

The Development of College English Translation Teaching Under the Background of Modern Information Technology

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Abstract. With the rapid development of computer technology, multimedia and internet have been widely used in foreign language teaching. Under the background of information technology, college English translation teaching should take students as the main body, realize the interactive cooperation mechanism. While training students' personalized learning, we should pay more attention to the cultivation of students' innovation ability and English application abilities, fostering students into comprehensive application talents.

1. Introduction

China's economy has entered the track of internationalization. The teaching mode of English translation in colleges and universities needs to be innovated. Especially in recent decades, various kinds of multimedia foreign language teaching courseware and software have been introduced continuously, many foreign language teachers have applied multimedia teaching courseware into the classroom, and multimedia computer-assisted foreign language teaching has gradually become a new foreign language teaching model. In recent years, there are some unsatisfactory aspects in translation teaching. Colleges and universities all over the country are expanding the enrollment scale, resulting in a large class size and uneven English foundation, which makes it difficult to teach students in accordance with their aptitude. Multimedia computer teaching English can make up for the above shortcomings. Computer assisted foreign language teaching (CAI) has changed the traditional concept of "classroom", whether it is a computer room, a dormitory or even a home. Classroom is no longer the only place of teaching, but an organic part of teaching. English teaching is no longer a complete collective behavior, but an individual independent behavior.

2. The feasibility of applying information technology in translation teaching

With the rapid development of information technology, the teaching contents, teaching methods and teaching assessment of foreign languages in universities are undergoing fundamental changes. First of all, multimedia language teaching will change the traditional teaching ideas and methods. In traditional English teaching, the teacher is the leader of the class. Under such a teaching mode, students are lack of learning initiative, creativity and practical ability, and their ability of practical application of language is slow to improve and cannot keep up with the rapid development of the times. Multimedia language teaching has fundamentally changed the traditional mode of English teaching, which breaks the traditional "fixed" teaching mode and brings great changes to traditional English language teaching.

2.1 Multimedia language teaching will change the mode of college translation teaching

Traditional classroom teaching is teaching-based, with students just passively listening to the lecture and mechanically taking notes. Multimedia classroom teaching pursues the cooperation between teaching and learning, guides students' thinking with lectures, arouses students' emotion with lectures, and endows students with the initiative of learning. Change students' "passive listening" to "active learning", from "want me to learn" to "I want to learn". Traditional classroom teaching makes students lack of communication and cooperation with teachers and classmates. Multimedia network

teaching provides communication between teachers and students, students and collaboration opportunities and conditions. Based on the advantages of multimedia teaching, we can consider using multimedia courseware and multimedia network without changing the original text teaching materials.

2.2 Multimedia technology has enriched translation teaching techniques

Multimedia teaching software have become the latest and most effective auxiliary teaching methods in translation teaching. As far as foreign language teaching media is concerned, multiple media will help improve the teaching effect, especially the simulation of reality and the environment of language application will make the foreign language teaching twice the result with half the effort. Multimedia foreign language teaching uses media information, audio information, video information, remote digital information and so on, providing all media for foreign language teaching. Foreign language teaching needs to record and replay sound, provide real scene playback, provide language, text and scene synchronization for learners, correct pronunciation, lead reading, grammar check, spelling proofreading and other functions. A new generation of computer software for foreign language teaching is basically provides all the functions above, through the computer network can realize remote teaching.

2.3 Enrich teaching methods and stimulate learning interest

With the development of information technology, multimedia tools are widely used in the teaching of various subjects. The use of multimedia teaching tools, the course content in video, audio, pictures and other ways to show, make the course teaching more vivid, lively, increase the amount of teaching information. The most important point of multimedia teaching is that it has reformed the traditional teaching mode and enriched the teaching methods. Through multimedia, the translation teaching situation can be created so that students can integrate into the context and receive the edification of English.

2.4 Improve the efficiency of translation teaching and promote students' independent learning

Translation teaching is not only limited to classroom teaching, but also extra-curricular learning is particularly important. The emergence of various translation tools and the use of auxiliary teaching facilities have greatly improved the efficiency of translation teaching, such as the use of corpus. Corpus is a database that stores language materials and has the characteristics of storing original corpus texts or textual research target language with annotation. Through multimedia teaching tools, the text in the corpus can be illustrated, which can further improve the teaching efficiency. Information technology can not only be used as a teaching aid, but also as a learning tool. Creating a new teaching environment based on the application of information technology can improve students' ability to obtain information, apply knowledge and solve problems, and guide students to learn independently. For example, WeChat, QQ group and other advanced communication tools can be used to discuss translation issues, or simulate translation scenarios to stimulate students' independent learning and improve their interest in learning.

