

The Application Design of the Blended Teaching Mode of 'PAD Class+ Network Teaching Platform' in College English Translation Teaching

Yaoyao Tang*, Xiaohan Wang

Department of Foreign Language, Sichuan University of Media and Communications, Chengdu, China, 611745

ABSTRACT

In view of the main issues in College English teaching at the present stage, the blended teaching mode of 'PAD Class+ Network Teaching Platform' can be applied to better integrate the advantages of traditional teaching-based class and discussion-oriented teaching, fully arouse students' learning enthusiasm, and effectively improve their learning autonomy awareness, knowledge internalization level and critical thinking ability. Taking the unit1 Love passage translation practice of 21st Century College English for Interactive Purposes Book 1 as an example, I constructed the teaching mode of 'PAD + DOFAR Smart Education Network teaching platform', so as to improve the College English classroom teaching effect more efficiently and enhance students' comprehensive ability in English.

KEYWORDS

College English Teaching; PAD Class; Network Teaching Platform

1 Introduction

At the press conference held by the Ministry of education to 'introduce the relevant situation of online education in primary and secondary schools during the covid-19 and the next work considerations', Wu Yan, the director of the Department of higher education in the Ministry of education pointed out that online education will move from 'freshness' to 'new normal level'. Colleges and universities have actively responded to the call of the Ministry of education to 'suspend classes without stopping learning', give full play to the advantages of information technology, and rely on various online teaching platforms to deploy online teaching, so as to ensure the standardized and orderly development in education.

In the post epidemic era, how to effectively integrate traditional classroom teaching with online teaching based on modern educational technology on the basis of summarizing the experience and lessons of online education, so as to build a new mode of online and offline mixed teaching has become a new idea for the development of college teaching in the new era.

Mixed teaching refers to the integration of network teaching and traditional teaching. He Kekang (2004) defined mixed learning as a combination of online learning and offline traditional classroom

* **Corresponding Author:** Yaoyao Tang (1995-01), female, Han, Jiu Quan City in Gan Su province, master degree, teaching assistant, Sichuan University of Media and Communications, 611745, Research direction: English Pedagogy, English translation.

learning under the guidance of teachers from the perspective of teacher-student relationship and learning style. This mixed teaching mode which combines online teaching activities with offline teaching activities, reflects the teaching concept of taking teachers as the leading role and students as the main body of learning, integrates the advantages of traditional face-to-face teaching and online learning. Currently, it has achieved remarkable results in improving teaching quality and autonomous learning ability.

2 Current Situation and Problems of College English Translation Teaching

College English is a public course. In the traditional lecture class, the procedure of sentence and paragraph translation is generally 'dividing sentence trunk, component analysis, translation skill, practice'. Teacher focuses on the output of knowledge and students accept it passively. However, language learning is an active process, which requires students to digest and absorb the input content, so this traditional teaching mode is difficult to mobilize students' enthusiasm. Professor Wen Qiufang (2013) believes that English teaching should follow the 'output driven-input facilitated hypothesis'. If students lack the opportunity to practice language output in foreign language classroom, that is, the actual practice of language skills, it is difficult for students to skillfully use language knowledge in the real environment. At the same time, students' vocabulary exerts an impact on their translation level. Even if students resolve the blocking vocabulary in the text, sometimes they will not be able to organize the words or phrases in their minds into appropriate and authentic English expressions. Therefore, in College English translation teaching, the apprehension and practice of translation strategies, methods and skills are very important.

3 PAD Class

Through the effective combination of the traditional lecture class and foreign discussion class, Zhang Xuexin proposed a teaching reform mode called "PAD class", whose teaching steps are three parts: presentation, absorption and discussion, which is called PAD for short. The teaching principle is to allocate half of the classroom time for lectures to teach and the other half for students to discuss, and separate the teaching from discussion practice, so that students can enhance their learning initiative in the process of autonomous internalization and absorption, thereby significantly improving the teaching effect and learning efficiency (Zhang Xuexin, 2014). Because of the accelerated development of modern information technology in the field of education, many domestic experts and scholars have proposed the reform of the teaching mode of the combination of PAD classroom and network technology. Gong Li (2019) implemented the reform of 'wechat + PAD' teaching mode in College English translation, and constructed the teaching mode of "necessary reserves - independent practice - theoretical summary - expanded practice"; Xu Hong (2019) designed a gradient advancing 'platform + PAD classroom' blended teaching and research. The PAD classroom teaching mode gives full play to the advantages of modern information technology, reflects the organic integration of online learning resources and offline teaching, innovates traditional teaching methods of cramming, and improves the effectiveness of the classroom.

