

# Research on Informatisation Teaching Mode of English Translation Courses in Colleges and Universities in the Context of Digitalisation of Education

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**Abstract:** *With the development of digitalisation in education, English translation courses in colleges and universities are facing a new teaching mode reform. It is found that the informatisation teaching mode can provide rich and diverse teaching resources, promote the interaction between teachers and students, and stimulate students' learning interest and motivation. In English translation courses in colleges and universities, the informatisation teaching mode can be realised in a variety of ways, such as online teaching platforms, digital teaching resources, virtual translation labs, and so on. The purpose of this paper is to discuss how to use the informatisation teaching mode for English translation teaching in colleges and universities under the digital background, in order to improve the teaching effect and students' translation ability. Through the study of the current situation of English translation courses in colleges and universities, this paper puts forward a framework of informatisation teaching mode of English translation in colleges and universities based on the background of digitalisation of education, which is also elaborated and discussed in detail. It is expected that this paper has certain theoretical and practical significance for promoting the reform of informatisation teaching of English translation courses in colleges and universities, and can provide teachers with certain references and guidance in order to improve teaching quality and students' translation ability.*

**Keywords:** *digitalisation of education; English translation in higher education; information technology teaching mode; teaching reform*

## 1. Introduction

With the acceleration of globalisation, the importance of English translation is becoming more and more prominent in various fields, especially in higher education. As an important part of China's higher education, the quality of teaching English translation courses in colleges and universities is directly related to students' translation ability and comprehensive quality. Driven by the rapid development of information technology, digital transformation in education has become an important direction of reform, bringing far-reaching changes to the old education model. The digitalisation of education means integrating the latest information technology into education, popularising education resources, innovating teaching methods and assessment mechanisms through digital means, and promoting fundamental changes in education methods. In this process, English translation programmes in higher education are also facing reforms, and the process of teaching and learning is undergoing significant changes. The development of digitalisation in education has brought new opportunities and challenges to English translation courses in higher education. On the one hand, the digitalisation of education provides a rich variety of teaching resources and means, such as online teaching platforms, digital teaching resources, virtual translation laboratories, etc., which make the teaching methods and approaches more diversified. On the other hand, the digitalisation of education also requires teachers and students to reform their teaching and learning methods to adapt to the new teaching environment and technology. Based on this, how to use informatisation teaching mode for English translation teaching in colleges and universities in order to improve the teaching effect and students' translation ability has become an important issue facing English education in colleges and universities at present.

## **2. Overview of relevant theoretical foundations**

### ***2.1. Definitions related to the information-based teaching model***

The information technology teaching mode refers to the process of using modern information technology, such as the Internet, computers, multimedia, etc., for teaching content, teaching methods and teaching management in the education process [1]. It emphasises student-centredness, and through the application of information technology, it realizes the personalization of teaching content, the diversification of teaching methods, and the diversification of teaching evaluation, so as to improve the quality of education and teaching and to meet the personalized learning needs of students. The main features of the information technology teaching mode include: the use of information technology means to provide rich teaching resources, the adoption of diversified teaching methods, such as online discussion, collaborative learning, etc., the realization of personalised teaching management, as well as real-time teaching evaluation. It not only changes the traditional mode of education, but also improves the efficiency and quality of education, making education more adaptable to the needs of social development. In the information-based teaching mode, the role of the teacher changes from the traditional knowledge transmitter to the instructor and guide of students' learning, while the students learn more actively and independently, with stronger interest and motivation in learning. Therefore, the information technology teaching mode is of great significance in promoting the reform and development of education.

### ***2.2. The Positive Significance of Informatisation of English Translation Courses in Colleges and Universities***

The positive significance of course informatisation for English translation courses in colleges and universities is mainly manifested in the following aspects: firstly, informatised courses can provide rich online teaching resources, such as online courses, teaching videos, e-books, etc., so as to broaden the students' knowledge horizons and improve their learning effects. Secondly, through information technology, teachers can carry out personalised teaching design and counselling according to students' learning ability and needs in order to improve the teaching effect. In addition, informatised courses can adopt diversified teaching methods, such as online discussion and collaborative translation, to stimulate students' learning interest and develop their translation ability. Meanwhile, through informatisation, teachers can monitor students' learning progress and performance in real time, conduct timely teaching evaluation and feedback, and improve the teaching effect. In addition, informatisation courses can strengthen the interaction and communication between teachers and students, and improve the effectiveness of teaching. Finally, informatised courses encourage students to learn independently and cultivate their independent learning ability, which is conducive to the long-term development of students. Meanwhile, through the construction of informatisation courses, it can improve teachers' informatisation teaching ability and promote their professional development.

