Design Based Research on the Blended Teaching of Interpretation

Hao li

Changsha Normal University, Changsha, 410000, China

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Abstract: The rapid development of the information age has produced a series of new ideas, new methods, new technologies and new means. Their emergence has pushed the educational reform to a new level. Interpretation course is an important language practice course. Based on this characteristic and based on constructivism theory, this paper analyzes the auxiliary role of network in interpretation teaching. In order to meet the needs of modern education to cultivate compound talents, educators are also trying to find new teaching methods to adapt to modern learning condition, which requires the adoption of Design Based Research. Design teaching activities based on the constituent elements of interpretation literacy and their corresponding interpretation skills, select the appropriate organization form according to the characteristics of each teaching activity, and construct an integrated interpretation blended teaching model. The blended learning activity mode enriches the ways for learners to acquire knowledge, strengthens the emotional communication and interaction between teachers and students, enhances learners sense of teamwork, is conducive to the exertion of learners' subjective initiative, especially promotes learners' in-depth learning, and can not only improve learners' analysis ability, but also improve learners' evaluation ability and creative ability.

1. Introduction

With the development and popularization of educational technology and the increasing enrichment of network resources, it has become an important part of the teaching reform in colleges and universities in China to construct a mixed learning model based on the network education platform and turn over the classroom teaching concept. Blended learning is a kind of integration of computer network and teaching under the guidance of dualism between teachers and students. It organically applies computer network to the traditional teaching process, emphasizing not only the self-construction of learners' knowledge, but also the guiding role of teachers and the synergy of learning partners. It emphasizes student-centered, teacher-led, open and creative features [2]. Its purpose is to change students' learning style, cultivate students' innovative spirit and comprehensive ability, and promote all-round development of all students [3]. This not only reflects the modern educational concept, but also reflects the requirements of the information age for education. The necessity of blended teaching reform in interpreting course lies in the problems existing in the current process of interpreting teaching, such as insufficient classroom learning time, low learning efficiency, disconnection between the development trend of interpreting teaching and

informatization and the professional requirements of interpreting, etc. It is necessary to expand the time and space of interpreting learning, improve students' learning experience and enhance students' learning efficiency by relying on network resources and network platforms [4]. The main purpose of blended learning is to optimize the selection and combination of various skills learning elements, learning methods, and obtain the best teaching effect and the greatest economic benefits [5].

The new learning mode represented by blended learning aims to break the traditional form of knowledge transfer in the classroom and expand the space of knowledge transfer. Based on new multimedia tools, blended learning is a powerful learning method for learners to carry out in-depth learning [6]. However, the advantages of blended learning can not be easily realized by any course, any teacher, any environment and any kind of students. It is also inseparable from the careful design and implementation of the organizers. Therefore, the most important thing is the effective design and rational application of learning activities in blended learning. Blended learning can give play to the openness and sharing of the learning environment, give play to students' initiative and creativity, develop students' interests, cultivate students' basic ability of information literacy, enable students to adapt and apply the new media environment, enable students to explore experience in participation and learn to share and cooperate [7]. As an important part of the foreign language curriculum module in Colleges and universities, interpretation course presents the timeliness and dynamics of social docking in its teaching content, teaching carrier and teaching results, and has high requirements for the degree of informatization [8]. The main purpose of blended teaching is to pay attention to students' personality development, give play to students' main role in knowledge construction and improve students' interpretation literacy, which is also the starting point of implementing the blended teaching model of interpretation [9]. Computer network assisted foreign language teaching shows us a good teaching method and auxiliary means. With its auxiliary function, interpretation teachers can build a learning environment suitable for students' cognitive characteristics and learning habits and stimulate students' learning enthusiasm and subjective initiative [10].

