

# **An Empirical Study on College English Translation Teaching and Its Innovation**

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**Abstract:** With the continuous deepening of China's opening up to the outside world, the reform of college English translation teaching has put forward new requirements. Through the current research on the current situation of college English translation teaching, this paper analyzes the problems in college English translation teaching. At present, there are many problems in the teaching of college English translation, such as the unclear teaching objectives, the lack of interaction in class, and the single evaluation of translation teaching. This paper puts forward some corresponding suggestions on clarifying the teaching objectives of college English translation and improving the teaching methods of college English translation.

## **1. Introduction**

The "College English Syllabus" clearly states that every school should offer advanced English courses to help students improve their practical English competence. The "College English Curriculum Requirements" clearly proposes to cultivate students' English comprehensive practical ability. At present, teaching content of translation is seldom involved in college English textbooks. Due to the college expansion plan, most schools have different levels of teacher shortages. College English translation teaching in China has not received due attention. Over the past 20 years, the teaching of college English translation in China has not been sufficiently studied. The 21st century is an era of knowledge economy, calling for a large number of high-level, high-quality talents. With China's accession to the WTO, more foreign language talents are needed. It is an urgent task to study the innovative approach of college English translation teaching, which has important practical significance.

## **2. Interpretation of the teaching concept of college English translation**

College English is an English course for non-English majors. It refers to public English for non-English majors in colleges and universities. Translation is a work of language operation and a cross-cultural information exchange activity. Translation is a cross-cultural communication involving language and target language. Translation teaching is fundamentally different from translation practice in foreign language classes. The translation practice in the foreign language classes analyzes a certain foreign language structure, and the ultimate goal is to learn a foreign language. The goal of translation teaching is not to master language structure and rich language knowledge, but to systematically disseminate the basic laws and methods of translation. The teaching content is an abstract activity of analysis and synthesis. The ultimate goal is to cultivate students' ability to analyze and transmit information, including the ability to reorganize information in foreign languages[1].

Translation teaching is to help students form correct translation habits and help students acquire the ability to use foreign languages for cross-cultural information dissemination. It puts students in translation activities to understand the thinking process of language content transfer, using translation theory to guide translation practice.

## **3. The status quo of college English translation teaching**

The teaching objectives of "College English Curriculum Requirements" focus on developing

students' comprehensive English skills. The current status of college English translation teaching is not optimistic. This paper mainly analyzes and explains the teaching objectives, teaching content and teaching implementation.

### **3.1. There are deviations in teaching objectives**

The teaching objectives refer to the direction in which the teaching activities are implemented, and is related to but different from the educational objectives. It is necessary to clarify the teaching objectives to formulate a scientific and reasonable syllabus according to the college English curriculum syllabus[2].

Teachers' understanding of the teaching objectives of college English translation is more about using it as a means of teaching. Some teachers are not clear about the difference between teaching translation and translation teaching. Teachers are unclear about the objectives of college English translation teaching, which leads to the teaching objectives can not fully play its guiding role in English teaching.

Focusing on students' development is the spiritual core of the curriculum reform in colleges and universities. The traditional teaching mode is centered on teachers, systematic book knowledge and classroom teaching. It advocates the main purpose of imparting systematic knowledge in teaching, emphasizing the intake of systematic knowledge. And it has a important role in forming a complete knowledge structure of students and efficiently transferring teaching content. The modern teaching system centered on students, experience and activities emphasizes the main role of students and emphasizes the creative ability of students and their intelligent development.

At present, translation teaching is centered on textbooks, ignoring the actual needs of students. With the development of the information age, there is an increasing demand for compound foreign language talents with professional knowledge and translation ability in the social environment. Compound foreign language talents must have comprehensive language skills for reading, writing, listening and speaking, which puts forward new requirements for students who are studying college English. Translation is the ability that all foreign language learners must master. Only by fully grasping the comprehensive language ability of listening, speaking, reading and writing, can we become a compound talent with professional literacy and translation skills.

