Interactive Translation Teaching Based on WeChat

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Abstract: Network interactive translation teaching is guided by constructivism, highlighting the essence of translation teaching is interaction. As a popular instant messaging software, WeChat can quickly process and transmit the information obtained by different users. This paper builds a WeChat-based network interactive translation teaching model from WeChat's network interaction function, aiming to change the traditional translation teaching mode, improve communication teachers to students and students to students, and improve students' translation level and translation skills.

1. Introduction

The translation course is a main course for foreign language majors in universities. It aims to develop students' comprehensive ability to use language. Traditional translation courses are designed the teaching process with classrooms as medium, and regard teacher as the center of teaching. In the traditional teaching process, the four-step method of "skill introduction - translation practice - check answer - teacher comment" is adopted, which cannot stimulate students' creativity, content Abstraction and process monotony. Students lost interest in learning, and the interaction between teachers and students is seriously inadequate.

2. Research Background

With the development of wireless communication technology and mobile Internet, people can use mobile communication devices such as mobile phones and computers to obtain knowledge information through wireless networks anytime and anywhere. WeChat (WeChat) is a free application for instant messaging service provided by Tencent in 2011. WeChat can send free voice messages, videos, pictures and texts through the network platform, and can also use data sharing media content profiles and location-based social plugins. WeChat official data shows that by the end of September 2018, WeChat's monthly users have reached 1.082 billion, covering more than 90% of smartphones, and become an indispensable daily use tool in people's lives. As a popular communication software, WeChat is deeply loved by students, which provides a brand-new platform for online interactive teaching. From the current large amount of data, WeChat's research on teaching mainly focused on college English teaching, it is less used in translation teaching. Therefore, this paper uses the interactive function of WeChat to construct network interactive translation teaching model based on WeChat, aiming at changing the traditional translation teaching mode, helping teachers and students are not limited to the classroom, and strengthen communication between teachers and students, and improving students' translation level and translation thinking.

3. The function of WeChat and WeChat public platform and its application advantages in teaching

3.1 WeChat's function

WeChat fully integrates many functions such as voice call, SMS, QQ, and Weibo. The WeChat public platform's function mainly contains real-time communication, message transmission and material management, in particular, users can exchange public accounts in real time, and can

automatically reply to user information. WeChat and WeChat public platforms can quickly deliver video, text and pictures through smart phones, and have timeliness and convenience in information notification, information announcement and information sharing, which provide more communication for teachers and students, and create a new teaching and learning platform.

Chat function: Support to send voice messages, videos, pictures and texts, people can achieve private chat and multi-group chat;

Real-time walkie-talkie function: Real-time intercom can be conducted through voice chat and video chat;

Friends circle function: Users can share daily life with friends by posting text, pictures, website links etc., and friends can comment, forward or collect it;

Voice Notepad function: supports voice shorthand, video notes, text notes, picture notes;

Bulk assistant: send messages to multiple people through group assistants.

3.2 Advantages of WeChat and WeChat public platform in teaching

3.2.1 Facilitate the communication between teachers and students

WeChat conducts private chats and group chats with friends through various media forms such as voice calls, text, pictures and video chats. It supports two-person video chat or voice chat and multi-person real-time intercom. The teachers and students can be free from time and space restrictions, and break restrictions inside and outside the classroom, which help them exchange information. On one hand, WeChat public platform can help teachers learn about students' learning situation and learning interest before class, and make reasonable teaching arrangements. On the other hand, when students encounter difficult problems in the process of learning, they can also ask teachers through the WeChat platform after class, and teachers help students solve difficult problems. At the same time, teachers can also question students and extracurricular exercises through the WeChat platform to understand students' mastery of what they have learned. When students answer questions, each student should use real name on the WeChat platform. Through the information exchange between teachers and students on the WeChat platform, the interactivity of teaching can be improved, and the teaching effect and teaching quality can be improved.

3.2.2 Sharing boutique resources

WeChat shares daily life in Moments by posting information such as text, images, and website links, friends can comment, forward or collect. Teachers can send quality teaching resources to group chats, students can see information resources through groups, and teachers send teaching resources to Moments, students can comment, forward or circle in Moments. Teachers can also create a WeChat public account to send quality resources or information to the public accounts. As long as students pay attention to the WeChat public account by identifying the QR code, students can also share excellent teaching resources. At the same time, students can find excellent resources on the Internet and can also distributed them in group chats or Moments, and share more excellent teaching resources and materials.

