

# On Chinese-English Translation Teaching by Multimedia

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**Abstract**—With the rapid development of technology and the teaching practice of modern foreign language, modern educational technology plays an important role in the teaching of foreign language. Multimedia instruction has already been a modernized and vertical teaching mode and instrument. As China tends to communicate and cooperate more with foreign countries economically any technologically and culturally, the requirements for translation talents grow increasingly with higher demands. However, current translation teaching of foreign language in china still hovers under good for the development of translation teaching currently and the training for translation talents. In this paper, the significance of multimedia environment on translation teaching will be discussed.

**Keywords**—Chinese-English translation; multimedia; language and culture

## I. INTRODUCTION

Presently, the communication and cooperation of economy, technology and culture between china and foreign countries become increasingly strong, so the requirements for translation talents grow with higher demands. However, current translation teaching in china still hovers under traditional mode inefficiently and tediously. Meanwhile among the disposition of courses of English specialty, the class hours for translation is on the low side with two class hours on average per week, which is bad for the development of translation teaching and the education for translation professionals. With the rapid development of technology and the teaching practice of modern foreign language, modern educational technology plays an important role in the teaching of foreign language. Multimedia instruction has already been a modernized and vertical teaching mode and instrument. Therefore, it is very necessary to make a study on the application of modern educational technology in translation teaching so as to change the plight of the teaching.

The alteration of translation teaching mode is not only the transformation of teaching instrument and improving the efficiency of teaching but also the innovation of teaching theory. It is a teaching mode to realize a shift from teacher-centered to student oriented; a shift from purely imparting language knowledge and skins to as well as nurturing the ability for practical use and learning independently .As a new

teaching mode and assistant instrument, the multimedia teaching can achieve the teaching method centering around students and transform the closed translation teaching mode which is teacher-centered. Passive and inculcating in a single - trace way. To an extent, the influence of teachers' personalities can be reduced on the teaching activities so that the translation teaching mode can be forged into active and bidirectional communication. What's more, the multimedia teaching can present the teaching content with expressive force of art and strong influence, which, trough providing impressive and vivid ambiguous of language culture, acts ass a catalyst to student's learning interest. All that would be helpful in capturing knowledge and culture. Students' ability of cultural comparison and cultural awareness, especially thee high cultural sensitivity .Multimedia teaching embraces the features of high information capacity, high information transfer capability, high efficiency and total opening, which can provide lingual material of high capacity for students in each unit of time .Thus the students are able to get information in multitude within the limited time. As a result the efficiency and knowledge of translation teaching and quality of talents' education will be greatly improved so as to gear to the development of the society.

## II. THE SIGNIFICANCE OF MULTIMEDIA ENVIRONMENT ON CHINESE -ENGLISH TRANSLATION TEACHING

Translation teaching of college is informative, and teachers need to show students a lot of Chinese language and culture instance. it is not possible to list substantial instances of language cultural phenomenon, and translate materials to deepen the understanding of Chinese-English language cultural differences in the limited time for students, neither of increasing translation ability in practice training , which just depend on teachers' written on the blackboard. But in translation teaching, multimedia aided teaching has innate advantages: in the multi-function classroom and a multimedia language laboratory, us the multimedia auxiliary teaching means about "computer plus projector plus big screen"; make full use of the teachers' own compiled courseware as well as a variety of audio and video to show stereo teaching content; through vivid visual and sound effects and intensive exchange of information, hold the attention of students; stimulate students' interest, achieve the detailed comparison of language and culture differences and translation practice ability training.

### *A. Intuitive and Effective Language Differences*

Lian Shuneng discussed in *The Comparative Study of English and Chinese*, "The experience of translation teaching and the research shows that the translation theory and techniques must be based on different based on the comparison and analysis of language and culture." English-Chinese translation of several basic principles and skills, such as Diction, conversion, amplification, omission, repetition, substitution, variation, inversion, division, combination, annotation, condensation, reconstruction, and tense, voice, tone, idioms, terminology translation, are centrally reflect the different characteristics of English and Chinese.

In English-Chinese translation teaching, it is inevitable to analyze and contrast Chinese-English vocabulary, Chinese-English sentences in specific and detail for students know to difference to the Chinese-English language in specific, intuitive way. English and Chinese are rich in vocabulary. Corresponding words in Chinese and English is the translation foundation of Chinese-English language, but many do not exist in the two languages of corresponding words. According to specific investigation, we can divide these into three categories, Chinese and English meaning completely corresponding feature, the Chinese and English part and vacancy.

