

A Case Study on Blended Teaching Mode of English Major Curricula Based on Ideological and Political Education: Taking the English-Chinese Translation Course as an Example

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Abstract: Ideological and political education of curricula is an inevitable requirement of the national strategy and the goal of educating people in the new era, and the blended teaching mode is an inevitable trend of the development of the Internet era. Because English curricula in higher education are both instrumental and humanistic, teachers need to do a great job of educating students while teaching them. Taking English-Chinese Translation course as an example, this paper explores ideological and political education and increases the input of moral education from before-class, in-class and after-class teaching links through online and offline blended teaching, so as to cultivate students to examine the similarities and differences between Chinese and foreign languages and cultures with a correct outlook, improve their professional ability and enhance their cultural confidence at the same time.

Keywords: Blended Teaching Mode; College English; Ideological and Political Teaching.

1. Introduction

Ideological and political education of English majors in colleges and universities, which is both instrumental and humanistic, requires teachers to take the fundamental task of establishing morality as the basis, integrating knowledge teaching, value shaping and ability cultivation, and thus helping students to shape three values. In this new era, teachers need to do a good job of educating people while teaching and solving puzzles, keeping pace with the times and cultivating students' humanistic and comprehensive qualities (Robertson et al., 2020).

Through the course English-Chinese Translation, this paper discusses and explores the construction of a blended teaching mode of English major curricula based on ideological and political education, so that the teaching work of the course can be combined with the connotation of ideological and political education and the value of education of English courses can be embodied in the new era.

2. The Necessity of Ideological and Political Education for English Majors in Colleges and Universities

Ideological and Political Education is a new concept in recent years, that is, the integration of traditional Chinese culture and socialism with Chinese characteristics and other elements of ideology and politics during the class teaching, and gradually guide the students to establish three values (Svensson, 2023). The purpose of ideological and political education through the curriculum is to solve the dilemma faced by college students, that is, the disconnection between the ideological and political courses and the teaching content of other professional courses, which requires all teachers to carry out the development of resources for ideological and political education in the curriculum. This requires all college teachers to carry out the development of ideological and

political education resources, in order to fully explore the intrinsic function of ideological and political education of professional courses in various fields and disciplines (Liu et al., 2023).

Teachers are required to do a good job of educating people while preaching and teaching. They need to adhere to the unity of teaching and educating people, cultivate students' professional competence and comprehensive quality, and clear research direction of professional courses.

3. The Benefits of Blended Teaching Mode in Ideological and Political Education of English-Chinese Translation Course

China has fully entered the era of Internet by 2020. Online teaching is common in China, covering a wide range of people from preschoolers to middle-aged adults with intellectual needs, and with a wide variety of teaching material. However, it was not fully popularized in the courses of universities and colleges before then. Since 2020, the Ministry of Education has encouraged colleges and universities to take the initiative to explore and carry out online teaching based on various online course platforms, and the blended teaching mode has begun to blossom in colleges and universities, presenting a thriving development trend (Broadbent & Poon, 2015).

The blended teaching mode, which refers to the combination of traditional offline classroom teaching and online network teaching, gives more prominence to students' initiative and creativity, and strengthens students' awareness and ability of learning (König et al., 2020). Teachers need to play the role of organizers, coordinators, supervisors and leaders in this process, helping to guide students to acquire knowledge and develop ideals and sentiments.

3.1. Learning English Anytime and Anywhere

The classroom teaching time of *English-Chinese*

Translation course is limited, so the ideological and political education can be carried out online to achieve intelligent teaching by pre-class preparations and post-class extension. The online learning mode can also meet the requirements of college students who have fragmented and unfocused learning time. Students can make use of those time to complete each task in the online classroom anytime and anywhere with a smooth network, and they can ask the teacher questions and get answers when they encounter problems in the offline classroom.

3.2. Getting Feedback and Facilitating Interaction Without Barriers

The learning environment in colleges and universities is relatively free and loose. The traditional offline classrooms do not impose strict requirements on students, and many students have lost the good habits of pre-study before class, and reflection and revision after class that they developed during their high school years. Instead, the blended teaching mode returns the focus to teaching content and ideological and political education, with one session divided into the pre-class phase, the in-class phase, and the post-class phase. In the pre-class phase, online learning guides students to familiarize themselves with the new content in preparation for offline classroom teaching. Then the offline teaching checks the pre-study and triggers students' active thinking. In the post-class phase, the online extension is a continuation of classroom teaching, stimulating students' interest in exploring relevant issues on their own. In this way, students will have a good understanding of what is to be taught before class and will be more attentive and focused in class (O'Doherty et al., 2018). Ideological and political elements can also be naturally integrated into three phases. The feedback data of online learning not only allows students to understand how well they have mastered a particular point, but also keeps teachers abreast of common doubts and problems that students have in the learning process. Therefore, students in the offline classroom are able to ask targeted questions, and teachers are able to discuss with students face to face, facilitating interactive communication.

4. Construction of the Blended Teaching Mode of English-Chinese Translation Course Based on Ideological and Political Education

As a core course for English majors in colleges and universities, the excavation of the ideological and political elements in *English-Chinese Translation* course should be a gradual process. Teachers should first determine the general direction of the ideological and political education of the following class and set the tone for the course design. Then, they should use various channels to collect materials related to the teaching content, and make full use of the media resources of online platforms, such as MOOC (Massive Open Online Courses) and SuperStar Application to build an online network teaching platform for the course. In this way, ideological and political elements and materials related to the teaching content are integrated into the teaching process, so that students can be guided and educated in a natural way. The construction of the blended teaching mode of *English-Chinese Translation* course based on ideological and political education can be divided into the pre-class phase, the in-class phase, and the post-class phase.

