

Innovating the Teaching of English Translation -to Improve the English Application Ability of College Students

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Abstract: The teaching of English translation is an important part of English teaching, and it is also an indispensable important component and it is even an important means to cultivate students' comprehensive quality. In view of current social needs, many industries require translators in English. The English listening, speaking, reading and writing abilities of students can be evaluated in an all-round way through the development of translation teaching. Also, students' practical application ability of theoretical knowledge can be improved. This paper analyzes about innovating the teaching of English translation and improving the English application ability of college students.

1. Introduction

With the aggravation of economic globalization, the exchanges between China and other countries are getting closer and closer. As an international language, English is a necessary language tool for all countries to communicate. Especially English translation plays a vital role in the international community. In this context, China is committed to cultivating college students with higher levels of English translation to meet the needs of the future society. Therefore, innovating English teaching and improving the English application ability of college students have become the main direction of reforming English teaching in colleges and universities. Next, this paper will make a detailed study and discussion on how to further innovate the teaching of English translation to improve the English application ability of college students.

2. Problems in the teaching of college English translation in China

2.1. The ability of college English teachers in translation needs to be improved

We know that college English teachers mostly graduated in literature or linguistics majors, not in English translations. This makes the whole team of English teachers lack professional knowledge of English translation, and the relevant teaching experience and practical experience need to be improved. This has hindered students from further improving their English translation skills.

2.2. Students attach importance to grammar reading rather than translation

Influenced by previous teaching thinking, students generally believe that words and grammar are the focus of learning English. However, students must pay attention to the study of English translation skills if they want to truly improve their English application skills. Most of the current students do not have the sense of English translation and are not interested in learning more about the literary background and context of English. This is a serious obstacle for students to improve their English translation ability.

2.3. The teaching methods and concepts are backward

Teaching methods and concepts generally have a serious negative impact on the ultimate quality of college English classroom teaching. However, many current college English teachers usually use cramming education teaching methods in the process of English translation teaching. Teachers only focus on explaining knowledge in classrooms, while students are memorizing and taking notes blindly. They don't really feel the joy of English translation. Instead, they feel that learning English translation is a heavy burden. It has hindered students' study of translation knowledge and the better

development of multiple intelligence of students.

2.4. The lack of cross-cultural thinking

In the process of learning English translation, cultural differences between China and Western countries must be paid attention to. Because the differences in culture, region and religion will lead to the differences in their language expression and communication. In the process of college English translation, many teachers will ignore to guide students' cross-cultural thinking. With the influence of traditional teaching methods, it is easy for students to carry out special translation activities from the solidified Chinese-style thinking, which can not fully express the connotation contained in the article.

3. The significance of developing English application ability of college students in college English translation

Listening, speaking, reading, writing and translating are the five basic skills that must be possessed by those who learn English. Translating refers to translation, which is closely related to the other four abilities, and is also an important basis for students to develop the other four abilities. Therefore, students and teachers must recognize the importance of translation when conducting college English teaching. On the one hand, teachers can clearly grasp and evaluate students' English proficiency and their understanding of relevant English knowledge points through English translation teaching, and students' practical application ability in English can be developed. On the other hand, only when students have a clear understanding of the grammar, syntax, words, and English expression habits involved in the paragraph or the article can they fully translate it. This requires students to know more than 90% of the original text. In this process, students have mastered the abilities in other aspects of English, and in this large number of translation exercises, students can master the rules of English and Chinese translation, thus further strengthening the English expression thinking of students. In a word, the innovation of English translation teaching is not only the requirement of students' English ability with the New Curriculum Standard, but also an important way and means to cultivate the practical English application ability.

From a popular point of view, English translation is actually a way of code transformation between English and Chinese. The process of translation is also the process of understanding, transmitting, expressing and correcting information. The translator's role is to fully understand the two languages and culture behind the languages, and to translate them into Chinese based on a full understanding of the original text. However, the understanding of the original text is generally more difficult. It is necessary not only to understand the words, sentences, expression habits and cultural backgrounds in the original text, but also to ensure the connection in the contexts. In translation exercises, the understanding of the original text must be at least 90%, or even 100%.

In the process of cultivating students' translation ability, students must combine their listening, speaking, reading and writing, so that they can master the rules of conversion between two different languages through a large number of translation exercises. At the same time, it is necessary to help students develop the thinking of English expression. In addition, influenced by the new teaching objectives of the New Curriculum Standard, the development of students' translation ability has become one of the important contents in college English teaching. From a broad perspective, the English translation level of students is very important in the entire English teaching, and it is also an important part of English teaching. The content of translation teaching and English teaching is directly or indirectly related. And promoting the improvement of students' English translation will also help improve the overall quality of English teaching. For non-English majors, if their English translation is improved, their practical application ability will also be improved. Meanwhile, the scores that translation occupies are getting higher and higher in the college English CET-4 and CET-6 exams that university students must face. This shows the important value of English translation teaching.

