

A Study on the Problems and Suggestions of College English Translation Teaching

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Abstract. Language is a tool for human communication. The ultimate goal of English learning is to use English for cross-cultural communication. Translation is no longer the privilege of English major students. In the new era, the society needs a large number of interdisciplinary talents with communicative competence in translation. This paper discusses the problems existed in college English translation teaching and its improvement strategies. We should lay a good foundation of translation for non-English major students to make them adapt to the needs of future faster and better.

1. Introduction

College English teaching in China is undergoing a new round of reform. The Ministry of Education has issued the "College English Curriculum Requirements (trial)" as the main basis for colleges to organize English teaching for non-English major undergraduates. The curriculum requirements clearly states: "the teaching objective of college English is to cultivate students' comprehensive application ability. At the same time, we should enhance their independent learning ability and improve their comprehensive cultural literacy to meet the needs of China's economic development and international exchanges." Translation ability is the comprehensive embodiment of students' abilities of foreign language and knowledge, and the embodiment of bilingual communicative ability. Its cultivation and improvement is one of the goals of college English teaching. Therefore, translation teaching is an important part of college English teaching. At present, the English tests of Cet-4 and Cet-6 and the Entrance Examination for Postgraduates also fully reflect the requirements for the translation ability of college students.

2. The problems of college English translation teaching

Undoubtedly, with the development of college English curriculum reform in the past decade, the research on college English translation teaching in colleges and universities has made certain progress, but there are still many problems:

2.1 Students factors

2.1.1 Students' understanding of translation teaching

I have done some research in my classes, 34% of the students think there is no need to specialize in translation is not necessary. A good command of English is enough to translate; 36% of the students believe that if translation is needed in their future jobs, they will gain experience in practice and learn how to translate. Therefore, translation study is not necessary.

2.1.2 Students' foundation of English

Translation teaching requires students to have the good English and Chinese foundation and a wide range of knowledge, but the actual situation is that students tend to have large gap with this requirement in the college English teaching practice. Students' foundation of foreign language learning is uneven, and it is difficult to teach translation in accordance with students' aptitude.

2.1.2 The students' learning attitude and methods

From the final exam, CET-4 and CET-6, we can see that it needs to improve the students' practical translation level urgently. Many students hand in the blank papers or doodles in their translation tests, which affects their overall English score directly. When students do the translation exercise, they turn to the references direct. Even when taking final exam, they also skip the translation part. Such students are so lazy that they only rely on the teacher's explanation and do not want to make efforts to practice in person. However, some students realized their shortcomings in translation, but they haven't found suitable learning methods. As a result, they achieve half the result with twice the effort and feel frustrated. This is not beneficial to learn translation.

2.2 Teachers factors

2.2.1 Teachers' professional quality

Many college English teachers believe that translation theory and skills need not be specially taught. They think that as long as they learn listening, speaking, reading and writing well, translation will come naturally. College English translation teaching requires teachers to have certain translation theory knowledge and classroom organization ability. Generally speaking, college English teachers have taken translation courses, but they have no practice or lack of practice after graduation. As a result, many teachers have a weak theoretical foundation and feel powerless to carry out translation teaching. The teaching is very random, and the explanation is just a piece of words, which is not systematic.

2.2.2 Teachers' teaching methods

When teaching translation, teachers mostly adopts the traditional teaching method. They require students to finish the translation exercises, and then check the answers word by word. Teachers may make a brief introduction to "faithfulness, expressiveness and elegance" and other Chinese traditional translation theory. The teacher-centered method, taking correction as a means of teaching, regarding answers to translation as the ultimate goal of translation teaching. The rigidity and backwardness of college English translation teaching methods are serious obstacles to the improvement of translation teaching quality.

2.3 Teaching material factors

The choice of teaching material reflects the guiding ideology of teaching to a great extent. Throughout the decades of development of non-English major textbooks and foreign language teaching in China, translation has not received enough attention. In terms of teaching materials, non-English major students always lack of specialized English-Chinese translation materials. Translation practice is only used as a means to consolidate the language knowledge learned in the text. The content of translation exercises is out of line with their major and has no practical meaning for their future work. Teaching materials are the important carrier of teaching content and the material basis of teaching implementation. Whether the selection of teaching materials can meet the needs of students in translation learning greatly influences the quality of college English translation teaching

2.4 Environmental factors

The environment mainly includes social environment, the learning environment. The development of college English translation teaching is not only closely related to students, teachers, textbooks and other factors, but also influenced by the appropriate social environment and school environment.