3. The construction of translation teaching supported by information technology

Under the information technology support of the construction of the translation teaching should be guided by the constructivism learning theory, the use of multimedia network teaching situational, interactivity, multidimensional nature, sociality, timeliness and openness, to overcome the disadvantages of traditional translation teaching mode, the use of network resources throughout, classroom before class and after class, the most earth play its efficacy.

3.1 Pre-class Preparation

Translation courses not only require students to learn theoretical knowledge and strengthen skills training, but also require students to compare English and Chinese languages and the differences between Chinese and western cultures. Therefore, students must prepare before class. Teachers

follow the sequence from easy to difficult to grade the text, graphics, animation, audio, feature film editing, production of relevant courseware, broadcast through radio, campus network landing, or E-mail, to provide students with a full range of information sources, so that students in the pre-class time free on demand, visit, consult and answer questions. All these contents must cover the typical knowledge of Chinese and English languages and Chinese and western cultures, so that students can constantly consolidate and improve in the process of independent learning and build up the background knowledge needed for translation.

3.2 Classroom teaching

The students before the class under the premise of online learning, the classroom by the students for group discussion first, show their network autonomous learning achievement, then introduced by the teacher to the student's content, discusses using strategy of applicable skills and summarized, and on the emphasis and difficulties of the students of the course focuses on the specific demonstration part material translation skills, compared the similarities and differences between English and Chinese language. With the aid of the network teaching resources, teachers can according to their aptitude, using text, Numbers, graphics, sound, animation, video and computer network integration, video equipment, such as image sound equipment, recording equipment and other multimedia integrated build communication environment and atmosphere, in the context of real teaching, strengthen students' translation practice ability and cognitive ability.

3.3 After-class consolidation

After pre-class preview and classroom study, students can find out what they are interested in. Some details are ignored by the textbook, but the teachers have no time to take into consideration in class. These knowledge points can be acquired by the online resources with pictures and pictures after class. On the other hand, after class, students can interact with teachers through the Internet, or discuss with each other, or give feedback. At the same time, teachers can also upload online courseware to supplement the knowledge not yet mastered. Most importantly, due to time constraints, it is impossible for teachers to provide practice opportunities for every student in class. Thanks to the computer network platform, students can easily practice anytime and anywhere after class, regardless of time and place. Moreover, because students can practice regularly, the self-confidence of the student also is strengthened greatly, and its study enthusiasm, autonomy is reinforced.

4. The innovation of translation teaching supported by information technology

4.1 Innovation of classroom teaching content under information technology environment

The content of college English translation teaching fully displays students' basic language skills, such as grammar, vocabulary, discourse and reading, as well as their cultural knowledge, humanistic quality, cross-cultural communication and thinking abilities in different societies. In order to enable students to improve their overall translation level within a limited time, teachers must make full preparations and select teaching content before class. Modern information technology environment provides teachers with a wide range of resources. The selection of various texts can help students systematically master the basic theory and knowledge of translation. The main role of teachers has shifted from the front to the back, so teachers must understand different teaching resources through network technology and provide guidance for students.

4.2 The construction of classroom network teaching platform

With the popularization of network technology, many college students can obtain learning resources through the Internet, which is the biggest advantage of college English translation teaching under the information technology environment. With the support of multimedia technology, there is more room for students to study autonomously. This advantage effectively makes up for the deficiency in classroom teaching and gives full play to students' autonomic function, which plays a positive role in

promoting the cultivation of students' autonomic learning ability. Colleges and universities should take this as an opportunity to establish a network teaching service platform.

4.3 Build a comprehensive and scientific evaluation system of students' translation ability

In college English translation teaching, the evaluation of translation teaching is an important link, and the comprehensive, objective, scientific, reasonable, comprehensive and accurate evaluation of students' translation ability is crucial to the realization of the course objectives. With the support of modern information technology, formative evaluation is conducted on students through the situation of the network platform, such as students' self-evaluation, mutual evaluation, group evaluation and teacher evaluation, etc., and students' classroom learning status and activities on the network platform are recorded. It is helpful to strengthen the evaluation of students' translation teaching process, stimulate students' interest in learning and improve their translation ability at the same time.

5. Summary

Computer aided foreign language teaching not only maintains the traditional characteristics, but also can give full play to the software's convenience in management and upgrading, so that foreign language teaching can develop with the changes of society and reality, so as to be closer to the reality of society, so as to improve students' practical ability of using language more comprehensively. Computer-aided foreign language teaching has also changed the concept of "teacher". Not only is the teacher taught in the classroom, a computer, a software can become the teacher of English learners, foreign language teachers can be on the Internet at any time for you to solve difficult foreign language problems. Computer aided foreign language teaching software can also replace the pure mechanical labor in teachers' work, so that teachers can carry out face-to-face teaching activities more effectively, so as to teach students in accordance with their aptitude and make the teaching process more effective.

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