Research on the Reform of Translation Teaching for English Majors by TBLT under the Background of AI

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Project: General Program for Humanities and Social Sciences Research in Higher Education Institutions of Henan Province.
Project number: 2023-ZDJH-731

Received: November 19, 2022        Accepted: March 4, 2023        Online Published: September 1, 2023

doi: 10.5539/elt.v16n9p145         URL: https://doi.org/10.5539/elt.v16n9p145

Abstract
With the continuous development of society and the changes of the times, English has gradually become one of a fundamental requirement for talents. As the cradle of cultivating talents, colleges and universities play a pivotal role in educational reform. In the new era, the development of modern information technology demands English teaching to maintain innovation and keep pace with the times. The task-based language teaching approach is used in the translation teaching for English majors in colleges and universities to explore a new mode of English teaching. In teaching, by allowing students to complete the corresponding target tasks, develop students' ability to comprehensively use information, and promote the effective cultivation of students' English translation ability, thereby improving students' English cross-cultural level and translation ability. College English teaching should prioritize the cultivation of students' practical translation ability. Therefore, based on the characteristics of task-based language teaching, artificial intelligence technology is introduced into English translation teaching for English majors to assist in completing tasks using intelligent translation, so as to realizing a new model of student-centered English teaching. Taking English translation teaching as an example, this paper discusses how to reform the translation teaching for English majors in colleges and universities under the new situation of artificial intelligence application in the field of translation.

Keywords: Artificial intelligence, English translation teaching, task-based language teaching

1. Introduction

1.1 Research Background

The college stage is a crucial period for students' learning and growth, during which they must develop the ability to adapt to society (Tian, 2022). In the field of English, students need to possess flexible application skills, particularly in the areas of oral English and translation, so as to lay a solid foundation and provide important guarantee for students' life and work (Luo & Wu, 2019). English teaching for college students has evolved over time, with a wide range of teaching methods and approaches being used. Richards and Rodgers have described some of the most commonly used approaches to teaching English, including the communicative approach, task-based learning, and the vocabulary approach. They compare the advantages and disadvantages of these approaches (Richards & Rodgers, 2014). Li and Zhang found that task-based language teaching (TBLT) has emerged as a popular and effective approach to English language education in college settings (Li & Zhang, 2020). TBLT is a learner-centered approach that emphasizes the use of real-life tasks to promote language learning. Li and Zhang analysed the effectiveness of TBLT in improving college students' English language proficiency. The results showed that TBLT was effective in promoting students' listening, speaking, reading, and writing skills, as well as their motivation and autonomy in language learning. In (J. Willis & D. Willis, 2017), Willis analyses the key principles and practices of TBLT, including task design, implementation, and assessment. It highlights the effectiveness of TBLT in promoting learner autonomy and developing communication skills, as
well as its potential to promote cross-cultural competence and critical thinking. Additionally, the paper emphasizes the importance of technology in TBLT, specifically the use of online resources and digital tools to enhance language learning.

With the emergence of AI technology, there has been a growing interest in exploring how it can be integrated into English language teaching to improve its effectiveness and efficiency (Zhang, 2019). Kong, L found that AI has been increasingly used in various aspects of English translation teaching, including machine translation, language learning platforms, and computer-assisted translation tools (Kong, 2022). AI has the potential to enhance the efficiency and accuracy of translation, as well as provide personalized and adaptive learning experiences for students.

1.2 Research Content

Despite the potential benefits of AI technology, there are concerns about its limitations in certain areas of English language teaching, such as translation and oral communication. For example, while AI translation can generate translations based on its own corpus, it often struggles to consider factors such as emotion, culture, history, and style, which are critical to producing high-quality translations (Ocaña-Fernández, Valenzuela-Fernández, & Garro-Aburto, 2019).

Furthermore, some universities are grappling with challenges related to the integration of AI technology in language teaching. One major issue is the imperfect construction of AI translation platforms, which can result in inaccurate translations and undermine the credibility of the technology (Y. Liu & M. Liu, 2019). Additionally, there is a need to optimize the evaluation model of college English teaching to ensure that the integration of AI technology aligns with the learning objectives and standards of English language education.

