

# A Study on the Blended Teaching of C-E Translation Based on Chaoxing Learning APP

Hong Xu<sup>1,2,a,\*</sup>, Haibing Chen<sup>2,b</sup>

<sup>a</sup>258106276@qq.com; <sup>b</sup>380021051@qq.com

<sup>1</sup>College of Foreign Languages and Cultures, Si Chuan University, Chengdu Sichuan, China

<sup>2</sup>School of Foreign Languages, Hubei Minzu University, Enshi Hubei, China

**Abstract.** Blended learning has been discussed from many aspects, but has less been probed into with the integration of Chaoxing Learning APP in C-E translation course. This article carries out a study on the effects of blended teaching on Chinese-English (C-E) translation with the avail of Chaoxing Learning APP. A random selection of 60 students from two grades majoring in translation was divided into experimental group and control group. In the experimental group, blended teaching was adopted by using Chaoxing Learning APP during online pre-class preparation, online and offline classroom teaching, online post-class teaching, and summary after class. In contrast, the control group merely received traditional face-to-face instruction. With the use of such methods as grade testing, evaluation, questionnaires, etc. It has been found out that the experimental group had positive attitudes towards the course instructed by this mode and has developed a keen interest in learning, abilities for self-directed learning, and improved performance in the course when compared with the control group. Moreover, it dwells on the problems so far encountered in the process and calls for more efforts in the pedagogical design of blended learning in the context of translation course, knowing more about the practical needs and motivation of students so that not only targeted suggestions could be offered to students, but also online teaching could be coordinated with real-time classroom setting via the platform in a more student-centred fashion. It highlights the importance of information-based instruction with technology-enhanced learning platforms, like Chaoxing Learning APP, to maximize the benefits in instruction and learning of C-E translation.

**Keywords:** online and offline blended teaching, Chaoxing Learning App, C-E translation, curriculum reform

## 1 Introduction

In the age of globalization, with cross-cultural exchanges having been steadily on the rise, the demand for highly proficient translators has significantly increased over the years. As a result, language educators have been exploring innovative approaches and making use of technologies to enhance instruction and cultivate translation competence of students. Thanks to the development of the Internet and information technology, the field of education has also undergone transformation and innovation. The rise of e-learning platforms and massive open online courses has provided students with more chances to obtain high-quality educational content from prestigious institutions both at home and abroad. Furthermore, the increasing accessibility and affordability of digital devices, such as computers, laptops, tablets, and smartphones and so on, have made online instruction not only feasible, but also the norm for

students. Blended teaching, also blended learning, a pedagogical approach emerging in the 1990s and combining online and face-to-face instruction, has attracted much attention as an effective method for language instruction. This article aims to probe into the effectiveness of it, specifically in the context of a C-E translation course, with the use of Chaoxing Learning App.

## 2 Literature review

Blended learning, integrating the features of both online teaching and traditional classroom teaching, has been occupying an important position in the field of education, and has won lots of attention from scholars both at home and abroad. In China, He Kekang defines it as “combination of the advantages of traditional learning methods and e-Learning (which refers to digitized or online learning)”[1]. Liu Huang Lingzi and Huang Ronghuai et al. point out “the key to it is how to effectively integrate learning in a technological environment with learning in a traditional classroom environment”[2], and carries out an empirical study in this respect. Similarly, Garrison and Kanuka, Graham et al., etc. not only define the term, but also discuss the potentials and trends brought about by online and offline integrated instruction[3, 4]. Subsequently, Pape further expounds on such benefits of the instruction mode as continuity of learning, personalized connections, student engagement and so on[5]. Notably, Secara, Merton and Ramírez conduct research on pedagogical resources in related projects in translator training, and probe into the lessons gained from the use of the resources in blending learning [6]. Similarly, Galán-Mañas and Hurtado Albir discuss the validity of two teaching proposals for translator training in a blended learning, and expound on the prospective advantages, such as flexible timetable, encouragement to group work, etc.[7]. In a recent study, Ashraf and Mollah et al. analyze the current situation and explore the strengths and weaknesses of blended learning in Chinese higher education[8]. But few in-depth empirical studies have been conducted on the teaching of translation courses, esp. concerned with the translation from Chinese into other languages. Recently, with the rapid advancement of artificial intelligence (AI), China has seen its integration into education, attested by such AI-powered educational tools as intelligent adaptive learning platforms, virtual reality applications, etc., are being developed and tailored to enhance instruction. Chaoxing Learning App, one of the most popular comprehensive and interactive platforms for online education in China, empowers both teaching and learning by offering a wide range of resources, courses, and functions for students and teachers. By examining the effects of blended learning integrated with Chaoxing Learning App, this article aims to discuss the role it plays in C-E translation course and overall learning outcomes. In addition, it goes a step further to analyze the students’ engagement with the app and their perception of the learning experience, as well as the problems to be tackled in the instruction process, thus providing valuable insights and practical implications on how to make full use of it so as to improve information-based teaching in foreign language education.

