Research on Training Modes of Professional Translators Based on Information Technology

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Abstract: Traditional teaching methods cannot meet the need of training more professional translation talents. In the wake of fast development in information technology, it cannot be denied that reform of translation teaching should be strengthened. This paper will focus on the construction of training modes of professional translators based on information technology.

1. Introduction

Society needs application-type talents, to meet the need of the times, numerous scholars have applied themselves to explore new patterns to cultivate students. Recently, information technology has made great progress, and Computer-Aided translation is accepted by the public. However, we can't deny it that machines also make mistakes. Sometimes, machines can't convey the precise emotions that the original text intends to express. Under these conditions, scholars are trying to summarize the experience of traditional training modes and combine translation teaching methods with information technology to make classes more efficient. Although traditional training methods have several shortcomings, they have some other aspects that we can reflect and utilize. Moreover, some translators want to finish their work quickly so they may cheat or copy others' work. Therefore, it is equal important for us to enhance translation awareness. Several teaching methods will be introduced in this thesis, the previous exploration of translation training modes has laid the foundation for the later researches of translation approaches. Teaching method which is integrated with information technology will be introduced and analyzed, and other new requirements put forward by our society will be listed.

2. The Traditional Training Modes

Some problems have appeared in traditional translation teaching modes.

Course arrangement. Classes which combines certain obsolete textbooks and some reference materials are conservative and unbalanced, most of them place an emphasis on literature, all these result in students' lack of intercultural knowledge. Besides, traditional translation teaching modes center on vocabularies, reading and writing. Without setting up specialized translation classes, it is hard to improve students' translation competence.

Courses content. Most universities and colleges attach more importance to translation theories and translation techniques, which is not a patch on the real demand of the society. Actually, the need of inter-disciplinary application-type talents in the field of a combination of economy, trade, law and construction engineering is really urgent.

Translation teaching patterns. Traditional translation teaching pattern is a kind of cramming method of teaching which views teachers as center, error correction as teaching methods and reference versions as authoritative versions, the whole teaching process is inflexible.

The quality of teachers. Many teachers in universities and colleges concentrate more on their majors than English translation knowledge, college English teachers have been being engaged in teaching basic English classes so they seldom touch upon English translation. Either of them could initiate students into English translation excellently.

On the other hand, students who have been trained by traditional translation modes might have some shortcomings:

Weak basic skills, language foundation, language performance and translation techniques. They couldn't comprehend source texts accurately out of their inadequate bilingual capabilities. Thus, when they translate a text, many grammatical mistakes would appear and the expressions are not genuine. Also, they couldn't reduce translationese.

Deficient cultural background information. Their lacking of bilingual cultural knowledge, especially English cultural knowledge, leads to their misreading and misunderstanding to source texts. With inadequate cultural background information and understanding of source texts, students may mistranslate source texts; also, their unilaterally pursuit of formal equivalence of source texts might account for awkward translation, servile translation and unrestricted translation. Otherwise, there are some spelling mistakes and grammatical mistakes in their translations.

Weak strategy awareness. There exists a kind of wrong awareness among students: possessing excellent bilingual capability could contribute to good versions, which would make students employ few translation strategies and translate optionally.

Narrow scope of knowledge. Students might have difficulty in understanding source texts because of their lacking of background information, specialized knowledge and theme understanding. They sometimes don't know common sense well and even make other absurd mistakes.

Simple reference books. A lot of students now excessively rely on electronic dictionaries and simple dictionaries while they have little cognition of different meanings of a word, they are even accustomed to use a word indiscriminately without considering concrete context and language style of source texts. They mainly use translation applications and Baidu search to translate a sentence even a word, and the ability they possess can't support them in discovering genuine expressions.

In general, traditional translation training methods are not practical and wedded to the comparison of linguistic forms, hence neglecting the real purpose of translation. Taking all these situations into consideration, it is obvious that traditional translation training modes cannot satisfy the requirements that the current society put forwards.

3. Training Modes of Professional Translators based on Information Technology

In the 21st century, internet technology has gained remarkable progress. Studying information-based teaching and putting it into practice are prevalent both at home and abroad. How to appropriately blend modern information technology with translation courses is an imperative task for translation scholars. The internet and artificial intelligence have a revolutionary effect on technology, economy and mind. The internet has posed some challenges to education, those threats contain the function of education, the relationships between teachers and students, the system of curriculum and the structure of education. Under the network environment, a translation method which integrates computer-aided translation with the advantages of traditional translation teaching modes goes a long way to foster application-type students.

Language translation is becoming increasingly essential in accelerating economic globalization, however, the lack of translation talents has impeded the development of modern economic society. Those who are occupied in translation teaching should make English translation teaching more pragmatic. Training modes under the environment of information technology cover these factors:

Teaching content. Classroom teaching emphasizes the method to better blend translation teaching with college English integrated classrooms. Teaching content should be prepared elaborately to let students master various knowledge in limited class time. The combination of translation teaching and college English comprehensive curriculum chiefly starts with the following aspects: firstly, English teachers specifically explain the frequently-used methods and techniques of translation theories as well as English-Chinese translation, the explanation should be associated with current affairs; secondly, teachers should pay attention to polysemy, common words and common usage when teaching vocabulary; thirdly, teachers can add some relevant contents if the class needs.

