

# Research on English teaching reform based on the cultivation of students' translation ability

Tingting Liu

School of Marine Engineering, Electrization and Intelligence, Jiangsu Maritime Institute, Nanjing, 211170, China

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**Abstract:** The focus of translation teaching is the teaching of translation skills and knowledge, aiming at cultivating translation experts. In this process, students will apply many different abilities, and all of them can get better exercise. So as to help them build up their grammatical awareness of the second language. Translation can promote students' integration and digestion of language, especially Chinese-English translation, which can improve students' English expression ability. There are many problems in the traditional college English translation teaching mode, which hinder the survival and development of college English translation teaching. This paper first discusses the importance of cultivating students' translation ability at this stage, and then puts forward some suggestions on English teaching reform based on cultivating students' translation ability on the basis of analyzing the existing problems in college English teaching, for the reference of relevant personnel.

## 1. Introduction

After decades of ups and downs, college English teaching reform is still making progress in difficult exploration. For English majors, it is very important to have good translation skills. However, in the actual learning process, English majors usually find it difficult to effectively improve their translation level [1]. College English teachers must realize this, and pay attention to cultivating students' translation ability in daily teaching, so as to make them have better comprehensive quality and ability, which is of great practical significance for talent training and students' graduation and employment [2]. There are many problems in the traditional college English translation teaching mode, which hinder the survival and development of college English translation teaching. For example, there is prejudice against translation, total negation of grammar-translation method, insufficient attention to the validity of exams, and some important exams have no translation questions. English teaching should pay attention to avoiding misunderstandings in order to improve learners' translation ability.

## 2. The importance of cultivating students' translation ability

English is the most widely used language in the world at present, and most of them are developed countries, so the cultivation of English translators has become the focus of foreign language translation majors in universities. College English translation teaching is an indispensable part of English teaching and an important means to cultivate students' English translation ability. At the same time, English translation ability is also one of the practical abilities urgently needed by all walks of life [3-4]. The process of translation is actually a process of understanding, expressing and proofreading, which requires the translator to have the ability to understand and express two languages and cultures. Only by fully understanding the original text can the translation be accurate. Throughout the development of college English in China, although the course of college English translation has already entered the English training program, the teaching of the course has not attracted enough attention from universities.

College English translation teaching involves a lot of contents, mainly the transformation education between Chinese and English. After the transformation of the two language forms,

students' thinking and expression ability can be improved. The cultivation of translation ability can enable students to obtain information in time and learn knowledge in a limited time [5]. Only by constantly enriching students' understanding of English and Chinese culture and improving their language ability can we improve our students' translation ability. Understanding the differences between Chinese and western cultures in the education stage can strengthen students' expressive ability and understand the internal meaning and social and cultural meaning of words in a limited time [6-7].

The focus of translation teaching is the teaching of translation skills and knowledge, aiming at cultivating translation experts; Teaching translation is regarded as one of the means of foreign language teaching, which aims to help students master relevant language points and improve their foreign language level. In translation, students must apply vocabulary, grammar, syntax, rhetorical devices, pragmatics, cross-cultural communication and other contents, and at the same time integrate their own understanding and experience, so as to ensure the accuracy and connotation of translation. In this process, students can apply many different abilities and get a good exercise. So as to help them build up their grammatical awareness of the second language. Translation is not only the mutual transformation between English and Chinese, but also a kind of "second creation". Translation can promote students' integration and digestion of language, especially Chinese-English translation, which can improve students' English expression ability [8].

### 3. Problems existing in current college English teaching

#### 3.1. The curriculum of translation teaching is unreasonable

Autonomous learning emphasizes the importance of giving full play to learners' subjective role and cultivating learners' independent and autonomous learning ability in language acquisition and learning. However, the development of autonomous learning ability should first be the cultivation of autonomous learning consciousness, and only with consciousness can we act. Therefore, the author first made a questionnaire survey on 90 students' autonomous learning awareness and autonomous learning ability. Figure 1 shows the survey results of English majors' autonomous learning awareness.

