

Research on the Linked Teaching Mode Constructed with TBL and CIM for Master of Translation & Interpreting

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Abstract

The purpose of this paper is to explore a new teaching mode suitable for master of translation & Interpreting based on the characteristics of students' powerful practicality and high degree of engagement, linking the Task-Based Learning (TBL) of Constructivist Learning Theory and the Collaborative-Inquiry Model (CIM) in the teaching and integrating their advantages. At the same time, this paper also explores how to make full use of the advantages of the English-Chinese translation course, how to combine the teaching of the English-Chinese translation course with ideological and political education, and how to incorporate ideological and political elements into the teaching content, teaching methods and evaluation methods. According to the teaching objectives, the teaching content is designed into one or more tasks, and students are given a specific situation or a task to be handled, so that they can proactively think under the drive of strong motivation of the problem, and complete the task through learning and doing. Then basing on the guided cooperative learning, research learning and the theory of group dynamics, and on the basis of a certain content of the lecture, the teacher, the students and the media interact with each other to conduct research on a certain problem. The application of this linked teaching mode in the teaching for master of translation and & Interpreting aims to adapt to students' learning, research, practice and cooperative needs to the greatest extent, which can greatly improve students' logical thinking ability, collaborative research spirit and reflective evaluation ability, and also maximize students' participation in classroom and pride in self-worth realization, so that they can learn well and happily, and take initiative in learning. The results show that: 1) the linked teaching mode of TBL and CIM can rationally allocate teaching resources; 2) it can promote students to absorb new knowledge in a task-oriented way, improve their problem-solving ability, and help cultivate the spirit of inquiry and research in students' active learning. At the same time, it is conducive to the cultivation of teamwork spirit so that students can use the team's strength to solve problems and to maximize the learning efficiency; 3) it can help students have a systematic and clear understanding of the macroscopic and microscopic differences between the English and Chinese languages, and choose the appropriate translation strategies according to the characteristics of the English and Chinese languages.

Keywords: linked teaching mode, TBL, CIM, master of translation& Interpreting, intercultural communication

1. Introduction

With the development of globalization and the increasingly frequent international communication, the function of translation & interpreting should not be confined to interlingual conversion, but becomes the main way of intercultural communication (Jiang, 2018). As a result, higher requirements have been placed on graduate students, especially master of translation & interpreting. These include the practical ability of language application based on the understanding of Chinese & English language and culture, translation ability and intercultural communication ability, so as to cultivate translators who can adapt to the development of China's national economy and society.

In order to adapt to the development of China's reform & opening up and socialist modernization, and to accelerate the cultivation of professional translation talents, the degree of Master of Translation and Interpreting was set up in China in 2007, and the public attention to the cultivation of translators and the various measures taken to promote the cultivation of translators and interpreters have been positively boosting (Feng & Fu, 2017). However, in the practice of English-Chinese translation & interpreting, students' translating and interpreting are relatively hard, and students generally pay more attention to grammar but ignore pragmatic function, and pay more attention to the study of translation theory but ignore the differences between English & Chinese languages and cultures. Sometimes, although students understand the content of the source text correctly, their translations blindly follow the expression of the sentence structure of the original language. What's more, there is a quite deviation between students' translations and modern Chinese language expression habits, and there is a phenomenon of over-Europeanization. At the same time, the English translated by the students seems to be Chinglish. The reason for these is that students do not have a systematic and clear understanding of the macro and micro differences between the English and Chinese languages, and without understanding the differences between the English and Chinese cultures they cannot choose translation strategies appropriately according to the characteristics of the English and Chinese languages when translating. In addition, in recent years those kinds of situations have been quite serious. The problems of translation & interpreting education are

highly focused in the teaching link including teaching resources, teaching content, teaching mode and teaching management, which cannot meet the indicators required by the syllabus of master of translation & interpreting. Some scholars believe that how to reasonably allocate teaching resources, improve teaching methods and means, and how to optimize the level of teaching management in teaching mode are the key to improve the quality of the teaching of master of translation and interpreting (Chu & Zhang, 2020). Meanwhile, the Ministry of Education in recent years has also put forward the idea of “focusing on students’ development and promoting the learning revolution through teaching reform” in the *Opinions on Accelerating the Construction of High-Level Education and Comprehensively Improving the Talent Cultivation Capability*. Therefore, there is an urgent need for a new teaching mode to cultivate master of translation and interpreting who are needed by today’s society.

