The Construction of the Mobile Interactive Translation Teaching Model

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Abstract. The traditional translation teaching model has been unable to adapt to the needs of the new era and the use of new technologies is urgently needed. With the rapid development of smart phones and 4G communication network, the WeChat intercourse platform has quickly become an important channel for people to socialize and get information in the past two years. In many areas in universities, the new technology of WeChat is also widely used and accepted. After analyzing the disadvantages of the traditional translation teaching model and the trend of translation teaching reform, the author tends to list the role of the main features of WeChat in translation teaching. The purpose is to integrate various functions of WeChat to construct a WeChat-based mobile interactive model in translation teaching in order to get rid of the time and space constraints in the traditional teaching model and improve the effectiveness of translation teaching.

Introduction

The traditional translation teaching method has been difficult to meet the real needs of the modern society, and cannot effectively improve the students' translating ability. The reform of translation teaching model is urgent. Liu Biqing pointed out that emphasizing the interaction of translation teaching is one of the distinctive and professional characteristics of translation quality education [1]. Murray argued that interaction is an important factor in the advanced stage of translation teaching [2]. Mobile interactive teaching model is a development direction for translation teaching. In 2011, Tencent Company released WeChat, whose functional orientation is a kind of mobile instant communication tool. Users can send texts, pictures, videos quickly via mobile phones, panel PC and web pages. WeChat users can also search for the number; scan QR code, etc. to add friends, as well as to set up a closed discussion group. The emergence of WeChat provides a new way for foreign language teaching and a good mobile interactive platform for the efficient expansion of classroom teaching. Some scholars have carried out case studies on the application of WeChat education, but have not yet found the researches on the application of WeChat in translation teaching [3].

The Reform Trend of Translation Teaching

The Disadvantages of the Traditional Translation Teaching Model

Due to limited time, a large amount of translation practice can only be carried out by students in the form of independent or cooperative translation in extracurricular time. In the traditional translation teaching model, the constraints of time and space result in the rare communication between teachers and students in extracurricular time. When students encounter problems in the learning process, they cannot immediately seek help from teachers especially in the spare time, or the questions cannot be timely answered, which seriously affect students' learning enthusiasm and the teaching effect. Meanwhile, due to the lack of effective monitoring of the students' translation process, teachers are difficult to guide students in a timely and effective manner. The timeliness and flexibility of interaction of teaching are bad. What’s more, students can not always give feedback to the teacher due to the constraints of time and space. On the contrary the teacher can not communicate with the students in a timely manner to receive their feedback. This situation is not conducive to seeking the best teaching program.
The Reform Trend of Translation Teaching

English Syllabus for English Majors of Institutions of Higher Education pointed out that the main task of foreign language majors in the 21st century is "to change the teacher-centered traditional teaching method, and to highlight the students' dominant position in the teaching activities", via the use and development of "computer, multimedia and network technology", to reform the teaching methods of foreign language majors [4]. It can be seen that the translation teaching reform in China is mainly around two directions: 'highlighting the students' status' and 'the use of information network technology. [5] Obviously, we should change the one-way inculcative teaching model with information technology in order to strengthen the interaction between teachers and students. Therefore, mobile interactive teaching model is a developing direction and an inevitable trend for translation teaching.

The Relationship between WeChat and Mobile Interactive Translation Teaching Platform

Under the background of multimedia teaching in universities, translation teaching pays more and more attention to the combination of mobile interactive teaching concepts and the classroom teaching. Various features of WeChat are just in line with the requirements of the mobile interactive teaching model. Under the premise of network information education, the effective use of WeChat is conducive to expand the teaching time and space, to mobilize the enthusiasm, initiative, creativity of the students, and to create a self-learning atmosphere in translation teaching process.

The Main Features of WeChat in Mobile Interactive Learning

Chatting: users can send texts, pictures, videos and other forms of multimedia information to chat with friends either individually or in a group chat via WeChat, which also supports for dual video communication and Multi-person intercom in real time.

Sharing in Moments: Users can share texts, pictures, website links and other information in Moments and friends can comment, forward or collect those information.

Functional plug-ins: WeChat inner sets many functional plug-ins, which make the interaction becomes three-dimensional, more diverse and efficient. Users can choose to open some of them (Table 1).

