

The Current Status and Strategies of College English Translation Teaching in the "Internet+" Era

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Abstract

With the rapid development of internet technology, the "Internet+" era has brought new opportunities to the field of education. Online teaching models such as MOOCs and DingTalk have emerged and become popular in higher education. In this context, college English translation teaching has begun to develop towards informatization. Influenced by the exam-oriented education concept, teachers tend to dominate the classroom traditionally, imparting knowledge to students who passively receive it, leading to rigid, inflexible, and theoretical teaching with relatively closed and fixed educational resources. In the era of the internet, teachers should recognize the disadvantages of traditional teaching models. Therefore, fully integrating "Internet+" with college English translation teaching, teachers should change their fixed mindset, embrace the concept of lifelong learning, innovate based on previous teaching methods, reconstruct teaching goals, content, and methods, thereby enhancing students' initiative. Students can comprehensively improve their abilities in the learning process, cultivating more versatile talents for societal development.

Keywords

Internet+, College English Translation Teaching, Teaching Reform.

1. Opportunities Brought by the "Internet+" Era for College English Translation Teaching

1.1. Rich Teaching Resources

With the rapid development of information technology and the easier circulation and sharing of information, applying "Internet+" technology to college English translation teaching can access a vast amount of teaching resources, meeting students' individual needs. Teachers should take full advantage of this by integrating various latest translation theories and practical cases according to students' needs, helping students keep pace with the times and master the latest trends and advanced translation techniques and methods in the field. Students can also access various classic translation cases on internet platforms, learn different translation strategies in various contexts, and thereby enhance their practical translation skills and cross-cultural communication abilities[1-2]. Additionally, the use of interactive platforms, online forums, and translation communities enables students to participate in discussions, share their learning experiences, and get feedback from peers, which enriches their learning process and provides a collaborative environment that is often lacking in traditional settings. Furthermore, teachers can curate resources like real-world translation projects, videos from professional translators, and articles about current translation trends to make the course content more relevant and interesting for students. The availability of multimedia materials such as videos, podcasts, and interactive tutorials allows for diverse learning experiences, catering to different learning styles and enhancing comprehension. However, while advanced translation software and tools are readily available and provide essential support, they only play an auxiliary role;

to further improve translation accuracy and proficiency, students need to engage deeply with the translation process itself, improving their critical thinking skills and building a strong understanding of the cultural nuances and linguistic intricacies involved. The combination of rich resources, collaborative tools, and guided instruction fosters a more engaging and holistic translation education.

1.2. Innovative Teaching Methods

To improve teaching quality and efficiency, teachers should actively innovate teaching methods. In traditional teaching models, due to limitations in teaching time and location, it is challenging to meet the diverse needs of students. However, with the rapid development of internet technology, new opportunities have arisen for college English translation teaching. Teachers can choose online teaching, flipped classrooms, and MOOCs to conduct targeted teaching work (Figure 1). Using online teaching methods, students can participate in courses anytime without being restricted by time, and flipped classrooms respect students' autonomy more, with MOOCs offering a wealth of online courses, allowing students to access top-quality educational resources from domestic and foreign universities. In addition to this, teachers can utilize blended learning methods, which combine in-person classes with online resources, providing students with more flexibility and control over their learning pace. These innovative approaches encourage students to engage actively with the content, foster independent thinking, and develop problem-solving skills[3-4]. Moreover, using social media platforms and other online collaborative tools for assignments and discussions can create an interactive and engaging environment that is not bound by physical classroom walls, giving students opportunities to practice translation in real-time and communicate with peers from different cultural backgrounds. These new teaching methods genuinely enrich the approaches available to educators, significantly enhance students' interest in learning, and actively involve them in translation studies, thereby cultivating talents with international perspectives and cross-cultural communication abilities. Furthermore, the use of gamified learning elements, such as translation challenges or virtual exchange programs, can further motivate students by providing a fun, competitive, and context-driven learning experience. By incorporating these diverse tools and strategies, teachers can ensure a more comprehensive learning environment that addresses both the academic and practical aspects of translation, thereby producing well-rounded students capable of meeting global standards.