Hence, this paper discusses applying linked TBL and CIM to the teaching of master of translation and interpreting, that is, the traditional teaching model of “teacher’s lecture + student’s homework after class” is inverted into a new teaching mode of “student’s study before class + class discussion between students and teachers and study guidance”. This new teaching mode simulates various kinds of activities that people engage in when they use language in society, and subdivide what people do in life into specific “tasks” so that language learners can acquire language in the process of accomplishing tasks (Gong & Luo, 2003). Then, through collaborative group learning exploration, each of them can utilize their own strengths and advantages so as to maximize the learning efficiency. This model changes the roles of teachers and students in traditional teaching mode by reversing the two phases of the learning process – “knowledge transfer” and “knowledge internalization”, and reprogramming the use of classroom time. This kind of teaching mode can build a real “student-centered, teacher-guided” personalized collaborative inquiry learning model, so that students can control their own learning, greatly increasing the interaction between teachers and students, students and students, mobilizing the enthusiasm and initiative of students to learn, and significantly improving the learning efficiency of students. The quality of teaching has been greatly improved.

2. Literature Review

The foreign language academic circle has studied this issue earlier and applied this linked model in classroom earlier, which is in the stage of improvement and upgrading. First of all, TBL can be traced back to the American educator Dewey, who proposed a “learning by doing” teaching model in his *Democracy and Education* (1916). Dewey also emphasized that the center and main body of education and teaching should realize a role that changes from teacher-centered to student-centered. In the 1980s, Prabha began to carry out the practice of TBL. And Willis in his *A Framework for Task-based Learning* categorized TBL into three segments: “pre-task”, “task-cycle” and “language focus” (1996, p.40). And this model is now widely used in the teaching of various disciplines. In comparison, the domestic research on this teaching mode is still in the initial stage, but it has begun to be localized, which has a certain reference value. In the 1990s, China began the research on TBL, which was mainly applied to the teaching of information technology disciplines at the beginning. With the deepening of China’s reform & opening up and China’s accession to the WTO, the demand for English education in China has increased, and China’s Ministry of Education has introduced the TBL into the curriculum standard. At present, this teaching mode is also extended to language subjects. In recent years, there has been a lot of research on TBL. These studies have looked into various aspects of TBL, including its applications, advantages, and impacts on students, providing valuable insights for educational practice. In the exploration of the localization model of TBL, the most representative ones are the “output-driven hypothesis” (2008), “output-driven and input-enablement hypothesis” (2014), and “output-oriented method” (2015) proposed by Wen Qiufang successively. In the past 10 years, experts and scholars have begun to apply relevant theories of TBL to classroom practice, explore the feasibility of TBL in foreign language teaching, and study the influence of this teaching theory on improving students’ skills in listening, speaking, reading, writing and translating.

CIM emerged in the United States in the 1970s, and since the 1990s, many universities in the world have studied and implemented this teaching model and applied it to multiple aspects and disciplines. It has become an important teaching method widely used in student-centered teaching reform in Europe and the United States in the past 30 years. For example, *Collaborative Learning Techniques: A Handbook for College Faculty* (2nd edition), written by American scholar Barkley (2004), guides many American universities in applying this teaching model. In this book, Barkley categorized cooperative problems into six categories and described cooperative learning methods based on the problems.

