

A Study of English-Chinese Translation Mixed Classroom Teaching Strategies Based on MOOC and Mosoink Class Platform

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Keywords: MOOC; Micro-class; Mosoink class; English-Chinese translation; mixed classroom teaching.

Abstract: The application of MOOC and micro-course in English-Chinese translation hybrid classroom teaching is one of the important subjects of College English teaching reform under the background of application transformation in some universities in the information age. It also has practical demonstration value and reference value for promoting other course teaching reform. App teaching platform based on Mosoink Class can complete the design and implementation of teaching and learning in mobile environment. Multilateral real-time resource push, communication and sharing and feedback evaluation can be realized through mobile Internet of smart phones and other media, thus opening up a new mobile teaching experience. This paper analyses the necessity and superiority of applying MOOC, micro-course and Mosoink Class platform to English-Chinese translation hybrid classroom teaching. Referring to the flipped teaching mode of “self-media cloud connection”, combining with the verification case of pyramid theory and the practice of hybrid one-drag-three-English-Chinese translation rolling training, this paper discusses the hybrid classroom teaching of English-Chinese translation based on MOOC and Mosoink Class platform. Strategies for Implementing Learning.

1. Introduction

Under the background and teaching concept of students as the main body in the micro-era with the development of information technology, the research of using MOOC and micro-course to implement flipped teaching has also become a hot issue concerned and explored by scholars at home and abroad. However, there are many theoretical studies and few practical applications of relevant research results. There are fewer related research results on the application of MOOC and micro-course in the mixed classroom teaching of English-Chinese translation. How to effectively apply MOOC and Mosoink Class Platform to English-Chinese Translation Mixed Class is the main content of this paper.

2. The Necessity of MOOC and Mosoink Class Platform Applied to English-Chinese Translation Mixed Classroom Teaching

In this educational resources can be shared through information technology platform, everyone can be a teacher, everyone can learn. At the same time, in all kinds of information consultation, people tend to accept all kinds of information points in the shortest and easiest way, rather than the knowledge side of a long story. Therefore, in classroom teaching, the traditional classroom teaching mode, which mainly teaches students to listen, is no longer suitable for the current characteristics of the times, nor for students in the information age. In view of this, how to use information technology to improve the effectiveness of classroom teaching, especially how to enable students to grasp knowledge quickly in a short time, is a common problem faced by all university teachers.

Mosoink Class is a teaching platform specially designed for teaching and learning in mobile environment. It only needs to download and install Mosoink Class App. With the help of mobile interconnection such as smart phones, laptops, Tablets and so on, it can realize multilateral real-time resource push, communication, sharing and feedback evaluation, thus opening up a new mobile teaching experience.

3. Advantages of MOOC and Mosoink Class Platform in English-Chinese Translation Mixed Classroom Teaching

3.1 It can effectively strengthen the process of teaching reform in the blended English-Chinese translation classroom.

Under the background of micro-era and Internet-plus era, the application of MOOC, micro-course and Mosoink Class platform in the mixed classroom teaching of English-Chinese translation, on the one hand, makes the traditional teaching mode adapt to the development of the times and the teaching methods more diversified, thus improving the teaching effectiveness. On the other hand, MOOC and micro-course resources expand the scope of knowledge and teaching area in the process of blended English-Chinese translation classroom teaching. They are not only conducive to students' understanding of relevant knowledge, but also can be reused across time and regions, which greatly improves the effectiveness and teaching value of blended English-Chinese translation classroom teaching.

3.2 Highlighting the Subjective Position of Students in the Mixed Classroom Teaching of English-Chinese Translation

The application of MOOC, micro-course and Mosoink Class platform in English-Chinese translation blended classroom teaching highlights the students' dominant position in the process of English learning, so that students can actively participate in Translation Classroom Teaching and truly realize the teaching mode of flipping classroom. As a kind of reusable resource, micro-lesson video produced by teachers can provide students with the initiative to learn knowledge points according to individual needs, so as to change the "one-size-fits-all" mode of classroom teaching and enrich the characteristics of individualization. The micro-class form of student discussion is conducive to students' subjective initiative and learning more actively and consciously. The process of making topic-based micro-lessons will also change the role of students from "audience" to "creator" in the traditional classroom. It can effectively exercise students' organizational ability, language expression ability and logical thinking ability, and actively develop students' strengths and abilities, so as to lay a certain practical foundation for them to go to work in the future.

