On the New Model of English Translation Teaching in the Digital Age

Jie Zhao

School of Foreign Studies of University of Science and Technology, Liaoning, Anshan, 114051 China

Abstract: Digital English translation instructional mode is a new instructional mode which comes into being through the effective integration of IT and instructional resource. This paper analyzes and summarizes the problems existing in English translation teaching at present, and explores the mode suitable for English translation teaching by using digital teaching platform. At present, the English translation instructional mode in China still has some drawbacks, that is, the teaching content is mainly literature, and the structure is too single. This kind of instructional mode and content can help students master English grammar structure and usage, and cultivate their literary accomplishment. However, the lack of professional English knowledge is not conducive to students' development at work. Therefore, it is necessary to strengthen the reform and innovation of English translation instructional mode and establish an English translation instructional mode that meets the requirements of digitalization, so as to promote the steady improvement of English translation teaching efficiency and quality. This paper mainly analyzes and discusses the new mode of English translation teaching made by digitalization.

1. Introduction

Translation is an important teaching content in English teaching, which can lay a good foundation for students' English learning. With the increasingly frequent exchanges between my country and the outside world, the demand for translation professionals is also increasing. Translation is an essential teaching content for both English majors and non-English majors [1]. Translation teaching plays a pivotal role in English teaching and brings great challenges to English translation teaching. This is because the content of English translation teaching can not meet the development of society, nor can it meet the needs of students' future work. Therefore, innovating the English instructional mode and changing the teaching content of English translation is an important part of English translation teaching in my country [2]. Translation is an important part of English teaching, which can lay a good foundation for students' English learning. With the increasing communication between China and the outside world, the demand for translation professionals is also increasing. Translation is an indispensable teaching content for both English majors and non-English majors. Translation plays an important role in English teaching [3]. It has brought great challenges to English translation teaching. This is because the content of English translation teaching can't meet the development of society and the future work needs of students. Therefore, innovating English instructional mode and changing the content of English translation teaching are the important links of English translation teaching in China at present [4]. As the traditional English translation teaching can't meet the requirements of English translation teaching in the digital age, it is necessary to strengthen the reform and innovation of existing translation teaching methods and break through the limitations of traditional teaching methods in order to promote the overall improvement of English translation teaching efficiency

2. Intelligent classroom quality evaluation model

2.1. The content of teaching materials is out of touch with the demand for talents

Translation textbooks are outdated and slow to update. A large space is used to explain the theoretical knowledge of translation, and as the translation material for practice, it focuses on the excerpts of literary works. In reality, the content to be translated is mostly unrelated to literature,

and often involves a certain professional field. When choosing the teaching content of English translation, great attention should be paid to it.First of all, it is necessary to select the appropriate English translation teaching content according to the majors that students are studying, as well as the career and work content that they may be engaged in in the future. Therefore, while cultivating students to master English and Chinese language knowledge, it is necessary to pay more attention to students' interests and hobbies. Guide students to deeply study the knowledge of a certain professional field, so that they can specialize in the art [6]. From 1980 to the present, there have been no less than 100 translation textbooks published in China. Although its quality is uneven, its content settings are similar, mainly including English-Chinese comparison, part-of-speech translation, word augmentation, ellipsis, repetition, positive and negative expressions, reverse expressions, translation of passive voice, translation of noun clauses, attributive clauses Translation, translation of adverbial clauses, translation of long sentences, translation of idioms, translation of metaphors, parallel translation, backward translation, separate translation, combined translation, text translation, etc. [7].

2.2. Outdated teaching methods

As far as the current domestic translation teaching is concerned, many teachers' teaching is still based on "a translation textbook" as the core. The current teaching methods tend to be advanced in superficial form, and ignore the application of computer-aided translation tools for English translation teaching [7]. In the process of classroom teaching, this kind of teaching method that emphasizes theory, is mere formality and is divorced from practice makes the interaction between teachers and students limited, and the translation and cooperation between students and students is not deep enough.

In the English translation teaching under the traditional English translation instructional mode, the assignment of the entire translation teaching must be carried out in strict accordance with the following procedures: The teacher assigns translation assignments to the students according to the teaching requirements;]. English translation teachers need to be professional, not just to be able to explain the professional terms in the book, but to have a very good understanding of the entire industry and be able to understand where each professional term is used in the profession. Only in this way can students understand the usage of professional terms and the knowledge that may be used in future industries and jobs in the process of learning [9].

