Application of Multimedia Network Technology in English Translation

Liao Ling*
Xinjiang University, School of foreign languages, Urumqi, Xinjiang, China, 830000

*Corresponding author e-mail: susan0711@sohu.com

Abstract. In this paper, the theoretical basis of English translation research based on multimedia networks is introduced: Constructivist learning theory. Meanwhile, the characteristics and advantages of the English translation and the issues to be noted when implementing college English teaching in multimedia network environments are discussed.

Keywords: Network, Teaching Mode, College English, Teaching Reform

1. Introduction
To promote the reform of college English teaching and cultivate students' comprehensive ability to apply language, the Department of Higher Education of the Ministry of Education promulgated the “Requirements for the Teaching of College English Courses” (trial) as early as 2004. The “Requirements” clearly states that the goal of college English teaching is to cultivate the comprehensive application of English, especially listening and speaking skills and written expression skills in students. Meanwhile, it is necessary to make full use of multimedia and network technologies to change the traditional single classroom teaching mode mainly based on teacher teaching. In this way, it can facilitate the student-centeredness mode and respect the needs of students, so that English teaching will not be limited by time and place, but oriented towards personalization and autonomy. The direction of the formula [1-2]. According to this requirement, from February 2004, 180 colleges and universities across the country have participated in the pilot work of college English teaching reform, exploring new computer-based and classroom-based English multimedia teaching models. College English teachers have actively participated in the practice of teaching reform and have made many useful attempts in various aspects such as teaching models, teaching methods, and use of teaching materials. It has made college English teaching vivid and achieved initial and staged results [3-4].

In terms of the actual situation of colleges and universities, it is difficult to provide students with a real language communication environment. However, teachers can simulate scenarios for learners by
using multimedia technology, physical objects, actions, pictures, slide projections or videos to create a realistic environment, fully mobilize students' initiative and initiative, so that foreign language teaching can achieve a better application purpose [5-6]. Hence, the creation of a new type of English translation in a multimedia network environment with modern educational technology as the basic means and approach has become a coincidence point between constructivist theory and English teaching reform.

2. Characteristics of english translation in multimedia network environments

2.1. Student-centered, exerting the subjectivity and creativity of students

“University English Curriculum Teaching Requirements” (trial) states that the new English translation should “full emphasis on the enthusiasm of teachers and students, especially the establishment of students' subject status in the teaching process.” Because the multimedia network technology environment provides a large number of vivid language materials, a large amount of language input learning is conducted by the students t. Students can use the learning environment provided by the multimedia network teaching system to carry out learning and download and output the learned materials anytime, anywhere, which has implemented real-time and non-real-time communication between network resource providers and recipients, so that students' problems encountered in learning can be timely answered and discussed.

2.2. Fully leveraging the multimedia network resources to create scenarios

Create learning situations that are as realistic or as close to real as possible that are relevant to the current learning theme based on the content of the course and teaching goals. The creation of the situation must be conducive to the meaning construction of the learned content. Teachers can provide real or simulated language learning environments through movies, recordings, videos, VCD programs and online resources, such as original English films, foreign language news, background knowledge, biographies, geographic characteristics, etc., and can also use intuitive teaching aids, physical objects, slides, pictures, stick figures and other methods integrate teaching content into intuitive teaching scenarios, thereby maximizing the effectiveness of stimulating students' associations, awakening their related patterns and experiences in long-term memory, and motivating them to participate in interactive learning. During the interaction, the understanding of the problems, the application of knowledge, and the construction of meaning can be accomplished, so that students are aware of the relevance and significance of what they have learned, and can apply the knowledge they have learned to new realities.

2.3. Organizing interactive and collaborative learning between teachers and students

Effective arrangement of organizational collaboration is also a key factor in constructivist teaching. The key to studying constructivist learning design is about how to group and help students work together to accomplish learning tasks. Hence, when students accomplish the designated learning tasks, teachers can divide students into several learning groups according to different teaching goals, adopt a variety of different cooperation methods, and require them to work together to complete learning tasks. For example, first let the entire class communicate, and then divide students into groups based
on topics or students' learning interests, or divide students into groups at the beginning, and then perform learning exchanges in the entire class. Collaborative group learning is particularly important when constructing social knowledge, transforming individual meaning to collective meaning, and reaching a consensus on a problem. Through discussion and negotiation among members of the collaboration group, the meaning construction of the theme can be further improved and deepened.

