



ARTICLE

# Research on Existing Problems and Countermeasures in College English Translation Teaching

Xiaohe Huang\*

School of Foreign Languages, Lanzhou University of Arts and Sciences, Lanzhou, Gansu, 730000, China

---

ARTICLE INFO

*Article history*

Received: 11 June 2020

Revised: 18 June 2020

Accepted: 24 July 2020

Published Online: 31 July 2020

*Keywords:*

English teaching

Translation

Innovation-type English

Talent cultivation

---

ABSTRACT

The “College English Curriculum Requirements” promulgated by the Ministry of Education of China has detailed regulations on the five aspects of English listening, speaking, reading, writing, and translating for ordinary undergraduates. However, the foreign language translation ability of most college students in China is still the weak link in the English ability structure. With the further opening up of all walks of life in China, the role of English in daily life and work is becoming more and more important. This paper analyzes and summarizes the current situation and problems of college English translation teaching in China, and proposes corresponding improvement measures.

## 1. Introduction

Translation ability is an essential language ability for English learners, however, translation teaching has not been highly valued in the college English teaching system, which is manifested by the lack of translation textbooks and materials, fewer opportunities for students to practice translation, and teachers who do not pay attention to translation teaching.

## 2. The Necessity of College English Translation Teaching

According to the statistics and estimates of the China

Translation Association, the demand for translation talents in China will be 2 million by 2020, and the gap will reach 1 million. It can be said that there is an extreme shortage of translators. Therefore, college students have sufficient translation skills to be able to meet the requirements of some difficult translation tasks, which becomes extremely important. Since English is already a major course from elementary school to university, therefore, for English teaching in colleges and universities, as long as the teaching methods are improved, it is also feasible and necessary to cultivate talents with sufficient translation skills.

---

*\*Corresponding Author:*

Xiaohe Huang,

Correspondence address: College of Foreign Languages, Lanzhou University of Arts and Sciences, Chengguan District, Lanzhou City, Gansu Province, China;

E-mail: 2562275375@qq.com.

Fund Project:

Research on the Translation, Introduction and Spread of Gansu Tibetan Intangible Cultural Heritages (Project No.: 20YB107).

## **2.1 The Latest Version of “College English Curriculum Requirements”**

In the “College English Curriculum Requirements” of the Ministry of Education of China, the translation ability of students is divided into general requirements, higher requirements and higher requirements. Students should first be able to familiarize themselves with common English words and grammar, common life and work scenes with the help of a dictionary, and has the ability to achieve English-Chinese translation of articles with low language difficulty, and the translated content conforms to their basic native language expression habits. Being able to translate with the help of a dictionary has undoubtedly weakened the vocabulary requirements, and the ability to translate between English and Chinese has been improved. At the same time, students also need to adopt techniques such as transliteration, modification and streamlining in the translation process.

## **2.2 The Driving Force of CET-4 and CET-6 Reform**

The CET-4 and CET-6 exams have been reformed in December 2013, and the original single-sentence translation question type has been changed to the entire translation, and its score ratio increased from 5% before the reform to 15% after the reform. After this reform, the content of translation topics is also more extensive, including the history, culture, economy and other aspects of China and foreign countries, which puts forward higher requirements for students’ ability to translate between different languages. The current communicative teaching method focuses on the expression of spoken English, and it is difficult to meet the requirements of the above-mentioned exams for students’ translation ability. Therefore, it is necessary to reform the translation teaching in college English teaching.

## **2.3 The Requirements of Student Group**

For non-English majors in universities, English translation has become a practical skill. Not only the CET-4 and CET-6 exams but also the university’s own English exams are paying more and more attention to translation skills, and students need to use translation skills when translating the literature and abstracts of graduation thesis, making English resumes and introducing themselves in English. According to the author’s actual understanding when working in colleges and universities, most students are not satisfied with their translation ability, but they are also afraid of learning to improve translation ability<sup>[1]</sup>.