In the Chinese-English sentence contrast teaching, ways of thinking of Chinese and western differences has had a huge impact on Chinese-English sentence structure, which form their own unique branch of the "left" structure and "branch" right structure respectively. The Chinese mode of thinking is that when talk about things, consider the environmental and the outer factors firstly, then consider specific things or central event. On the contrary, the thinking mode of westerners first consider center, then combined with peripheral factors.

The corresponding conditions of Chinese-English words and contrast of Chinese-English can be effectively presented to students through multimedia courseware intuitive. In addition, the Chinese-English contrast style, text style contrast, Chinese-English rhythm characteristic and influence on language, such as the above content of teaching for traditional translation teaching, which is an impossible task.

At the same time, the application of multimedia courseware can not only compare English and Chinese language more intuitive and effective, but also use repeatedly, constantly supplement, to enrich teaching contents and improve the efficiency of teaching and learning, teachers saving a lot of time and energy, which are the traditional translation teaching mode cannot compared with.

### *B. The Distinctive Cultural Comparison*

Edward Tylor, British scholar, put up forward in the *Original Culture* at the 1871 that the culture and civilization is a kind of combination which includes knowledge, religion, art, morality, legislation, and any abilities and habits of individual that are acquired by social members.

The representatives of the translate culture school are Susan Bassett and Andre Lefevere. Their masterpiece *Translation, History and Culture* points cultural position in translation and translation in the sense of culture. The basic

unit of translation isn't words, sentences or chapters, it is culture. Because of different regions, distinct languages and various influences on religion as well as philosophy received in the development progress, it's inevitable that Chinese and English will have conflicts in the intercommunication. As cultural bridge, translation plays an important role in the process of cultural inputs and outputs.

Recently, with the emerging of the culture studies achievements, to cultivate the cultural realization and to compare cultural differences between Chinese and English is an increasing attention. It's hard for teachers alone with textbook, blackboards, and chalk to expound vividly the native and related countries' differences in specific cultural phenomenon existing in the history, geography, politics, military, diplomacy, economy, culture, and local conditions. However, this problem can be solved easily in the multimedia.

For example, as a virtual animal, "Chinese loong" also named dragon in the English culture has distinct meanings in two kinds of culture. In the Chinese culture, dragon is a symbol of auspiciousness and prestige, an expression of national spirit, like succeed, bustling activity, elegant handwriting, and prosperity. In the feudal are, dragon symbolized monarch, such as emperor's countenance, health, and robe, etc., while in English it means evil and sinister. However, most of the west people have a worse command of the china and Chinese culture. They don't know the "long" isn't the dragon. Therefore, the name dragon's descendants will make these west people have a more severe negative comprehension and knowledge especial the occurring disagreements and conflicts. Due to mistranslation, several of Chinese-English dictionaries and textbooks adopt "dragon" as loong's explanation. In the multimedia, our teachers can show students pictures of "long" and dragon.

This method not only help students have a visualized view of the huge difference between "long" and dragon, but also cultivate their cultural sensitiveness during the translation progress. These approaches remove the misunderstanding and gulf of the national culture, and promote cultural exchanges and cooperation and cultural transmission smoothly.

Being a part of the culture, and affected by the culture all the time. Language is carrier and portraiture of the culture. Among the language, culture brands are everywhere. Translation teaching, with few lessons and amounts information, analyzes cultural elements of the language from the vocabulary, syntax, paragraph, chapter, pragmatic and style etc. Multimedia translation teaching possesses technical advantages that the traditional translation teaching can't be paralleled. The application of courseware of the multimedia mold a solid and visualized expression for students' language culture, deep understanding of the culture distinction of the English and Chinese, improve translating sensitivity in the communication between language and culture, and make it more effective in training students in the practice of translation ability.

