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Research on Online and Offline Blended Teaching for Translation Courses of English Major

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Abstract: There are generally some problems in the teaching of translation courses for English majors in domestic universities, such as lacking for scientificity and innovation of times in teaching methods and course materials, which cannot stimulate students' initiative in learning; the poor teaching effectiveness, which cannot meet the needs of the rapid socio-economic development. This article analyzes the main problems currently existing in translation courses for English majors in domestic universities, and demonstrates the necessity and feasibility of implementing blended online and offline teaching in translation courses in combination of Constructivism. And the author also explores the optimization of the teaching mode, textbook construction, corpus and other aspects of translation courses based on the rapid development of current network information technology, and establishes a student-centered, blended teaching mode that combines online and offline teaching, ultimately improving the teaching quality of translation courses for English majors.

Keywords: Constructivism; Translation Courses for English Majors; Blended Online and Offline Teaching; Teaching Quality; Optimization.

1. Introduction

Translation is a compulsory course offered by English majors in universities. The teaching objectives of the course include guiding students to understand the basic theories and practical methods of translation, cultivate basic translation theoretical literacy and enhance translation practical ability. The basic requirements for teaching translation courses of English majors in universities are to focus on the personalized training of students and to cultivate translators who meet market demand. At present, Chinese economy has entered a period of rapid development, and our country is playing an increasingly important role on the international stage. With the deepening of globalization of economic development, the internationalization of China is increasing day by day in the fields of politics, economy, culture and other fields, and exchanges with other countries in the world are becoming more and more frequent. Various industries in society have a strong demand for translation talents, especially high-end compound translators [1]. Against this background, how to cultivate high-quality translation talents with strong practical abilities for economic development has become an urgent problem to be solved for translation teaching in domestic universities. The development of social economy has brought opportunities to translation teaching, but it has also brought unprecedented challenges.

2. Current Status of Translation Teaching for English Majors

Translation is an important core course for English majors that combines theory and practice into one. In traditional teaching, teachers are the center of teaching activities and the main body of teaching. Teachers first explain translation theory and translation skills to students, then assign translation exercises for students' training and consolidating, and finally comment on students' translations by providing reference translations. Under this teaching model, classroom teaching is mainly based on teacher explanations, and students lack opportunities for translation practice [2]. Even in the interactive session where teachers translate and comment on texts, students' participation is not enough. The materials used in translation teaching are mainly text materials such as textbooks and news, and the fields of materials involved are relatively

limited. The current social demand for English translation talents determines that materials for students' translation practice should also include various fields of social life such as politics, economy, culture, science and technology, law, military, and education etc. At present, many universities in China widely adopt the above-mentioned knowledge-transfer teaching method. The shortcoming is that the teacher's "teaching" is over-emphasized. Students' subjective initiative and innovative thinking are constrained by a fixed framework without opportunities for development, and it is difficult for classroom teaching to arouse students' enthusiasm and interest. Under this teaching method, students' learning enthusiasm will inevitably not be great, the learning effect will be greatly reduced, and it will be impossible to cultivate qualified translation talents that meet social needs.

In view of the many shortcomings of traditional translation teaching, the discussion on translation teaching models has gradually deepened in the field of translation education. Some scholars have proposed an interactive translation teaching model guided by Constructivism Learning Theory. That is to say, individuals subjectively evaluate objective things and constructing meaning from their own experience. This learning theory emphasizes the active construction of learners, opposes the passive acceptance of knowledge, and advocates learner-centered learning under the guidance of teachers. According to the Constructivism Learning Theory, translation is a process in which learners construct knowledge based on their own existing experience. In this process, the teacher's role should be to guide students, which the traditional translation teaching model is obviously unable to do. At present, many translation teaching teams of English majors in domestic universities have begun to explore an effective teaching model to guide the translation teaching of undergraduate English majors. In the current context of the rapid development of information technology such as artificial intelligence, effectively using multimedia and network technology to assist translation teaching so that translation theory and practice avoid falling into empty and scripted teaching has become a great concern for translation teachers of English major.

3. Main Problems Existing in Traditional Translation Teaching

Translation courses occupy an important position in the English major curriculum system in universities. Although many universities have begun to reform curriculum teaching currently, traditional teaching methods are still being applied in most translation courses due to limitations of various factors, such as some teachers' insufficient understanding of the new teaching concepts, failure to update teaching facilities in a timely manner, and teachers' low level of information-based teaching, etc. The main problems that arise in current translation course teaching are as follows.

