

Undergraduate English Translation Teaching Based on Multimedia Technology

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Abstract: As a language teaching method, carrying out translation activities should serve the teaching goals of the whole class, and be combined with other teaching methods to jointly promote the improvement of English comprehension ability and students' application ability. This paper takes the application of multimedia technology in undergraduate English classroom teaching as the research object, combined with my specific teaching practice in undergraduate English classroom teaching, analyses the positive and negative factors of multimedia-assisted teaching, and summarizes teachers, students, teaching materials, The corresponding situation of changes in teaching process and teaching methods; 91.6% of students prefer English teachers to use auxiliary teaching resources for translation teaching. The development prospect of multimedia in classroom teaching and the application of multimedia in education and teaching in the future are prospected. It provides a reference for new teachers and scholars who wish to apply multimedia technology to assist English teaching in undergraduate classroom learning.

Keywords: Multimedia Technology; Undergraduate English; English Translation; Teaching Exploration

1. Introduction

Multimedia technology has brought changes to the teaching form. Teachers can extend the depth and breadth of knowledge for students without being limited to textbooks. The teaching form was flexible, not limited by time and space, and conformed to the teaching environment of its background culture [1]. In the classroom teaching, based on the teaching objectives, the works produced, collected or photographed by students themselves were used as substitute teaching materials, so as to increase the sense of intimacy and authenticity, and cultivate students' innovative ability and practical ability [2]. It conformed to the principles of acceptable teaching, inspirational principles, autonomy principles, principles of combining theory and practice, and interesting teaching requirements [3].

Multimedia assistance had great advantages in non-academic English language training [4]. Moser K. discussed whether engaging experiences contributed to a holistic understanding of ELL learning, and whether in-service teachers could apply the skills they taught to study programs and meditation activities. By understanding how these experiences affect future teachers, it ultimately led to a better learning experience for all students [5]. Moudde M. emphasized the integration of toys into the teaching of English as a foreign language, aimed to explore the impact of using toys in the classroom on the learning process of English as a foreign language and students' knowledge of toy use. The number of games, the skills of the students, their participation in the games and their behaviour. The findings suggested that the use of games in the classroom had a number of positive effects on students' perceptions of game-based teaching strategies, their attitudes towards language, teachers and themselves [6]. Learning unfamiliar English translation training under the guise of multimedia technology might improved the effectiveness of training sessions [7].

The research object of this paper is the application of multimedia in the classroom teaching of undergraduate English translation. At present, most of the researches on multimedia and undergraduate English classroom teaching focus on analysing the necessity of combining multimedia, a modern educational technology, with undergraduate English classroom teaching. In view of the application of multimedia technology in undergraduate English classroom teaching, it provides Chinese teachers with new inspiration and reference from three aspects. Some teachers know what to ask when using multimedia, while others have enough authority. Therefore, the innovation of this work lies in the

following points: First, it proposes specific techniques and methods for applying different methods and language skills in the training of difficult English translators. The second is to provide simple guidance for the application of multimedia production technology and the creation of training programs, and to provide reference for translation teachers. Finally, combined with sociology of psychology, it analysis many factors such as personality, emotions, emotions, differences, heredity, etc., and analysis the development culture of English translation classes that cannot be understood under multimedia conditions.

2. Research on the Analysis of Undergraduate English Translation Teaching under Multimedia Technology

2.1. Multimedia Technology

Multimedia technology referred to the use of computers to fully process a wide range of information such as text, images, sounds, animations and videos to create human-computer interaction and interaction [8]. Multimedia technology included hardware technology and software technology. Hardware technology included storage technology, compression technology, chip technology, and data technology; software technology included multimedia software development and multimedia software application technology [9]. Due to the integration, interactivity and real-time characteristics of multimedia technology, it was widely used in many fields, quietly changing people's lives. The emergence of multimedia technology also provided a new way for the reform of English education in vocational colleges [10].

2.2. The Significance of Multimedia Technology in Teaching

The use of multimedia technology could enhance students' interest in writing. Multimedia is intuitive, artistic and verbal. They changed the traditional classroom teaching method, that is, using whiteboards, textbooks and curriculum chalk [11]. Information was presented to students in vivid images, vibrant colours, and a rich linguistic and cultural perspective. It encouraged students' skills in various situations, increased the usefulness and flexibility of learning, and stimulates students' interest in learning [12]. Focusing on English creates a positive language and learning environment for English writing, allowing students to enjoy writing success and do more with less.

Introducing multimedia technology into non-skilled English teaching practice, using pre-written teaching software for teaching, can increase individual learning and help students play a leading role. Teachers use multimedia technology to integrate English teaching information such as words, sounds, pictures, etc., to create a learning environment for students, to make teaching content more intuitive, to cultivate useful students, and to improve their English proficiency. It supplements the traditional English first-grade teaching method of "chalk + blackboard + textbook", giving traditional English students' new life and vitality.