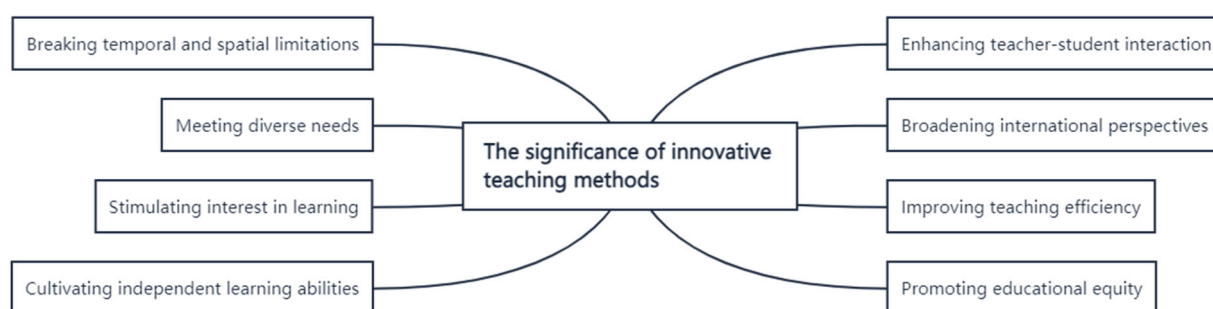


Figure 1. The significance of innovative teaching methods

1.3. Convenient Teaching Practices

As China's technology level continues to improve, modern information technology is widely applied in various fields, playing a significant role when applied to educational and teaching work. In college translation teaching, the application of internet technology can bring convenience to practical teaching. Students can use online translation platforms and advanced

tools according to their needs for translation practice without being confined to traditional paper materials and classroom environments. They can enjoy the convenience of instant translation, make full use of various tools, intelligently assess translation results, quickly identify and correct errors, and significantly improve translation speed and accuracy. Additionally, the application of various technologies can provide students with new practical opportunities. By participating in translation projects, students can engage with real-world translation tasks, enhancing their practical abilities. Furthermore, students can join translation communities to exchange experiences and broaden their perspectives with translation enthusiasts from around the world. Various practical opportunities and platforms can continuously improve students' translation abilities, laying a solid foundation for their future career development.

2. Problems in College English Translation Teaching

2.1. Teaching Methods Need Innovation

In the context of quality education, teachers should not only impart basic cultural knowledge to students but also foster their ability to learn independently and nurture their innovative spirit. This can be achieved by incorporating multimedia courseware and micro-lessons into daily teaching activities, aiming to create an engaging classroom atmosphere that encourages active student participation[5-6]. However, in the realm of college English translation teaching, many educators still adhere to traditional methods. They often lead students through verbatim translation of English texts, dominating the class in a "one-man show" fashion. This approach fails to integrate modern educational technologies or student feedback into the curriculum, nor does it utilize innovative practices like differentiated questioning or flipped classrooms. As a result, students have limited opportunities to engage actively, which stifles their ability to think critically and practice translation skills effectively. This lack of interactive learning spaces hinders students from identifying and addressing their translation challenges in a timely manner, which could significantly impact their learning outcomes and the development of their translation competencies.

2.2. Student Mindsets Need Improvement

The ability to translate effectively between languages is closely linked to an understanding of cross-cultural contexts, making the cultivation of cross-cultural translation awareness essential in enhancing students' translation skills. Observations in teaching settings reveal that some students struggle with 'Chinglish'—a blend of Chinese and English that fails to adhere to the linguistic and cultural nuances of either language, often resulting in awkward phrasing and unclear meanings. This issue is particularly pronounced among students who do not specialize in English and those influenced by the test-oriented approach of the College English Test (CET), which emphasizes vocabulary memorization and listening and speaking skills over comprehensive translation training. Furthermore, students who are preparing for higher-level English proficiency tests like IELTS or TOEFL tend to focus on enhancing their listening, speaking, reading, and writing skills to the detriment of their translation abilities. This one-sided focus neglects the intricate skills required for effective translation, which involves deep understanding and application of both source and target languages within their respective cultural contexts (Figure 2).

