Research on Blended Teaching Strategies of College English Translation under the Internet Background

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Abstract: Under the background of Internet, college English translation teaching needs to actively innovate its original teaching ideas and teaching methods. At present, there are many problems in college English translation teaching, which directly affect the teaching efficiency. In the teaching process of college English translation, students are still in a passive position. How to change the teaching mode of college English translation is a problem that teachers pay more attention to. Blended teaching is a brand-new teaching mode under the background of the Internet. It will produce better results when applied to college English translation teaching. The following is the analysis of the application of blended teaching mode in college English translation under the background of Internet.

1. Introduction

The original teaching mode of colleges and universities needs to be innovated and adjusted under the background of Internet. How to promote the reform of college English translation teaching under the background of Internet, and how to combine the traditional teaching mode with the Internet teaching mode organically to improve the effect of college English translation teaching are the problems that the English teachers in colleges and universities pay special attention to. Translation takes up a very large proportion of scores in CET-4 and CET-6. At present, the quality of college English translation teaching in China is generally poor. Even if the relevant scholars have actively explored the relevant measures of college English translation teaching, the effect is not obvious. Therefore, scholars in the Internet background have put forward a blended teaching mode of college English translation, hoping that this teaching mode can solve the shortcomings of traditional college English translation teaching mode.

2. Attention Should Be Paid to the Blended Teaching Mode

In the process of implementing the blended teaching mode, teachers should pay attention to the following issues: firstly, network teaching should be properly combined with the traditional teaching mode, so as to give full play to the effectiveness of both teaching. With the help of network teaching, we can better meet the different level learning needs of students and optimize the teaching environment; secondly, the roles of teachers and students should be redefined. In the blended teaching mode, students' main position should be fully reflected, and the role of teachers' guide should also be fully played. Teachers are required to carry out teaching tasks in strict accordance with the concept of blended teaching; thirdly, the blended teaching mode has higher requirements for teachers. Under the background of Internet, teachers need to be proficient in using computers and fully use the Internet platform to carry out teaching tasks; fourthly, under the blended teaching mode, teachers need to build a new teaching evaluation system to form a diversified evaluation of students and ensure the further improvement of teaching quality.

3. The Present Situation of College English Translation Teaching

3.1 The Registered Condition of College English Translation Course

At present, some universities have not realized the importance of English translation teaching.

Although they also offer English translation courses, they just regard translation as the auxiliary teaching content of college English, which is difficult to play the practical role of translation teaching. Even though some colleges and universities offer college English translation courses, they only offer them in the second semester of junior students. Under the credit system mode, the teaching effect of college translation is hard to be brought into full play due to the lack of class hours. In view of the current offering situation of college English translation courses in most colleges and universities in China, it is obviously wise to implement the blended teaching mode of college English translation under the background of Internet [1].

3.2 Limitations of College English Translation Teaching

As a language subject, the teaching effect of the college English translation course is still not reflected at current stage. The teaching concept and mode adopted by teachers are still traditional. In daily translation teaching, students are only asked to compare their own translation with the standard reference answers and find out where they have made translation errors. Under the single teaching mode of arranging translation exercises and commenting on translation, it is difficult to arouse students' interest in learning translation course. In the long run, the effect of college English translation teaching has not been significantly improved. Although many colleges and universities have started online teaching, and complete the teaching task effectively with the help of network information technology. In the teaching of college English translation, the lack of interactivity between teachers and students also affects the effectiveness of online teaching. It is difficult to guarantee the effectiveness of college English translation teaching [2].