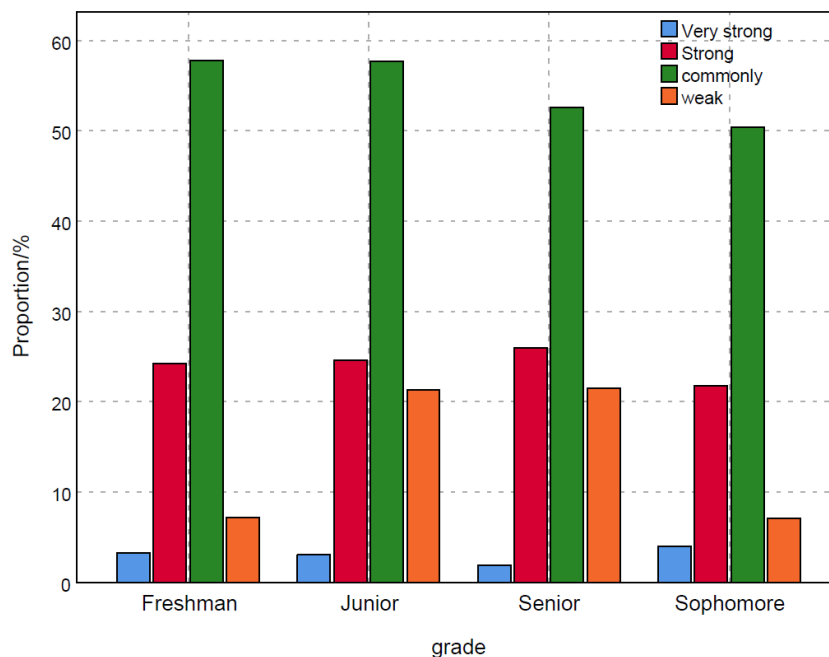


Figure 1 A survey of English majors' awareness of autonomous learning

Among the 90 students surveyed, only 4% have a strong sense of autonomous learning, and only 24% have a strong sense of autonomous learning, while the average is over 55% and the weak is 32%. These data tell us that English majors in our college have a weak sense of autonomous learning, which should attract teachers' attention.

At present, although translation is involved in college English textbooks, teachers basically follow the teaching procedures of listening, speaking, reading and writing, and can only simply teach translation knowledge or check and feedback homework, failing to carry out systematic teaching of translation skills. Specialized English translation textbooks are relatively scarce, which are subjective and arbitrary in the whole education stage, and the overall teaching effect is relatively poor [9].

In some universities, whether students can pass CET-4 and CET-6 will be linked with whether students can get degree certificates and diplomas, which also makes the development of college English teaching activities always focus on the improvement of students' problem-solving ability, which makes the pressure on English teachers and students quite heavy, making it difficult to achieve comprehensiveness and diversification in training students.

### **3.2. Lack of teachers**

At present, most English teachers study language and literature, and have no translation practice. In English teaching, translation teaching is a difficult subject, and the requirements for teachers are also high. With the increasing number of universities, the number of college students has increased sharply, resulting in the weakening of teachers. Many universities are seriously short of teachers, which leads to the low level of college English translation teaching and the difficulty for students to improve their translation ability. Coupled with the huge number of students, teachers can't know the students' learning situation in time, and students can't feed back the English translation learning situation to teachers, which leads to the untimely communication of teaching information and the lack of pertinence in translation teaching.

### **3.3. Teaching lacks practical links**

At present, college English courses are short of high-quality textbooks, and the selection of college English textbooks varies from university to university. Some college English textbooks do not meet the knowledge level and cognitive characteristics of college students. Translation courses in most schools have no corresponding practical links, but simply ask students to keep recording the knowledge points told by teachers. The only form of translation practice can not escape students' evaluation of the translation in class or lengthy translation links after class. A series of teaching and scientific research work is needed in the practical education stage, which leads to only providing students with correct answers in their translation work, but lacking guidance and making students understand why they translate like this. At the same time, because English teachers' own ideas are outdated in the past, they still focus on explaining grammar in college teaching activities, which leads to the whole teaching activities being boring and boring.

## **4. Discussion on English teaching reform based on the cultivation of students' translation ability**

### **4.1. Reform the content and form of translation course**

In the arrangement of teaching content, we should give priority to practical training and highlight skill training. The content should be as close as possible to the students' situation and the local social situation, and the teaching arrangement should be gradual and step by step, so as to gradually strengthen students' translation ability. In the whole college English teaching reform, the requirements for students' translation ability should be more specific, and the assessment indicators should be appropriately increased. Moreover, the assessment method should also focus on students' application ability, and assess whether students can use this language and how to judge the level of language ability. We must fully consider the differences among students, pay attention to the important role of translation in college students, and then set up an English precision class. The main purpose is to explain the relevant contents of translation in detail, which is of great value in improving students' translation ability and helping to achieve the ultimate goal of English teaching.

