

# Research on the Teaching Mode of Translation Course for English Majors from the Perspective of OBE Concept

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## ARTICLE INFO

### Article history

Received: 10 February 2025

Accepted: 20 February 2025

Published Online: 30 March 2025

### Keywords:

OBE concept

English majors

Translation courses

Teaching mode

## ABSTRACT

This paper mainly discusses the innovative teaching mode of translation for English Majors under the guidance of OBE education philosophy. Firstly, by analyzing the current situation of translation teaching for English majors, this paper points out the main problems, and combined with the OBE education concept, through optimizing the top-level design, updating the teaching content, improving the teaching methods, and scientifically using the evaluation methods, constructs a student-centered and outcome-oriented teaching mode. It is hoped that this study can improve students' translation ability and comprehensive quality, and provide a useful reference for the reform of translation teaching for English majors.

## 1. Introduction

With the progress of science and technology and the development of globalization, the society has higher and higher requirements for English majors. Translation ability, as the core ability of comprehensive use of English, determines the level of its English application. Translation course for English majors is the core course to cultivate students' translation skills and intercultural communicative competence, and its teaching quality directly affects the training quality of English majors. However, the traditional translation teaching focuses on the explanation and training of different kinds of translating skills. The teaching methods are not rich and diverse enough, and the teaching content is lack of practicality and interest, which

cannot meet the diversified requirements of today's society. Therefore, the reform of translation teaching should be student-centered, output-oriented, and continuous improvement-oriented. It should focus on what English majors have learned and what they can do after graduation, and reverse design the curriculum system and teaching process to improve the quality of English Majors.

## 2. OBE and Its Key Elements

OBE (outcome-based education) education concept is also called outcome-oriented education, ability-oriented education, goal-oriented education or demand-oriented education. This concept is an advanced educational concept put forward by American scholar William Spady in 1981.

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It is a concept of curriculum system construction based on outcome-oriented, student-centered and reverse thinking.

“OBE educational philosophy focuses on every aspect of education. It starts with clear learning objectives and then refines each teaching component to support these objectives while paying attention to the student learning process.” (Spady, 1994) OBE teaching philosophy believes that before the start of teaching activities, students’ specific achievements in knowledge, skills and literacy should be clearly defined after completing the course. These results should be measurable, attainable and relevant, and provide a clear direction for teaching activities.

The OBE education philosophy of “outcome-oriented and student-centered” emphasizes starting from the teaching objectives and requires teachers to reverse design teaching plan on the basis of clarifying teaching contents, teaching objects, teaching methods and teaching tasks. OBE concept is to implement educational activities centered on learning output, focusing on students’ learning outcome and emphasizing the output of learning process. OBE emphasizes putting students at the core of teaching and paying attention to the learning needs, learning styles and learning progress of each student. Teachers should flexibly adjust teaching strategies according to the actual situation of students, and provide personalized learning support and guidance for students.

OBE education philosophy emphasizes continuous improvement and believes that the teaching process is a dynamic and continuous optimization process. Through the continuous evaluation and feedback of students’ learning outcomes, teachers can find the problems in teaching in time, and adjust the teaching plan accordingly, so as to improve the teaching quality and ensure that students can achieve the expected learning outcomes.

### **3. Problems in Current Translation Teaching**

The traditional English classroom mainly focuses on translation skills and translation exercises, and the teaching and talent training objectives cannot meet the requirements of social development. At the same time, it is difficult to mobilize students’ learning enthusiasm due to the problems of classroom teaching mode, outdated teaching content and lack of interest, and incomplete evaluation methods. The problems in the traditional translation classroom are mainly manifested in the following aspects.

#### **3.1 Vague Teaching Objectives**

The teaching objectives of translation courses for English Majors in some colleges and universities are not closely combined with social needs and students’ career

development planning, which has the problems of broad objectives and lack of pertinence. The teaching objectives often focus on the teaching of language knowledge and the explanation of translation skills, but pay less attention to the cultivation of students’ translation practice ability, intercultural communication ability and innovative thinking ability.

#### **3.2 Insufficient teaching methods**

In the traditional teaching of translation courses, teachers usually adopt the teacher-centered teaching method. In the classroom, teachers mainly explain translation theories and skills, and students just imitate the skills in exercises. This teaching method ignores the dominant position of students, and students lack initiative and creativity in the process of learning, so it is difficult to really improve their translation ability.