This paper aims to examine how colleges and universities can effectively integrate AI translation technology with task-based language teaching (TBLT) into English language education. The study will also examine the concerns and issues associated with the use of AI technology in English language teaching and propose strategies for addressing these challenges. Ultimately, the paper seeks to promote the improvement of college English teaching quality under the background of AI translation.

1.3 Research Significance

The integration of AI translation technology with TBLT is a relatively new and innovative approach to English language teaching. This approach has significant research significance, as it has the potential to address some of the limitations of AI technology in language learning. It provides a more interactive and personalized approach to language learning. TBLT is a teaching method that focuses on the use of language in real-life situations and encourages learners to use language for communicative purposes. This is consistent with the goal of AI translation technology, which is to facilitate effective communication. The combination of these two approaches can enhance students’ language learning experience and provide them with more opportunities to practice and apply their language skills in authentic situations.

Besides, the integration of AI technology with TBLT can also provide a wealth of data on learners' language learning progress and needs. This data can be used to inform and improve language instruction and to provide more personalized feedback and support to learners. This has significant research significance, as it can contribute to the development of more effective and efficient language teaching practices.

2. Current Situation of English Translation Teaching

2.1 Attach Importance to Theory and Ignore Practice

In the past, translation courses for college English majors were closely related to the syllabus. The teacher will start with translation theory and translation techniques, and then explain the translation of words, sentences and texts through specific cases. Afterwards, class comments are made by assigning after-class practice tasks to students. In this teaching mode, the teacher occupies the dominant position. The students' participation in the English translation class is not much, which makes the development of the English translation class be subject to certain limitations. From a teaching point of view, translation courses at colleges and universities often rely on original teaching materials and rarely involve current affairs and hot topics. Therefore, it is difficult to keep pace with the times, and it fails to realize the exchange and integration of disciplines. For students, this will make them unable to experience the formality and concentration that translation should have in future formal work, which results in problems such as rigid translation content and a lack of logical translation ideas. This is not conducive to improving students' actual translation ability and the cultivation of the translation skills of related cultures.
In addition, some college students only use relevant artificial intelligence translation software to complete their homework without conducting independent thinking and readjustment from multiple perspectives. To a certain extent, this has caused students to rely too much on intelligent technology in their learning, which has played a negative role in hindering the development of teaching. In this teaching environment, students' comprehensive language skills cannot be effectively improved. In this case, the teaching of English translation in colleges and universities was unable to achieve an effective combination of teaching and artificial intelligence, and the learning effect of students was not further enhanced.

2.2 Fail to Arouse Students' Enthusiasm for Participation

At present, the teaching concept and role orientation of teachers in College English translation teaching practice require further change. Some college teachers fail to recognize the latest development of artificial intelligence translation technology, and still regard artificial intelligence translation software as a tool that makes people slack at work. They believe that this process does not improve students' learning and translation abilities and that it can cause them to become too reliant on technology. In addition, while some teachers advocate that students use AI translation software to check unfamiliar words after class, this process also limits the broader technology of AI. Due to the lack of encouragement of teachers' teaching innovation in some colleges and universities, there is no in-depth exploration of artificial intelligence translation technology and college English classroom teaching mode, resulting in insufficient innovation in college English translation courses. Furthermore, it affects the interest of teaching and students' enthusiasm for learning, which is not conducive to improving student attention and engagement in the classroom.

2.3 Imperfect Translation Course System Construction

Language is developing and changing, and the educational contents and methods of language courses should also change. At present, translation courses in some colleges and universities are mostly elective courses with short class hours. This characteristic leads to students' lack of mastery of translation theories and skills, which cannot be combined with translation practice. Therefore, it is not enough to help students further improve their translation skills.

