The Application of Blended Teaching in College English Translation Teaching

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Abstract: The blended teaching in college English translation teaching extends the classroom teaching effectively. This teaching practice combines online learning with offline classroom developed by the translation workshop teaching. Online learning focuses on teaching the translation strategy and grammar. Meanwhile students involve in the discussion in the traditional class, strengthening their translation skills. This teaching model cultivates the capacity of autonomous learning and increases their translation practice opportunities.

1. Introduction

With the rapid change of modern education technology, the teaching mode of college English is advancing and unlimited to the traditional classroom. It is carried out by a variety of online learning activites in term of students' own learning objectives and requirements. For college English translation teaching, students are required to gain a fairly good command of the English grammar and application of translation skills. This sets the standard for the translation class so that it involves explanation of translation content and skills, translation practice guidance and grammar review, which makes it impossible to practice in traditional class only. Therefore, the application of blended teaching can divide teaching into two parts, that is, the combination of online teaching and offline teaching, so as to extend the teaching time and enrich the teaching content.

2. Characters of Blended Teaching

This teaching practice combines online learning with offline classroom developed by the translation workshop teaching. Online learning focuses on teaching the translation strategy and grammar, while students involve in the discussion in the traditional class, strengthening their translation skills. This teaching model cultivates the capacity of autonomous learning and increases their translation practice opportunities. According to the current English teaching progress in our university, the periods for translation are far less than those for listening and reading, and slightly less than those for writing. Online part in blended teaching fully makes up for this shortage. Translation teaching, as a part of college English with limited periods, becomes increasingly important. Combining online teaching and traditional class, the blended teaching makes it possible for students to learn translation wherever and whenever and conduct group discussion through communication software.

Online teaching software also experienced the development from the instant messaging software such as QQ, WeChat and Baidu cloud disk to the teaching software MOSO Teach. After using this software, students are clear about the online teaching objectives, teaching content and teaching requirements, and set a learning plan based on their English translation ability. It also provides the interaction between teacher and students and other teaching activities. Most importantly, the function of online check allows teachers to master students' learning progress, assisting teacher to set proper teaching content and manage online teaching. The learning materials online are released from simple to difficult: grammar, translation strategy and practice. The success of online teaching

shifts most teaching content in traditional class to online learning, which enriches the teaching activities. There are more discussions about translation instead of teaching so as to increase practice and exchange. This teaching model concentrates on the translation strategy rather than the translation script.

3. New Roles of Teachers and Students in Translation Teaching

Students who used to be just the learners are the main participators and performers now, and teachers serve as the guide and regulator in translation teaching. As the guide, teachers should introduce the mode of translation and guide students to experience the process of translation. They may understand translation is not a task accomplished by using a pen or a dictionary to translate words as soon as you see them. It involves many preparations such as translation tools, strategies and term list etc. In class, teachers may tackle all kinds of questions about translation skills from students rather than simply offer the script. Teachers should constantly enrich their own translation ability and give comments on different translation versions of students. Furthermore, it is beneficial to motivate students' participation and reduce their reluctance when they work in group to practice translation.

4. Methods for Students' Comprehension of the Process and Skills in Translation

In this teaching model, students working in group set a plan for translation practice, including pre-translation, translating, post-translation and evaluation. Pre-translation is the guarantee for the excellent translation and also reflects the translator's professional quality and responsibility. Students may preview the problems in translation and are aware of the text feature. They also learn how to analyze, search for related terms and materials as well as contrast the paralleled texts. Now, Students pay more attention to pre-translation they ignored in the past.

In the process of translating, students no longer focus on the translation theory only but focus on translation practice guided by theories and summarize strategies. Faced with some difficult or complicated sentences, teammates may work together to present their own thoughts and strategies rather than translate it alone, exchanging and accumulating experience. For the post-translation and summary, they may finish and revise their own translation respectively, especially adjusting some grammatical mistakes. Then, the translation scripts are revised by teammates and compared and contrasted with the final version discussed in class. Finally, students conclude the mistakes and flaws in their own translation so as to improve their translation.

5. The Teaching Effect

In two semesters, 58 students in experiment class were divided into 7 groups. This teaching experiment was conducted in the form of 1-2-3-1. Considering the new teaching method and the high requirement of students' ability and discussion, a group of 6 girls who had passed CET-4 were specifically selected as the first team and model group. Teachers encouraged students to learn online translation materials. In fact, most of the translation work was done after class. The translation scripts were reported and summarized in class. Meanwhile, teacher joined in the translation group through MOSO Teach, observing the discussion among students and guiding them to focus on the difficulties. Teacher also became participator to guide students to search for related materials. In class, teacher as a learner with different opinions propose some questions to challenge students' translation, checking their preparation and emphasizing the key points.

Translation teaching based on blended teaching aims at enhancing students' ability and performance in CET-4. This exam includes three parts: Listening Comprehension (full mark: 248.5), Reading Comprehension (full mark: 248.5) and Writing and Translation (full mark: 213). The translation part in CET-4 is set as the standard to examine the teaching effect.