## **3. Existing Problems in College English Translation Teaching**

### **3.1 Problems in the Cultivation of Cross-Cultural Awareness**

Some college English teachers only pay attention to the teaching of single knowledge points such as words, grammar, sentence patterns and expression methods, but do not pay enough attention to the cultivation of students’ cross-cultural awareness, even in translation teaching, it does not focus on guiding students to combine English culture, context, etc. to translate, but only needs to use words and grammar to be correct, resulting in students’ translation results being abrupt and stiff, which does not match English expression habits. Therefore, college English translation teaching also needs to strengthen the social, economic, social, humanities and other aspects, as well as to emphasize the authentic expression of English.

### **3.2 Problems in Textbook Compiling**

Due to the limited length of college English textbooks, they often focus on English words, grammar, sentence patterns, etc., but have little knowledge about translation principles and standards. But in fact, translation also needs to pay attention to many ways and methods, rather than just describing the original text in another language. Some versions of English textbooks have increased the content of the entire paragraph and full-text translation, but the actual language scenarios involved are still very limited. Many students are accustomed to rashly translating under the premise of not fully understanding the original theme of the text, and generally can only translate in the form of literal translation, and English language sense is difficult to exercise.

### **3.3 Problems in Translation Teaching Mode and Methods**

Some colleges and universities do not focus on fully inspiring students’ subjective initiative and subjectivity when teaching English translation, but only adopt the traditional teacher-centered teaching mode, which focuses on one-way indoctrination of theoretical knowledge, but lacks interactive links such as group cooperative learning and students’ free play. Translation teaching is also just a task for teachers to find some examples to arrange the translation between Chinese and English. Students can complete it mechanically and leave it to teachers for scoring and commenting<sup>[2]</sup>. On the one hand, the communication and interaction between teachers and students is relatively limited; on the other hand, students

cannot develop their translation skills in certain fields according to their own interests. Teachers' comments on students' translation assignments are limited to grammar, context, wording, etc., without cultivating and inspiring some of the students' extended skills and guiding students' innovative thinking, so that students can understand the essence of translation. Teachers' overly strict requirements on words and grammar also limit the further development of students, and mistakenly believe that translation is to accurately correspond to the original text, and have no time to consider the impact of cross-cultural context and the adjustments that need to be made.

### **3.4 Problems of Teachers in College English Translation Teaching**

The lack of teachers in universities has also become a shackle in English translation teaching. Some excellent teachers attach great importance to the methods and methods of translation teaching, so that students can get more practice and more free play, so the translation ability of students has increased significantly. Some teachers with relatively backward teaching methods have insufficient classroom control skills and insufficient teaching skills during translation teaching, and they have not learned various innovative teaching methods in a timely manner, resulting in poor English translation learning effects for students.

## **4. Countermeasures for Improving College English Translation Teaching**

### **4.1 Strengthen the Cultivation of Students' Cross-Cultural Awareness**

When teaching English translation, college English teachers must profoundly recognize the difference between the context and language habits caused by the economic, social and human background of different cultures, and by guiding students to read some excellent bilingual readings, English translation teaching videos, etc., so that students can deeply understand the cultural and contextual elements that need to be paid attention to in translation practice. Teachers also need to strengthen their understanding of cross-cultural knowledge. They must be fully aware of the differences between English and Chinese and the reasons for the differences. They can also teach students in vivid and interesting forms to deepen their impressions. At the same time, teachers should give students enough translation practice. On the one hand, teachers can specify some classic paragraphs and articles for students to practice; on the other hand, teachers can also guide students

to find some interesting article materials for translation practice, and let students try to translate practical types of stylistic materials such as resumes, academic documents and self-introductions. Teachers should also take the form of teacher commentary and student mutual commentary when commenting on the translation results of students, and give more commentary from the context, social and cultural environment.

