

A Study on the Practical Path of “Three-All Education” in College English Translation Teaching Based on POA

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Abstract: The purpose of the study is to discuss the practical path of “Three-All Education” in college English translation teaching based on Production-Oriented Approach (POA). This paper explains the definition of “Three-All Education”, which is an educational mode of all-staff-in-charge education, all-process education and all-round education. About POA, this paper successively presents its teaching philosophies, namely Learning-centered Principle, Learning-using Integrated Principle, and Whole-person Education Principle, its teaching hypotheses, namely Output-driven Hypothesis, Input-enabled Hypothesis, and Selective Learning Hypothesis, and its teaching procedures, namely motivating, enabling and assessing. This study combines the theoretical framework of POA and the connotation of “Three-All Education” to construct the practical path of “Three-All Education” in college English translation teaching based on POA.

Keywords: Three-All Education; POA; practical path

1. Introduction

Establishing morality to cultivate people means cultivating moral talents. To establish morality is to adhere to moral education first and guide, influence and motivate people through positive education. To cultivate people is to adhere to people-oriented and shape, change and develop people through appropriate education. The realization of establishing morality to cultivate people is by means of “courses for ideological and political education [1]”. The concept of “courses for ideological and political education” is based on the whole curriculum education framework promoted by Shanghai colleges and universities, connecting the traditional ideological and political education with professional courses, classroom teaching and teacher teams. This is a brand-new education model with the characteristics of intensive and all-round education, in which contents of each course are intertwined. The ideological and political work in Colleges and universities across the country requires that all kinds of courses and ideological and political theory courses go in the same direction to form a synergistic effect.

The translation materials of CET-4 and CET-6 cover Chinese history, geography, traditional culture, traditional festivals, food, tourism, transportation, economy, education, science and technology, social life and social development. Therefore, college English translation teaching must involve ideological and political content. At present, the research on translation teaching in CET-4 and CET-6 mainly includes the following aspects. Firstly, Data-driven teaching model is applied in translation teaching [2][3][4][5]. Researchers integrate modern information technology and resources based on corpora and search engines with education and teaching to open up a new path for college English translation instruction. Secondly, various translating strategies and error analysis are still the discussed themes [6][7][8][9][10]. This study focuses on the practical path of “Three-All Education” in production-oriented college English translation teaching.

2. Three-All Education

“Three-All Education” is an educational mode of all-staff-in-charge education, all-process education and all-round education put forward by China in the opinions on strengthening and improving ideological and political work in colleges and universities under the new situation. This educational model is an organic whole, and the three aspects complement one another. “All- staff-in-charge education” refers to

education in which school leaders, teachers of various subjects, student counselors, dormitory managers, and student cadres and so on cooperate to pay attention to the situation of students, and promote the development of students. “All-process education” refers to education in which students must accept ideological and political education in the whole process from enrollment to graduation from university. “All-round education” means that students should receive a wide range of knowledge and be able to develop in an all-round way.

3. Production-Oriented Approach

“Production-Oriented Approach” (POA) is a college foreign language teaching theory with Chinese local characteristics put forward by Professor Wen Qiufang[11], which aims to solve the drawbacks of separation of learning and application in English teaching in China. This method is mainly aimed at intermediate and advanced foreign language learners. The “production” in the “Production-Oriented Approach” emphasizes both the production process and the production results.

3.1. Teaching Philosophies of POA

POA embodies three teaching philosophies, namely, Learning-centered Principle, Learning-using Integrated Principle, and Whole-person Education Principle.

3.1.1. Learning-Centered Principle

POA advocates that all activities of classroom teaching should serve effective learning. At present, the popular concept of “student-centered” at home and abroad is only the premise. School education is a planned, organized, and efficient form of education. Neither the content of teaching nor the way of teaching evaluation can be completely determined by the interests or needs of individual students. POA emphasizes that the primary concern of teachers in designing every teaching step or task is what students can learn.