3. Types of English translation in multimedia network environments

3.1. Traditional (classroom) multimedia-assisted English teaching mode
Curriculum: Reading and writing classes plus listening and speaking classes. The classroom is large with modern multimedia. It can provide students with an online teaching platform through the campus network, which is suitable for large classes. With the use of multimedia and network teaching methods, teachers adopt targeted explanations of texts and counseling difficulties in the classroom, combining reading, writing, listening, speaking. More attention should be paid to the cultivation of comprehensive language skills. The teaching method is to use the traditional grammar-translation method for reading and writing classes and use the listening and speaking method for listening and speaking classes to input languages in multiple dimensions in an effort to improve students' English proficiency and language application ability. This mode is different from the traditional model in the strict sense: for example, a multimedia teaching platform can be used in the classroom of teachers, or network resources can be connected, or PPT electronic courseware made by teachers can be displayed. However, this model is still a traditional teaching model centered on teachers.

3.2. Student-centered, teacher-led teaching model in network environments
This teaching model has been diversified in recent years, and a variety of similar models have emerged. Regardless of curriculum setting, network teaching materials and courseware development, teaching methods or skills, the common point is that it should be student-centered, focus on exploiting students' subjective consciousness and autonomous learning initiative, and teachers should play a leading role, as shown in Figure 1. The core is to complete tasks, solve problems and analyze cases. Attention should be paid to the cultivation of students' listening and speaking ability and create scenarios. Its teaching method breaks the traditional single one-way communication and replaces it with inspiration, discussion, and research-type knowledge transmission. Pay attention to the overall language teaching, combining listening, speaking, reading and writing. This teaching model is suitable for the individual development of students often include the following elements: ① Teaching of reading, writing, and translation in large classes; ② Teaching of oral language in small classes; ③ Online self-study; Integration, with particular emphasis on formative assessments. But research also found that there are some problems in this model that need to be solved urgently, such as the lack of positive emotional communication based on the network-based learning model, and teachers should provide psychological counseling.
Figure 1. English classroom teaching process in network environments

4. Advantages of english translation in multimedia network environments

4.1. Multimedia teaching can maximize personalized learning
1) It can break through the limitation of time and space of classroom teaching in the traditional teaching model and builds an infinite and open teaching space. Students can conduct learning at any place and at any time, without the limitation of time.

2) Students can freely select different levels of learning materials according to their level and needs, or focus on vocabulary and grammar, or focus on text understanding, set their own goals, make constant adjustments, and determine learning progress.

3) Through self-test feedback, students can immediately know their learning results, find problems, and adjust their learning difficulty and content in time. The resulting sense of achievement is also an essential factor for efficient learning.

4.2. Promote the cultivation of students' autonomous learning ability
Personalized, collaborative, modular, and hypertextual multimedia courseware assisted teaching materials to provide students with the conditions for autonomous learning. In the face of rich language learning materials, students can use the existing knowledge structure to select, process actively, and process external information according to their interests, hobbies, and needs to build new language
knowledge. And this learning process is the process of students learning their own language level, clarifying learning goals, implementing effective learning strategies, and assessing learning effects. The multimedia-assisted teaching courseware promotes the cultivation of students' autonomous learning ability from the teaching methods and improves their ability to find and solve problems in the learning process.

Accurate expectations for university study can bring considerable benefits to students' English translation academic performance. This variable is back-coded. In addition, students are asked to rate their understanding of college study statements on a five-point Likert scale (1 = completely disagree, 5 = completely agree) to control the knowledge of variables University study. Table 1 provides descriptive statistics and correlation matrices.

