

# Research on Blended Learning Model for the Core Curriculum Based on “Language + Multiple Intelligences”

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**Abstract:** *With the development of globalization and increased international exchanges, there is a growing demand for translation professionals. Therefore, the quality of translation education and innovation in teaching methods have become essential aspects of reforming translation education. This paper aims to investigate the blended learning model of core curriculum for translation majors based on "Language + Multiple Intelligences." It explores how to fully leverage students' language abilities and multiple intelligences in teaching to enhance the quality and effectiveness of translation education, with the goal of providing insights for improving translation education.*

**Keywords:** *Language + Multiple Intelligences; Translation Major; Core Curriculum; Blended Learning*

## 1. Introduction

With the deepening of globalization and rapid advances in information technology, there is an increasing demand for language translation professionals. Traditional translation teaching models have struggled to meet the requirements of the modern era. Therefore, exploring teaching models that align with the demands of contemporary society has become a focal point of current research. This study focuses on the blended learning model of core curriculum for translation majors based on "Language + Multiple Intelligences." By integrating language learning and multiple intelligences theory, this model aims to provide translation students with a more effective, flexible, and personalized teaching approach. This is an area that is worth exploring and investigating.

## 2. Overview of the Blended Learning Model for Core Curriculum

The core courses in our translation major include Introduction to Translation Studies, Translation Theory and Practice, and Translation of Chinese Culture. The blended learning model for these core courses combines traditional face-to-face instruction with online learning, with the goal of enhancing teaching effectiveness and students' learning experiences. It emphasizes enriching teaching content through various teaching methods and resources, allowing students to engage in self-directed learning, interactive communication, and deep thinking, ultimately achieving higher learning outcomes.

In blended learning, teachers can use online learning platforms to provide students with resources and services such as course materials, instructional videos, online discussions, and assignment assessments. Students can tailor their learning according to their own pace and preferences, while also using online interactive communication platforms and student resource repositories to connect with peers and teachers, share experiences and resources.<sup>[1]</sup>

Compared to traditional face-to-face translation teaching, the blended learning model enhances students' proactivity in learning. Students can adapt their learning based on their needs and abilities, resulting in more autonomy and flexibility. Teachers can prepare a variety of teaching resources, such as videos, textbooks, and projects, through online teaching platforms, enriching the teaching content and providing more detailed guidance and support. Online teaching platforms and interactive communication platforms offer students more opportunities to interact with teachers and peers, deepening their understanding and application of the teaching content. The blended learning model for core courses in translation majors can track students' learning progress and outcomes, allowing for timely adjustments to teaching strategies and resources, thereby improving teaching quality and effectiveness. Utilizing modern information technology in the blended learning model for core courses

in translation majors can enhance teaching effectiveness and students' learning experiences, contributing to the improvement and advancement of translation education.<sup>[2]</sup>

### **3. The Necessity of Blended Teaching in "Language + Multiple Intelligences" Translation Major Courses**

#### ***3.1 Diversity of Learning Resources***

Students majoring in translation need to acquire a wide range of knowledge and skills, including linguistics, cultural studies, literature, business, law, and more. Through online teaching platforms, students can access a more diverse set of learning resources, such as videos, textbooks, case studies, and lectures. These learning resources can provide students with a more comprehensive and in-depth understanding of knowledge and skills, helping them better comprehend and apply the knowledge and skills in the translation field.<sup>[3]</sup> Traditional face-to-face teaching methods often lead to a monotonous and uninspiring learning atmosphere, reducing students' interest in learning. In contrast, blended teaching can stimulate students' learning interests and enthusiasm by offering diverse learning resources and interactive opportunities, enhancing their motivation and engagement. Additionally, the diversity of learning resources promotes self-directed learning and self-development. Online teaching platforms enable students to engage in independent learning by selecting appropriate resources based on their interests and needs. Moreover, the variety of learning resources allows students to explore and broaden their academic horizons, such as learning other languages or cultures.