3.1.2. Learning-Using Integrated Principle

In the Learning-using Integrated Principle, “Learning” refers to input learning, including listening and reading, while “using” refers to “production”, including speaking, writing and translation. POA advocates learning while using, learning by using, and combining learning with using. In traditional classroom teaching, students’ accumulated knowledge cannot be automatically transformed into productive ability, and then used in daily communication. However, POA advocates that in classroom teaching, all language teaching activities are closely linked with application, so that there is no boundary between “learning” and “using”, and “learning” and “using” are integrated. Students no longer just learn the text, but use the text as a means to learn to complete the production task in English.

3.1.3. Whole-Person Education Principle

Foreign language courses should not only achieve the instrumental goal of improving students’ comprehensive ability to use English, but also achieve the humanistic goal of higher education, that is, to cultivate students’ critical thinking ability, autonomous learning ability and comprehensive cultural literacy. The goal of humanism is achieved by the following means: (1) carefully choosing the topic of the production task, (2) carefully choosing the input materials to serve the production task, and (3) skillfully designing the organizational form of teaching activities.

3.2. Teaching Hypotheses of POA

The teaching hypotheses of POA include Output-driven Hypothesis, Input-enabled Hypothesis, and Selective Learning Hypothesis [12].

3.2.1. Output-Driven Hypothesis

“Output-driven Hypothesis” advocates that output is both the driving force and the goal of language learning. In teaching, teachers design good output tasks and encourage students to try to complete the output tasks, so as to stimulate students’ learning desire and enthusiasm and achieve good learning results. Such hypothesis enables students to realize the communicative value of production tasks for improving cultural literacy, completing schoolwork, and improving future learning.

3.2.2. Input-Enabled Hypothesis

“Input-enabled Hypothesis” claims that under the output-driven condition, on the basis of students’ interactive communication, teachers provide appropriate input materials that can facilitate output and effectively expand students’ existing knowledge and language system in order to achieve better learning results. In traditional classroom teaching, teachers will also assign some output tasks, and then all students brainstorm, or discuss in groups, and then finish the output tasks. Because of the differences between students, this way of traditional classroom teaching obviously limits the learning effect.

3.2.3. Selective Learning

“Selective learning” refers to selecting useful parts from input materials for deep processing, practice and memory according to the needs of output. Each student’s attention and memory during the same period are limited. If the student’s attention is not focused, and the limited learning concentration is spread over multiple focuses, the effectiveness of learning will not be high.

3.3. Teaching Procedures of POA

The teaching procedures of POA cover three stages, namely motivating, enabling and assessing. These three stages must be mediated by teachers, and the intermediary role here is embodied in guide, design, scaffolding and so on.

3.3.1. Motivating

POA puts the “motivating” of production at the beginning of a unit, including three steps. First, the teacher presents the communicative situation, which should be practical and communicative, and the design of topics should be cognitively challenging. Second, students try to make the production, which should make students aware of the lack of communicative language and generate learning desire. Third, teachers should explain the teaching objectives and production tasks, so that students can clearly understand the communicative objectives and language objectives, as well as the content and types of production tasks.

3.3.2. Enabling

The “enabling” of POA consists of three processes. First, the teacher describes the production tasks, so that students can clearly understand the step to complete the production tasks and the specific requirements of each step. Second, the students carry out selective learning, so that they can choose the content, language form and sentence structure required by the production tasks, and the teacher gives guidance and checks. Third, students make the production and are able to immediately apply selective learning results to production tasks, which are guided and checked by teachers.

3.3.3. Assessing

The “assessing” of POA can be divided into immediate assessing and delayed assessing. Immediate assessing refers to the check part of the “enabling” of POA. Delayed assessing refers to the process in which students’ extracurricular tasks according to the teacher’s requirements are submitted to the teacher for assessing, which is also the teacher-student cooperative assessing emphasized by POA theory. There are two ways of assessing: teacher-student cooperative assessing and peer assessing.

