



English Translation Teaching Strategies in Colleges and Universities under the Thinking Mode of "Internet +"

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Abstract. With the background of the "Internet +" society, computer technology is gradually infiltrating into various fields of the economy and society. All industries are also innovating and exploring continuously. The effective combination of classroom teaching and information education can point out a new road for the future development of schools, and is also an effective extension and continuation of traditional regular teaching methods. In the era of "Internet+", the teaching mode of college English translation should actively change the educational concept, optimize the curriculum system, gradually introduce a completely new teaching model, integrate multimedia English teaching mechanisms into actual teaching, and conduct "MOOC" courses through the Internet carrier to cultivate students' autonomous learning ability and significantly improve students' English translation ability to achieve better teaching effects.

Keywords: "Internet +"; College English; Translation Teaching; Innovative Methods

1 Introduction

With the development of knowledge economy global integration and the deepening of international exchanges, the requirements for English translation ability are also growing. Therefore, college English translation teaching has also received more and more attention. In the big context of "Internet+", traditional college English translation teaching methods can hardly meet the modern needs. Fully utilizing the advantages of the network and new teaching methods of college English translation will be an issue that is currently being studied in depth [1].

2 Overview of "Internet +" Thinking Mode

"Internet +" refers to integrating Internet technology into various traditional industries to better develop the social economy. It is also a mainstream form of development in today's society. In related teaching, "Internet +" teaching methods can be integrated to

make teaching models progress accordingly with technological development and improve teaching resources through Internet platforms. The advantages of teaching the "Internet +" thinking mode are [2]:

First, innovating teaching modes. Since the introduction of the "Internet +" education concept, the direction of talent cultivation has changed to a certain extent: from traditional emphasis on students' academic performance and personal development, to comprehensive talent cultivation. Teaching methods and contents have been reformed. With the passage of time, students should actively learn some contents of the Internet, such as learning some media software and using some platforms, which are parts of information technology and can keep students abreast of the development trend of the times.

Second, optimizing the relationship between teachers and students. Teaching with "Internet +" as the background should break through the traditional concept of education and help teachers and students better convert roles between each other. This teaching method enables students to better communicate with teachers and improve the subject status. Teachers should improve their own thinking of education and choose suitable teaching methods on Internet platforms for corresponding teaching.

3 New Demands for College English Translation Teaching under the "Internet +" Thinking Mode

3.1 Fully Utilizing Information Technology

In the era of "Internet+", mobile networks and smart phones are ubiquitous. College English teachers can fully utilize their convenience to optimize traditional teaching models in translation classroom, i.e. efficiently using mobile terminal devices to guide students to collect learning resources in proper teaching contexts, so as to effectively inspire students' independent participation in text learning and interaction, and effectively promote the realization of translation teaching. In the era of "Internet+", college English teaching needs to effectively integrate "Internet +" technology into college English translation teaching, while using mobile terminals and rich online resources to assist students in successfully completing translation tasks. Therefore, teachers should make full use of information technology to improve English translation teaching [3].

3.2 Focusing on Effective Learning

The main purpose of the classroom is more efficient teaching. However, the traditional classroom teaching methods of preaching, imparting knowledge and dispelling doubts emphasize teachers' educating role too much while students' subjective initiative cannot be fully played. But in recent years, "student-centered" classrooms which are popular easily marginalize teachers and the effectiveness of student activities is not easy to achieve [4]. Chiu-fang Tseng puts forward the "Learning-centered Theory", which explains the theoretical system of "output-driven method". This theory integrates the advantages of traditional "cramming-style" classrooms and "student-centered" classrooms. Its emphasis is that "teaching must achieve teaching objectives and promote the

occurrence of effective learning." For College English translation classes in the era of "Internet+", the existence of classrooms is to provide a stage for effective improvement of students' translation ability, but it cannot exaggerate the role of student activities, especially the rational use of mobile terminal devices. Schools will adhere to the teaching theoretical core concept of "focusing on effective learning", implement the dual main body principle of teachers' classrooms, organizes teachers' classroom teaching functions and school extracurricular activities into an organic whole to jointly build an effective classroom environment for teachers. The purpose is not only to complete different teacher functions or school activity goals and a warm atmosphere, but also to make reasonable curriculum plans for the selected source languages by teachers, reasonably use mobile devices and everything to realize effective learning. In addition, "effectiveness" is also manifested in the integration of "learning and application". An embodiment of effective translation constructed by teachers and students together is that teachers pay attention to the perfect combination of "learning plans during learning" and "learning by using", always bearing in mind that only "useful" can be "effective".