In the teaching process, the cooperation and interaction between teachers and students is quite limited, and there is also a lack of necessary cooperation and communication between students, so that it is impossible to fully play the main role of students. In addition, the purpose of the traditional translation instructional mode is mainly to train students' vocabulary and sentence patterns to convert between the two languages, as well as the ability to master the two languages. After the students complete the translation assignments assigned by the teachers, the teachers will conduct unified inspection and quality control according to the requirements of the translation company, and point out and correct the problems existing in the process of completing the assignments, so as to improve the translation ability and level of the students. The overall improvement of the school will lay a good foundation for the students to enter the workplace in the later stage.

3. Research on the application of English translation instructional model in the digital era

3.1. Possible ways of digital English translation teaching

Different from traditional translation teaching, digital English translation teaching integrates digital IT and relevant resources of translation courses, focusing on cultivating students' ability to use digital IT for translation. Translation in the digital age is different from translation in the traditional age, the former must consider the needs of the times and the market. This requires students to be able to make full use of computer networks, auxiliary software, network platforms and other resources, as well as to focus on resource sharing, teamwork and other capabilities [10]. With the development of the times, the emergence of many new vocabulary has enriched people's

lives, especially the invention and appearance of many professional terms, and it is also an assistant for students in the process of learning English translation content.Therefore, in the digital age, an interactive platform should be built, so that students can use the Internet to achieve the goals and functions of inquiring and learning professional English words. For this teaching purpose, colleges and universities need to have access to the Internet in the classroom. Qualified schools are best able to allow students to take classes in "Internet classrooms" to ensure that everyone has a computer connected to the Internet. However, at many universities, this is not currently possible. This is also one of the important reasons why the reform of translation teaching in many colleges and universities is not in place and not thorough. The learning time in the classroom is limited. In order for students to have high translation ability, it is necessary to make full use of the students' extra-curricular time. It is an important way to test the students' mastery in the classroom by completing the English translation homework. English translation assignments in the digital age are mainly completed by students through information software. Among them, the communication group of teachers and students also plays an important role in the assignment of English translation assignments, which can maintain the initiative and enthusiasm of students in learning. The translation process is shown in Figure 1
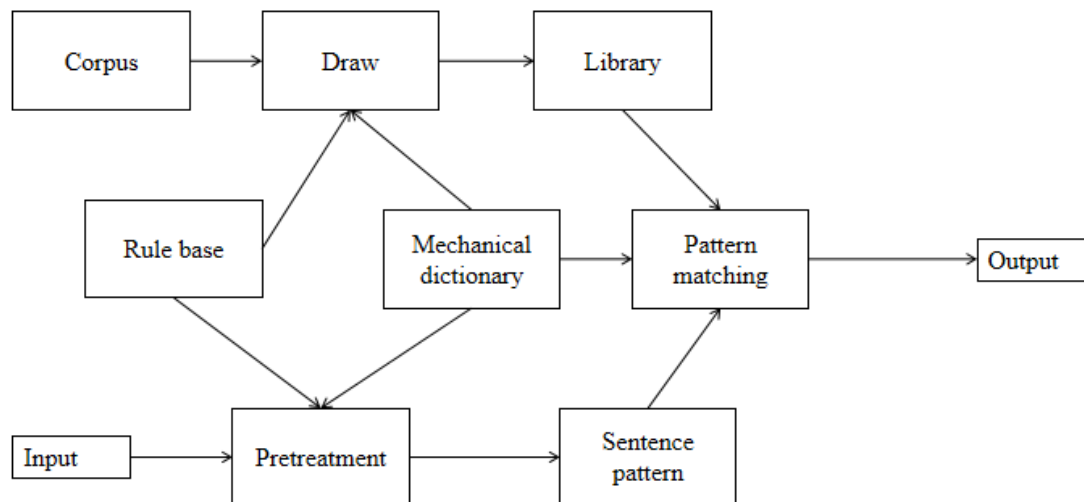

Figure 1 Translation process

3.2. Make good use of digital information to cultivate students' ability

After evaluating the students' translation ability, we can combine the students' actual situation, arrange the corresponding examination contents for students in the "zone of the nearest development" of students' English translation, and realize the diversification of evaluation methods. Besides, in the course of students' testing, students can also make use of translation software and network tools, but they need to reflect their real abilities through comprehensive thinking, so as to realize the characteristics of combining evaluation with market orientation. Compared with the traditional translation instructional mode, an important feature of the translation instructional mode in the digital era is the interaction between teachers and students and between students. This new interactive teaching platform is not only reflected in the interaction between teachers and students in class, but also in the interaction between teachers and students and between students after class. The system translation process is shown in Figure 2.