As a matter of fact, scholars at home and abroad have carried out in-depth analysis of these two teaching modes. Generally speaking, both teaching modes have been applied to a certain extent. However, there is still lack of theories on the linkage of the two teaching modes in the teaching for master of translation and interpreting. This is due to the complexity as well as diversity in the teaching for master of translation and interpreting. In addition to this reason, there is another important reason why the linked teaching mode is seldom mentioned in translation & interpreting master teaching. That is the fact that master of translation and interpreting requires a wide range of knowledge and more practical abilities. According to the existing research from Chinese scholars, there are still unsolved difficulties in the implementation of this linked teaching mode. The relatively insufficient research on this linked teaching mode needs to be strengthened for the improvement of theory and practice. Some scholars have pointed out that TBL can be used together with CIM in teaching practice. For instance, Wu Zhiling (2021) points out that the mixed teaching method of TBL and CIM can be applied to the teaching practice of English-Chinese translation teaching course. Thus, there is not yet enough theoretical support for the linkage of TBL and CIM to be applied to the teaching practice for master of translation and interpreting. However, in the process of research and implementation of this new linked teaching mode, we can still draw on the experience and practice of pioneers in order to provide a new teaching mode for master of translation and interpreting.

3. Theoretical Guidance

Generally speaking, TBL and CIM are teaching models based on Constructivist Learning Theory. Constructivist Learning Theory can be traced back to the 1980s. Since the 1990s, it has developed rapidly on the basis of the theory of Educational Psychology by Swiss psychologist Piaget and Russian psychologist Vygotsky (Shen, 2023). Constructivist Learning Theory emphasizes motivating students to take the initiative to learn, and in certain historical and social context students make full use of all kinds of learning resources through the help of other individuals or groups to acquire knowledge in a way of constructing meanings.

TBL is no longer purely teacher-centered or student-centered, but teacher-led and student-centered, breaking the traditional teaching mode. This teaching mode intends to use specific learning tasks to motivate students to cooperate (Ellis, 2003). TBL designs the teaching content into one or more tasks in the light of the teaching objectives, gives students a specific situation or a problem to be solved, and lets students be motivated by problems and fulfill tasks through learning and doing.

CIM is based on the theories of cooperative learning, research learning and group dynamics, and is also based on certain content of the lecture to conduct research on certain issue through the interaction of the teacher, students and media. This teaching mode emphasizes that the key to the success of cooperative learning is: group shared goals + everyone's responsibility (Slaven, 1980). The aim is to meet students' learning, research, practice and cooperative needs to the greatest extent, which can greatly improve students' logical thinking ability, collaborative research spirit and reflective evaluation ability.

4. Discussions

These are the key issues to be solved: How to let students understand the characteristics of English & Chinese languages systematically and clearly and choose translation strategies appropriately, how to solve the phenomenon of excessive Europeanization and Chinglish in students' translation and interpreting, how to let students familiarize themselves with translation methods and ensure the accurate meanings of the original information through practice, in order to make the translations faithful, fluent and authentic, to make the linguistic styles and cultural connotations of the original languages accurately conveyed, and to cultivate their translating ability. This paper will adopt research methods such as literature method, comparison method and practice method to carry on the research, collect relevant foreign literature, digest the theory of Constructivist Teaching and Learning, and employ it to guide the research of the paper. This paper will make good use of the related localization research in domestic literature, take the essence and apply it to specific teaching practice. This paper will also compare mature teaching models at home and abroad, find out the similarities and differences, analyze them, and practise and verify them in the teaching process.

4.1 Teaching Activities

Teaching activities should enhance students' awareness of classroom participation. Before class, teachers can use the platform of "MOOCs" to design courses, and students can use all kinds of mobile devices and PC terminals to obtain resources, study online courses in advance, and make use of fragmented time to input knowledge beforehand by watching videos. For example, teachers can give students tasks to compare Chinese and Western traditional festivals. For such a translation theme, students need to strengthen their consideration of cultural differences. They need to deeply understand the cultural backgrounds of the source language and the target language, including history, social customs, religious beliefs, and so on. In the process of translation, they should also pay attention to conveying the cultural connotations of the original text while ensuring that the translation can be understandable and acceptable in the target culture. Therefore, students can watch the relevant materials of the comparative study of the English and Chinese traditional festivals, so that students will have a systematic and clear understanding of the macro and micro differences between English and Chinese cultures and languages and have a deeper understanding of translation strategies adopted on the basis of English-Chinese language differences. By doing so, it not only can cultivate the students' ability to independently acquire knowledge and learn with questions and objectives, but also enables them to have a better interaction with the teacher in the classroom. Or, teachers can set up translating learning tasks of increasing difficulty on "MOOCs" or other platforms before class and assign corresponding online quizzes to test students' online learning, and students can learn more complicated knowledge after completing the quizzes. If students encounter any problems during the learning process, they can leave a message on the platform to seek help from the teacher or other students. On the one hand, this strengthens students' sense of participation and motivates them to learn knowledge from simple to difficult and from shallow to deep; on the other hand, this enables teachers to understand students' confusion in advance, so that they can design classroom activities accordingly and save class time. What's more, teachers can choose translation materials with a certain degree of difficulty and challenge for students to complete beforehand according to their grade, cognitive level and existing experience, so as to stimulate students' natural desire for knowledge.