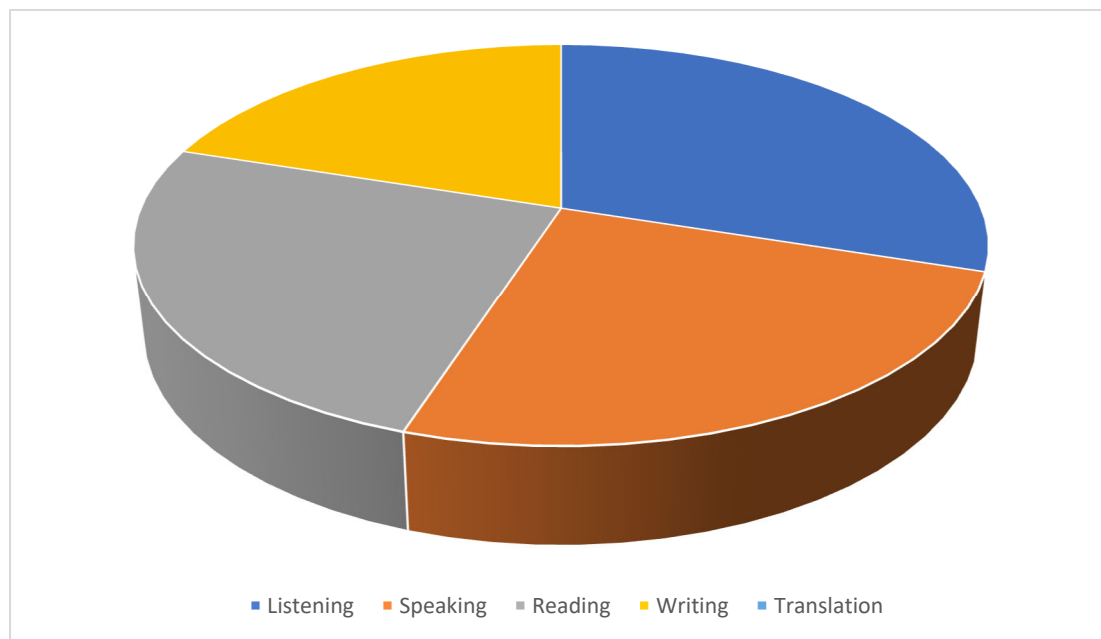


Figure 2. The proportion of content in each part

2.3. Limited Teaching Content

The integration of specialized translation training within general college English courses remains insufficient at some universities, which often do not offer dedicated translation programs. This integration typically results in a narrow focus during classroom instruction, primarily centered on translating textbook materials and completing post-class exercises. Such an approach predominantly targets vocabulary acquisition rather than the development of robust translation skills, thereby failing to adequately prepare students for the practical demands of translation work. Additionally, the reluctance or inability of some educators to incorporate internet-based materials or utilize resources like MOOCs further limits the scope of instructional content. Without access to comprehensive translation training materials, including expert-led translation video tutorials, students receive a restricted and somewhat biased education in translation. This not only hampers their ability to engage with a variety of translation scenarios but also prevents them from achieving a higher standard of proficiency in translating complex texts across diverse subjects and formats. This situation underscores the need for a more dynamic and resource-rich teaching environment that can adapt to and fulfill the evolving educational demands of students in translation studies.