### **3 Application experiment of Chaoxing Learning App in blended teaching of foreign language courses in universities**

#### **3.1 Research objectives**

Taking C-E translation course as an example, this study aims to analyze how Chaoxing Learning App has been made use of in the teaching of foreign language courses in information-based teaching reform in universities, its effects, and existing problems. With an eye to these problems, corresponding strategies will be put forward to carry out the reform of information-based teaching in universities effectively.

#### **3.2 Research subjects**

In this study, the research subjects are 60 undergraduate students from two different classes majoring in translation. As for Class 1, the experimental group, including 30 students enrolled in 2019, the teacher utilizes Chaoxing Learning App for blended information-based teaching reform in the course. However, in Class 2, the control group, including 30 students enrolled in 2018, the teacher primarily adopts traditional teaching methods without the avail of Chaoxing Learning App. In the experimental semesters, there are no significant differences in foreign language proficiency and translation competence between the experimental group and the control group. In addition, the two classes are taught by the same teacher, and the teaching resources, activities, and tasks are generally the same throughout the semester.

#### **3.3 Research methods**

By comprehensively adopting such methods as grade testing, evaluation and questionnaires, this study mainly carries out the research from the following three aspects.

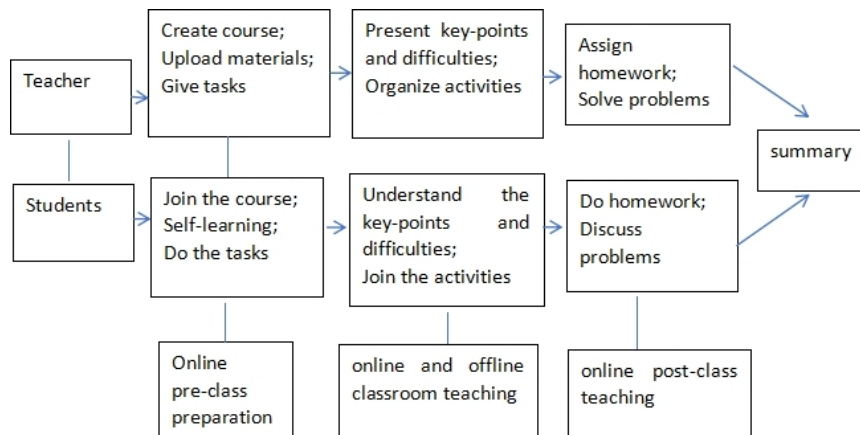
Firstly, the teacher conducts grade testing of the subjects, which mainly includes regular assignments and end-of-semester grades.

Secondly, peer teachers and students carry out course evaluation at the end of the semesters.

Thirdly, surveys are conducted among students. At the end of the semesters, a questionnaire survey is conducted to find out how the students have used Chaoxing Learning App in foreign language learning, what effects have been achieved, and what problems have arisen in the process. A total of 30 questionnaires are distributed among students in the experimental group, 25 are collected, and all of them are valid.

#### **3.4 Research process**

In this study, for the 32 periods of classes of C-E translation course in the two classes, there are no differences in teaching syllabus and materials but teaching method. In the control group, conventional teaching method is adopted, while in the experimental group, Chaoxing Learning App is used to perform a variety of functions, such as uploading resources, assigning relevant learning tasks, organizing topic discussions, etc., in the attempt to carry out information-based teaching reform. The specific processes are as follows in Figure 1.



