

Professional English Four-level Translation Questions Promote Translation Teaching Reform

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Abstract: Professional English test is the baton of college English teaching. In recent years, the reform of examinations has increased, and the improvement and difficulty of translation problems have meant that college English teaching should pay sufficient attention to translation teaching. This paper starts with the translation of new questions in the test, and puts forward some suggestions for the reform of college English classroom teaching. Aiming at the solutions to the common problems in the translation of students' passages, this paper analyzes and explores some problems and reasons exposed by the candidates in the process of words, sentences and chapters, and then proposes some measures to improve the teaching of college English translation. It is practical for the reform of the whole university English classroom teaching, and will greatly improve the students' paragraph translation ability, which can better improve the classroom teaching effect. In the end, students will be able to adapt to this new four-level test and achieve the desired results in the fourth level test.

1. Introduction

Translation is an effective means to improve college students' basic English skills and an effective means to achieve the basic goals of foreign language teaching. The College English Test is undergoing effective reforms in continuous exploration. The professional English translation part is Chinese-English translation of the passage, requiring candidates to complete in half an hour, covering China's history, culture, economy, social development, etc. The "Teaching English Course Requirements" issued by the Ministry of Education echoes the higher requirements of the Chinese-English translation: "The introductory articles reflecting China's national conditions or culture can be translated into English. The speed of Chinese-English translation is about 350 Chinese characters per hour." [1] The author believes that the reform of college English translation can be interpreted as two aspects: First, examine students from the perspective of examination the ability to translate means that classroom teaching should pay more attention to translation teaching, especially in the Chinese-English translation. The ability to train students in listening, speaking, reading, writing and translating in all aspects is no longer at the theoretical level. It is the key to English teaching to improve students' English application ability. Second, the translation content focuses on Chinese historical culture and social traditions, which means that English learning is no longer just about learning Western cultural and social customs, but more about letting students learn to introduce and exchange Chinese historical and cultural changes in English. Obviously, the original intention of the college English translation reform is good and worthy of recognition. However, from the test results, the score of the student's translation part is very low. In the face of short text translation, many students lack the rules of translation when they translate. They often translate Chinese directly into English. They do not consider the common sentences and habits of English and the connection between sentences, and the translation of many core words is not accurate. To some extent, the problems in the student translation test are reflected in the current situation of college English translation teaching.

2. Problems in the teaching of college English translation

2.1 The status of college English translation teaching

From the current situation, translation teaching is a weak link in college English teaching. Although in theory, the five skills of students' listening, speaking, reading, writing and translating are indispensable, the translation part is often not taken seriously in practical teaching. In my opinion, the problems in translation teaching have been around for a long time. First of all, from the perspective of teachers, many English teachers focus on reading when they teach, focusing on the explanation of key vocabulary and sentence patterns, and generally do not involve specialized translation training. [2]The explanations for sentence translation and essay translation appearing in after-school exercises are also in the form, just to follow the text and check the answers. In other words, these teachers did not really pay attention to translation teaching, and did not systematically train students in translation. Secondly, from the perspective of students, although they are already college students, students' English self-learning ability is still lacking. They are aware of the problems and deficiencies in their English learning, but they are content to passively accept what they have learned in the classroom, rather than effectively solving their problems or making up for them. For translation, students don't pay enough attention to them. They just complete the translation work on the textbooks, and often avoid the weights. Sometimes they just copy the answers to the sentence translation and the short text translation, which leads to the lack of translation of the short text translation during the examination. Third, in essence, the lack of students' translation ability is the lack of English thinking.[3] For a long time, from primary school to secondary school to university, English learning has occupied a lot of time and energy for students, but the learning effect is not satisfactory. The fundamental reason is that English learning has always stayed in the accumulation of vocabulary and repeated grammar training, lacking the cultivation of English thinking. The lack of English thinking makes it impossible for students to recognize the differences between English and Chinese expressions and habits. The Chinese-English translation is only the literal meaning of translating Chinese. It does not use English thinking to adjust the sentence order of sentences and use relevant English sentences. Expression and voice, tense, etc.

