

Research on College English Translation Teaching in the Context of Eco-translatology

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Keywords: Eco-translatology; College English; Translation Teaching

Abstract: For English majors, translation is a pivotal part. Recently, the translation part of CET-4 has been reformed in China. The importance of translation in College English has been further highlighted. The emergence of eco-translation model has opened up a new path for English translation teaching in China. Eco-translation refers to the selection of a translation model from the perspective of the ecological structure existing in the original English text. Using another language to translate through recycling the inherent ecological structure of the original is the necessary basis for ecological translation. This paper studies college English translation teaching under the background of eco-translatology, aiming to open up the most effective method for college English translation teaching in the future.

1. Introduction

There is no doubt about the importance of translation in College English. Recently, the reform of English translation in CET-4 has made us realize the importance of College English translation. The proportion of questions changed from sentence breaking to paragraph translation in the exam has even increased to 15%. This not only highlights the importance of translation to college English, but also makes it more difficult for college English translation teaching. Eco-translatology advocates the holistic translation of articles based on the concept of ecology and the study of their inherent ecological structure. Compared with traditional translation concepts, this is a brand-new mode of thinking.

2. The Concept of Eco-translatology

This paper studies various translation problems from the perspective of ecological rationality. With the help of the similarity between natural ecology and translation ecology, it is based on the theory of adaptation and selection in translation. The main body is guided by ecological holism, while the fulcrum is the Oriental ecology. It takes the relationship between ecological environment and translators as the research object, and takes the comprehensive concept of ecological perspective as the main body to turn over the whole of ecology. Translation.

Eco-translatology, which takes Eco-holism as its guiding ideology, studies the integration of translation ecosystem comprehensively. All the elements related to translation activities are contained in the translation ecosystem, involving many aspects, such as language and culture. Each component acts on each other and forms a system, which forms a scientific unified whole. Darwin's theory of adaptation/selection makes it possible for eco-translatology to draw lessons from it. This paper makes a detailed discussion on the specific translation problem of adaptation/selection in translation and reinterprets a number of new translation phenomena. Under the mode of eco-translation, eco-translation can be understood as a cross-cycle of adaptation and selection led by the translator.

Relevance and holistic thinking in eco-translatology mainly reveal the translator's dependence in the translation ecological environment, which is the macro-guiding ideology of ecological rationality. The holistic coordination of eco-translation is realized by the relatively unified method of analysis and synthesis. Advocating diversity/unification, focusing on dynamic/balance and focusing on holistic/relevance are the three aspects of the translation ecosystem. Highlighting the

rational characteristics. Eco-translation system is a complete and complex system. Several components of the system interact with each other and are related to each other. The change of any component within the system will destroy the whole system. Then, the eco-translation system has its own internal regulation mechanism to stabilize and balance its system.

3. Current Situation of Eco-translation Model in College English Teaching in China

From the moment English subject joined the teaching curriculum in our country, English translation has been the weakest link in our study, and so has college English. There are many misunderstandings in the traditional teaching mode, such as one-sided emphasis on English listening and speaking, neglect of writing and translation, and think that listening and speaking is the most important thing in English learning, and neglect students' writing to a great extent. And translation ability. In time, the requirements of the new curriculum reform in our country should improve the translation ability of College students, and CET-4 will also incorporate translation into the syllabus of the examination, but it still cannot change the weak position of translation in English teaching. An integrated ecological system is an important embodiment of the ecological translation system. An important part of the ecological system includes teachers and students. As a component of the ecological system, teachers and students interact and rely on each other to present a harmonious and unified ecological system. However, in the practical teaching of College English, translation teaching has never been really emphasized, and the ecological environment of translation teaching is not harmonious. As mentioned above, in the ecological system of College English translation teaching, teachers, students and courses as constituent factors must interact and rely on each other. Only under the premise that each constituent factor actively plays its own role can the harmony and unity of the whole system be realized. However, in the current university translation teaching in China, College students, as the main body, play a vital role in the whole ecological system of translation teaching, but they have a big misunderstanding and misunderstanding of translation. It is generally believed that as long as English listening and speaking are well practiced, translation ability will naturally rise. Teachers, as an important part of another ecological system, are interpreted with one-sided emphasis on grammar and vocabulary, neglecting the cultivation of translation ability. As the carrier of teachers and students, curriculum plays an important role in this ecological system. Reasonable arrangement and setting of curricula are to maximize the ecological role of College students. However, nowadays, translation teaching accounts for a small proportion in College English classes in China, and it is also faced with the embarrassing situation that there are many knowledge contents to be explained and few courses to be offered.