### **3.2. The content of courses is single**

The content of courses refers to the dynamically generated material of the interaction between teachers and students in teaching. The content of courses is the core element in teaching practice. Teaching activities are carried out around certain content of courses. The careful selection of content of courses is an important basis for achieving teaching objectives. Factors such as the learner's majors must be fully considered to ensure the pertinence of the textbook.

The textbook is the main carrier of the content of courses. At present, college English textbooks lack professional English-Chinese translation textbooks for non-English majors. There are certain defects in the design of textbooks. The cultivation of translation ability requires the guidance of theoretical methods and requires translation practice.

At present, the content of courses of college English translation teaching is relatively simple, and it is often limited to the translation of Chinese-English translation sentences in the post-class practice. It is far from satisfying the need for translation ability in their work after graduation[3].

The content of courses is the concretization of teaching objectives. The choice of content of courses should follow the principle of the validity and importance of the content. At present, the selection of the content of courses of college English translation is not systematic.

Due to the unclear positioning of college English translation teaching objectives, the selection of the content of courses is often with great arbitrarily, and most of them lack theoretical guidance. In practice, teachers have not chosen the content of courses according to students' learning needs, and the content of courses lacks logic. The reason why teachers choose the content of courses so is that they lack the professional ability of translation teaching. Secondly, the college English class is tightly arranged, and the systematic selection of the content of courses is limited by the class time.

When many teachers are teaching, they tend to focus on the reform of teaching methods and

neglect the adjustment of the content of courses. The content of courses and the means of teaching influences each other. If the content of courses could not be innovated, the knowledge of students will not be effectively expanded, and learning results will be half the results with twice the effort

### **3.3. Single approach of teaching implementation**

Teaching implementation is the process of putting teaching plans into action. A good teaching plan requires effective teaching implementation. Teaching implementation is a key link in the process of teaching practice, referring to the process of putting new teaching plans into practice. The focus of the research is on what happens in the practice of teaching plans. The implementation of teaching embodies the actual operation of teaching content by teachers.

College English translation teaching takes classroom teaching as its basic form. With the continuous deepening of college English teaching reform, teachers and students are no longer satisfied with a single traditional classroom teaching model. The majority of teachers and students actively participate in the extracurricular activities of college English, which highlights the students' ability to communicate and to learn independently and provides more abundant content of courses than classroom learning[4]. Students use the extracurricular activities as a platform to achieve the ultimate goal of learning to use the language.

At present, college English translation teaching is mainly implemented through classroom teaching, and teacher-centered teaching methods make students' participation low. Some teachers can receive good results through multimedia network teaching. Translation teaching can be extended to the online classrooms, and the way of network communication is deeply loved by modern college students, which greatly stimulates students' interest in learning translation.

Each student has a unique personality. Because of the imbalance in the intellectual development of students, there are different differences in their cognitive levels. The implementation of college English translation teaching should reflect the attention to individual differences among students. At present, in college translation teaching, teachers pay insufficient attention to individual differences of students. Teachers lack attention to individual differences in students' language foundations in English translation teaching. Teachers are limited by the tense class hours and other factors, they can not fully consider the differences of all students. In the long run, it is not conducive to the personal development of students with poor language foundation.

## **4. Innovative strategies in college English translation teaching**

### **4.1. Clarifying the teaching objectives of college English translation**

Through the research on the current situation of college English translation teaching, it is found that the current English translation teaching has its shortcomings in the orientation of teaching objectives and the way of teaching implementation. In-depth discussion should be taken to adopt corresponding measures to promote the study of college English translation teaching, so as to cultivate professional and compound talents that meet the requirements of the times.

It is conducive to promoting the reform and development of college English translation teaching for strengthening the research on college English translation teaching and clarifying the teaching objectives of college English translation teaching. Compound translation talent is a systematic project. In view of the problems in the current college English translation teaching, it has a positive effect on promoting college English translation teaching in China.

