

A Study on the Current Situation and Countermeasures of College English Translation Teaching

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ABSTRACT. *in order to improve the English translation ability of English talents, it is imperative to improve the current situation of college English translation teaching. This paper analyzes the necessity of improving the level of college English translation teaching, summarizes the current situation of college English translation teaching, and puts forward some measures to improve the current situation of college English translation teaching, aiming at improving the level of college English translation teaching and students' English ability.*

KEYWORDS: *College english, Translation teaching, Countermeasures*

1. Introduction

In the process of college English teaching, college English translation teaching should be carried out and the teaching results should be paid attention to to enable college students to have strong all-round English ability. Secondly, in the process of college English teaching, once college English teachers begin to pay attention to translation teaching in college English classes, more teachers will have the opportunity to contribute their own ability to improve the English level of college students and contribute to the improvement of their English level [1].

2. Current Situation of College English Translation Teaching

2.1 Cognitive Bias in Translation Teaching

Most colleges and universities in the translation teaching, emphasis on language teaching, focus on cultivating the students' reading ability, listening ability, writing ability, a lot of time to correct students' grammar, etc, which makes there is no difference between translation teaching and general English class, although students are required to exercise the ability of english-chinese translation and chinese-english translation, but in practice into learning new words and review the grammar, not highlight the particularity of translation teaching,[2] this is an existing in current college English translation teaching understanding deviation. Translation teaching is inseparable from language learning. It can be said that basic English is the cornerstone of English translation teaching. Only by mastering the basic skills of listening, speaking, reading and writing in English can translation ability be cultivated, which is the reason why translation courses are generally placed in higher grades. Let the students in lower grades to master certain English ability in the basic English courses, to try to pay attention to in translation teaching the theoretical study of translation itself, from a macro understanding of english-chinese bilingual language characteristics, language environment, the article structure, skilled master the translation skills, to cultivate english-chinese translation of oral and written translation capability.

2.2 Limited Teaching Conditions for Translation

In recent years, colleges and universities are expanding their enrollment, which leads to the limited teaching resources in most colleges and universities. Some English translation teaching classes are still in large classes, and some even have hundreds of students. Teachers can only take the unified teaching method to "fill the whole room"[3]. In order to control the order of the curriculum, teachers speak more, students respond less, and there is a lack of positive interaction between teachers and students, which directly affects the teaching effect. In addition, currently used translation textbooks are unified textbooks with various contents and large reading proportion. If teachers strictly follow the textbooks, they cannot mobilize students' interest in learning and lack initiative in learning.

2.3 Lack of Proper Teaching Materials

Application today, many colleges and universities in China there is a rule in the field of English language teaching, which contain only English listening, speaking, reading and writing content, pay attention to these aspects of training, and there is no set content such as English translation principles, translation criteria, the lack of knowledge of English translation, nor for the major of English translation methods are introduced. Although the translation of words and paragraphs is involved in the comprehensive course of college English, the corresponding English translation exercises only focus on the main language theories such as vocabulary and grammar, resulting in students only emphasizing the application of new words and not thinking about other aspects of English translation needs[4]. In addition, students themselves do not teach English translation skills, and they do not use English vocabulary and grammar to study and play creatively on the basis of mastering the meaning of the original text and combining the features of English translation. Instead, they stick to the original text and only pay attention to English literal translation, which cannot improve students' ability to think and innovate.

2.4 Lack of Language and Cultural Background Learning

As we all know, no matter which language, there is its corresponding cultural background, which is a kind of accumulation of knowledge. In order to accurately grasp the core content and essence of the article, it is necessary to understand the context and the corresponding semantics of the original English text, otherwise it is easy to cause errors in the English translation, which may lead to jokes. In the actual process of English translation teaching, teachers often only teach English language knowledge without strengthening the teaching of relevant cultural background knowledge, resulting in students' unfamiliar with the living habits and customs of english-speaking countries and their inability to learn with the background culture of english-speaking countries.