### III. THE APPLIED SIGNIFICANCES OF MULTIMEDIA IN CHINESE - ENGLISH TRANSLATION TEACHING

Translation is an extremely practical course. Only by participating in the activities of translating personally can the students truly find their shortcomings. They will improve their translation level drawing on learning various translation skills along with partaking in translation practice. However, traditional and single teaching method not only influenced students' interests in learning to some extent but also constrained their enthusiasm of translation activity. Thus, it is hard to improve students' initiatives of learning. Meanwhile, teachers should pay much time and energy in teaching. But it is difficult to improve their ability only by teaching translation theory (theories), skills and little of exercise and finite exercises. In the light of advantages in theoretical basis of autonomous learning and foreign language translation teaching model with multimedia assistance, along with school's self condition, the author explored multiple styles by virtue of translation teaching with multimedia assistance in the translation teaching practice with the help of multimedia.

#### *A. Multimedia in Chinese-English Translation Teaching Classroom*

In Chinese-English translation teaching classroom, introduce the style characters of different texts and the basic knowledge of discourse with the help of multimedia in class. When all sorts of translation skills are explained, and different kinds of examples and the excellent translation was showed to students, the teacher can make full use of the disadvantages of considerable storage and strong visually brought by the multimedia in order to save the black-board writing. Besides, the teacher can choose different translation materials for students according to their reality. In turn, students can study by themselves paying more attention to their own personalities and interests, really fulfilling the individualized teaching.

#### *B. Multimedia and the revolution of teaching method*

Chinese-English translation teaching by multimedia has given rise to the revolution of teaching method. In traditional education, most of students' homework is some very limited and inflexible Chinese-English translation training set by the teacher. The teacher decides the content of translation and the training amount. The teacher will spend an enormous amount of time and energy to correct the homework though the effect is not very obvious. Some students even regard the remarks made by the teacher as no worthy of serious consideration and the interaction about homework is seldom made among students. With the help of multimedia, the teacher can require students to provide electronic homework in terms of different groups or all students as one on the basis of homework when setting homework. Then the teacher arrange these homework and make comments in class or send the feedback of homework comments to students through Email. For example, the writer once attempted to show different kinds of translations from students and required students to discuss, compare, and appreciate in class when explaining the beauty of translation. This method of making comments in class leave a deep impression on students and makes a common progress by

the interaction among students and the comparison of various translations.

#### *C. Multimedia and the Students' Translation Abilities*

Taking advantage of the characteristic of modern student's preference to communicate by Internet, through building translation forum, encouraging students to do translation exercise after class, teachers can communicate with students and translation enthusiast. Teachers can also give students guidance through Internet which is not limited in class. Teachers can share some decent translation website to students which not only broaden their exercise, given their access to different kinds of translation data, but also cultivate their ability of dependent learning.

#### *D. Multimedia and the Students' Professional Abilities*

The translation teaching methodology of multimedia assistance encourages students to exchange their own works of translation stimulates students' interests in study and develops their self-learning ability. For instance in the explanation of translation and culture the author once tried to let students to compare the cultural differences between China and Britain as well as making PPT and displaying the results of discussion in the class by grouping. These translation practice not only made students participate in them wholeheartedly but also offered students more chances of exchanging learning experiences in and out of class. More important the students majoring in English education will accumulate some experiences for the sake of working as a teacher and being engaged in teaching work drawing on making and showing courseware.

Translation teaching with multimedia network assistance is a major development in the reform of translation teaching. The creativities and limitations of exploring translation teaching with multimedia assistance help to develop translation teaching further and to cultivate students' ability of translation. Translation ability not only includes English and Chinese level of translators but also contains numerous factors beyond languages, such as the translators' grasp of context of translation materials, appreciation of original writers as well as writing styles and cultural understanding of source language countries along with target language countries. In the course of teaching, teachers should guide students to capitalize network resources to search the relevant knowledge of culture as well as background regarding translation materials positively and to broaden horizon. Meanwhile teachers should develop their translation ability in addition to teaching basic translation skills.

### IV. CONCLUSION

Translation teaching aiming to make full use of media technology and computer network technology, changing the odd single organizing pattern and teaching means of the translation teaching, setting solid and visual language culture condition. This new teaching model has a considerable significance in promoting cognitive ability, cultivating comparison capacity and cultural sensitiveness in English and Chinese language culture, and training translation ability in the practice. For the soaring population in the most of the academies, and the limitable educational resources, making

full use of the chance of the multimedia technology, and adapting the new teaching model are imperative. New teaching model plays an important part in representing combination of practice, culture, and interest principle in English teaching, making teachers and students more active, releasing the conflict of the lack of the teachers' resources, increasing the amounts information and teaching consequence of the translation teaching.

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