#### ***3.2 Autonomy in Learning Time***

In traditional translation major courses, learning time is typically predetermined and fixed by teachers, limiting students' flexibility regarding when and where they can study. However, with the rapid development of information technology, learners have increasingly demanded more autonomy and flexibility in arranging their study time.<sup>[4]</sup> Given this demand, the adoption of the "Language + Multiple Intelligences" blended teaching model for translation major courses becomes necessary. This model provides students with channels for independently accessing course resources and materials through online learning platforms. Students can adjust their study time based on their own progress and interests, achieving autonomy in learning time. Traditional classroom teaching schedules are often fixed, while the blended teaching model offers students more freedom in scheduling based on their needs and time availability. Students can study during their free time, which can enhance learning efficiency. Each student has unique learning habits and rhythms. The blended teaching model can provide personalized learning content and plans through online platforms, adjusting and optimizing them according to students' individual situations, thus meeting diverse learning needs. The blended teaching model also enables the monitoring and assessment of students' learning progress and issues through online platforms, allowing for timely adjustment of learning strategies and improvement of learning effectiveness.

#### ***3.3 Interactivity in the Learning Process***

Interactivity is a crucial characteristic of the blended teaching model. It fosters interaction and communication among students as well as between students and teachers, thereby enhancing learning effectiveness and experiences. Online teaching platforms offer features like discussion forums and groups, enabling translation major students to engage in activities such as sharing learning resources, academic discussions, and collaborative translation projects. Through collaborative learning, students can learn from and assist each other, collectively solve problems, and improve learning outcomes. Traditional face-to-face teaching models are often teacher-centered, where students play relatively passive roles.<sup>[5]</sup> In contrast, the blended teaching model provides more opportunities for interaction and communication, allowing students to engage in real-time discussions and interactions with teachers through online discussions, assignment feedback, and more. Teachers can provide personalized guidance and support based on students' learning progress and issues, helping students better understand and apply the knowledge. Furthermore, interactivity in the learning process promotes interaction with disciplinary resources. Through online teaching platforms, students can interact with a wide range of resources, such as virtual labs, academic lectures, and professional literature. These opportunities for interaction and exchange help students gain deeper insights into cutting-edge knowledge and practices in the translation field, enhancing their professional competence.

#### **4. Analysis of the Blended Teaching Model for "Language + Multiple Intelligences" Translation Major Core Courses**

##### ***4.1 Self-directed Learning Model Based on Online Learning Platforms***

The blended teaching model for "Language + Multiple Intelligences" translation major core courses can fully leverage its advantages by integrating and sharing learning resources. The integration and sharing of learning resources can provide more diverse and rich learning content, promoting students' comprehensive abilities and interdisciplinary development. With the help of internet technology, high-quality intelligent translation learning platforms and selected high-quality online translation teaching resources are linked, creating a well-rounded environment with modules for pre-learning, revision, discussion, translation practice, and mutual assessment. This makes teaching content, related resources, and learning steps clear, allowing students to autonomously formulate and complete their learning plans, fostering their self-directed learning abilities and promoting collaborative learning and interactive communication. By integrating and sharing learning resources through online teaching platforms, students can access more comprehensive and diverse learning content, enriching their knowledge base and learning experiences. This deepens students' understanding and mastery of knowledge, contributing to a shift from focusing solely on the output results of translation to valuing the entire process of translation. It enhances students' autonomy, thus positively impacting the quality of translation courses. Additionally, the integration and sharing of learning resources can also be achieved through collaboration with external resources. Schools can collaborate with other institutions, businesses, social organizations, etc., to introduce professional practices, industry experiences, and other resources into the teaching process, broadening students' learning horizons, and enhancing the professional competence and competitiveness of translation major students.

##### ***4.2 Collaborative Learning Model Based on Online Learning Platforms***

Online collaboration and discussions provide a platform for interaction among students and between students and teachers, expanding students' learning perspectives and fostering knowledge sharing and collaboration. Online collaboration and discussions can be facilitated through online teaching platforms or social media platforms. Teachers can create dedicated groups or forums on these platforms for student discussions and communication. Students can post their questions and engage in discussions and interactions with peers and teachers. Through online collaboration, students can learn from each other, assist one another, improve problem-solving skills, and enhance learning outcomes. Teachers can divide students into groups to collectively complete projects and assignments online. Group members can communicate and discuss in real-time through online platforms, collaborate on problem-solving, and complete learning tasks together. This cultivates students' collaboration, communication, and teamwork skills, enhancing their overall qualities and competitiveness. Furthermore, online collaboration and discussions can enhance students' critical thinking and academic communication skills. Students can share their viewpoints and insights on these platforms, engage in academic discussions, and debates with peers and teachers. Through such academic exchanges and interactions, students can improve their critical thinking and problem-solving abilities, as well as their academic communication and expression skills.

