Construction and Efficacy of a Blended Teaching Model for English Major Translation Courses Based on the OBE Concept

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Abstract. In the context of the information age, higher foreign language education urgently needs to explore innovative teaching models centered on ability development and shift to focus on ability development. Based on the concept of outcome-based education (OBE), this paper constructs a blended teaching model for English translation courses, achieving systematic cultivation of translation ability through reverse design of course objectives, integration of online and offline teaching links, and establishment of a multi-dimensional evaluation system, which cannot ignore its fundamental role. Empirical research shows that this model significantly improves students' translation skills (the average score of the experimental group is 85.6 vs. the control group is 76.3), self-study ability and professional quality, and the student satisfaction rate is over 85%. The research confirms that the integration of OBE and blended teaching has a significant effect on achieving precise translation talent cultivation. It provides strong support for the reform of the foreign language curriculum.

Keywords: OBE concept, Blended Teaching, Translation courses, English major

1. Introduction

With the acceleration of globalization and the transformation of the language service industry, society's demand for translation skills is becoming more diverse and specialized. The traditional translation teaching model, which focuses on knowledge imparting, is difficult to effectively cultivate students' comprehensive practical abilities. There is an urgent need to break through the existing predicament through innovation in educational concepts and teaching methods and shift to outcome-based teaching design. Outcome-based education (OBE) emphasizes the reverse design of courses based on learning outcomes, while blended teaching achieves personalized learning through technology empowerment. The integration of the two provides a theoretical basis for translation teaching reform, and the practical path [1] cannot be separated from this background. Based on the transformation and upgrading needs of English major translation courses, this study aims to explore how to improve the quality of talent cultivation through the reconstruction of systematic teaching models and provide strong support for curriculum implementation.

This paper constructs a blended teaching model for translation courses based on the OBE concept, verifies its effectiveness through empirical research, first analyzes the theoretical convergence points of OBE and blended teaching, then systematically constructs from curriculum design, teaching implementation to evaluation system, and finally verifies the effectiveness of the model through comparative experiments, data analysis and qualitative assessment, The study not only confirmed the significant promoting effect of this model on the achievement of students' translation ability, but also revealed its promotion value in the connotative development of foreign language education.

2. The theoretical integration basis of the OBE concept and the blended teaching model

2.1. The core content of the OBE concept and its educational application

Outcome-oriented education (BasedEducation, OBE) emphasizes the learning outcomes that students ultimately achieve as the core of instructional design. Its reverse design logic requires educators to first clarify the ability requirements for talents in society and professional fields, then determine graduation requirements, and plan curriculum objectives and teaching content based on this, Shift to a competency-oriented curriculum structure.

This kind of logic breaks the traditional textbook or teacher-centered teaching model, making the educational process more targeted and effective [2]. The OBE concept adheres to student-centeredness, focuses on the individual development needs of each student, and continuously optimizes teaching strategies through continuous improvement mechanisms. In higher education teaching reform, OBE has been widely applied in engineering education. In fields such as medical education, the core is to ensure the effective achievement of educational goals by clarifying learning outcomes, designing matching teaching activities, and establishing a scientific evaluation system, and the breadth of its application cannot be ignored.

2.2. Analysis of the theoretical framework and advantages of blended teaching models

The blended teaching model builds a multi-dimensional learning environment by integrating online and offline teaching links. Online teaching provides students with flexible learning time and space, allowing them to arrange their learning progress according to their own situation, while offline teaching focuses on deep interaction, practical operation and problem-solving, strengthening the application ability of knowledge [3] Shift to a personalized learning model.

This model significantly promotes students' personalized learning and autonomous learning abilities. The flexible learning environment supported by technology enables students to choose learning resources according to their own needs, and teachers track learning progress in real time through data analysis and provide personalized guidance. This teaching model not only improves learning efficiency, but also enhances students' learning motivation and engagement. It provides strong support for the teaching effect.