3.3 As far as the teaching methods of English-Chinese translation are concerned, MOOC and micro-course focus on the combination of points, lines and planes.

The application of MOOC, micro-course and Mosoink Class platform in English-Chinese translation hybrid classroom teaching has transformed the traditional teaching mode focusing on theoretical knowledge system into micro-course teaching focusing on knowledge. On the basis of taking into account the systematicness and completeness of English-Chinese translation course knowledge, we should strengthen the inclination of mixed teaching hours for key and difficult knowledge, and devote more time and energy to key content.

Traditional teaching of English-Chinese translation emphasizes the establishment of knowledge system. However, due to the limited teaching time in classroom, teachers can not talk about every knowledge point in the process of classroom teaching, nor can they give consideration to all aspects of knowledge in English-Chinese translation course. Therefore, teachers often do not have enough time to construct a complete knowledge system in classroom teaching profoundly and comprehensively. After a semester or even a few semesters, students still can't grasp the key points of the English-Chinese translation course as a whole.

To sum up, the application of MOOC, micro-course and Mosoink Class platform in English-Chinese translation hybrid classroom teaching can make students have a deeper and clearer understanding of this course by making a big fuss and strengthening communication training, and have more opportunities to implement skills study through communicative practice. Really learn to be good, rather than out of the classroom, co-textbooks will be unknown. In the application of MOOC, micro-course and Mosoink Class platform in English-Chinese translation hybrid classroom teaching, on the one hand, it enables students to actively learn, and to carry out targeted learning according to needs. On the other hand, it can promote teachers to change their thinking, pay

attention to students' participation and expressiveness in the teaching process, and use a new way of thinking to carry out teaching, so as to reform the teaching process of English-Chinese translation course.

4. Design and Implementation of English-Chinese Translation Mixed Classroom Teaching Based on MOOC and Mosoink Class Platform

4.1 Design of English-Chinese Translation Mixed Classroom Teaching Based on MOOC and Mosoink Class Platform

In the aspect of mixed English-Chinese translation classroom teaching design, the author draws lessons from the flipped teaching mode of "self-media cloud connection", and based on the practical verification of pyramid theory, implements mixed one-drag three-English-Chinese translation rolling training, and achieves good classroom teaching effect.

4.1.1 Learn from the flipped teaching mode of "self-media cloud connection"

Wang Yansong (Ph.D., Professor of Xi'an Conservatory of Music) published the case analysis of teaching reform of general education in Universities in 2016 under the background of "Internet + education" (Project Fund: the provincial teaching team of Shaanxi undergraduate university, Shaanxi Province, Gao [2014]16) in 2014. It calls on university teachers to carry forward the spirit of the times of the deep integration of educational development with science, technology and humanities on the premise of adhering to the public welfare attribute of education. Professor Zhang Xiaohu's Brief Analysis of the Effect of "Cloud Connection" from the Media in the Perspective of Intelligence Education (Research on the Development and Construction of Intelligent Courses and Their Teaching Model in the Perspective of Intelligent Education, established by the Shaanxi Higher Education Association, XGH17214) was recently published in the academic journal Knowledge-Power. The article also states that "I and Yuhua Longwenyuan" were founded. Teacher Jia Yong, the founder, has been in contact for more than 18 years from getting along to getting acquainted with each other to cooperating with each other. At present, Yuhua Longwenyuan has come to an end without any illness. However, Baidu Baidu's "Yuhua Longwenyuan" has so far found about 743 relevant results. According to incomplete statistics, Xin Cong published "A Brief Review of the Teaching Activities of Yuhua Longwenyuan" in the third issue of Examination and Evaluation in 2016. Among the teaching achievements of Yuhua Longwenyuan in 2015, more than 50 students publicly published articles in newspapers and magazines only in the teaching of writing. In fact, Yuhua Longwenyuan has realized the transformation from network teaching circle to media "cloud connection" by means of self-Media such as APP software, live broadcasting platform, public number and audio platform, as well as self-Media resources such as micro-blog, micro-message and BBS forum, and implemented hybrid flip teaching by means of "cloud connection" between teachers and students from media.

