

Blended Teaching of College English Translation Based on MOSO Teaching

Feng Xiaolei

Qiqihar Medical University, Qiqihar, Heilongjiang, 161006, China

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Abstract: With the progress of China's educational informatization, it is thought highly to combine the advantages of online learning and traditional lecture. This blended teaching completely fulfills the combination of academic environment, learning resources and learning styles so as to effectively promote the teaching. This paper aims at proposing the strategy of blended teaching with the assistance of MOSO Teaching after the investigation of the current situation of translation teaching.

1. Introduction

As China's Standards of English Language Ability is published, it sets more comprehensive and detailed standards for students' translation ability. Students are required to improve their translation in some aspects, such as statement in writing, narrative in writing, exposition in writing and so on. It is evident that translation teaching has become the indispensable part in college English education. With the progress of China's educational informatization, it is thought highly to combine the advantages of online learning and traditional lecture. The blended teaching completely fulfills the combination of academic environment, learning resources and learning styles so as to effectively promote the teaching. This paper focuses on the construction of college English translation teaching with the assistance of MOSO Teach.

2. Analysis of the Current Situation of Translation Teaching

In the current era of knowledge explosion, the traditional teaching mode is still widely used in college English translation teaching. The teaching material of college English translation should not be limited to the textbooks because the updating speed of the textbooks cannot keep up with the pace of knowledge update. The fixed textbook cannot meet the needs of cultivating students' translation ability. In addition, the traditional teaching mode of "result comparison" is still employed in translation evaluation, that is, students do exercises and teachers use "standard translation" for comparison and evaluation. Teachers mainly focus on the lecture of basic knowledge and evaluate students' translation performance mainly based on the translation completed by students, ignoring the translation process. In the whole teaching process, there is not enough communication between teachers and students. Teacher is the center of teaching while students only passively follow their comments and accept their "standard translation". Teachers hardly participate in the process to give effective communication and guidance to students. It can be seen that this traditional teaching mode needs to be improved in terms of student-centered teaching, extensive utilization of resources and information sharing.

3. New Online Teaching Assistance---MOSO Teaching

MOSO Teach provides a whole new set of online interactive teaching mode. Teachers set up their own cloud class and send class invitation to students. Students download, install the MOSO Teach application, register an account and join the class. Teachers can easily manage their own classes and students, send notices, share resources, assign homework, organize discussion, answer questions, and conduct teaching interaction. Online teaching can be participated in or out of class, and teachers can immediately carry out interactive teaching activities such as voting questionnaires

and brainstorming. Teachers could receive the instant feedback and comments. All the released course information, such as learning requirements, PPT, micro-video and other learning resources, can be immediately transferred to students' mobile devices so that students' mobile devices will become learning tools. Additionally, teachers can track students' learning progress and evaluate their learning effectiveness via the function of tracking progress and evaluating. The online preview function of class resources effectively solves the time-consuming problem of online learning. The teaching content is uploaded by teachers, no matter of PPT, video or pictures; it does not need to be downloaded and can be directly viewed by click. At the same time, the teacher can see how many students view or download the uploaded resources; how long each student has watched video and how many activities each student has participated in.

4. Procedures of Blended Teaching

Compared with the traditional classroom, the teaching mode of blended teaching and translation workshop can not only extend the classroom, but also enable students to increase their translation practice and learn to cooperate in translation and learn from each other. First of all, one of teaching key points is online learning. Teacher design the teaching plan and contents of the whole semester on the basis of student's learning. Teachers provide online auxiliary teaching content on the basis of translation exercise of each unit. MOSO Teach, as the students' autonomous learning software, provides the opportunity for students to discuss the difficulty in translation. The second teaching focus is the classroom translation workshop teaching, in which teachers, playing the role of guide and moderator, increase the exchange between students and teachers to communicate more smoothly; At the end of class, the translation evaluation activities enable students to learn translation skills in the evaluation, establish translation objectives in the evaluation, and conduct self-evaluation and mutual evaluation according to students' performance in the translation process, so as to stimulate students' willingness to learn translation independently.

