Application of Computer Technology in English Translation Network Teaching

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Abstract. The development of modern educational technology and computer network technology will bring translation teaching into a new era, and a new translation teaching model will emerge. Computer network technology is completely suitable for translation teaching, because the type and characteristics of translation teaching determine this applicability. The scientific and artistic nature of translation can enable the learning subject to implement a high degree of self-control and independent learning in the network environment, and actively display creativity and individuality. The teaching subject can also adopt a combination of individualized and collaborative teaching methods to achieve "double "The main teaching mode" means to play the leading role of teachers and the cognitive subject role of students at the same time. The new translation teaching model based on computer network technology will certainly arouse the general attention of the domestic translation teaching circle and be widely used.

Keywords: Computer Network Technology, New Mode of Translation Teaching, Courseware Design and Goals

1. Theoretical basis and feasibility analysis of audiovisual teaching model

Judging from the current status and development trend of college English listening and speaking teaching in my country, the author believes that the visual listening and speaking model is highly feasible in undergraduate English teaching for the following reasons:

1.1. Source conditions

From the perspective of constructivism, human knowledge is actively constructed by individuals on the basis of existing experience rather than transmitted by others. Different students' original cognitive structure will lead to great differences in their English learning ability, cognitive style, cognitive strategies and learning strategies. Therefore, the essence of English learning is an individualized and individualized process. In other words, the pros and cons of the English cognitive structure formed by the learners in the middle and high schools will directly affect the implementation of the audiovisual teaching model at the undergraduate level[1]. With the continuous deepening of the English teaching reform in the middle school stage, the English quality of freshmen is improving year by year, which
provides a reliable source of students for the practice of audiovisual teaching mode. For freshmen with a solid foundation in English, with a little training, they can adapt to this teaching model that requires the learners to give full play to their own subjective initiative. If we continue to use the old teaching model and continue to "lay the foundation" in the limited hours, it will inevitably make college English listening and speaking teaching "lag behind".

1.2. Learning purpose and motivation

Constructivism believes that learning is the process by which learners construct their own knowledge structure. This means that learners are not passively accepting stimuli from the outside world, nor are they mechanically moving knowledge from the outside world to memory, but on the basis of their original experience, they actively select and process external information. In other words, whether it is language knowledge or language skills[2], students must take the initiative to learn. If the students themselves are unwilling to take the responsibility of learning, no matter how the teacher guides them, it will be useless. The 21st century emphasizes the comprehensive cultural literacy of talents and puts forward higher requirements for the ability to use English to communicate with foreigners. This undoubtedly makes the learning goals of college students more clear, and their learning motivation is significantly enhanced. All of these provide conditions for the implementation of the audiovisual teaching model, and also make it possible to perform specific operations at the undergraduate level.

1.3. The development of multimedia technology

As we all know, all school curriculums are ultimately designed to meet the needs of society. Under the influence of globalization, English has become an indispensable tool for future communication between countries[3]. This means that modern English listening and speaking teaching should not only be limited to the learning level of students listening to the recorded materials and teachers' retelling the original texts, but should also start with the cultivation of the comprehensive skills of correct use of English for daily communication. Therefore, English listening and speaking teaching has become a complicated task[4]. The rapid development of modern technology (especially computer technology) has made multimedia-assisted teaching as a new language input, creating a better language environment for students from various perspectives, and providing the importance of successful language acquisition.

2. Application in learning

After the Higher Education Department of the Ministry of Education promulgated the Teaching Requirements for College English Courses (Trial) in 2004, Tsinghua University Press and other units have successively introduced a college English online teaching system, and conducted trials in 180 colleges and universities across the country. The author unit selected the "New Era Interactive English" published by Tsinghua University Press in 2005-audiovisual, listening, reading and writing translation textbooks and its network software system. At the same time, the English teaching reform project team was established. A total of 1614 freshmen from 56 classes of the Eastern Science and Technology College of Hunan Agricultural University in 2005 were pilot teaching subjects, and began to explore a new model of college English audio-visual teaching based on computer and multimedia technology. The specific implementation steps are as follows:

2.1. Preliminary preparation

Active research. In order to ensure the smooth progress of the teaching reform, the school has successively conducted research and study in the first batch of 180 colleges and universities, such as Beijing Jiaotong University and Beijing Institute of Technology, to conduct teaching reform pilot projects, and learn from their experience. He also participated in relevant education reform
conferences held in 2005-5006 by Higher Education Press, Foreign Language Teaching and Research Press, etc., and listened to the teaching reform experience of relevant universities. Update ideas and concepts. Because the computer-based and network-based audio-visual mode is a brand-new teaching mode, it requires teachers to change the old teaching ideas and challenge the traditional teaching methods; it requires students to abandon the old learning ideas and cultivate the ability to learn independently. In order to achieve this goal, the project team invited staff who participated in the development and research of Tsinghua University Press "New Interactive English Audiovisual Network Software System" to give all the faculty and staff of the author's unit a comprehensive training for college English audiovisual listening. The reform of teaching mode laid the ideological foundation. The "New Era Interactive English" published by Tsinghua University Press-audio-visual, listening, reading, and writing translation textbooks and its network management platform were selected to provide hardware support for the practice of audio-visual and speaking teaching mode.

