

# Translation Teaching of English Majors from the Perspective of Translation Competence Model

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**Abstract:** At Present, There is a Growing Demand for Translation Talents in China, Which Puts Forward Higher Requirements for English Professional Translation. However, Most Colleges and Universities Still Use the Traditional Teaching Mode for Education, Which Has Been Unable to Meet the Needs of Social Development. Therefore, This Paper First Analyzes the Existing Problems in the Current Translation Teaching of English Majors, and Further Constructs a New Translation Teaching Model Based on Translation Ability, and Puts Forward Specific Implementation Paths from the Aspects of Enhancing the Importance of Chinese, Enhancing the Super Language Ability and Summarizing Translation Skills.

## 1. Introduction

### 1.1 Literature Review

Chen Su yi, Qi Shi rong, Chen Qi and others pointed out that the main goal of English translation should be on language ability. Through the model of translation ability, students can not only understand the structure of translation ability, but also construct the teaching mode of English translation. In addition, the translation ability model can innovate the teaching scheme, curriculum design, teaching methods, etc., further enriching other teaching contents of students except English translation (Chen et al, 2013). He Xue geng proposed that in order to improve the teaching quality of translation major, we should first strengthen the professional training of teachers, reasonably improve the curriculum system, optimize the content of theoretical and practical teaching materials, and implement the open and closed volume translation test methods (he, 2012). Wang Wen jie believes that college English translation major is a means of training composite translation talents. At present, there are many problems in the translation major of Chinese colleges and universities, which need to be studied in-depth from multiple perspectives, and make corresponding countermeasures by using situational teaching, theoretical teaching and other teaching methods (Wang, 2019). In addition, Wang Nan pointed out that English translation major should be systematically updated. Traditional English translation mainly focuses on curriculum reform. Code switching is a mechanical text exchange, which will hinder the development of translation major (Wang, 2015).

### 1.2 Purpose of Research

At present, with the rising of China's international status, enterprises and institutions need more and more translators. In order to meet the urgent needs of the translation talent market, colleges and universities have made corresponding measures. As a new industry in recent years, translation major has many deficiencies in the teaching application of colleges and universities, including curriculum, teachers, model tradition and other problems. Based on the model of translation ability, this paper attempts to carry out the path reform from four aspects: bilingual ability, tool ability, decision-making ability and super language ability. While learning a foreign language, it is necessary to pay attention to the importance of Chinese in translation major, realize bilingual exchange and learning, and improve the teaching quality. In order to achieve the maximum integration of translation model resources and improve the quality of translation teaching for English majors.

## **2. Problems in Translation Teaching for English Majors**

### **2.1 Unreasonable Curriculum**

As a course based on foreign language, translation major has a high requirement for students' basic vocabulary accumulation, so it is very strict for translation major to master skills. Because of its unique nature, translation courses require students to set up foreign language courses for language integration on the basis of Chinese literature listening, speaking, reading and writing (Zhu, 2016). However, most college English majors do not set up professional English translation majors in the first year of college, but concentrate on learning in the second and third year of college. To a certain extent, this teaching mode will cause many students' translation ability fails to meet the teaching requirements of the syllabus when they graduate. In addition, some colleges and universities reduce the teaching time of translation major to one year by reducing the number of translation majors and adding other elective courses. Students will not only have a poor command of translation knowledge and skills, but also become tired of their major. Therefore, colleges and universities should pay attention to the problems in curriculum setting, especially in some colleges and universities where there are few translation courses, and the main learning content is to extract translation from some literary works or related articles. However, the purpose of translation work is ultimately to serve life and apply to life.

### **2.2 Slow Updating of Teaching Materials**

There are some problems in the compilation of teaching materials for English majors, such as the failure to keep pace with the times and the inconsistency of content structure. In many colleges and universities, it is difficult to find a college that uses unified teaching materials, which fully shows that there is no authoritative translation teaching materials in China's undergraduate universities, which is detrimental to students' mastery of translation ability. In addition, some colleges and universities also have the problems of incomplete knowledge coverage and lack of professional knowledge (Yan, 2013). For example, some translation courses only allow students to translate model texts or paragraphs in literary works. Students can't master the translation skills they have learned only through textbook cases, and they can't exercise the translation ability that English majors should have at the same time. Therefore, it is necessary to pay attention to the updating of teaching materials so as to stimulate the translation enthusiasm of English majors.

### **2.3 Lack of Professional Teacher Resources**

With the continuous improvement of China's international status, the trade relationship between China and the world is becoming closer and closer, and the translation major is increasingly valued by colleges and universities. As a new major in recent years, the level of teachers' professional ability and translation teaching needs to be improved. In Colleges and universities, there are some problems such as the poor skills of translation teachers and the imperfect academic training system, mainly reflected in the fact that some teachers only pay attention to grammar learning and regard translation courses as intensive reading or extensive reading courses, resulting in the focus of students' learning in translation courses becoming grammar application and vocabulary accumulation, and they do not master practical translation skills (Yang, 2015). In addition, because the Chinese proficiency is higher than that of English, teachers will lead to the shift of translation types in daily teaching, and only pay attention to the importance of Chinese-English translation.