2.3. English Translation Teaching

There have always been different views on the definition of translation, and they have shown diversity due to different times and perspectives. However, from a formal point of view, the essential characteristics of translation are clear, that is, as a process, translation is a process in which a translator expresses a text in one language in another language, and the original text and the translation show a different relationship. The most important relationship among them is that the translation expresses the ideas expressed by the other original, and is embodied in the translator's cross-linguistic and cross-cultural communicative activities in which the meaning of the original language and culture is transformed into the meaning of the other language. Through well-designed translation activities, emphasis is placed on teaching students the ability to use language flexibly. This translation is not a product, but a process. Through translation, we can teach the teaching of grammar, vocabulary, sentences and chapters that cannot be fully explained in English, so that students can understand the methods, similarities and differences of English-Chinese translation more clearly. The overall comprehension and comprehension level of language structure in order to cultivate students' language ability. At the same time, through the correct use of teaching materials, students have a higher level of communication skills.

3. Investigation and Research on the Exploration and Analysis of Undergraduate English Translation Teaching under Multimedia Technology

3.1. Survey Objects

In order to ensure the representativeness and scientificity of the questionnaire results, the questions of this questionnaire include English and non-English courses, and are aimed at students of all levels. Among them, English majors accounted for 52% of the total number of students, boys accounted for 35% of the total number of students, and the questionnaires distributed in each class accounted for a quarter of the total number of students. A total of 100 questionnaires were randomly distributed in this survey, and 96 valid questionnaires were recovered.

3.2. Research Methods

The main content of the questionnaire can be divided into five parts, a total of 10 questions. Considering the scientific impact of the questions in answering similar questions, the questions in each part of this questionnaire are randomly set to obtain more realistic information.

3.3. Data Processing and Analysis

This paper uses SPSS 22.0 software to count and analyse the results of the questionnaire, and conduct t test. The t-test formula used in this paper is as follows:

$$t = \frac{\bar{X} - \mu}{\frac{\sigma X}{\sqrt{n}}} \quad (1)$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)}} \quad (2)$$

Among them, formula (1) is the single population test, \bar{x} is the sample mean, s is the sample standard deviation, and n is the number of samples. Formula (2) is a double population test, s_1^2 and s_2^2 are the two-sample variance, and n_1 and n_2 are the sample sizes.

4. Analysis and Research on the Exploration and Analysis of Undergraduate English Translation Teaching under Multimedia Technology

4.1. Translation Practice Situation

When using translation-assisted teaching resources, most people practice English translation by taking translation classes, accounting for 45.8% of the total number, as shown in Figure 1. There are also some students doing translation exercises, accumulating common phrases, accumulating grammar and vocabulary. The use of translation assistance resources by these students is shown in Table 1.

Table 1: Students' use of auxiliary resources for translation practice

Multimedia Auxiliary Resources	Number of people	Percentage (%)
Translation practice questions	20	20.8
See translation tutorial	44	45.8
Cumulative Phrases	11	11.4
Cumulative grammar	10	10.4
Other	11	11.4

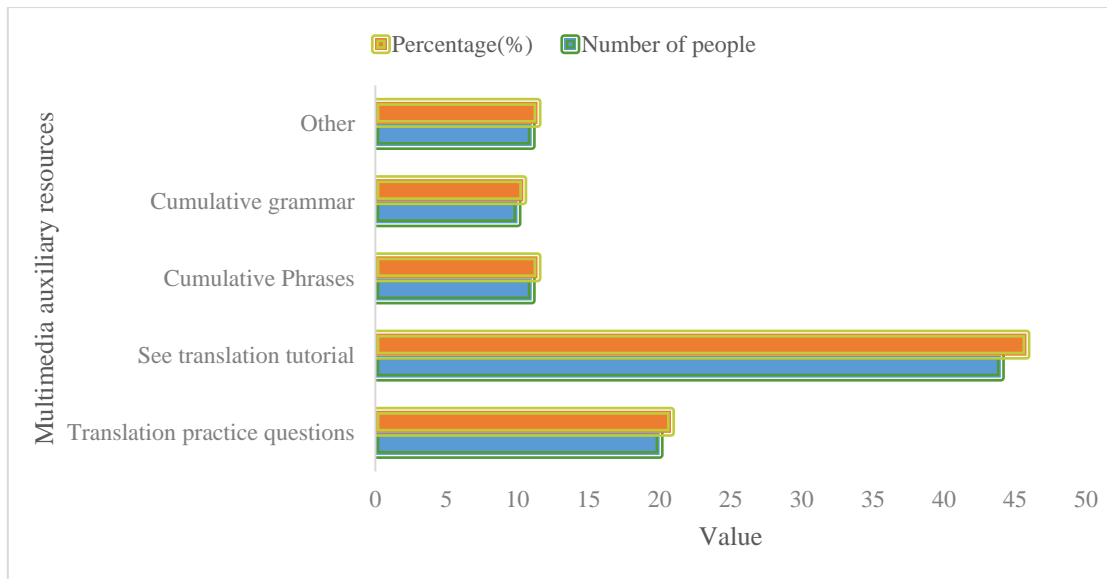


Figure 1: Students use auxiliary resources to practice translation

Teachers use computer networks to transmit some basic knowledge related to interpretation, and introduce them to students in the form of videos and comics, fully mobilize students' participation in courses such as vision and hearing, and realize students' interest in English translation. The real language and cultural environment of practical learning, and the teaching form of interpreting, lays the foundation for students to enter the learning environment, and gradually guides students to translate accurately. Also, some translation software is growing. Students can use this translation software to practice self-interpretation. Whether it is a vocabulary, a sentence or a long and difficult sentence, students can find a good dictionary format in this translation software, making the dictionary lookup more efficient.

