

# Research on English Translation Status and Diversified Teaching Practices against the Network Background

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**Abstract:** The rapid development of Internet technology has brought both opportunities and challenges to the current English translation teaching. In the development of English translation course, it is necessary to grasp the teaching development trend in the network environment and promote the diversified development of English translation. There are still many problems in the current English translation teaching in colleges and universities. In the actual teaching process, the teaching method of teachers is simple and ignores the student's dominant position, therefore the student's enthusiasm is not high. The teaching methods are also relatively singular, lacking the integration with network-based information technology. In addition, the evaluation of curriculum teaching also lacks creativity, and a diversified curriculum assessment system has not been formed. In this regard, this article mainly introduces the theory of diversified teaching, points out the problems in English translation under the network background, and analyzes the teaching strategies of diversified English translation.

**Keywords:** Network Background; English Translation; Diversification; Teaching

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Considering the English translation course, it requires relatively high theoretical and practical necessities that need students to have a solid English language foundation. In the current practice of English translation teaching, there are outstanding problems that need to be resolved by actively exploring Diversified English teaching strategies.

## 1. Diversified teaching theory

The theory of diversification was first proposed by the American philosopher Feyerabend who proposed that Diversification is to reject unity nor arbitrariness but to emphasize the importance of openness and innovation. In the teaching process, the theory of Diversification is to emphasize multiple perspectives and orientations, adhere to three-dimensional thinking and multi-directional thinking in teaching, and explore the application strategies of multimodal teaching models<sup>[1]</sup>.

Carrying out diversified teaching in English translation courses requires teachers to be able to build an integrated course teaching system, pay attention to the combination of theory and practice in teaching, and continuously encourage students to improve their English translation skills in practice and exercise. The combination of the traditional curriculum teaching model and the network teaching model should be realized to promote curriculum teaching reform and cultivate more high-level English translators with comprehensive skills and abilities<sup>[2]</sup>. To achieve this objective, the teachers should deepen English translation teaching reform and actively explore effective curriculum teaching diversification strategies. In this process, teachers also need to pay attention to continuously improve students' knowledge acquisition and practical capabilities, help them lay the foundation for English translation, and explore approaches that adapt to the current English translation market.

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## **2. Problems in English translation teaching**

### **2.1 Stereotyped teaching methods**

In the current English translation teaching, the most commonly used teaching method of teachers is the traditional class teaching system with fixed teaching methods and teaching steps. In class, teachers occupy the dominant position, and students are passive and less motivated. Students lack interest in this step-by-step English translation study so that their learning efficiency is difficult to improve. At this moment, there are actually many teaching methods that can be applied in English translation courses. However, because of the traditional and stereotypical thinking of teachers, they have not paid enough attention to new ideas and methods, which results in few applications and attempts of the new teaching in the practice of translation courses.

### **2.2 Stereotyped teaching approaches**

In actual English translation teaching, most teachers adopt a relatively simple teaching method for the moment. The teaching tools used in the classroom are mainly textbooks, blackboards, and chalks, to write down the knowledge of English translation<sup>[3]</sup>. At this stage, the application of information technology and equipment in English teaching has shown a growing trend, but in English translation teaching, teachers have relatively few applications and attempts of this teaching form. The single form of curriculum teaching leads to the result that students lack interest in learning. It is difficult to use diversified teaching methods to integrate more translation teaching techniques for students, nor to promote students' English translation horizons, which is not conducive to promoting the improvement of students' English translation learning efficiency.

### **2.3 The simple teaching evaluation subject**

At this stage, in the evaluation of English translation, the main evaluation subject is the teacher. The final English translation learning achievements of the students are mostly determined by the teacher, as the teacher is the only evaluation subject in the evaluation. The result consists of the students' English final exam and Regular grade<sup>[4]</sup>. However, in the final grades, the students' final exam scores occupy the main part. The main body of such teaching evaluation in English translation courses is too simple, and the evaluating indicators are also lopsided. It is difficult to reflect the students' true English translation level and cannot provide effective information feedback for the applied translation course, which is not conducive to the further improvement of translation teaching by English teachers nor scientifically developing English translation teaching reform strategies.

## **3. Diversified teaching strategies for English translation under the network background**

At this stage, the popularity of Internet applications is rising, which profoundly changes the way people study and work. It also brings a brand new impact on the development of teaching work. In the context of Internet development, progresses in English Translation teaching are playing an important role in promoting the realization of the diversified teaching objectives of English education.