3.1 The Traditional Teaching Model not being Scientific

According to relevant surveys and research, the teaching effect of translation courses for English majors in many domestic universities is not satisfactory. After completing their undergraduate studies, learning effects of many students in translation courses failed to meet the expected goals, and their practical skills in English translation are relatively weak. The main reason is that the teaching model of translation courses fails to keep pace with the times and lacks scientificity [3]. First, many teachers are always self-centered in the teaching process and view students as collaborators in teaching activities. Teachers often value the output of the classroom teaching process and ignore the practical experience which students can acquire from translation practice outside the classroom. The main teaching mode is that teachers first teach basic skills in English-Chinese bilingual translation, and then students conduct translation practice. This form of teaching method is too simple and will inevitably affect the quality of translation class teaching. Second, in translation classroom teaching, teachers rarely design teaching according to the different academic conditions of students. The result is often that students with good foundations lose interest because the content is too simple, while students with weak foundations cannot keep up with the pace of teaching. Third, the teaching methods are too simple. Many teachers still like to write a lot on the blackboard. The content of a class may

seem very abundant but in fact the amount of information conveyed cannot meet the needs of students. This is contrary to the related industry's demand for training translation talents.

3.2 The Content of Translation Course Materials not Keeping with Times

Teaching materials are the basic content for translation teaching. Teachers' teaching and students' learning are all carried out around the teaching materials. Therefore, the quality of translation teaching materials will have a direct impact on the quality of translation teaching. There are many problems in translation textbooks currently in use, such as confusion of formats, one-sided content, lack of logical, and theories being out of touch with industry practice. According to relevant surveys, the translation course textbooks used by major universities mostly focus on the introduction of translation schools and theories. Not being comprehensive enough in content, the textbooks cannot cover the main areas of current social and economic development, lacks contemporary relevance and cross-cultural awareness.

3.3 Low Informatization of Traditional Translation Teaching

In the traditional teaching environment, teachers pay more attention to exam-oriented education, but overlook the importance of interest education. In a multimedia environment, the participation and assistance of multimedia technology can greatly enhance students' interest in learning [4]. With the rapid development of information technology, higher education must keep pace with the times, fully adopt new educational concepts, and effectively improve teaching quality with the help of multimedia technology, various online teaching platforms and other new technologies. If the information-based teaching resources are rich, then the classroom teaching is vivid. Through the rational use of audio and video resources and the organic integration of offline classroom and online classroom, students' interest in learning can be effectively mobilized. However, in the current translation course teaching, few teachers can effectively use the information-based means in the teaching process. Even if the information-based teaching technology is

applied in teaching, it is only a superficial taste. There is still a big gap from the deep integration, which makes it difficult to play a significant role in promoting the teaching effect.

3.4 Low Level of University-industry Cooperation in Traditional Translation Teaching

Under the influence of Chinese traditional teaching philosophy, the teaching of translation for English majors is mainly examination-oriented. Both teachers and students value only the score of exams. The students cultivated by the examination-oriented education mode mostly achieve high scores but lacks ability. They do not have a deep understanding of the characteristics and laws of translation in different industries and fields, and are not really competent for the translation work after graduation. According to previous research, university-industry cooperation of translation majors or translation courses in domestic universities is at a low level. Most universities fail to establish translation practice and training bases. Some universities have established practice and training bases, but only send a small number of students for industry practice, not being able to cover all students' translation practice and training. The lack of industry practice makes the practice effect far from the expected effect, so students' translation skills cannot be effectively improved.

4. The Inevitability of Online and Offline Blended Teaching of Translation Courses

Constructivism is a learner-centered educational concept, which emphasizes mobilizing students' enthusiasm for knowledge learning, improving students' participation and expression ability, combining students' learning needs and characteristics, building a knowledge system with independent characteristics, helping students gradually improve their learning adaptability and eliminating the influence of environmental factors on knowledge learning [5]. Constructivism believes that learners have the ability to learn independently in the learning process, and this initiative to acquire knowledge is of vital significance in the education process. When learners are the center of learning activities, students'

enthusiasm for learning is to be stimulated, which can greatly improve students' participation and expression ability. Teachers can combine students' learning needs and learning characteristics, and build a knowledge system with independent characteristics to help students gradually enhance their learning adaptability [6]. This learning theory is an important theoretical basis for online and offline blended teaching. The use of online and offline blended teaching in translation courses of English major is a new requirement for the training of translation talents which is urgently needed by social and economic development, and it is also an inevitable necessity of the times.

4.1 Online and Offline Blended Teaching

In 2019, the Ministry of Education issued the Implementation Opinions of the Ministry of Education on the Construction of First-Class Undergraduate Courses, which proposed the concept of "online and offline blended courses". Mainly based on online courses such as MOOC and SPOC, a certain amount of teaching time is designed for students' online independent learning according to the requirements of a specific course. Combined with offline face-to-face classes, teachers transform traditional classroom teaching and carry out flipped teaching and blended teaching.