Additionally, teachers can design a series of interesting and challenging tasks for students to complete online. These tasks can include practical translation projects, text analysis and editing, language learning and application, and more. Students can reinforce their knowledge and skills through interactive learning tasks, practice, and application, while interacting and receiving feedback from teachers and peers. Teachers can divide students into groups, allowing them to autonomously choose and design translation projects or other relevant tasks. Group members can collaborate, complete tasks together, and interact and provide feedback during the task execution. This interactive learning approach fosters students' teamwork, innovation, and problem-solving abilities, enhancing their comprehensive skills and application capabilities. Teachers can also collaborate with industry partners or translation agencies to introduce real translation projects into the curriculum. Students can participate in these projects, engage in practical experiences, and design solutions related to them, applying their acquired knowledge and skills to real work environments and enhancing the practicality of their learning.

#### ***4.3 Teaching Methods Emphasizing Practical Learning and Project-driven Approaches***

In the blended teaching model for "Language + Multiple Intelligences" translation major core courses, practical case analysis and solutions play a crucial role. Through practical case analysis and solutions, students can integrate their learned knowledge with real-world scenarios, developing practical application and problem-solving skills. In practical case analysis, teachers can provide authentic translation cases for students to analyze and resolve during classroom or online discussions. By analyzing cases, students can encounter and discuss various challenges and issues, such as handling language and cultural differences or translating specialized terminology. Through practical case analysis, students can understand the complexity of real translation tasks, develop critical thinking, and enhance problem-solving skills. In the design of solutions, teachers can guide students to propose different solutions and engage in discussions and comparisons. Students can use their theoretical knowledge and practical experience to devise solutions, refine them through discussions with peers and teachers, and enhance their innovative thinking and teamwork skills. The design and discussion of solutions enable students to enhance their problem-solving abilities and professional competence. Moreover, the design of practical case analysis and solutions can be aligned with real translation projects or the needs of industry partners. Teachers can collaborate with industry partners or translation agencies to introduce actual translation projects into the curriculum. Students can participate in these projects and design solutions related to them, applying their acquired knowledge and skills to real work environments and enhancing the practicality of their learning.

#### ***4.4 The Use of Intelligent Teaching Apps on Teaching Platforms***

The application of intelligent teaching apps on teaching platforms can enhance the effectiveness of translation teaching in several ways. These apps can provide a wealth of learning resources, including course materials, academic papers, corpora, and more. Students can access relevant learning materials anytime and anywhere through intelligent apps, improving the convenience and efficiency of learning. Intelligent apps can also offer smart learning assistance features. For instance, through speech recognition and machine translation technology, intelligent apps can achieve real-time interpretation and translation, aiding students in language practice and translation exercises. Moreover, intelligent apps can provide additional learning materials, such as course handouts, recordings, and video materials. Students can access these resources through the app for independent learning and previewing, strengthening their background knowledge and language skills.

Furthermore, intelligent apps can offer personalized learning recommendations and topic suggestions based on students' learning progress and feedback, catering to their diverse learning needs. They can also facilitate online communication and interaction, promoting collaboration among students. Students can engage in discussions, peer evaluations, and knowledge sharing on the app, increasing the social and participatory aspects of learning. Through speech recognition and machine translation technologies, intelligent apps can provide real-time assistance for interpreting tasks. Students can practice interpretation using the app, quickly translating spoken source language content into target language text, and receiving feedback and evaluations from the app. This type of real-time practice helps students improve the accuracy and fluency of interpretation.

Additionally, teachers can monitor students' learning progress in real-time through intelligent apps, providing timely guidance and feedback. However, challenges and issues related to technology, teacher training, and privacy and security need to be addressed in the application of intelligent teaching apps. Issues such as the accuracy and stability of speech recognition and machine translation technologies require further improvement. Teachers need to adapt to the use of intelligent teaching tools and fully leverage their potential for instructional support. Lastly, protecting and managing students' personal information and learning data is essential to ensure privacy and security.

### **5. Conclusion**

The blended teaching model for "Language + Multiple Intelligences" translation major core courses can enhance students' learning outcomes and abilities, fostering practical application skills and problem-solving capabilities. For future research and practice, it is recommended to further explore and refine the specific implementation of the teaching model, investigate students' learning outcomes and experiences, and collaborate more extensively with industry partners to enhance the practicality and applicability of learning.

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