

An Empirical Study of College English Translation Teaching and Innovation

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Abstract: It is an important goal for the English major in college to cultivate qualified translators. With the development of globalization, English translators are increasingly demanded by the market. This paper studies the problems in the translation teaching in university and proposes innovative education mode so as to provide reference for the cultivation of English professionals.

1. Introduction

With the integration of global economic and culture, new requirements have been put forward for college English teaching. The current college English translation teaching cannot effectively improve students' translation or their interest in learning English, which seriously affects the effect of teaching. Therefore, the improvement of English translation teaching is of great significance to motivate students to learn English and improve their translation ability.

2. College English Translation Teaching

Translation is a high-level language ability and it has promoted the exchange of world culture. Language learners must master translation skills. People can not only understand the profoundness of language, but also feel the difference of different cultures through the contrast of two languages by translating languages [1]. At present, many English majors do not have sufficient understanding of translation studies. The mode of translation teaching is still based on examinations. College students treat English translation teaching a tool for CET4 and CET6 and ignore the translation ability. High-end translation professionals are in short supply in China. It is imperative to change the university translation teaching mode.

English translation ability is a comprehensive reflection of college students' language application ability. The goal of college English education is to improve students' language application ability. Therefore, the students are supposed to be trained to become the high-quality comprehensive professionals that the society needs in the new era.

At present, compound and practical English professionals are required with development of economy in China. The English-language translation professionals can enhance national competitiveness and promote cultural exchanges between China and the West.

English translation can largely reflect the comprehensive application ability of students' English. The implementation of translation teaching can greatly improve the level of English teaching in China. Students can gain a lot of cultural knowledge and different rules of thinking logic in the process of learning translation. Cultivating students' English translation ability is an important goal of English teaching in colleges in China.

College English translation teaching enables students to experience the differences between Chinese and Western cultures and to train students' ability to transform between Chinese and English. It can also enable students to have a comprehensive understanding of all aspects of English and to expand the cultural knowledge of students. College English translation teaching is also an important platform to reflect the ability of college English teachers.

3. Existing problems in college English translation teaching

At present, there are many problems in the teaching of college English translation, which affects

the improvement of students' translation ability. The backward teaching concept, the closed teaching mode, the monotonous teaching method and the low translation ability of teachers make the make students cannot adapt to the needs in social development.

First, college English translation teaching lacks overall planning and design. The teaching model is relatively backward. There are few student trainings, and the interactive teaching methods of teachers and students have not fully been exerted, and the application of modern information technology means is not enough. Third, the educational concept and value orientation cannot adapt to the rapid development of society. The examination-oriented value is dominant and the practical concept is insufficient. Fourth, there are still many defects in the teaching content. The students' cultural knowledge is not enough and the language sense consciousness is lacking. The language environment is not created and the students' translation theory knowledge is insufficient.

Students' ability to master translation skills is not strong, leading to errors in the composition of sentences, grammar, thinking, etc. Students' basic knowledge of English language is not strong, and common mistakes are often made in translation. Many students pay less attention to the development of translation skills and lack interest in systematic translation theory.

Most of the English teachers did not major in translation, and the professional ability of translation teaching is insufficient. Many teachers have poor teaching concepts and the teaching content cannot adapt to the development of society.

In terms of course development and textbook construction, the university English translation teaching course program lacks practical materials and lacks specialized translation course settings, which leads to translation teaching becoming an incidental teaching activity. Oral translation and translation skills have not been focused sufficiently, which is not conducive to the development of students' practical English application ability.

At present, most colleges and universities in China generally use college English textbooks recommended by the Ministry of Education. The teaching content of such textbooks is roughly the same, and the basic training is seriously lacking. The content involved in translation is very little, and there is no relevant theoretical knowledge and translation methods. Students' understanding of English translation is one-sided. Insufficient attention to translation, the lack of class, the low-quality of teaching resources and the old teaching methods lead students to passive translation studies, which affects students' interest in English translation [2].

In college English translation teaching, the relatively weak basic ability of students is an important issue affecting translation teaching. Students' ability to use their mother tongue is also weak, and wrong translation methods often occur when translating sentences. The teaching method of listening, speaking, reading and writing in high school stage leads to students' incomplete understanding of translation, which is not conducive to improving students' translation ability. Secondly, students lack understanding of the language and culture background so they cannot grasp the true intention of the original text and often have wrong translation results in translation.

4. Influencing factors of college English translation teaching

With the comprehensive development of college English curriculum reform, the research on college English translation teaching has made some progress, but there are still some problems such as the ambiguity of teaching objectives, the single form of teaching content, and the lack of scientific evaluation of teaching. The factors that affect the quality of translation teaching are students, teachers, teaching materials and the environment.

There is a long-standing unsearchable translation in the translation field. Some translation exercises in textbooks lack many features, which affect students' understanding of translation teaching. Many students think that there is no need to specialize in translation. Translation theory does not have the necessary ideological influence.

Translation teaching requires students to have a good foundation in English and Chinese, which is conducive to the specialized training of translation expertise. However, in the practice of college English teaching, there is a big gap between the actual situation and requirements of students. There is no grade teaching for students in colleges and universities, and it is difficult for college English

translation teaching to teach students according to their specific needs.

According to the analysis of the average semester test scores, the actual translation level of students is urgently needed to improve. Many students' translation tests are misleading and affect their overall English level. Many students have generated great anxiety, and students' practice of translation practice has been exposed. There are a lot of deficiencies. Some students love the various teaching aids in their daily study. They do not carefully scrutinize the texts arranged by the teachers. They skip the translation part when making mock exam questions. These students are inert and unwilling to work hard. Relying on psychological importance, some students realize that their translation skills are insufficient, and they are serious about the usual translation studies, however do not find a suitable learning method and do not know how to link translation learning with other skills. Those mentioned above are not conducive to the study of translation knowledge.