4 The Construction of the Teaching Mode of College English PAD Classroom

The teaching model of 'online teaching platform + PAD class' is a blended teaching model of

university English based on education informatization environment, optimizing the integrated curriculum design and teaching process inside and outside the classroom, and implementing three teaching sessions, including lecture class, online teaching platform independent inquiry learning (internalization and absorption) class and interactive discussion class, forming an orderly and graded blended teaching model (Fu Dongyan, 2018). The initiative and decision-making power for English learning should be returned to the students and their subject position is strengthened. The basic idea is as follows: online and offline blended classes are developed simultaneously, and the whole process is divided into three teaching stages: before, during and after class. Among them, DOFAR Smart Education Network teaching platform is used to support teaching before class, while offline lectures are conducted in the middle of class based on the principle of PAD classroom, and then return to online self-learning after class. The online teaching platform allows students to participate in the classroom through their mobile phones, achieving timely feedback, activating the classroom atmosphere and stimulating enthusiasm for learning, while at the same time, through the intelligent teaching cloud platform, teaching activities could be integrated before, during and after class, opening up interaction anytime and anywhere. Before class, teachers upload learning materials through the online teaching cloud platform, and students preview them through their mobile phones; during class, students interact with teachers in real time through the mobile phone app to realize functions such as signing in, answering questions, asking questions, transferring data and group discussion; after class, teachers assign homework or tests to complete the learning effect assessment. All teaching process data is saved on the platform, which is convenient for teachers to download at any time.

(1) Teaching steps

In the presentation process of PAD classes, teaching design should be an innovative 'framework type' course, which not only quickly transmits information, highlights key and difficult points in limited teaching periods and reduces the obstacle of students' internalization and absorption, but also needs to leave appropriate space for students to explore and study independently, improve the expansibility and openness of students' autonomous learning, and avoid the drawbacks of one-way teaching methods.

In the internalization and absorption of the PAD classroom, teachers should skillfully apply and build a multi-modal situational network teaching platform, and at the same time build independent learning content and homework tasks with hierarchical, diversified and multi-level characteristics, so that students can actively explore and carry out personalized internalization and absorption.

The independent interactive discussion in the PAD class is the key to the teaching process, which is an epitome of teachers' classroom organization ability. Students enter the classroom with discussion tasks assigned by the teacher in advance and with personalized materials summarized by themselves for group discussion. The success of group activities depends on the guidance of the organizer to the whole process and enthusiasm of each participant. Therefore, teachers should build an inclusive and harmonious learning atmosphere and motivate every student actively participate in the discussion; The division of groups follows the principle of 'intra group heterogeneity and inter group homogeneity' to maintain dynamic balance; What counts is to promote 'peers interaction', 'group interaction' and 'teacher-student interaction' to maintain a virtuous circle; Teachers should appropriately control the interaction time, including group discussion, inter group discussion and class discussion.

(2) Design of specific teaching activities

One of the challenges of College English lies in translating and understanding the content of English texts. This study takes the practice of translating the text of unit1 love in the 21st Century College English for interactive purposes 1 as an example, and partly draws lesson from the design of Wang Yuan's blended teaching model (2021) based on the Ding Talk online learning platform to build the 'PAD + DOFAR Smart Education Network teaching platform', exploring the application of the PAD classroom in College English translation.

1) Pre-class guidance in 'DOFAR Smart Education Network Teaching Platform'

Before the class, the teaching objectives are presented so that students can correctly understand and apply their linguistic knowledge of English phonetics, vocabulary, grammar, and the structure analysis of paragraphs, thus exercising their text analysis, language expression, and teamwork skills. From this teaching goal, the teachers upload the important and difficult vocabulary, complex sentence analysis, translation theories, translation methods, translation strategies, as well as the related questions and tasks involved in unit1 to the online teaching platform. The whole class is divided into groups of 4 to 8 students and several translation workshops are designed to organized. After completing the pre-study tasks on the online teaching platform or watching the relevant introductory videos on the MOOC online learning platform, each group member tries to practice translation of the text for the first time, and then shares the translation draft to the platform after revising and improving the text within the group. Teachers provide timely responses to students' online questions and keep track of their online pre-study and translation task completion, capturing common problems in order to adjust teaching plans and designs timely.