2.2 Reasons for the status quo of translation teaching

The reasons for the above two phenomena are mainly as follows: First, due to the lack of understanding, translation teaching is still marginalized. At present, in colleges and universities in China, college English is a public class. It is generally offered in the freshman and sophomore stages. There are two courses in comprehensive English, and the translation has no status in terms of curriculum. Some people think that the translation teaching theory should be placed in the English class, taught by the English teacher. In fact, the English class involves translation teaching, but it is difficult to guarantee the classroom time and efficiency of the translation teaching. Teachers and students are familiar with writing and reading questions. In the translation process, they only do textbook exercises, teachers provide reference translations, and students translate translations. Translation teaching is a teaching translation, which becomes an accessory for English learning and a means of detecting literacy. Second, the translation of teachers is in short supply. Translation is not only academic, artistic, but also technical and practical. Some of the college English teachers are undergraduates who graduated in the early years. They have not been specifically trained and trained in translation. Even teachers with master's degrees have different research directions, and it is difficult to control the use of translation skills. It is conceivable that the English-speaking teacher who lacks the experience of translation theory and translation practice will teach translation, and the translation teaching will fall into what position.[3]There is neither sufficient class time nor excellent translation teaching teachers. Translation teaching ends up as a teaching translation, which is recited from the previous single sentence to the present paragraph. In short, college English translation teaching should have major adjustments and changes in terms of curriculum and teacher strength, in order to meet the requirements of university translation problem reform, and to comply with the trend of social and economic development in the era.

3. College English translation teaching reform strategy

3.1 Improve the curriculum

At present, the college English teaching time in colleges and universities in China is shrinking, and the teaching tasks and goals are constantly improving. The weekly English class is fixed for 2 hours, and the class time is rushed. There is no guarantee that the time for translation teaching will be guaranteed. Therefore, in order to improve students' translation ability, we must first improve the status of translation from the curriculum setting and improve the understanding of teachers and students on translation.[4] According to the current situation of English classes in colleges and universities, in order to make up for the lack of translation teaching in the curriculum, the author has the following suggestions: First, the translation teaching is reflected in the formulation of the teaching plan at the beginning of the semester, such as a translation teaching class every two weeks. Translation classes have specific topics or specific translation skills, as well as text translation exercises under established translation themes or techniques. The second is to offer English-Chinese translation interpreting courses for students in the second and second year. The school selects teachers with translation learning experience and experience to teach. The big and second stage is an important stage for students to learn English. It is also the time to concentrate on English forty-six.[5]Therefore, the selection of English-Chinese translation courses can meet the needs of students to improve their English. It is worth noting that the effective implementation of this measure must be combined with an effective student self-learning strategy to avoid the large number of electives, which may result in teachers being unable to guide one-on-one.

3.2 Strengthening the construction of translation teachers

In addition to the favorable conditions for curriculum design and curriculum planning, the effective implementation of translation teaching must also have a team of translation teachers who are proficient in bilingual, profound Chinese and Western culture, and have practical experience in translation. [5]Although the age and title structure of English teachers in colleges and universities have become more reasonable, most teachers still lack strict translation vocational training and academic training. How to build a team of translation teachers based on the existing teachers of English teachers is urgently needed. solved problem. First of all, among the existing teachers, teachers who have the level of translation qualification, teachers with translation practice and teachers with translation training are selected to develop translation syllabus, and translation teaching is attempted. Secondly, the school regularly organizes teachers to receive training in foreign language schools with translation majors. Schools should also invest in this area to encourage teachers to pursue in-service or special training to meet the teaching needs . In addition, schools should encourage and support English teachers to participate in various types of seminars and academic activities, and increase teachers' translation practice experience.[6]

4. Thoughts on improving college English translation teaching

4.1 Change the misunderstanding of translation teaching

It is necessary to pay attention to the teaching of translation. First of all, we should abandon some traditional views on translation. We should actively shift from teaching translation to translation teaching. Teaching translation considers translation as a means of detecting students' mastery of language points. It is an appendage of language teaching and does not need to pay attention to translation skills. It will only marginalize the translation teaching of college English. It should be understood that language is the most basic tool for communication. Students will encounter translations more or less in the future. [7]In the classroom, non-English majors should be taught some basic translation knowledge and skills, focusing on the translation of candidates. The cultivation of abilities and the realization of true translation teaching.