**Figure 1.** Application of Chaoxing Learning App in blended learning.

According to Figure 1, the first step is the online pre-class preparation. Through the Chaoxing Learning App, the teacher creates the course and uploads teaching materials, questions, and discussion topics, etc., to the learning platform, while students are required to join the course, learn by themselves and do some tasks. Notably, multi-modal texts, such as written texts, videos, and pictures, etc., are used to lead in and make up relevant information default in understanding, thus enriching students' knowledge and stimulating their interest in learning.

Secondly, online and offline classroom teaching is carried out. According to the teaching objectives and content of the course, teacher will present the key-points and difficulties, organize some activities, while students are guided to acquire knowledge through some activities such as watching recorded videos, relevant MOOCs, etc. in addition to teacher's traditional lecturing. Furthermore, both online and offline discussions are organized to facilitate the intensive learning of students and the interactions between teacher and students.

Then, move to online post-class teaching step. Through Chaoxing Learning App, teacher will assign the homework and solve the problems of students during the learning process. Besides the assignments given out, the grading is efficiently improved with the help of the Chaoxing scoring system. In this way, the real-time statistical data obtained from Chaoxing Learning App is of value in assessing students' understanding of the knowledge points, acquisition of skills and cultivation of competences, thus helping students achieve the set learning objectives in due course.

The final step is the summary. Summarize the key knowledge points and main teaching content. With regard to the problems in the teaching process, timely adjustments are made to the teaching process and activities, and live question and answer sessions are also conducted if necessary.

## 4 Results and Discussion

As an innovative pedagogical advancement in education, blended learning has the advantages of both face-to-face and offline instruction. When integrated with Chaoxing Learning App in C-E translation course, it has displayed the potentials of information-based learning by offering a range of benefits, and has won widespread approval among both teachers and students. When

it comes to evaluation, both peer teachers and students in experimental group have shown positive attitudes towards to the course instructed by this mode, with the average score being over 90 points. According to the questionnaire collected in the experimental group, 88% of the students are relatively highly satisfied with blended learning based on the platform, 12% of them are moderately satisfied with it. Undoubtedly, there is still room for improvement concerning how to put blended learning to practice with the avail of the platform.

#### **4.1 Keen interest in learning**

In the experimental group, students generally have a strong willingness to use the Chaoxing Learning App for their studies. For instance, so far as the main content in the course is concerned, students in experimental group have shown an inclination to resort to Chaoxing Learning App for materials, with an average frequency of 37 times or so during the learning process. However, this is in sharp contrast with that of students in the control group, who primarily rely on available paper books and teacher's lecturing for more knowledge, or even show little readiness to make full use of the platform to facilitate learning on their own. As a matter of fact, the use of the Chaoxing Learning App has further generated keen interest in learning, for instance, asking questions frequently both in classroom and online, thus motivating students to exert more efforts in learning and to be well on the way to efficient leaning. According to the survey by questionnaire, nearly 84% of the students hold the view that the utilization of Chaoxing Learning App in blended leaning has not only triggered their interest in the course, but also enhanced their engagement in the activities organized both online and in the classroom in addition more flexible schedule and learning styles.

#### **4.2 Better academic performance**

Thanks to learning materials and resources on the Chaoxing Learning App, students have an easy access to the course related data without being much confined by temporal and spatial factors so long as they are wired. What's more, students are no longer limited to reading materials only; instead, they have far more audio-visual resources at their fingertips. Seen from this perspective, the learning process has been re-contextualized, in which learning subjects have the likelihood of enjoying highly embodied language acquisition experience, which the traditional teaching methods have much to marvel at.

More than that, Chaoxing Learning App empowers not only students' learning by giving out quizzes and assignments, which enable students to reflect upon theoretical knowledge and practice the skills they are learning, but also teacher's instruction by monitoring students' learning process in real-time. According to statistics, in addition to better regular performance in class, students in the experimental group have an average score of 80 points in final exams at the end of semester, while students in the control group have an average score of 75.7 points. As for the rates of high scores, the two groups differ significantly in that 50% of the students scored over 80 points in the former group, while for the latter, only 28.57% of the students scored over 80 points. It is obvious that there are obvious differences in terms of average scores and rates of high scores between the two groups. As a matter of fact, the students in the former group have been geared to a sound development of translation competence, let alone being highly proficient in both Chinese and English.