3. "Internet+" Era College Translation Teaching Reform Strategies

3.1. Scientifically Arrange Translation Courses

In the context of the internet era, to innovate college English translation teaching models, the first step should be to perfect the setup of translation courses, ensuring that the course duration and teaching arrangements meet the teaching needs of teachers and students, allowing translation teaching work to proceed smoothly. For this, schools should pay more attention to college English translation teaching, align with the educational needs of the "Internet+" era, and reasonably arrange translation course teaching durations. Before arranging teaching hours, schools should communicate fully with college English teachers, understand the problems in previous course arrangements, and encourage teachers to share suggestions for course arrangements. Based on teachers' feedback, schools can design teaching hours that better meet practical needs, satisfying both teachers' teaching and students' learning needs[7]. Additionally,

in the process of overall planning for course settings, schools can leverage online platforms to understand the planning and setting schemes of translation courses at other universities, combine the characteristics of their own students, clarify the current disadvantages in their school's English translation course settings, and make targeted improvements to continuously enhance the rationality of translation teaching course settings.

3.2. Enhance Teacher Professionalism

Teachers' professional abilities and comprehensive qualities directly influence the teaching progress and students' learning situations. Building a professional teaching team is the foundation for smoothly conducting teaching activities (Table 1). For this, universities can gradually cultivate teachers' translation literacy by holding translation seminars and organizing translation quality training. During translation seminar discussions, inviting translation experts to preside, teachers can accumulate various translation experiences based on the experts' shared work experiences and English translation skills, laying a good foundation for later innovative translation teaching. Additionally, when organizing translation quality training, schools can assign translation-capable professionals with extensive industry experience to take charge of teachers' translation quality training tasks, keeping up with the needs of the information age and focusing on training teachers' translation software application abilities. Under the positive guidance of professionals, teachers' translation literacy can be enhanced. Lastly, teachers can actively plan their translation literacy enhancement paths, seek advice from experienced translation teachers according to their personal teaching needs, learn from their innovative teaching methods, and also participate in study classes and internet forums to widely absorb excellent teaching experiences of English translation from prestigious schools, continuously summarizing and refining suitable translation teaching models to effectively enhance their own translation literacy.

Table 1. Ways to improve teacher professionalism

Methods	Specific measures
Conduct translation discussion forums	Translation experts are invited to host and share their work experience and English translation skills, providing a platform for teachers to accumulate translation experience and laying a foundation for later translation teaching innovation
Organizing translation quality training	It is the responsibility of professionals with strong translation ability and rich experience, keeping up with the needs of the development of the information age, and focusing on cultivating teachers' translation software application ability
Participate in seminars and Internet forums	By participating in research classes, Internet forums and other channels, I widely absorb the English translation teaching experience of excellent teachers in famous universities, and constantly summarize and refine the translation teaching mode suitable for me

3.3. Guide Students to Change Their Mindsets

Students' attitudes towards English translation directly affect the quality of innovative translation teaching. In daily teaching activities, teachers should combine students' learning performances, focus on improving students' English translation mindsets, and plan diverse teaching activities to guide students to understand cultural differences between the East and West, completing teaching tasks in conjunction with different countries' cultural backgrounds, gradually enhancing students' English translation abilities. For this, teachers can use live streaming events on platforms like Tencent Meeting or DingTalk to regularly hold live events related to college English translation, explaining cultural differences between different

countries to students. If students encounter difficulties in understanding during the live events, related videos can be saved for them to watch repeatedly during their free time, thereby changing their translation mindsets and integrating their translations with different countries' cultures. Additionally, teachers can choose fixed times to organize English translation competitions, where students can participate individually or in teams. Teachers can design competition themes based on textbook content and use "Internet+ technology" for random sorting[8-9]. During the competition, teachers should clarify the competition rules and scoring rules, requiring participating students not to use electronic devices during the translation process, not to consult non-participating students, and score based on the quality of students' translated articles, ranking them from highest to lowest. Such competitions can let students intuitively recognize their gaps in English translation compared to other students, motivating them to develop personalized English translation training plans, continuously optimizing and enhancing their English translation thinking in subsequent learning, and substantially improving their translation levels.