In class, students come to the classroom with insights or questions that they could not solve before class, and class time is used for discussions and exchanges between the teacher and the students, and also between the students and the students, on the difficulties of translation, and on the translation strategies and techniques used. Because teachers, students and the course, teachers, students and the environment in the process of teaching are interacting with one another. Only in the process of interaction, mutual assistance, interconnection and mutual promotion can the intended teaching goals be achieved (Cha, 2001). Of course, in communication, "it is not the same as saying that it is the teacher who has to do what the learner says...After both parties have communicated and talked about their respective ideas and aspirations, it is possible to seek a compromise", Brindley put forward in his *The Assessment of Second Language Proficiency: Issues and Approaches* (1986). If students cannot settle the difficult sentences in their study groups, other study groups in the class will help them to translate the sentences. This model inverts the two stages of the learning process – "knowledge transfer" and

“knowledge internalization”, so as to create a truly “student-centered and teacher-guided” learning process. This personalized collaborative inquiry learning model makes students change from passive acceptance into active learning, and really participate in the learning process. At the same time, selected translation materials have a certain degree of difficulty, and a certain degree of challenge, such as China’s socio-economic development, historical culture, scientific achievements, and social hot topics as translation materials for students. For example, students might be asked to translate articles about the rapid urbanization in China, the profound history of the Silk Road, groundbreaking advancements in China’s space exploration program, or the societal implications of China’s digital currency. Such materials, rich in cultural and educational value, will enhance students’ language skills and broaden their understanding of China’s diverse and dynamic society. By doing so, it not only stimulates the students’ natural instinct for knowledge, but also enhances the sense of achievement after their hard studying and realizes the organic integration of knowledge, ability and quality. At the end of the exchanges, students have the opportunity to make self-presentation. For example, students are asked to introduce a Chinese or Western traditional festival. This ensures that each student has a sense of participation and experience. These allow students to engage in healthy competition in learning process, which is conducive to the common progress of students while generating an atmosphere of effective learning.

After class, tasks should also be set up to guide students to summarize and reflect on what they have learned, such as sharing what they have learned on the “MOOCs” platform. Doing so can better monitor students’ learning, accordingly making it easier for teachers to determine the next step and design the next teaching activities. Doing so can also help students better recognize their strengths and weaknesses. The overall activities are shown in the following figure.

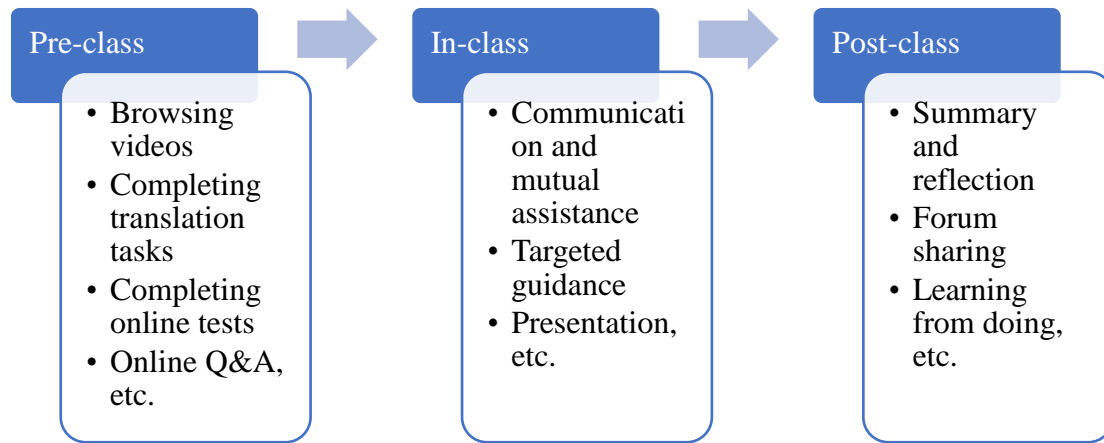


Figure 1. Teaching Activities for Master of Translation & Interpreting in the Linked Teaching Model of TBL and CIM