The number of journal papers specializing in Yuhua Longwenyuan has reached nearly 100, and the authors are basically teachers and researchers from many universities. For example, the academic journal Labor Security World, since February 2015, almost every issue of the whole year has special articles and related achievements on Yuhua Longwenyuan. Ma Qiang, chairman of the Department of Economics of a university, director of the Sports Commission of a university, and vice-chairman of the Sports Department, Ma Dehou, have all highly appraised Yu Hua Long Wenyan and its students in periodical papers. In the article "On Young Masters in Yuhua Longwenyuan", Ms. Zhao Yan praised the university students who published a lot of works as "Young Masters"; Ms. Ma Qiang later published "Why is the student administrator of Yuhua Longwenyuan called a Young Master". A large number of academic papers can be found by searching for "Yuhua Longwenyuan" in China's HowNet. Only 20 papers were published in 2015 (because more related achievements are college students' compositions, although not included in the HowNet, quite a part of them are included in Weipu, Wanfang and Longyuan periodical networks). Among them, Professor Wang Yansong also confessed in his new book "Excellent Works of

Students, Talks between Teachers and Teachers”: “I appreciated the network teaching circle of Yuhua Longwenyuan several years ago.” He Jianrong, former associate professor of Xi'an Foreign Studies University (General Manager of New Horizon Foreign Talents Exchange Center, Dean of New Horizon Academy of Calligraphy and Painting), Zhou Yishan, teacher of Xi'an Foreign Studies University, published papers in National Excellent Journals “Labor Security World” (2015-03) and “Yangtze River Series” (2015-07), highly appraising the implementation of mixed flipping teaching mode in Yuhua Longwenyuan. Practice exploration.

4.1.2 Practical verification of pyramid theory

“Cone of Learning” was first proposed by American scholar Edgar Dale in 1946. The theory holds that among all learning styles, the most efficient way is to teach others and apply them immediately. Since its birth more than 70 years ago, whether the pyramid theory has been verified by more and more educators has not been decided yet. However, some scholars pointed out that “Mr. Jia Yong once led the training group of education in well-known educational institutions and personally trained young teachers. Some of them just graduated from university, because they want to be good teachers, they have made great progress one by one.” It can be seen that using the method of training teachers to teach students is indeed one of the most efficient teaching methods. Unfortunately, to this day, most people in society still think that this “teach others” learning method is a waste of time. This is mainly because there are too many students facing school teachers, it is impossible to achieve “using the method of training teachers to teach students”. The author’s mixed classroom teaching practice based on MOOC and Blue Ink Cloud Class Platform proves that with the help of MOOC, micro-class and Blue Ink Cloud Class Platform, it can become unrealistic and impossible.

4.1.3 Implementation of English-Chinese Translation Mixed Classroom Teaching Based on MOOC and Mosoink Class Platform

According to the author's teaching practice, first of all, in terms of teaching content, we should divide the huge knowledge system into several fragmented knowledge points so as to make the mixed English-Chinese translation classroom teaching content micro-lectured. Secondly, the key and difficult knowledge is presented in the form of micro-lessons, which makes the classroom teaching vivid and diversified. Furthermore, the use of MOOC, micro-class and Mosoink s class platform to implement the flip classroom, so that students actively participate in the learning process, thereby improving learning efficiency.

