

## Study on the Combination of Information Technology and Translation Teaching

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**Keywords:** Information technology; Network resource; College English translation teaching; Effective combination.

**Abstract:** The rapid development of information technology provides technical support for the reform in translation teaching. College translation teachers should keep pace with time, innovate traditional translation teaching concept, think positively about how to effectively integrate information technology and network resource and apply them to the class, thus constructing a more effective translation teaching mode.

### 1. Introduction

As a component in English courses, translation in College English teaching is essential. There exist some problems in present English translation teaching modes, such as monotonous classroom teaching style and outmoded teaching methods. Currently, sophisticated information technology is extensively applied to every field. The teaching mode which combines information technology and translation in College English teaching has contributed to the improvement of teaching efficiency, efficient classroom, therefore greatly facilitating the reform in college English translation teaching.

### 2. The Necessity of the Combination of Information Technology and English Translation Teaching

As we all know, the traditional translation teaching mode has severely influenced the escalation of the quality of the translation teaching and the cultivation of students' interest toward translation. Students who have been in a passive learning state naturally have no desire to learn actively. There is no doubt that the traditional teaching mode that kills students' desire and interest should be reformed. On the contrary, information technology can create a lively and novel teaching situation, a relaxed and enthusiastic learning atmosphere, can widen students' thinking space, thus increasing the communication between teachers and students, getting rid of the embarrassment of the former kind of teachers' monologue. Meanwhile, the application of information technology in translation teaching exactly caters to the current demand for the training of translation talents.

With the development of economy and the expansion of Sino-foreign cooperation and exchange, China is in urgent need of a large number of high-quality professional translators. They should not only be proficient in their native language and foreign language, understand the cultural connection represented by different languages, but also have a wide-ranging knowledge. And they can follow the latest social and market information in order to develop with the international market. College translation teachers must adapt to the reform in teaching and innovation in talents cultivation, renew their educational concepts, reform the teaching mode, which is expected to cultivate high-quality professional translators with the combination of cognitive competence and market practice ability to meet the needs of international society.

### 3. Advantages of Information Technology in English Translation Teaching

In the information society, an interactive network translation teaching mode combined with market practice should be established with the network as the platform and the market as the orientation, to simulate the real market practice situation so that students can experience the real

translation process and scene, practice their professional translation ability. From the theory to personal experience, from accepting market tests statically to grasping market changes dynamically, by doing so, students can really become high-quality professional translators. Generally, the application of information technology in translation teaching can make up for the demerits of the traditional way. Specifically speaking, the merits are as follows:

### **3.1. Stimulate Students' Interest.**

With the development of information technology, multimedia tools are widely used in the teaching of various subjects. The use of multimedia teaching tools enables the curriculum contents to be presented in video, audio, pictures and other ways, thus making the class teaching more vivid, lively, and informative. The most important point of multimedia teaching is to reform the traditional teaching mode and enrich the teaching methods. Through multimedia, translation teaching situations can be created to facilitate students to immerse themselves in context and accept the edification of English.

### **3.2. Enhance Students' Literary and Cultural Quality.**

In college translation classroom teaching, students can appreciate and analyze English dubbing and English poetry through multimedia technology, so as to feel the beauty of English language and improve their literary accomplishment. Language is the carrier of culture. Therefore, foreign language teaching ought to include cultural teaching. By doing so, we can cultivate students with different cultural backgrounds to be able to conduct inter-cultural communication in foreign languages. Using multimedia technology to show Chinese and foreign cultures to students in English teaching is undoubtedly a shortcut to improve students' cultural quality.

### **3.3. Promote Students' Independent Learning.**

Translation teaching is not only limited to class teaching, but also extra-curricular learning. With the development of information technology, the emergence of various translation tools and the implementation of assistant teaching, the efficiency of translation teaching has been significantly improved, such as the use of corpus. A corpus is a database that stores language materials and studies the characteristics of target language by storing original corpus text or annotated text. The teaching efficiency can be further improved by displaying the texts and pictures in the corpus with multimedia teaching tools.

Information technology can not only be used as a teaching tool, but also as a learning tool. Creating a new teaching environment based on the application of information technology can promote students' ability to acquire information, apply knowledge and solve problems, and guide students to study independently. For example, advanced communication tools such as WeChat and QQ group can be utilized to discuss translation problems or simulate translation scenes in order to motivate students' independent learning.

## **4. Construction of English Translation Teaching Mode in Information Technology Environment**

Firstly, the school should establish a complete system of virtual network teaching environment and evaluation system: (1) it can complete courseware making, interactive course teaching, homework assignment, online discussion and inquiry, homework submission and it can examine a series of teaching processes; (2) there is a sufficient corpus: professional thesaurus, the ability to support multiple languages, various forms of translation; (3) it supports various formats of documents, sensitive proofreading tools, convenient communication and communication tools. Virtual network teaching environment has abandoned the single, one-sided, abstract and static way of content telling and knowledge transfer, instead created a realistic, vivid, intuitive and three-dimensional teaching environment to students. This teaching environment can fully stimulate students' enthusiasm to learning, cultivate their imagination and creativity, enhance their awareness of independent learning and participation, meanwhile, broaden students' horizons and increase the

amount of information in class.

