

Innovative Research on College English Translation Teaching under the Background of “Internet + Education”

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Abstract: “Internet + Education” represents a new trend in current educational development, providing novel opportunities for college English translation teaching. However, due to various factors, issues such as unsystematic teaching plans and inadequate utilization of digital resources arise in this context, seriously affecting the overall teaching quality. This article elaborates on the connotation of “Internet + Education” and its impact on English translation teaching, analyzes the problems in this process, and explores a series of optimization measures for reference.

Keywords: Internet + Education; English translation teaching; Impact; Problems; Optimization measures

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1. Introduction

English teaching is a crucial component of China’s educational structure. With the continuous development of economic globalization, the importance of English has become increasingly evident ^[1]. Society has also set stricter requirements and standards for English education ^[2]. Many colleges and universities have made adjustments and optimizations in talent training directions and teaching methods, focusing on cultivating English talents with comprehensive listening, speaking, reading, and writing skills. In this context, English translation teaching has received significant attention. With the rapid development of modern information technology, the “Internet +” pattern has gradually formed, covering every corner of people’s lives. College English translation teaching has also received new enlightenment. The college English translation teaching under the “Internet + Education” pattern not only expands teaching forms but also further enriches teaching content, creating a different teaching environment for students. Similarly, this new environment also poses significant challenges for English translation teaching. Innovating English translation teaching modes is imperative.

2. Overview of “Internet + Education”

“Internet + Education” is an essential component of the national strategy “Internet +,” representing the cutting edge of educational reform and development. It is a significant manifestation of educational informatization and a powerful engine for further promoting educational modernization^[3].

2.1. Connotation

“Internet + Education” refers to the deep integration of the “Internet +” paradigm with traditional education. It utilizes information technology, communication technology, and internet platforms to embed the internet into education and teaching management, innovating and developing traditional educational resources and methods. This integration aims to achieve visualization, intelligence, and data-driven education, forming a new educational landscape^[4].

2.2. Impact of “Internet + Education” on English translation teaching

2.2.1. More abundant teaching resources

The “Internet + Education” paradigm is built upon the foundation of the internet and information technology. The internet is filled with vast resources that teachers can harness when conducting educational activities. Based on the content of textbooks or teaching requirements, teachers can gather relevant information, materials, and cases from the internet. After screening and organizing these resources, they can enrich the corresponding teaching content. This not only allows students to acquire more knowledge and broaden their thinking and horizons but also enables them to align what they have learned with practical cases, deepening their understanding of knowledge and enhancing their ability to transform and apply it practically^[5].

2.2.2. More diverse teaching forms

Compared to traditional teaching methods, teaching forms under “Internet + Education” exhibit diverse characteristics. Teachers can utilize not only traditional methods like blackboard writing and oral instruction but also incorporate media-based teaching such as electronic screen projection, screen recording, micro-lectures, and MOOCs. This integration creates a teaching format that combines online and offline elements. Media-based teaching methods can complement the shortcomings of traditional teaching, breaking its limitations in time and space, and better activating classroom activities and stimulating student interest.

2.2.3. More autonomous student learning

In the “Internet + Education” paradigm, student learning shifts from passively receiving knowledge explained by teachers in the classroom to actively seeking out information based on course content. Guided by teachers or driven by translation learning tasks, students can utilize various platforms and software on smartphones, tablets, and the internet to find relevant materials and watch audio-visual learning resources. They can even communicate and discuss with others in related online educational software or platforms. This shift not only exposes students to more knowledge and broader horizons but also gradually enhances their autonomous learning abilities. It signifies a transition from passive to active learning, which is conducive to students’ more comprehensive mastery of translation knowledge and improvement in translation proficiency.

3. Analysis of problems in college English translation teaching under the “Internet + Education” model

College English translation teaching has traditionally focused on the translation of phrases and vocabulary, as well as the analysis of grammatical structures ^[6]. Teachers often provide detailed explanations on the cultural background of knowledge points and special usages of language when conducting related teaching activities. However, in the context of “Internet + Education,” due to teachers’ ongoing research and exploration of its concepts and integration dimensions, there are challenges in efficiently utilizing the Internet platform and related technologies in translation teaching. This has led to issues in teaching design and digital resource utilization.

3.1. Lack of systematic teaching plan

Current English translation teaching faces problems such as unclear objectives and an unsystematic plan ^[7]. The absence of a translation teaching plan in the teaching process results in students not attaching enough importance to translation learning, leading to a certain degree of blindness. College English translation courses urgently need the support of a dedicated curriculum system. Furthermore, with the expansion of college enrollment and the increasing number of college students, it is difficult for teachers to take care of all students in large classes. Therefore, when designing teaching activities, most teachers tend to rely on their own teaching experience, rarely considering whether the designed activities can meet students’ learning, development, and employment needs. Over time, this approach hinders the effective improvement of students’ English translation skills and the cultivation of comprehensive talents who can meet the needs of the new era.