3. Strategies for College English Translation Teaching

3.1 Define the Teaching Objectives and Cultivate the Translation Ability

To translation teaching of college English teaching outline should be presented more clear requirements, reflects the emphasis on translation teaching and various universities should formulate relative systems and people with integrity of teaching outline, while teachers need in accordance with the specific requirements of the outline, and in strict accordance with the standards for teaching in the teaching process should also weigh the gradation, distinguished teaching, in order to ensure the students' ability to accept allows perfect day mark through the teaching and the teaching content, as far as possible to change the current English translation teaching position, In which students and teachers heart is uplifting teachers themselves should be aware of the importance of college English translation teaching and the object is a part of the students rather than the English major students, so it should be in the club needs inter-disciplinary talent as a teaching guide and Japanese standard, attaches great importance to the students' English translation ability, in order to meet the social enterprise demand for multi-level talent[5].

3.2 Use of Multimedia Technology to Improve the Conditions of Translation Teaching

By keeping pace with The Times, making full use of network information technology, giving full play to the advantages and functions of network technology in teaching, it provides convenience for English translation teaching. While deepening the reform of college English translation teaching, multimedia network teaching technology and testing have been widely used in many colleges and universities. In the process of college English translation teaching using multimedia network technology, it not only highlights the core subject status of students, but also highlights the principle of individualized and characteristic teaching, which focuses on cultivating students' independent learning ability and repeatedly strengthens English translation training. In addition, in English translation teaching with the application of multimedia technology, it can effectively create an online English learning platform and provide students with the opportunity to independently translate and communicate in English. Students can use the Internet to collect English translation learning materials at any time, improve their English and Chinese bilingual translation level and optimize the effect of English translation learning.

3.3 Scientific Selection of English Translation Textbooks

In order to improve the efficiency of college English translation teaching, teachers must first select high-quality English translation textbooks in a scientific and reasonable way according to the actual situation of students, and ensure that the textbooks are part-time in the fields of economics, history, political science and other related cultural fields. At the same time, to constantly enrich and perfect the content of the English translation, widely collecting the materials available in English translation teaching, such as English poetry, prose, English lyrics, etc., such not only can inspire students' interest in English translation, can also broaden the students' English translation field of vision, help students to accumulate English translation method, translation skills to master English.

3.4 Enrich and Optimize the Knowledge Structure and Infiltrate Cultural Education

In the actual college English translation teaching, teachers must deeply analyze the differences of individual groups so as to strengthen the guidance of students' cultural learning. Students should take the initiative to strengthen extra-curricular reading, understand the development process and cultural background of western english-speaking countries, compare Chinese and western cultures, clarify the differences between the two cultures, and rationally apply the differences to English translation learning. It should be noted that in order to ensure the quality of English translation, we must lay a good foundation in Chinese. However, in the actual English translation teaching, teachers often pay little attention to the teaching of students' mother tongue knowledge, which is wrong. It is necessary to guide students to understand the western culture and at the same time enhance students' awareness of learning the native culture.

3.5 Improve the Comprehensive Literacy of English Teachers

First, it is necessary to change the traditional teaching concepts of college English teachers and increase their emphasis on translation teaching. English teachers should recognize the changing trend of English test questions and clearly increase the importance of English translation. To strengthen students' English translation practice, to give students the necessary translation guidance, to deepen students' understanding of the differences between Chinese and English language.

Second, English teachers should make full use of their spare time, learn more knowledge about English translation, expand their scope of knowledge and improve their English translation ability. We should cherish the knowledge development and training opportunities provided by colleges and universities, enhance the awareness of lifelong learning, and improve the level of personal translation and comprehensive quality.

4. Conclusion

To sum up, with the continuous improvement of China's education system, the demand for English translation talents from society and enterprises is increasing. Colleges and universities are places to train professional English translation talents. It is necessary to improve the current situation of college English translation teaching from the perspectives of teaching concept, teaching mode and intercultural teaching, so as to cultivate enough high-quality English translation talents.

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