

Research on the application of information technology in college English translation teaching

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Abstract: In today's information-based society, the rapid development of information technology has had a profound impact on all walks of life, and the field of education is no exception. In college English translation teaching, the application of information technology is also considered to be an important teaching means and way. Through the introduction of information technology, it can provide students with broader learning resources and practical opportunities, and improve the quality and effect of English translation teaching. The purpose of this study is to explore the application of information technology in English translation teaching in colleges and universities, and to analyze its impact on students' learning ability and translation skills. Through the research, it can provide effective teaching strategies and methods for college English translation teaching and improve the teaching effect. In addition, it can also be used as a reference for the application of information technology in the teaching of other subjects and fields.

Key words: information technology; College English; Translation teaching; Teaching application

1. The relationship between information technology and college English translation teaching

(1) An overview of the application of information technology in teaching

With the rapid development of information technology, its application in college English translation teaching has been paid more and more attention. This section will outline the common application ways of information technology in teaching, including but not limited to multimedia teaching, network resource utilization and electronic courseware. Multimedia teaching is an important form of information technology application. Through the use of pictures, audio, video and other multimedia elements, teachers can display the relevant knowledge and skills of English translation more vividly and intuitively, and stimulate students' interest in learning. At the same time, multimedia teaching can also provide more abundant learning resources to help students better understand and master the main points of English translation.

In addition, the wide application of network resources has greatly expanded the boundaries of English translation teaching in colleges and universities. Students can obtain all kinds of materials related to English translation through the Internet, such as translated texts, translation tools and case studies. At the same time, students can also communicate and discuss with others through platforms such as online forums and blogs, draw nourishment from different viewpoints and experiences, and improve their translation skills. The use of electronic courseware has also become an important application of information technology in college English translation teaching. By making exquisite electronic courseware, teachers can organize and present the teaching content more clearly, and provide more intuitive demonstration and guidance through animation, charts and other ways. At the same time, students can also study and review independently according to the electronic courseware to consolidate the knowledge points of English translation.

(2) The influence of information technology on English translation teaching

The application of information technology has a positive impact on English translation teaching. First of all, the application of information technology makes English translation teaching more flexible and personalized. Students can make selective learning according to their own learning progress and needs, and communicate and cooperate with teachers and other students through interactive learning platforms to improve learning results. Secondly, the application of information technology makes English translation teaching more vivid and intuitive. Multimedia teaching enables teachers to make use of rich audio-visual resources to teach, and show translation skills and examples to students through audio, video and other forms, so as to help students better understand and master translation knowledge. In addition, the wide application of network resources also enables students to have a deeper understanding of the theory and practice of English translation through active exploration and interactive learning.

(3) The supporting role of information technology in students' learning of English translation

Information technology plays an important role in students' learning of English translation. Firstly, information technology provides students with more convenient and extensive learning resources. Through the Internet, students can access a wealth of translation materials and tools, such as online dictionaries, parallel corpora, etc., to help them understand vocabulary and choose words. At the same time, students can also make use of electronic courseware and multimedia teaching materials for self-study and consolidation review to improve their English translation ability. Secondly, information technology can improve students' interest and enthusiasm in learning. By means of multimedia teaching, teachers can create a more lively and interesting teaching environment and stimulate students' enthusiasm for learning. In addition, through network communication and collaborative learning, students can share their learning experience and exchange ideas with others, enhancing the interaction and sociability of learning.

2. Problems and challenges in the application of information technology in college English translation teaching

In college English translation teaching, the application of information technology faces some problems and challenges. This chapter will focus on the technical ability of students and teachers, the shortage of teaching resources and facilities, and the innovation requirements of curriculum design and teaching methods.

(1) The technical competence of students and teachers

In college English translation teaching, the technical competence of students and teachers is the key issue in the application of information technology. Many students and teachers lack the comprehensive understanding and proficiency of information technology, which poses a challenge to the effective use of information technology in English translation teaching. The key to solving this problem is to improve the IT ability of students and teachers, and to help students and teachers master the necessary skills through strengthening relevant training and curriculum.

(2) Insufficient teaching resources and facilities

The application of information technology in college English translation teaching also faces the problem of insufficient teaching resources and facilities. Many colleges and universities have limited investment in information technology equipment and teaching resources, which can not meet the needs of teaching. This limits the application degree and effect of information technology. To solve this problem, colleges and universities can increase the input of teaching resources, update equipment and provide a better network environment, so that teachers and students can better use information technology for teaching and learning.