Blended teaching combines online and offline learning, in which the MOSO Teach and translation workshop are respectively employed in online and offline class. This blended teach can be divided into three stages: basic knowledge learning, translation skill learning and translation practice.

Basic knowledge learning stage: the grammar learning online is developed as the extensive and supplementary content in college English. Grammar video, based on college English requirement, mainly involves the introduction of sentence components, all kinds of clauses, the non-finite verbs and the nominative absolute. This grammar video is delivered from easy to complicate, meanwhile, there is video chat about the grammar lecture and questions between teacher and students. Grammar learning is considered as the indispensable part in translation learning. A proper translation is never made without a right grammar.

For the teaching schedule in my college, there are only six periods for translation teaching each semester, which hardly satisfies the students' need for translation. Therefore, our team designs the teaching plan of translation skill. Take the text book New Horizon College English BOOK for example. Students study and practice the translation skill every two weeks, which needs them to preview before class, discuss and feedback in class and practice and strengthen after class. At this stage, there is a translation practice in which students learn to change the Chinese sentence in English order to get students more familiar with the hypotaxis in English and the parataxis in Chinese, except that the grammar teaching video is offered online. Student may feel translation is not so difficult and translate it well after only adjusting the sentence order regardless of the vocabulary. Hence, every student in class engages in the translation teaching, which may alleviate students' anxiety about translation. This method aims at cultivating students' translation ability, arousing their awareness that vocabulary is the essential part in translation.

Translation skill leaning stage: it is common that students get the inspiration to change the sentence order well and make some proper translation, but few of them may explain which skill is used in translation at. At the second stage, the teaching focuses on the lecture of translation skills, especially for some complicate sentences. Students may learn some skills such as subject selection,

addition, subtraction, etc. for 20 minutes in each designed exercise lesson. Combined with some lecture on the translation exercise in New Horizon College English Book, teachers offer some translation teaching video online, encouraging students to take notes and accumulate some experience under the expectation that students may make the excellent translation. Obviously, the translation skill video provides some knowledge students never learned. It is proper to guide them study the skills step by step, arranging from subject selection, addition, subtraction to combined translation. It is better to remind students of categorizing the translation skill and avoiding to make the mistakes repeatedly.

Translation practice stage: each group of students will start translation exercises designedly in the traditional classroom teaching, that is, pre-translation preparation, translation process and post-translation proofreading and summary. Translation preparation is the guarantee of smooth and successful completion of the translation work, but also reflects the translators' professionalism and sense of responsibility. Students can foresee the difficulties in the process of translation, understand the characteristics of the text, learn to analyze the discourse features of the article, find the relevant professional terminology, the background information and compare the parallel texts etc. All the collected results could be shared by MOSO Teach, all of which could be easily neglected by students in the past. In the process of translation, students can try to adopt the translation theories they have learned, such as functional translation theory and communicative translation theory to guide translation practice instead of pure theoretical learning and summarizing the translation strategies of different texts. In the brainstorming activity of online class, members of the group express their opinions and cooperate with each other to gain translation experience. Students no longer feel that they are working alone in translation, but increase their translation experience through mutual discussion. In the process of proofreading and summary after translation, students correct the translation by themselves. First, they read the first draft carefully revise and correct the sentences that are not well translated, and adjust the translation format according to requirements. After the completion of the first draft, the translated version will be handed over to other students for revision. The student then compares the final draft with its own translation, finds out the problems, summarizes the difficulties in translation practice and the translation knowledge learned, and improves its translation ability.

5. Conclusion

The advantage of the blended teaching mode based on MOSO Teach is the realization of instant management and control of classes, instant teacher-student interaction, the encouragement of students' independent study, which is the characteristic of teacher-led and student-centered teaching. Not only does it fully exert advantages of MOSO Teach, but also it improves the traditional teaching method and reduces the shortage of single network teaching mode. Teachers can get the real learning feedback of students based on diversified evaluation. Then he can adjust the teaching design timely to further guide students to study independently and cooperatively so as to develop students' quality in an all-round way.

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