Exploration on the Translation Teaching Mode of English Majors in Colleges in the Era of Artificial Intelligence

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Abstract

In the era of artificial intelligence, the rapid developed technology will bring total change to translation instruction in colleges especially with the current milestone product as ChatGPT. This paper mainly discusses the current challenges which traditional translation teaching modes are facing right now. It is necessary to improve the AI Awareness among Teachers and Students to create a smart English instruction mode to apply in the classroom daily teaching with an effective and intelligent AI-assisted evaluation mechanism. The innovation on English translation teaching mode will help to nurture qualified translation professionals in the future.

Key words: Artificial intelligence; English translation teaching mode

Artificial intelligence technology is frequently updated and iteratively improved under the intense attention of people thanks to the explosive generation of data and the continual enhancement of computer computing capacity. As an advanced natural language computing model, ChatGPT has been upgraded from the initial stage of grammar or syntax processing of natural language texts to the advanced stage of logic, semantics and emotion processing, from the operation of the language form shell to the selection and judgment of language content and thought essence, It has become a preliminary intelligent knowledge processing tool with huge computing power, which will bring about earth-shaking changes in many aspects of life. It can be said that it is a milestone product in the rapid development of artificial intelligence technology, which is bound to bring an all-round impact to language-based education.

Translation itself is already facing the impact of machine translation. Actually, translation courses for English majors in colleges are facing the impact of translation teaching models that need to be carefully examined. This paper mainly discusses how to use artificial intelligence technology to cultivate translation students who are more suitable for future translation market.

1. PROBLEMS EXISTING IN TRANSLATION TEACHING OF ENGLISH MAJORS IN THE AGE OF ARTIFICIAL INTELLIGENCE

1.1 College Students Who Are Misusing AI-Assisted Translation Software

The majority of college and university students nowadays were born after the year 2000, and they are growing along with the development of Internet as original users. They are familiar with various translation tools, but they lack proper comprehension and using skills, which are most obviously seen in the following areas:

1.1.1 Improper Understanding of AI-assisted translation software:

Students are accustomed to utilizing popular translation software on the market, such as Youdao Translation Dictionary, Kingsoft PowerWord, Baidu Translation, and Bing Translation, yet they are overly reliant on them. Instead of reviewing and evaluating the efficacy

of machine translation, students are either accustomed to utilizing the aforementioned software to seek up terms or they are accustomed to using translation software to automatically complete translated documents.

1.1.2 Ignorance on the Actual Pragmatic Environment and the Fluency of Translation:

Even in the ChatGPT era, AI-assisted translation software still has shortcomings with regard to language flexibility, cross-cultural background processing, understanding of real language background and context, etc. Proofreading is still necessary in actual use and review, which is frequently disregarded in the use of translation software by college students. ChatGPT is an example of AI-based software that can develop to recognize distinctions in various circumstances, but it still needs human translators to filter and double-check.

1.1.3 Lack of Necessary knowledge of Translation Theories and Skills:

In addition to the frequently discussed issues of learning attitude and academic integrity, some college students who use AI-assisted translation software find it difficult to review AI-generated translation manuscripts. This suggests that, in the age of artificial intelligence, it is extremely necessary to revise the relevant course positioning and talent training mode of translation courses for English majors in colleges. Declarative information like vocabulary, grammar, and sentence structures are no longer the main emphasis of course instruction; instead, it is crucial to educate students how to acquire practical translation abilities.

1.2 Insufficient Resources for College Teachers to Construct AI-assisted Translation Course

The problem of insufficient resources for college teachers to construct artificial intelligence-assisted translation courses may have an impact on students' learning experiences and effectiveness. At the moment, college teachers' comprehension of the construction of AI-assisted translation courses varies widely. The following are some performances:

1.2.1 Lack of Comprehension of AI-assisted Translation Technology

Some professors at universities might not have a thorough knowledge of AI-assisted translation technology and hence be unable to use it effectively. Some academics have a strong bias against the use of machine translation because they believe it undermines the integrity of the learning process. They are unable to successfully relate it to classroom instruction. It results in the incapacity to instruct and guide students effectively.

1.2.2 Lack of Integration of Relevant AI-assisted Course Resources

College teachers lack of the awareness and the practice to provide relevant AI-assisted course resources, such as

teaching materials, courseware, cases, etc., which may affect students' learning experience and effectiveness.

