

Innovate English Translation Teaching to Enhance English Application Ability of College Students

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Abstract: With the further deepening of economic and trade globalization, there is a growing demand for professional English translators in China. As the conveyor of professional English talents, colleges play a tremendous role in personnel training. However, there are many problems in English translation teaching in colleges. In view of the problems, this paper gives the suggestions of innovate teaching method, teaching content and teaching technology to improve the quality of translation teaching and to improve college students' English application ability.

1. Introduction

With the further deepening of economic and trade globalization and the continuous progress of China's reform and opening-up, China's economic development requires more and more professional English translators [1]. As a training base for professional English talents, colleges and universities have more and more important tasks to improve students' English translation skills and comprehensive qualities. Attaching importance to the role of English translation teaching in College English curriculum is conducive to improving students' comprehensive quality, meeting the needs of talents in the globalization of economy and trade, and promoting China's international competitiveness. This is because the teaching of translation requires a high level of individual ability and comprehensive quality of students. At present, many colleges and universities attach too much importance to the mastery of English grammar, words and sentence patterns in students' English courses. They also believe that as long as they have good reading ability, they can master a strong ability of English translation, and they do not attach enough importance to students' professional basic theory. Therefore, it is very important to attach importance to the teaching of English translation in colleges and universities in order to improve students' comprehensive quality and personal ability. Economic globalization and trade globalization require our country to have more professional and high-quality talents in order to be in an advantageous position in international competition and not be eliminated. In English translation teaching, strengthening students' professional basic theoretical knowledge can help them master good language communication ability and promote their international communication smoothly. Talents are the first important part of social development. Improving the quality and ability of professionals is of far-reaching significance for promoting China's economy and trade, and can enhance China's international competitiveness. In college English teaching, English teachers need to deeply understand the essence of English translation teaching and its practical significance, so as to ensure the quality of teaching. Innovative English translation teaching can promote the improvement of students' individual ability and comprehensive quality and meet the needs of economic development [2].

2. Main Problems of Translation Teaching of College English

2.1 Single Teaching Method

Teachers are important guides to carry out teaching activities and guide students' learning direction and content. Therefore, it is very important to strengthen the training of professional

teachers and improve teaching methods. However, according to the author's research and development, teachers' pay little attention to English translation teaching at present, and the relatively single teaching method seriously hinders the development of normal teaching. In the actual teaching process, teachers attach too much importance to students' grasp of basic knowledge of English, such as listening, speaking, reading and writing ability. Teaching focuses on students' grasp of basic knowledge of English. Even though the teachers have been deeply aware of the profound connotation of English translation teaching, due to the curriculum setting and other reasons, they have not strengthened the efforts of improvement, and it is difficult to promote the normal development and improvement of English translation teaching. Moreover, in the current college English teaching, teaching methods are relatively single. Teachers carry out one-way teaching according to the syllabus and teaching tasks. As long as they are responsible for imparting knowledge points of curriculum content to students, they do not attach enough importance to students' comprehensive knowledge and mastery, which greatly reduces students' enthusiasm for learning and cannot effectively improve the quality and efficiency of teaching. English translation teaching requires students' individual ability and comprehensive quality. To enhance students' ability and quality, teachers should give full guidance. Therefore, it is imperative for teachers to attach importance to the course content and improve teaching methods in English translation teaching. Even if students have a solid grasp of theoretical knowledge, if they lack practical communicative competence in English, they can only talk on paper. They are unable to cope with the needs of English translation in the actual job, and cannot effectively carry out the actual work [3].

2.2 Thin Teaching Content

English textbooks are the main carriers of English curriculum content. It is of far-reaching significance to attach importance to the role of textbooks in English translation teaching. However, according to the survey, the author finds that there are fewer textbooks for English translation majors and fewer curriculum content systems in China, which make it difficult to meet the needs of normal English translation teaching. At present, there are many textbooks for listening, writing and reading and writing training in college English textbooks in China. However, there are few textbooks for English translation, which cannot meet the needs of students' learning and development. It is necessary for students to improve their English translation ability by mastering the contents of various textbooks skillfully. Moreover, it is difficult for students to understand the basic skills and knowledge of English translation through other textbooks. They can only improve their English translation skills according to the syllabus or their own learning needs. Even in the current English textbook market and libraries, few professional English translation textbooks are aimed at non-English majors, most of which are focused on the learning needs of English majors, and it is difficult to promote students' comprehensive ability. If there are no suitable English translation textbooks, the normal teaching activities will be greatly hindered and translation teaching will be difficult to carry out. Under the National Level Examination criteria, the proportion of college English translation problems is quite small, and there are no practical problems in college English translation. Therefore, translation teaching in college English has not been given due attention. At the same time, there is no professional English translation part in college English textbooks. Although some textbooks mention some theories and techniques of college English translation knowledge, the lack of systematic and complete explanations has made college English translation teaching gradually develop into a disadvantaged subject in colleges and universities.