Many college English teachers believe that translation theories and techniques do not need to be taught. Teachers should establish the guiding ideology of teaching as a basic language skill, and clarify the teaching objectives of compound talents with good comprehensive quality, solid foreign language and strong adaptability.

At present, there are few young college English teachers with a master degree in translation, and high-level translators is seriously insufficient. To do a good job in college, English translation teaching requires teachers to have a certain degree of translation theory knowledge. College English teachers have all studied translation courses but the lack of practice has made many teachers have weak theoretical foundations, resulting in teachers lacking overall planning for translation skills, and they are more random. The explanation is not systematic. Due to the heavy workload of teaching and research, the practice of correcting exercises, etc., teachers have to have enough time to study to improve their own quality. If teachers lack translation theory and practice research, it is difficult to guarantee the effect of translation teaching.

The selection of teaching materials largely reflects the guiding ideology of teaching. The translation of non-English major textbooks in China has not received enough attention. Non-English majors have always lacked specialized English-Chinese translation materials. Translation exercises are only used as a consolidation of language. The means of learning linguistic knowledge. The content of translation practice is out of touch with the majors he has studied. The Chinese-English translation practice design has the problem that the coverage of Chinese sentence patterns is too narrow, which weakens the role of practice forms. The textbook is the material basis of teaching implementation. The selection of teaching materials can meet the learning needs of students and affect the quality of university translation teaching.

Environmental factors mainly include the social and school environment, and the appropriate social and school environment is an important factor affecting college English translation teaching. With the further opening up of China, international exchanges in the fields of economy and culture continue to expand. The analysis of the social environment lies in understanding the needs of the society for compound talents. The analysis of the social environment needs has a great impact on the determination of college English translation teaching objectives.

The conditions that affect the quality of college English translation teaching include teacher status, teaching class size, and auxiliary learning conditions. At present, the scale of English teaching classes in colleges and universities is generally around 50. Class activities are not easy to organize and operate. Due to limited class hours, teachers rarely have time to carry out specialized translation teaching. Many teachers only use multimedia for writing electronic blackboards. Multimedia should be used as a teaching platform for building and the Internet, adding more new functions to translation teaching. Inspire students' interest in learning.

5. College English Translation Teaching Innovation Reform Measures

Faced with many problems in translation teaching, Chinese colleges and English teachers should actively work hard to learn more, improve innovative teaching concepts, teaching models, teaching content and evaluation system and promote college English translation teaching to meet the needs of social development.

University teachers must actively absorb advanced teaching concepts and implement the value orientation of cultivating students and serving the society. The emphasis of teachers and students on English translation learning should be improved

Colleges and universities should vigorously carry out cooperation with local enterprises, adhere to the combination of theory and practice, explore talent training models for market and social development, and truly cultivate practical English talents.

English teachers should pay more attention to the training of students' basic knowledge of English and build the foundation for translation teaching. Secondly, it is necessary to guide students to understand the differences between Chinese and Western cultures. Thirdly, modern information technology should be used to assist college English translation teaching, and network tools should be used to guide students in translation ability. The fourth is to focus on cultivating students' theories of learning English-Chinese translation, and to improve the English translation of students by mastering basic English translation skills [3]. It is necessary to combine the needs of the society for talents, systematically construct practical learning content, and increase the construction and development of English translation professional textbooks.

All colleges and universities should pay attention to the promotion of the teaching ability of college English teachers and to strengthen the English teachers' comprehensive English language ability and Chinese and Western culture and modern information technology knowledge.

Teachers can design appropriate topics according to the content of the textbooks, so that students are actively engaged in translation exercises driven by interesting tasks, laying the foundation for the construction of college English classes. In a relaxed learning atmosphere, students can effectively improve the rapid development of cooperation, thinking and communication skills.

In the context of quality education, teachers are only the guides of teaching activities and students are the main subjects in the university translation teaching classroom. Therefore, teachers should apply teaching materials according to the characteristics of students and learning needs in daily teaching. They also should reasonably expand the content of teaching materials and increase the teaching materials. Integrating content-related information and life content into teaching activities, expanding students' knowledge, allowing students to feel the fun and value of learning English, and conducting active translation learning can improve students' English translation ability.

Improving students' translation ability can't rely on limited classroom time. Teachers should extend the time and space of students' learning English and let students develop good habits of learning English at any time. However, long-term study will make students feel boring, therefore teachers can choose some positive English songs, so that students can ease fatigue and enhance the sense of language in the process of listening to songs. Secondly, teachers can actively organize some English singing competitions. By participating in English song practice, students can acquire a large amount of English vocabulary and cultural knowledge and improve understanding ability and language application ability, thus students' translation level should be improved.

At present, many students and teachers take exam-taking as their learning purpose, which leads to the lack of language application ability of many students. Translation requires a good translation theory as a basic guarantee. The school neglects to impart knowledge of translation theory to students, which leads to students' knowledge and knowledge. Even if they master a large vocabulary, the translated sentences are indeed blunt and boring [4]. If only the vocabulary is translated and combined, and the processing of thoughts and emotions is not involved, students will become the same as translation machine. Language communication is the form of cultural communication. When Learning translation, students should deeply study the cultural habits behind the language and translate it with cultural backgrounds of different backgrounds so that translated content can be content with cultural backgrounds.

6. Conclusion

College English translation teaching must follow the pace of social development, establish a student-oriented educational philosophy, update and adjust translation materials for current

problems in development, improve the professional quality of English teachers, and actively integrate modern information technology with traditional translation teaching. Development of college English translation teaching should be sustainable in order to improve students' English translation ability, and better serves social and economic development.

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