2.3. Reconstruction of translation curriculum objectives guided by the OBE concept

Under the guidance of the OBE concept, the goal setting of translation courses should be based on the social demand for the ability of translation talents. The definition of translation learning outcomes should cover multiple dimensions such as language ability, intercultural communication ability, technical application ability and professional quality. Starting from the final outcome, the course objectives can be decomposed into specific and measurable ability indicators, such as

accurate understanding of the source text. Effective communication of target text information, proficient use of translation tools, etc. [4] Shift in the direction of ability refinement.

The multi-dimensional nature of translation skills requires that curriculum design not only focus on language conversion skills but also pay attention to the cultivation of critical thinking, teamwork and project management abilities. By setting clear and measurable standards, teachers can more scientifically evaluate students' learning outcomes and provide a basis for teaching improvement, which cannot avoid its complexity.

3. Construction of a blended teaching model for English translation courses based on OBE

3.1. Learning outcome-based overall curriculum design

The curriculum design adopts a reverse design process, first determining the core competence goals that the translation course needs to achieve based on the professional graduation requirements, then planning the teaching links and evaluation methods, modularized curriculum content unfolds around different competency dimensions, such as basic translation theory, application of technical tools, practical project training, etc., forming a progressive competency development path, Shift to a modular structure.

The evaluation system combines formative assessment with summative assessment to evaluate students' learning outcomes through multiple dimensions such as classroom performance, assignment completion, project practice, and final exams. Formative assessment focuses on feedback and guidance during the learning process, while summative assessment examines the achievement of final ability, providing strong support for the evaluation system.

3.2. Integrated organization of blended teaching processes and activities

Online self-study tasks mainly include video explanations of translation theory, construction of terminology databases and translation exercises to help students lay a solid knowledge foundation, while offline classes deepen students' understanding and application of translation strategies through group discussions, simulated translation workshops and teacher comments, and shift to integrated teaching.

The online and offline collaborative translation project practice requires students to complete real or simulated translation tasks and reflect and summarize in the process. This integrated organization enables students to form an organic connection between knowledge learning, skill training and practical application, comprehensively enhancing translation ability, and the connection cannot be separated.

3.3. Construction of teaching resources and environments that support individualized learning outcomes

The stratified and categorized digital translation teaching resource library provides students with a rich variety of learning materials, including texts of beginner, intermediate and advanced difficulty and accompanying exercises, and the online translation work platform simulates real working scenarios to help students familiarize themselves with the operation process of computer-aided translation tools [5] and shift towards resource stratification.

The online learning space supports students to carry out team projects and self-study through collaboration tools and process management capabilities. Teachers can use learning analytics

technology to track students' learning behaviors, promptly identify and solve problems in learning, provide personalized support for students, and strongly support the learning environment.

4. Empirical process and effect evaluation design for the implementation of teaching models

4.1. Research design and implementation objects

In this study, two parallel classes of English major in a certain university were set up as the experimental group and the control group. The experimental group adopted the OBE-based blended teaching model, while the control group adopted the traditional lecture-based teaching model. The course implementation period was one semester. The key points of the blended teaching operation included online resource push, offline interactive discussion and project practice, etc. Shift to an empirical design.

Data collection was carried out using a variety of tools and methods, including translation ability test questionnaires, learning behavior data analysis, semi-structured interviews, and classroom observation records, which comprehensively evaluated the effectiveness of the teaching model from both quantitative and qualitative dimensions and could not simplify its diversity.

4.2. Comparative analysis of multi-dimensional data on learning outcomes

The quantitative assessment results of translation knowledge and skills showed that the students in the experimental group performed significantly better than those in the control group in terms of terminology accuracy, text fluency and the use of technical tools. The average score of the experimental group was 85.6, while that of the control group was 76.3, and the difference was statistically significant ($p<0.05$). The shift shifted to data comparison.

Table 1. Comparison of translation ability test scores between the experimental group and the control group

Groups	Number of students	Average score	Standard deviation
Experimental Group	40	85.6	4.2
Control Group	40	76.3	5.8

The data analysis showed that students in the experimental group performed better in translation knowledge and skills, with a more concentrated distribution of grades, indicating that the blended teaching model has a significant effect in improving students' translation ability, providing strong support for the empirical results.