### **2.4 The Teaching Mode is Relatively Backward**

The major of English translation is the most important part of English teaching. In the syllabus of education, it is clearly pointed out that the core of English translation teaching is the accumulation of translation knowledge and translation grammar skills, and the cultivation of students' English translation ability will lay a good foundation for future professional work. However, in the actual translation teaching classroom, most of the translation teaching adopts the teacher centered teaching mode, and the teacher seldom interacts with the students, which is also the most common problem in the university classroom. During the university period, the students

seldom focus on learning knowledge, the classroom atmosphere is dull and boring, and the teaching content of translation course is less and less attractive to the students, reflecting that By the time students master their own knowledge, they will gradually have a little knowledge. Therefore, in order not to reduce students' interest in translation teaching and improve students' translation ability, we should take seriously the key issue of optimizing teaching mode.

### 3. Translation Teaching Model of English Majors under the Model of Translation Ability

it can be seen from the above that there are many problems in the current translation teaching of english majors. therefore, it is necessary to optimize the translation teaching mode of english majors under the translation ability model. the model is mainly divided into bilingual ability, tool, strategy, super language, psychological, physiological elements and translation knowledge (figure 1). among them, bilingual ability mainly refers to the use of the required procedural knowledge, that is, the realization of two languages, mutual transformation and communication. super language ability refers to the ability beyond language. for example, in common knowledge and declarative knowledge, understanding foreign political, economic and cultural content is conducive to the smooth progress of translation work. translation knowledge and ability can be summed up as the necessary skills required by the translation profession, translation methods and skills, types of translation units, and customer needs in the translation market. strategic ability is the core of the whole translation teaching to ensure the smooth implementation of translation teaching tasks. instrumental ability refers to the use of reference books, internet search, encyclopedia, grammar books and other methods to achieve the application and learning of translation courses.

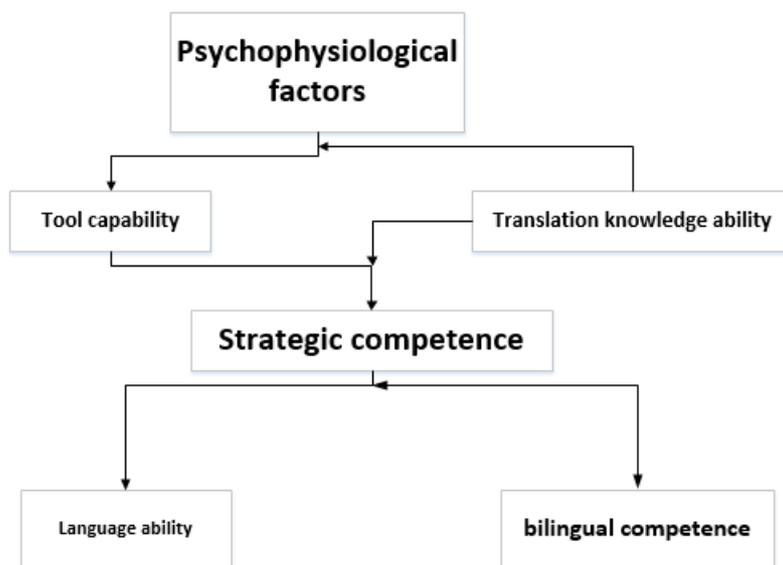


Fig.1 Pace Translation Capability Model

## 4. The Implementation Path of Translation Teaching Mode for English Majors under the Model of Translation Ability

### 4.1 Attach Importance to the Role of Chinese in English Teaching

According to the data of four universities in China, higher requirements have been made for students' English single subject scores. And in the early stage of the curriculum, it covers four basic skills: listening, speaking, reading and writing. However, it is often ignored by schools in the cultivation of Chinese skills, and some colleges and universities do not offer corresponding Chinese courses. Most of the reasons are that students or teachers themselves think that Chinese is their mother tongue. Therefore, there is no need to spend time on research and learning. Based on this, in the process of English teaching, we need to pay attention to the important role of Chinese. We can

improve the position of Chinese in English professional translation by offering Chinese course and teaching mode of Chinese English bilingual class.

#### **4.2 Improve the Position of Super Language Ability**

Through the translation model, it can be seen that the super language ability and the translation ability of the major are interdependent. In addition to having the basic skills of English translation, they also need to master the real-time knowledge of politics, society, science and technology, culture, economy, etc., so as to meet the external needs and professional demands of various translation work. In addition, many colleges and universities will enhance students' international vision by holding "international exchange meetings" and setting up required courses of Communicative English writing, which will not only enable students to learn foreign political, economic, cultural and other knowledge, but also enable students to have a more comprehensive understanding of Western thinking and behavior values. Among them, students' super language ability learning is far from meeting the actual teaching needs, and teachers should also have super language learning ability, which is mainly reflected in the setting of international teaching content restraint "tangled teaching method", that is, emphasizing vocabulary and language skills, ignoring the dual cultural needs. In the actual classroom, we should properly supplement the knowledge of translation biculture, and work together to cultivate talents of super language translation.

#### **4.3 Summarize Translation Skills in Time**

Nowadays, with the development of translation major, there is no lack of translation teachers in Colleges and universities, especially at the undergraduate level. They all have rich working experience and a set of translation experience skills summarized by themselves. Although English translation does not take the training of professional translation as the basic goal, professional, systematic translation knowledge and practical experience are helpful for teachers to train students to learn better translation knowledge in the teaching process, and lay the foundation for their future career. Therefore, in the actual learning process, students should summarize the skills in the translation course in time to lay a solid foundation for their future career.

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