The Construction of English Translation Teaching Mode in Internet + Era

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Abstract

with the continuous advance of globalization, English translation as a direct medium of communication with the outside world is becoming more and more important. Moreover, in the era of Internet +, there is a growing demand for high-level, high-quality English translation talents among the society. And more stringent requirements for college English translation teaching have been put forward. However, during the current college English translation teaching, the Chinese-to-English translation by college students is usually of a chinglish style, while the English-to-Chinese translation is usually with a European color. Therefore, this article first analyzes the problems existing in the traditional English translation teaching, and put forward the innovative CLP teaching mode, namely the cultural (Culture), Language (Language), Practice (Practice) based on the characteristic of the Internet+ age. This paper also uses binary discrete selection model to verify the validity of CLP mode. The empirical results show that the CLP mode is of a strong level of practicability.

Keywords: Internet +, English Translation, Teaching Mode, Construction.

1. INTRODUCTION

1.1 Literature Review

How to make full use of the Internet in the era of Internet + to get a more ideal teaching effect is a major concern of many colleges. In this context, many Chinese scholars have combined the Internet to study English translation teaching. Gao Jun and other scholars think that college English translation teaching should use MOOC, Microlecture, Flipped Classroom, WeChat and other Internet teaching means, enabling the students to master the translation skills more effectively, so as to deal with future job requirements (Gao et al., 2017). Zhou Xiaochun proposed that in the context of the Internet, the reform and innovation of education in foreign languages will be no doubt be combined with network information technology, so as to promote the cultivation of foreign language talents (Zhou, 2017). Wang Xuequn thinks that the era of Internet + has promoted the application of network information technology in the teaching process, which provides a wider space for the development of flipped classroom which is mainly supported by Internet information technology. With the situation changing, translation teaching is also confronted with the mission of The Times (Wang, 2016). Niu Xiaohan proposed that the innovation of college English translation teaching mode under the context of Internet + is not only the new development direction of translation teaching, but also the effective development of the traditional teaching mode. Under the context of Internet +, the innovation path for college English translation teaching mode is the optimization of college English curriculum system, the introduction of multimedia English communicative teaching mechanism, initiating the students' autonomous learning mode, setting up a network platform, developing Microlecture resources, and improve the quality of college English translation teaching (Niu, 2017). Liu Xingfeng thinks that under the Internet + horizon, colleges should take advantage of the Internet platform, information and communication technologies, combine the Internet and the traditional translation teaching, starting a reform in translation teaching, realizing the deep combination of online and offline teaching, creating new teaching modes (Liu, 2014). However, most of the existing researches put emphasis on the current situation of English translation teaching, and put forward corresponding strategies. The teaching mode establishment is seldom studied. Based on the above study, this paper fully explores the feasibility and the necessity of English translation teaching mode establishment in the era of Internet +. And the establishment of a concrete mode is put forward to address the status quo of college English translation teaching.
1.2 Purpose

Translation is an important part of college English teaching, and the study of translation courses can help improving students’ interest in English learning and improve their overall English skills. However, the current college English translation teaching has not received sufficient attention. Many English-major graduates do not have the ability to understand foreign language information. The above-mentioned problems make college English translation teaching facing great difficulties and challenges. With the arrival of the era of Internet +, the English translation teaching in colleges is experiencing new development opportunities. So the study on English translation teaching mode in Internet + era have important significances in promoting college English translation teaching reform, setting reasonable English translation course, and improving the teaching level of teachers (Lei, 2013). The purpose of this paper is to improve the efficiency and quality of English translation teaching in colleges and to train professional translators who will meet the practical needs of society. For this purpose, a new teaching mode of English translation teaching is established in this paper by analysing the problems existing in the traditional English translation teaching model.

2. PROBLEMS EXISTING IN THE TRADITIONAL ENGLISH TRANSLATION TEACHING MODEL

As a matter of fact, translation is not only a tool for English teaching, but also an important part of English teaching. But at present, due to the fact that the school and the Teachers pay little attention to the students' English translation teaching, the material guidance is not sufficient, which seriously restricts the improvement of students' English translation level (Li, 2011). In addition, English translation classes are limited in time and the proportion is very small. It is easy for English teachers to neglect the training of students' English translation ability. By now, most of the college English course adopts comprehensive tutorial on training students in translation, but because translation exercises in the comprehensive tutorial only addresses the vocabulary and sentence structure of the text, the ductility translation training effect is not very obvious. Usually, it is the teacher who assigns the translation exercises, corrects and marks the mistakes, and provides the reference translation. This kind of teaching mode is detached from the real communication context, so it becomes a one-way knowledge communication between the teacher and the student, and the student will not be able to draw inferences (Lu, 2016). In addition, in the process of college English translation teaching, more English teachers are conservative in teaching ideas. Usually they will not promote the use of modern translation tools or even objective to the use, which greatly affects the students' enthusiasm for translation studies.