Qualitative assessment of translation process ability and professional competence revealed that students in the experimental group were better at using translation strategies to solve problems and showed a stronger sense of collaboration and responsibility in team projects. Analysis of changes in students' autonomous learning ability and learning engagement showed that students in the experimental group had higher access frequency to online learning platforms and higher completion rates of assignments than those in the control group. This indicates an increase in their learning initiative and a shift towards qualitative analysis.

4.3. Findings on blended learning experience and teaching effectiveness

Students' feedback on satisfaction with the teaching model, resources and activities was generally positive, believing that blended learning provided more opportunities for autonomous choice and enhanced the interest and practicality of learning. Teachers' observation and assessment of teaching organization and learning outcomes showed that students in the experimental group had significant improvements in classroom participation and the quality of task completion, and the survey shifted to experience.

The advantages of the teaching model in promoting outcomes are mainly reflected in personalized learning and the development of practical abilities, but it also faces some challenges, such as slow adaptation of some students to the online learning environment and occasional stability problems of the technology platform, which cannot be completely solved.

Table 2. Survey results of students' satisfaction with blended teaching mode (N=40)

Evaluation dimensions	Very satisfied (%)	Satisfied (%	Average (%)	Dissatisfied (%)
Quality of online resources	45	40	12	3
Offline interaction effects	50	38	10	2
Project practice design	48	42	8	2
Learning Support Services	43	45	10	2

Data analysis shows that students are generally satisfied with the blended teaching model, especially in terms of offline interaction and project practice design, while some students still have suggestions for improvement regarding the quality of online resources and learning support services.

5. Research reflection, optimization strategies and promotion value

5.1. Key achievements and problems of blended translation teaching under the OBE concept

This model has shown significant effects in promoting the precise achievement of competency goals, with students' translation ability, autonomous learning ability and professional quality all improved. However, there are also some problems in the implementation process, such as the insufficient stability of the technical platform, the large differences in students' learning progress, and the operational complexity of process evaluation, which has turned to problem reflection.

There are individual differences in students' adaptability to the new teaching model. Some students are more accustomed to traditional teaching methods and feel certain pressure on online learning and self-assigned tasks. Such problems need to be addressed in subsequent practice and cannot be avoided from being practical.

5.2. Optimization suggestions for the blended teaching model of translation courses in English majors

The improvement of the curriculum dynamic adjustment mechanism based on continuous improvement is an important way to optimize the teaching mode. Teachers should adjust teaching strategies and resource allocation in a timely manner based on students' learning data and feedback. The strengthening of differentiated teaching strategies and personalized learning path support can help students better adapt to the blended learning environment and shift to optimization suggestions.

Precise teaching intervention and feedback optimization driven by process data can further enhance teaching effectiveness. Teachers can identify students' learning difficulties through learning analysis techniques and provide targeted guidance and support to provide strong support for teaching improvement.

5.3. The universal significance of model construction and implementation and the prospects for promotion

This model holds significant reference value for the teaching reform of other skill courses in the English major. The combination of its outcome-oriented design concept and blended teaching methods can provide references for courses such as oral English and writing. In promoting the innovation of professional construction and talent cultivation models, this model helps to effectively connect educational goals with social demands and shift towards a broader vision.

The path of connotative development of higher foreign language education in the information age suggests that educators should pay more attention to the deep integration of technology and education, and enhance students' comprehensive abilities and professional competitiveness through innovative teaching models, and the long-term impact cannot be underestimated.

6. Conclusion

By systematically constructing a blended teaching model for English major translation courses based on the OBE concept, this study verified the significant effectiveness of this model in enhancing students' translation ability. The study showed that through outcome-oriented curriculum design, online and offline collaborative teaching organization, and multi-dimensional evaluation system, this model effectively promoted students' translation knowledge and skills. The comprehensive development of process ability and professional competence, empirical data show that students in the experimental group performed well in translation accuracy, use of technical tools and teamwork, fully demonstrating the practical value of the integration of the blended teaching model and the OBE concept, this study provides a model framework for the reform of translation teaching in English majors, It is of positive significance for promoting the connotative development of higher foreign language education. In the future, differentiated teaching strategies need to be further optimized and the technical support environment improved to continuously enhance the quality of talent cultivation.

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