

# Reflections on the Teaching Model of English Translation in Higher Education Institutions Based on the Network Environment

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**Abstract:** At present, English translation teaching in domestic colleges and universities still faces many problems, such as backward teaching concepts, outdated teaching contents and lack of relevance in teaching mode. Therefore, to a certain extent, it restricts the improvement of English translation ability. On this basis, teachers should take the initiative to use computer information technology to reform and improve the teaching of English translation in order to improve the effect of English education in universities. In terms of improving students' English translation ability and teachers' English translation ability, the online environment has more significant superiority, so teachers should pay attention to the classroom design and effectiveness of the lectures in order to improve the overall quality of students.

**Keywords:** Network environment; College english; Translation teaching

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## Introduction

With the rapid development of science and technology and social economy, people's demand for English translation talents is increasing day by day. In this situation, all colleges and universities are beginning to pay attention to English translation, in order to cultivate better English translation talents. Colleges and universities must improve the education level of English translation. According to the current situation and the actual situation of college students, people should make use of the development of network technology to formulate a set of improvement plans about English translation education in order to adapt to the development of the new period, improve and reform the traditional mode of English translation education, improve the curriculum system of English translation education, and strengthen the teaching staff. Appropriate teaching methods are adopted to improve the English translation education of college students.

## 1. Influence of Network Environment on English Translation Teaching in Colleges and Universities

### 1.1 Improving students' interest in learning

Since the traditional teaching method of English is rather monotonous and the teacher's teaching method is rather single, students often lack initiative in the classroom, and some of them even develop aversion and disgust. In the online environment of universities, English translation teaching advocates enjoyable learning, creates a relaxed atmosphere, and exercises students' English translation skills in a relaxed and pleasant atmosphere, thereby enhancing their interest in English.

### 1.2 Providing rich translation book resources

English translation is a quite complex task. From a literary perspective alone, in addition to paying attention to changes in word meaning, it is more important to maintain the consistency of the entire sentence meaning. The most important thing is to reflect the emotions that the writer wants to convey. Therefore, before translating, it is necessary to read books related to the writer and have a detailed understanding of the writer's life when translating their works. Due to the introduction of network technology, students can quickly search for information related to the writer. To grasp the meaning and emotions conveyed by the writer in a timely

manner, mastering the writer's materials of these articles would help improve students' translation efficiency.

### **1.3 Reducing the difficulty of learning English translation courses**

Currently, many college students are unable to accurately grasp the basic knowledge in the English teaching syllabus, resulting in their inability to independently and deeply understand the content of English teaching. The fundamental reason why college students lack excellent professional qualities in English translation is the difficulty of teaching this course, which often leads to students' boredom towards English translation courses. Compared to the original English teaching method, the improved new English translation method can better mobilize the enthusiasm of students, and use the online environment to display the content of English translation, so that students can better understand and reduce their learning pressure.

## **2. Problems in the Teaching Mode of English Translation in Universities under the Network Environment**

### **2.1 Overly traditional teaching concepts and methods**

Currently, the classroom teaching of English translation in universities is not significantly different from that of other English majors, and is conducted in a conventional manner. The traditional teaching method is centered around the classroom, with teachers imparting knowledge to everyone and students listening quietly. Throughout the entire teaching process, the teacher plays a leading role, while students passively learn in the classroom according to the teacher's plan. The traditional education method overly emphasizes the teacher's "teaching", and all "interactions" revolve around the teacher. Students rely too much on the teacher, fail to show a positive attitude towards their own learning, and gradually develop an "inert" mentality. In addition, due to the influence of traditional educational methods, students feel that they can only learn the knowledge content explained by the teacher in class. However, for knowledge content outside of the classroom, most students are unable to adopt a positive attitude, and engage in active exploration and thinking, and it is difficult to improve their English translation skills<sup>[1]</sup>.