3.3 Diversified needs for Interactive Activities

Both Kiraly and Colina discussed the development of communication skills in translation teaching. Kiraly defines communication translation skills as the ability to interact appropriately and effectively and actively participate in communication translation activities. Colina believes that teachers' guidance should promote and help students' translation through providing opportunities for students to participate in communication translation activities. Students must receive various inputs designed to cultivate translation techniques, including different communication situations, supervised mediation, different translation tasks, different repetitive feedback, etc. Although Colina mainly introduces teaching for professional translators, the concept of communication translation is similar to college English translation teaching. Based on the Requirements of College English Curriculum Teaching, undergraduate English classrooms aim to enable students to communicate efficiently in English in their future studies, work and interpersonal communication. College English translation courses should emphasize efficient interactive activities. Under the "Internet +" thinking, efficient interaction is not only manifested in face-to-face interactive activities, but also reflected in various online interactive activities based on various technical means [5]. By carefully designing various interactive activities both inside and outside the translation classroom, students can not only improve their translation skills, but also achieve the humanistic goal of "whole person education" theory. This is worth mentioning. There is interaction not only between students but also between teachers and students. How to effectively use mobile internet terminals to realize various interactive functions is a content that college English translation courses need to study.

4 The Current Situation of College English Translation Teaching

4.1 Insufficient Attention to Translation Teaching

In traditional Chinese education, the concept of language experiment teaching has been deeply rooted in the minds of students and teachers. Therefore, college English translation teaching is carried out under the guidance of this concept and has begun "assessing heroes by scores". The main goal of teaching is to have more students pass the College English Test Band 4 and Band 6, and the higher the student's score, the more excellent the student is deemed, and the better the teaching effect is considered. However, according to the regulations of the Chinese National English Level Test, translation issues only account for a small portion of all issues and have poor applicability. Schools cannot fully focus on translation teaching. College English textbooks often mix translation content with other issues and information points. It is not independent [6]. Although some textbooks contain some references to English translation in theory and skills, they only stay at the theoretical and skill levels without systematic and complete explanations. Therefore, English translation teaching is at a disadvantage in the whole college English teaching.

4.2 Disconnection Between Teaching Content and Practice

Due to the lack of updates and optimization of English translation teaching materials for many years, their contents are gradually aging, lacking creativity, failing to keep up with the needs of the times, gradually deviating from the direction of vocational training, and are even more difficult to meet the needs of the international situation. Translation teaching materials tend to explain English translation theories and standards, because the teaching content lacks practicality, targetedness and applicability due to being disconnected from practical application. In addition, although many textbooks have exercises after the translation topics, they only strengthen the vocabulary and grammar related to the articles. From the perspective of educational content, the content is dull and lacks novelty, making it difficult to arouse students' learning interests, affecting students' enthusiasm for learning English, and hardly significantly improving translation skills and qualities.

4.3 Narrow Channels for English Translation Practice

In the process of college English translation teaching, teaching and practice methods are mainly adopted to examine the educational effect. Therefore, it is necessary to provide diverse channels and methods for students to develop and cultivate reading skills, so as to cultivate more English translators facing the world. However, in view of the actual situation of translation teaching, the channels for English translation are still relatively narrow. Due to the certain gap in economic development between different regions in China, it is difficult to achieve high-quality and effective translation and talent training [7]. Different regions have different focuses and requirements for English

translation, which directly affects the construction of English translation practice in China. Due to the lack of smooth English translation channels, some undergraduates are time-constrained due to geographical difficulties, and only a small number of enterprises in surrounding areas can undertake English translation business; Although some universities have built a practical English translation platform for on-campus students, due to its formality and inability to fully demonstrate its significance and practical value, many on-campus students cannot effectively engage in social practice.

5 Innovation of College English Translation Teaching Model under "Internet +" Thinking

5.1 Establish a Sound English Translation Teaching System

In college English translation teaching, rational use of information technology is very important. It is also an important component of modern colleges. It not only can effectively improve classroom effectiveness but also to a certain extent improves students' learning initiative, which makes an important contribution to the effectiveness of English translation in classroom teaching. In addition, applying computer technology to college English translation classrooms can also create a unique and personalized atmosphere in the classroom, truly realizing teaching students in accordance with their aptitude. Different schools can find their own distinctive ways of English translation.

To respond to the requirements of the Ministry of Education and enhance the practical strength of English translation teaching in higher education in China, schools must reasonably utilize computer technology to provide students with reasonable and modern teaching models. However, due to the generally uneven level of English translation skills among current college graduates, if a systematic English translation teaching is adopted, it will not achieve the expected results. Therefore, English teachers in schools must choose a teaching model and carry out courses based on student characteristics. Firstly, students need to have a general understanding of students' English translation level and understand what they are good at and not good at in English translation activities, so that they can carry out translation projects with specific purposes or objectives at schools of English, while also trains their overall English translation level through real-time translation materials retrieved online with the help of information technology. This can more effectively inspire their subjective initiative and further improve their overall English translation level based on existing student capabilities. At the same time, it can also promote the application of computer technology in college English translation classrooms to a certain extent and promote sustainable development of computer technology in translation courses.

Based on the above analysis, we can draw the conclusion that applying advanced information technology to English translation classroom teaching has great advantages and breakthroughs the original framework of English translation classroom teaching in many ways. It can be seen that in the context of modern translation, cultivating college students' English translation skills and sensitivity is the most effective means and the only method. With the help of modern Internet technology, it can more effectively meet

the current needs of college students in English translation teaching and handle their resource situations and requirements in English translation courses in a more reasonable way, providing great support for cultivating their awareness of English translation.