#### **3.3 Disconnection Between Teaching Content and Actual Needs**

The teaching content of translation course is mainly based on textbooks. The translation materials in textbooks are often outdated and do not meet the actual translation market demand. In addition, the teaching content lacks systematic training in different fields and different types of text translation, which makes it difficult for students to flexibly use the knowledge and skills they have learned in the face of real translation tasks.

#### **3.4 Imperfect Evaluation System**

At present, the evaluation of translation courses for English majors is mainly based on the final examination results, and the evaluation methods are not diversified enough. The evaluation content focuses on the examination of translation knowledge and skills, ignoring the evaluation of students’ learning process, translation practice ability and comprehensive quality. This evaluation system cannot comprehensively and accurately reflect students’ learning achievements and ability level, and is not conducive to stimulating students’ learning enthusiasm and initiative.

Therefore, from the perspective of OBE education concept, combined with the characteristics of English majors, the focus of English teachers’ research should over the topics of how to optimize the top-level design of the syllabus, match the optimal teaching content, update teaching methods, and improve the effectiveness of the evaluation mechanism.

#### **4. Teaching Mode of Translation Course for English Majors from the OBE Perspective**

From the perspective of OBE education concept, in order to cultivate high-quality English professionals with patriotic sentiment, global vision and professional skills, teachers must carry out comprehensive reform from the aspects of training objectives, teaching methods, teaching modes and evaluation methods. Translation teachers should target professional training objectives, optimize and update teaching content, reasonably develop teaching activities, and cultivate students' critical and practical ability. Boldly update the teaching methods and improve the interest and knowledge of the course. The translation workshop is supposed to be adopted to strengthen the cooperation and communication between students and the application of translation theory, so as to improve the translation skills and efficiency. At the same time, advanced translation technologies such as CAT (Computer Assisted Translation) and AI technology are introduced to realize a multi-modal, multi-angle and student-centered teaching mode, so that teaching can be combined with fun and practice. Promote the visualization and scientific development of teaching results, and improve students' translation appreciation and translation practice ability. The usual assessment adopts the combination of individual translation and group activities. The division of labor for group activities shall be clear, and the works shall be shared and displayed.

##### **4.1 Clarifying Teaching Objectives**

Teachers should participate in the practice of translation industry and understand the needs of the industry. Research and sort out the teaching objectives of the translation course to improve the compatibility between the course and the orientation of talent cultivation. Clarify the teaching objectives of translation courses for English majors according to the social demand for translation talents and the training mode of English majors. Teaching objectives should cover three dimensions: knowledge, skills and literacy. Through the study of this course, students are supposed to understand the basic theory of translation, the background knowledge of translation and the basic skills of translation training, and are capable to complete the text translation of different styles. Students can participate in group learning, have a sense of teamwork, and improve the ability of comprehensive application of various communication skills.

Through curriculum construction, the teaching objectives will be three-dimensional and diversified. Through the study of this course, students can not only understand

the basic theory and skills of translation, complete the translation of different styles of words, but also correctly understand the culture, thinking mode and language phenomenon in translation, and effectively solve the cultural conflict in the process of translation. Students should not only have a sense of teamwork, but also care about current events, master literature retrieval methods, improve autonomous learning ability, and improve students' comprehensive humanistic quality.

##### **4.2 Optimizing Teaching Content**

According to the teaching objectives and standards of translation course, the main teaching content of translation theory and practice course is divided into two parts: basic knowledge and skills of translation and translation practice of different genres. The basic knowledge and skills of translation include: translation and culture, Chinese and English thinking mode and language comparison, lexical translation, syntactic translation, rhetorical translation, sentence function reproduction and other chapters. Translation practice of different genres includes: translation of political document, prose translation, academic paper translation, scientific translation, tourism translation and other genres.