### **3.1 Utilizing Internet sources to promote innovation in English translation teaching**

The application of the Internet in English Translation provides new guidance for the teaching of daily translation courses. With the help of the online teaching platform and resources on the Internet, teachers can bring new methods and ideas to the course teaching. They can use online teaching resources to help students prepare for the English translation course in advance. In classroom teaching, teachers can also apply relevant information-based course-ware to assist in instructions. After class, the accomplishment of classroom teaching can be strengthened and developed through extracurricular exercises and interactive communication with students, to explain to students where they have not understood, answer questions from students, and promote the continuous improvement of students' English translation abilities<sup>[5]</sup>.

The "University English Translation" course can use this method to carry out actual teaching. For example, when learning the translation theory of English-Chinese translation master Yutang Lin, teachers can first assign some translation works by Lin Yutang's for students, select representative translation masterpieces, and ask students to preview before class. In class, students can use different course-ware to study different translations of the same sentence by different translators, study the characteristics of translations and compare which is better, then read the sentence translated by Mr. Lin Yutang. They should also summarize the advantages of a successful translation to learn English translation methods effectively. After class, teachers should assign online translation reading and training for students and require them to complete homework regularly, so that teachers can modify their works online and point out their mistakes in time. Online explanations and guidance can also be provided for students, to help students correct mistakes in time and improve their learning efficiency. Such a learning process is more flexible and active to make students conveniently preview and review before and after class. Thus, students' learning enthusiasm and initiative will be significantly improved. At the same time, the efficiency of classroom learning will also be continuously improved. The application of the Internet and technologies in English translation teaching can effectively promote the innovative development of teaching methods, attract students' attention, and promote the continuous improvement of their learning efficiency.

## 3.2 Promoting the innovation of English translation teaching by the application of network

At present, teachers can also use information-based teaching equipment and tools to make changes in the traditional stereotyped teaching form, break through the limitations of the classroom, and provide students with personalized English translation learning guidance in the English translation teaching. Mobile terminal devices can help teachers and students achieve online interactive learning because online courses can be carried out anytime anywhere. The platform can also provide special guidance for individual students, making the English Translation learning more targeted regarding students' individual aptitudes. In this way, students can meet their learning goals even on holidays. For example, during the National Day holiday, teachers can ask students to learn some translations related to the Chinese traditional festival Qixi from the "University English Translation" course. The Chinese Qixi Festival is translated as the TANABATA festival, which is similar to the English (Saint) Valentine's Day (February 14th). By learning the names, traditions, and origins of different festivals at home and abroad, students have opportunities to use both English and Chinese to tell the stories of festivals.<sup>[6]</sup> Through the study of festivals translation of foreign and Chinese festivals online, they can understand the cultural differences among countries. Such web-based instructions can meet students' learning needs for English translation, allows students to expand their knowledge, and help them learn about the festival cultures of different countries. This also plays a positive role in expanding their scope of knowledge and inspiring their interest in learning.

In addition, the new form of teaching also realizes the integration of learning resources and guidance from teachers, and the optimal allocation of high-quality educational resources. Students can get chances to communicate with language education experts abroad face-to-face to practice their oral English to improve their comprehensive translation skills and literacy.

## 3.3 Promoting the diversified teaching evaluation by the application of network

With the help of current online teaching platform, the information-based teaching model is applied to English translation teaching, which can effectively record the learning performance of students. The new teaching model takes the preview, classroom performance and completion of homework, etc. into consideration, provides students with scientific, comprehensive and diversified assessment, and let students see their learning status in time. On the other hand, teachers can also recognize their deficiencies in teaching based on the teaching evaluation from students to provide effective guidance for teaching reform. The diversified English translation learning can be carried out through the application of the Internet, so that teachers, students, and education experts can all take part in the English translation education to first achieve diversification of participants. Meanwhile, diversified teaching can also integrate high-quality translation teaching resources at home and abroad to realize the diversified application of teaching resources. In addition, textbooks, multimedia, network, etc. need to be utilized comprehensively in the actual teaching process to achieve diversified teaching approaches. The diversification of Evaluation goals can be achieved through the participation of diversified subjects. These are of great significance to the teaching of English translation.

## 4. Conclusion

Under the network background, the realization of diversified teaching of English translation courses is essential for the cultivation of qualified English translation talents. In this regard, we need to recognize the shortcomings in English translation teaching as soon as possible and actively take effective measures to promote the continuous improvement of teaching quality of the course to promote the goal of diversified teaching.

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