5.2 Integrating with Multimedia Technology

With the advent of the Internet era, the relationship between information technology and teaching activities will become closer and closer. In the background of "Internet+", colleges should establish Internet thinking and integrate multimedia English communication teaching mechanisms into translation teaching to break through the traditional "cramming" teaching methods. Teachers in the context of "flipped classrooms" can not only highlight the main role of students, but also use multimedia and other teaching means to carry out English translation teaching activities to cultivate their autonomous learning awareness. Many undergraduates are interested in the basic content of English translation, but students are more willing to watch foreign films. Currently, teachers have understood the basic characteristics of English and used multimedia systems to show classic English films to students in class, while simultaneously displaying Chinese and English subtitles of the film on a large screen. Teachers can pause the video in time to explain the Chinese and English subtitles below. Gradually, students will have a deeper understanding of English translation and, with the correct guidance of teachers, they will gradually learn English translation methods to recognize the differences between Chinese and foreign languages and consolidate English translation skills. In addition, teachers can also collect audio files during their spare time and combine audio files with translation theories to help students grasp language and management knowledge more intuitively. These teaching methods can also create a paradise for students' autonomous learning without being too boring. Utilizing translation software translation can help students better practice and improve their practical ability and interdisciplinary translation ability. Such a teaching mode can not only better meet the demand for English translation talents in today's society, but also better cultivate the comprehensive ability of students so that they can better adapt to the future development of society. The specific process is shown in Figure 1.

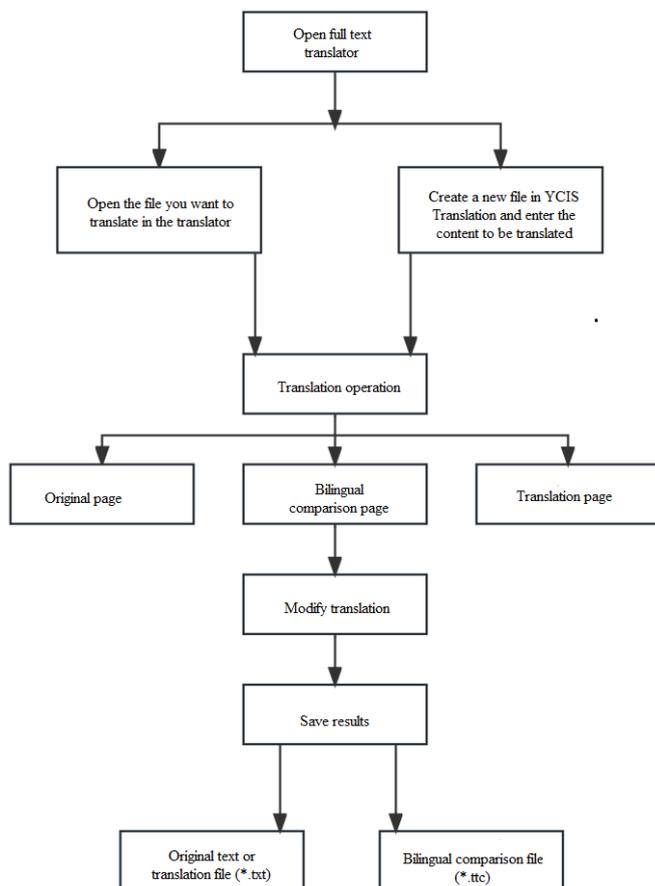


Fig. 1. Translation process using translation software

5.3 Improve Students' Autonomous Learning Ability

In college English translation teaching, teachers should fully recognize and respect students' subject status, cultivate students' autonomous learning ability, and systematically and purposefully form students' autonomous learning mode. In addition, teachers should also play a leading role: in the process of guiding students' active learning, grasp the timing, make appropriate guidance and suggestions, and combine students' active learning with teachers' positive guidance to enhance the effectiveness of the English translation course. Under the background of "Internet+", the English translation course will deploy various translation tools through knowledge network platforms, break through the regional limitations of course learning, and lead students to families, schools, communities and broader practice platforms to gain more learning abilities

related to English translation in the future Internet environment, improve students' communication skills and translation experience in correct social information. In addition, the English translation course should also break through time restrictions so that students can interact with teachers and other students after class to solve problems that students do not understand. For example, schools use platforms like QQ, WeChat, Weibo to set up English translation WeChat groups for students to communicate translation experiences, summarize translation techniques, etc. independently after class through the WeChat group.

6 Conclusion

In summary, under the guidance of the "Internet +" thinking mode, college English translation teaching should keep pace with the times, and English teachers also need to actively transform their thinking, develop and innovate English translation courses to further optimize the curriculum system and introduce entirely new teaching models, integrating multimedia English teaching mechanisms into actual teaching to train students' autonomous learning awareness and strive to improve the quality of English translation to promote students' all-round growth.

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