

Strategies for Cultivating College Students Self-Regulated Learning Ability in Literary Translation Teaching

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Abstract. Literary Translation is a compulsory course for senior translation majors. It aims to enhance students' perceptual and rational understanding of literary translation, familiarize themselves with the translation methods of different literary genres, and cultivate their appreciation and translation ability of literary translation works. This paper will discuss the strategies of cultivating college students' autonomous learning ability in literary translation teaching.

Keywords: literary translation; self-regulated learning; ability; teaching; strategies.

1. Introduction

In today's era, it is the best time for the translation industry. Thanks to the close international exchanges and the prosperity of cultures from all countries, translation has reached an unprecedented climax. Culture can be learned. As long as it is a living cultural reality that is understood and accepted by another culture, it is possible to enter another culture and become a part of the culture. And translation plays a role like a bridge which can change the graben into the way. (Chen Xiaowei, 2000:2) Literary works of different cultural backgrounds have the opportunity to meet in this special era. And Such a good situation is an excellent opportunity to grow and develop, not only for the spreading of culture, but also for translation. The history of literary translation in China began with the translation of Buddhist sutras, and then it has experienced many upsurges in the introduction of foreign literary works. In recent years, it has gradually focused on the translation of traditional Chinese literary works, and cultural demand has steadily advanced under the leadership of the times.

With the advent of various guiding translation theories and the successful emergence of numerous excellent literary translations, literary translation has become a systematic and comprehensive disciplinary system by years of translation practice. Literary translation involves not only language conversion, but also profound cultural connotations. Excellent literary works transcend language barriers and present readers with a world of foreign cultures. The spiritual shock of foreign cultures to readers can not be described by language. Only in this way can the cause of translation burst out with such strong vitality and provide continuous vitality for the development of Chinese literature. Our country is an ancient civilized country with a history of thousands of years. While carrying out the inheritance of our original culture, we should not forget to learn from and absorb excellent foreign culture. Literary translation teaching is an important teaching measure to cultivate the reserve force of our excellent literary translation undertakings. And it also has a positive role in promoting the development and dissemination of our culture. Recently China's translation industry has reached a climax. Many colleges in our country have set up translation major in full swing. The literary translation course is one of the important compulsory courses for the translation major. It aims to improve the literary translation literacy of students and improve the overall quality of translation talents. The importance and necessity of literary translation teaching are obvious to all, but there are still many aspects to be improved examined in detail, such as teaching mode and teaching plan in literary translation teaching.

2. Current Situation of Literary Translation Teaching

Nowadays cultural exchanges at home and abroad have become more and more frequent. Under this background, the translation industry has also ushered in the climax of the largest scale in history. A large number of translators come into the translation industry every year. However, as a whole,

there is still a lack of high-quality talents in the field of literary translation, so how to cultivate an excellent translation team is the extremely urgent problem. With the development of globalization, translation major has been added in universities. The major focuses on the cultivation of students' professional competence, with practice teaching as the main part and theory teaching as the supplement. Literary translation teaching belongs to a higher level of education system, which provides a continuous stream of high-quality talents for the translation cause in China and contributes to the development of cultural undertakings in China. Literary translation course includes literary translation teaching of fiction, poetry, drama and other literary categories. It can improve students' translation ability and appreciation ability of literary works, so that students can integrate translation theory into practice. Therefore, a systematic and comprehensive teaching of literary translation is conducive to students' inheritance of excellent traditional translation theories and at the same time, it gives students room for innovation.

3. The Connotation of Self-regulated Learning Ability in Literary Translation Teaching

Today's teaching mode is different from the past. The classroom no longer advocates teacher-centered cramming teaching, but encourages the development of new classroom with students as the main body. Translation is a highly professional course, which pays attention to students' mastery of theory in practice. Therefore, it is the most important task of translation teaching to fully tap students' self-regulated learning ability in translation classroom. To cultivate student' autonomy in literary translation classes is to give full play to the guiding role of teachers. It means to improve teaching links and update teaching modes, taking full account of the actual situation of literary translation teaching in China, so as to strengthen the cultivation of students' autonomy as the center, and finally to shape high-quality and high-level literary translation classes. In other words, the teaching of literary translation is divided into two main modules. The first one is that teachers choose a highly regulated teaching plan on the basis of comprehensively understanding the teaching objectives, analyzing the contents of textbooks and formulating teaching methods, with a view to cultivating students' enthusiasm for learning and mobilizing their enthusiasm for learning; the second one is that students are the main body. In the process of teaching, we should construct a healthy and positive learning relationship between teachers and students, students and students, so as to maximize the efficiency of literary translation classroom. Combining these two modules, a teacher-guided and student-centered autonomous literary translation classroom is formed. With the rapid development of science and technology, students' learning styles are changing at a visible speed, and the mode of higher education is also constantly reforming. The traditional classroom teaching mode is no longer suitable for translation major classes in colleges. Teachers should strengthen the exploration of teaching to cultivate student' self-regulated learning and give students full play to it. And also they should build a harmonious relationship between teachers and students and create a positive and good classroom learning atmosphere.

