The Application of Online and Offline Hybrid Teaching Mode Based on Fanya Platfrom in English Translation Teaching

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Abstract

The emergence and development of information technology with the new scientific and technological revolution has changed people's work, life and learning at an astonishing rate in the process of human civilization. Under the background of information age, big data plays an increasingly important role in education. Online courses have gradually entered university campus with the new concepts and modes of teaching. English Translation teaching should also conform to the requirements of the times and develop towards informatization teaching. In order to explore a new way to reform curriculum teaching and design an informatization teaching of English Translation based on big data, this paper adopted ANOVA to analyse the students' using status of online learning platforms, put forward the blended teaching mode of English Translation teaching based on Fanya platform to cultivate college students' Chinese cultural confidence, which is of great significance for national cultural security and national spiritual independence in global cultural exchanges. The informatization teaching mode integrated English Translation course can combine traditional teaching methods with online course teaching to make full use of network resources and modern information technology, which can effectively improve the quality of curriculum teaching contributing to the development of English Translation teaching in the era of information technology.

Keywords: Information technology, Hybrid teaching, English Translation, Fanya Platform

1 INTRODUCTION

The development of information technology has had in-depth effects on our life and study. With the upgrading of the information technology, some new teaching concepts and mode have attracted much attention. Educators should take the advantage of emerging technology to reform the teaching mode to improve the teaching quality. In global cultural exchanges, translation shoulders the significant vocation for effective communication and plays an important role for students' national culture confidence cultivation. Because of the monotonous content and approach of the traditional teaching mode, the effectiveness of the English Translation teaching is greatly reduced and the goal of talent training is unable to achieved. Under the internet environment, a new hybrid teaching mode based on Fanya platform is put forward in this paper to promote the integration of information technology and education, improve the teaching efficiency and stimulate students' learning enthusiasm for its novel teaching concept, intelligent teaching platforms and interesting educational resources.

2 CURRENT SITUATION OF ENGLISH TRANSLATION TEACHING IN COLLEGES AND UNIVERSITIES

Currently, the concept of informatization teaching has been widely accepted in education. However, monotonous teaching method is usually adopted in traditional English Translation teaching, and some teachers only have the teaching skills of using the PPT and the auxiliary videos. Their information-based teaching is usually put into practice in the implementation of the classroom teaching due to the lack of the latest technological training and school's insufficient hardware equipment, network conditions to keep pace with the development and utilization of the new technology. The improvement of teachers' informatization teaching capacity is the key point of English Translation teaching reform [4].

In additions, some teachers pay more attention to the training of students' translation skills and neglect the cultural connotation contained in the language and the collaborative development of the knowledge and values, making the great mission of Chinese traditional culture teaching unfulfilled. In cultural communication, some students translate and express the connotation and essence of Chinese culture inaccurately for their insufficient knowledge of Chinese culture and poor linguistic competency [2]. The neglection of Chinese culture in English Translation teaching undermined cultural ecological teaching, having a great negative impact on college students' Chinese cultural confidence cultivation.

3 INNOVATION of ENGLISH TRANSLATION TEACHING IN THE INFORMATION AGE

The theory of cultural translation considers that translation is a kind of cross-cultural communication and language is the carrier of culture. Cultural factors have a great impact on translation. Therefore, more attention should be paid to cultural factors in translation teaching, especially correctly conveying cultural connotation with Chinese characteristics to spread Chinese culture worldwide and strengthen students' cultural confidence under the background of information age.

3.1 The Significance of Translation in Cultural Communication

Translation is a cross-cultural activity which plays a great important role in cultural communication and cultural orientation. In 1990, Bassnett and Lefevere formally put forward the concept of "Cultural Turn" in "Translation, History and Culture" (Bassnett and Lefevere, 1990), which developed the conversion of translation studies from language to culture and formed the cultural school of translation studies, which highlights the attribute of translation as cross-cultural communication and provides the theoretical basis for students' cultural confidence cultivation in translation. Cultural confidence is a full affirmation of his own cultural value and a firm belief in his own cultural vitality for a country, a nation, or a political party [6]. It is not a disregard or contempt for other cultures, but an open attitude of criticism and mutual leaning from other cultures [5]. In English Translation teaching, teachers should focus on the integration of Chinese culture elements for college students' appreciation and understanding of the differences between Chinese culture and Western culture to strengthen students' cultural confidence.

