but fuel their learning interest to carry out effective learning.

5. Conclusion

During the COVID-19 epidemic, many teachers used online open courses and other network

resources to conduct blended teaching of translation courses to reduce the impact of the epidemic, and also promoted translation teaching in the context of “Internet+”. The challenges can be opportunity for information-based translation teaching in the era.[4] In the future, online translation teaching will move from novel to “new normal”, which will have a long-term impact on the transformation and innovation of translation teaching concepts and methods in colleges and universities. At present, the construction of blended translation courses in China is still in its infancy. There are not many courses in construction, and the number of courses recognized as "national merit online open courses" is small, and its influence needs to be strengthened. It is hoped that many more teachers and relevant departments will enhance their awareness of blended courses, actively participate in the construction of online translation courses, use modern technology to lead translation teaching, and carry out blended teaching to improve the quality of translation talent training, and create a new paradigm of translation teaching practice and reform in the 5G era.

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