3.2. Inadequate utilization of digital resources

English translation teaching in the “Internet + Education” paradigm requires the use of various information technologies and digital resources to meet the needs of informatization and intelligent teaching, ensuring that teaching activities are more aligned with the “Internet + Education” trend. However, observations of specific teaching activities reveal that digital resources are not being fully utilized. Firstly, there is currently no standardized and normalized teaching resource system, leading to regional developments and limiting the widespread applicability of digital resources available on the internet. Regional or textbook barriers are significant, affecting the transmission and sharing of high-quality digital resources and their application. Secondly, resources like online dictionaries or college English translation databases effectively support teaching activities. However, the teaching resources they cover are mixed, making it difficult for students to distinguish high-quality resources when utilizing them. Additionally, many English teachers are not proficient in using various information technologies or equipment, making it challenging to fully tap into their functionalities and effectively apply digital resources. For instance, although teachers may use multimedia, interactive whiteboards, and even artificial intelligence technology to conduct teaching activities, their application often stops at basic functions like “knowledge presentation” without recognizing how to utilize these resources to transform teaching structures or convert them into technical support. These issues indicate inadequate utilization of digital resources and the absence of a routine model.

4. Optimization measures for innovation in college English translation teaching under the “Internet + Education” model

College English translation teaching under the “Internet + Education” model is facing a critical juncture of

modernization transformation. Teachers need to adjust and optimize the current teaching material structure, teaching content, and activity forms and methods based on the present situation, making classroom teaching more efficient and enhancing students' interest in learning.

4.1. Optimizing teaching material structure

Teaching materials are a fundamental factor affecting the quality of teaching activities, as all teaching activities revolve around the content of the teaching materials. High-quality teaching materials are essential for cultivating high-quality talents. Therefore, schools need to further adjust and optimize the current teaching material structure. On the one hand, universities can integrate the wisdom and strength of all teachers and talents with relevant English translation experience in foreign-funded enterprises based on the original teaching materials. By combining updates in college English translation knowledge with their teaching and work experience, they can compile textbooks that align with contemporary characteristics and student needs. Simultaneously, they should deeply analyze translation theories and integrate basic theories, methods, techniques, and other content into the textbooks, appropriately incorporating elements like technology, economics, and the international situation to further enhance textbook quality, optimize the curriculum structure system, and lay a foundation for high-quality teaching activities. On the other hand, universities should also utilize the internet and related technologies to design online courses, incorporating extensive practical training courses and comparisons between Eastern and Western cultures to further strengthen students' practical application abilities and cross-cultural communication skills.

4.2. Enriching teaching content

Reasonable and adequate teaching content is the foundation for the smooth development of classroom teaching ^[7]. In college English translation teaching based on Internet + Education," teachers should fully explore and scientifically utilize network resources based on students' actual learning directions and needs, including educational resources and social hot topics on the internet. These resources should be integrated into the teaching content in an appropriate form to enhance its richness, ensure its contemporary relevance, and guarantee that students build a complete knowledge system, master different translation skills, and strengthen their practical skills while learning these contents.

For example, when explaining the content of "Winning is not everything" in Unit 5 of the third edition of *New Horizon College English* published by Foreign Language Teaching and Research Press, teachers can collect articles and videos about table tennis competitions, diving competitions, tennis competitions, and other sports from the internet. After integrating them, they can be projected onto an electronic screen and synchronized to students' terminal platforms, allowing students to read these articles and attempt to translate them on their own devices or the large classroom screen. This enables students to deeply understand reports from other countries on the athletic performances of Chinese Olympic athletes during translation, fostering cultural and patriotic sentiments.

4.3. Innovating teaching methods

The innovation and flexible application of teaching methods are crucial factors that affect the quality of teaching activities and student interest. Therefore, innovating and optimizing teaching methods is the most critical aspect of innovating teaching models. Through observations of the current teaching process, it is evident that teachers almost always apply information technology, and teaching informatization has become the norm. Based on this, teachers should fully explore and utilize information technology when innovating teaching methods.

For instance, after learning the text “Audrey Hepburn” from Unit 3 of the third edition of *New Horizon College English* published by Foreign Language Teaching and Research Press, teachers can recommend related film and television works to students based on the content covered and their mastery of the knowledge, such as “Roman Holiday” and “My Fair Lady.” This allows students to have a more specific perception of the actor Audrey Hepburn and a more direct experience of her works. Simultaneously, teachers can select a certain clip or pause on a dialogue of a protagonist, convert the subtitles into Chinese, and encourage students to translate them. Such a teaching format not only enriches students’ knowledge reserves but also enables them to exercise their listening and language sense during the process of listening and watching, thereby improving their oral proficiency.

Furthermore, when expanding the content of college English teaching, it may involve areas such as business, law, and technology. In such cases, to better help students master relevant professional terminology and its application, teachers can utilize AI technology to design specific business or legal scenarios to guide students in learning and mastering professional language. For example, a task of “developing a business contract” can be set, requiring students to select corresponding roles and act out the process of “drafting, discussing, and finalizing a business contract” between two companies. Finally, the teacher evaluates each student’s performance and summarizes their answers to achieve the expected teaching effect, enabling students to internalize the knowledge into their own translation abilities.

5. Conclusion

In summary, college English translation teaching under the background of “Internet + Education” has entered a new development period. In this stage, teachers should not only conduct deep and comprehensive analyses of the current teaching situation and existing problems but also innovate and explore teaching philosophies and methods using internet thinking and related technologies. This enables English translation teaching to closely follow the development pace of the times, comprehensively improve teaching quality, and cultivate non-English major students’ comprehensive abilities in listening, speaking, reading, writing, and translating.

Disclosure statement

The author declares no conflict of interest.

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