3.2 The Reform of English Translation Informatization Teaching

Information technology has brought new development opportunities for education and the information-based teaching has become an important goal of teaching reform in the new era. It is urgent for English Translation teachers to actively carry out the practice of informatization teaching reform to enhance the effectiveness of English Translation teaching. Simultaneously, teaching materials should be reformed with the integration of language and culture. Teachers should have firm confidence in Chinese culture and take the initiative to learn Chinese culture for more teaching contents and cultural information behind the knowledge, culture values, thinking habits and customs. The integration of Chinese culture in English Translation teaching plays an important role for the improvement of students' cultural expression and cultural confidence. It is meaningful for us to explore English translation teaching from the perspective of cultural confidence when the traditional teaching mode is being changed by the information education technology.

4 THE CUNSTRUCTION OF HYBRID TEACHING MODE OF ENGLISH TRANSLATION BASED ON FANYA PLATFORM

Information technology should be applied in each link of English Translation teaching to enrich the contents of the curriculum, improve the teaching method and enhance the effect of learning. Because each of students' different knowledge accumulations and learning situation, the specific learning situation of each class needs to be investigated before making the teaching design and carrying out the teaching activities according to each student's aptitude and situation on the base of big data. Teachers should actively learn the knowledge of big data, understand and master data analysis techniques and accept the educational reform brought by big data [3].

4.1 Analysis of the Learning Situation in English Translation Based on the Big Data

Learning situation analysis is a very important link for teaching design. Effective learning analysis is the premise of English Translation teaching design and teaching implementation. The information education technology, especially big data technology, plays a key role in this link. The teaching contents and methods should be prepared differently according to each student's concrete learning situation of the learning basis, attitude, approaches, contents and expectations in advance with the aid of big data, which can provide valuable information for teachers to perform the

subsequent teaching. The analysis of students' learning situation should be focused on the following information and factors, which is shown as Table 1.

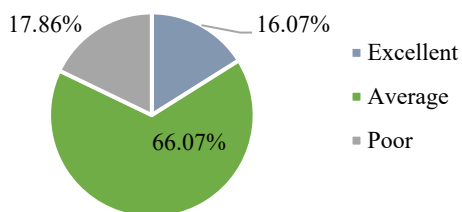**Table1:** Factors of Students' Learning Situation in English Translation Teaching

Learning Basis			Learning Interests			Learning Habits		Learning Expectations		
Excellent	Average	Poor	Strong	Good	Scarce	Actively	Passively	Knowledge Accumulation	Ability Training	Values

Most students believe that they should study their professional courses while other courses can be ignored. It is important for teachers to perform the learning situation analysis for the basic situations of English Translation teaching before performing the teaching. A questionnaire is designed to make the investigation of the learning situation among 56 students from Class A before the teaching design of English Translation, which is shown as Figure 1.
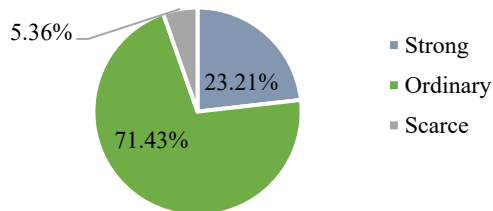
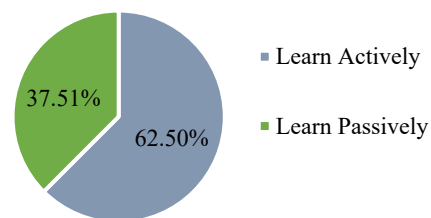**Question 1: Do you agree with Chinese Culture integrated in English Translation course?**

10.71%
89.28%
- Agree
- Disagree
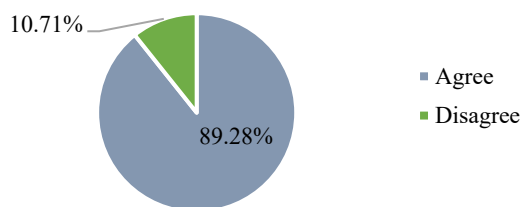
Question 2: What's your learning basis of Chinese culture?

17.86% 16.07%
66.07%
- Excellent
- Average
- Poor

Question3: How are you interested in Chinese culture?

5.36%
23.21%
71.43%
- Strong
- Ordinary
- Scarce

Question 4: What's your learning habits?

37.51% 62.50%
- Learn Actively
- Learn Passively

Question 5: What's your learning expectations for the English Translation course?