In addition, the innovative development of English translation teaching mode requires teachers to comprehensively consider students' English proficiency, translation course teaching resources and task-based language teaching approach, so as to improve the English teaching mode. In terms of role orientation, teachers should recognize that students are the main body in translation teaching. The teacher should act as guides and give guidance and help at the appropriate time, and should not interfere too much with students' translation practice. In the course of teaching, teachers lay particular stress on the explanation of theoretical knowledge, and the content of practical operation is less. In class, due to the lack of frequency of using artificial intelligence translation technology, students gradually lose interest in traditional teaching.

Therefore, teachers should establish correct teaching objectives, optimize teaching content, innovate teaching mode and improve classroom atmosphere through advanced intelligent technology, so as to promote the overall improvement of students' learning efficiency.

3. Introduction to Task-Based Language Teaching Approach

3.1 The Definition of Task-based Language Teaching Approach

Research on task-based language teaching (TBLT) began in the late 1970s and early 1980s. The development of task-based language teaching (TBLT) is based on the rationale of communicative language teaching (CLT) and the interaction hypothesis (Ellis, 2009). Task-based teaching is a task-oriented teaching method of learning that focuses on communicating and completing learning tasks in the comprehension process. Task-based language teaching is a language teaching plan and teaching method with tasks as the core unit. Task, as applied to language learning, has been conventionally defined as "a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings" (Yuan & Willis, 1999), or an “activity which requires learners to use language, with emphasis on meaning, to attain an objective” (Stockwell, 2010). Under the guidance of the teacher, students gradually achieve the requirements of teaching objectives by means of experience, practice, participation, communication, cooperation and other methods. Therefore, task-based teaching emphasizes "learning by doing", and teaching should be based on the students’ interests, experience and knowledge levels. Under the guidance of teaching objectives, the teacher can make students gain a sense of achievement in task-based teaching. In the learning process, get emotional experience and adjust learning strategies, and gradually form a positive learning attitude. By giving full play to students' subjective initiative, it can promote the practical application of students' language ability enhancement.
The task-based teaching approach focuses on the language communication activities guided by the determined task goals in real life. It requires students to use tasks to complete learning activities and master authentic, practical and meaningful language. Task-based learning activities designed by teachers or syllabuses encourage students to experience language by using language, discovering problems and rules, summarizing knowledge, and achieving goals.

Therefore, in translation teaching, on the one hand, the task-based teaching mode emphasizes on teaching students how to further improve their translation ability, comprehensive language application ability and communication level in the process of completing a series of teaching tasks. On the other hand, it focuses on exploring the rules of English translation, so that students can master the methods of language learning and translation, and cultivate students' innovative ability.

3.2 The Basic Model of Task-based Language Teaching

Jane Willis, in A Framework for: Task-based Learning, strictly divides the task-based teaching process into three stages: pre-task, task-cycle, and language focus (Willis, 2021). First, the pre-task is regarded as the preparation phase of TBLT. The teacher proposes realistic and meaningful tasks suitable for students to discuss, so that students can learn language knowledge and train skills under the drive of tasks. At the same time, the teacher guides the students to understand the goals and requirements of the task. students plan and perform tasks and report their results during the task cycle phase. At this stage, students are the main body of communication and task completion, and the teacher can only guide them properly as a bystander. Students first actively participate and complete communication tasks. Work together to complete a task summary report, then report the task completion orally or in writing to other students and teachers. In the language focus stage, under the guidance of the teacher, students use the acquired knowledge and skills to complete language output. They focus on the language forms in the communication process, summarize and analyze the accuracy of the language and the achievement of the task.

Therefore, the task-based language teaching model is a task-driven process, which is conducive to improving students' interest in learning, enhancing students' learning motivation, and also helping to reflect the authenticity of the task.

3.3 Advantages of Task-based Language Teaching Mode

The translation practice course is a professional course for English majors. Its main task is to cultivate and improve students' translation practice ability. Strong translation ability is a prerequisite for entering the company. Therefore, the translation course is to a large extent an important course that students need to pay attention to before employment. In actual translation, the most important thing is how to express the meaning of the original text. Because translation requires us to convert the original text into another language form on the premise of keeping the semantic content of the original text unchanged. Expose students to the theory and method of comparative translation by allowing students to analyze, compare and discuss the best translations. By absorbing typical translation mistakes to discuss, students can be impressed. The teacher plays a crucial role in summarizing and analyzing the nature of mistakes made by students to identify representative problems.

