Application of Computer Network-aided Teaching Mode in English Translation Teaching at Colleges and Universities

Jun Min¹,*

¹Fuzhou University of International Studies and Trade, China, 350007

*Corresponding author e-mail: 936701353@qq.com

Abstract. The improvement of teaching quality and level of translation courses for non-English major students at colleges and universities has been subject to the constraints of factors such as short teaching time, a large number of students taking the course, uneven levels of student, unitary teaching method, etc. The existing problems in the English translation teaching mode at colleges and universities are analyzed to explore how to implement computer network-aided teaching in English translation courses at colleges and universities, thereby improving the effect of translation teaching and comprehensive competence of students to use English. The computer network-aided teaching mode mainly emphasizes three links (situational language teaching, interactive approach of learning and application, participation in teaching). Teachers can inspire and guide students to transform knowledge into their abilities through the design of teaching situations so that students can truly “learn” by “doing”.

Keywords: Multimedia, Network, English Teaching, Translation

1. Introduction
As international cooperation has become closer, English, as a tool for international exchanges and learning the fruits of advanced civilizations in the world, has received widespread attention from the government and society and has become a powerful weapon for employment, promotion and participation in social competition¹⁻³. A small range of translation teaching for English major students cannot meet these requirements. Hence, we have to seek help from English translation teaching at colleges and universities⁴⁻⁵. Given that multimedia and network technology have been extensively used in college English teaching, it is necessary to have an in-depth discussion on the English translation teaching at colleges and universities mode under the multimedia network environment, so this article will analyze the current problems in English translation teaching at colleges and universities on this basis, a “multimedia network-assisted English translation teaching at colleges and universities model” is proposed further to improve the efficiency and effectiveness of translation teaching.

2. Current Status of English Translation Teaching at Colleges and Universities
At present, with the development of higher education in the direction of popularization, the “University English Teaching Reform” project initiated by the Ministry of Education has entered its
third year. Both the “Teaching Requirements for College English Curriculum” and the reform of the College English Level 4 and Level 6 exams Regarding the general goal of “improving the comprehensive application ability of college students in English”, college students should be able to understand English broadcasting when they graduate from college. They can communicate in simple English and have a certain degree of writing and translation skills. Translation As an independent question type, it has always been an essential part of the College English Level 3 exam in Zhejiang Province (this exam is a standardized unified test organized by the Provincial Department of Education to test the English level of non-English major students students, and translation accounts for the total score of the test questions. 30%, now also appearing for the first time in the reformed National College English CET-4 test paper. It can be seen that as an important aspect of English comprehensive application ability-translation, and translation teaching has begun to gain the college English teaching community Of importance⑥.

In addition, for the teaching requirements, in the “Teaching Requirements for College English Curriculum”, the “general requirements” for the cultivation of translation ability of non-English major students undergraduates are reflected in “common requirements” and “higher requirements”. Levels, flexibility, and selectivity are conducive to teaching students according to their aptitude. But teaching according to their talent is only ideal for large-scale traditional education. Although multimedia and the Internet now provide such a possibility, most colleges and universities purchase multimedia computers and other equipment are mainly used for the cultivation of listening and speaking skills, and the same teaching goals are still implemented mechanically for translation teaching. This “one size fits all” approach does not match the “Teaching Requirements for College English Courses”.

3. English TranslationTeaching Mode at Colleges and Universities in the Environment of Multimedia and Network

The number of college students in our country is growing rapidly, and the available educational resources are relatively limited. The “Teaching Requirements for College English Courses” newly promulgated by the Ministry of Education stated: “We should fully leverage the opportunities brought by the development of multimedia and network technology to adopt new teaching”⑦. Hence, the change of teaching mode is not only a change in teaching activities or teaching methods, but a change in teaching philosophy. It is a teaching model that focuses on teaching teachers-centered teaching of language knowledge and skills, and students-centered training.

The English translation teaching at colleges and universities model using multimedia network technology emphasizes personalized teaching and independent learning and fully leverages the characteristics of computers that can be trained repeatedly. Teachers can teach translation knowledge through classrooms and tutor students to develop translation skills, so that students can learn from teachers' Under the guidance, choose the appropriate translation learning materials according to your characteristic level and time, and quickly improve your English-Chinese bilingual translation ability with the help of the computer to achieve the best learning effect.

(1) Use multimedia technology for classroom translation teaching to increase English acquisition

Colleges and universities can directly use multimedia teaching discs matching the textbooks. However, due to the specific circumstances of the students' sources and equipment in each school, and the lack of systematic translation teaching content in the supporting discs, it is essential for teachers to produce multimedia courseware according to the school system. The necessary production of multimedia courseware should be based on the teaching objectives, teaching process, knowledge levels of students, teaching material content, and teaching media, based on the principle of interactivity, with the goal of cultivating the independent learning ability of students to ensure that students at different levels can receive full training of their translating skills and make improvement. The translation teaching module designed accordingly uses the Figure (as shown in Figure 1), sound, animation, and even video images to form a variety of sensory stimuli on the brain of students, and abstract the content. Visualization makes many difficult-to-understand translation theories vivid and interesting. It is necessary to summarize and explain the common methods and techniques of
English-Chinese translation, and supplement the relevant Chinese culture and Western social and cultural common sense for sentences, paragraphs, and styles. In this way, the students can grasp the basic knowledge of translation more systematically. Although this module combines typical sentence patterns that appear in the text with a typical translation example to analyze a classroom translation-after-class learning plus practice, the form and content are relatively large. Changes.