95.00%
90.00%
85.00%
80.00%
75.00%
89.29%
80.36%
91.07%
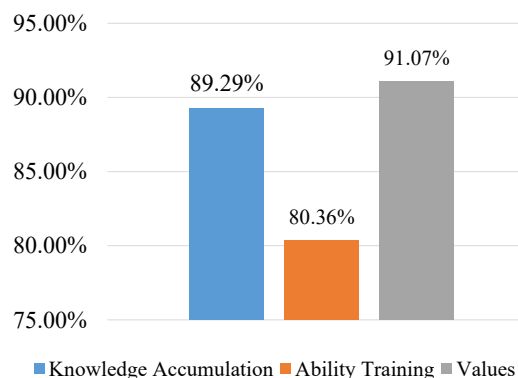- Knowledge Accumulation
- Ability Training
- Values

Figure 1: The Learning Situation of English Translation

The data of the questionnaire shows that 89.28% students in Class A agree Chinese culture integrated in English Translation teaching, but only 16.07% students have an excellent learning foundation of Chinese culture, and most students have an average learning foundation. Teachers should fully consider the poor learning foundation of the students to reduce the difficulty of the teaching contents before designing the teaching. Furthermore, except 23.21% students are strongly interested in Chinese culture, there are 71.43% students have ordinary interests in the course, which requires the teacher to focus on the improvement of the attraction of the course through flexible and interesting designs and the teaching method needs to be both diversified. According to the investigation of students' learning habits, there are 37.51% students who can learn actively, which is benefit for the group teaching to encourage the students with passive learning habits to learn actively. Finally, from the investigation of students' learning expectations for the course we can see that most students

hope to gain more knowledge, various abilities and healthy values in their learning, so teachers need to comprehensively consider the balance of knowledge instruction, ability cultivation and value guidance in their teaching design.

4.2 Variance Analysis of Students' Learning on Information Platforms

In order to construct the informatization teaching model of English Translation based on the big data and find out students' using status of various online informatization platforms in English learning, 120 students of English majors are selected from three grades (40 students in each grade) in Liaodong University to fill in the questionnaire. The results are shown as below:

Table 2: The number of students on each platform

Online Platforms	Number of Students on each Platform (40 students in each grade)		
	First-year Student	Second-year Student	Third-year Student
Rain Classroom	6	10	13
Fanya learning	5	9	11
MOOC and SPOC	3	7	8
Unipus	2	5	6
Other platforms	2	3	2
None	22	6	0

The above figures show that the numbers of students in three grades who use the information platforms. We can see that a large part of the first-year students didn't use the information platforms, only a few second-year students didn't use them, and all the third-year students used the online platforms. In order to verify the difference among the numbers of students in each group with the use of information platforms scientifically, ANOVA is chosen to verify whether there is a difference in the number of students with the information platforms. The results are as follows:

Table 3: Analysis of Variance between the groups

	SS	df	MS	F	P-value	F crit
Between Groups	0	2	0	0	1	3.68232
Within Groups	456	15	30.4			
Total	456	17				

According to the statistical significance, when the p-value is greater than 0.05, it indicates that there is no significant difference in the data between the groups. As we can see that the p-value is 1, which indicates that all the students in different groups have the awareness of using information platforms to assist their learning. Teachers should consider how to adopt good methods on the informatization platform to provide students with opportunities for translation practice. It is necessary for teachers to make full use of online information platforms to conform to the information age's advent, exploring informatization teaching reform of English Translation to enhance the teaching effectiveness for college students' all-round development under the background of big data.

4.3   The Teaching Design of English Translation Teaching Based on Big Data

Teaching design should be carried out with a concrete learning situation analysis of each student. Information education technology has become an indispensable part of students' study and life with much pleasure and convenience, which can attract students' interests, enrich the classroom teaching and enhance the attraction of the course. Currently, although teachers can take advantage of multimedia teaching with PPT and videos in their teaching, there are still some problems such as single approaches, insufficient attractions and weak effectiveness of the teaching. With information-based teaching methods have emerged in education and some well-received teaching APP has been researched and developed, such as Rain Classroom, Fanya Learning Platform and so on with the high-quality teaching resources, teachers should be encouraged to learn the advanced teaching methods, the flexible and varied teaching tools and the perfect teaching evaluation system to enhance the effectiveness of their teaching.