4. The Construction of the Blended Teaching Mode of College English Translation

The blended teaching mode can further clarify the dominant position of students and the leading position of teachers. The combination of online and offline teaching, theory teaching and skill teaching are the significant characteristics of blended teaching mode. Under the background of Internet, the application of blended teaching mode in college English translation teaching is very necessary. Teachers can build different learning groups, such as information resource group, question answering group, translation discussion group, homework exchange group, translation practice group, etc., which can meet the needs of one to one interaction and multiply interaction between teachers and students. Under the blended teaching mode, teachers should carry out teaching tasks according to the process of translation task introduction, translation problem solving and translation result sharing. In this teaching mode, students' class performance is combined with final exam results to form the final evaluation results. The construction of college English translation blended teaching mode is mainly reflected in the following aspects: on the one hand, teaching resources can be updated. Under the condition of Internet sharing resources, teachers can collect translation materials of various industries and build a more complete translation resource base. Students can further expand their horizons and knowledge by learning from translation resources; on the other hand, a new translation training system should be built. With the help of Internet technology, technical researchers can build a more perfect translation training system. With the help of the constructed translation teaching system, translation error correction system, translation training system and translation feedback system, teachers can timely understand each student's learning situation, which is convenient for teachers to revise the teaching plan based on the actual learning situation of students and meet the learning needs of all students.

5. The Specific Application of Blended Teaching Mode in College English Translation under the Internet Background

5.1 Autonomous Learning Before Class

In college English translation teaching, teachers can organize the contents to be taught, such as translation theories, skills, translated texts and new words encountered in the texts involved in the following classes, into materials and deliver them to students through Internet. Students can look up

the unknown words in advance, and save the time for teachers to explain strange words in class, so that students can have a lot of time to practice independently. In the pre-class autonomous learning process, students can also be divided into groups. In the process of group students' mutual supervision, preview quality can be effectively improved [3].

5.2 Classroom Teaching

Students will sort out the problems encountered in the pre-class autonomous learning and bring them to the class, and teachers carry out teaching tasks in combination with the problems that students do not understand, so as to promote the whole teaching link to show a strong purpose, which can significantly improve the efficiency of classroom teaching. In the process of imparting knowledge to students, teachers should also pay attention to strengthen the guidance of students, stimulate students' critical thinking consciousness, and cultivate students' ability to solve problems. In the classroom teaching process, teachers can combine student discussion with teachers' face-to-face teaching. During this period, teachers can use modern teaching equipment such as slides, projectors, computers, audio and so on to enhance students' audio and visual experience and arouse students' interest in participating in college English translation teaching. In order to improve the efficiency of teaching, we should focus on the problems that students don't understand. In order to check the results of students' self-study before class, we can let students translate a text in groups and integrate the translation skills taught by the teacher in this lesson. In the process of group translation, the teacher gives a comprehensive score and selects the group with the best translation. Finally, in order to enhance the students' translation ability and language expression skills, we can bring the appreciation of English poetry into the final link of classroom teaching, so that students can improve their English translation level in the process of continuous accumulation.

5.3 Extension after Class

Extension after class is mainly to help students achieve language output through Internet technology and computer technology. During this period, teachers can upload the content that students need to review after class through WeChat group, QQ group, etc., to help students further consolidate the knowledge [4].

5.4 Summary and Feedback

Most universities in China does not offer translation courses alone, so the traditional 30% performance plus 70% final examination is not suitable for the course. Based on this, we can adopt the evaluation mode of combining classroom performance and normal tests in the Internet college English translation blended teaching mode. In addition, the evaluation form of blended teaching mode will be distributed to students to investigate their opinions and suggestions on this teaching mode. After that, we should collect the students' opinions and suggestions to constantly improve the blended teaching mode, and give full play to the application effect of the blended teaching mode in college English translation teaching [5-6].

6. Conclusion

To sum up, the blended teaching mode is a product of the continuous development of network technology. Under the background of the Internet, teachers need to actively innovate their original teaching ideas and teaching modes, construct a new understanding of the blended teaching mode, and actively explore the way to implement the blended teaching mode of college English translation. On the basis of constantly meeting the development needs of the new education era, the effectiveness of the blended teaching mode should be fully reflected, and the effectiveness of college English translation teaching should be further improved.

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