2. Related Concepts and Theories

2.1 Oral Interpretation

The teaching goal of the course of interpretation is to help students build their skill consciousness with the relevant theories of interpretation. Through systematic, rigorous and scientific training, students can have solid language skills and knowledge, good psychological quality, keen information capture ability and high oral expression ability, and then master bilingual thinking and conversion skills. As an important form of translation, the most obvious feature is its timeliness and immediacy. Translation pays attention to "faithfulness, expressiveness and elegance", while interpretation pursues "accuracy, fluency, response and fast translation". In the process of interpretation, different translation strategies and methods must be adopted to bridge the gap between different speakers to overcome the language and cultural barriers and finally achieve the purpose of communication. Business interpretation courses are usually offered in the third academic year, and arranged after comprehensive business English, business English audio-visual-speaking and other related courses. Pay attention to the cultivation of students' comprehensive English application ability. Through the implementation of situational task teaching, students can make a careful analysis of English and Chinese in etiquette greetings, business introduction, product promotion, business visits, business negotiations, business meetings and cross-cultural communication skills, so as to cultivate their practical ability to flexibly use interpretation skills in different business situations. The blended teaching of interpretation is still in the early mixed stage

of the combination of two independent processes, online learning and offline classroom, without realizing the reasonable selection and optimal combination of all teaching elements, and choosing the appropriate presentation mode according to its characteristics. Therefore, using modern educational information technology to design a comprehensive interpretation classroom reasonably, meticulously, scientifically and normatively, which not only meets the current level of students but also meets the characteristics of interpretation teaching, is a good way to make up for the simplification of teaching materials, the weak interaction of classroom teaching and the limited teaching hours.

2.2 Blended Learning Activities

Hybrid learning activity is a learning activity organized by the learning activity designer in order to achieve the learners' learning objectives and make full and rational use of the learning space-time environment. Blended learning activities include offline and online links. Compared with offline learning activities, online learning activities belong to the form of informal learning. The process of hybrid learning mode is shown in Figure 1.
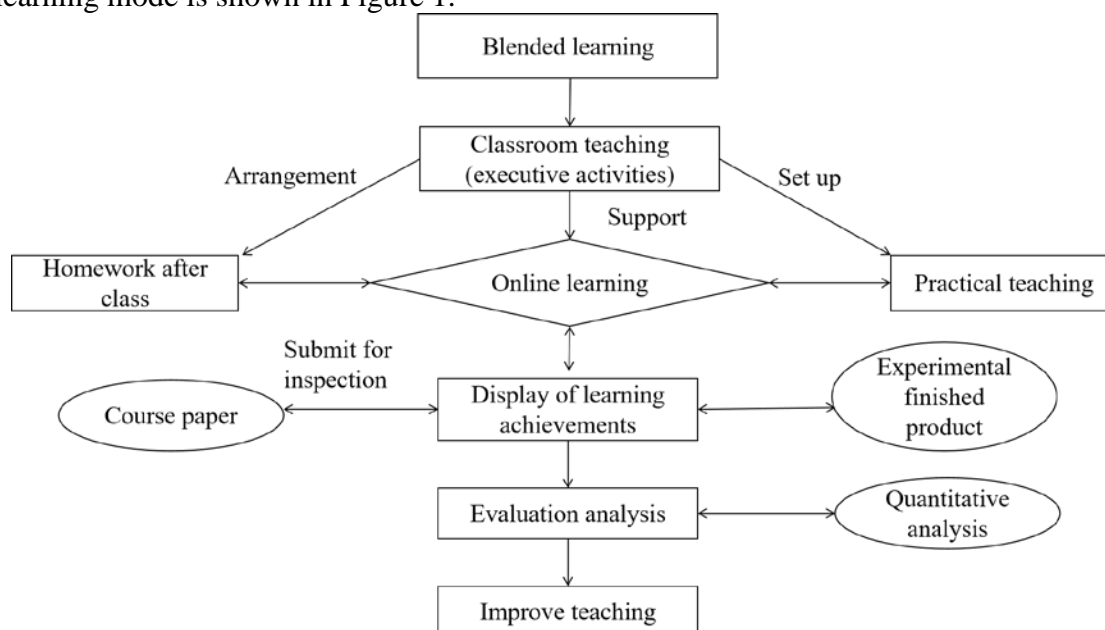
Fig.1 Process of Hybrid Learning Mode