This teaching model combines the advantages of traditional teaching with the advantages of information-based teaching to improve teaching effects. The advantage of blended teaching is that video, audio, images, text and other media information are interactively processed through online technology. During the teaching process, students' multiple senses are involved, maximizing learning effect. Teachers combine offline classes with online teaching, create teaching scenarios according to specific teaching needs, guide students to conduct multi-sensory learning, and stimulate students' interest in learning.

4.2 Advantages of Online and Offline Blended Teaching of Translation Courses

Compared with traditional teaching methods, blended teaching can save a lot of teaching time and make teaching efficiency more significant. According to relevant surveys, the use of blended teaching in translation classes of English majors contributes to significant improvement in teaching effects, and students' understanding of texts and their translation abilities have been significantly improved. Under the blended teaching model, the traditional teacher-student relationship is also changed from teachers as the main body of classroom teaching to equality between teachers and students, this is conducive to teachers and students working together. Students play the role of active researchers, and teachers play the role of facilitators who guide students. It is conducive to the formation of student-centered classroom teaching. Under the guidance of teachers, students will actively discover problems, analyze problems, solve problems, use knowledge to learn independently, and better achieve expected learning effect [7].

In the pre-class activities, students learn independently online. Teachers construct online courses on the online teaching platform, send course preview tasks, provide case materials related to the course content, and inform students that they must complete the pre-class test within the specified time. Students can access course-related resources at any time in online courses, check the preview effect through pre-class tests, and view the learning tasks of this class. In the pre-class activities, the learning resources provided by teachers cover various difficulty levels and adapt to the needs of students at different levels [8]. Students can choose learning resources suitable for their own learning conditions according to the difficulty level of the learning resources, which is conducive to stimulating students' interest and exploration.

5. Exploration of Online and Offline Blended Teaching Strategies for Translation Courses

Translation courses implemented through online and offline blended teaching fully highlights students' dominant position in learning activities, and can further enhance students' independent learning ability, expression ability and cognitive level. Creating a good autonomous learning environment and guiding students to form good habits of autonomous learning are the main directions for the teaching reform of translation courses of English major from the perspective of Constructivism. The following are some of the

author's thoughts on the online and offline blended teaching of translation courses.

5.1 Introduction of BOPPS Effective Teaching Model into the Classroom

The BOPPS teaching model was first proposed by Canadian educators and is an important theoretical basis for establishing a teacher skills training system for teacher qualification certification. This model divides the teaching process into six different teaching links. Through the close connection and mutual cooperation between the teaching links, effective control of the entire teaching process is achieved. The BOPPS model consists of six stages: Bridge-in, Objective, Preassessment, Participatory Learning, Post-assessment, and Summary.

In the teaching of translation courses, the effective integration of online and offline teaching through the BOPPS teaching model can promote the best online and offline teaching effects. Among them, the purpose of "Bridge-in" is to review the past and learn the new. By reviewing the translation knowledge that has been learned, teachers use materials related to current hot topics such as "One Belt, One Road" to direct students' attention to the teaching content of this lesson and stimulate students' Curiosity. "Objective" is the teacher's expected goal for teaching design, and it is also the expected outcome of students' learning activities. In this link, teachers need to clarify the focus and difficulties of students' learning, such as the differences between English and Chinese cultures in a certain aspect during the translation process, guide students to enhance cross-cultural awareness and enhance their ability to deal with cultural differences between the source language and the target language. In "Preassessment", teachers use various methods such as questions, tests, assignments, and group presentations to get a thorough understanding of students' learning of this chapter through the online teaching platform, and improve the teaching objectives accordingly based on the obtained data. In "Participatory Learning", teachers carry out teaching activities for this lesson. In this process, teachers should give full play to the advantages of offline classes, organize various forms of classroom activities, mobilize students' interest in learning, and at the same time guide students to integrate into teaching

activities throughout the process with the advantages of abundant resources, accurate and timely feedback, and convenient data statistics in online course, guiding students to cultivate innovative thinking to solve real translation problems and better achieve teaching goals. In "Post-assessment", teachers evaluate and give feedback on the teaching effect through a combination of online and offline methods, clarify the achievement of expected teaching goals, and conduct teaching reflection and improvement based on the evaluation results to provide effective guidance for future course design. "Summary" mainly summarizes the teaching situation and effectiveness of this lesson. Teachers and students jointly summarize the knowledge points of this lesson, clarify the knowledge network, further consolidate students' memory, and at the same time re-emphasize the key points and difficulties of this lesson.