4. Effective strategies for innovating the teaching of English translation to improve the English application ability of college students

4.1. Focusing on teaching translation skills

Blindly arranging a large number of translation exercises in actual teaching has little effect on improving students' English translation ability. Teachers must pay attention to the teaching of English translation skills in English translation teaching. Then, it can get twice the result with half the effort by letting the students do a lot of translation exercises after they have mastered the corresponding translation skills. First of all, teachers should first teach students some basic methods and some basic theoretical knowledge about English translation. At present, the common English translation methods include literal translation, free translation, a combination of two translation methods, short translation on long sentence method, and so on. In addition, teachers should also focus on explaining the attributive clauses patterns and passive voices that may be used in the process of translation. Students are allowed to do some targeted translation exercises after they have mastered some theoretical knowledge will help students realize the combination of theoretical knowledge and practical ability and improve their English translation ability.

4.2. Strengthening the contrast between Chinese and English to improve the accuracy of translation

The contrast mentioned here does not only refer to the contrast between the two languages, it also includes the contrast between the two cultures. On the one hand, teachers should strengthen the contrast between Chinese and English in the teaching process, the differences in the word order and structure of the two languages when expressing the same meaning should be compared to help students to clarify the differences between the two languages and to further enhance the accuracy of the student's English translation. On the other hand, it is necessary to strengthen the contrast between Chinese and Western cultures. We all know that language is the carrier of culture and a special form of expression of culture. English translation is to translate English into Chinese or to translate Chinese into English. In this process, Chinese culture and Western culture can be transferred to each other. Therefore, the contrast of Chinese and Western cultures in teaching allows students clearly understand the cultural background and feel the cultural differences. It not only enhances students' interest in learning, but also cultivates students' awareness of English thinking, so that the whole translation teaching has achieved better teaching results.

4.3. Improving the comprehensive ability of students in English translation by the help of English classics

The English classic is the elite of the English language, which contains many classic English segments. In the process of teaching, teachers can introduce some famous English classics to the students, and extract the classic passages from the English classics for detailed translation. Take "The Great Gatsby" as an example, there is a passage in the article "Everyone suspects himself of at least one of the cardinal virtues and this is mine: I am one of honest people I have ever known." This sentence is a classic and complicated one. It contains the language translation ability of English translation. It is difficult for students to translate the whole sentence smoothly if they do not clearly analyze the subject and object in the sentence during the translation process. According to the habit of thinking in English, this sentence should be translated as "everyone suspects that he has at least one major virtue. As for my virtue: I am one of honest people I have ever known." Teachers can further develop students' English thinking and English application ability through the analysis of this classic sentence pattern. At the same time, the fun of the classroom can be promoted, and students are willing to translate, and wandering to know what the protagonist wants to express in the article.

4.4. Cultivating students' intercultural communication ability

The cultivation of intercultural thinking is of great significance to the improvement of students' translation application ability, and it can also play an important role in the improvement of students'

translation ability. Teachers can expand the content of translation teaching in the process of translation teaching, and help students develop cross-cultural awareness. Before intercultural communication, students must have a basic understanding and knowledge of the cultural content, customs, religious beliefs and other aspects in other countries. The communication methods used in different countries also need to be targeted and differentiated. By strengthening the guidance of students' cross-cultural knowledge, teachers put this awareness into daily English translation teaching activities to combine language culture with English translation teaching to improve students' cultural insight. Teachers can give students some small examples in practical teaching to enhance students' awareness of cultural differences. For example, it can be known from teachers that some students will inevitably think that dog is a curse and is confused with the meaning in Chinese due to their incomprehension of Western culture when translating the phrase "you are a lucky dog". While, dogs are generally regarded as their friends and partners in Western countries, and dogs are also used to express good meanings in some proverbs. So this sentence can be translated into English: "You are a lucky one." This is just one of many examples. Therefore, it is necessary to fully consider the differences in religions and cultures between different countries and to understand the ways of daily communication in Western countries in the process of actual translation to avoid making a fool of ourselves in the translation process.

5. Conclusion

In summary, the teaching of college English translation is an important part of English teaching. It is aimed at improving the English ability of students. Therefore, when teaching English translation, teachers must pay attention to cultivating students' practical application ability, pay attention to the teaching of translation skills, strengthen the contrast between Chinese and English to improve the accuracy of translation. Also, the English classics can be used to enhance the students' comprehensive ability of English translation, to stimulate students' interest in learning, and to improve the interesting of the classroom teaching of English translation. The teaching of English translation can continue to be innovated, the quality of teaching can be improved and students with strong English translation capabilities and application abilities can be cultivated to meet the demands for talents of the current society through the above methods.

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