When designing mixed learning activities, we should consider the diversity of learning forms and the diversity of knowledge sources, create a collaborative interactive environment, mobilize learners' subjective initiative, encourage learners to obtain knowledge and information through communication, discussion, cooperation and sharing, improve their own knowledge structure and promote learners' interpersonal communication. With the application of blended learning in enterprise training becoming more and more mature, people gradually introduce the concept of blended learning into school teaching, and organically combine one with traditional classroom teaching, which can not only overcome the disadvantages of single traditional classroom teaching, but also make up for the shortcomings of simple network teaching. The characteristics of blended learning activities are as follows: (1) the personalization and flexibility of learning activities. Mixed learning activities not only meet the personalized characteristics of students' learning, but also teachers and students can break through the limitations of time and space and organize online and offline learning activities according to needs or tasks. At the same time, its flexible selection

performance adapts to students' real learning environment, learning objectives and other elements, stimulates students' learning enthusiasm and interest, and gives full play to students' subjectivity. (2) The low cost of learning activity input and the high efficiency of output. Mixed learning activities are more closely related to students' classroom learning, more practical and effective, and improve the learning efficiency of students' output.

3. Analysis and Discussion on Blended Teaching Based on Interpretation

3.1 Present Situation of Interpretation Teaching

At present, the teaching methods and means of interpreting in China are not standardized, and most interpreting classes are still the traditional teaching mode of teachers+students+teaching materials+tapes/CDs. Most of the construction modes attach importance to front-end design, while offline teaching only arranges role performances, and the teaching activities are single in form and incomplete in content, lacking the integrated design of interpretation teaching process. The existing teaching input is limited, and there are few practical examples for students to practice, except for some related vocabulary expressions and interpretations. Due to the short learning time and lack of specialized training and practice, compared with professional translation schools in developed countries, students obviously have some shortcomings such as relatively weak language knowledge base, weak bilingual conversion ability and immature psychological quality. In the early stage, he showed great interest in the study of basic theories and skills of interpretation. However, with the deepening of the difficulty of the course, students' initiative in autonomous learning was insufficient, which affected the teaching effect to some extent. Multimedia network technology has abundant information resources and convenient processing means, which can reproduce the real situation and realize the classroom interaction between teachers and students, thus improving the teaching relationship and promoting students to truly achieve autonomous learning, personalized learning and research learning.

3.2 Mixed Interpretation Teaching Model

Different activity forms often affect different learning effects, which requires teachers to reasonably arrange mixed learning activity forms. Different learning activity forms can be set according to different knowledge types and different teaching objectives. The mixed learning mode of interpretation course is shown in Figure 2.
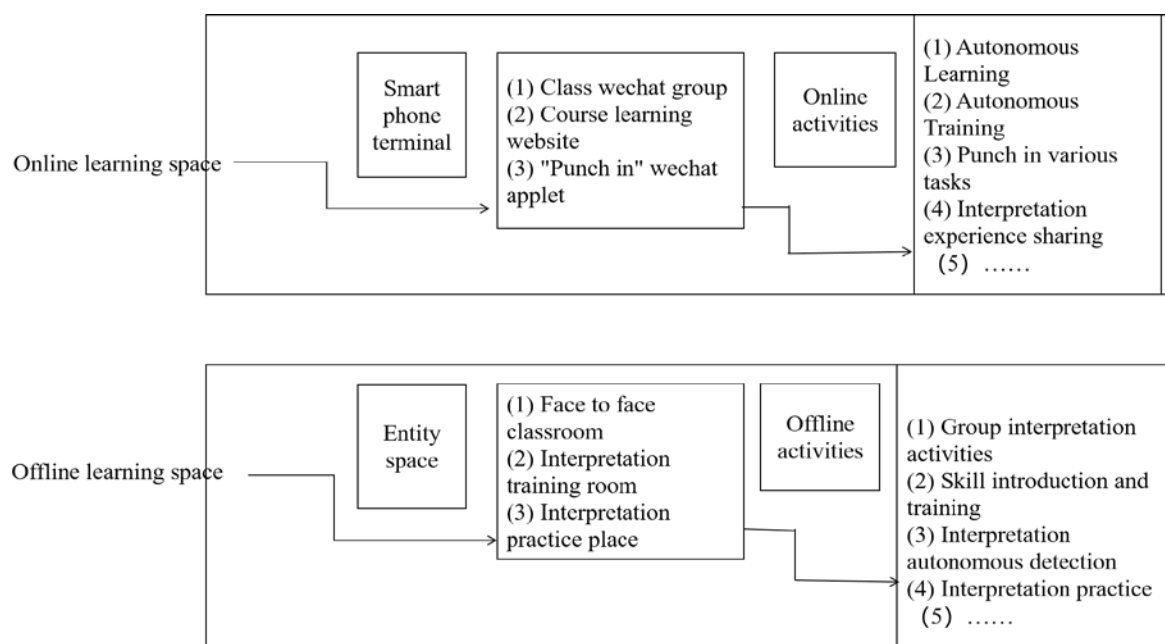
Online learning space → Smart phone terminal → (1) Class wechat group (2) Course learning website (3) "Punch in" wechat applet → Online activities → (1) Autonomous Learning (2) Autonomous Training (3) Punch in various tasks (4) Interpretation experience sharing (5) ……