## **3. Analysis of the Current Status of the Application of Informatisation Teaching Mode in English Translation Courses in Colleges and Universities**

### ***3.1. Status quo of the application of course informatisation teaching mode in English translation courses in colleges and universities***

In the current English translation courses in colleges and universities, the application of information technology teaching mode has brought many positive effects. Firstly, the introduction of information technology enriches teaching resources, enabling teachers to provide students with more real translation cases and scenarios to help them better understand and master translation skills. Secondly, through multimedia and network platforms, teachers can adopt diversified teaching methods such as flipped classroom, online discussion, group cooperation, etc. to increase classroom interaction and stimulate students' interest and motivation in learning. In addition, the information-based teaching mode also provides students with a convenient way to practice, students can simulate translation practice through the online platform, get timely feedback, and continuously improve their translation skills. Teachers can also provide customised learning advice and counselling according to students' individual differences to meet students' personalised learning needs [2]. In general, the application of information technology teaching mode makes the English translation courses in colleges and universities more vivid and interesting, and improves students' learning effect and translation ability.

### ***3.2. Inadequacies of the application of the current course informatisation teaching mode in English translation courses in colleges and universities***

Although the information-based teaching mode has achieved better results in the current English translation courses in colleges and universities, there are still some shortcomings:

Firstly, hardware facilities are limited and the quality of teaching resources varies: not all universities are well-equipped with information technology facilities, and some schools and students may face the dilemma of insufficient equipment or a low level of technology, which affects the effectiveness of the implementation of information technology teaching. In addition, teaching resources on the Internet are abundant but of varying quality, and teachers need to spend a lot of time and energy to screen and sort them out, increasing their workload.

Secondly, teachers' information technology literacy needs to be improved: with the advancement of the information technology teaching mode, teachers need to master certain information technology knowledge and skills, but some teachers may be deficient in this area, which affects the effectiveness of the implementation of information technology teaching.

Thirdly, imperfect evaluation system and lack of interactive communication: under the mode of informatised teaching, it is still a challenge to evaluate the learning effect of students in a scientific and comprehensive way. Meanwhile, although informatised teaching can provide rich teaching resources and technical support, too much reliance on online platforms may lead to less interactive communication between teachers and students, which affects the teaching effect to a certain extent.

## **4. Principles of building an informatisation teaching model for English translation courses in the context of digitalisation of education**

The following principles should be followed when constructing an informative teaching model for English translation courses:

1) The principle of student subjectivity: stressing the student's subjective position, student-centred teaching design, and giving full play to students' initiative and creativity.

2) The principle of practicality: in the process of constructing the information-based teaching mode, it is necessary to ensure that the teaching content and method can meet the actual needs of the students, and focus on cultivating the actual translation ability of the students.

3) Principle of diversity: Adopt a variety of teaching methods and means, such as online teaching, flipped classroom, group discussion, etc., to enrich the form of teaching and improve the quality of teaching.

4) Principle of Interactivity: Encourage interaction between teachers and students and between students and students, enhance communication and cooperation in the teaching process, and improve students' motivation to learn.

5) the principle of personalisation: pay attention to the individual differences of students, provide personalised learning resources and guidance for each student, and meet students' individual needs.

6) Principle of integration: Combine information technology with the content of the English translation course, give full play to the advantages of information technology, and improve the teaching effect.

7) Principle of continuous improvement: evaluate and feedback the teaching process on a regular basis, optimise the teaching design continuously according to the evaluation results, and improve the quality of teaching.

## **5. Suggestions Related to the Optimisation of the Informatisation Teaching Mode of English Translation Courses in Colleges and Universities under the Background of Informatisation**

### ***5.1. Improve the digital hardware facilities***

Improving hardware facilities is an important prerequisite for optimising the informatisation teaching mode of English translation courses in colleges and universities. In order to optimize the informatisation teaching mode of English translation courses in colleges and universities by perfecting

hardware facilities, we need to pay attention to the following aspects:

First of all, colleges and universities should pay attention to the construction of informatisation teaching infrastructure, including campus network, multimedia classrooms, computer laboratories and so on. These facilities provide basic hardware support for information technology teaching and ensure the smooth progress of teaching activities. At the same time, attention should also be paid to the construction of digital teaching resources, collecting and organising all kinds of English translation teaching resources, including textbooks, essays, cases, videos and so on, in order to meet the diversified teaching needs of teachers and students.

Secondly, the development and optimisation of the informatisation teaching platform should be carried out to realise the interactive communication between teachers and students, the sharing of teaching resources, the statistics of learning data and other functions. This will help improve teaching effectiveness and achieve personalised learning. In addition, provide teachers and students with online teaching tools, such as online classrooms, video conferencing, online Q&A, etc., in order to enhance the interactivity of teaching. Finally, network security is strengthened to ensure the safety and reliability of teaching activities. At the same time, regular maintenance of hardware facilities is carried out to ensure the smooth running of teaching activities. Taking the above measures together, we are expected to optimise the informatisation teaching mode of English translation courses in colleges and universities, improve the teaching quality and cultivate students' translation ability.

### ***5.2. Improving Teachers' Informatisation Teaching Ability***

Improving teachers' informatisation teaching ability is a key factor in optimising the informatisation teaching mode of English translation courses in colleges and universities.