4.2 Teaching Methods

TBL, CIM, and contextual approach can be used to stimulate students’ interest in learning process. Teachers can use specific learning tasks to drive students to collaborative study. Teachers divide the teaching content into several interrelated tasks and utilize TBL & CIM to carry out teaching. This kind of content is more interesting to students and can develop their ability to compare and appreciate Chinese and Western cultures. Teachers can divide the class into several learning groups and appoint group leaders, then ask the students in each group to work together before class to check the information of the selected “topic” and make PPT. In the class, teachers can organize students to make self-presentation or group-presentation. The presentations of the topics and the exchanges as well as mutual collision of views can deepen students’ knowledge, make students really understand and form a sense of English-Chinese language differences, and at the same time improve students’ ability to accurately express Chinese culture in English. Experiential activities are used in the classroom to guide students to acquire knowledge and skills in the process of hands-on experience.

For instance, in the English translation class, teachers can design an extension project, and divide students into groups and determine the group leader. The teacher should inspire students to explore the essence of Chinese culture and taste the beauty of Chinese language in translation. For example, when the Mid-Autumn Festival is coming, teachers assign the tasks to translate Chinese poems about “reunion” and “homesickness”, such as “Prelude to Water Melody” written by Su Shi. Before class, members of each group first organize to check the background knowledge of the Mid-Autumn Festival and the translating obstacles of proper nouns and terms, and then translate on their own. After that, through the discussion of the members of the group and consulting the relevant information, students work together to write optimal translations in the group, and then produce PPT. In the classroom, the teacher encouraged the students to discuss in small groups how to translate correctly and express the beautiful vision of reunion on the Mid-Autumn Festival. Some students have thought of a way to translate into “We wish each other a long life so as to share the beauty of this graceful moonlight, even though miles apart.” This translation, while preserving the imagery of the original poem, also conveys the profound wishes for family ties in the verse. Specifically, the expression “sharing the beauty of this graceful moonlight” aptly captures the custom of moon gazing and missing loved ones during the Mid-Autumn

Festival. By asking students to translate such materials, they will gain an understanding of the classical poetry written by outstanding poets. In a sense, these great classical poems will be refreshed in the hearts of students, and their charm will never fade. Through this English translation, native English speakers can also appreciate classical poetry and gain a deeper understanding of Chinese culture. Then, each group will present their group's translations, and analyze the translation ideas, the translation strategies adopted, and the translation difficulties and obstacles encountered in the process of translation. The teacher and students will select the best translations in the class. This approach fully emphasizes the students' main position, while the teacher plays a guiding role. It has changed the problem that the teacher dominates the whole teaching process but neglects the cultivation of students' practical application ability (Zhang, 2005). Taking another example, in the interpreting teaching classroom, the teacher can determine a certain theme to organize students to have personal interpreting, group relay interpreting, and other flexible and diverse forms of teaching, so that each student has the opportunity to show their own interpreting ability. These will gradually cultivate students to use English to express their thoughts and expound their views.

4.3 Teaching Content Characteristics

Ideological and political education should be integrated into the classroom teaching for master of translation and interpreting. Ideological and political education should be carried out throughout the whole process in colleges and universities to realize the whole process of educating students, which is related to the fundamental question of "cultivate people for whom" (Jiang, 2022). Ideological and political education in the curriculum means the organic unity of knowledge transmission and value guidance in teaching, and the value paradigm of patriotic sentiment, social responsibility, cultural self-confidence, and humanistic spirit embedded in the curriculum should be extracted, so that the students can have the correct direction in cognition, emotion and behavior (Xiao & Zhu, 2018). Therefore, in English-Chinese translation teaching, teachers should carefully design the teaching process and seize festivals and current affair hotspots to educate students with traditional culture and contemporary advanced culture. Teachers can consciously take selected contents about China's social and economic development, history and culture, and scientific and technological achievements as translation materials. By introducing such topics and letting students translate them, teachers can greatly enhance students' national self-confidence and pride. It not only avoids the situation that the classroom teaching only emphasizes input but ignores output, but also enhances students' patriotic feelings and national pride.