2) Offline study in class

In class, according to the pre-class test results, the teacher analyzes the commonality and individuality of the students in the process of preview, and the students come to the offline class with their existing thoughts. 'PAD class+ DOFAR Smart Education Network teaching platform' can updates the traditional teaching mode in which teachers are the dominant factor in classroom teaching and students passively have access to knowledge. Instead, it divides the learning time into teaching and discussion exercises, which reflects students' subjectivity in learning and ensures that students have a process of absorbing and internalizing knowledge. First of all, the teacher introduces the historical origin of Qixi Festival, traditional customs, myths and legends of the Cowboy and the Weaver Girl with lively and interesting videos in the warm-up session. Based on Nida's functional equivalence of translation theory, the teacher explains some common problems, including key and difficult vocabulary and word formation, and presents the students with the principles of using online translation software and translation dictionary. At the same time, teacher helps the students distinguish between translation methods and translation strategies in the process of teaching the text. Based on typical translation passage, teacher introduces translation methods using foreignization strategy (zero translation, transliteration, literal translation), translation methods under domestication strategy (liberal translation, imitation translation, modified translation), and common translation techniques such as additional translation, subtraction translation, combined translation, fractional translation, and conversion. Students listen carefully and take notes on the key and difficult points explained by the teacher. Secondly, the translated works of each group translation workshop are presented during half of the class time. Teacher will give personalized guidance and targeted comments according to the students' translation exercise, and then, teacher will analyze and improve omission and mistranslation, and

summarize the advantages and shining points of the translated representative works (Wang Yuan, 2021). Through group discussion, peer teaching and mutual help, we can create a fun and comfortable atmosphere of learning, with the principle of teaching students in accordance with their aptitude.

3) After class supplementary materials

In order to encourage students to consolidate and internalize the translation knowledge learned, teachers can upload the relative supplementary materials on the network platform after class, and create a 'College English Chinese Translation Forum' through the online teaching platform, which can include College English translation appreciation, intensive teaching translated texts, CET-4 and CET-6 translation exam and simulation exercises, introduction and application of translation knowledge. Because students' English proficiency and understanding ability are different, students can choose their own learning resources posted by teachers on the 'College English Chinese Translation Forum' according to their specific circumstances, which can meet the students' differentiated learning needs. At the same time, according to the introduction and application of translation knowledge on the 'English Chinese Translation Forum', each group can try to practice the task of 'intensive teaching translated texts' module. After revising and reviewing in the translation workshop, students upload the draft to the online teaching platform or the revision website for writing, and other translation workshops can conduct self-evaluation and peer evaluation. In addition, teachers comment on students' translation assignments and summarize translation strategies. Finally, teachers use the online questionnaire applet 'questionnaire star' to further feedback collection. At the same time, combined with the teaching situation before class and in class, teacher carries out teaching reflection and prepares for a new round of teaching, so that the teaching quality remains a spiral upward trend.

5 Construction of the Evaluation System on the Mixed Teaching Mode of 'PAD class + Platform'

A scientific and reasonable curriculum evaluation system is helpful to objectively assess the teaching quality, so it is necessary to establish a dynamic evaluation system combining formative evaluation and summative evaluation, paying attention to the diversification of evaluation subjects, the comprehensiveness of evaluation content, the diversification of evaluation methods and the whole process of evaluation opportunity. The course assessment grade for the whole semester consists of two parts: the usual grade and the final grade, the former accounting for 60% of the total grade, the latter accounting for 40%. Regular performance is evaluated from three aspects: before class, in class and after class. Among them, the students' video click rate, text view rate and translation workshop practice completion are assessed before class. Besides, in class, attention is paid to the students' attendance rate, in-class quiz scores, classroom performance, notes sorting, group self-evaluation and mutual evaluation of the effectiveness of comprehensive evaluation; After class, teacher will focus on the interactive activity of the 'College English Chinese Translation Forum' and the completion quality of after-class homework. The final grade is evaluated in the form of traditional closed book examination.

6 Conclusions

In the era of rapid development of educational informatization, the 'PAD + platform' mixed

teaching mode helps to improve the teaching content dominated by more machinery than creativity in College English teaching class, such as memory, imitation, repetition, sentence pattern conversion, which will cause students fail to develop comprehensive ability to use language such as analysis, practice, evaluation, innovation and so on. The application of mixed teaching mode helps to reform the teaching content and teaching methods of traditional courses, strengthen the cultivation of versatile talents, and maximize the personalized learning needs of students, which is a suitable teaching model for College English classrooms in China. Students can think independently and evaluate their own learning methods and choose supplementary materials for themselves, and can also collaborate to complete assigned tasks in the translation workshop. Growing up in such a relaxed and open learning environment, students can fully realize their self-value and have stronger self-study ability, practical ability, innovation consciousness and cooperative spirit, which lays a good foundation for their all-round development and highlights the educational concept of 'three integrity education'.

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About the author

Xiaohan Wang (1995-03), female, Han, Guang Yuan city in Si Chuang province, master degree, teaching assistant, Sichuan University of Media and Communications, 611745, Research direction: English Pedagogy, English translation.

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