5.1 Vertical Analysis of Translation Performance

There was a translation test conducted at the beginning and the end of this experiment to test the teaching effect. Both of tests were assigned on the net of PIgai, which is an online service system intelligently correcting English composition. The marking criterion is in line with CET-4 and the maximum mark is 5. In the vertical analysis of translation performance, 38 students with the score of 3 make up 48.27 % in Fig.1 whereas 25 students with 3.5 constitute 43.1% before the experiment. It is concluded that there are 43 student with scores 3-3.5 accounting for 74.13. At the end of experiment, there are 36 students with 4, 13 with 3.5 and even 9 with 4.5. There are 45 students gaining the mark above 3.5. It is concluded that both of the marks and the proportion of student with high scores are increasing and this teaching model exert profound impact on them.
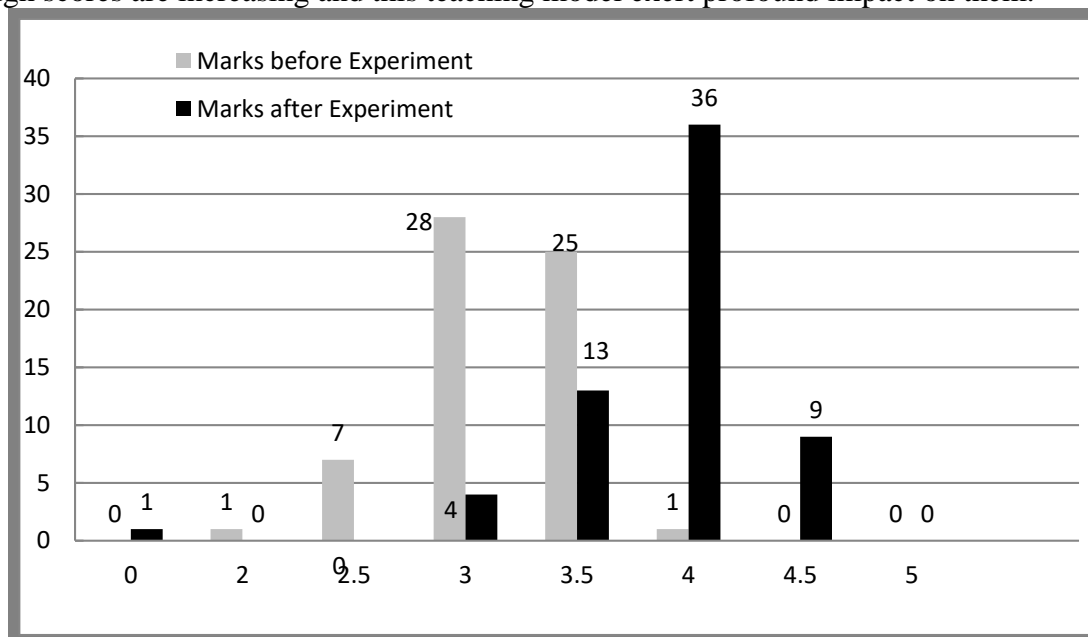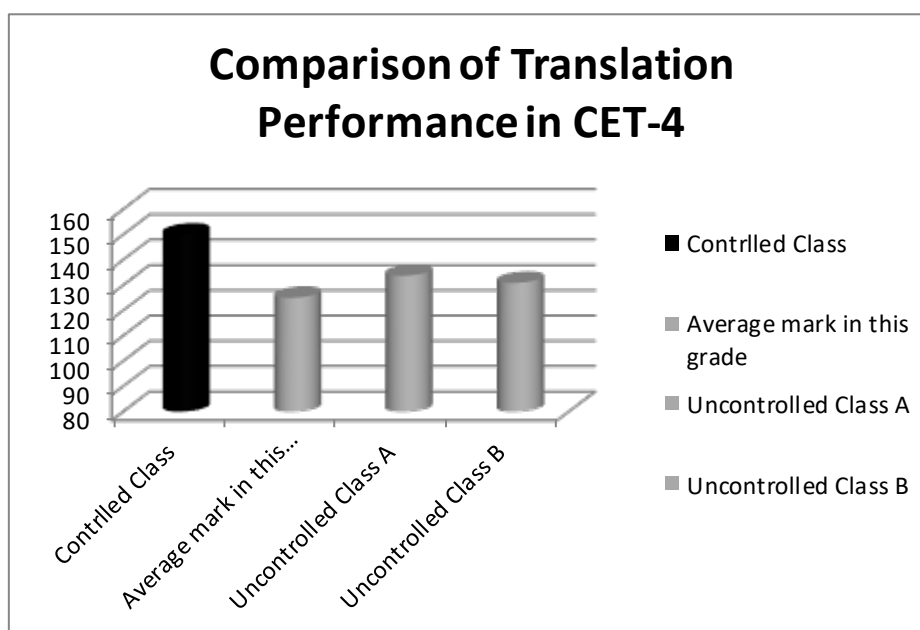

Fig.1. The experimental results

Fig.2. The experimental results

5.2 Horizontal Analysis of Translation Performance

There were 1541 students taking the CET-4. The average mark in translation was 125 (full mark: 213). In comparison, students taught in the blended teaching got the average mark 150. Before the

experiment, two uncontrolled classes of the same grade were selected according to students' learning ability and learning attitude: class A 133.73 and class B 130.87. Through data contrast and analysis, it can be seen that the students in blended teaching got higher scores than those in uncontrolled classes.

6. Conclusion

The blended teaching effectively extends the time and space in class. The focus of teachers' work is not only the instruction of translation skills but also the preparation of teaching content online and offline. Meanwhile, it is also important for teachers to design the translation activity, pay more attention to students' opinions and participate in the translation practice. They also encourage students to exchange and share experience so that students may get improvement in translation ability and the will of autonomous learning.

Acknowledgement

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