

# Innovation and Improvement of Translation Teaching of College English Curriculum in the New Era of Internet Plus

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**Abstract:** Aiming at the shortcomings of traditional college English translation teaching, this paper proposes an innovative research on the improvement of College English translation teaching in the new era of "Internet plus". By analyzing the problems in traditional college English teaching, it reflects the necessity of reforming teaching from the aspects of Chinese and foreign culture and outdated teaching materials. Using network teaching to penetrate the contents of textbooks and build an innovative teaching mode of "Internet plus", greatly promoted the translation level of English translation teaching, and achieved good teaching effect in classroom.

**Keywords:** College English; Innovation; Translation teaching

## 1. Introduction

The so-called "Internet plus" is a new economic form generated by the integration of Internet technology and other traditional industries. This form of economy integrates Internet technology with other industries and applies the advantages of the Internet to specific applications. In this context, the in-depth combination of Internet technology and traditional translation course teaching in Colleges and universities can effectively solve some practical problems existing in translation course teaching itself, give full play to the advantages of the Internet itself, and provide impetus for the development of translation course teaching [1-3].

In general, translation courses are offered in senior high school, and English translation course is regarded as the core course in senior high school. However, the arrangement of teaching hours, the requirements of teaching and the selection of teaching materials are different in different colleges and universities. In recent years, from the perspective of College English translation teaching research, many students are not satisfied with the effect of translation teaching, and think that it is not as effective as the translation practice in the intensive reading class, which requires our serious reflection. This paper analyzes the problems existing in College English translation teaching, explores the ways and strategies to solve the problems, studies the purpose of setting up translation teaching courses, the defects of teaching methods, the problems existing in each link of translation teaching, the application ability of English-Chinese translation of col-

lege students, the intensity of translation learning motivation, etc.; at the same time, it also explores the factors related to translation learners in translation teaching research. The research of these problems is the focus of the current foreign language teaching theory research in Colleges and universities. The book "the study of learner factors in translation teaching" written by Wu Guangjun has certain reference value and help for the study of College English translation teaching and the exploration of existing problems [4-5]. From the perspective of empirical research and quantitative research, this contemporary foreign language research cluster makes a thorough and detailed study of the learner factors in translation teaching in China. The author, focusing on quantitative research, preliminarily reveals the importance of the learner factors in the process of translation learning and describes the characteristics of the learner factors of translation learners in China. The author believes that learners' factors in foreign language translation teaching mainly include translation learning concept and strategy, translation learning motivation, translation metacognitive knowledge, cognitive style, translation learning attribution, and translation learning experience or level.

## 2. The Shortcomings of Traditional Translation Classroom Teaching in Colleges and Universities

### 2.1. The teaching concept of university teachers needs to be changed

In today's College English teaching process, due to the low score of translation test in CET-4 and CET-6, translation teaching has always been on the edge of being ignored. English classroom teaching often only focuses on the listening, speaking, reading and writing with high score, while teaching and Practice for English translation takes up little time, students' The translation foundation and translation ability of the students have not been improved and exercised, which requires teachers to first change their own teaching concept. In the normal teaching process, instead of focusing on the score of examinations, teachers should take the overall ability improvement of students' English as the guide, and put listening, speaking, reading, writing and translation in the same position for explanation, so as to improve their teaching Students' Comprehensive English ability.

### **2.2. The content of teaching materials is old, and the updating speed is too slow**

At present, there is no special English translation textbook to teach in the public English class of Contemporary Colleges and universities. The teacher will only explain some related translation methods and skills in the process of text interpretation. Even for specialized English translation majors, the content of the classroom translation textbooks used is often too old to keep up with the development of the times, because the publication of textbooks often takes a certain amount of time, so the content of the textbooks used in the translation classroom is often unable to reflect the current social hot spots and keep pace with the times. As we all know, language is developing and changing, and translation is developing with the change of language. Therefore, the updating of teaching materials is an urgent problem in translation teaching.

### **2.3. The teaching mode is single and tedious, and the interest needs to be improved**

In the current college English translation teaching process, the traditional teaching mode is generally that teachers teach specific translation skills and methods, then teachers arrange corresponding translation exercises for students according to the teaching content, and then comment and explain students' translation assignments according to the reference translation. This mode has been used by colleges and universities all the time. Although the teaching effect under this mode has certain effect, with the continuous influence of the Internet, this mode has gradually become a bit monotonous, and it is difficult to mobilize students' interest in learning. Therefore, how to improve the traditional teaching mode and increase its own interest is a problem that educators need to think about.