2.2. Teaching arrangements

The pilot teaching consists of three parts: student self-learning (2 hours a week), teacher Q&A (synchronized with student self-study), and oral lessons (irregular). Self-directed learning by audiovisual and listening. The new model abandons the traditional concept that only through teachers imparting knowledge to students, requires students to independently arrange their learning progress according to their own knowledge level and cognitive style, and better reflects the learner's dominant position. The teacher answers questions. The learner does not acquire knowledge through the teacher's systematic teaching, but transforms knowledge into his own internal expression through his own experience interpretation of the knowledge unit. For those inexperienced learners, in this process, there will definitely be some wrong judgments of knowledge. At this time, teachers need to guide students to acquire correct cognition through error correction and answering questions. Appointment in oral English. In this link, try to involve students. Knowledge. Second, practice activities based on the content of each unit of audiovisual and listening. The purpose of this activity is to familiarize students with the knowledge points of each unit and train their listening and speaking skills. Third, the communicative practice activities related to the theme of each unit of audiovisual and listening. This type of activity requires students to use the language they have learned to communicate their ideas truthfully and freely, and jointly complete the task of using language knowledge to communicate.

2.3. Analysis of teaching effect

In order to understand the teaching effect of this model, the English teaching reform project team of the author randomly selected 149 students from the experimental subjects as the experimental group (76 girls and 73 boys), and randomly selected 141 students from the non-experimental subjects for comparison. The group (41 girls and 100 boys) organized an oral test in mid-December 2005. In order to ensure the fairness and impartiality of the test, the students in the experimental group and the comparison group were randomly combined, and the list of candidates issued to the invigilator did not indicate the department of each candidate. The results of this oral test are shown in the following table (Table 1):

| Gender | Test Group | Comparison Group | Total |
|--------|------------|------------------|-------|
|        | Number     | Average | Number | Average | Number | Average |
| Female | 76         | 7.16    | 41     | 7.07    | 117    | 7.13    |
| Male   | 73         | 6/67    | 100    | 6.66    | 73     | 6.67    |
From the above test results, it can be seen that through one semester of audio-visual mode pilot teaching, the average scores of girls and boys in the experimental group are higher than those of the control group, which shows that the audio-visual teaching mode can quickly improve non-English major college English learners' Oral level. Taking into account the correlation between listening and speaking, the author concludes that the audiovisual teaching model can improve the listening level of learners. In addition, the average scores of girls in the experimental group and the comparison group are higher than those of boys, which reflects the gender differences in learners.

**Figure 1.** Experimental data analysis model

### 3. Several key changes in the implementation of audiovisual teaching mode

Although the audiovisual teaching model has many advantages, in the process of implementation, due to the influence of the subjective factors of teachers and students and the objective environmental factors, some problems also arise. For example, teachers and students have different levels of recognition of college English teaching reform, the actual operating ability of computers and networks is uneven, and the supporting facilities such as computer hardware configuration and local area network connection cannot meet the teaching requirements. In order to solve these problems and ensure the effectiveness of audiovisual teaching, several key changes must be grasped in practice.

3.1. **Guiding ideological change**

That is to change from continuing the teaching of language ability to highlighting the cultivation of practical communication ability. Emphasize the "use of English for the development of communication skills" and emphasize the transformation of traditional learners from listening and not speaking into a combination of listening and speaking in the process of English audio-visual teaching; the traditional learners passively receiving the language knowledge taught by the teacher will be transformed into learning. Through the interpretation of his own experience of the knowledge unit, the reader transforms it into his own internal expression, and then gradually constructs a cognitive structure using English listening and speaking skills to achieve daily communication in the process of interacting with the environment. This is the basic guiding ideology and starting point of the audiovisual teaching model[6].

3.2. **Teacher training changes**

The reform of audio-visual teaching mode based on computer and network is actually an innovation of traditional teaching methods, teaching methods and traditional concepts. Therefore, teachers must be regularly trained in modern education concepts, network skills, information technology knowledge, subject education and teaching theory and subject development trends, information technology and educational psychology theory and practice.

3.3. **Teaching equipment update**

To ensure the normal operation of this new teaching model, the traditional language room can no longer meet our requirements. Therefore, how to upgrade and update the original hardware equipment
has become a problem that we must face, which will directly affect the implementation of the audiovisual teaching model.

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