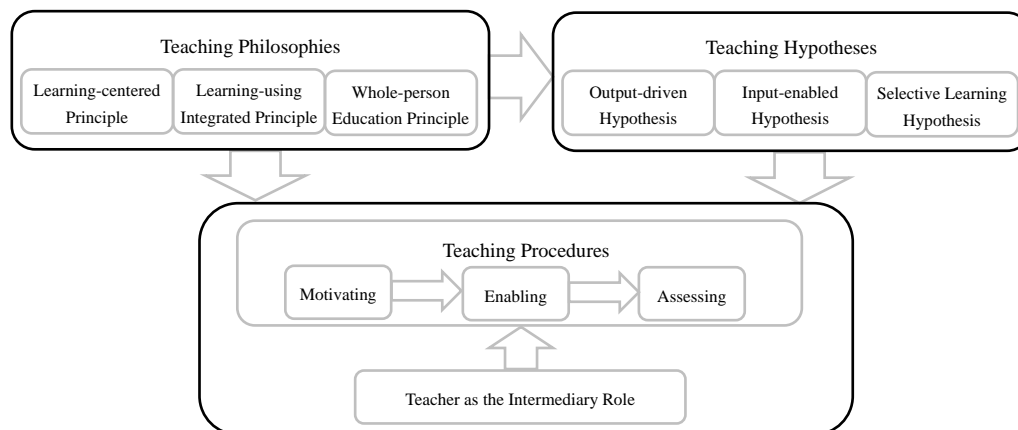


Figure 1: The theoretical framework of POA.

4. Practical Path of “Three-All Education” in College English Translation Teaching Based on POA

4.1. Motivating Students to Translate

This part takes Experiencing English (Advanced Course II) as an example. The topic of Unit 2 is culture. At the beginning of the unit, the teacher assigns a translating task which is about Chinese culture (Figure 2). First, the teacher asks students to discuss the important role which rites and music play in people’s character and moral cultivation. Second, the teacher stimulates students’ learning desire to search for words and attempt to translate the material though students are aware of the lack of appropriate expression. Third, the teacher explicates the translating task to make the teaching objective clear to students (see Figure 4).

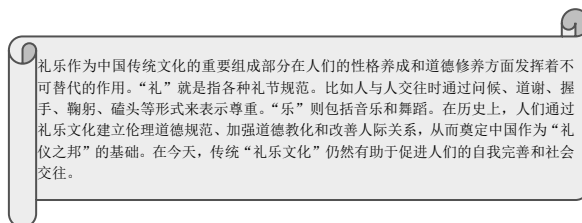


Figure 2: Translating task

4.2. Enabling Students to Translate

In this part, the teacher enables students to complete the translating task. First, the teacher describes the translating task of “rites and music”. Second, the students conduct selective learning to sift proper words, phrases, and sentence structures out from their own knowledge resources. Third, students finish the translating task (e.g. Figure 3), and the teacher has a quick check to see if students fulfil the task in the light of requirements (see Figure 4).

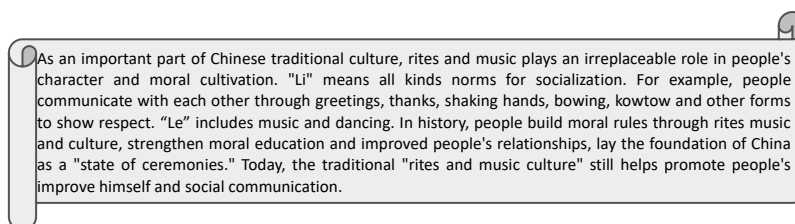


Figure 3: A student’s translation

4.3. Assessing Students’ Translation

Due to time limit, the teacher may not find problems in students’ translation in the immediate assessing. Students can modify their translation after class and then submit to the teacher for assessing. The teacher can load students’ translation to a network platform so that teacher-student cooperative assessing and peer assessing can be put into effect (see Figure 4).

The student’s translation in Figure 2 is a relatively better edition. The teacher can make the assessments sentence by sentence as follows.