## **3. Understand the Cultural Differences between China and Foreign Countries**

The difference of ideology between China and foreign countries leads to many differences in daily life. With the improvement of China's comprehensive ability and its increasing international status, Chinese culture has gradually begun to move towards the world. At the same time, the exchanges between China and foreign countries are increasingly close. This requires a large number of translators to convey Chinese culture. Therefore, the demand for translation talents is increasingly urgent. But there are ideological differences between China and foreign countries, the most obvious of which is the great differences in festivals. There is a big gap in cultural beliefs between China and foreign countries.

In college teaching, students should be trained to analyze the differences between two cultures. If there is no contrastive analysis of language, there will be no differential expression, which will not improve the level of translation. If the translator can't feel the difference between languages in the sentence, he is restricted by the source culture of the language, especially in Chinese. In the daily college English teaching, we should implant some related language background teaching to increase the college students' perception of cultural differences. In teaching, we should also cultivate the students' perception of basic cultural literacy, which is of great help to improve the translation level of college students. However, in some college English textbooks, the arrangement of textbooks focuses on the improvement of reading and writing and other basic abilities, and does not implant the relevant language and cultural background. In the end, it can only lead to the difficulty of students' cross language learning. If they can't go deep into their language background, they can't translate authentic Chinese. The lack of relevant theoretical knowledge and background knowledge leads to the mechanization and stylization of translation.

## **4. Improvement and Innovation of College English Translation Teaching Mode in the Era of "Internet +"**

### **4.1. Use network teaching mode reasonably and effectively**

Under the development trend of "Internet +" era, the reasonable and effective use of network teaching mode is the focus of College English translation teaching innovation. Teachers should play a leading role. By using wechat, Tencent conference and other public platforms to combine MOOC, flipped classroom and translation practice teaching, they can make full use of these network platforms in translation practice teaching by building a network translation learning or teaching platform, build a

class learning group, and realize the teaching function and the interaction between teachers and students with the help of the platform function. The innovative mode of College English translation teaching has realized the dominant position of students, and cultivated students' autonomous and inquiry learning ability. Restricted by language sense factors, the improvement of translation practice ability often becomes the bottleneck of students' translation learning. The online interactive teaching mode based on wechat, Tencent conference and other public platforms builds a new space for students' mobile learning, which helps to reduce students' classroom anxiety and effectively improve students' translation practice ability. The application of MOOC in translation teaching attaches great importance to students' autonomous learning and opens up the process of interaction, participation, implementation of teaching and evaluation. Students can flexibly arrange translation learning according to their own time and reduce the cost of high-quality learning without the limitation of time and space. Flipped classroom makes translation teaching rich in forms. Before class, students consult relevant translation theory materials and watch videos by themselves. In class, teachers organize translation practice activities to answer questions and solve doubts for students. In flipped classroom translation teaching, students are not only explorers of knowledge, but also participants of learning and thinking. In the learning process, they independently sort out knowledge points, learn independently, ask questions, and teach. The teacher carries on the benign interaction, enhances the study efficiency, has really achieved the knowledge internalization and the absorption goal.

#### 4.2. The compilation of textbooks should be based on translation theory

The compilation of translation textbooks should be guided by translation theory. The compilation of textbooks should closely focus on the syllabus and fully reflect the spirit of the syllabus. Secondly, we should change the teaching mode of "Teacher centered" and "sentence centered"; the translation course should take the form of "intensive speaking and more practice"; in the translation teaching, we should strengthen the sense of discourse, through the analysis of the original discourse, students can grasp the meaning of each sentence from the discourse, which is helpful for students to break through the obstacles of macro understanding, and develop the combination of context to understand the grammatical features and semantic types of the translated sentence Habits.

#### 4.3. Change the form of test

In order to change the form of test, we can combine open and close test, and occasionally use non class test in

teaching practice can also achieve some significant results.

#### 4.4. It is also necessary to study the motivation of translation learning of college students and the influence of motivation intensity on translation learning

Translation learning motivation of college students not only has a strong value motivation, but also has a strong tool motivation. In order to improve the translation learning effect of college students, translation teachers need to strengthen not only their translation learning motivation, but also their value motivation.

### 5. Concluding Remarks

In College English teaching, the teaching of Chinese culture at the level of translation is not only from a single point of knowledge, but also from the cultural background of these countries to cultivate students' perception of the differences under different cultural backgrounds. Therefore, it is of great importance to deepen the understanding of language and culture and increase its perception of translation. Finally, it is necessary to study the translation learning concept and its development characteristics of college students. Many students generally agree that the concept of translation learning mainly focuses on translation learning strategies and motivations, and they do not quite agree with the self-concept and nature of translation learning. There is a critical period for the formation of the concept of translation learning of college students. The development of the concept of translation learning of college students is characterized by significant changes first, then tends to be stable, and finally gradually mature. At the same time, translation at the text level also affects the formation of College Students' translation learning concept, while translation at the sentence level has little influence on students' translation learning concept.

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