At the same time, teachers should pay close attention to the dynamics and needs of the translation market, update teaching materials in time, introduce translation texts with the characteristics of the times and practicality, optimize teaching content, and invite experts to guide, discuss and determine the key design of this course. Update the teaching content in time, select appropriate current events articles, and supplement current events content at the same time. In the teaching process, a large number of actual translation cases are adopted. Through the analysis and explanation of the cases, students can understand the actual work process and requirements of the translation industry, and master the translation skills and methods of different types of texts. In the process of translation, cultivate students' understanding of different cultures and different thinking modes in translation. Let students better grasp the cultural differences between China and the west, effectively solve cultural conflicts in the process of translation, improve students' comprehensive humanistic quality, and enhance students' patriotic sentiment, global vision and professional skills.

##### **4.3 Improving Teaching Methods**

The course of translation theory and practice focuses on the cultivation of translation ability, and the use of task-driven teaching can better cultivate students' practi-

cal ability. In classroom teaching, the teaching content of translation course is divided into a series of specific tasks, each of which is carried out around a specific translation topic or skill. Teachers assign tasks in the classroom and guide students to complete the tasks through autonomous learning, group discussion, etc. Specific steps can be taken as text interpretation, individual translation, classroom discussion, style comparison, finalization, and teaching discussion.

In order to achieve student-centered teaching, heuristic, project-based and discussion-based teaching methods should be adopted to strengthen the interaction of the classroom and pay attention to the supervision of the teaching process. In the teaching process, translation workshops are used to stimulate students' interest in learning, widely participate in translation practice, and strengthen cooperation and exchange among students. Translation of different styles should be shared and communicated in the form of achievements.

At the same time, enrich teaching resources and means by using modern information technology, such as translation software, online translation platform, corpus, etc. Teachers can guide students to use these tools to assist translation learning and improve the efficiency and quality of translation. At the same time, through the online teaching platform, teachers can interact with students in real time, answer students' questions in time, and provide students with personalized learning guidance.

#### **4.4 Building a Diversified Evaluation System**

In the course performance evaluation, teachers should pay attention to three combinations, namely, the combination of process evaluation and summative evaluation; the combination of self-evaluation, peer evaluation and teacher evaluation; the combination of multiple evaluation. The usual evaluation adopts the combination of individual translation and group activities. The group activities should have a clear division of labor, pay attention to the contribution of the group, and the works should be shared and displayed. Use the interactive function of the network to guide students to participate in the evaluation of homework and discussion results. Each class group work and translation practice evaluation are assigned to students' mutual evaluation and teachers' score in a certain proportion to improve students' participation and enthusiasm. At the same time, pay attention to the optimization process evaluation to test the students' translation practice ability. If students are willing to improve their grades, they can submit translation manuscripts many times or participate

in translation comments. Teachers should also pay attention to the evaluation of students' translation practice ability, intercultural communication ability, innovative thinking ability, team cooperation ability, autonomous learning ability and so on. Through building a diversified evaluation system, it can comprehensively and objectively reflect students' learning achievements and ability level.

#### **4.5 Continuous Improvement**

OBE education concept emphasizes continuous improvement and believes that the teaching process is a dynamic and continuous optimization process. Therefore, during the process of teaching, in addition to the combination of formative evaluation and summative evaluation, teachers should make targeted adjustment through multi-channel feedback. For example, teachers can regularly carry out a questionnaire survey of students to understand their views on teaching content and methods. Organize a student forum to encourage students to speak freely. At the same time, teachers carry out mutual evaluation and exchange teaching experience and problems. According to the evaluation and feedback results, analyze the problems existing in teaching. If it is found that students do not master a certain knowledge module well, the teaching progress can be adjusted and the explanation and practice of this part can be increased. If the effect of a teaching method is not good, replace it with a more appropriate method in time to ensure that teaching is always optimized in the direction of achieving the expected learning results.

#### **5. Conclusion**

The teaching mode of translation course for English majors from the perspective of OBE is guided by students' learning achievements. By clarifying teaching objectives, innovating teaching methods, optimizing teaching contents and building a diversified evaluation system, it effectively solves the problems existing in the traditional teaching mode, helps to improve students' translation ability and comprehensive quality, and meets the social demand for translation talents. All these require the joint efforts of teachers and students to constantly improve the teaching mode and ensure the continuous improvement of teaching quality. In the future, with the continuous updating of educational philosophy and the rapid development of the translation industry, the teaching mode of translation course for English majors needs to be constantly explored and innovated to cultivate more high-quality translation talents to meet the needs of the new era.

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