

# How to Strengthen Translation Teaching in College English Education

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**Abstract.** There are many problems in college English translation teaching in China, but considering the characteristics of the current development stage and the deficiency of college English translation teaching, these problems are inevitable. What we need to do is to constantly improve all aspects of the teaching process and gradually improve the current situation of college English translation teaching. Therefore, in order to make students learn English better, not just for the test and rote learning of English, we should improve the traditional teaching model, and strengthen the college English translation teaching. Build students' awareness of the importance of English translation so as to enable them to effectively complete the English translation learning in college.

## 1. Introduction

To strengthen the teaching of English translation is to strengthen the students' ability of mutual transformation between Chinese and English. Therefore, translation teaching plays an important role in college English learning. By improving their English translation ability, students can not only better understand the meaning of English sentences, but also improve their English reading comprehension. At the same time, when students want to express what they want to say in English, they can better convert Chinese into English, which is conducive to the improvement of students' writing ability. In addition, students can better understand the meaning of the instructions when they encounter English related instructions in real life. Therefore, students can perceive the practicality of English learning, so that they can understand the significance of college English teaching through strengthening the teaching of college English translation.

## 2. The present situation of college English translation teaching

First of all, the content of translation in the textbook is vague. Most college English reading and writing textbooks adopted by colleges and universities focus on the cultivation of students' reading and writing ability, lack the basic theoretical knowledge of translation, systematic introduction and explanation of methods or skills. Translation training is basically the Chinese-English translation of sentences, so the form and content are lack of novelty. Most college English teachers simply help students to translate the difficult sentences in the text, or use the words and phrases learned in the text to complete the Chinese-English translation or English-Chinese translation in the exercise after class. This single form of exercise requires college students to mechanically apply certain words, phrases and sentence patterns for sentence construction and imitation, rather than real translation training. Moreover, most translation exercises rarely involve practical problems such as business, advertising, finance, tourism, science and technology, news, etc., which are closely related to the future study, work and life of non-English major college students.

Secondly, in our college English teaching, the basic knowledge of English textbooks is often taken as the focus of our teaching. Our teaching mode tends to be examination-oriented. In English teaching, we only pay attention to students' English scores, but ignore students' English application ability. English teaching mode usually takes the content of teaching materials as the main body, and teachers transmit English knowledge points to students in class by means of an indoctrinated teaching method. This kind of teaching method is boring and can not stimulate students' interest in learning. In addition,

the study of students is too passive, causing students a certain amount of learning pressure. The new college English teaching reform emphasizes the leading role of listening and speaking, so the teaching method of teachers has changed from grammar translation teaching method to communicative teaching method. The communicative approach emphasizes the information content of language and oral communication training, but ignores the teaching status of grammatical analysis in traditional teaching methods and the reasonable application of translation in the test of comprehension. What students learned in class is only the content of the books, which makes students cannot translate the questions asked by teachers in class, and cannot accurately answer the questions asked by teachers in English. Therefore, students are not willing to continue to learn English, or even give up the English learning. The problem of students' poor language ability has a lot to do with the neglect of translation teaching.

Thirdly, college students do not attach enough importance to themselves. From the perspective of CET-4 and CET-6, which cover a wide range of areas at present, before 1996 the examination did not involve translation, which directly led to college students' neglect of translation practice and their neglect of translation in teaching and learning. To change the phenomenon of more objective questions resulting to "high scores but low abilities", CET-4 and CET-6 have conducted a series of reforms. Until August 2013, the translation of topic paragraphs replaced the original sentences in Chinese-English translation. Score also increased to 15%, and the translation content involved in China's history, culture, economy, fashion, as well as the social development and so on various aspects, which gradually receives the university English teaching the attention and the student's attention.

### **3. The importance of strengthening college English translation**

College English translation ability is the embodiment of students' basic English quality. If we ignore the teaching of translation in English teaching, it often makes students only rely on rote learning, but not understand the true meaning of English sentences. Therefore, it is not possible to cultivate students' good English reading ability and English writing level. In college, students fail to develop good translation skills, which to some extent hinders students' ability to apply English and has some influence on students' ability to communicate in English in the future. In recent years, with the gradual deepening of the opening up of society, colleges and universities have more stringent requirements for the cultivation of comprehensive English talents, students' ideas of improving their English learning have changed, and the important status of college English translation teaching has been further enhanced. As far as the whole society is concerned, frequent foreign exchanges have created a strong demand for English translation. Professional and efficient translation activities can help enterprises better participate in international competition and help the public better understand foreign cultures. This will largely strengthen the international development of college students themselves. As far as colleges and universities are concerned, the purpose of English teaching is to cultivate comprehensive talents who have solid English foundation and can skillfully use English. Among them, translation ability is the key ability that must be possessed. Therefore, translation teaching is particularly important. In addition, In the stage of university, students have to take English level examination, and English translation is just one of the assessment content of the level examination. If students' translation content is neglected, it will have a negative impact on students' English quality and their future development. Therefore, it is of vital importance to strengthen the translation teaching of college English. In a word, no matter driven by external demand or internal attention, translation teaching plays an important role in college English teaching.