![Figure 1. Translations of the hospital and extended words](Image)

(2) Extending the classroom information community via the Internet, overcoming the limitations of classroom teaching

Classroom teaching alone is not sufficient. After all, class hours are limited. Hence, we can use the campus network to expand classroom information and overcome the limitations of classroom teaching. First, the student-centered and network-based learning environment is conducive to reducing the “Emotional Filtering” of students because the Internet can effectively reduce the tension of students when facing teachers directly. Secondly, make up for the shortage of translation teaching hours, teachers can put translation teaching modules that are not fully presented in the classroom online so that students learn by themselves repeatedly online. In addition, teachers should plan to increase the difficulty of the exercises in a planned way, strengthen the students' understanding of British and American culture, cross-cultural communication, and other aspects, and broaden their horizons, compare and discuss the excellent translations (or reference translations) by others, follow the original writing method and gradually improve your reading, translation and writing skills. Other related words can also be referenced for elegant translation, as shown in Figure 2.

![Figure 2. Network architecture of “ee”](Image)

In addition, the unique hypertext linking method and powerful search function on the Internet enable students to retrieve and obtain the translation material library on campus efficiently. This way, students become the center. If they are medical school students, they can choose medical materials. Perform translation exercises. If they are interested in technology, they can practice scientific English translation. In this way, the students can choose different translation exercises according to their majors, hobbies, and so on to make autonomous learning a reality. In addition, the interactive function of the network is to provide a more open interactive dialogue environment for students and allow teachers and students to communicate timely outside the classroom. On the one hand, teachers can keep abreast of student practice and can provide “hand-to-hand” guidance to students; they can also be found in time. The typical problems in the translation exercises of students are communicated to all
students to observe the Spring, which effectively guarantees the effect of learning and practice in the students. In addition, the English teaching resources under the network environment are rich, the process is open, and the forms are diverse, creating more opportunities for the majority of students. A pleasant language learning environment and can help students learn for life. This teaching mode just fits the requirements of humanistic education and quality education.

3.1. Interactive Learning

3.1.1. Screening of Translated Materials. After the reform of CET-4 and CET-6, most of the translation content is related to the reform and development of Chinese culture, society, and economy. To help students master the key point, teachers can select such segments as translation practice materials for students to discuss and practice in the lesson preparation stage.

3.1.2. Grouping Method. Taking a large class of 100 students as an example, teachers can do thorough exercises in the first class to understand the language and translation level of students, and then divide the whole class into 20 groups, each group of 5 people, and set up a team leader. Each group should include students with good, medium, and poor grades in the bottom-up exercises, rather than allowing students to combine freely so that they can take advantage of each other and promote each other in the group cooperation exercises in the future.

3.1.3. Group Activities. After the teacher teaches the basic translation principles and arranges the relevant translation tasks, the students first complete the translation tasks independently, and then each group leader organizes group discussions. The discussion activity mainly consists of three parts: one is to find grammatical errors with each other, the other is to list different translated versions after correcting the errors, and the third is to select the best translation version for class presentation. In the class presentation, each group asked a group member to show the best translation version selected by their group, introduce the translation ideas and related words and phrases used, and other students in the class can ask questions during the presentation of the whole group And error correction.

3.1.4. Experiential Group Presentation Evaluation. After the group presentation is completed, the classmates who did not participate in the presentation will evaluate it, and then the teacher will summarize and comment on the errors and translation points that have occurred in the translation of the group.

The evaluation for the experiential-based group presentation is as follows:

$$\mu_{i}(C_{l}) = N(C_{l})/n, l = 1, 2, 3, \ldots, i = 1, 2, 3, \ldots$$

$$\mu_{i}(S_{j}) = \begin{cases} \min(\mu_{i}(S_{j})), & r_{i} \leq h_{0} \\ \text{mid}(\mu_{i}(S_{j})), & h_{0} \leq r_{i} < h_{0} \\ \max(\mu_{i}(S_{j})), & r_{i} \geq h_{0} \end{cases}$$

The Null membership function is shown in formula (2), where it is the attribute value of the i-th element and the j-th attribute. It is the proportion of the value Null in all data, the corresponding threshold with a higher proportion, and the corresponding threshold with a percentage.

3.2. Knowledge Building

The construction of experiential teaching mode knowledge is to enable students to transform indirect experience into direct experience while gaining a successful experience. Firstly, strengthen the learning effect of students and internalize the translation experience through task discussion and result presentation. Subsequently, correct errors and make up for deficiencies in the process of evaluating feedback. The correct feedback can not only ensure the correctness of knowledge learned by the
undergraduate

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