4.4   Hybrid Teaching Mode of English Translation with the Help of Fanya Platform

Developing information education is the key factor for the construction of an efficient teaching mode. On the basis of information technology, online and offline hybrid teaching and learning mode is the new perspective on the reform of English Translation teaching. This paper put forward a new online and offline hybrid teaching mode of English Translation based on Fanya platform combining the advantages of the MOOC, SPOCS and other new network teaching mode with online self-study and offline classroom teaching in order to change the traditional teaching mode of English Translation and provide for students' learning in-depth and independently. Both MOOCs and SPOCs can be used in a blended teaching to supplement the classroom experience [1]. The hybrid teaching mode with students as the main body and teachers as the leading role can efficiently promote the integration of information technology and education, focusing on students' independent exploration and teacher-student's interaction. In the practice of the English Translation teaching, teachers play a leading role and students take the part of the main body. Teacher provides language and cultural materials, designs teaching activities and fully combines advantages of face-to-face teaching with the information technology. And the application of information platform will be of great significance for teacher to enrich the teaching resources and enhance the teaching effectiveness, which will be great helpful for stimulating students' curiosity, arousing their learning enthusiasm and improving their independent learning ability.
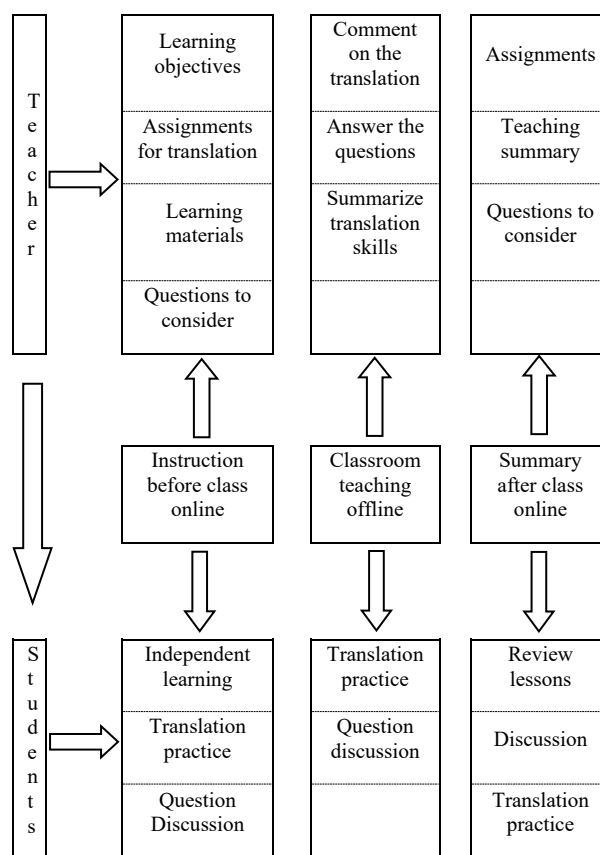

Figure 2: Hybrid teaching mode of English translation based on Fanya platform

English Translation Blended teaching mode based on Fanya platform is divided into three parts including pre-class (online), in-class (offline) and after-class (online) forming a complete teaching process for culture education and translation ability training simultaneously. For the instruction before class, teachers publish translation instructions, upload learning materials including translation exercises with key words and phrases, methods and skills of translation, MOOCs of Chinese Culture English and other materials with the questions to discuss. Students practice translation independently, record the problems in their self-study and complete the translation exercises with translation skills in Chinese culture learning and exchange their own views on the questions. In classroom teaching, students show their translation assignments with the translation skills, discuss the problems encountered in their independent learning. For the teaching summary after class, teachers issue the translation tasks and upload learning materials, including the translation text with the key words and phrases, MOOCs of "Chinese Culture" and other translation materials. Students answer the questions, exchange their views and leave a message if they have any questions.

5   CONCLUSIONS

Information education technology has profound and great impact on education with its novel teaching concept, intelligent teaching platform and interesting educational resources. The online and offline hybrid teaching mode based on Fanya platform can arouse college student's learning enthusiasm and meet the needs of their personalized learning. However, in the traditional English translation teaching, Chinese cultural education is usually marginalized resulting in students' Chinese cultural aphasia. In the era of cultural globalization, teacher should keep pace with the development of the times and take the advantage of information technology to update the education idea and innovate the teaching approach with the integration of Chinese culture elements into the English translation teaching to expand teaching resources and cultivate college students' translation skills and cultural confidence. The hybrid learning mode based on information platforms is of great significance for Chinese cultural communication in the world.

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