The course should realize the combination of theory and practice. It is important to emphasize the teaching of theoretical knowledge of translation and interpreting to students, and also to provide students with sufficient opportunities to practice translating and interpreting. Hence students can become a comprehensive translator or interpreter with strong translating or interpreting practice ability on the premise of having enough theoretical knowledge.

The course should also use TBL and CIM linked teaching mode to help students overcome challenges such as excessive Europeanization and Chinglish in translation. For example, teachers can set specific translation tasks for students, such as translating a text with typical Chinglish expressions into more native English. The task should focus on correcting common Chinglish expressions and guiding students to pay attention to cultural differences in the languages. For instance, teachers can use real materials or scenes of life as the background for translation tasks, such as restaurant menus, tourist attractions. Such expressions usually have Chinese characteristics and students are prone to form Chinglish. Through the translation practice in real context, students can understand the language expression habits in different cultural backgrounds. Then teachers need to divide the students into groups and each group has 4-5 members, making sure that each group has students with different language levels and backgrounds, so that they can think from multiple perspectives. Teachers assign roles in the group, such as "translator", "cultural consultant" and "language proofreader". For example, a "translator" is responsible for the initial translation, a "cultural consultant" is responsible for checking the translation for cultural differences, and a "language proofreader" focuses on language accuracy and fluency. The group members discuss the meaning and context of the original text to ensure an accurate understanding of the original text. After the "translator" provides a preliminary translation, the other members suggest revisions from their respective roles. Through group discussion, the translation is revised and refined together to avoid excessive Europeanization or Chinglish expression. As for the translation involving culture-specific scenes, situational simulation can also be carried out. Teachers can have the group members play different roles in the conversation. Through role-playing, students can master the communication mode in different cultural backgrounds, so as to adjust the translation strategy.

4.4 Teaching Evaluation

The linked teaching mode of TBL and CIM breaks through the traditional standard of evaluating students (Li, 2022). The traditional method of evaluating students pays more attention to the completion of students' homework, thesis writing and examination results, which is a result-oriented evaluation method, ignoring the accumulation of students in the learning process. On the one hand, this may lead to the absence of the teacher's role in the learning process; on the other hand, it is also easy for students to form a kind of erroneous learning idea that focuses on the results rather than the process. By combining TBL and CIM, students will slowly experience the fun of online active learning on platforms such as "MOOCs", acquire knowledge in the process of settling tasks, and improve themselves in teamwork. Therefore, the evaluation made by this model emphasizes both results and process.

In addition, in this linked teaching model, the evaluation dimensions are multiple. It includes task completion, learning outcomes, group collaborative attitudes, reflection and improvement. Through the multiple evaluation dimensions, it is possible to better monitor students' learning in all aspects and cultivate them into all-round translators or interpreters.

- (1). Task completion is one of the important criteria for assessing the effectiveness of students' tasks and cooperative learning. By

observing and evaluating students' task completion, teachers can understand students' performance in terms of their understanding of the task, execution ability and time management ability. At the same time, task completion also reflects students' learning attitude and responsibility to a certain extent.

- (2). Learning outcomes are a direct reflection of the effectiveness of tasks and cooperative learning. Teachers can assess students' learning outcomes in the areas of knowledge, skills, and attitudes through online quizzes, assignments, and presentations of work.
- (3). In the learning process, cooperative attitude is one of the important ways to assess the effectiveness. Teachers should focus on observing students' performance in tasks to assess students' willingness to cooperate, communication skills, coordination skills and team spirit. At the same time, teachers should also pay attention to whether students can respect others, accept different opinions and solve problems together.
- (4). Reflection and Improvement. Reflection and improvement is a continuation of assessing the effectiveness of the task and cooperative learning. After the task is completed, teachers should guide students to reflect and summarize, assess their performance and gains, identify their shortcomings and think of ways to improve. Meanwhile, teachers should also reflect on their own teaching methods and activity designs based on students' performance and feedback to continuously improve and refine their teaching strategies.

