Research on the Integration of Computer Network and Translation Teaching Based on the Reform of College English Translation Teaching

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Abstract. This paper focuses on the integration of computer network and translation teaching based on the reform of college English translation teaching, through the study of translation teaching in computer network environment to explore the development issues of college English translation teaching reform. Through the questionnaire to analyze the students’ network adventure features as well as other relevant data in order to use the web to learn resources. In this paper uses the net proliferation theory to compare the similarities and differences of translation teaching effect between the traditional translation teaching mode and computer network translation teaching mode. Based on these analyses and comparisons, this paper aims to find out the way for the transmission and development of translation teaching.

Keywords: Computer network, translation teaching, integration, college English translation teaching.

Introduction
The so-called information technology refers to the modern information technology based on a new type of translation teaching. The information-based translation teaching model is the new development of the translation teaching model under the information age. It is based on the IT-based instruction model or the e-learning model. It is the translation teaching structure of translation teaching activities supported by information technology and translation teaching methods. It is also a translation teaching model which contains a rich translation teaching environment, related translation teaching strategies and methods. Information-based translation teaching model will bring many major
changes or changes to translation teaching. The information age learning requirements from the traditional maintenance learning to innovative learning changes, innovative learning itself has three important features: First, how quickly, full and effective choice to store and obtain the required information; the second is how to use it to solve the problem; third is how to break the conventional re-combination. Innovative learning should deal with the relationship between "learning" and "learning". In translation teaching, learning, is to build the necessary foreign language knowledge base, to master some specialized knowledge and skills; learning content not only includes knowledge and skills, but also including attitudes, motivation, methods and behavior habits. Learning, refers to learn to learn, in the learning process to cultivate a variety of learning ability, such as expression, memory, observation, thinking and information capabilities, which is the core of thinking ability and innovation.

There are many kinds of information-based translation teaching models, but the more common are: problem-based translation teaching model, network inquiry translation teaching mode, project-based learning, case-based learning, resource-based learning, inquiry learning, collaborative learning, electronic file learning, personalized learning, individual guidance, intelligent instructors, situational learning, virtual classrooms and so on. It can be said that with the deepening and development of foreign language translation teaching information process, the new information technology translation teaching model will continue to emerge, constitute a rich information technology model of the type.

**Problem-based translation teaching model**
The so-called problem-based translation teaching refers to the problem-based learning model (Problem-Based Learning), is the translation teaching/learning in a complex, meaningful problem scenarios, by letting students (usually in the form of group cooperation) to solve complex, practical or authentic questions, to learn the language points that are implicit in the problem, cultural backgrounds, language skills, etc., to develop students' initiative to build knowledge and solve problems. In the problem-based learning model, we should pay attention to the relationship between the three basic elements of the students, teachers, while the problem should also coordinate the motivation and the establishment of follow-up learning needs and contacts. Students, as the initiative to solve the problem, must be actively involved in the initiative to invest in learning, and actively carry out the meaning of construction. Teachers, as mentors and facilitators of learning, must clearly design questions (tasks), actively and effectively encourage and inspire students to think so that they continue to participate, monitor and adjust the extent of the challenge in a timely manner so that learning can proceed smoothly.

In order to better understand the problem-based translation teaching model, it is necessary to compare it with the traditional translation teaching model from the following aspects. 1) Faculty: teachers in the traditional model is the
translation teaching of the protagonist, experts and authority, teacher groups work independently to transfer students to foreign language experience and knowledge. But in the problem model, the teacher is the guide, help, cooperative learners; teachers’ groups support each other and cooperate to guide students to obtain the strategy to solve the problem.  2) Student side: students in the traditional translation teaching model, is seen as instilled knowledge of the "container", is a passive recipient of foreign language knowledge, students tend to focus on individual learning, mainly memory and repeat the knowledge gained from previous knowledge-based information; However, in the problem model, students take the initiative to participate in the entire learning process (the process of completing the task), emphasizing the collaborative learning, both to the construction of knowledge meaning, but also the formation of a variety of independent foreign language application ability.  3) Translation teaching strategies: the traditional translation teaching uses a single form of knowledge to pass to the students, and the problem-based translation teaching model used by the translation teaching strategies for students to consciously participate in learning, students or teachers and students pay attention to cooperation and coordination to complete the task and solve the problem As the main purpose, students in a variety of scenarios to obtain and apply knowledge, students find their own information, teachers only play a guiding role.  4) Computer media: in the traditional translation teaching mode, computer media is mainly used as a translation teaching tool for teachers to teach students in the process of translation teaching. However, in the problem-based translation teaching mode, computer media is an organic part of the whole translation teaching. Students acquire, process information and solve problems to complete the task of cognitive tools.  5) Evaluation method: the evaluation method is relatively simple in the traditional translation teaching mode, that is, the evaluation is based on the student's (examination) achievement, the student is divided into different grades according to the grade, the teacher is often the only appraiser in the whole translation teaching; in contrast, the evaluation in the problem mode The way to be more flexible, the evaluation of the students is not limited to (test) results, nor to score to assess the student level, the student evaluation is generally self-evaluation, peer evaluation and teacher evaluation of the three together.  6) Translation teaching environment: the translation teaching environment is mainly composed of classroom, textbook, blackboard, chalk, equipment and so on. It is a kind of "teacher center" learning environment. However, the problem model emphasizes the ecology of teachers, students, content and technology. Learning environment is a "student center", mutual support to support the learning environment. Through the above six aspects of the comparative analysis, we understand the traditional model and the difference between the model, but also on the problem-based translation teaching model has a basic concept.
The Theoretical Basis of Network Translation teaching Model

