

A Study of College English Translation Teaching Based on Applied Translation Theory

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Abstract: Under the background of global economic integration, the demand for applied translators is increasing. English translation is an important course in College English teaching. With the rapid increase in the number of applied English translators in the market, colleges and universities begin to attach importance to the teaching of applied translation. Through a brief description of the meaning of applied translation, this paper analyses the current situation of Applied Translation Teaching in College English in China, and explores the application-oriented teaching methods and specific practices in College English translation teaching.

1. Introduction

In recent years, with the continuous improvement of China's comprehensive strength, China has become more and more closely linked with other countries in the world. Therefore, there is an urgent need for applied English translators in tourism, business and trade, culture and education, science and technology development and other industries. In order to cultivate applied English translators who can meet the needs of the society, colleges and universities should make timely adjustments in English translation teaching and cultivate students' applied translation ability on the basis of the original English translation teaching. At present, most of the English translation teaching in Colleges and universities in China follow the traditional English translation teaching mode, which focuses on the knowledge in books. It constantly lets the students carry on the corresponding exercises and repeats various English knowledge points to the students. However, it has not explored and analyzed the rules of English translation in different industries. In this way, it is impossible to cultivate excellent practical English translators. Students of different majors will find jobs in different industries in the future. In the traditional teaching mode of English translation in Colleges and universities, we have not made a thorough analysis of English translation theory for every industry. This enables students to only have access to the relevant knowledge of English translation in their chosen major. Such a teaching model cannot train a large number of applied translators required by the society. How to put the training theory of applied talents into practice in the classroom is the most important problem in College English translation teaching in China.

2. What is Applied Translation

To understand applied translation, we need to know what kind of ability applied translation should possess. First of all, let's look at what is translation ability. Some scholars have proposed that English translation ability should have the following five elements: language ability, discourse ability, subject ability, cultural ability and transformation ability. Language competence refers to the smooth use of one's original language and one's own language; discourse competence refers to the use of the language to solve problems in different contexts; subject competence refers to the comprehensive mastery of knowledge related to one's major in the process of translation; and cultural competence refers to the ability to learn the language and one's own language. Speech can make a clear distinction; the ability of conversion is that the different uses of pointer translation materials can be targeted for relevant translation [1]. These five elements perfectly cover the basic translation ability that students should master in the process of English translation. People usually

think that translation ability is language ability. Translation is to look up the meanings of Related words with dictionaries. This explanation is absurd. Now we can see that language ability is only one part of translation ability. Understanding the translation ability, then what is applied translation? In fact, the purpose of applied translation is to convey information. Although traditional English translation has this function, it needs to consider the effect of information dissemination in order to translate different objects. Therefore, compared with traditional English translation, applied English translation not only needs to master translation-related knowledge, but also professional knowledge of relevant specialties.

3. Current Situation of College English Applied Translation Teaching in China

Although quality-oriented education has been put forward for a long time in China, the current teaching mode of College English translation teaching still remains at the level of examination-oriented education. Most universities require students to pass CET-4 and CET-6. Therefore, in the course of College English translation, teachers often translate and explain short articles related to CET-4 and CET-6, and let students accumulate after class. Vocabulary and related short-text translation questions enable students to consolidate their translation competence. There is no contact with students with applied translation-related knowledge, which leads to the failure of colleges and universities to cultivate English translators. Under the background of the increasing demand for applied translators in the market, the English translation teaching model in Colleges and universities should be reformed on the basis of a comprehensive understanding of the specific problems in the current English teaching model, so as to cultivate the proper translators to meet the needs of the society. At present, the main problems in English translation teaching in Chinese universities are as follows:

3.1 Insufficient Attention to Translation Teaching in Colleges and Universities

Although the demand for Applied Talents in the market is increasing sharply, there are still some colleges and universities that do not take the cultivation of applied English talents as their training objectives. Especially in Colleges and universities that do not carry out relevant applied English translation courses, there is no guiding operation for the curriculum design of Applied Translation and related teaching steps, even if there are some. In the course of teaching English applied translation, the cultivation of students' English applied translation ability is often neglected. Some colleges and universities will use translation to explain the relevant text content in English class, but this cannot effectively cultivate students' English translation application ability. College teachers only use translation to let students understand the content of the text, let students understand the grammar knowledge involved in the text and memorize new words. Such teaching colleges and universities cannot train students with English translation skills, students will also be eliminated by the society because they cannot have English translation related application skills.

3.2 The mode of translation teaching is too single.

Translation teaching is a subject that requires high comprehensive quality of learners. In the process of boot translation, learners need not only a solid vocabulary foundation, but also more perfect and more knowledge. However, in the process of English translation teaching, Chinese universities are only blindly explaining grammar knowledge to students in class and requiring them to memorize by rote repeatedly. Such a monotonous and boring teaching mode greatly reduces students' interest in translation courses and makes it impossible for students to apply it on the basis of learning English translation, which is not conducive to the development of colleges and universities. Guan's Applied English Translation Course.

3.3 Lack of appropriate textbooks

At present, most of the English translation textbooks in Colleges and universities in China are fixed articles. There are fewer exercises related to the application of English translation to students. In the classroom, most of the time teachers spend on explaining texts. The exercises after class are

very rough, and the knowledge related to applied translation is not popularized to students. In the role of teachers' arrangement after class, most of them are for students to consolidate new words and grammar, but they do not regard "application" as the goal of training students. Therefore, in order to carry out the course of English applied translation smoothly, it is necessary to increase the relevant content of English applied translation in the relevant textbooks so that students can learn it in depth [5].