3. The Suggestions of college English translation teaching

For a long time, there have been many controversies on the choice of teaching methods in foreign language teaching in China, and translation teaching is no exception. Any teaching method has its advantages, but also has a certain one-sidedness. Serivener (1994) pointed out that there is in fact no scientific basis for us to describe an ideal teaching method.

At present, 3P (Presentation, Practice, Production) methods are mostly used in college English translation teaching, that is, teaching, practicing and expression/application. Generally, translation skills are explained with examples. Then, students are required to practice in class and assign certain translation tasks for practice after class. In the implementation of college English translation teaching, we can learn from each other, adopt various teaching methods and means, create an interactive and cooperative learning atmosphere.

3.1 Advocating self-study and learner-oriented teaching method

This teaching method is mainly based on the humanism education concept. In class, teachers pay attention to the overall needs of learners on the one hand, and consider the individual differences between learners on the other hand, and teach students in accordance with their aptitude, so as to stimulate their learning motivation and interest and cultivate their independent learning ability. According to this view, college English translation teaching should be aimed at the students' learning needs and inspire their learning interests and motivation, which should be combined with their age, gender, personality, anxiety, cognitive style, learning strategy. Teachers should set appropriate learning tasks according to the teaching content, making the whole teaching combined with individualized instruction, and completing the teaching goal; at the same time, teachers have the responsibility to guide students to choose effective learning methods and learning strategies. Students are encouraged to set learning goals, develop self-assessment awareness and control learning content to guide their learning behavior within a certain range.

3.2 Encouraging cooperative inquiry and task-based teaching method

This method is based on constructivism and cooperative learning theory. This method emphasizes the task-centered approach in translation teaching. Firstly, because of the strong practicality and interdisciplinary of translation, organizing teaching activities in the form of tasks is helpful to enhance the teaching effect. Secondly, at present, the concept of task-based teaching has been relatively popular. As early as in the basic education stage, college students have been exposed to the teaching model and understand its procedures and functions, which is conducive to the development of teaching. This method has a wide range of application, and can be applied to both translation theory study and translation practice, both knowledge construction and skill training. To be specific, a certain teaching objective can be set around a certain learning topic. Students can be divided into groups, and can be organized according to certain procedures, sequence, progress, etc. Through the use of relevant teaching resources and learning strategies, a certain activity can be completed in cooperative project, meeting the evaluation requirements.

3.3 Creating a democratic atmosphere and emphasizing interactive teaching methods

Social interaction and its effect on learning process are emphasized. In the process of learning, learners inspire and influence each other and actively construct knowledge structure (Bandura 1971). In specific teaching, this interaction can be reflected in the interaction between classroom learning activities, teachers, students and the learning environment. The positive interaction between these factors will inevitably promote learners' knowledge cognition and skill training. This kind of interaction is impossible in the traditional injection teaching, because in the traditional learning environment (mainly blackboard, chalk and textbooks), teachers generally occupy the dominant position, occupy the learning resources (such as textbooks), and have the right to speak in class. The students are in the position of passive acceptance. At this time, the information exchange is one-way, and lack democratic interaction. We should create a relaxed democratic atmosphere in teaching, optimize the teaching and learning environment, promote the interaction between various teaching factors, and improve the teaching effect.

3.4 Using modern educational technology to enrich translation teaching methods

With the development of information in modern society, the network media plays an important role in our daily life. Teachers collect information in class, design tasks before or after class to students. The

content of translation teaching is updated rapidly through the Internet, and new, practical and effective translation materials are timely adopted, including science and technology, economy, management, diplomacy, foreign trade, finance, law, finance, insurance, military, education, film and television, media and other aspects of social life.

In translation teaching, the development of modern educational technology also promotes the modernization of translation teaching methods. Teachers can upload the main content, including translation theory, teaching plans and teaching reflection to the Internet. Teachers can discuss with students in groups with the help of multimedia and create an interactive atmosphere between teachers and students. Try to explore translation teaching software and construct the translation teaching platform. In a word, with the rapid development of information technology, computer has gone from "auxiliary" to teaching foreground.

4. Summary

Under the current teaching conditions, although college English translation teaching has not received enough attention in many colleges and universities, it has been widely concerned. College English translation teaching is not only conducive to the realization of the overall goal of the new college English teaching, but also to meet the needs of the modern society for inter-disciplinary talents. However, in order to fully carry out college English translation teaching and achieve the expected teaching objectives, it is still necessary for colleagues to make unremitting efforts and make further systematic research on college English translation teaching.

In this case, we should timely adjust the proportion of emphasis on language skills in college English translation teaching and balance the selection of teaching methods appropriately. In the process of college English teaching and reform, translation teaching should be carried out effectively to strengthen students' translation practice and improve their English and Chinese bilingual application ability

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