1.3 Unproductive Teaching Mode of Translation Courses for English Majors in Colleges

With the development and promotion of ChatGPT will have an impact on several sectors? Among these, the translation industry may be totally reshaped with the evolving of AI-assisted translation technologies. Since then, the requirements for talent training will alter as a result of industry changes, which will then reverse the pressure of transformation and upgrading to the education system. At present, the following issues are the key ones with classroom instruction mode of English majors in colleges and universities:

1.3.1 Outdated Instructional Mode which Lacks Technology Integration

The standardized classroom teaching approach currently used by colleges and universities was developed during the Industrial Age. For translation classroom instruction, conventional mode is always the case in practice, and there are even some teachers recommend students looking up words in the printed dictionary nowadays. Printed dictionary searching is clearly out of date, and obviously lags behind the current requirements for talents training in the development of an information-based and intelligent society. A change in the instructional mode is therefore imminent.

1.3.2 A Mismatch Between Practice and Theory in Classroom Instruction

At the moment, translation courses combine both necessary practical and theoretical components. In the actual world, machine translation and human translation are increasingly being combined in a hybrid method that is becoming more and more common. However, many teachers neglect to take into account the influence of technical improvements on translation procedures when creating teaching models for translation courses. They can consider the use of machine translation to be immoral and reject it as unimportant. However, in the modern world, it is essential to comprehend how to use technology efficiently and increase translation efficiency. This involves integrating techniques like machine translation post-editing (MTPE) into lectures and classroom teaching practice drills.

1.4 Inefficient Classroom Evaluation Standards for Translation Courses in Colleges

In order to achieve the sustainable promotion of classroom instruction, classroom teaching evaluation is a necessary and essential component. It also serves as a major driving force for the long-term development of teaching activities. Currently, there are some issues of the poor efficiency of teaching evaluation in boosting translation instruction in the Intelligent Age:

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1.4.1 Neglecting on the Ability Assessment in Translation Instruction

Traditional teaching methods frequently place more emphasis on the attainment of knowledge objectives than on ability assessments. This is another flaw in translation instruction, especially in the modern era of intelligence. No matter how much translation teaching assessment focuses on the translation of individual texts, the memorization of words and sentences does not conform to the development characteristics of the current era.

1.4.2 Ignoring High-Order Goals in Translation Instruction

Traditional teaching evaluation focuses on low-order goals and ignores high-order goals. Traditional teaching evaluation primarily evaluates students' mastery of information and fundamental abilities, such as memory, understanding, and application. However, traditional teaching evaluation often ignores higher-order goals such as creativity, critical thinking, problem-solving skills, communication skills, cooperation skills, and independent learning skills. Translation is a thorough application of language learning that calls for students to be able to communicate effectively in real-world settings as well as think critically, evaluate, and utilize language holistically. These high-order skills should be the focus of teacher evaluations since they are essential to students' success in both the actual world and their careers.

1.4.3 Overlooking the Formative Assessment in Translation Instruction

Summative assessment is the focus of traditional teacher evaluation, while formative evaluation is overlooked. Traditional teaching evaluation usually uses summative evaluation of students' exams, tests, and projects at the end of the semester as the main evaluation method, focusing on the evaluation of results and grades. However, how student grow the ability in the process is somehow overlooked. Since translation is a practical skill, the focus of evaluation should be on the students' proficiency during the translation process.

2. INNOVATION OF ENGLISH TRANSLATION TEACHING MODE IN THE ARTIFICIAL INTELLIGENCE ERA

2.1 Improving the AI Awareness among Teachers and Students

The development of the suitable teaching mode for English translation in the age of artificial intelligence must first inspire and enhance students' comprehension and ability of using AI-assisted translation technologies. The following discussion is mainly from the perspective of the two major teaching subjects, teachers and students, how to developing their AI awareness.

2.1.1 College students should be able to correctly comprehend and employ translation technologies based on artificial intelligence. First, teachers of English translation courses in colleges and universities should popularize the knowledge of artificial intelligence translation technology to students inside and outside the classroom, provide a practice environment, help students master the use methods and advantages and disadvantages of each platform, and convey the correct concepts and methods to students in a timely manner; second , teachers should also provide students with enough authentic and effective translation practice exercises, set up real pragmatic scenarios, promote the transfer of students' cross-cultural communication skills, strengthen technical empowerment, and assist students in using machine translation correctly, such as pre-translation editing, post-translation editing, etc. strategies and models to improve students' English translation efficiency; thirdly, in terms of teaching content design, increase the emphasis on students' translation theory and translation technology, and combine the content of the translation course with artificial intelligence technology in the teaching process to promote students.