The subject of evaluation is pluralistic. Despite its long history, the traditional approach to evaluate students has received increasing criticism in recent years. China's higher education evaluation system has always adopted a top-down approach and lacks diversity of subjects (Liu & Li & Yang, 2008). Therefore, the subject of evaluation should no longer be limited to teachers, and should also play the role of the students at the same time. Teacher evaluation, mutual evaluation by class members and group members and self-evaluation should be used. Through multiple evaluation methods, students' sense of participation is improved, and the situation that teacher alone has the say is also avoided.

In terms of the evaluation process, the evaluation of students should be continuous, because the content of such evaluation consists of the students' individual development throughout the whole process of higher education (Luo & Chen, 2014). That is to say, students are evaluated through their performance throughout the semester, rather than a particular time. In this way, learning outcomes can be better examined because students are ever-changing individuals.

4.5 Teaching Effect

The TBL and CIM linked teaching model produces positive pedagogical effects, and students can complement each other and make use of their respective strengths. The participants of the case study on the application and practice of TBL and CIM linked teaching mode are 56 students from the class of English-Chinese translation course in Grade 2023 of Inner Mongolia University. After the completion of a semester of linked teaching mode, the students' self-evaluation of learning effectiveness and course satisfaction were surveyed. The students were asked the following questions:

- (1). How long did it take you to prepare for class in traditional mode?
- (2). How long did it take you to prepare for class in the new mode?
- (3). To what extent did the new model help you achieve the results you had expected?
- (4). Did the TBL, CIM linked teaching mode boost your classroom participation?
- (5). Could the teaching activities improve your abilities to convey Chinese culture in English?

After investigation, it is found that this linked teaching mode actually has many advantages. 97% of the students have significantly improved their understanding of China's outstanding traditional culture, greatly enhanced their sense of national pride, and strengthened their confidence in China's excellent traditional culture. Nearly 90% of the students are confident that they can engage in in-depth English discussions and translations on a specific key point of China's outstanding traditional culture. The survey results also revealed that 96.1% of the students indicated that the linked teaching mode has enhanced their awareness of classroom participation. 94.3% of the students stated that the classroom atmosphere was lively. 95.7% of the students believed that the TBL and CIM linked teaching mode have improved the practicality of English-Chinese translation teaching, enhanced their interest in learning, improved their ability to introduce Chinese culture in English, and also upgraded their overall English proficiency. The survey on pre-class study time is as follows: In the traditional mode, 65% of the students did not make preparations before class, while 35% of the students spent 25 minutes or so in making preparations for the content which will be taught. In the new mode, 98.7% of the students engage in pre-class preparations, and two-thirds of them make preparations for the content for more than one hour before class. They believe that pre-class learning is quite necessary for practicing and discussing in class.

Specifically, it includes the following aspects:

- (1). It can increase students' motivation. TBL provides students with tasks from simple to difficult and from shallow to deep, which is conducive to students' active learning in tasks. When students complete a task, their motivation to learn increases. And CIM further enhances students' learning motivation by making the learning process interesting and challenging through cooperation between groups.

- (2). It promotes deep learning. TBL emphasizes having students solve problems and promotes their ability of deep learning and thinking. Because in the process of collaboration, students need to constantly explore the problem in depth so as to find the optimal solution. Hence, this linked teaching mode is conducive to the cultivation of critical thinking and problem-solving ability for master of translation and interpreting.
- (3). It enhances the comprehensive quality of students. Through the combination of the teaching modes of TBL and CIM, translation and interpreting master students can not only improve their knowledge and skills, but also comprehensively enhance their abilities in communication, collaboration, leadership and problem solving. This linked teaching method is conducive to improving the comprehensive quality of students, so that they can become translation or interpreting talents to meet the needs of social development.
- (4). It promotes teacher-student and student-student interaction. The linked teaching mode of TBL and CIM can effectively increase the opportunities for teacher-student and student-student interaction. The interaction not only helps to increase student interest and engagement, but also helps teachers to better understand the level of students so that they can provide more targeted instruction.
- (5). It is conducive to enhancing students' ability to evaluate and reflect. In the process of task completion, students need to constantly evaluate their performance and reflect on their shortcomings. This development of self-evaluation and reflection skills is important for students' personal development.