### **4. Strategies for strengthening college English translation**

#### **4.1 Change the traditional teaching concept and attach importance to English translation teaching**

In order to strengthen the translation teaching of college English more effectively, we should first take students as the main body of our own teaching, instead of blindly relying on mechanical English teaching method of indoctrination, and pay attention to the cultivation of students' interest degree. At the same time, in the English teaching, we should improve the former exam-oriented education idea which puts the English achievement in the first place, and pay attention to the English translation teaching. In class, students are encouraged to express the content required by the topic in English to each other, so as to stimulate their interest in learning to a certain extent and enable each student to conduct the training of English to Chinese conversion in class. At the same time, teachers often use English to teach in class, so that students can understand the tasks assigned by teachers in English in class and improve their ability of English-Chinese translation. At the same time, after we ask students questions in English in class, we encourage students to express the answers to the questions in English, so as to cultivate students' ability to translate from Chinese to English. Therefore, the interaction between students and teachers can improve their translation ability.

#### **4.2 Improve the English curriculum system in colleges and build the network teaching mode**

With the improvement of education system, the network teaching mode should be introduced to English teaching gradually. The English curriculum system existing in the old teaching mode of education system has been unable to adapt to reform of for the present stage. To change and develop the college English translation teaching mode, we should make good use of the penetration of Internet in English teaching, Use the rich teaching resources in the network to assist colleges and universities to vigorously develop the curriculum structure needed to improve teaching effectiveness, so that students can make full use of it throughout the university. In the early stage of freshman and sophomore years, students can consolidate the basic knowledge and effectively enhance the skills of mastering vocabulary and using voice. After entering the third year of college, it is required to establish some elective courses on English translation for students to choose so that students can learn English translation in an active state, thus effectively improving their translation skills.

#### **4.3 Teach English translation methods and skills in combination with Chinese characteristics**

In order to enable students to accurately complete the content of English translation, we also need to be able to combine the analysis of the characteristics of Chinese grammar, and then summarize the relevant methods and skills of English translation. And teach it to students. In order to better express the meaning of the sentence, we need to accurately analyze the sentence structure and find out the subject, predicate, attribute, object and relative clauses of the sentence, then summarize a complete specific meaning of the sentence. At the same time, there are differences between English sentence patterns and Chinese expressions. Therefore, teachers should reasonably analyze the differences between the two and impart specific translation skills to students so that students can accurately complete the mutual transformation between English and Chinese. In addition, the accumulation of English vocabulary is also an important part of the improvement of students' English translation ability. Therefore, when we sum up the translation methods and skills, we should not neglect the accumulation of English words. By accumulating a large number of words, students can help themselves understand the general meaning of English sentences. Students will be able to understand the meaning of the sentence more accurately based on the specific translation methods. At the same time, students can accumulate a large number of vocabularies, and can more easily express Chinese in English, which is conducive to the improvement of students' English application ability.

#### **4.4 Strengthen students' exercises after class and cultivate their awareness of translation learning**

To improve college students' English translation ability, we should not only improve our teaching methods in class, but also strengthen students' exercises after class. In class, we stimulate students' interest in translation through reasonable interaction between teachers and students, so as to improve students' translation level. After class, students should be assigned appropriate translation

assignments according to the English learning content in class. In this way, students can complete the training of translation ability after class. At the same time, we should inform students of the importance of translation ability to make students understand that the ability of translation plays a crucial role in their future study and development. Without a basic level of translation, it is not only bad for our English exams, but also has a certain impact on our future work. In this way, students' awareness of translation learning will be cultivated, so that they can actively complete the learning tasks of college English translation.

## 5. Summary

At present, we pay more and more attention to the teaching of English in education. For college students, English is an essential assessment content whether they want to further their study or work directly after graduation. So we should lay emphasis on the teaching of college English. At the same time, the teaching of English translation is the key to the application of college English. If the teaching of English translation is neglected, it will be difficult to cultivate students' fluent English expression ability and their ability to understand English articles. As a result, students are not able to make better use of English. The perfection of college English translation teaching needs the help from many aspects, such as teaching concept, teaching mode and teaching practice. There are many problems in college English translation teaching in China, but considering the characteristics of the current development stage and the short development period of domestic English translation teaching, these problems are inevitable. What we need to do is to constantly improve all aspects of the teaching process and gradually improve the current situation of college English translation teaching. Therefore, in order to make students really learn English, not just for the test and rote learning of English, we should improve the traditional teaching model, strengthen the college English translation teaching. We should teach translation skills and methods to students, and build students' awareness of the importance of English translation so as to enable students to effectively complete the college stage of English translation learning.

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