2.1.2 Teachers should improve their AI awareness and employ technology to facilitate the development of curriculum resources. First, colleges and universities should organize the resources necessary to conduct special teacher training at different levels based on the needs of individual teachers, as well as systematic training on the fundamentals of artificial intelligence, the advanced operation of AI-assisted translation software, and the application of AI-based teaching methods and tools, in order to improve teachers' mastery level of AI technologies. Teachers of English translation courses in colleges and universities should empower the course resources by utilizing AI-assisted translation and teaching technologies, using AI-based personalized algorithms and learning analysis to realize personalized design of course content, and integrating classroom instruction tools, which is bound to assist students performing translation practice more efficiently;

2.2 Creating a Smart Teaching Mode for Classroom Instruction Transformation

The smart teaching mode is implemented through the teaching implementation in conjunction with the construction of AI-assisted translation and teaching technologies to actualize the transformation of the classroom mode. The specific implementation link can be promoted along the process of classroom instruction activities, i.e., pre-class stage, mid-class stage, and post-class stage.

In the pre-class stage, intelligent learning analysis technology and ChatGPT technology can be used to understand students' basic learning situation, preset learning background, and stimulate students' interest in learning by publishing preview tasks and pre-school self-

tests. Through the use of intelligent learning resources, translation demonstrations, translation exercises, and other forms of support, students' preparation and active participation can be enhanced, and visual data can be gathered to assist instructors in making timely adjustments to course content and methods.

In the mid-class stage, combined with the background of the current mixed curriculum reform in colleges and universities, the integration and empowerment of artificial intelligence translation and teaching software will help the smooth development of teaching activities and the improvement of teaching effects. For example, ChatGPT can be used as a simulation tool for translation practice scenarios, providing simulated actual dialogues for interpreting and translation training and assisting teachers to carry out situational teaching, providing students with a real and lifelike language interaction environment, and helping students realize the transfer of pragmatic competence and cross-cultural communicative competence use.

In the post-class stage, teaching evaluation and feedback empowered by artificial intelligence technology can better realize "promoting learning with evaluation" and "promoting teaching with evaluation". The smart teaching platform can use technologies such as big data collection, feedback and analysis, and intelligent evaluation and diagnosis to deeply analyze multi-scenario and multi-system teaching data before and during class, help translators and students generate self-evaluation portraits, and provide learners with evaluation results based on the evaluation results. The software can intelligently generate feedback and promote personalized learning resources to assist teachers in adjusting their teaching strategies in a timely manner, and significantly enhance the teaching and learning outcomes for translation instructors and students.

2.3 Implementing an Effective and Intelligent Evaluation Mechanism for Translation Instruction

Translation instruction evaluation refers to the unique evaluation methods and standards for completing teaching tasks and achieving teaching goals in various teaching modes (Liu, 2013, p.53). The main reason of using AI technology to empower translation instruction evaluation is that the learning effect evaluation part can surpass the commonly discusses problems in the traditional evaluation.

In terms of evaluation data collection, with the help of AI-assisted technology and hybrid curriculum reform tools, comprehensive real-time collection of translation teaching evaluation data can be realized, including online and offline learning data (such as assignments and tests, learning logs, classroom discussions and demonstrations, etc.), bbehavioral data, anomaly detection data, etc.. The instruction evaluation has moved from explicit summative assessment to implicit and intelligent procedural and comprehensive evaluation.

In terms of the evaluation presentation mode, teachers can provide real-time personalized evaluation feedback through the AI-based teaching platform. Taking daily translation practice as an example, ChatGPT can be used to preliminarily evaluate the translation quality of students based on the existing translation quality assessment criteria. Teachers refer to the feedback results, summarizing the common problems to intervene in manual analysis and professional evaluation, and provide targeted guidance and suggestions for students.

As for evaluation analysis and summary, the AI-based teaching platform has the capability to extract underlying connections within translation teaching data and construct a relational model. It can promptly provide learners and teachers with precise evaluation outcomes in a visual format, offering a more scientific and comprehensive assessment for translation educators and students. This feedback enables learners to quantify their own progress, adapt their learning strategies, and improve their decision-making skills. Simultaneously, it assists teachers in adjusting teaching goals, activities, and strategies, allowing for accurate manual intervention and management.

CONCLUSION

To sum up, in the era of artificial intelligence, the translation teaching mode for English majors in higher education should align with the pace of technological advancements. It is essential to enhance teachers' awareness and understanding of AI applications and promote interdisciplinary integration. Effective teaching models and evaluation frameworks should be employed to foster students' innovative thinking and comprehensive abilities. Emphasizing the concept of human-computer cooperation is crucial to enable students to effectively utilize AI technology and enhance translation efficiency and quality. By doing so, we can nurture translation professionals who are well-suited to meet future work demands and developments.

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