### **2.2 Backward English translation teaching content**

In recent years, although there have been some revisions to English translation textbooks, there is still a lack of innovation in content, making it difficult to adapt to the current actual situation of English translation teaching. In addition, in the preparation and arrangement of English translation classes, due to the lack of relevant materials, teachers can only explore on their own. During this process, teachers have spent a lot of time and energy, greatly reducing the quality of teaching. During the teaching process, teachers have left modern information technology and have not effectively utilized information resources. Therefore, their teaching content lacks the function of real-time transmission of information. In the diversified development of modern society, there is a higher demand for applied English translation. As a result, there is a higher demand for teaching materials.

### **2.3 Lack of targeted optimization and integration of online teaching**

In response to the current research on online and university English translation teaching by national scholars, more emphasis is placed on exploring the advantages and applications of English translation in the network environment, while neglecting the disharmony issues presented in its development and integration process. While providing new development and innovation opportunities for English translation education in the online environment, it has also had a significant impact on the traditional English translation education model. Especially in terms of how to integrate English translation education in the online environment with traditional English translation education, the effect of each taking their own needs and complementary advantages has not yet been achieved. At present, the optimal integration of English translation teaching in Chinese universities under network conditions lacks effective exploration for specific issues such as the specific situation and requirements of each university and stage. At the same time, there is a lack of analysis and induction of the problems in English translation courses, resulting in limited targeted and effective improvement measures. The model of integration of English translation classes with the Internet is also not sound enough<sup>[2]</sup>.

## **3. Innovative Reform Measures for College English Translation Teaching in the Network Environment**

### **3.1 Building a comprehensive teaching system for English translation courses**

In the continuous transformation of technology and education systems, the traditional teaching methods of college English can no longer meet the requirements of the times. In order to promote the development of English translation in universities, people must change traditional teaching methods and concepts, innovate teaching methods in a timely manner, fully utilize various resources,

es of modern technology, and construct a sound teaching method for English translation in universities. This can improve the reform of English translation teaching in universities in the network environment. On this basis, teachers should develop English courses suitable for their development according to different ages, grades, cultural levels, and levels of students, and adopt appropriate methods to guide them to master basic English translation knowledge and gradually guide students to gradually learn English translation.

### **3.2 Continuously updating the teaching content of English translation**

With the advent of the international Internet era and increasingly frequent interactions around the world, the role of English has become increasingly prominent. Therefore, in order to provide more English translations to society, in the practice of English translation, teachers must constantly enrich their English knowledge, broaden their horizons, enrich their knowledge, and ensure that their English translation level and ability are improved. In addition, in English translation classes, teachers should also pay attention to the importance of translation classes and continuously innovate the content of English translation classes based on students' personal characteristics and professional level. It is necessary not only to improve the vision of college students, but also to teach them some basic skills, so that students can better use what they have learned in daily life, and lay a solid foundation for their future development<sup>[3]</sup>.

### **3.3 Standardizing and systematizing settings to achieve comprehensive optimization and integration**

The reform of English translation education that adapts to modern internet resources is essentially not a complete denial of English translation education, but rather a supplement and improvement to the traditional English translation education model through the use of modern information technology. In the reform of English translation courses, the advantages of conventional courses and information technology courses should be organically combined through course design based on the characteristics of the courses, and the course reform should be carried out. On this basis, teachers can also communicate with teachers from other schools through the Internet, enabling the timely development and improvement of English translation courses. Among them, it is necessary to improve communication between teachers and students, and to subtly influence students' thoughts through changes in the network environment. In the process of setting up unit tests, teachers should design teaching based on students' mastery of English foundation and learning ability, in order to improve the effectiveness of classroom teaching.

## **Conclusions**

With the development of Internet technology, the teaching methods of English translation courses in universities have also undergone significant changes, and the advantages of the network environment have also brought some new thinking to teachers. College English teachers should change their educational concepts, use the Internet to update their teaching methods, enrich their courses, enhance their modern teaching abilities, extract useful information from the massive amount of Internet information, and provide students with useful information. In order to meet the needs of English translation in today's Internet era, colleges and universities should reform the way of English translation education and make full use of various information resources of the Internet to effectively improve students' translation skills.

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