4. Literary Translation Teaching Strategies based on the Cultivation of Students' Self-regulated Learning Ability

The new teaching mode requires students to actively construct new knowledge structure on the basis of their original knowledge content reserve and guided by teachers. The role of teachers should be changed from the central spokesman of teaching to the steering and organizer of the teaching process. Unlike other majors, translation majors are highly professional, knowledgeable and practical. Moreover, the cultivation of translation ability is a long and difficult process, and the enhancement of students' ability is a dynamic process. Therefore, in the teaching of literary translation, it is necessary for teachers to control the overall situation, guide students to fully enter the state of Self-regulated learning, and strengthen their learning initiative, so as to improve their literary translation ability. The methods of cultivating students' self-regulated learning ability are as follows.

4.1 Clear Learning Goals

The first important step of self-regulated learning is to set learning goals. Translation courses are highly professional and practice-oriented, which means that the formulation of learning objectives of literary translation courses should be guided by cultural development and be combined with literary translation practice. Literary translation is a highly professional and creative work. According to the current situation of literary translation in China, what we really need is those talents with high quality, professionalism and creativity. Guided by cultural development, students can understand the trend of cultural development, study the historical background of cultural phenomena, and then deeply understand the different cultural connotations through literary phenomena. In the teaching of literary translation, attention should be paid to cultivating students' love for culture, interest in literature and appreciation of the beauty of language, so as to make students develop in all aspects.

4.2 Making Teaching Programs

The traditional teacher-centered teaching method is no longer suitable for today's quality education. To cultivate learners' independent innovation ability, we must break the original teaching framework, give full play to students' independent learning ability, encourage students to innovate, evaluate students' behavior and recognize students' learning achievements. Throughout the whole process of learning, the role of teachers has changed from a leader to a guide, an evaluator, a regulator and other auxiliary roles. Case-based teaching method, translation workshop teaching method and interactive teaching method are all new teaching modes with students as the main body and aiming at cultivating students' translation ability. The relationship between teachers and students is no longer a single-directed teaching relationship, but a two-way interactive teaching, so as to improve learning efficiency and cultivate learning enthusiasm more effectively. In the teaching of literary translation, the formulation of specific teaching programs can be divided into the following steps: first, the teacher assigns translation tasks; second, the teacher leads the students to discuss the translation; third, the students summarize the problems arising in the process of translation; fourth, the students integrate theory with translation skills through feedback exercises.

4.3 Learning in Groups

The teaching mode of self-regulated learning can not be simply interpreted as task-based teaching in which students complete their learning tasks independently. This teaching mode is flexible and easy to control. One of the important links that can be added is to cooperate with others to solve problems in learning. Team-based learning can enhance students' interest and their sense of teamwork in the process of learning with others. For example, teachers can divide students into groups in class and let team members cooperate to complete the group tasks assigned by teachers. Team members should go through the following steps when they cooperate in learning tasks: first, the team members should work together to prepare materials for the translation tasks assigned by teachers, such as data collection, background research, and so on. Then the students should share the information they have with the students in the group orally or in writing. Finally, the group discussion should be conducted and they should discuss and solve the problems encountered in the form of inquiry. In the whole process of discussion and study, students not only assume their own learning responsibility, but also take responsibility for the learning progress of other members. In the process of probing into problems with members of the group, students' cooperative ability and expressive ability have been improved.

Task-based teaching in the form of group discussion can enhance students' interest and confidence in translation. Team members discuss with each other and make progress together. Meanwhile, they can improve their professional competence and cultivate their self-learning ability. Therefore, in the literary translation classroom, teachers should be good at organizing classroom activities that are beneficial to both the improvement of students' learning ability and the cultivation of their self-regulated learning ability, so as to achieve a win-win goal in classroom teaching and make students truly become participants and beneficiaries of self-regulated learning.

4.4 Using Advanced Teaching Equipment Rationally

The development of science and technology has brought great impact on the traditional classroom mode. Various teaching equipment has updated the classroom teaching hardware and enriched the students' learning life after class. Influenced by advanced science and technology, intelligent translation software and translation machine are now available. If the teaching mode is still self-proclaimed without corresponding changes, the trained students will certainly not stand the test of the times. In the process of cultivating students' self-regulated learning ability, students should also be properly trained to apply advanced translation technology, so that they can adapt to the workflow of translation technology, solve their own problems in learning by using translation technology, and sum up the problems in the process of solving them, so as to improve their self-regulated learning ability at the same time. And meantime, they will also improve their literary translation ability.

5. Conclusion

Translation major has been established in Universities for many years. Under the background of increasingly frequent cross-border exchanges, translation classes have the responsibility and obligation to train more and stronger translators for our translation cause. Literary translation teaching based on the cultivation of self-regulated learning ability advocates that students should really enter the classroom and approach learning. Teachers should make clear teaching objectives and teaching centers, use various advanced teaching modes, pay attention to cultivating students' interest in learning, and make students' learning truly become a spontaneous behavior.

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