### **4.3 Improved ability for self-directed learning**

Self-directed learning ability, the kind of capacity for an individual to take initiative to learn and make independent decisions with regard to learning objectives, strategies and methods, etc. in the learning process, has been a must in today's fast-paced and rapidly changing world. Generally, it can be broken down into the following categories, self awareness, setting objectives, motivation, planning, seeking out resources etc.. To a certain extent, in an informational age where ubiquitous learning has increasingly been a daily practice, considering the vast amount of information available on the internet, more free time for learning, it has been playing an important role in determining whether an individual is liable to have a promising prospect or not.

When comparing the groups, the experimental group has shown a positive attitude towards learning in that more students have identified the need for the course, and logged on to the platform frequently for resources in addition to more internal conscious efforts in attending classes, participating in class discussions, asking and answering question. According to data, nearly 95% of the students have made a self study of the introduction to the course on Chaoxing Learning App, followed by a steady follow-up study of other course content and materials during and after the semesters on their own. As for the after-class assignment, nearly 87% of the students have handed in homework before the deadline. Moreover, the students are eager to know more about professional knowledge in the field of translation, and are willing to consult for suggestions on job hunting and career planning. In contrast, the students in the control group, devoid of the facilitation and spur of such platform, have just attended offline classes regularly without exerting much obvious self-directed efforts in knowing more about why such a course should be compulsory, mapping out plans for long-term learning, focusing on certain areas for targeted improvement, and participating class activities consciously, etc.. As a result, there have been relatively fewer interactions between teacher and students and among students, with the learning process largely being directed by others instead of themselves.

### **4.4 Existing problems and relevant strategies**

No doubt, the teaching reform combining online and offline learning activities has enhanced students' language learning experience, which has been illustrated obviously in the above. However, there are still several problems that need to be dealt with, for which, strategies should be put forward for improvement accordingly.

The reason why the problems arise may be partly due to the lack of skills in applying the tool, and partly due to inadequate preliminary design of the course and relevant activities. Therefore, it is necessary to provide training to both teachers and students to demonstrate how to effectively exploit it by various ways such as lectures, workshops and online courses, and so on. At the same time, it is expected that teachers channel more efforts into the design of course content and relevant activities, so that such features as online discussions, group projects, and peer-to-peer feedback, etc. can be put to adequate use.

For one reason or another, some of the students have just paid much attention to the PPT, textbooks directly related to the translation course itself. Admittedly, the limited use of the abundant resources is in no way conducive to the intensive and extensive of learning of the course. In view of this, it is expected that teachers have more knowledge about students by such means as assessment, observation and interviews. Then, taking into account of the different

needs, motivations, objectives, plans of students and many other factors, more targeted guidance or suggestions are to be proposed, so that students can take the place of center in the learning process and their self-directed abilities can be accordingly cultivated.

## 5 Conclusions

Compared with the traditional foreign language teaching model, the teaching reform based on Chaoxing Learning App has truly achieved interactive teaching between teacher and students online and offline. As has been shown in the above, the teaching reform has attained a high degree of satisfaction among student and achieved significant teaching effectiveness, namely, keen interest in learning, better academic performance, and improved ability for self-directed learning. However, there are still some problems to be addressed, such as limited utilization of the functions, resources on the platform and insufficient coordination between online and offline teaching. In the age of informational technology, with online teaching being the buzzword and much efforts being exerted on it, to be or not to be, that is not the question. Instead, it is more worthy of pondering how to integrate online teaching and offline teaching more effectively so as to maximize the advantage of them. In this respect, it is suggested that online teaching be effectively designed and coordinated with real-time classroom setting via the platform of Chaoxing Learning App, thus students can truly enjoy the benefits of technology and immerse themselves into bricks-and-mortar learning environment, but without being bereft of the opportunities of having face-to-face interpersonal communications. Therefore, more work is to be carried out in these aspects.

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