The goal of English teaching reform is to cultivate talents who meet the needs of the

development of the situation, and should not completely deny everything. In the process of global economic integration, China needs a large number of qualified translators. Therefore, schools should appropriately increase the proportion of class hours in translation courses to make students understand the importance of translation courses, and at the same time, they can also increase elective courses related to translation courses to enable students to learn translation more deeply and enhance their translation ability. Because the acquisition of translation ability is inseparable from a certain amount of practical activities. Therefore, universities should also do some questionnaires to students in the selection of translation textbooks to understand their voices and needs, and pay more attention to the textbooks used by college English translation majors.

#### **4.2. Strengthen the development of teachers**

The development of teachers themselves is a process of strengthening the common development of teachers' teaching theory, teaching practice and teaching research. Instructors with solid teaching theory and social practice can carry out the reform of teaching content and teaching form more effectively. English teachers must also strengthen their own literacy, because in order to make students understand the content of classes and the reform of teaching forms more effectively, teachers are required to have rich social practical experience in addition to solid theoretical knowledge. Teachers can also share some things that happened at work with students, so that students can understand the importance of English translation, thus promoting students' learning.

#### **4.3. Combining theory with translation practice**

The improvement of students' translation ability requires not only a lot of translation practice, but also a certain translation theory. Translation theory is the guidance of students' translation practice, and carrying out a lot of translation practice under the guidance of theory is the only way to improve students' translation ability. Translation theory is the guidance of students' learning, and carrying out a lot of translation exercises under the guidance of theory is the key to improve students' translation ability. Teachers need to combine theory with practice and highlight teaching priorities.

In the process of translation teaching, different teaching methods should be adopted for different students. For example, for those students who are not English majors, teachers need to focus on the basic theory and knowledge of translation when teaching them translation, such as passive voice and attributive clauses. Some cases can be cited from real life, which can not only increase the interest of translation learning, but also help students understand. Translation questions have high validity, which makes it easier to measure the students' actual ability to use the language, and at the same time can promote the importance of translation in daily classroom teaching. Therefore, it has become a trend to attach importance to translation testing in English teaching. Teachers carefully select some language phenomena that typically reflect the characteristics of English, and use translation as a means to arouse students' in-depth comparison, induction, summary and tempering, which not only enables students to have a deeper and comprehensive understanding of Chinese, but also attaches importance to the cultivation of English language sense and improves their English level faster.

#### **4.4. English teaching reform needs to be combined with objective reality**

When we talk about teaching reform, we can't just ask for the reform of traditional teaching methods, but we should try our best to achieve the optimization of teaching effect while realizing the diversification of teaching methods under the guidance of the idea of "teaching is not fixed" and combining the specific teaching environment and teaching content.

In the daily translation teaching process, teachers should consciously guide students to compare two cultures and languages, compare the structural characteristics of languages, encourage students to explore their similarities and differences, and help students accumulate more translation skills. In English assessment, university teachers can appropriately increase the content related to translation, arouse students' attention to translation learning and stimulate students' potential [10]. In this way, students will not use the thinking of China culture to translate English, so that students can

understand how to use authentic English, which can not only effectively stimulate students' interest in English translation, expand students' horizons, but also effectively promote the improvement of students' English application ability.

## 5. Conclusions

College English translation teaching involves a lot of contents, mainly the transformation education between Chinese and English. After the transformation of the two language forms, students' thinking and expression ability can be improved. The cultivation of translation ability can enable students to obtain information in time and learn knowledge in a limited time. College English teachers must realize this point, and pay attention to cultivating students' translation ability in daily teaching, so that they can have better comprehensive quality and ability, which is of great practical significance for talent training and students' graduation and employment. Reform translation teaching with scientific teaching concept, strengthen the connection between translation teaching and practice, let students learn English from life, use English in life, closely link theory with practice, improve students' ability to apply what they have learned in English, and effectively improve the effectiveness of college English translation teaching.

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