Research on the Application of Computer Technology in College English Translation Teaching

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Abstract. English translation is an important means to help students improve their oral English ability, which is the basic method to cultivate students’ good English literacy. With the continuous popularization of network technology, English translation teaching has also ushered in another climax. In teaching practice, we should actively use translation as an English teaching strategy, which will give full play to the advantages of English translation. On the one hand, under the positive transfer of mother tongue, English translation can improve the comprehensive language ability. On the other hand, English translation can improve the efficiency of English teaching. This paper first analyses the importance of translation teaching in English teaching. Then, this paper puts forward some problems in English translation teaching. Finally, some suggestions are put forward.

Keywords: English Translation Teaching Reform, Exploration, Computer Technology

1. Introduction

Constructing the community of human destiny is one of the basic strategies for developing socialism with Chinese characteristics in the new era, which expresses China’s demand for a new international order. However, language is the link between people of all countries. In 2018, the Ministry of Education announced the implementation of the National Standard for Teaching Quality of Undergraduate Majors in Universities, hereinafter referred to as the National Standard. The National Standard defines the connotation, disciplinary basis, training objectives and training specifications of various professional categories. It has made clear requirements for curriculum system, evaluation system, teaching staff, teaching conditions, quality assurance system and so on. The National Standard promulgated has three characteristics. Firstly, it puts forward unified requirements for all majors, which leaves enough room for the development of the characteristics of professional training. Secondly, it puts forward the basic teaching requirements for various majors, which puts forward forward forward-forward-looking requirements for improving the quality. Thirdly, it puts forward qualitative direction requirements for various professional standards, which guarantees the
quantification of indicators\textsuperscript{[1]}.

2. The impact of the new era on English translation teaching

2.1. Enhancing students’ interest in English translation

Some students are conflicted with English translation. They think that learning is dull and boring. In the new era, network technology has become the main English translation tool, which is a new type of entertainment teaching mode. Through repeated searching and learning, students have developed good English translation ability in the process of subtle influence. In the new era, network technology not only reduces the difficulty of English translation teaching, but also greatly enhances students’ interest in learning. In the future, we will try our best to build a more perfect network environment, which will provide more available English translation materials for students. At present, most of the English translation materials on the Internet do not have a clear orientation. They are all movies or videos. They are not tools to help students improve their English translation ability. In the new era, network technology promotes students’ interest in English translation\textsuperscript{[2]}.

2.2. Improving the studying attention of English translation

A high level of English proficiency requires not only good oral English ability, but also strong translation ability. English is different from our Chinese language habits, so there are great differences in expression, which causes great trouble for students to translate English. If the translation is carried out according to the order of words, the original author’s meaning is often distorted, which is also the biggest problem for learners. However, through the construction of the network environment, students can directly feel people’s speech habits in the English environment through the teaching computer. Only in this way can students determine the importance of English translation for their own English proficiency improvement, which will urge them to practice English translation\textsuperscript{[3]}.

3. Problems in college English translation teaching

A total of 1000 questionnaires were issued, and 961 questionnaires were valid, with an effective rate of 96.1%. The specific analysis is as follows.

3.1. The old English translation teaching contents

Textbook is the main carrier of teaching content, which is the main basis for specific teaching activities. From the current college English textbooks, colleges and universities lack specialized English-Chinese translation textbooks. By contrast, students have specialized listening, intensive reading, extensive reading and fast reading textbooks. Therefore, the cultivation of students’ translation ability mainly runs through the teaching of intensive reading. However, there are still some problems in English translation teaching, such as teachers’ dominance, a large proportion of theoretical courses, obsolete translation content and so on. These problems have seriously affected the development of English translation teaching. The survey results show that old translation contents and less translation class hours are the most imprudent problems, accounting for 76.3% and 72.6% respectively. The results are shown in figure 1.
3.2. The single teaching model in English translation

Most teachers believe that teaching translation is an effective teaching method, including vocabulary learning, grammar rules mastery, analysis of syntactic structure, reading and writing ability, cross-cultural awareness and so on. However, these are mainly teacher-led teaching modes, and the traditional teaching mode is the mainstream. The results show that duck-filling traditional teaching and teacher-centered teaching are the most important teaching mode, accounting for 32.7% and 25.3% respectively. The results are shown in figure 2.

4. Reform measures of English translation teaching in the new era

4.1. Reform the English translation teaching method

We should adopt the self-selecting credit system training mode, implement credit system and self-selecting system. Training mode is heavy foundation, wide caliber and strong quality. Different types of teachers have different teaching methods. No single teaching method can achieve ideal results in all teaching environments. Teachers should actively innovate teaching methods in combination with teaching practice. This paper argues that we can proceed from the following aspects. First, student-centered. Teachers can improve their comprehensive language ability through experience, practice, discussion, cooperation and exploration. By exploring students’ own interests, we can
improve students’ English proficiency. Secondly, teachers should guide students to pay attention to the contrast between the two languages purposefully, which can enable students to experience the different expressions of the two languages. In the design of exercises, we need to pay attention to the training of sentence pattern variants, which will expand students’ language application ability[4].

4.2. The principle of student-centered participation

Students are the main body of learning, both teaching and evaluation should be based on the comprehensive language ability of students as a starting point. The evaluation should help students to know themselves and build up self-confidence. Which helps students reflect. In our traditional English class, we often see such a picture. Some English teachers ask students to memorize new words. After waiting for the teacher’s correction, the teacher began to teach the new lesson. This is a typical case without the participation of students. In this evaluation, there is no mobilization, inspiration and induction of students’ subjective participation consciousness. If the teacher can make the students to comment on each other after the dictation, and then discuss the new words which are easy to be wrong in groups, students will have an easier time remembering new words that are difficult to remember. This process will become a motivation for everyone to participate, at the same time which let students master the learning methods and strategies[5].

5. Conclusion

Translation teaching plays an important role in English teaching. However, the translation teaching for non-English majors needs to be changed urgently. English translation teachers should pay attention to diversified translation teaching, which will actively explore and practice the reform of translation teaching. English teachers play an important role. Therefore, teachers themselves should attach great importance to the reform and exploration of translation teaching. By constantly updating teaching concepts, we can guide students to correctly understand translation learning, which will stimulate students’ interest in English learning. By mobilizing students’ learning enthusiasm and initiative, we will continue to explore new ways and methods of translation teaching, which will improve students’ English application ability and translation level[6].

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