

Study on Teaching Model for Translation Teaching Practice of College English

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Abstract

To investigate the significance of theory and practice issues in translation teaching to the students for learning and mastering translation and cultivating translation innovative thinking, the study on new translation teaching model is very important to cultivate translation talent who is more suitable for the times and the needs of society. At first, this paper discusses the existing problems in translation teaching, analyzes the theory teaching in translation teaching, and then discusses the teaching method practice of translation curriculum and finally concludes the practice links in the translation classes. Properly treating the translation theory and translation skills, minding the understanding and translation practice in translation, organically combining the translation theory and translation practice activities and trying our utmost to train the translation and innovative abilities of the students, these are always our goals of translation teaching.

Keywords: College English, translation curriculum, theory, practice

1. Introduction

Translation teaching is a cognitive process to improve the translational level of the students. Translation teaching involves the positioning of translation theory teaching, selection of teaching materials, and reasonable arrangement of explanation contents, correct understanding of

original text, teachers and students interaction, translation practice and purposes and objectives of translation teaching. With some knowledge of translation theory, the students may master the translation law and carry out the translation practice under its instructions, so as to improve the translation ability. Taking translation theory as the instruction, the students can also know how and why about these translation issues, which can yield twice the result with half the effort. Practice is the shortcut to improve translation ability, in the translation teaching, we should properly adjust the content ratio and time proportion of various chapters and sections in the translation textbook, supplement and add various teaching materials to improve and optimize the teaching and continue to give the students practice opportunity combining with translation theory, flexibly apply the translation principles and standards, in order to constantly improve the translational level. Although translation is a curriculum with high practice requirements, we can adjust and improve translation teaching by appropriate method to make the translation teaching meet the needs of society more, and to cultivate more qualified translation talents for the society.

With the translation gradually moving toward as an independence discipline, the trinity relationship of literature, culture, translation in traditional foreign language teaching will meet a great challenge. Globalization has led to the strong position decline of English, English is no longer a discipline, but a necessary lan-

guage skill; and its teaching model must change as well. In this context, how does the translation teaching for translation majors adapt to the development of the situation, and how to cultivate the application-oriented and professional translating talents able to adapt to the national economic, cultural and social construction needs, and these issues need serious consideration of every translation curriculum teacher. The author explores translation teaching from the aspects of teaching plan, curriculum setting, teaching method, and cultivation mode and translation teacher qualifications, combining the undergraduates' translation teaching practice.

2. Current issues in translation teaching

2.1. Unclear objectives of translation teaching

Current translation teaching mainly takes learning the sentence translation as the goal, but the teaching goal is unclear. When the students have a certain English knowledge level, the translation teaching is specially set up to cultivate the translation ability of the students and further promote the conversion of the students from learning English to using English. It is a very analytical activity different from listening and reading comprehension. Listening and reading comprehension are to obtain the approximate information, and translation requires a comparative analysis and semantic level analysis between the two languages, it's obviously more difficult. Therefore, translation teaching should not only take learning sentence translation as its goal, but should focus on the cultivation of translation ability. Translation ability is a comprehensive ability, and it includes not only the ability of grammar translation, but also the ability of communicative translation.

2.2. In translation teaching, lack of the cultivation of text consciousness

Due to the differences in Chinese and western cultures, the development of Chinese stylistic and discourse is very different from these of English. As the students in China are affected by their mother tongue and often use Chinese discourse structure in English discourse structure indiscriminately, it results the translations with English words and structure of the Chinese language, and always sounds uncomfortable. Currently, the translation teaching in some colleges often ignores the awareness of discourse and literary style and believes that the discourse and literary style should be the teaching contents in writing courses or reading courses. Due to the lack of discourse and stylistic knowledge, many of the students are not suitable for the translation with such stylistic text, so they apply incorrect layout of discourse structure, which resulting in the translation appears to be nondescript.

