

New Paths to English Translation Teaching in the Information Era

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Abstract: The demand for translation talents, translation products and translation services in the information age has put forward new requirements for translation teaching. In order to adapt to this new requirement and serve the reform of college English teaching, this paper analyzes the composition of translation ability, including language ability, textual ability, technical ability, cultural ability, and transformation ability. It summarizes the main techniques of translation in the information age, including computer aided, translation technology, localization engineering technology, corpus technology, translation collaboration technology. It proposes a new path of English translation teaching in the information age: deeply understand the basic principles of translation, improve the information technology ability of English teachers, and cultivate the information technology of college students' ability to play the role of Chinese-English bilingual parallel corpus.

1. Introduction

Language is an important tool for human communication, thinking and cognition. However, the language barrier caused by the difference in language has caused great trouble to human beings. In order to overcome language barriers, the idea of using "human universal language" to replace various languages has been proposed. However, this kind of idea is difficult to achieve, that is, with this universal language, it can't replace different languages. Because language is a symbol of national culture, abandoning national language means giving up the culture of the nation. If a common language is commonly used by all human beings, the unique and colorful national culture will be eclipsed. Therefore, translation has become a favorable means for humans to overcome language barriers.

The linguistic school believes that translation is a speech-conversion activity. The literary school believes that translation is a social-cultural transformation activity. The communicative school considers translation to be a cross-language, cross-social, and intercultural communication activity. In essence, translation is an important part of language activity. It refers to the process or result of transforming the content of one language or language variant into another language or language variant, or a language material. The resulting text is reproduced accurately and completely in another language. The translator is the producer of the translated text. Whether the translation is faithful to the original text, or whether the translation is credible depends largely on the translator: on the one hand, on the translator's ability to translate, that is, whether the translator has the ability to make the translation faithful to the original text. On the other hands, it depends on the translator's translation philosophy or translation attitude, that is, whether the translator has the will to make the translation faithful to the original text, to make every effort to pursue the faithfulness of the translation. Whether it is translation ability, translation philosophy or translation attitude, it needs to be cultivated in the teaching process.

Human society has entered the information age. How to effectively use modern means to break through language barriers between people has become a common problem facing all mankind. The quantity and quality of domestic translation talents lag far behind the needs of society. The demand for translation talents, translation products and translation services in the information age has put forward new requirements for translation teaching. The digital revolution not only brings a new

perspective to sociology, culture and literature, but also brings a new perspective to translation studies. How to meet the challenges of translation from the perspective of information or knowledge development, and cultivate the information age and translation talents, becomes a prominent problem that needs to be solved urgently. Translation teaching should break through the habitual thinking of traditional teaching methods and introduce new teaching concepts, methods and means. From the perspective of college English teachers, I propose a new path of English translation teaching in the information age, serve the reform of college English teaching, and serve the translation talents in the information age.

2. Composition on Translation Ability

Nord's translation ability includes five core competencies: first, the ability to interpret in the narrow sense, from the source language to the target language; second, the language ability, including the mother tongue and foreign language ability, involving vocabulary, grammar, language change aspects of body, language, style and practice are the basis of translation ability; third, cultural ability, understanding and mastery of target culture, from daily life to socio-economic politics; fourth, professional ability, mastery expertise in specific fields, including law, political system, international trade and information technology; fifth, technical ability, use of literature, dictionary tools, information search and search capabilities. In the information age and the rapid development of science and technology, the use of modern information technology such as the Internet, electronic dictionaries, translation software and corpus, familiar with translation processes, and abiding by professional ethics are all included in the technical capabilities. Referring to the relevant literature, this article summarizes the translation capabilities as follows:

(1) Language skills. Language ability refers to the ability to master language. On the one hand, the ability of individuals to use language is embodied in four categories: "listening, speaking, reading, and writing". On the other hand, it analyzes language ability, and uses language and language form as the object of analysis and observation. A thorough understanding of the grammar and vocabulary systems of the two languages is a fundamental component of translation skills. It also includes sensitivity to continuous and multiple levels of language changes that occur when two languages are converted.

(2) Textual ability. Textual ability is the objective result of discourse teaching, which reflects the communicative competence of discourse. Textual ability and communicative competence are individual and general relationships. The textual ability is dynamically cultivable, and the textual ability can be gradually developed in a large number of textual dynamics. The translator must be sensitive to the textual features other than linguistic features. Translation skills are largely characterized by a level of professional proficiency in certain chapter disciplines, and can be gradually mastered in translation.