4.2 Microcurriculum of Teaching Content

In the process of teaching, teachers should divide the whole knowledge system into several small knowledge points to teach, so that the knowledge that students need to master is fragmented and easy to accept. Make the content of the whole classroom teaching micro-curricula, so that students in the learning process, have a profound understanding of each fragmented knowledge point, step by step, firmly grasp the basic knowledge points, so as to achieve the mastery of the entire knowledge system. Specifically, teachers should sort out the whole knowledge system of the curriculum, sum up some key points of knowledge, and make the huge and complicated knowledge fragmented and detailed. In the process of teaching, micro-curriculum content is formed, which is easy for students to learn and master. Based on the framework of “micro-course” teaching mode, a detailed and operable “micro-course”teaching implementation plan and detailed program are formed.

The so-called “small classroom large teaching” is to make the teaching content micro-curricula and let the students know little about it. The scale of micro-courses is small, the content of information is relatively small, and the content is relatively fragmented. Therefore, it is not recommended that the “micro-lesson”teaching mode be used in the whole teaching process, but only for the key and difficult content of teaching, to develop targeted “micro-lesson” fragments. The micro-course teaching method is adopted and a variety of teaching methods are used to explain a knowledge point. The micro-course teaching mode needs to be integrated with the traditional

teaching mode to give full play to their respective advantages, so as to improve the teaching quality and teaching effect. This requires teachers to design the content of “micro-lessons” according to the syllabus, and make use of various means such as the Internet to make the key and difficult problems more vivid and intuitive to be accepted by students.

4.3 Using MOOC, Micro-class and Blue-ink Cloud Class Platform for Flipping Classroom Teaching

Firstly, teachers can make videos or recommend micro-lesson resources, and make use of MOOC, micro-lesson and MosoinK class platform to enable students to learn knowledge independently after the first class. So that the former single classroom learning content can be extended to students’ extra-curricular time, so that they can flexibly use their spare time, and actively study, thus reflecting the main position of students in learning.

Secondly, teachers provide meaningful topics for discussion after class. On the one hand, they can reflect the focus of the unit curriculum content, on the other hand, they can further develop students’ subjective initiative and effectively mobilize students’ learning enthusiasm. Teachers divide the class into several discussion groups according to the specific situation, forming a small teaching team. Each group chooses a topic for discussion, collects information through self-study knowledge and the content of the teacher’s lecture in class, and then produces micro-lessons to show the group’s understanding of the issues discussed in class. This not only enables students to grasp the key points of knowledge thoroughly, but also greatly mobilizes students’ learning enthusiasm and ability to think positively, and optimizes the teaching effect of mixed English-Chinese translation classroom.

The key to the effective implementation of this link lies in whether the topic provided by English teachers is meaningful, whether students can actively participate and play their personal strengths. This requires teachers to take into account many factors when providing classroom discussion topics: not only should they combine with the course content, so that students can have a deeper understanding of what they have learned through discussion, but also should be combined with students’ actual situation, so as to have a full understanding of students’ acceptance and understanding abilities. It is not only to extract the essence of the content, but also to allow students to have something to say, to express their views and understanding.

5. Conclusion

MOOC and MosoinK Class are changing people’s teaching and learning mode which improves the relationship between teaching and learning, improves the learning effect, and improves the inefficiency of classroom listening to a certain extent, and improves students’ learning interest and enthusiasm. However, how to make a diversified evaluation of students, promote teaching and stimulate students’ learning interest under the new media is the need of this research. One step of discussion also points out the research direction for this topic. This requires teachers to take into account many factors when providing classroom discussion topics: combining the content of the course, making students have a deeper understanding of what they have learned through discussion, and combining it with the actual situation of the students

Acknowledgements

PHZ1805: Key Project of School-Level Teaching Reform of Xi’an Peihua University: Exploration and Application of Mixed Teaching Design Based on MOOC and MosoinK Class in English Professional Skills-based Course Cluster----- A Case Study of English-Chinese Translation Teaching

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