### **4.2 Reasonably Compile or Choose English Textbooks**

Teachers need to attach great importance to the selection of English textbooks and teaching materials. In principle, the teaching materials are selected according to the students' majors, at the same time, it is supplemented by translation teaching materials related to history, politics, and economics, so that the students' sense of translation, understanding of the cultural context, and ability to translate professional articles can be simultaneously improved<sup>[3-5]</sup>. Teachers can also show students the poems, songs, essays and novels translated by some well-known translators, so that students can appreciate the standards of truly excellent translation works, so as to stimulate students' interest in learning English translation and develop students' ideas for translation, so that translation can truly become a skill that they fully master.

### **4.3 Adjust and Optimize the Teaching Mode, Methods and Means of College English Translation**

In terms of teaching methods and methods, college English teachers need to comprehensively adopt the "flipped classroom" teaching method, multimedia teaching method, group cooperation method and interactive dialogue method, etc., so that students can have more opportunities to learn English for practical use, make the translation teaching interesting and eliminate boring sense. In addition, college English teachers can also use network resources and multimedia technology to help create a variety of English application scenarios, enable students to use English freely and authentically, improve the concentration of practicing translation skills, and have a deeper understanding of translation-related skills and principles. For some English courses that do not list translation courses separately, English teachers should first fully understand the position of translation skills in students' English proficiency, and pay attention to appropriately strengthen the proportion of translation teaching, so that students have enough translation skills to learn and practice.

#### 4.4 Strengthen the Education and Cultivation of English Teachers to Improve Their Comprehensive Quality

As mentioned earlier, the weakness of college English teachers has become a limitation to further improve the quality of translation teaching. Therefore, college English teachers also need to focus on further improving their teaching ability and comprehensive quality. For example, college teaching and research groups can discuss and improve the teaching methods of English teachers, and introduce more effective translation concepts, methods and teaching resources, etc., therefore, on the one hand, it guarantees that the construction of the faculty can continue to progress, on the other hand, it can also provide strong hardware and software support for translation teaching. At the same time, teachers also need to pay attention to the combination of translation teaching and the actual learning needs of students, based on practical application and employment, and focus on professional literature translation, practical official document translation, resume translation, etc.<sup>[4-8]</sup>.

#### 5. Conclusion

At present, it is an indisputable fact that the demand for translation talents in the whole society is getting higher and higher. Therefore, the improvement of translation ability of college students has important practical significance. The level of college English translation teaching is the basic support to improve students' translation ability. The point of this paper is that college English translation teaching should focus on the practical application of students in their study, life and work, and use effective teaching methods to eliminate the boring sense of translation teaching. Finally ensure the real-time, practical and effec-

tive translation teaching.

#### References

- [1] Lu Zhongfei. College English needs to transition from "teaching translation" to "translation teaching"-Comment on the paragraph translation in "New Test Types of College English Band 4 and Band 6 Exams"[J]. Shanghai Translation, 2014(02):72-74.
- [2] Su Guangcai, Li Shuangjuan. On the cultivation of cross-cultural awareness in college English translation teaching[J]. Shanghai Translation, 2014 (04): 52-54.
- [3] Xu Lu. Exploring the Effectiveness of Attention Strategies in College English Listening Teaching[J]. Foreign Languages, 2016 (05):89-96.
- [4] Wang Jianjia. A corpus-based empirical study on quantitative evaluation of college English-Chinese translation[J]. Theory and Practice of Foreign Language Teaching, 2013 (04):53-57+95.
- [5] Wang Liya. Problems and countermeasures in college English translation teaching[J]. Journal of Lanzhou College of Education, 2015, 31(11):127-128.
- [6] Lei Yang, Wang Ying, Song Hongling. Problems and countermeasures in college English translation teaching[J]. Education (Abstract):00213-00213.
- [7] Luo Xuanmin, Huang Qin, Zhang Jian. Reform of university translation teaching test and cultivation of translation ability[J]. Foreign Language Teaching, 2008 (01):76-82.
- [8] Wang Yuxi. Thoughts on several issues of college English translation teaching[J]. Chinese Translation, 2010, 31(06):29-33.