Exploration of Translation Teaching Mode for Effective Remote Learning

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Abstract: The findings of this article suggest that both Internet-based synchronous and asynchronous teaching modes can significantly improve students’ academic performance compared to traditional face-to-face teaching. Moreover, internet-based asynchronous teaching seems to be more effective in enhancing students’ learning outcomes than synchronous teaching. This could be due to the flexibility and convenience of asynchronous learning, allowing students to learn at their own pace and time. Additionally, this article highlights the importance of remote education and management in supporting online education, especially in the context of increasing user numbers and demands within schools. Schools need to invest in high-quality remote education systems and effective management to ensure the success of online education and stay competitive in the market. Overall, the development prospects of web-based remote translation teaching mode are promising, and online education is expected to become the main trend worldwide. This highlights the need for educators and institutions to embrace technology and explore innovative teaching methods that can provide high-quality education to students anytime, anywhere.

1. Introduction

With the continuous development of information technology, Internet-based remote education mode has become an important teaching form. In this teaching mode, students can learn anytime and anywhere through the internet, reducing time and space constraints, while also improving learning efficiency and satisfaction. In the field of translation, the web-based remote translation teaching model also has broad application prospects.

The web-based remote translation teaching mode provides an efficient, convenient, and flexible learning method, which has obvious advantages. Firstly, online teaching can break the limitations of time and space, allowing students to freely choose their learning time and place, and greatly improving learning efficiency. Secondly, online teaching also provides rich online learning resources and interactive communication platforms, allowing students to obtain new knowledge and reference opinions from peers at any time. At the same time, they can also ask teachers for questions to ensure continuous progress in the learning process. The purpose of Stenman Saga’s research was to explore equality and inclusion as an aspect of distance learning [1]. Karakose Turgut believed that in order to deal with the global health threat caused by COVID-19 virus, higher education institutions around the world quickly turned to emergency distance learning [2]. Their research on online teaching also has some shortcomings. Firstly, due to the abundance of information and resources on the internet, students may become lost in the clutter of information, resulting in low learning efficiency. Secondly, there are also technical issues with online remote learning, such as unstable Internets that may affect the quality of online learning. In addition, compared to traditional teaching models, online teaching may lead to a decrease in students’ autonomy and independent thinking ability, as there is no need for real-time communication and interaction with teachers and classmates, resulting in a certain degree of thinking inertia, which they have not taken into account.

This article aims to eliminate differences between different groups and regions by randomly grouping students, thus achieving more objective experimental results. For each group, this article can record students’ learning outcomes, learning efficiency, teaching satisfaction, and other data to analyze the advantages and disadvantages of different teaching models, and provide reference for promoting and improving corresponding translation education models in the future.

2. Translation Remote Teaching Mode in the Context of the Internet

In recent years, with the continuous development of internet technology, online distance education has gradually become an emerging model in the education industry [3]. Compared to traditional face-to-face teaching, online distance education has advantages in...
terms of time, space, and resources, which makes it a popular learning method for students [4-5]. The purpose of this experiment is to explore the application value and effectiveness of Internet-based remote teaching mode, providing new ideas and references for the education field.

2.1 Advantages of Web-based Remote Translation Teaching Mode

High flexibility: The web-based remote translation teaching mode can be learned anytime and anywhere, without being limited by time and location. Students can decide their own learning time and location, which is convenient and flexible [6];

Strong interactivity: Through the online remote education mode, students can have real-time online interactive communication with professional teachers and other students, enhancing their learning experience and participation [7];

Resource sharing: Through the online remote education model, students can access high-quality course resources worldwide, avoiding the limitation of a single textbook [8-9];

Personalized teaching: Through the online remote education mode, students can independently choose their learning content and progress, and arrange learning plans according to their personal needs, promoting personalized teaching [10].

With the rapid development of information technology and the popularization of the Internet, online education has become the focus of attention in the current education field. In this context, the web-based remote translation teaching model has gradually emerged and become an important teaching model [11]. The web-based remote translation teaching model, as the name suggests, is a remote translation teaching activity conducted through the internet. The difference between online education and traditional education is that teaching and learning are concentrated in the classroom, and the lecturer and learner do not have to be in the same space at the same time. The web-based remote translation teaching model has the advantages of stronger flexibility, wider resources, and more convenient communication, which to some extent improves many problems in traditional translation teaching, provides students with a better learning environment, and promotes the improvement of their translation abilities [12-13].

Online teaching allows students to choose according to their actual situation without the need for a fixed time and location. In this way, students can more flexibly plan their learning time and arrange learning content, which helps to improve learning efficiency. In the web-based remote translation teaching mode, students can communicate and interact in real-time through online videos, discussion areas, group activities, and other forms. They can freely share questions, insights, and experiences, and receive timely feedback from teachers and classmates, enhancing the interactivity and participation of teaching and learning. In the online environment, students can access a large number of online learning resources through various platforms, such as online libraries, e-books, academic journals, and so on [14]. These resources not only provide students with a wider range of knowledge channels, but also provide them with more academic support, promoting their translation ability improvement. Compared to traditional translation teaching models, web-based remote translation teaching models pay more attention to students’ autonomy and creativity. For students, online teaching is not limited to the control of teachers, and they can find their own learning paths and problem-solving methods, cultivating their creative thinking and independent thinking abilities [15].