5.2 Deepening the Construction of Textbooks for Translation Courses

Based on the new requirements for the cultivation of translation talents due to social and economic development, the construction of translation textbooks should also keep pace with the development of the times. In the process of constructing translation textbooks, the author believes that the following points need our attention. First, the translation theory involved in the textbook should not be too abstract, which will put greater pressure on students and lead to their rejection of the textbook. Theories that are closely related to the teaching content should be selected. And the theory session does not have to be concentrated in the theoretical overview part of the textbooks. It can be flexibly interspersed in each chapter according to the content of textbooks. Second, Chinese excellent traditional culture should be integrated into each chapter to help students learn translation theory and skills while cultivating patriotism, awareness of social responsibility, cultural confidence, and nation pride. For example, tourism English of Shandong province is used as the carrier of translation knowledge in the textbook, and the traditional cultural element "Hospitality to Shandong" is integrated into it, which not only enriches the students' translation topics, but also vividly convey to students the Confucian and Mencius culture

notion "it is a pleasure to have friends come from afar". Third, translation work in different fields has obvious personalized characteristics. Therefore, the content of translation textbooks must be diversified and cover the main fields of the current social economy, such as automobiles, chemical industry, manufacturing, communications, law, finance, technology, medicine, media etc.

5.3 Giving Full Play to the Role of Online Learning Platforms in Blended Teaching

The implementation of online and offline blended teaching requires the effective use of various online learning platforms, such as Rain Classroom, Zhihuishu, Ketangpai, WJX, etc. According to the characteristics and functions of the platform, different online platforms are used jointly in the teaching of translation courses. For example, there are abundant resources of MOOCs about translation course on Zhihuishu platform, allowing students to learn MOOCs independently during preview and make effective preparations for classroom teaching. The Rain Classroom platform is deeply integrated with the PowerPoint program and is easy to use. Power point resources can be uploaded to the platform at any time for students to study independently. Students can be tested through the platform, and students' mastery of knowledge can be evaluated through test result data analysis on the platform. It is conducive to dynamic optimization and adjustment of teaching design; the WJX platform designs questionnaires to conduct surveys on translation course teaching at any time, collect feedback from students on all aspects of teaching, and provide effective support for later teaching activities. The comprehensive use of various online teaching platforms can greatly improve teaching efficiency and promote better teaching effects. The specific implementation can be flexibly designed by teachers based on course conditions and specific learning conditions.

5.4 Construction of Translation Practice Corpuses

In 2020, the Ministry of Education promulgated The Teaching Guidelines for Undergraduate Translation Majors in Ordinary Universities, which clearly requires universities to add translation technology courses to the curriculum of translation majors, and integrate translation technology with other professional courses and general courses to cultivate the technical abilities and basic research literacy of undergraduate students of translation major [9]. After that, the 2023 China Translation and Language Services Industry Development Report released by the Translators Association of China shows that the number of Chinese translation talent continues to grow, translation technology has greatly improved translation efficiency, and the development prospects of machine translation are promising. It can be seen that the combination of technology and language translation is an inevitable trend of the times.

Translation texts in English are generally highly related to specific domains and have obvious professional characteristics. Different discourse contents can be expressed more standardized through stylized language. Therefore, when selecting corpus, it is best to focus on texts that are representative and time sensitive. The sources of corpus include magazines and newspapers, and the Internet is also an important source of corpus. In the process of creating a translation course corpus, texts can be classified according to specific needs and different types of special corpora can be constructed [10]. After the corpus text is collected, a parallel corpus needs to be created, with the focus being on corpus alignment. Corpus alignment requires the use of computer-aided translation software (CAT) and Win Align components. After the corpus files are prepared, parallel corpus search tools can be used during retrieval, or bilingual comparable corpora can be established. Teaching translation courses based on corpora can effectively overcome the various shortcomings of the traditional teaching model and help students complete translation learning and industry practice more efficiently [11].

6. Conclusion

As core courses for English majors, translation courses should not only cultivate students with solid theoretical knowledge, but also hone their practical translation skills in translation practice. In the teaching process, it is necessary to change from the traditional teacher-centered teaching model to the student-centered one, and continuously improve students' translation practice ability

in translation practice so that they can meet the demands of the rapid development of current social economy. Online and offline blended teaching is in line with the trend of educational development in the information age and plays a decisive role in cultivating high-quality translation talent that meet the needs of various social and economic fields.

This article analyzes the current status and problems of translation course teaching in domestic universities: traditional teaching model is not scientific and cannot catch up with demands of times; university-industry cooperation in traditional translation teaching is at a relatively low level; the achievements of information age is not used substantially in traditional translation teaching. Based on the existed problems, the author proposes the inevitability of implementing online and offline blended teaching, and puts forward personal viewpoints on online and offline blended teaching, hoping to provide useful reference for improving the quality of English translation talent training.

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