4.1. Pre-Class Introduction of the Teaching Content

In traditional classroom teaching of colleges and universities, the form of pre-study is solidified and the content is ambiguous, so the students lack interest and enthusiasm and teachers are unable to fully understand the students' learning in time. Through the introduction of ideological and political elements before the class, students can be guided to learn independently and stimulate their interest in exploring ideological and political elements.

Under the blended teaching mode, the *English-Chinese Translation* course uses SuperStar as the main online teaching platform. The Teacher can divide the whole class into groups of four at the beginning of the term, with each group electing a group leader to supervise the group's learning and the completion of group work (Hua & Wang, 2023). According to different learning levels of students, the teacher searches for media resources on various online platforms and sifts out suitable materials in accordance with the teaching objectives and requirements of the course syllabus. By incorporating the content, the teacher digs deeper into ideological and political elements and assigns corresponding tasks to each group. Selection of materials should not only have the educational elements, but also need to understand the psychology of students. It can arouse students' interest and enthusiasm in learning, solve the confusion and difficulties in real life, and guide them to establish a correct outlook on life, values and worldview in the process, so as to achieve the goal of educating people (Jiang et al., 2021). The teacher releases teaching announcements and assigns pre-study tasks one week in advance in SuperStar, and students need to complete the relevant assignments on the online platform. If students encounter any problems in the pre-class phase, they can ask the teacher questions or post topic discussions in the SuperStar. Theoretical knowledge and teaching content that need to be explained in detail in the off-line classroom can be reported to the team leaders, who will keep a tally and then convey them to the teacher during the class. In the pre-class stage, students are task-orientated and complete tasks through independent learning and mutual assistance.

Taking the first section of Chapter 1 of *New English-Chinese Translation Course* as an example, the topic of this lesson is to introduce the definition of translation. As the starting chapter of a book, the teacher can choose the story, *the Tower of Babel*, in the 11th chapter of the Old Testament to introduce the history of translation and the communicative function it has. The teacher can upload excerpts and video clips from the film *Tower of Babel* on SuperStar before class and set them as task points, asking students to complete the pre-study tasks in advance and exchange their thoughts and questions during the viewing process. Students can be guided to understand the importance of communication between people, and to learn to be good at communication in their daily life.

4.2. In-Class Teaching Stage Based on Language Output and Practice

Take the first section of Chapter 1 of *New English-Chinese Translation Course* as an example, students should have a certain understanding of the topic after completing the online pre-study tasks on Superstar before class. The teacher needs to quickly check completion of those tasks at the beginning of the class and summarize the shortcomings students have

imposed. The teacher is then expected to incorporate textbook knowledge input and ideological and political education throughout the off-line teaching phase of the course.

4.2.1. Inspiration

At first, the teacher can ask the question, “how much do you know about the history of translation and the function of translation?” The class begins with question mentioned above to guide students to think about the translation process between China and the West, as well as to compare and analyse the similarities and differences between them.

4.2.2. Exchange

According to the off-line grouping, each group will send a representative to show the results of the pre-study, including thoughts on the relevant issues during the process of online learning. Each group can communicate with each other and exchange their opinions on those issues. Through the communication and discussion, the teacher can encourage students to make good use of critical thinking to look at problems, and to seek common ground while reserving differences in face of different views, so as to promote a good atmosphere of mutual learning and exchange in the class.

4.2.3. Explanation

After the group demonstration, the teacher needs to give students a timely summary and feedback, so that students can really understand and master the knowledge content. Ideological and political elements should be integrated into the teaching during this period, not in a rigid way, but in a natural and unconscious method, so that students can understand the knowledge of the development process of translation, and at the same time, they can also be aware of the importance of translation in the cultural transmission of ancient and modern China and the West. It leads students to think about the development of translation in contemporary China, and truly realizes the effect and goal of the ideological and political education.

4.2.4. Summary

In the last part of the classroom teaching, the teacher needs to summarize all the contents of discussion and explanation during the class, and display the opinions discussed by the students on the screen. Combined with the excellent deeds of the great translators, students are encouraged to master the relevant knowledge in the field of translation, understand the importance of communication between China and foreign countries, as we as learn how to tell Chinese stories well and spread China's voice in English.

4.3. Post-Class Extension of Ideological and Political Elements

On SuperStar, extracurricular tasks can be arranged to help students further master and consolidate knowledge and enhance their independent learning ability. By setting questions, students need to read relevant books and consult materials after class, in order to learn about three translation climaxes in the foreign-Chinese translation history, and to pay tribute to the perseverance and dedication of the famous translators,. At the same time, students will cultivate their cross-cultural thinking and discernment, and be guided to think about how to tell Chinese stories well and spread the voice of China in English.

5. Conclusion

The course *English-Chinese Translation*, as a compulsory

professional course for third-year English majors, is closely connected with other courses. Taking the course *English-Chinese Translation* as an example, the paper explores how to promote the teaching reform of higher education from the design of three teaching links. The blended teaching mode will become an emerging mode of higher education development in the Internet age and play a powerful demonstration effect. The above ideas, steps and methods for the ideological and political education can be cited and generalized for professional courses as well as for general courses, providing an effective path for the exploration of ideological and political education and teaching reform in various fields.

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