In task-based teaching, students can get feedback and verification from classmates or the teacher after language output, thereby speeding up their understanding of the input. The teacher encourages students to have meaningful exchanges and actively participate in exchange activities to solve problems and complete tasks. Driven by multiple tasks, students can use their own thinking to actively acquire English and experience the joy of personal progress by completing specific tasks.

4. The Application of TBLT in Translation Teaching under the Background AI

4.1 Introducing Artificial Intelligence Facilities

Under the background of AI, it is necessary to consider incorporating facilities to establish a fundamental setting for intelligent English teaching and to promote the fusion of AI. With the emergence of artificial translation, the innovation of college English teaching requires not only the improvement of the original English teaching system, but also the effective integration of AI translation technology with English teaching, so as to further promote the improvement of English classroom teaching quality (Yang, 2022). In translation teaching, it is recommended to incorporate relevant translation software (including machine translation and computer-aided translation) into the course curriculum, enabling students to proficiently apply these latest software and technologies in their future work to increase work efficiency and quality. For example, Yandex can translate texts, websites, documents, images, etc.; Atman can help with specialized medical translations. Therefore, in order to better integrate AI, teachers need to become well-versed with intelligent translation software, ensure the
correctness of technology usage, and then promote the development of intelligent translation teaching. AI is the key to ensure the quality of translation teaching. It needs to be used reasonably to create a conducive teaching environment.

4.2 Application Plan of TBLT in Translation Teaching

Translation Teaching

With the advent of the Internet information age, AI is developing at an ever-increasing pace, and its application in the field of life is more and more extensive. According to the actual situation of the school, AI related facilities should be introduced, and more advanced facilities should be applied to the translation teaching classroom. Teachers should be encouraged to incorporate these intelligent facilities into their teaching methods, transforming traditional teaching formats. The construction of artificial translation platform can provide students with teaching resources and channels for vocabulary inquiry, which is of positive significance to enrich students’ vocabulary and improve their translation ability (Hu et al., 2020).

In task-based teaching, the design of tasks should not only consider the operability of language, but also consider the authenticity and communication of language in real life. In teaching content, teachers should actively apply AI to enhance teaching resources and provide students with a fresh and engaging learning experience. In the form of teaching, teachers should tap the functions of artificial intelligence, flexibly combine these functions with the actual teaching content, actively integrate the traditional translation teaching mode with the practical functions of AI teaching, and comprehensively improve students’ translation ability. Teachers can guide students to use their assigned teaching tasks to improve their autonomous learning level. In addition, the technology can be utilized in partnership with tech companies to serve humanity.

During the translation teaching, the teacher can tell students about learning goals and related topics and then assign pre-class translation tasks to students through the intelligent teaching platform and related corpora before class. Afterwards, the teacher asked the students to prepare in groups, collect materials, preview related topics, and understand the background knowledge of the topics. Students can complete the pre-class preview through the corresponding AI intelligent translation technology.

In pre-task phrase, the teacher first asked the students to show the results of the pre-class preview in groups, and then the teacher added relevant information, so as to stimulate the interest and curiosity of the students through the pictures and background knowledge of the subject. By adding subject-related keywords to relevant teaching topics, students are familiar with the translation of important vocabulary and sentence patterns.

Next, the teacher conducts data analysis on student’s translation preview tasks through the intelligent teaching platform during the task-cycle phase. Through interaction and communication with students, the teacher helps students to explicit translation approaches and guide students to further process the translated texts. Besides, the teacher first teaches students the translation theory, translation methods and translation skills that they intend to learn through translation comparison, and put forward specific translation requirements.