3.4 Lack of human resources for translation-related teachers

Most English teachers in Chinese universities graduate from professional foreign language colleges or English-major teachers' colleges. These teachers are in contact with traditional English translation teaching, and have no relevant experience in applied English translation teaching [6]. Therefore, in the process of Applied Translation teaching, teachers are relatively weak, which results in that teachers cannot lead students to apply translation skills in class, so that students can only learn some grammar and words simply. The boring teaching makes students lose interest in Applied Translation Course and seriously affects the teaching of applied English translation in Colleges and universities. The quality of the talents trained in this way cannot meet the requirements of the society for applied translators.

3.5 Insufficient facilities for translation investment in Universities

Due to insufficient investment, some colleges and universities have not established corresponding practical platforms for applied translation. Although the Internet technology has been developing rapidly, students can use many software to learn relevant knowledge in this aspect, but the knowledge related to applied translation on the Internet is not comprehensive, the platform for students' autonomous learning is not perfect, students cannot have a good experience learning on the platform, and there is no university. Practice platform cannot provide students with relevant guidance on applied translation knowledge after class [7]. Therefore, colleges and universities should strengthen investment in applied translation, establish corresponding practice platforms, strengthen the construction of network platforms, so that students can study independently and effectively improve the teaching level of applied translation.

4. Application-oriented Approaches in College English Translation Teaching

4.1 We should improve the teaching mode of Applied Translation in College English

The purpose of applied translation teaching is to enable the students to use English fluently in their study, life and work. When teaching relevant knowledge, University applied translation teachers should first understand the purpose of Applied Translation teaching, formulate relevant teaching methods and means according to their own characteristics. In order to effectively cultivate students' applied translation ability, teachers should increase the proportion of relevant content in the classroom in the actual teaching process, and keep pace with the teaching methods. The pace of the generation is constantly innovating, especially in the era of Internet technology such as developed, teachers should use relevant technology to set up a variety of teaching modes, such as: flip classroom, inquiry teaching, multimedia teaching, situational teaching, etc. Using these various teaching modes can not only effectively enhance students' interest in learning, but also enable students to apply translation techniques and innovative ability to be effectively improved [8].

4.2 We should attach importance to the cultivation of students' cross-cultural awareness.

The similarity between applied translation and traditional English translation is that students are required to master the corresponding translation skills. In order to enable the students who study applied translation to better master the corresponding translation skills, they need not only to carry out vocabulary. The cultivation of grammar-related knowledge also requires the edification of foreign culture and Chinese culture, a comprehensive understanding of the differences between the two countries in terms of folklore, culture and customs, and the effective cultivation of students' cross-cultural awareness, so that students can better master translation skills [9].

5. The Practice of Applying Translation to College English Translation Teaching

5.1 Colleges and universities should add courses related to Applied Translation

At present, most of the relevant courses in English translation teaching in China teach students basic knowledge, but few courses are related to applied translation. The reform of English translation teaching in Colleges and universities should be carried out thoroughly. It is very important to adjust the curriculum settings. Colleges and universities should reduce the basic knowledge courses accordingly, so as to realize the goal of training applied translators. Specific ways are as follows: Colleges and universities can adjust the corresponding courses appropriately according to the actual situation of students' mastery of knowledge, so as to enable students to apply the skills of translation. In addition to effective training, colleges and universities can also offer relevant elective courses or compulsory courses, so that students can have more opportunities to access the relevant knowledge of applied translation.

5.2 Colleges and universities should improve the content of textbooks related to Applied Translation

The textbooks related to applied translation should be complete and systematic. The contents of the textbooks should not only explain the knowledge related to translation theory, but also explain the corresponding translation skills in detail. The mistakes that students easily make in the process of translation should be highlighted so that students can understand the adaptability of Applied Translation in reality through practice, which is more difficult. The texts should be annotated to facilitate students' understanding and learning. At the same time, English-Chinese comparison should be added so that students can distinguish the differences between the two languages and master the corresponding translation skills.

5.3 Colleges and universities should strengthen the human resources of teachers who apply translation

At present, English translation teachers in Colleges and universities in our country do not have relevant practical ability. The future way can fundamentally improve the teaching level of Applied Translation Teaching in Colleges and universities. Colleges and universities should strengthen the teaching staff of applied translation. When choosing relevant teachers, teachers should not only have excellent professional translation knowledge, but also have a broader range of other knowledge. Translation is a course that contains many related knowledges of other disciplines. In view of the current situation of weak teachers, colleges and universities can employ professional translators to give speeches or temporary teachers. For other teachers, schools can organize them to carry out relevant professional teaching and training, so that the teachers' strength will continue to grow, so as to provide more excellent applied translators for the society.

6. Conclusion

At present, there are still many problems in English translation teaching in Chinese universities. Colleges and universities in China do not have a comprehensive and clear understanding of the training objectives of applied translators. With the increasing demand for applied translators in society, the goal of English translation teaching in Colleges and universities should be re-positioned to train applied English translators. Applied translation is a highly comprehensive course. Therefore, colleges and universities should not only improve and innovate the teaching mode and methods, but also edit the corresponding textbooks systematically and perfectly. At the same time, colleges and universities should improve the quality of teachers in an all-round way, and create a comprehensive training mode of Applied Translation Teaching in Colleges and universities, so that colleges and universities can continuously cultivate more applied translation talents to meet the needs of society.

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