4.2. Teaching Situation of Multimedia Technology

91.6% of the students answered yes to the question of whether students like English teachers to use auxiliary teaching resources to teach, as shown in Figure 2. Individual students are not very satisfied with the use, this may be due to improper use, or there is a problem with the design of the resource. These all warn us that we should fully understand the needs of students in the process of design and use in the future, and reasonably use auxiliary teaching resources for English teaching in line with students' learning level. The specific situation of students' use of translation assistance resources is shown in Table 2.

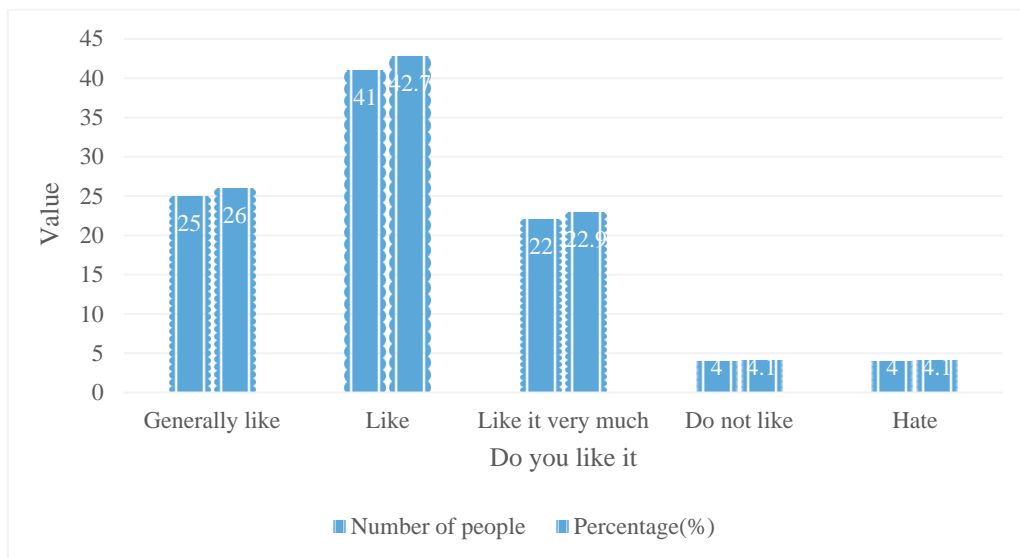


Figure 2: Whether students like teachers' use of supplementary teaching resources

Table 2: Whether students like teachers' use of supplementary teaching resources

Do you like it	Number of people	Percentage (%)
Generally like	25	26
Like	41	42.7
Like it very much	22	22.9
Do not like	4	4.1
Hate	4	4.1

When asked whether the English resources used by teachers incorporate rich images, sounds, movements, etc., most students answered "yes", while some students said "rarely", some even answered "always". This clearly shows that the appearance of the English textbooks used by teachers is very flexible and the effect can be imagined. Declining student interest in training and negative impact on education are also issues that need to be addressed quickly. Solved in the assisted teaching method. In addition, most of the answers to some questions such as the influence of the use of multimedia teaching resources on classroom atmosphere, students' impressions, and interaction with students are affirmative, so I won't list them all here. It has played a positive role in improving the teaching effect.

Most teachers and students are willing to use English teaching resources to teach independently. It is relatively simple to present teaching resources with the help of multimedia, mainly including PPT, English movies, DVD, audio and so on. Few teachers use Flash, Premiere or more technical software to write educational programs. Especially for some new and old teachers, it is very necessary to carry out informatization training in teaching concepts and teaching methods.

5. Conclusion

Multimedia network breaks the limitation of time and space, creates vivid text scenes, and provides students with a variety of ways to absorb teaching content. Using this method in classroom teaching increases the interest and efficiency of classroom teaching. The feedback from the questionnaire survey also shows that the undergraduate English translation teaching assisted by multimedia network is favoured by most students, and the students' learning interest, classroom enthusiasm, classroom participation and learning confidence have been improved, and the students are in a more relaxed state. The state, in which teachers and students interact more, and the classroom atmosphere is more active, which also lays a good psychological foundation for them to learn knowledge. Through interviews and self-observation in class, teachers are more recognized for this teaching method, and teachers have better experience in class. In general, the situational teaching aided by multimedia network is helpful to improve the efficiency of undergraduate English translation classroom and improve the teaching effect.

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