

A Blended Interpretation Teaching Strategy based on the Theory of Community of Inquiry

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Abstract: The modernization and digitization of education promote the rapid development of blended teaching combining online and offline, and the theoretical model of community of inquiry (CoI) provides effective guidance for blended teaching design. The presence of teaching is the main factor to promote effective blended learning. By designing rich pre-class, during and after-class teaching contents and teaching strategies, blended interpretation teaching will effectively strengthen the training of interpretation skills and enrich the training contents and methods, so as to improve students' interpretation ability.

Keywords: community of inquiry, blended teaching, teaching presence, interpretation teaching

Introduction

Blended teaching is a new teaching mode based on information technology, which transforms the way of knowledge transmission and knowledge internalization, and changes the teacher-oriented teaching mode in the traditional teaching classroom. It is an effective way to realize teaching reform and innovation. In blended teaching, class is the place for teachers and students to communicate, discuss knowledge and answer questions, while extracurricular is the main position for students to learn independently. Students need to complete the independent learning of knowledge contents after class, and apply the knowledge in practice under the guidance of teachers in class. Applying blended teaching in interpreting teaching practice can effectively highlights the practical characteristics of English interpretation^[1]. In traditional interpretation teaching classroom, teachers pay more attention to the explanation and demonstration of interpretation skills, which results in the fact that students' independent learning and simulation interpreting practice are insufficient and limits the development of the students' ability. Use of blended teaching can provide students with more diverse interpretation class, which is an effective way to develop students' cognitive ability and interpreting competence. While it is a good practice for blended teaching to allow students to take the dominant time in class, how to give full play to the leading role of teachers in student-centered blended teaching and promote students to conduct timely skill learning and efficient interpretation practice remains a problem to be solved.

1. Theoretical basis of blended interpretation teaching

In 2000, Randy Garrison, Terry Anderson and Walter Archer proposed the Community of Inquiry Framework (CoI) for online teaching, which holds that learning in the community is the result of the interaction between cognitive presence, social presence, and teaching presence. Teaching presence interacts with cognitive presence through the choice of learning content, cognitive presence interacts with

social presence through the support of dialogues, and social presence interacts with teaching presence through the establishment of atmosphere. These three factors overlap, through which “deep and meaningful educational comes into its own”.

Kozan and Richardson explored the relationship between the cognitive presence, teaching presence and social presence and concluded that the significance of teaching presence is, through teaching design and promote learning, maintaining cognitive presence and social presence^[2]. At the same time, teaching presence can improve critical thinking to achieve a higher level of cognitive presence or learning. It is indicated that, in building and maintaining effective community of inquiry, teaching presence plays a relatively more important role.

Teaching presence refers to the design, promotion and guidance of learners’ cognitive presence and social presence, including three sub-categories of teaching design and organization, dialogue promotion and direct guidance. In order to improve the learning performance of learners, teachers can enhance teaching presence by designing course contents, organizing teaching activities, guiding and supervising learning activities, verifying learning objectives, providing feedback. In the blended learning environment, rich teaching contents and teaching strategies before, during class and after class are designed to improve the perception level of teaching presence, so as to enhance cognitive presence and social presence, and finally realize a valuable interpretation learning experience.

2. The implementation path of blended interpretation teaching

2.1 Innovating interpretation teaching concept

In order to realize the effective implementation of blended teaching, interpretation teachers first need to change their own teaching ideas and realize the advantages of blended teaching. First of all, teachers should deeply interpret the teaching syllabus and teaching materials, determine the key and difficult points of teaching, and present them in the way of digital teaching resources in the curriculum design^[3]. For example, teachers need to clarify the requirements of interpretation skills and interpretation quality in the textbook, and then design the teaching process on this basis. Secondly, teachers should deeply analyze the students’ learning situation and complete the design of blended teaching according to the actual situation of students. Contemporary college students are Generation Z who can be called “digital media indigenous”. For them, digital equipment has become an important part of learning, so teachers need to carry out interpretation teaching through social platforms, online teaching platforms and to provide students with more convenient interpretation learning mode. Finally, teachers should take students as the major role in learning and grant them sufficient time for practice in class, emphasizing students’ independent learning and cooperative work.