2.2 Disadvantages of Web-based Remote Translation Teaching Mode

As we enter the information age, people are confronting various new social transformations and challenges. Likewise, higher education is bound to undergo this change. Translation education, as a crucial part of university English education, must adapt itself to the current trends. However, some disadvantages can also be identified in the process of Internet-based remote learning.

High technical requirements: The web-based remote translation teaching mode requires students to have corresponding computer and Internet usage abilities. If the technical requirements are too high, it would increase learning costs;

Difficulty in ensuring learning quality: When students are learning remotely online, it is difficult to ensure their learning quality, and teachers find it difficult to detect and correct students’ mistakes in a timely manner;

Lack of face-to-face communication: The online distance education model lacks face-to-face communication, which reduces the ability to master and apply many aspects of communication and communication;

The need of a good Internet environment: The online remote education model requires students to have a good Internet environment. If the Internet quality is poor or the Internet latency is high, it would affect the learning effect [16].

In the online environment, students’ internet speed and connection quality are usually one of the important factors that affect learning effectiveness. In situations where the Internet is unstable or of poor quality, it may have a certain impact on translation teaching. In the web-based remote translation teaching mode, students pay more attention to individual learning and rarely interact and communicate with others, lacking a collective collaborative atmosphere and opportunities [17-18]. In addition, students may also face a lack of supervision and management, leading to a lack of self-management and self-motivation abilities, thereby affecting their learning outcomes. In the online environment, the distance between teachers and students becomes even more distant. Due to the difficulty in detecting individual problems and situations of students in real-time, and adjusting teaching methods and
processes in a timely manner, the difficulty in solving some difficulties and problems may increase, which may have adverse effects on students’ learning. In the Internet environment, students need to have a certain level of computer operation and Internet knowledge. If their own understanding of technology is not deep, their adaptability and effectiveness in online teaching may be affected to some extent [19-20]. For the web-based remote translation teaching model, this article needs to deeply understand its advantages and disadvantages, grasp the opportunities and risks in practice, and build a more efficient, flexible, and feasible translation education system. In the process of implementation, teachers and students need to have certain technical literacy. At the same time, they also need to focus on developing students’ creative design thinking and independent learning ability to achieve an overall improvement of teaching quality.

2.3 Implementation Strategies for Internet-based Remote Translation Teaching Mode

After years of teaching and experimentation, the following strategies have been identified for effectively teaching remote translation courses over the internet.

Develop detailed teaching plans: In remote translation teaching, it is important to develop detailed teaching plans. The teaching plan should include teaching objectives, teaching content, teaching methods, teaching evaluation, etc., to ensure the comprehensiveness and systematicness of teaching.

Utilize multimedia technology: Multimedia technology can help teachers better present teaching content, improve students’ learning interest and participation. Teachers can use various forms of multimedia materials such as videos, audios, pictures, as well as online translation tools and corpora to help students better understand and master translation skills.

Guide students to learn independently: In remote translation teaching, students’ ability to learn independently is very important. Teachers can guide students to actively participate in learning through online discussions, homework assignments, extracurricular reading, etc., to improve students’ ability to learn independently and learning outcomes.

Provide personalized teaching services: In remote translation teaching, teachers can provide personalized teaching services according to students’ different needs and levels. For example, targeted guidance and correction can be provided for students’ translation difficulties and errors to help students better master translation skills.

Establish an online learning community: Establishing an online learning community can help students better communicate and interact, improve learning outcomes and satisfaction. Teachers can promote communication and cooperation among students through online discussions, Q&A, group activities, etc., to improve students’ learning effectiveness. Learning experience optimization is to arrange learning tasks reasonably, reduce learning burden, create a good learning atmosphere, and enable students to better enjoy online education.

3. Experiment on the Teaching Model of English Translation under the Internet Environment

3.1 Experimental Design

In order to explore the impact of Internet-based remote translation teaching mode on college English translation teaching, this article designed three experimental groups: traditional face-to-face teaching group (control group), experimental group 1 (Internet-based synchronous teaching mode), and experimental group 2 (Internet-based asynchronous teaching mode). During the experiment, this article collected data on students’ basic information, academic performance, and learning satisfaction for data analysis.

Control group experiment process:

Step 1 is to select eligible college students as the research subjects to ensure that their English proficiency is similar.

Step 2. Under the traditional face-to-face teaching mode, teachers explain the details of course arrangement, textbook allocation, assessment methods, etc. clearly, emphasizing the teaching of basic theories and the sorting out of translation skills.

Step 3. Teachers regularly organize quizzes and final exams to evaluate and provide feedback on students’ learning outcomes and mastery.