3.2.3 Various forms of evaluation

The variety of evaluation forms means that the final test scores at the end of the semester are no longer used as the sole basis for assessing students, which is more conducive to improving students' enthusiasm and participation in learning. The interactivity of WeChat and WeChat public platforms enables more communication and communication between teachers, students and students. Teachers can post learning tasks and learning topics through WeChat. Students send their homework assignments to WeChat groups, or actively discuss topics and express their opinions. Through WeChat, teachers can timely check the completion of the work and the teaching effect, or participate in the topic discussion of the students, and guide the students to further understand the topic, through the formative evaluation of the students in the learning process. At the same time, students can also evaluate each other, making the evaluation results more objective.

4. The construction of the network interactive translation teaching mode based on WeChat

4.1 Theoretical basis

The network interactive translation teaching model is a new learning theory based on constructivist learning theory. Constructivist learning theory holds that students are the subject of learning, and that learners' learning takes place in interaction with the learning environment. Kafai & Resnik (1996) emphasizes that learning should be student-centered and give full play to students' autonomy. Teachers play the role of mentor, organizer and helper in the teaching process. The network interactive teaching method mainly realizes the communication and communication between students, the interaction between students and teachers, and the interaction between students and learning resources through the network platform of WeChat and modern information technology. Communication and communication between students mainly refers to the use of WeChat platform to enable students to discuss and exchange translation difficulties and seek the best translation. The interaction between students and teachers is mainly student-centered. The teacher transmits images, sounds, words and other content to the students, and imparts knowledge to the students. After the students obtain the information, they can actively construct the knowledge and encounter in the learning. The problem can also be timely feedback and communication to the teachers, fully mobilizing the students' initiative. The interaction between students and learning resources, through the exchange of information and resource sharing between students and teachers, enables students to form a three-dimensional network interaction mode between students, teachers, textbooks and media. Therefore, the network interactive translation teaching mode focuses on the communication and communication between teachers, students, students and students and learning resources in the process of translation teaching, emphasizing students to construct translation knowledge and skills through interaction, rather than teacher-led translation teaching classroom, mechanical translation Knowledge is passed on to students. The network interactive translation teaching mode creates an interactive environment for students to communicate and share knowledge, which is conducive to students' construction and acquisition of new knowledge.

The network interactive translation teaching mode integrates the interactive function of WeChat, and constructs a translation teaching activity design that breaks the inside and outside of the classroom, as shown in Figure 1. According to the learning theory, the new model divides the whole learning process into three parts. The first part is the preparation before teaching, the second part is the design of teaching activities, and the third part is the design of learning evaluation, including formative evaluation and summary evaluation.
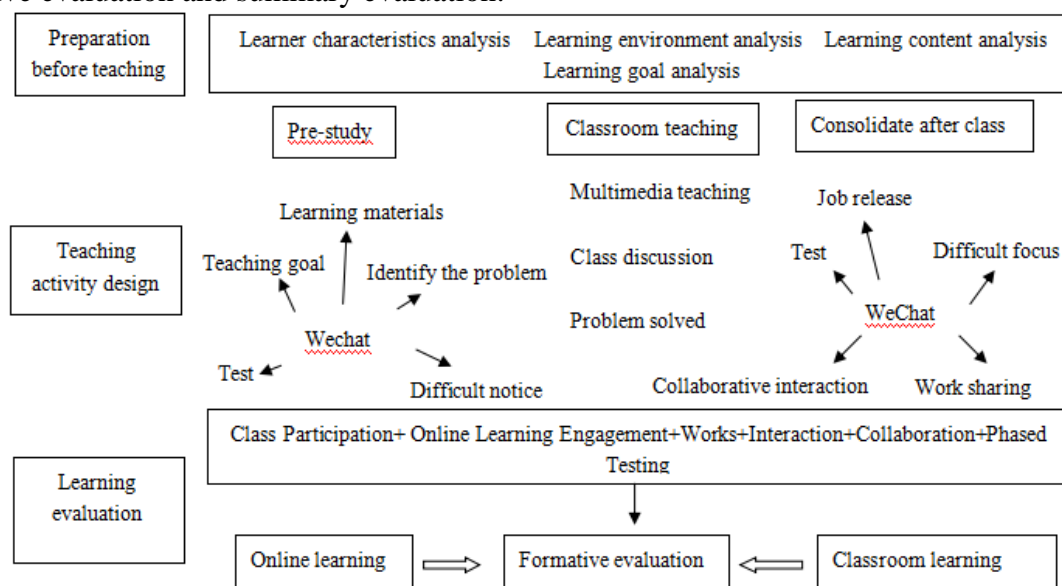