2.2 Exploring multi-scene teaching mode

Teachers can use the online teaching platform to complete a variety of teaching tasks: providing various forms of learning materials, assessing the learning, and guiding and organizing students to conduct discussion. Learning materials include teaching videos, PDF teaching materials, practice packages, etc. In order to urge and test learning, relevant test questions can be released after the teaching videos to supervise the students’ learning situation. In order to solve the problems encountered in video learning, the students can make full use of the discussion area in the platform to encourage students to communicate and discuss with their peers and teachers. In addition, the real-time interaction of social software, such as Wechat, can give full play to the role of supervising students’ participation and learning effect inspection. Teachers can set up a class Wechat group, requiring students to submit classroom homework in the form of multimedia, including photos, audio and video^[4]. By sharing classroom practice homework in the group, mutual

learning between students can be effectively promoted, and teacher evaluation and peer evaluation can be effectively realized. With the support of online platforms and software, offline classes can provide sufficient time and space for students to practice interpretation skills and simulation interpretation.

2.3 Improving learning evaluation

Learning evaluation is an indispensable link in interpretation teaching. Teachers need to help students to review and evaluate their interpretation learning situation after completing the interpretation teaching. First, after the offline class, teachers can ask students to self-evaluate themselves for their own learning situation, analyze their own learning gains and the problems existing in the process of interpretation. Next, teachers need to make a comprehensive evaluation of the students' learning situation and ability development. The learning situation mainly includes the completion of students' independent learning tasks, the depth of classroom participation, the enthusiasm of interpretation practice, etc.. The evaluation of competence development is mainly for the professional ability of the students' interpretation exercises. The content of the evaluation should include the use of grammar, language expression, information integrity, professional vocabulary, the speed of translation, and logical expression^[5]. Keep the evaluation of students into digital personal interpretation learning files. The process evaluation can be used as a reference index into students' total course scores. Teachers can also regularly assign interpretation test tasks via information-based teaching equipment to test the development of students' professional ability. All the above evaluations can be conducted through teaching platforms or social software, and the digitization of the evaluations will facilitate timely feedback and objective evaluation.

3. The implementation process of blended interpretation teaching

Teachers can divide teaching into three stages: before class, during class and after class, on whose basis a scientific blended teaching strategy lies.

In the pre-class stage, the main task of the teacher is to guide learning and inspire thinking. Teachers need to clarify the teaching objectives according to the content of the teaching materials, and provide students with relevant learning resources. The students are required to complete the main knowledge content and qualified learning in the form of independent learning. Teachers can make the relevant points of "skill explanation and training" of each teaching unit into micro-lesson videos and upload them to the online teaching platform, requiring students to watch the videos and answer relevant questions before class. By watching the teaching videos, the students can preview the relevant knowledge points and skills, and practice the corresponding skills using the exercises in the textbook and the resources provided by the teachers. After that, the problems existing in the preview stage will be fed back to the discussion area of the platform, and serve as the key problems to be solved in the subsequent courses.

In the in-class stage, the teacher's main task is to organize exercises and evaluation. Teachers can first strengthen the skills and knowledge taught in the video in the form of questions and group discussion, and then spend most of the time on the skill practice and the situational interpretation practice of dialogues and passages. Take note-taking skills as an example. The teacher plays the recording while the student take notes. Afterwards, the teacher asks all students to post their notes into the WeChat group for the teacher to analyze. The teacher can also ask students to do peer evaluation. Teachers can even choose some typical interpretation notes to ask relevant students to do self-evaluation and analysis. On the basis of skill exercises, teachers can provide dialogue and passage exercises, and students are required to simulate the interpretation scene in the form of a group and record it, and then upload it to the Wechat group for teachers and students to analyze and evaluate^[6]. For the passage exercises, the teacher can ask the students to do the shadow exercises and upload the audio recordings for evaluation. In short, classroom activities

should be designed and guided by teachers, with the combined activities of interpretation exercises and evaluation, to promote students' high-intensity practice and timely reflection, so as to internalize the application of interpretation skills.

In the after-school teaching stage, the main task of the teacher is to help students consolidate the application of knowledge and skills, find students' problems and help solve them. Based on online teaching platform, teachers can set up discussion areas. Students will hand in their homework to the teachers through social software, and feedback the problems in the discussion area of the teaching platform^[7]. Teachers and students will discuss together to solve problems and consolidate the mastery and application of knowledge.

4. Conclusion

As a compulsory course for some college English majors, the traditional interpreting teaching modes and methods need to be innovated and blended teaching can be applied. Teachers should change their teaching concepts, realize the application value of blended teaching, and improve the teaching effect with the help of information technology. While blended interpretation teaching is a new multi-scene teaching mode which gives priority to student' learning and active participation both online and offline, the role of the teacher should not be weakened. Through scientific and reasonable video production, teaching platform function development and teaching activity design, the sense of teaching presence will be improved, thus promoting cognitive presence and social presence, and ultimately promoting the improvement of interpretation teaching quality.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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