In a word, in the teaching practice, teachers should flexibly utilize this linked teaching mode according to the specific teaching objectives and the actual situation of students in order to achieve the best teaching effect. At the same time, teachers should also continue to explore and improve the linked use of these two teaching methods to adapt to the changing educational environment and student needs.

5. Conclusion

In conclusion, the linked teaching mode of TBL and CIM changes the roles of teachers and students in traditional teaching, and re-planning the use of classroom time, and constructing a real "student-centered, teacher-guided" (Wang, 1983) personalized collaborative inquiry learning environment. Of course, there are some difficulties in the implementation of this teaching mode. The difficulty is that the teacher has to change his/her role in a timely and adaptable manner within a specific period of time. Teachers mainly focus on the design of learning tasks and learning process, which are divided into several modules, and form a good interactive atmosphere through students' division of work and mutual discussion. In such a teaching and learning process, students change from passive acceptance to active learning, and develop translation or interpreting ideas with group activities. Teachers are no longer the master of translation or interpreting. On the contrary, good translations are explored through students' independent inquiry, and through discussions and exchanges between teachers and students, and between students and students on translation methods and techniques used in translation difficulties. In the classroom, it can carry out positive interaction, and comprehensively and more scientifically guide the teaching of English-Chinese translation to turn to the teaching mode with practicality and advancement. In the practice of English-Chinese translation teaching, students are driven to learn collaboratively through specific learning tasks, and the complex rules and skills of translation or interpreting are popularized, pragmatized and systematized, so that students can truly master and flexibly use the various methods and skills of translation or interpreting. This linked teaching mode has its innovative features compared with the single teaching mode. In addition, in the process of teaching English-Chinese translation or interpreting, teachers also focus on telling students about the knowledge and ideas in the field of ideological and political education, realizing the combination of classroom knowledge input and ideological and political education, so that students not only improve the ability to translate or interpret in various aspects, but also enhance the sense of national pride.

6. Implication for Future Studies

China's education modernization has gradually switched from focusing on external expansion to emphasizing connotative development (Zhang & Chang & Bi, 2023). Therefore, a new linked teaching mode is needed instead of the single teaching mode employed in the past. The innovative teaching mode and the change of teacher and student roles can effectively promote the landing and development of TBL and CIM linkage teaching mode, provide students with a more modernized educational experience, and cultivate high-quality talents in translation or interpreting in line with the needs of the society. For the education of master students in translation and interpreting, it is necessary to conform to the times, constantly optimize the teaching content, update the teaching means and the teaching mode, so as to improve the language level, translation level and intercultural communication ability of master students in translation, and to adapt to the needs of the modern society for high-level translation talents. In view of the practicality of master students, the gradual introduction of the linked teaching mode into the teaching of master students will certainly play a facilitating role for them. This linked teaching mode is an effective teaching one for cultivating translation and interpreting talents nowadays, which provides a new perspective for the development of master of translation and interpreting, and the improvement of education quality; it also expands the space for the research of teaching mode for master of translation and interpreting, and helps to enrich the teaching modes of China's master education. Meanwhile, the operability of the practice of this mode provides a solid support for the sustainable development of the teaching mode for master of translation and interpreting.

Moreover, there are some challenges and difficulties in the practice of this teaching mode, which requires the joint efforts of universities, teachers and students as well as the support of public policies. Teachers may not be able to change their roles in a timely and adaptable

manner. However, although there are problems and challenges in the linked teaching model, if the causes of the problems are identified and targeted measures are taken, satisfactory results can surely be achieved. This paper discusses the linked teaching mode of TBL and CIM in the teaching of translation and interpreting master, which can provide some new ideas to continue exploring the teaching mode for translation and interpreting master in the future.

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Authors contributions

Jianjun Wang and Xiaodan Meng are responsible for all the contents of the research. Both authors read and approved the final manuscript.

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