- The student’s translation: As an important part of Chinese traditional culture, rites and music plays an irreplaceable role in people’s character and moral cultivation.
- The teacher’s assessment: The subject of the sentence is “rites and music”, so “plays” should be “play”. The sentence also can be translated like “Rites and music, as a major part of Chinese traditional culture, play an irreplaceable role in people’s character and moral cultivation.”
- The student’s translation: “Li” means all kinds norms for socialization.
- The teacher’s assessment: Chinese “Li” means “rites”, so the sentence can be translated as ““Rites” refers to varieties of norms for socialization.”
- The student’s translation: For example, people communicate with each other through greetings, thanks, shaking hands, bowing, kowtow and other forms to show respect.

- The teacher's assessment: The sentence also can be translated like "For instance, people show respect to each other by greeting, giving thanks, shaking hands, bowing, kowtow, and the like."
- The student's translation: "Le" includes music and dancing.
- The teacher's assessment: "Music" in Chinese is pronounced as "yue", not "le". The sentence can be translated as "'Music' means different music and dances for different ceremonies." The words "for different ceremonies" are added to limit the scope of "music and dances" used in reality.
- The student's translation: In history, people build moral rules through rites music and culture, strengthen moral education and improved people's relationships, lay the foundation of China as a "state of ceremonies."
- The teacher's assessment: the phrase "in history" means that the event takes place in the past, so "build" and "strengthen" should be "built" and "strengthened". Another verb "lay" can be put into an attributive clause as "which laid...". The sentence also can be translated like "In history, Chinese rites and music made China 'a state of ceremonies', which contributed to building moral rules, strengthening moral education and improving relationship."
- The student's translation: Today, the traditional "rites and music culture" still helps promote people's improve himself and social communication.
- The teacher's assessment: The word "improve" should be used with its noun form. The sentence can be translated like "Today the traditional culture about rites and music is still believed to play an important role in people's self-improvement and social interaction."

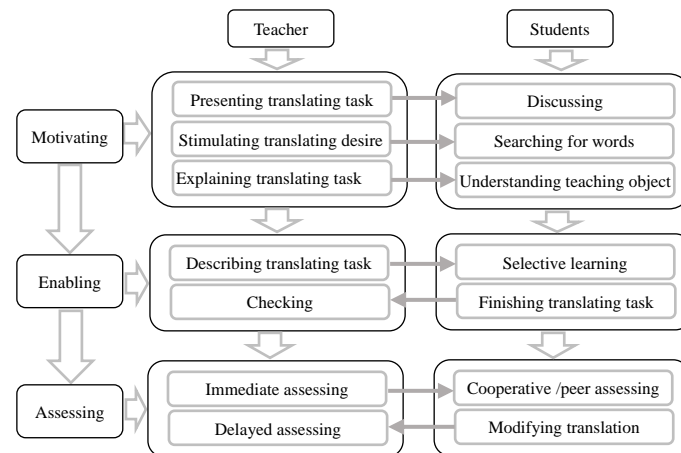


Figure 4: Practical path of "Three-All Education" in translation teaching based on POA

5. Conclusions

As is mentioned above, "Three-All Education" is inclusive of all-staff-in-charge education, all-process education and all-round education. The teaching philosophies of POA, Learning-centered Principle, Learning-using Integrated Principle, and Whole-person Education Principle, and the teaching hypotheses of POA, Output-driven Hypothesis, Input-enabled Hypothesis, and Selective Learning Hypothesis embody the connotations in "Three-All Education". The teaching procedures of POA include three stages, namely motivating, enabling and assessing. On the ground of the teaching philosophies, teaching hypotheses, and teaching procedures of POA, the teaching procedures of POA can be motivating students to translate, enabling students to translate, and assessing students' translation. As is shown in Figure 4, in the practical path of "Three-All Education" in college English translation teaching based on POA, the arrow direction displays the sequence of teaching procedures. Further college English translation teaching involves not only translating skills, but also translating materials. The materials can be Chinese traditional culture which interests students.

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