(3) Innovative requirements for curriculum design and teaching methods

In the age of information technology, English translation teaching in colleges and universities needs to keep pace with The Times and adopt innovative curriculum design and teaching methods. The traditional teaching model can no longer meet the needs of students in the era of information technology. By combining information technology tools and resources, such as web translation tools and speech recognition software, more practical opportunities and the possibility of personalized learning can be provided. At the same time, teachers are also required to innovate in curriculum design and teaching methods, and actively explore teaching strategies combined with information technology to improve teaching results.

Therefore, in college English translation teaching, teachers need to pay attention to the technical ability of students and teachers, and strengthen relevant training and curriculum. Increase the input of teaching resources, update the equipment, and provide a better network environment; And innovation of course design and teaching methods, combined with information technology tools and resources, to provide students with better teaching experience and learning results.

3. The specific application of information technology in English translation teaching

(1) The application of computer-aided translation tools

In the era of highly developed information technology, computer-aided translation tools play an important role in English translation teaching. First of all, teachers will introduce some commonly used computer aided translation software, such as Trados, MemoQ and Wordfast. These software can help translators improve the efficiency and quality of translation, providing functions such as auxiliary memorization, term management and automatic translation. Secondly, teachers also need to conduct case studies on the application of computer-aided translation software in translation teaching. Through case analysis, teachers can deeply understand the specific application of computer-aided translation tools in practical teaching. For example, teachers can set up practice sessions for a specific course and let students use computer-aided translation software to carry out translation exercises to improve their translation ability and skills. In addition, teachers can also discuss the role of computer-aided translation software in improving students' autonomous learning ability and cultivating translation thinking through case studies.

(2) The utilization of network resources

With the popularization and development of the Internet, the use of network translation resources has become an important part of English translation teaching. First of all, teachers can outline some common online translation resources, including online dictionaries, translation communities, professional translation websites, etc. These resources can provide students with a wider range of reference materials to help them solve difficulties and problems in translation. Secondly, teachers can conduct case studies on the application of online translation resources in translation teaching. Through case studies, teachers can understand how students effectively use online resources for translation practice. For example, teachers can ask students to find an actual translation project from the Internet, and then complete the translation task and receive comments through interactive communication between online resources and the translation community. Such practical activities not only enable students to apply what they have learned in class to practice, but also cultivate their ability to cooperate and solve problems.

(3) The application of multimedia teaching means

The application of multimedia teaching means in English translation teaching is of great significance. First of all, teachers can deeply explore the relationship between multimedia teaching and English translation teaching. Multimedia teaching is characterized by its ability to present the translation process and skills more intuitively through various media forms such as images, sound and video. This provides a

more vivid and effective way of teaching, which helps students to better understand and master translation knowledge. Secondly, teachers can evaluate the practice and effect of multimedia teaching methods in English translation teaching. Through practice, teachers can use multimedia teaching methods to design translation cases and show the real translation process and skills. Evaluate students' understanding and application of multimedia teaching content, as well as the improvement of teaching effect. The results of the evaluation can further improve the teaching methods and content, and improve student achievement and satisfaction.

4. Evaluation of the impact of information technology application on English translation teaching in colleges and universities

In order to evaluate the impact of information technology application on college English translation teaching, teachers need to choose appropriate evaluation methods. One common method is to quantify the change of students' academic performance. By comparing students' translation scores before and after the application of information technology, teachers can assess the effect of the application. In addition, teachers can also use questionnaires to collect students' opinions and feedback on the application of information technology in translation teaching. Teachers can design a questionnaire to ask students for their opinions on the information technology tools used and whether these tools contribute to their learning and understanding. By analyzing students' responses, teachers can gain insight into their acceptance of technology and attitudes toward its application. By comparing students' translation scores before and after using information technology applications, teachers can assess the impact of these applications on students' grades. Teachers can choose some indicators that can be quantitatively analyzed, such as average grades, pass rates, etc. At the same time, teachers can also observe whether students have better translation skills and understanding ability after using information technology tools. For example, teachers can compare students who use information technology tools with those who do not, to see if there is a significant difference in their average scores. Teachers can also conduct a correlation analysis between students' grades and how often they use different types of information technology tools to explore the impact of different tools on student grades.

5. Conclusion

The application of information technology has become a hot research field in college English translation teaching. The purpose of this study is to explore the application effect of information technology in college English translation teaching, and to put forward suggestions for future research. However, this study also identified some problems and challenges. The application of information technology in college English translation teaching has positive effects and potential. However, for teachers and students, it is necessary to strengthen the understanding and application ability of information technology. Future research can further explore the best practices and effective strategies of information technology in English translation teaching to promote the improvement of students' translation ability.

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