(3) Technical skills. In the information age, translation technology has developed rapidly, alleviating the contradiction between the traditional translation model and the increasing demand for translation. Faced with the challenges of machine translation, computer-assisted translation and crowdsourcing translation, translation technology is increasingly becoming a necessary skill for translators. Translation technology not only includes the use of computer-aided translation software, but also the principles of machine translation, information retrieval and Internet resource usage, and translation project management, establishment of translation memory, machine translation post-translation, compilation and editing.

(4) Cultural ability. Cultural ability refers to the thinking habits and ways of action formed by human beings in the process of long-term life accumulation; the ability to survive and develop in the process of transforming nature and satisfying their own needs. The formation of cultural competence is not only the process of cultural application, but also the process of cultural exploration. It is necessary for translators to have a deeper understanding of cultural knowledge, play the role of a middleman, and eliminate cultural barriers and cultural differences between the source language and the target language as much as possible, so that the translation conforms to the cultural perspective of the target language reader.

(5) Conversion ability. The core element of translation ability is the ability to transform. Translation ability is a super-capability of different language communication, and also a kind of inter-language comprehensive ability. In the process of text conversion, the translator comprehensively coordinates various knowledge and skills, and realizes the conversion between source language and target language. It is a comprehensive expression of speech creation ability and comprehension ability. It is also the translator's bilingual language knowledge and bilingual culture knowledge. Translation expertise, combined with the translator's own translation skills and text processing skills.

3. Main Techniques of Translation in the Information Era

In addition to traditional translation methods, translations in the information age use the following techniques:

(1) Computer-aided translation technology. Computer-assisted translation is similar to computer-aided design, with translation memory technology as the core of translation solutions, which can help translators complete translation work with high quality, efficiency and ease. Different from the previous machine translation software, it does not rely on the automatic translation of the computer, but completes the entire translation process with manual participation. Compared with manual translation, it automates the heavy manual translation process, greatly improving translation efficiency and translation quality.

(2) Localized engineering technology. Informatization has brought about tremendous changes in translation work, and is undergoing a rapid transition from text translation to hypertext translation, linear translation to nonlinear translation, and static translation to dynamic translation. More and more software, websites, E-learning, games and mobile apps need to be promoted to the global market, accelerating the development of localization engineering and technology (localization compilation, agile testing, multilingual typesetting, etc.) for the universal application of localization engineering and technical tools has laid a solid foundation.

(3) Corpus technology. The corpus refers to a large-scale electronic text library that has been scientifically sampled and processed. It is the basic resource for corpus linguistics research and the main resource for empirical language research methods. The development of computer technology and the popularity of network technology have prompted the rapid development of corpus technology. The corpus solves the problem of large-scale corpus storage and has become an indispensable reference resource for modern translators. Translators can query, compare and verify massive language resources at any time to improve translation quality.

(4) Translation collaboration technology. In the information age, explosive growth of information often requires rapid translation and multilingual instant release, accelerating the transition from individual translation to collaborative translation. With the help of Internet technology, online trading platforms and social media have flourished, and the language outsourcing model has spread rapidly around the world. Through collaborative translation technology, global collaboration and monitoring, sharing of language assets, and large-scale translation have become the main business processing models for large language service enterprises.

(5) Machine translation technology. Machine translation, also known as automatic translation, is the process of converting a natural language (source language) into another natural language (target language) using a computer. The fundamental purpose of machine translation technology research is to maximize the replacement of people's repetitive work and improve translation efficiency. As an important research direction in natural language processing, machine translation technology is based on many complex disciplines, including linguistics, statistics, computer science and information theory.

4. New Paths on English Translation Teaching in the Information Era

The information age provides a new way for the teaching of translation courses, and the students

are more suitable for the needs of social development. The information provided through the network and other means not only cultivates students' translation ability, but also lays a good foundation for independent translation work. The problems in English translation teaching, the development of translation technology in the information age translation, the new path of English translation teaching in the information age proposed in this paper is as follows:

(1) Deeply understand the basic principles of translation. Although translation in the information age has its own characteristics, it also needs to follow the basic principles of translation: First, contextual consistency takes precedence over words. In different languages, the semantic domain of the corresponding words is not completely the same. Therefore, the choice of positive solutions in the translation, mainly considering the consistency of the above and below, should not be constrained by the consistency of the words, should not always require the translation and the original words to be equivalent. Second, dynamic equivalence is superior to form correspondence. The standard of measurement is not whether the words used in the translation are understood, whether the sentence conforms to the grammatical norm, but rather what kind of reaction the entire translation makes to the reader. Dynamic equivalence refers to the response of the target reader to the translation, equivalent to the response of the original reader to the original text. This kind of reaction can only be basically the same, not exact, because the cultural and historical background of the translation and the original text are different. Third, the verbal form of language takes precedence over written form. The verbal and written form of the language is not exactly the same. Some languages are written in a beautiful way, but oral expression is difficult to understand. Therefore, it is necessary to pay attention to: try not to use translations with vague meaning or misunderstanding; try not to use the pronunciation or word order that causes misunderstanding; try not to use vulgar words; try to avoid overloading the translation, and strive to be concise and clear. Fourth, readers need to take precedence over traditional language forms. It is necessary to take care of the mainstream readership and reflect the modern language.

(2) Improve the information technology skills of English teachers. Teachers are the successors and communicators of human cultural science knowledge. In the process of education, teachers play a leading role. In the information age, teachers need to have superior information technology capabilities. Specifically, it includes four aspects: First, comprehensive basic information literacy. At beginning, you need to master information knowledge, including information technology, information systems, information retrieval, information management, and information regulations. Then, it must also have information capabilities, including basic operational capabilities, information acquisition capabilities, and information understanding capabilities, information processing capabilities, information presentation capabilities, and information generation capabilities. The second is the ability of instructional design and teaching practice. Including the use of education and psychology, formulate teaching design plans, create a good information environment, and create a good information interaction. The third is the ability to apply and develop media resources. Give full play to their own advantages in media resources, create media resources that are conducive to teaching, and create an information atmosphere and information culture. Fourth, as an English translation teacher, it is also necessary to make full use of resource sharing and information sharing, so that teaching truly breaks through the limitations of time and space, and provides students with various types of translated texts and translations for students to appreciate and learn. It is also possible to establish a "Translation Skills Exchange Room" or a "Teacher Translation Guidance Station" to conduct online communication and guidance with students, and to realize the potential of the network in teaching.

(3) Cultivate college students' information technology skills. With the advent of a new economic society based on "information and knowledge", information has increasingly become the most active and decisive factor in all areas of society. College students are the pillars of the country and the successor of the socialist cause. With the internationalization, networking and virtualization of higher education, improving the information technology ability of college students has become one of the important goals of higher education personnel training. The information age puts forward higher requirements for translators. In addition to having solid translation skills, it also needs to

master modern equipment and modern information technology to assist in translation work. In an information society where information is rampant and communication technology is developed, translators are often required to deliver translations in a short period of time. This requires translators to master the desktop publishing system, skilled use of office automation software such as text and form processing, and master network information technology. Translators also need to use modern information transmission methods such as network information and e-mail to improve translation work and realize the networking of electronic translation and transmission process. At the same time, with the flourishing of machine translation, machine translation should also be included in translation teaching. Machine translation has been around for more than half a century. Although people have mixed opinions on it, machine translation has brought revolutionary changes to translation, improved translation timeliness, and has become a powerful assistant for translators. Therefore, in English translation teaching, students should be taught the working principle and use of machine translation, so that students can use machine translation to improve translation efficiency.

(4) Play the role of Chinese-English bilingual parallel corpus. The corpus stores the language materials that have actually appeared in the actual use of the language. The corpus is the basic resource for carrying the language knowledge by the electronic computer. The real corpus needs to be processed to become a useful resource. The parallel corpus is composed of the original text and its corresponding translated text. With the development of computer technology, it has become a powerful tool for machine translation, lexicography, human translation and language teaching. Traditional English translation teaching has many shortcomings, and it is difficult to adapt to the needs of the information age. The emergence of English-Chinese bilingual parallel corpus breaks through the limitations of traditional translation teaching and teaching materials. Teachers construct a teaching model of corpus English translation, which promotes the rational use of corpus in English translation teaching. First of all, before the class preparation, the teacher sets the corpus teaching mode according to the actual situation of the students, so that the students can master the English translation knowledge through the corpus and set the English classroom teaching activities. Secondly, on the student side, before the classroom teaching, according to the teacher's guidelines, learn the relevant knowledge content in the corpus, translate the relevant English text, and complete the pre-class preparation work. Thirdly, classroom teaching, teachers display corpus for students, strengthen students' mastery of translation knowledge, divide students into groups, guide students to discover problems, and let students combine English knowledge level and collaborative learning to explore corpus. Finally, after the class consolidation, guide students to reflect on teaching, use the corpus to learn knowledge again, conduct discussion activities, enhance the knowledge of English translation knowledge, and play the value of corpus in English translation teaching.

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