#### **4.1. Preparation before Class.**

Teachers are obliged to follow the trend of market development and make some selective changes to textbooks. First of all, teachers should enrich courseware materials to facilitate students to learn. Teachers can search for some typical, representative and timely materials related to chapters in the knowledge network within the system or on Google, and make great preparations to courseware by using the network software PowerPoint. Through the study of knowledge, students understand the needs of the social market for various types of translation talents, thus constantly putting forward higher and more practical requirements for translation teaching. After that, teachers can send the courseware to the school network learning system 1 or 2 days earlier, and then ask students to put forward suggestions for improvement, prepare for class, and circle or note the points they don't understand and send back to teachers. Teachers need to summarize the questions raised by the students, and complete a courseware that satisfies everyone, so that the teaching can be quantified and optimized.

#### **4.2. Interaction in Class.**

First of all, the teacher replays the courseware to the students, focusing on explaining the important and difficult points in it. After students' independent learning in the online classroom, some chosen students try to summarize by themselves and display their learning results. And then, the teacher choose some representative questions from students' replies. If there is no explanation, the teacher should give a complete answer by Email to each student. In class, it is important for teachers to set aside some time for students to practice online. The system sets up two clients, teachers and students. Teachers can guide each student in the computer room through the network learning system. In this process, both students and teachers can communicate and discuss. And through the system software we can effectively monitor the process of students' translation: mainly includes students' immediate response and manners, as well as their ability to deal with difficult sentences in translation, and whether they can integrate into the tense and exciting translation atmosphere as soon as possible, and students' solidarity and mutual assistance and so on. Comprehensive quality scores are recorded in students' electronic portfolio. Students can timely check their after-class performance and modify their opinions in the system. After class, the teacher makes after-class summary and saves it into the system, so as to prepare for the next class and the real translation scene in the future. Finally, the key point is to record the whole teaching process with VCR, uphold it to the system, accept the supervision of the society and realize the social resource sharing of courses.

#### **4.3. Consolidation after Class.**

Through the above two links, students can clearly recognize their own shortcomings by using the Internet. In the process of class practice, most students have strong translation ability for individual sentences, but they feel powerless for the market translation practice combined with specific professional business, and their professional translation ability is weak. After class, the teacher must carefully design and organize exercises in response to the above weakness, or upload the translation materials of some real enterprises, companies and other unites on the Internet as homework. The teacher assigns homework according to the characteristics of each group in each class. Students can complete the received assignments directly on the autonomous learning network, and can analyze before translation, consult the knowledge, discuss with team members online, translate and proofread, after that, the homework will be automatically saved and submitted if completed within the specific time. Lastly, the teacher enters the autonomous learning system to review and correct the homework and points out what still needs to be done.

#### **4.4. Attention to the Combination of Information Technology and Translation Teaching**

In the process of the combination of information technology and translation teaching, the following aspects should be noticed: Firstly, teachers should keep pace with time by constantly

learning advanced educational concepts and information technology, thus establishing the concept of lifelong learning. Only when teachers understand the modern educational theory and master the application of information technology in translation teaching, can it be possible to combine both of them more appropriately. Mechanical use is instead not satisfactory. Additionally, Information-based teaching is not a total denial of traditional translation teaching. It is to break through the time and space restrictions and effectively integrate information technology and network resources while innovating the old ideas in traditional English teaching. In this way, it can improve students' learning interest and efficiency. Furthermore, it is necessary to strengthen the cultivation of students' various abilities and establish a student-centered view. In fact, in teaching, we should fully respect the right of students to learn independently, provide students with learning opportunities and favorable conditions, assist students to actively participate in the learning process, encourage them to consciously explore the characteristics of the text, initiatively collect, process, collect information, and cultivate students' various abilities in practice. By doing so , it can transform the traditional receptive learning into students' active learning, inquiry learning, research learning and cooperative learning. Finally, we should pay more attention to activate students' inner motivation with the help of multimedia interaction. The biggest feature of multimedia information technology is the man-machine interaction function, which can communicate and interact with people through pictures and texts. Students have strong curiosity, especially fresh and interesting things can arouse their intense desire to explore.

## 5. Summary

The informatization of social life and the globalization of economy make English increasingly significant. As one of the important carriers of information, English has become a widely used language in various fields of human life. English translation is a vital medium for cross-cultural communication, but presently, the translation ability of college students is not optimistic. Educational concept and teaching mode should keep abreast of education and time. Nowadays, information technology develops rapidly, and it gradually seeps into education, of course, English translation teaching is not a exception. The essay mainly discusses how to combine the advantages of information technology with translation courses for college students. By reforming the exiting teaching mode, we can construct a comprehensive teaching mode, motivate students' zest to learning, and help them conduct independent learning, fulfill teaching targets, thus cultivating translation talents to meet the current social requirements for them.

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