In the language focus stage, The teacher guides students to evaluate first, and then the teacher and students jointly evaluate the completion of each group of tasks. The teacher can also analyse and evaluate students' translation situation through corresponding AI technology, and provide guidance for further improvement and innovation, to ensure the maximum effect of translation teaching. Secondly, the teacher provides famous translation demonstration texts for students to compare and study. Next, the teacher can guide students to learn how to use reference books and AI technology to find information to strengthen the improvement of language skills. After class, students or translators with practical experience in translation can be invited to give special lectures, so as to enrich translation teaching and improve students’ interest in translation by sharing their own work experiences. The AI English translation teaching model is shown in Figure 1.
Figure 1. The AI English translation teaching model

In this teaching task design, the teacher's teaching goal is to let students learn how to collect and analyse information, as well as accurately translate it. By assigning specific tasks, the teacher allows students to practice translation materials on specific topics, and systematically explain the concepts, standards and methods of translation. In the whole process of teaching activities, the teacher acts as the designer, implementer, and participant of the activities, while students are the main body of the activities, and the teaching task is open. Students complete the translation tasks in groups, report the results of the tasks, and evaluate each other. This series of processes is conducive to cultivating students' communicative skills and cultivating students' spirit of cooperation. The mission is student-centered, and actively develops students' creativity and enthusiasm. Ultimately, efforts are made to enable students to link the acquired language knowledge with translation practice, thereby transforming knowledge and skills into applied abilities.

4.4 Improve the Degree of Integration between Translation Teaching and AI Technology

Under the background of artificial translation, the development of college English translation teaching needs scientific and perfect platform support, so as to continuously enrich students' English knowledge reserve. The university should employ specialized technicians to perfect the existing AI translation platform, to resolve issues such as glitches, dropped calls, and incomplete functions in the actual teaching and application process, and further optimize the experience of teachers and students in the university (Cheng, 2021).

First of all, universities should improve the applicability of translation practice courses, fully and accurately plan the integration of AI translation technology and the TBLT teaching method, and provide guidance for the actual teaching of translation. Secondly, innovative elements should be continuously added to translation teaching for English majors. By encouraging and supporting teachers to actively innovate teaching models, teachers can further improve the application of AI technology in the actual teaching process, and continuously enrich the translation teaching model. Finally, the education and training of teachers should be further strengthened to enhance teachers' understanding and usage of AI translation technology, and constantly optimize and innovate the teaching system. In the context of human translation, the innovation of translation teaching not only needs to improve the original English teaching system, but also needs the effective integration of AI translation technology and English teaching, so as to further improve the quality of translation teaching.
5. Conclusions

In summary, the current practices of university English translation teaching are outdated and require a significant shift towards a more innovative and technology-based approach. With the rise of technology and AI, it is imperative to embrace change and integrate modern teaching strategies and plans that align with the needs of the industry. Effective teaching strategies can significantly improve the effectiveness of translation teaching methods and facilitate the integration of AI with the practice of translation. Teachers can conduct research and in-depth discussions about teaching translation through task-based language teaching. By adopting effective teaching strategies, such as TBLT, and integrating AI technology, we can cultivate all-round foreign language professionals who meet the needs of social development and promote the development of translation studies in a positive direction. At the same time, English translation teaching needs to pay attention to innovation and the introduction AI technology, so as to make AI teaching facilities more perfect and improve the effectiveness of translation teaching methods. AI has strong functionality, which can guide students’ English translation, ensure the advanced nature of translation activity class teaching, and make English translation teaching more deeply developed. At the same time, students can be comprehensively trained to promote their translation level and form their own translation characteristics.

While this paper has achieved a certain degree of innovation and improved students' learning, there is still room for further development in terms of the impact of TBLT integrated AI technology on teaching practice. However, this study is limited to the English translation course in college, and no in-depth analysis and research has been conducted on other foreign language courses. In the case practice, because of my limited time and energy, I could only conduct a one-semester follow-up experiment in one course in one university. In the future, further exploration is needed to expand this kind of combining teaching approach to a wider range of effective practice.

References


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