2.3 Backward Teaching Technology

Many universities still use the traditional teacher-centered teaching mode in English translation teaching. They attach more importance to theoretical knowledge explaining. They fail to make rational use of group cooperative learning, multimedia teaching technology and micro-class teaching resources. In the course of teaching, teachers assign some English translation tasks to students, requiring them to complete translation and to translate. The completion of tasks and assignments is regarded as the only criterion for evaluating students' English translation learning. There are many

shortcomings in the traditional English translation teaching mode. There is no more communication and interaction between teachers and students. Since translation is a complex and comprehensive subject, there are differences in each student's knowledge level, learning ability and understanding ability. If teachers adopt a unified teaching mode indiscriminately, it will affect students' learning efficiency. In the traditional teaching mode, teachers do not seriously analyze the actual situation of students and adopt the method of teaching according to their aptitude. All students accept the same teaching methods and knowledge content. The students with good foundation will feel that the teaching content is too simple, and the students with poor foundation will feel difficult to learn, which will affect the students' interest and enthusiasm in learning, thus affecting the quality and efficiency of translation teaching. On the one hand, teachers cannot understand students' mastery of translation knowledge, skills and cross-cultural awareness, and cannot adjust English translation teaching. On the other hand, there is no communication and discussion between teachers and students on practical issues, which has a negative impact on the cultivation of students' translation quality and ability. In addition, the inadequate arrangement of translation teaching hours also has a certain impact on the effect of College English translation teaching. How to solve the above two problems has become a key issue for college and English teachers [4].

3. Innovation Strategies of Translation Teaching of College English

3.1 Innovate Teaching Method

College English teachers need to expand their teaching on the basis of vocabulary and language structure, impart more knowledge on cross-cultural aspects, and cultivate students' cross-cultural awareness. They can actively understand the culture of English-speaking countries, and provide more support for the cultivation of their translation ability. Specifically speaking, teachers need to enrich and optimize their knowledge structure, and infiltrate cultural education into college English translation teaching. Especially, they need to pay more attention to cultural differences between English and Chinese, make thorough analysis and explanation of individual or collective differences, provide appropriate guidance for students in English cultural learning, and provide more interesting extra-curricular reading resources for students. Material, and then give full play to its main role, the development process of English-speaking countries, cultural background, etc. can be more grasped, while it can be compared with our culture, and then apply their own insights to English translation work. In order to improve students' translation ability, extracurricular translation practice is indispensable. Under the guidance of teachers, students can set up various translation practice activities to enhance students' interest in translation by carrying out English-Chinese translation competition, translation knowledge competition and other activities. Teachers select practical translation materials of different styles, and let students practice in groups, so as to cultivate students' practical stylistic translation ability. Students are trained in translation software database knowledge translation tools and so on, making full use of network resources to improve translation efficiency and quality. Teachers act as guides to enable students to undertake translation tasks in a real translation environment and improve their translation ability.

3.2 Innovate Teaching Content

The quality of translation textbooks plays an important role in college English translation teaching. However, in the process of actual translation teaching, there are few authoritative and high-level translation textbooks. Teachers often regard the original sentences of textbooks as translation materials, which cannot better arouse students' interest in English translation learning. In view of the above problems, teachers should attach importance to the compilation or selection of English textbooks. They should be able to select textbooks according to students' actual majors and other aspects, so as to make the textbooks cover various disciplines such as economics, politics, history and so on, and enrich the content of English translation. In addition, teachers can make full use of such materials as English movies, songs, poems and essays to make English translation teaching more

exciting and diverse, to provide more support for students to enhance their interest in translation and expand their horizons of translation, to enable students to accumulate more English translation methods and skills, and to promote the effectiveness of college English translation teaching. The contents of English translation textbooks are obsolete and confused, and there are still a lot of mistranslations in some textbooks. Language in the information age is characterized by dynamic changes. Updating the source of corpus in real time helps learners to constantly update and expand their knowledge. Considering the practicability, applicability and instantaneity of translation teaching corpus, we collect general knowledge from Time and Economist in the United States, such as history, education, science and technology, folklore, economy, lifestyle and art, and build a bilingual parallel corpus for translation teaching, incorporating non-literary texts and authentic languages into the teaching content. Most of the articles in these two media are written by native English writers. They are of high language quality and can provide authentic English for learners. The selected corpus is formal, which helps to standardize learners' written language.

3.3 Innovate Teaching Technology

The application of multimedia in college English translation teaching has changed the traditional mode of teachers' speaking and students' listening, and students are no longer only mechanically memorizing in translation class. In the multimedia teaching of College English translation, students become the learners of knowledge, not the forced recipients of knowledge. Many students are not interested in the study of translation theory, but most of them like to watch foreign original movies. Teachers can play the latest popular English movies in class according to the characteristics of students. Chinese subtitles, voices or English dialogues of the films appear on the screen. Teachers should analyze the Chinese and English versions of the films in time. Students will be eager to know how to translate the dialogues in the films. At the same time, students can also feel the differences between the Chinese and English language styles and understand the skills of English translation. Then, the teacher combines some more formal audio materials to explain the theoretical knowledge of English translation to the students, which greatly improves the interest in English translation theory and their initiative in learning, and thus improves the level of college English translation teaching. In translation teaching practice, students should be the main body. College English teachers should cultivate students' autonomous learning ability and guide students to construct autonomous learning mode actively. Students' learning cannot be separated from the guidance of teachers. Teachers' leading role and students' main role need to be combined organically in order to produce good teaching effect of English translation. In the Internet + era, College English translation course is no longer confined to the classroom due to the development of information technology and the emergence of various translation tools. Students can learn independently after class and acquire relevant knowledge in the new teaching environment created by network technology, such as English translation communication group. Students can learn English translation in China and exchange their experience and skills.

4. Conclusion

In the new era, the society needs a large number of talents who can engage in translation in various fields. The translation talents trained by English majors alone cannot meet the needs. There is a long way to go to cultivate professional translators in college English translation teaching. Therefore, colleges and universities should attach importance to college English translation teaching. Through reforming the curriculum, strengthening the teaching staff, strengthening the students' translation practice, improving the practical translation ability of non-English majors, and cultivating more translation talents with solid professional knowledge for the society.

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