3. THE CONSTRUCTION AND EVALUATION OF ENGLISH TRANSLATION TEACHING MODE IN AN ERA OF INTERNET +

3.1 The Construction of English Translation Teaching Mode in an era of Internet +

In this paper, combining with the characteristics of Internet + era, and based on the current English translation teaching situation, the innovative CLP teaching mode which combines Cultural (Culture), Language (Language), and Practice (Practice) is put forward. The new teaching mode has such characters as high efficiency, knowledge integration, and strong practicality. And it is an effective mode of talent training, which is helpful to improve the teaching effect and the students' knowledge application level.

3.1.1. CLP English translation course system setting

In the era of Internet +, combining the characteristics of Internet + and exploring effective curriculum setting, is an important task for college English translation. More consideration should be given to the practicality of translation, developing professional English translation talents, and improving students’ learning ability in vocabulary, grammar and culture. Particularly speaking, colleges should strengthen students' theoretical study of Chinese-to-English translation in translation courses (Zhen, 2015). At the same time, in the translation course teaching, the translation of foreign language teaching and foreign language teaching should be differentiated, the teaching method and the principles of English translation should be changed, and there is essential difference between the aim of translation teaching and foreign language learning, so different problems should be treated in different ways.
3.1.2. The Teaching Cultivation of CLP Translation Teachers

As the main subject of English translation teaching, teachers’ quality determines the advance speed of English translation courses. Therefore, colleges should strengthen the training of internal teaching staff, transform teachers’ traditional education concepts and improve the teaching ability of teachers’ English translation. Especially in the era of Internet+, higher requirements should be put forward by colleges for teachers of English translation courses (Gao, 2016). In the process of delivering knowledge to students, teachers should use various multimedia platforms and possess their own experiences and opinions. This requires teachers to learn more about translation theory and teaching skills after class. In addition, teachers should encourage the participation of students in English translation studies in practical translation teaching, so that they can gain something in class.

3.1.3. CLP Teaching Method Selection

In the era of Internet+, students can master the grammatical structure and vocabulary according to different contexts in the process of English translation. At the same time, through the translation of different materials, it is helpful for students to understand foreign culture, promote students' mastery of multicultural, and improve their English level in a comprehensive way. At the same time, we can introduce more about the differences between Chinese and western cultures so as to promote more effective translation among students in different cultural backgrounds. In addition, teachers can introduce WeChat, Weibo and other network platforms into teaching, which can effectively improve the teaching effect of translation (Lu, 2016). The teacher should register a learning account on the WeChat and require all the students in the class to participate in the learning group. The teacher should also ask students to create their own WeChat discussion groups for the relevant discussion activities (Zhao, 2016), teachers can design different assignments for students to complete according to the syllabus of each translation course. Students can make video upon the assignment and submit it onto WeChat public platform (Chu, 2016). In a word, in the era of Internet+, using weibo, We Chat to conduct foreign language teaching and interaction, not only improves the first classroom teaching efficiency, but also increase the students' interest and participation. And at the same time, it also can help students to timely grasp new knowledge in today's highly information-based times (Li, 2016).

3.2 The Evaluation of the English Translation Teaching Model of Internet + era

If there are only two options for explanatory variables, it is called a binary selection model. This paper will adopt the binary discrete selection model to make an empirical study on the CLP teaching model.

Firstly, the econometric model is established:

\[ Y = X\beta + \mu \]  

(1)

Among the above, if the CLP teaching mode is selected in Y, the observed value is 1; if the CLP teaching mode is not selected, the observed value is 0. By definition, this is a binary discrete choice problem. Xis the explanatory variable, which contains the object of the study and the properties of the selected subject.

In the equation (1), for \( Y_i = X_i\beta + \mu_i \),

Because \( E(\mu_i) = 0 \), you can get

\[ E(y_i) = X_i\beta \], if you decides that \( P_i = P(y_i = 1) \)

\[ 1 - p_i = (y_i = 0) \].

Then

\[ E(y_i) = p(y_i = 1) = X_i\beta \]  

(2)
In the equation (2), the most extreme right side may exceed the range \([0,1]\). \(P(y_i = 1)\) is the probability value, which should be in the interval \([0,1]\), so the equation (2) is contradictory.

In addition, the random error term

The random error term with this structure is obviously heteroscedasticity. Therefore, in order to estimate the binary discrete selection model of teaching mode, this paper establishes a stochastic utility model of teaching mode selection.

If the teacher chooses the CLP teaching mode, the utility is \(\mu^1\), among which, the superscript mark represents the selected results and the subscript mark represents the sequence of individual \(i\). This utility is a random variable and is explained by the attributes of the teacher’s own attributes and the CLP teaching pattern, so there is

\[
U_i^1 = X_i\beta^1 + \epsilon_i^1
\]  

(3)

If the teacher does not select the CLP teaching mode, his utility is \(\mu^0\), among which, the superscript mark represents the selected results and the subscript mark represents the sequence of individual \(i\). This utility is a random variable and is explained by the attributes of the teacher and the attributes of the teaching model, so there is

\[
U_i^0 = X_i\beta^0 + \epsilon_i^0
\]  

(4)

In formula (3) and (4), the effect of teacher selection or non-selection of CLP teaching mode is not predictable. But the corresponding observation value can be obtained, namely whether the result of selection is 1 or 0. Through this selection, it is possible to determine effect when the teacher is selecting or not selecting CLP teaching mode. If the corresponding observation value is 1, then the effect of teacher selecting CLP teaching mode is bigger than that when the teacher is not selecting the mode. So the teacher should select CLP teaching mode.