Figure 1 translation teaching activity design

4.2 WeChat-based network interactive translation teaching mode

As shown in Figure 1, translation teaching is divided into three stages: pre-teaching, teaching activities and learning evaluation (after-school feedback and evaluation). WeChat teaching is mainly played by functional modules such as private chat, WeChat group, public platform, and circle of friends. It plays a one-to-one or one-to-many interaction in the design stage of each learning activity, keeping the entire teaching activity smoothly. Three topic groups and several group discussion groups are created according to the needs of translation teaching. The theme group requires teachers and all students to join, divided into pre-class preparation groups, classroom teaching groups and after-school consolidation groups. The group discussion group divides the whole class into groups of 7-8 people, and divides them into several groups. Each group has group leaders. Teachers also join each group to discuss the discussion and learning situation of the students. The group discussion group can Participate in the whole teaching activities, pre-class preparation group can discuss pre-school problems, in the classroom teaching group can discuss the translated text with the group, after the class consolidation group can conduct homework discussion and testing.
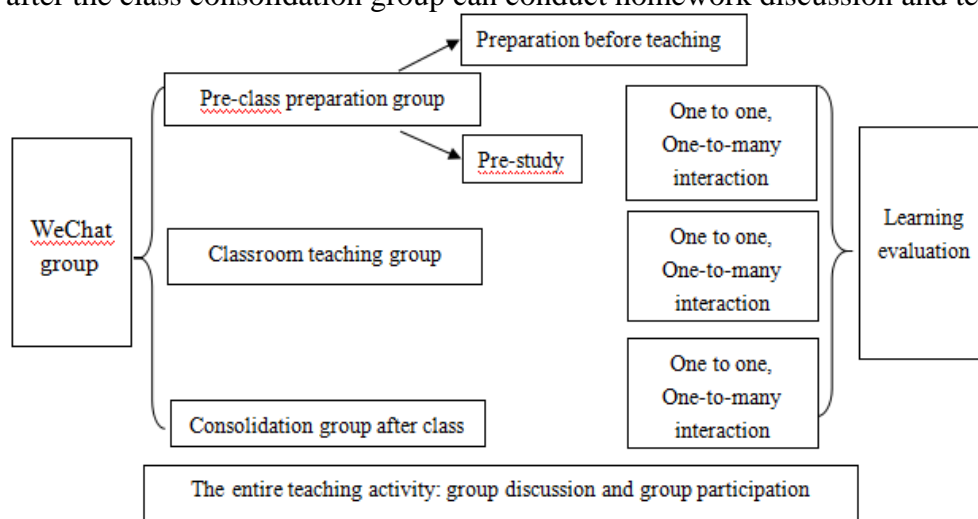

Figure 2 WeChat-based network interactive translation teaching mode

4.2.1 Preparation before teaching

Before the translation teaching, the teacher understands and analyzes the characteristics of the learner, the learning environment, the learning content and the learning objectives. At this stage, the teacher mainly understands the learner's knowledge structure and skills, selects the appropriate learning content and difficulty, and introduces translation skills and translation practice from the shallower to the deeper. Teachers and students enter the pre-class preparation group, communicate with students through one-on-one or one-to-many through WeChat group chat function, understand the students' interest in learning translation and the goal of learning translation, and properly stratify the translation teaching content. Prepare teaching materials and teaching content in advance.