| Variable                                | 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    | 10   |
|-----------------------------------------|------|------|------|------|------|------|------|------|------|------|
| Academic performance                    | 1    |      |      |      |      |      |      |      |      |      |
| Written performance                     | 0.69*| 1    |      |      |      |      |      |      |      |      |
| Interest/interest                       | 0.33*| 0.14*| 1    |      |      |      |      |      |      |      |
| Eager to learn                          | -0.09| -0.21| -0.06| 1    |      |      |      |      |      |      |
| Perceived challenge                     | 0.13*| 0.22*| 0.05 | -0.49| *    | 1    |      |      |      |      |
| Learning for the family                 | -0.12| -0.13| -0.16| 0.14*| -0.06| 1    |      |      |      |      |
| Understanding university study          | -0.12| -0.26| -0.14| 0.77*| -0.46| *    | 0.21*| 1    |      |      |
| Efforts discovered in previous research | 0.05 | -0.12| -0.11| 0.53*| -0.20| *    | 0.39*| 0.48*| 1    |      |
| Career goals                            | -0.01| 0.01 | 0.02 | -0.07| 0.10 | 0.01 | -0.05| 0.00 | 1    |      |
| Mentor 2 Mean                           | 0.09 | 0.17*| 0.12*| -0.34| 0.19*| 0.02 | -0.36| -0.0 | 0.05 | 1    |
| Standard deviation                      | 65.35| 2.48 | 1.94 | 2.83 | 3.23 | 2.60 | 2.77 | 2.80 | 1.35 | 0.30 |
| Quantitative analysis                   | 13.02| 0.67 | 0.70 | 1.08 | 0.94 | 1.10 | 1.07 | 1.04 | 0.48 | 0.46 |

The use of multimedia networks for mining and the introduction of key concepts involved in traditional Chinese education have demonstrated the effectiveness of contextualized English translation teaching models. Table 2 further breaks it down. The results show that the students think that these English translation seminars are useful for improving their writing performance, especially their overall academic performance.

| Concept                          | Count | Percentage |
|----------------------------------|-------|------------|
| Learn                            | 95    | 79%        |
| Helpful/helpful                  | 81    | 66%        |
| Improve                          | 43    | 36%        |
| It works                         | 37    | 30%        |
| Better                           | 31    | 26%        |
| Were able                        | 27    | 22%        |
| APA reference/quote              | 100   | 83%        |
| How can online English translation help you? | |
| Operation                        | 46    | 38%        |
| Case                             | 29    | 24%        |
| Structure                        | 25    | 21%        |

Table 2. Key concepts and/or words in a multimedia network environment
Students believe that English translation skills have been enhanced, including understanding APA references / quotations, using the correct grammar, developing logical structures, understanding and avoiding plagiarism, and developing academic style.

5. Conclusions
The multimedia network teaching environment is a reform, a transformation, and more importantly, a challenge for teachers. Hence, English translation teachers should timely adjust their roles, improve their capability and level of information technology application, and fully leverage the advantages of the Internet in teaching. Meanwhile, they should also realize that although the new teaching model based on multimedia network technology has been extensively recognized and implemented in teaching experiments at various colleges and universities, multimedia network technology only serves as an auxiliary teaching tool in foreign language teaching and cannot completely replace the function of teachers. Only when multimedia teaching is combined with classroom teaching can the advantages of multimedia teaching and traditional classroom teaching be exploited to overcome their respective insufficiency, thereby forming a teaching model based on network and multimedia, improving the teaching effect and achieving the purpose of foreign language teaching.

References
[1] Shengyang Chen, Zhenhui Yuan, Gabriel-Miro Muntean. Balancing Energy and Quality Awareness: A MAC-Layer Duty Cycle Management Solution for Multimedia Delivery Over Wireless Mesh Networks[J]. IEEE Transactions on Vehicular Technology, 2017, 66(2):1547-1560.
[2] Yichao Jin, Yonggang Wen. When Cloud Media Meet Network Function Virtualization: Challenges and Applications[J]. IEEE Multimedia, 2017, 24(3):72-82.
[3] Day K J , Song N , Day K J , et al. Attitudes and concerns of doctors and nurses about using a translation application for in-hospital brief interactions with Korean patients[J]. J Innov Health Inform, 2017, 24(3):916-924.
[4] Márta Minier. Questioning the 'of' in Performance-as-translation: Multimedia as a Subtext in the 2003 Pécs Performance 'of' Hamlet[J]. Nephron Clinical Practice, 2017, 16(1):89-108.
[5] Wiana W . Application Design Of Interactive Multimedia Development Based Motion Graphic On Making Fashion Design Learning In Digital Format[J]. International Journal of Scientific & Technology Research, 2017, 6(2):102-108.
[6] Gong Xue, Liu Lingling. A Comparative Study on Cooperative Learning in Multimedia and Network Environment Used by English Majors between China Mainland and Taiwan[J]. Advances in Language & Literary Studies, 2018, 9(1):127-135.