Teaching goal. Translation informationization teaching lays emphasis on the influence of social need and social environment and meliorates teaching content that matches the connotation and

essence of "the cultivation of applied talents". It takes full advantage of information technology to teach students how to search resources, obtain theories, expand practices and do self-assessments, it changes students from negative receivers to positive learners and teamworkers. Eventually, students will successfully become application-type translation talents with distinguished abilities of cognition, analysis, transcultural communication and linking professional knowledge and English knowledge.

Teaching platform. The rapid development of the internet and wireless communication technology makes everyone study via any networking device at any place and any time possible, because translation teaching platform that is based on ubiquitous network can well realize the integration of diversified courses and ubiquitous learning resources. The concept of ubiquitous learning originates from "ubiquitous computing or pervasive computing"(Weiser, 1991(3): 94-104), it roughly means learning is all around. Its pervasiveness exists in ubiquitous occurrence of study, ubiquitous need of study and ubiquitous resource of study(Yang Gang, 2012(3): 62). Ubiquitous learning network is a kind of compositive service system which could demonstrate characters and figures, play videos and voice frequency, record and video, playback, upload and download, discuss online, manage materials, regulate and evaluate. The wide application of modern information technology in foreign language teaching and translation offers technical guarantee to ubiquitous teaching platform, making the platform exoteric and open. So this platform can provide students convenient and dynamic "4A(Anyone, Anytime, Anywhere, Anydevice)" mobile learning environment.

Teaching environment. Informationalized teaching environment abandons still, abstract translation theories and techniques that exist in conventional translation teaching. Multimedia classrooms and network learning platforms which are propped up by modern information technology have extended the interactions between teachers and students.

The content of network platform teaching. Various network teaching platforms have come into public sight with the help of information technology. Studying independently on the network can lift the efficiency of translation teaching. Generally speaking, network platform includes these blocks: translation knowledge that covers translation techniques, professional and vocational expertise; translation database that contains vocational scene simulation, excellent translations appreciation, tests and translation materials; translation tools that consist of translation software online dictionaries and forums; teaching management that incorporates task submission system and study records; online forums that support the communications between teachers and students.

Teaching modes. Internet technology has changed the traditional translation teaching modes, many new methods are being valued: multimedia teaching materials(texts, voice, videos, combination of frames); global teaching resource(open courses, exquisite video courses); individual teaching(view personality differences as starting point, learners' interests as the core, students' capability and individual maximal development as the goal); autonomic learning(fit in with the need of information society); cooperative task; fictitious learning environment.

Comprehensive and systematic evaluation system of students' translation competence. The feedback in college English translation teaching is a prominent part of the assessment system. Scientific, reasonable and objective evaluation system ensures the realization of teaching goal. The assessment system of college English translation teaching mode that is on the basis of network platform teaching is diversified and objective. The assessment mainly refers to students' performance on network platforms, these platforms can record students' after-class study, and form a study file in line with students' performance.

"The cultivation of talents should always be closely linked with society requirements and market development"(Xu Jun, Mu Lei, 2009: 343). In order to satisfy the requirements of globalization, teachers work on translation should keep pace with the times and set up modern education concept in this information age. The latest research achievement should be referred and adopted in teaching content, process, method and evaluation. Network platforms should be exploited to establish an interactive network translation teaching mode which combines translation teaching and the real need of society, this mode can encourage the improvement of teaching method and efficiency and stimulate students' positivity, it is also helpful to heighten teaching effect, propel the discipline

construction of translation and complete cultivation system of translation talents. Therefore, we can successfully foster a large number of professional translation talents with high-quality that our society requires.

4. Conclusion

This text is intended to set forth the traditional translation training modes and the new requirements for translators in modern society and to illuminate the new training pattern of translation talents under the environment of information technology, in order to attract public attention on the construction of new teaching modes. Traditional translation teaching approaches value translation theories more, but the practicalness of translation has been ignored in traditional translation training, which makes translation become a simple course.

The advancement of the times emphasizes the necessity of reforming translation teaching pattern. In the context of electronic information, traditional translation teaching method restrains the development of classroom teaching. Being fostered by this mode, translation talents would have difficulty in keeping in step with the multidirectional, fast-paced and efficient market. Integrating translation theories into practice is a common consensus among teachers and scholars, and meanwhile, more importance should be attached to the improvement of reinforcement of teaching staff. Taking advantage of information technology to arouse students' initiative and to strengthen their translation competence is an inevitable trend.

It is equally crucial for translators to equip themselves with enough translation awareness. Several teaching methods are introduced in this thesis, the previous exploration of translation training modes has laid the foundation for the later researches of later teaching approaches. Until now, scholars have done a lot to train much more professional and qualified translation talents, but they will still dedicate themselves to the exploration of better translation training patterns. To become an excellent translator, we also need to be strict with ourselves and persist in adopting correct translation approaches.

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