First of all, strengthen teachers' informatisation training and improve their informatisation teaching level. This includes training teachers to be familiar with the use of various information technology teaching tools, to understand the characteristics of digital teaching resources, and how to combine information technology with English translation course content. Secondly, teachers are encouraged to participate in online teaching communities to share their IT teaching experience with other teachers, learn from each other and make progress together. At the same time, internal and external seminars are organised to enable teachers to understand the latest educational concepts and technological developments so that they can apply them to actual teaching. Finally, feedback and guidance for teachers are strengthened to help them understand their strengths and weaknesses in information-based teaching so that they can make targeted improvements. At the same time, quality online teaching resources are screened and integrated to provide teachers and students with a wealth of teaching materials, so as to increase teachers' motivation for informatised teaching and thus improve the quality of teaching.

### ***5.3. Focus on Students' Individualised Cultivation***

In the context of information technology, focusing on students' personalised training is conducive to improving the efficiency of information technology in English translation courses [3]. Personalised training first needs to fully understand the students' learning needs and interests, and carry out personalised teaching design according to the students' characteristics. For example, students' information can be collected through questionnaires, interviews and other ways to analyse students' learning preferences, learning styles and ability levels to provide a basis for personalized teaching. At the same time, through the use of information technology means to provide students with diversified learning resources and learning methods. For example, through network teaching platforms, online courses, digital teaching materials, etc., students can independently choose their own learning content and time to meet the learning needs of different students. Through group cooperation, discussion-based teaching, flipped classroom and other teaching methods, students' interest in learning is stimulated, and their ability of independent and cooperative learning is improved.

In addition, it strengthens the monitoring and guidance of students' learning process, understands students' learning progress and problems in a timely manner, and provides personalised learning advice and counselling for students. At the same time, we pay attention to students' mental health, provide necessary psychological support and guidance, and help students build up self-confidence and overcome learning difficulties. In addition, we pay attention to the comprehensive quality training of students and improve their intercultural communication skills, thinking skills and innovation skills. Through various lectures, practical activities and international exchanges, we broaden students'

horizons and cultivate their globalisation literacy.

#### ***5.4. Continuous Innovation and Improvement of Teaching Methods***

Under the background of information technology, the innovation and optimisation of teaching methods and strategies of English translation courses in colleges and universities have become the key to improving teaching quality.

Firstly, information technology is actively introduced to innovate teaching methods. For example, the use of online teaching platforms, network resources, virtual reality and other technologies, the implementation of flipped classroom, blended teaching, project-based teaching and other innovative teaching modes, to improve the teaching effect.

Second, focus on student participation and interaction in the teaching process to stimulate students' interest and initiative in learning. Through group discussions, classroom presentations, online Q&A, etc., it promotes communication and cooperation among students and cultivates their critical thinking and innovation ability.

Thirdly, establish a diversified evaluation system to fully reflect the overall development of students. In addition to traditional examination results, students' classroom performance, completion of homework, practical activities, and comprehensive quality should also be included in order to more comprehensively assess students' ability level. Strengthen the process evaluation of students and pay attention to their learning progress and growth. Through classroom observation, students' self-assessment and peer assessment, we can keep abreast of students' learning situation and provide them with targeted feedback and suggestions. In this process, it is necessary to focus on the informatisation of evaluation methods, and analyse students' learning data through data mining, learning analysis and other technologies to provide a scientific basis for evaluation.

#### ***5.5. Building a Tracking and Feedback Platform and Continuous Optimisation***

Under the background of information technology, designing and building a tracking and feedback platform with perfect functions and easy operation has a positive effect on understanding students' learning. The platform should include student information management, teaching resources, online homework, interactive communication, test evaluation and other functional modules, so as to facilitate the teaching activities of teachers and students. In the process of building, it is necessary to ensure the openness and compatibility of the platform, so that students and teachers can carry out teaching activities anytime and anywhere. At the same time, it realises effective docking with excellent teaching resources at home and abroad to provide students with rich learning materials and learning support. In this way, it is convenient for teachers to use the data analysis function of the platform to monitor and analyse students' learning in real time. Through data mining, learning analysis and other technologies, we can understand students' learning preferences, learning styles and ability levels, provide the basis for personalised teaching and optimise the informative translation classroom.

### **6. Conclusion**

Under the background of education digitalisation, the research on the informatisation teaching mode of English translation courses in colleges and universities is of great practical significance. At present, the informatisation teaching mode of English translation courses in colleges and universities has significant advantages, however, in the process of practical application, there are still certain difficulties and challenges, such as insufficient informatisation teaching ability of teachers and insufficient motivation of students to learn. Under the background of digitalisation of education, the research on the informatisation teaching mode of English translation courses in colleges and universities has a broad development prospect. Educators should continue to explore and innovate, with a view to making greater breakthroughs on the road of informatisation teaching. It is believed that in the future, with the in-depth promotion of education informatisation, the informatisation education of English courses in colleges and universities will make more achievements.

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