3.4. Leverage Information Technology Advantages

Influenced by objective factors, universities face challenges in conducting English teaching activities due to outdated teaching concepts and methods, directly reducing students' interest in learning. However, the integration of internet information technology can effectively alleviate the issue of tight class schedules, thereby enhancing students' initiative and significantly improving their abilities (Figure 3). In the era of "Internet+," college English teachers can fully utilize modern internet information technology platforms, adopting various online and offline mixed teaching models to attract students' attention to language learning. For example, teachers can choose MOOCs and micro-lessons, integrating English educational resources through PCs or apps, conducting teaching activities more systematically, making full use of students' fragmented practice, enhancing students' autonomy, encouraging students to arrange their own time for English translation learning, breaking the limitations of time and space[10]. Additionally, teachers can also leverage information technology platforms to conduct specialized translation teaching, uploading systematic translation teaching knowledge on internet platforms, pairing it with related exercises, and interacting with students online, enriching the interactive experience between teachers and students, allowing teachers to continuously grasp students' learning progress, and enabling students to enhance their translation levels.

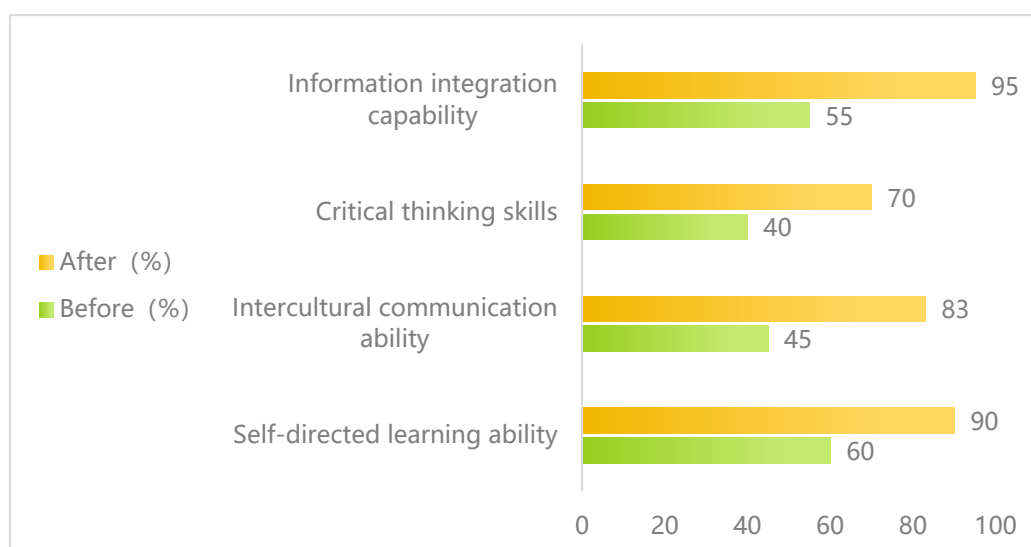


Figure 3. Changes in students' various abilities before and after the application of information technology

4. Conclusion

In the "Internet+" era, during the process of conducting English translation teaching work in universities, teachers should combine practical situations, fully leverage the advantages of the "Internet+" environment, use traditional teaching methods as a foundation, and integrate them with modern teaching concepts to provide high-quality educational services to students. To further enhance the quality of college English translation teaching, teachers should strengthen communication and interaction with students, understand students' learning statuses, encourage students to boldly provide feedback on teaching situations, and use this as a basis to adjust teaching methods, setting appropriate translation teaching innovation strategies. Additionally, reasonable use of modern information technology can effectively motivate students' enthusiasm for English learning, flexibly allocate English teaching time, enhance students' learning subjectivity, progressively improve students' English translation abilities, and contribute more high-quality English translation talents to national development.

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