4.2.2 Design of teaching activities

The design of teaching activities is the key link in the whole teaching process, which determines the quality of teaching effects. In the interactive translation teaching mode of the network, this stage mainly includes three parts: classroom preparation, classroom teaching and after-school consolidation. According to the different emphasis of each part, the three WeChat groups (pre-class preparation group, classroom teaching group and after-school consolidation group) will play different roles.

Before the class, the translation teacher will send the teaching objectives, learning materials, tests, difficulties and problems of this chapter to the students through the WeChat group in the form of documents or videos, or publish them to the WeChat public platform by means of message push. In the pre-study group, teachers and students can communicate and communicate in one-to-one or

one-to-many form. Before the class, teachers can send the translated materials from the network, books and other channels to the WeChat group or circle of friends in advance, share the communication with others, let the students prepare for the class, and understand the difficulties in the translation of this chapter. And skills, so that students can bring translation problems to the translation classroom teaching, improve students' enthusiasm and initiative, and improve learning efficiency. At the same time, students can also send questions to the WeChat group or send them to the teachers during class preparation, so that the teachers can understand the students' pre-study situations and explain them in a targeted manner.

In the classroom teaching group, the translation teachers group each class of students, a group of 7-8 students, the teachers use multimedia to teach, the teacher will first let each group of students conduct free class discussion according to the questions raised by the group before the class. Then, the representatives of the groups will summarize and finally the teachers will explain and analyze them in a unified manner. During the practice of classroom translation, students can search for information online. Once they have doubts, they can interact with the teacher through one-on-one interaction through private chat. They can also interact with each other through WeChat group for discussion and deepen learning. The understanding and consolidation of the content. Throughout the translation process, the interaction between teachers and students, between students and between students and learning resources is sufficient, summing up difficult problems, improving the teaching effect and the actual translation level of students.

Consolidating the group after class, translation practice is not enough only by limited classroom time. More translation extracurricular exercises are complementary and consolidation of classroom learning. Therefore, the translation teacher can use the WeChat group or the WeChat public platform to send translation exercises and stage quizzes to the students. Students can take advantage of WeChat's resource sharing, find relevant information, participate in group discussions or group discussions, and complete translation exercises and tests. If you encounter doubts in the translation practice, you can also give feedback to the teacher in time. Teachers can explain the difficulties to the students through private chat or group chat. At the same time, teachers can share some excellent translation works or translations of each group into the group or WeChat public platform for students to discuss, comment or learn. In addition, through the management background of WeChat public platform, teachers can also timely understand the learning process and effects of students. By tracking the traces of students' learning, we can better adjust the teaching mode and improve the design of teaching activities.

4.2.3 Learning evaluation

Learning evaluation is no longer based solely on the final exam scores, but a process evaluation consisting of a processive formative assessment and a summative assessment. Formative evaluation mainly includes online learning and classroom learning, namely classroom participation, online learning participation, works, interaction, collaboration and phased testing. The learning evaluation runs through the entire translation teaching activities. The teacher gives students an accurate evaluation based on the assignments, participation, problem answers and collaborative learning results of each student. At the same time, teachers can get feedback information and adjust teaching activities in time.

5. Feedback and experiment based on WeChat network interactive translation teaching mode

In order to test whether the WeChat-based interactive translation teaching mode can effectively improve students' classroom participation, improve students' translation ability, and apply the new translation teaching mode to the English-Chinese translation classroom, a semester experiment was carried out.

5.1 Research object

The study subjects selected one class and two classes of English education majors in the school for a one-semester comparative test. One of them is a control class, which uses traditional

translation teaching mode for teaching. Class 2 is an experimental class and uses a new model for teaching. The experimental class and the control class are the same, the teaching materials are the same, the number of students is the same, and the teaching content, teaching progress and teaching hours of the two classes are consistent. Before the test, the translation teacher tested the translation ability of the two classes by doing ten translation questions. The test results showed that there was no significant difference in the average translation scores of the two classes.

5.2 Data collection and statistics

This study mainly collects data by means of comparative experiments and questionnaires. Contrast experiment: Before the experiment, a Chinese-English translation was sent to the students for translation, and three translators who did not participate in the study were corrected and obtained the average score before the experiment. After the experiment, a Chinese-English translation with similar difficulty and pre-experimental was sent to the students. The same three-digit translation teacher corrected the average score after the experiment, and compared the results before and after, to test whether the new model improves the students' Translation ability.