2.3. Lack of culture knowledge accumulation of the target language country

When in the process of translation, we often encounter some issues of common sense, historical events, classic allusions or English idioms, such background knowledge is a reflection of the cultural foundation of the students. While language teaching often ignores the associated cultural content, and isolated teaches abstract language phenomenon. Therefore, even if the students are very good at writing or speaking, and utilize the grammar and vocabulary clearly and logically, but when engaged in translation work, due to the lack of necessary understanding of the cultural knowledge of English-speaking countries, they tend to make lots of jokes. Some of the students do not even know

what country music is, or even have no idea about the map of the United States or the East and West coasts. Language is a tool for better communication and exchange, but if lack of understanding of cultural knowledge, barriers of normal understanding would be certainly produced and affect the normal exchange.

2.4. Equal the translation teaching to foreign language teaching

Many colleges often teach translation in language teaching mode. Teachers put a lot of time and effort to correct the grammar and idiomatic usage. The translation curriculum seems like foreign language classes; its purpose almost seems to check the progress or backward of the students in foreign language learning. Some translation teaching materials always involve the exercises such as “translate the following sentence into English”; in any way, this is actually a misleading to learners. Such practice only enables the students to review the grammar and vocabulary over and over again. Theoretical instructions in translation teaching

Translation teaching is involved in the scope of applied translation studies, the outline development, preparation of teaching materials and teaching method are inseparable from the instructions of translation theory, and meanwhile, translation theory is a content of translation teaching. One of the most important goals of translation teaching is to help the students to form a sound awareness of the translation principles, and consciously apply it in their own translation practice. Such sound awareness of the translation principles is obviously only based on a certain sound theory, therefore, any kind of rigorous translation teaching should take critical and essential theory as instructions. Note that, translation skills are not equivalent to the translation theory. Translation theory is a macro instruction for translation activities, and translation

skills are summaries of experience in translation, the translation theory cannot be compared with the translation skills. Translation theory is extensive, macro and applicable to various interlingual translation, while translation skills are just for the interlingual conversion practice between two languages. Of course, translation skills should also be learned and mastered, but too much emphasis on the translation skills in translation teaching, and equaling and applying the skills as physical and chemical formulas are terribly wrong. Language is flexible and always developing and changing, the summed-up translation skills are summaries of previous translation experience, previous experience can only be a reference with guiding function, but can never catch up with the change speed of language; trying to use some previous translation experience to apply colorful language phenomenon in our real life, it is inevitable some overgeneralization and incomplete. Translation experience is just a summary and generalization of the specific language phenomenon and environment; it is descriptive but not prescriptive, and not possible to apply to the entire language phenomenon in our life. Some people recognize that there are differences between translation theory and translation skills, but they think that the undergraduates’ translation curriculum should cover only the skills and practice issues, the theory study should be the curriculum of learners. In fact, both for the undergraduates and learners, translation teaching should reflect the practice of guiding function to macro-theory.

Translation theory is esoteric and abstract, it will involve in many issues, including human culture, behavior, language itself, language and communication, vocabulary and things, linguostylistics and language symbols, literary translation and liberal arts translation, literary application and language

application and culture accomplishment of the translators. So, as an element of the translation teaching activities, the explanation of the translation theory should be classified and leveled, the proportion of chapters and sections should be reasonable and appropriate. Lin Zhang believes that translation theory can help us to determine the translation organization at a macro-level. Mona Baker proposed that learning theory may not ensure that everyone will be successful, and its value is to minimize the risk; reduce subjective assumptions, and enhance the self-confidence; it can also set the stage for further development in the field of translation in the future. Therefore, the function of translation theory teaching is firstly enlightenment, so as to help the students to improve and deepen the understanding of the translation activities, cultivate them to form a correct philosophy of translation before improving the students' translation practice ability and level on this basis.

3. Conclusion

This paper discusses the existing problems in translation teaching, analyzes the theory teaching in translation teaching, and then discusses the teaching method practice of translation curriculum and finally concludes the practice links in the translation classes. Properly treating the translation theory and translation skills, minding the understanding and translation practice in translation, organically

combining the translation theory and translation practice activities and trying our utmost to train the translation and innovative abilities of the students, these are always our goals of translation teaching.

4. References

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