The translation teaching model of network inquiry is mainly based on these three theories, namely Bruner's discovery learning theory, Dewey's theory of "doing middle school" and Vygotsky's social constructivism theory. Bruner (1960) argues that finding is not limited to what human beings seek for things that are not yet known, but rather that people use their own minds to acquire knowledge in their own way. If you are instructed to let the students take the initiative to study, they will learn from their own discovery, to summarize the principles or rules, but also because of their own discovery and feel happy and satisfied with the satisfaction, so that Learning with a more powerful driving force, the knowledge gained will be more profound and not easy to forget, and can be widely used in practice, contribute to the development of intelligence. Thus, Bruner's theory is to encourage each learner to become a "discoverer". Dewey (1970) argues that students should "learn from secondary school", and that it is fictitious to ask children not to acquire knowledge from lectures because of their activities, since the interest of children in growth is mainly activity. "From secondary school" is the performance of children's natural desire, it helps the overall development of children, children can get knowledge and exercise ability. Vygotsky (1978) argues that the role of culture and society should be paid attention to in the learning process. The main driving force of intellectual development is culture. Its mechanism lies in social interaction. Language development is a way of cultural inheritance and must grow with culture. The interaction between learners and the environment culture is very important in the learning process because the individual's knowledge is constructed in the social and cultural context. The above three aspects of the theory from different perspectives on the different methods of human learning, but the purpose is consistent, that is actively constructive knowledge of the learning process, in line with the nature of human initiative to explore.

The purpose of network inquiry learning is to enable learners to make full use of time, use information (not just to collect information) and to help learners analyze, synthesize and evaluate various information resources. Therefore, the time of inquiry learning in the network can be divided into two types: short-term network inquiry mode and long-term network inquiry mode. The short-term model emphasizes the acquisition and integration of knowledge, learners acquire and understand a certain amount of useful information, and take the initiative to construct knowledge. Short-term mode (about 1-3 hours), most can be used for daily translation teaching. Long-term model emphasizes the expansion and refinement of knowledge, learners usually on a complete topic or task of a planned information search and in-depth information analysis and a more comprehensive knowledge reorganization. Long-term mode can be a week or a month, mostly for group collaborative research.

Find the right website

In this model, it is important for students to find (choose) the right website for learning, because the appropriate website can provide learners with
appropriate learning materials, so that classroom learning is fully extended. To find the right website, students must pay attention to three aspects: (1) skilled use of search engines, such as Google, Baidu and so on.

In the search for relevant learning information, to master the search skills and search engine of the advanced rules in order to quickly and efficiently search for the required information; (2) the depth of digging web information, the current Internet pages according to statistics up to 550 billion, Through the search engine can query to have about 1 billion, of course, the English website or suitable for learning the English website is also countless, in addition to many through the network can find archives, databases, museums can also become learners select the object. (3) Good at collection has been found in the excellent site, in many sites, once found that can effectively help learners to translation teaching website or resource library, it should be kept in time, but also to continue to track.

**Coordinate the organization of learners and learning resources**

Coordination and organization of learners and reasonable arrangements for learning resources is an important part of network inquiry learning, these two aspects in the design of network research should pay attention to. First, how to organize learners, successful online inquiry learning should be related to a harmonious group learning environment, and a harmonious group learning environment needs to be well coordinated and organized by learners. Coordination and organization of learners should include several aspects: active interaction, role coordination, division of labor, collaboration and mutual assistance. In the network to explore learning, learners will be based on learning tasks to carry out certain information to explore, at the same time to make timely interaction, mutual promotion. In the process of interaction, learners need to clarify their roles, to understand that no partner support task is not easy to complete. The division of the group members should be clear so that they can be responsible for certain parts of the task. On this basis, the team members to know how to cooperate with each other, only in the collaborative learning tasks can be successfully completed. Followed by the effective organization of learning resources and reasonable arrangements. It should be said that the network of translation teaching resources is very rich, so how to optimize the organization of these learning resources is the network to explore learning must be concerned about. Optimizing organizational learning resources is usually possible in two situations: the lack of hardware and the application of software.

**Conclusion**

Information-based translation teaching model refers to a new type of translation teaching based on modern information technology. It is a technology-rich translation teaching environment, directly based on the learning environment design theory and practice framework, including the relevant translation teaching strategies and methods of translation teaching model. There are many kinds of information-based translation teaching models, but the more common
are: problem-based translation teaching model, network inquiry translation teaching mode and group collaborative translation teaching mode. It should be said that each type of translation teaching model has its own specific advantages and limitations. Therefore, we should pay attention to play in the translation teaching of the advantages of each model, according to the specific objectives of translation teaching, process, conditions and students choose appropriate, appropriate translation teaching model or model combination, flexible use.

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