### **4.2. Compiling contemporary college English translation textbooks**

Translation teaching has not received enough attention for China's non-English majors, and the practice of translation skills in textbook compilation is limited to sentence translation after class. Many textbooks have the problem of narrow coverage of Chinese sentence patterns in the design of Chinese-English translation exercises. At present, translation teaching can not meet the needs of students' future work.

In the basic teaching stage of college English, the translation teaching should be incorporated

into the content of courses of college English to strengthen the contrast teaching of English and Chinese language structure. The compilation of translation textbooks can be written by authoritative organizations. The textbooks should not only focus on the teaching of knowledge, but also be helpful to the cultivation of students' thinking and innovation ability.

With the deepening development of China's opening up to the outside world, the society has put forward higher requirements for the comprehensive English ability of university graduates. Domestic universities have set a college English practical translation elective course to meet the needs of the times.

Practical textbooks should have the characteristics of combining teaching content with students' major and being equipped with a large number of appropriate exercises. The translation of some practical articles should be done in combination with the characteristics of the students' majors, so that students can apply the knowledge and skills directly to the actual application. The compilation of textbooks should be comprehensive so that students can lay a solid foundation for translation, so as to meet the needs for work of non-English majors after graduation.

### **4.3. Promoting the professional development of teachers**

At present, the quality of the university English faculty team is seriously inadequate. The college English translation theory and teaching level of the existing teachers can not meet the demand. Colleges and universities should train a group of translators who speak foreign languages and understand science and technology. Qualified schools should provide relevant translation courses for college English teachers. Relevant departments should select teachers with good foundations in English and Chinese to encourage their in-service education. Colleges and universities should provide opportunities for teachers who are engaged in college English translation teaching.

Among the current college English teachers who graduate from the translation department, few are qualified to teach translation in universities. The adjustment of the teacher structure is a long-term and arduous task. The competent department in colleges and university may allocate training to the existing teachers in stages, giving opportunities for teachers to go to colleges and universities with higher levels of college English translation teaching to learn the excellent teaching knowledge and to promote professional development.

### **4.4. Improving the teaching method of college English translation**

For a long time, there have been many disputes in the choice of teaching methods in the education industry in China. The author believe that there is no fixed method of teaching, so long as it is effective, it should be adopted. At present, the teaching of college English translation mostly adopts the 3P method of teaching, practicing and expressing, which enables students to practice in class and arranges certain translation tasks for review. The mechanical training mode of translation teaching is very different from the learner-oriented teaching philosophy. A variety of teaching methods can be used in the implementation of college English translation teaching. Relying on modern educational technology, it encourages the study of translation theory and tests the effectiveness of teaching and learning in practice.

The teaching method of advocating self-learning is based on the humanistic education philosophy. Teachers teach students in accordance with their aptitude considering individual differences among learners to stimulate their learning motivation. In college English translation teaching, the corresponding learning tasks should be set according to the teaching content in terms of the students' shortcomings in learning needs, age and learning strategies. Teachers have the responsibility to guide students to choose effective learning methods and to develop self-assessment awareness, and to encourage students to clarify learning objectives.

## **5. Conclusion**

China's accession to the WTO and the new situation have placed higher requirements on translation. A large number of translators are urgently needed for social development. In the background of the new era, more translation talents are needed for the raining needs of the

communicative competence in translation in the society. At present, college English teaching in China is undergoing a new round of reforms. In order to adapt to the new situation of the development of higher education, the "College English Curriculum Requirements" points out that translation ability is a comprehensive reflection of students' ability in all aspects of foreign language knowledge. Translation teaching is an important part of college English teaching. College English translation teaching should promptly adjust the emphasis on language skills, and effectively carry out translation teaching in the reform of college English teaching to improve students' English and Chinese bilingual application ability.

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