4.2 Improve translation course settings and content

College English translation teaching should be implemented from the first semester of the

student's entry into the university, ensuring that there are certain priorities at each stage, such as vocabulary, sentences, and chapters. At present, there are many controversies in the teaching of college English translation courses in colleges and universities. Therefore, the textbooks for college English translation are yet to be published. The author believes that college English translation teaching is a highly practical course, and students should be given sufficient time to practice, so the teaching should involve two semesters. For example, adopt the 2 + 2 mode, such as learning the basic English knowledge of two semesters, and highlighting the expansion of vocabulary; in the remaining two semesters, the first semester can explain the basic knowledge and skills of translation, highlighting the translation of vocabulary and sentences, operation and differences between Chinese and English, the second semester should be combined with the higher requirements of college English, highlighting the translation of various subject paragraphs; English to Chinese, Chinese to English must be involved. The actual method is shown in table 1.

Table 1 Strategies for the Teaching of Chinese-English Translation

Strategy	Actual operation
The key training of translation teaching	Pay attention to the importance of translation and improve students' language application ability in a practical way.
The importance of classroom teaching	Starting from classroom teaching, cultivating students' thinking of English translation
Introducing cultural elements	Introducing Chinese culture into English teaching, shouldering the mission of introducing China to the West and spreading Chinese culture
Students' self-learning ability	Extends the teaching space beyond the classroom

4.3 Cultivate high-quality translators

The quality of teachers' own translation quality determines the quality of translation teaching. At present, teachers with excellent translation skills in colleges and universities are still in short supply. Most of them are teachers who lack real translation practice because of their own growth experience. Most of them are on paper during class, and some teachers only translate on literature in the translation class. Involving practical translation materials, the translation class is completely boring, obliterating students' interest in translation. Therefore, teachers should be encouraged to use colleges and social resources to learn more knowledge, enhance their translation knowledge through training, advanced training, and self-study.[8] Teachers should also be encouraged to actively participate in social translation practice to enhance their translation skills. Excellent translators are often born in the practice of on-the-job. Only in this way can we develop a translation teaching team with excellent knowledge, excellent translation ability and excellent class performance. At present, the school has integrated English majors and college English majors, regularly exchanged translation teaching experience, and established a translation studio. Teachers undertake some social translation practice tasks, let practice drive teaching, and feed back by teaching. Practice has achieved certain teaching effects and social benefits.

4.4 Improve translation classroom teaching mode

The improvement of the classroom teaching model depends on the understanding of the translation classroom, and depends on the curriculum and the improvement of the teaching staff and the understanding of the training objectives. [5]For non-English majors, the teaching of translation is to enable them to better control the two languages, master the basic skills of translation, and meet the needs of talents in the new era. In the college English class, you can integrate four levels of teaching, namely words, phrases, sentences, and texts. The most important part of vocabulary translation teaching is to train students to learn to explore various modes of vocabulary learning. At present, the university English word translation competition has been carried out in the school, and the dictionary recital contest has achieved certain results. At the same time, due to the practicality of translation, the translation classroom should be actively extended beyond the classroom. The school

has established a translation interest group for junior and non-English majors. Periodically complete the translation of certain difficulty under the guidance of the teacher, and then the review and counseling by the teacher. Some translations have been published in some journals, and some students prepare for the postgraduate study through the translation interest group. The English scores are ideal and effective.

5. Conclusion

The scientific nature of the examination is directly related to the scientific nature of teaching. The reform of college English test is a useful exploration on the basis of scientific analysis of the society's demand for talents, and it is the baton of college English teaching reform. College English teaching should develop students' translation skills on the basis of ensuring students' ability to improve their listening, speaking, reading and writing skills. The two are in parallel, mutual penetration, mutual promotion, and the improvement of listening, speaking, reading and writing skills can promote the improvement of translation ability, and the improvement of translation ability will accelerate the improvement of listening, speaking, reading and writing. Under the new situation, we should actively change the traditional misunderstanding of translation teaching, and make college English translation teaching truly become a heavyweight weight for improving students' English proficiency.

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