In other words, this kind of interaction in the digital age is not limited by time and space. The content of digital English translation assignments is more diversified and updated in a timely manner. Teachers can add translation materials of current affairs and different professional fields at any time according to the teaching needs, and are no longer limited to the content of assignments in textbooks. Digital English translation homework is helpful to continuously expand the scope of students' English translation homework materials, enhance students' in-depth knowledge of various fields, especially technical terms, stimulate students' interest and cultivate students' respective fields of translation. To enable students to complete the actual investigation work, in the process of

completing the work, students can master the relevant professional knowledge and content skillfully, which plays an important role in the future development.
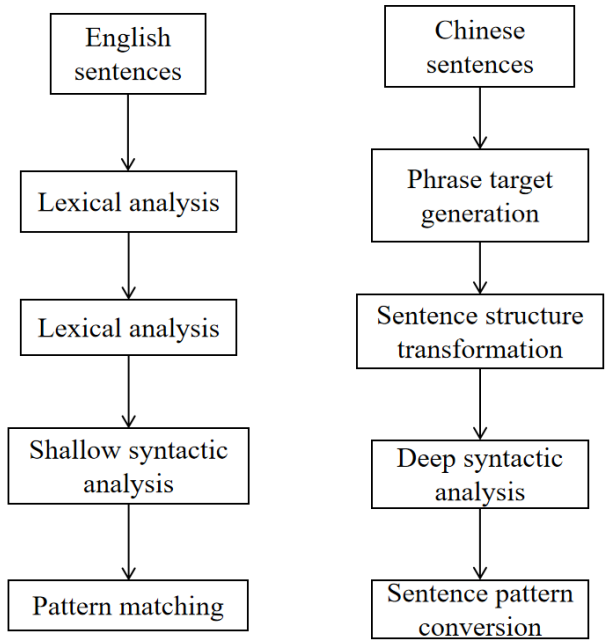

Figure 2 System translation process

4. Conclusion

In short, in order to promote the overall improvement of the efficiency and quality of English translation teaching in the digital age, it is necessary to strengthen the reform and innovation of the content of translation teaching materials, teaching methods, and testing methods. This case ensures the smooth progress of translation teaching in the digital age.

The era of traditional teaching methods has become an imperative for the reform of translation teaching in the past. This poses a huge challenge to teachers engaged in translation teaching. The language translation instructional mode aims at cultivating students' translation ability. The traditional translation instructional mode is out of the needs of the new era, so it is necessary to adjust the instructional mode accordingly. In the digital age, translation activities rely on the Internet to achieve more efficient and rapid development. Choosing a more professional English teaching teacher finally needs to use the digital platform to achieve the goal of teachers and students discussing the content of English translation teaching together to improve the quality of English translation teaching.

References

[1] Zhao Lu. Exploration on the New Model of English Translation Teaching in the Digital Era: Commentary on "English Translation and Teaching Innovation Research" [J]. News Enthusiasts, 2020(1):2.

[2] Wu Kejia. Analysis of the new model of English translation teaching in the digital age [J]. Charming China, 2017, 000(021):108.

[3] Jiang Jing. The application of flipped classroom in college English translation teaching under the blended instructional mode [J]. Education Modernization, 2017(09):136-137+147.

[4] Cai Qunfang. A Brief Discussion on the Reform of English Vocabulary Teaching [J]. Journal of Jiaozuo Institute of Education, 2002, 18(3):2.

[5] Rainforest. Education in the digital age (English) [J]. College English, 2015(9):2.

[6] Liu Xingfeng. Exploration on the instructional mode of English Translation in the Digital Age [J]. Journal of Nanjing Institute of Technology: Social Science Edition, 2014, 14(2):4.

[7] Yan Enlu. Research on College English Translation Teaching Based on Digital IT and Resources [J]. Think Tank Times, 2019(45):2.

[8] Luo Li, Wang Xiaoge. The application of digital teaching resources in college English translation teaching: a review of "Research on the Integration and Application of Digital Learning Resources and Activities" [J]. China Science and Technology Papers, 2019, v.14(11):124 -124.

[9] Fu Rong, Hu Dongping. Research on the Construction of PBL Model for College English Translation Teaching in Agricultural Colleges [J]. Youth Times, 2019, 000(007):20-21,31.

[10] Cai Yongfeng. Exploration on the construction of digital translation teaching resource platform based on occupational situation orientation [J]. Journal of Changchun University, 2014, 24(8):3.