Offline learning space → Entity space → (1) Face to face classroom (2) Interpretation training room (3) Interpretation practice place → Offline activities → (1) Group interpretation activities (2) Skill introduction and training (3) Interpretation autonomous detection (4) Interpretation practice (5) ……

Fig.2 Mixed Learning Model of Interpretation Course

Pay attention to the cultivation of students' innovative spirit and innovative thinking ability, and stimulate students' enthusiasm for pursuing truth, advocating science and daring to explore. The process of blended learning course is a sequence of activities, which includes not only online and offline learning activities, but also in class and out of class learning activities, but also specific activities of teachers and students, as well as students' autonomous learning activities and cooperative learning activities. It also finds the complementarity, richness and flexibility of e-learning environment in blended learning. Guided by the blended teaching of "output oriented method", it is an urgent problem to carry out the research on the blended teaching practice of interpretation course, so as to get rid of the constraints of traditional teaching and achieve effective output through input. The interpretation literacy promotion system with the trinity of skill, ability and literacy reveals the objectives and teaching elements of interpretation teaching, and provides a theoretical basis for the construction of an integrated hybrid teaching model. The essence of Blended Teaching in the Internet plus era is to create a truly highly participatory and individualized learning experience for students. The essence and connotation of learning have changed. Students not only need common and standardized knowledge acquisition, but also pursue the self construction and generation of personalized knowledge and creative knowledge.

4. Conclusions

The fundamental purpose of constructing the mixed learning activity model is to promote learners' deep learning, and it is feasible and effective to adopt the mixed learning method in information courses in colleges and universities. Through data analysis, it is shown that this learning method has achieved good learning effect, which is worthy of reference by corresponding scholars. Guided by the "output-oriented method", it is not only beneficial to arouse students' enthusiasm and initiative, improve students' autonomous learning ability, communication and cooperation ability and practical operation ability of interpretation, but also better realize the "student-centered" teaching concept. Under the new situation that our country vigorously promotes the "internet plus" Action Plan, it is of great significance to actively carry out the reform of blended teaching mode of interpretation, which can guide students to carry out personalized learning,

improve learning experience, and enhance interpretation literacy and learning efficiency. Pay attention to the effective cooperation between offline classroom teaching and online learning. Web-based mixed interpretation teaching mode is based on grasping the law of learners' cognition and ability development, combining learning contents, methods and means in a flexible and diversified way, allowing learners to carry out autonomous learning and training. This brand-new teaching mode is conducive to cultivating students' interest in language learning, autonomous learning ability and comprehensive ability to use language flexibly, so as to gradually build students' awareness of interpretation skills and improve their comprehensive ability of interpretation.

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