Questionnaire survey: After the experiment, anonymous questionnaires were conducted in the experimental class, asking them to answer the questions carefully and truthfully. The questionnaire mainly includes closed questions and open questions. The main answers are 3 questions: (1) WeChat-based network interactive Is the translation teaching mode easy to use? (2) Can the network interactive translation teaching mode based on WeChat improve the translation level? (3) How active is the student's participation in WeChat's online interactive translation teaching model?

5.3 Research results and analysis

5.3.1 Comparison of experimental results and analysis

The results of the test before and after the experimental class and the control class are shown in table 1

Table 1 Comparison of experimental and control classes

Research object	Pretest score	Post test score	Changes
Experimental class(2)	70.31	78.26	+7.95
Control class(1)	70.28	73.83	+3.55

It can be seen from table 1 that the difference between the pre-test scores of the experimental class and the control class is 0.03, indicating that there is no significant difference in the translation level of the two classes. After a semester using different modes for translation teaching, it was found that the test scores were 73.83 after the control class and 80.26 after the experimental class. The difference between the two classes was 4.43. Then the experimental class and the control class are compared horizontally. After the experimental class, the test score is 7.95 higher than the previous test score, and the post-test score is 3.55 higher than the previous test score. The data comparison proves that the new teaching mode is more traditional than the traditional teaching. The model is more conducive to improving students' translation skills.

5.3.2 Questionnaire results and analysis

A total of 114 questionnaires were distributed in the questionnaire, and 114 copies were collected, of which 110 were valid. The statistical results are as follows: In the answer to question 1, 55.3% of students think it is good, 25% think it is good, 14.7% think it is average, 5% think it is not good, and no one thinks it is not good. In the answer to question 2, the statistics show that 52.5% of the students think that the effect is great, 21% of the students think that the role is big, 17.5% of the students think that the role is general, 6% of the students think that the effect is not good, and 3% of the students think that it has no effect. . For question 3, 65.3% of students are very active in interactive online translation teaching, 20% of students actively participate in translation teaching, 11.2% of students are generally actively involved in teaching, 3.5% of students are not actively involved in interactive online translation teaching, no students are not active Participate in

interactive translation teaching. According to the above data, more than 50% of students believe that the WeChat-based online interactive translation teaching mode is convenient to use, which is beneficial to improve the enthusiasm and initiative of students' translation learning, and can improve their translation ability. For the open-ended question "Proposal and evaluation of interactive translation teaching based on WeChat", most students think that the model is very creative, interactive, easy to use, high efficiency, easy communication between teachers and students, and enhance teachers and students. Feelings, fostering a spirit of cooperation, and ultimately improve the students' ability to translate.

Table 2 Questionnaire statistics

Question	Great	Good	Normal	Worse	Terrible
Is it convenient to use the WeChat-based network interactive translation teaching mode?	55.3%	25%	14.7%	5%	0
Can We Improve Translation Level Based on WeChat Based Network Interactive Translation Teaching Mode	52.5%	21%	17.5%	6%	3%
Students' enthusiasm for participating in the interactive translation teaching mode of WeChat network	65.3%	20%	11.2%	3.5%	0

5.4 Experimental conclusions

The above experimental research shows that the network interactive translation teaching mode based on WeChat breaks through the traditional translation teaching mode. Through WeChat's online platform, pictures, voices, circle of friends and public platforms are promoted before, during and after class, which promotes the interaction between teachers and students, between students and students, and between students and learning resources. The interest in learning and enthusiasm for learning are beneficial to the construction of students' translation knowledge and the ability to translate, improve the translation level of students, and get recognition from students.

6. Conclusion

With the development of science and technology, WeChat as a new social software is deeply loved by college students. The timeliness, convenience, interactivity and extensiveness of WeChat are of great significance to reform the traditional translation teaching mode. According to the data of comparative experiments and questionnaires, the network interactive translation teaching mode based on WeChat breaks the limitation of time and space, and combines the internal and external classrooms through the WeChat group before, during and after class, changing the traditional teacher-oriented The leading translation classroom promotes students' continuous improvement and training of their translation and innovation skills in interacting with others, thus effectively improving the effectiveness of translation teaching.

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