(3) formula-(4) formula
to get

\[
U_i^1 - U_i^0 = X_i(\beta^1 - \beta^0) + (\epsilon_i^1 - \epsilon_i^0)
\]

It could also be written as

\[
y_i^* = X_i\beta + \mu_i^*
\]  

(5)

Formula (5) is a binary discrete selection model, with each factor representing the interpreted variables, explanatory variables, waiting estimation parameters and random error items respectively for the model.

The probability of teacher selection:

\[
P(y_i = 1) = P(y_i^* > 0) = P(U_i^* > -X_i\beta)
\]  

(6)

Then, the maximum likelihood estimation method is adopted to estimate the binary discrete selection model, and the probability distribution of random error item \(\mu_i^*\) is normally distributed.

The probability distribution function is:
The probability density function is:

\[ f(x) = (2\pi)^{-\frac{1}{2}} \exp\left(-\frac{x^2}{2}\right) \]  

(8)

Based on the above model analysis, this paper selects the sample data of English translation teaching in some colleges in this city.

The effective sample data is 20 in number, and then the empirical analysis is carried out. The estimated results are shown in Table 1:

**Table 1 Evaluation Model of Teaching Mode Selection**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient of estimation</th>
<th>Standard deviation</th>
<th>Z-Statistical magnitude</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant items</td>
<td>-5.392033</td>
<td>2.384643</td>
<td>-2.837462</td>
<td>0.0138</td>
</tr>
<tr>
<td>Translation level</td>
<td>1.636463</td>
<td>0.736462</td>
<td>2.367223</td>
<td>0.0163</td>
</tr>
</tbody>
</table>

From the table above, we can get

\[ y^* = -5.392033 + 1.636463x_1 \]  

(9)

As you can see from the formula (9), this means that the increase of \( x_1 \), will increase the probability of the reaction. At the same time, the higher the translation level of the teachers, the higher the probability that the teachers will choose the teaching mode established in this article.

3.3 Verification Analysis

The following is a practical verification analysis of the teaching mode proposed above, which mainly uses the Probit binary discrete selection model to make estimation and analysis. The sample data is from the student achievement data of our English major, and the effective sample is 50 in number.

Set the model as \( y = \beta_0 + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \mu \)

Among them, the explanatory variable \( y \) is the qualitative variable. Whether the performance gets improved after receiving new teaching mode: if improved to 1; Not improved to 0; Explanatory variable refers to whether to accept CLP teaching mode; If accepted as 1, if not accepted as 0; \( x_2 \) is the average score of all students’ courses; \( x_3 \) is the test score of the translation course (Huang, 2017).

The estimated results are shown in Table 2:

**Table 2 The effectiveness model of new teaching model**

<table>
<thead>
<tr>
<th>Variables</th>
<th>Coefficient of estimation</th>
<th>Standard deviation</th>
<th>Z-Statistical</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Constant items</td>
<td>-38.93847</td>
<td>16.47524</td>
<td>-3.042540</td>
<td>0.0031</td>
</tr>
<tr>
<td>( x_1 )</td>
<td>2.254478</td>
<td>1.245212</td>
<td>2.136545</td>
<td>0.0242</td>
</tr>
<tr>
<td>( x_2 )</td>
<td>0.184722</td>
<td>0.068542</td>
<td>2.745324</td>
<td>0.0065</td>
</tr>
<tr>
<td>( x_3 )</td>
<td>0.375412</td>
<td>0.135421</td>
<td>3.002455</td>
<td>0.0026</td>
</tr>
</tbody>
</table>
Namely, \( y_t = -38.93847 + 2.254478x_1 + 0.184722x_2 + 0.375412x_3 \)

From the estimated coefficients of explanation variable of the model are all positive we can see that, the new English translation teaching mode put forward in this paper, with a strong practical value, has a better probability of improving students' achievements than the probability of not to accept the new teaching mode, which can improve the students' academic performance, so as to improve students learning interest and confidence in English translation. It can be widely promoted in colleges all over the country.

**4. CONCLUSION**

To sum up, with the continuous development of science and technology, computers and the Internet has gradually spread to every part of our life. Every area of the society is under the influence of the Internet. Translation teaching in college must also conform to the situation of this era, and update the teaching mode in a timely manner. And the reasonable use of Internet technology in college English translation teaching can effectively integrate learning resources and create a favorable learning environment for students. Thus, this paper established a new English translation teaching mode of the Internet + era, and made evaluation on its effectiveness. The evaluation result shows that the new teaching model can effectively integrate learning resources, forming an open mode of the teaching and learning, creating more convenient and interesting learning environment for students, to cultivate the practical translation talents needed by the society. It is believed that in the near future, the college English translation teaching model established in this paper will be widely used in college all over the country.

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