In the teaching system of eco-translation, students should play a dominant role, while in the real teaching, teachers should be the center of the classroom and the division of labor in the ecosystem is vague. Teachers' teaching, students' learning, examination and assessment are still inherent teaching modes. Students' intake of knowledge is inherently passive, while teachers' lack of understanding of translation teaching leads to unsatisfactory results in College English translation teaching. They can give full play to students' subjective initiative, not to mention their own translation skills. Insufficient. In the past, students have lost interest and confidence in translation teaching. In order to balance the dimensions of language and culture between the source text and the target text, translators should try their best to achieve three-dimensional transformation under the ecological translation mode. However, in practical teaching, three-dimensional transformation is seldom reflected in the target text. There are numerous translations that only pay attention to the meaning of the original words but ignore the linguistic culture and communicative habits. One-sided translation of sentences does not take linguistic, cultural and communicative habits into account at all. Under the mode of eco-translation, the shortcomings of College English translation teaching need to be solved urgently, and the increasing difficulty of translation in recent years is related to Chinese culture, which also requires us to change the current situation of College English teaching and improve college students' English translation ability.

4. College English Translation Teaching under the Eco-translation Model

Eco-translation teaching requires that the components of the ecosystems involved should be interrelated and interdependent so as to make the whole ecosystem harmonious and unified. Therefore, students should be regarded as the main body of the University eco-translation model and play the core role of this unique subject. Teachers and classrooms should try their best to serve this core. Therefore, in order to create a harmonious and pleasant environment for translation teaching, both teachers and students should devote more attention to translation teaching. In traditional teaching, the teachers' pay too much attention to the exercise of English listening and speaking. They believe that as long as students' listening and speaking abilities are improved, their translation abilities can be improved, and translation abilities have not been given enough attention. We should change this concept and create a better environment for translation teaching. Based on this, teachers and students should work together to create a harmonious environment for translation teaching through various ways. Teachers can effectively use the modern developed Internet technology to teach and share teaching resources in the cloud, so as to solve the problem of more learning content but less class time in College English teaching. At the same time, the student-centered teaching concept should be emphasized. In the translation teaching ecosystem of College English, teachers and students are the two most important components. Teachers and students should interact with each other. While emphasizing students' subjectivity, the existence of teachers is also very important. Teachers, as an important part of College English eco-translation teaching, should play a full role in guiding and assisting students. Teachers should communicate with students equally and make common progress to achieve the common growth of teaching efficiency and learning efficiency. The relationship between teachers and students should be equal under the eco-translation model. Faced with translation teaching activities from a holistic standpoint, it should be the first task for teachers to play their multiple roles. It is necessary to integrate the Limited College English translation teaching into the basic translation theories or techniques so as to improve the students' overall translation theory level. At the same time, teaching should be carried out outside the classroom to really solve the problem of less College English curriculum arrangement but heavy teaching content. The translation materials and teaching knowledge in the classroom should be given full play to the convenience of the network and sent to the network learning platform to promote students' autonomous learning. In addition, the change of the type of translation test in CET-4 has begun to design the field of cultural knowledge. Therefore, in the process of network teaching, textbooks should be expanded to enable students to learn and understand independently, and cultivate students' comprehensive cultural quality to cope with more difficult translation questions.

Changing the concept of students is no longer the supporting role in classroom teaching, but the core of the whole college English ecological model teaching. Through the guidance of teachers' general orientation, students should fully realize that they are the core of the ecological system of students, give full play to their subjective initiative, independently complete the translated articles, and then achieve a common goal through mutual correction among students. The goal of making progress hand in hand with learning. Secondly, eco-translation emphasizes the concept of integration, and interrelatedness and interdependence are the basic requirements of each component. At the same time, the interoperability of English corresponds to the concept of integration, which should also be used to treat English teaching. At present, the actual situation is that teachers overemphasize the promotion of students' knowledge and neglect the cultivation of humanistic literacy. The question type of CET-4 is the application of students' English knowledge, and it also strengthens the investigation of cultural quality. There are many historical knowledge and Chinese traditional culture considerations in the new test type [5]. This is not only an embodiment of the importance of culture and language teaching, but also a higher requirement for teachers' translation teaching. It is also necessary to strengthen students' ideological construction of culture while improving their language competence. These factors are the reflection of the relationship and integrity of the ecosystem in translation teaching. Thereafter, a pluralistic evaluation system should be established. The evaluation of translation should not only depend on the teacher, but also on all

the students. Organize students and groups to evaluate their own translations one by one. Members judge other translations in the group. Eliminate the low-quality translations and let students fully share their own translation experience and share their own experience. In this way, students can summarize their own experience and better improve the translation level of College students.

5. Conclusion

The reform of CET-4 questions has brought new challenges to English teaching in China. It requires us to pay more attention to cultural elements in the process of English teaching. Eco-translatology fully meets the requirements of this reform. It provides a new way for college English translation teaching. Eco-translatology has its special nature. He regards college English teaching as a complete ecological system, and regards teachers, classrooms and students as each component of the ecological system. It requires these factors to be interrelated, interdependent, and give full play to their own values so as to make the ecological system completer and more harmonious. At the same time, it will change the traditional teacher-led teaching mode, regard teachers and students as equal and interactive subjects, and exercise students' autonomous learning ability. This not only exercises the students' translation ability, but also meets the requirements of English translation teaching under the new situation.

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