<table>
<thead>
<tr>
<th>WeChat plug-ins</th>
<th>Features</th>
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</thead>
<tbody>
<tr>
<td>QQ offline message plug-in</td>
<td>directly receiving and replying QQ messages</td>
</tr>
<tr>
<td>QQ mailbox Notification</td>
<td>a timely reminder to the QQ new mail</td>
</tr>
<tr>
<td>Microblog personal mail assistant</td>
<td>receiving and sending Tencent microblogs</td>
</tr>
<tr>
<td>Mass assistant</td>
<td>Sending the same message to multiple friends.</td>
</tr>
<tr>
<td>Voice input</td>
<td>converting the voice into texts</td>
</tr>
<tr>
<td>shaking</td>
<td>shaking the URL, pictures onto the phone via the computer Internet</td>
</tr>
<tr>
<td>scanning</td>
<td>Sweeping the WeChat two-dimensional code to get its embedded information.</td>
</tr>
<tr>
<td>WeChat Computer webpage version</td>
<td>chatting with friends on the computer and via mobile phone synchronously, along with transferring files and so on</td>
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</tbody>
</table>

It can be seen that WeChat integrates with functions of mobile phone, text messages, cell phone calls, e-mails, microblogs, forums, constituting a simple, efficient and integrated mobile interactive platform, which makes the interaction more flexible and smooth. Convenient operation allows WeChat to enjoy a high utilization rate in the university students.
Mobile Interactive Translation Teaching Platform Based on WeChat

WeChat teaching platform integrates with the modules of private chat, WeChat groups, Moments, functional plug-ins and other major functional modules.

Private chat module is mainly used for one to one interaction between teachers and students, such as individual guidance, Q & A discussion, sharing of information, teaching feedback, etc. Students can send the self-practicing translated texts or some problems that are encountered in daily life to their teachers at will to accept the comments and suggestions from teachers.

WeChat group module is mainly used for multi-person interaction, such as group discussions, inner-group discussions, inter-group discussions and so on. We can create multiple theme groups and group discussions based on teaching needs. Different theme groups have different focuses. We can create a total of five thematic groups: information and resource group, translation practice group, work exchange group, translation discussion group, and question answering group. What’s more, a temporary group is used for group discussions. If necessary, teachers can join in order to get knowledge of the discussing situation of the students and give timely guidance [6].

The Moments module is mainly used for one-to-many interactions. Teachers and students in the Moments can share their own translated texts in the form of texts, pictures, links, etc., exchange translation experience, and recommend famous translators and classical works, as well as excellent translation websites, articles, videos and so on.

The functional plug-in module is mainly used to improve the interaction efficiency between teachers and students and achieve cross-platform interaction, which meanwhile promote the WeChat platform, QQ, Tencent microblog, QQ mailbox and other softwares to achieve seamless connectivity. Teachers and students can receive and reply the QQ or mailbox information, browse and release Tencent microblogs directly in the WeChat platform. With the characteristics of integration, diversification, interaction between teachers and students becomes more convenient and quick [7].

Figure 1. Mobile Interactive Translation Teaching Platform Based on WeChat.
Based on the need of interactive teaching model, we can integrate the main interactive features of WeChat and construct the mobile interactive translation teaching platform (Figure 1). In the new model, the communication and interaction among teachers, students and learning resources are paid attention to in the process of translation teaching, and a self-exploring, collaborative environment is created.

Advantages of Mobile Interactive Translation Teaching Model Based on WeChat

The research shows that compared with the traditional translation teaching model, the new one can effectively promote the interaction of translation teaching and is more conducive to improve students' translation ability. The main reasons are the following two points:

First of all, mobile interactive teaching model based on WeChat can really break the constraints of time and space, and finally make the interactive translation teaching ubiquitous. In addition, the powerful interactive features of WeChat make interactive models flexible. Various interactive models, such as texts, pictures, sound, video interaction, one to one, one to many or many-to-many synchronous or asynchronous interaction can be realized, which could solve the problems in the traditional model: singleness and the lack of teaching interaction. In the new model, the opportunity of interaction is greatly increased, and the efficiency is greatly improved.

Secondly, mobile interactive teaching model can effectively promote the construction of students' translation knowledge and the cultivation of the training ability. Through the interaction between teachers and students, the students can share others’ translation resources, learning more translation experience and skills to promote the construction of their own translation knowledge. Teachers can monitor students’ translation process more effectively, and receive timely feedback from the students. Therefore, the teaching guidance can become more targeted. At the same time, the interaction makes the relationship between teachers and students become more harmonious and intimate, which helps to improve the effectiveness of translation teaching.

Conclusion

Due to the widespread use of portable mobile phones and other mobile communication devices, mobile interactive translation teaching model based on WeChat could break the time and space constraints and effectively solve the problem of the lack of teaching interaction in the traditional teaching model. WeChat-based platform promotes interaction to become ubiquitous, multi-modal, three-dimensional, and personalized in translation teaching, which also promotes teaching flexibility and guides students from passivity to initiative. Under teachers’ guidance and supervision, the construction of the translation knowledge is carried out in the interaction process between students and others. The critical thinking, innovation ability, cooperation spirit and sharing consciousness are also cultivated while improving students’ translation abilities. All in all, compared with the traditional classroom teaching model, the new model can effectively improve the efficiency of translation teaching.

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References