Step 4 is to conduct statistical analysis based on students’ assessment scores and compare their improvement in translation skills.

Experimental Group 1 experimental process:

Step 1 is to select eligible college students as the research subjects to ensure that their English proficiency is similar.

Step 2 is to divide students into several groups, and each group would have online video conferences with professional teachers for real-time interactive communication. In this mode, students can consult the teacher for questions at any time and also share different translation experiences and strategies.

Step 3. Teachers explain translation theories and techniques, share translation cases, and conduct simulation exercises, and other activities in video conferences to help students better master translation skills.

Step 4. Through online platforms, teachers can also provide online course resources, discussion forums, testing centers, and other support for students’ learning activities.

Step 5 is to analyze the educational effectiveness and satisfaction of students under different learning modes based on their learning outcomes and assessment scores.

Experimental Group 2 experimental process:

Step 1 is to select eligible college students as the research subjects to ensure that their English proficiency is similar.
Step 2 is to divide students into several groups, and each group selects suitable learning content on the online platform for learning. Students learn by viewing recorded course videos, engaging in interactive discussions, and practicing after class.

Step 3. Teachers provide guidance and guidance to students through publishing learning tasks, online Q&A, and regular testing.

Step 4. While students independently choose their learning content, they need to carefully complete after-school exercises, and participate in course discussions, and other activities to ensure the improvement of translation skills.

Step 5 is to analyze the educational effectiveness and satisfaction of students under different learning modes based on their learning outcomes and assessment scores.

3.2 Experimental Data

In the three experimental groups mentioned above, this article collected a large amount of data, mainly including student basic information, academic performance, and learning satisfaction. The following is a detailed analysis of these data in this article.

Basic information of students:
In three experimental groups, a total of 60 students participated in the experiment. They are all between the ages of 18 and 22. Most of them are English majors or English related majors. In addition, their English proficiency is not much different, and most people have reached CET-4 or CET-6.

Academic performance:
In order to evaluate the impact of different teaching modes on the improvement of students’ translation skills, this article collected the results of different groups in quizzes and final exams, and conducted data analysis based on the results.

The final exam score statistics are shown in Figure 1. In the final exam, the average score for the control group was 76 points; the average score for experimental group 1 was 87 points; the average score for experimental group 2 was 89 points. Similar to the quiz, the scores of experimental group 2 were once again higher than those of control group and experimental group 1.

![Figure 1. Final exam score statistics](https://doi.org/10.1051/shsconf/202317401030.01030 (2023)
SHS Web of Conferences 174, 01030 (2023)
SEAA 2023)

In addition, this article also conducted data analysis on students’ translation speed and translation quality. After mastering relevant theoretical knowledge and skills, the students in Experiment Group 2 achieved faster translation speed (3words/s) and higher translation quality (4.5 points), with significant differences compared to the other two groups. The translation speed and quality of students are shown in Table 1.

![Table 1. Translation speed and quality of students](https://doi.org/10.1051/shsconf/202317401030.01030 (2023)
SHS Web of Conferences 174, 01030 (2023)
SEAA 2023)

<table>
<thead>
<tr>
<th>Group</th>
<th>Translation speed (words/s)</th>
<th>Translation quality rating (total score of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control group</td>
<td>1</td>
<td>2.6</td>
</tr>
<tr>
<td>Experimental Group 1</td>
<td>2</td>
<td>3.8</td>
</tr>
<tr>
<td>Experimental Group 2</td>
<td>3</td>
<td>4.5</td>
</tr>
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Learning satisfaction:
Under different teaching modes, this article uses methods such as questionnaires and interviews to investigate students’ evaluation and feedback on the teaching mode (with a maximum score of 10 points). Based on the feedback results, the following conclusions can be drawn from this article:

Traditional face-to-face teaching mode: Students generally believe that the teacher’s teaching quality is high; the course content is rich; the teaching material quality is good, but the time arrangement is not flexible enough.

Internet-based synchronous teaching mode: Students have a high evaluation of this teaching mode, believing that it is easy to learn and communicate, and can effectively improve translation skills. However, some students complain that online environments can sometimes lead to unstable situations.

Asynchronous teaching mode based on the Internet: The advantages of synchronous mode are fully reflected in this mode, and different learning methods such as independent selection, free arrangement, and repeatable course learning are welcomed by students. The satisfaction rating results are shown in Figure 2.
4. Conclusions

Through the analysis of data, this article can draw the following conclusion: under different teaching modes, Internet-based asynchronous teaching mode can maximize students’ translation skills, and synchronous teaching mode also has certain advantages. Students are more satisfied with the web-based teaching mode than traditional face-to-face teaching mode, and it is more suitable for the fast-paced lifestyle of current college students. The web-based teaching mode needs to be equipped with corresponding technical support to ensure the stability and reliability of teaching. In summary, the web-based remote translation teaching mode is an efficient, convenient, and flexible teaching mode, which can provide higher quality resources and learning opportunities for college English translation education. In the future, more English translation teaching modes can also be considered.

References

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