

Strategies to Improve the Effectiveness of College English Translation Teaching

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Abstract: Today is the era of economic globalization, and it is also an era of internationalization in which there are frequent exchanges and fierce competition in various aspects of knowledge, economy, culture and information. With the rapid development of economic and cultural knowledge, there is still a lack of a large number of highly capable, high-level and high-quality English translators. With the continuous deepening of reform and opening to the outside world, more and more units in the world need foreign language talents, and the demand for English listening, speaking and translation skills is also increasing. The purpose of this article is mainly to explore strategies to improve the effectiveness of college English translation teaching. The current college English translation teaching mostly adopts a textbook-based, single-form teaching method. This teaching mode is stimulated by behaviorism to a certain extent. This response theory has a certain learning effect, but it emphasizes interaction with us. The teaching philosophy is quite different. In the implementation of college English translation teaching, we can learn from each other and adopt a variety of teaching methods and methods, with students as the main body, modern educational technology and equipment as the carrier, creating a collaborative learning atmosphere, strengthening and improving English translation skills training, and testing teaching in practice And learning effect. The survey results show that through a variety of teaching methods that stimulate people's interest and the assistance of modern means and equipment, etc., it is beneficial to cultivate the interest of college teachers and students in English translation learning, and then enhance the effectiveness of college English translation teaching.

1. Introduction

College English translation is a public compulsory course in colleges and universities. It uses English as a medium and teaching language to promote general education [1]. As a more important content of college English translation teaching in colleges and universities, college English translation has characteristics that are different from other courses [2]. The setting of English translation teaching goals, content planning, teaching activities arrangement and evaluation system can truly express the ultimate purpose of English translation teaching [3] only when it fully demonstrates its characteristics and requirements. With the advent of the era of knowledge economy, global economic integration and international exchanges have been deepening in various industries

and fields [4]. The country's requirements for professional talents' foreign language translation, especially the English ability as an international common language, are becoming more and more common, and the requirements for deeper English ability are also more prominent [5]. In international communication, the English intercultural communication ability of key personnel directly affects the process of international communication in various fields, the process of scientific and technological exchanges and the smooth transition of cultural conflicts, and even determines the ultimate success of project cooperation [6].

Looking back at the current status of college English translation teaching in recent years, there are four main shortcomings: First, the setting of English translation teaching goals is only maintained on the basis of a good language, and it is still limited to improving students' expression and translation language ability. In other words, students do not improve their English translation ability in a deep level, but only learn English for the purpose of learning English. It does not fully reflect the student's subjective initiative, and does not accurately propose in the new situation according to the development of society and the differences of the students themselves. Specific goals and measures for using English [7]. Secondly, college English translation teaching deviates from the characteristics of intercultural communication [8]. Third, there is a lack of instrumental support for other disciplines [9]. The future English translation learning is no longer pure English translation learning, but should be combined with a certain aspect of professional knowledge or a certain subject [10]. Finally, there is a lack of teaching based on individual learner differences. The learner's personal beliefs, learner emotional differences, language learning ability, learning motivation and personality characteristics are important factors that affect learners' language acquisition [11]. Based on the above-mentioned series of interrelated issues, in order to solve the problem of unified requirements and insufficient personalized appeals in China's college English translation teaching, the author chooses this topic and analyzes the characteristics of college English translation courses to develop a certain range Investigation and research, using social needs and individual needs of students, deeply analyze the current status of college English teaching and existing problems [12].

The work of this article is to innovate the teaching method of English translation, learner-oriented, task-centered, and modern technical resources to stimulate learners' strong interest in learning, cultivate learners' positive attitude, and achieve a high level of improvement. The effectiveness of vocational English translation teaching.

2. Proposed Method

2.1 Teaching Methods Based on Learners and Task Encouragement

The teaching method is mainly based on the people-oriented educational philosophy. In the classroom, teachers consider the differences between learners and teach students in accordance with their aptitude. On the other hand, they pay attention to learners' general needs, stimulate their learning motivation and cultivate interest to enhance their independent learning ability. According to this point of view, in college English translation teaching, students' learning needs should be motivated to stimulate their learning interests and motivations, combined with their differences in age, gender, personality, learning strategies, etc., and corresponding learning tasks should be set according to the teaching content to make them integrated. The combination of teaching and individualized teaching successfully completes the teaching goals. At the same time, teachers have the responsibility to guide students to choose effective learning methods and learning strategies, encourage students to determine learning goals and cultivate self-evaluation awareness so that they can control their learning content and guide their own learning behavior within a certain range. Furthermore, the task-centered encouragement of cooperative inquiry is based on constructivism

and cooperative learning theory. First, because translation is practical and interdisciplinary, organizing teaching activities in the form of tasks can help enhance the teaching effect; second, the current task-based teaching concept has been relatively popular, and college students have already had some ideas about the teaching model as early as the basic education stage. Getting in touch with and understanding its procedures and functions is helpful for teaching.

2.2 Create a Democratic Atmosphere and Emphasize Interactive Teaching Methods

Emphasizes social interaction and its impact on the learning process. In the learning process, learners inspire and influence each other to actively construct knowledge structure (Bandura1971). In specific teaching, this interaction can be reflected in the interaction between classroom learning activities, teachers, students and the learning environment. The positive interaction between these factors will inevitably promote the training of learners' knowledge and skills. Students in a position of passive acceptance have almost no right to speak in the classroom, and the information exchange at this time is unidirectional and lacks democratic interaction. A relaxed and democratic atmosphere should be created in teaching to optimize the teaching and learning environment to promote the interaction between various teaching factors and improve the teaching effect.

2.3 Teaching Methods under the Network Environment Network Teaching Methods

Through the network technology to assist the learning ecological environment, the students' main body status can be fully displayed, and the learning method is mainly based on inquiry activities. Network-based English translation teaching can meet the different individual learning needs of students and provide autonomous learning methods. Network-based personalized teaching, computer-assisted teaching, the Internet as the medium of information acquisition and communication, based on advanced educational concepts, the introduction of the latest achievements and understanding of cognitive science and other disciplines, through the study of human learning thinking and cognitive processes Features and methods seek new models of learning and cognition, so that students can acquire knowledge in individualized learning, so as to achieve the purpose of truly individualized teaching. College English translation teaching under the network environment, or networked college English translation teaching, focuses on the integration of students' autonomous learning and personalized teaching, which can effectively mobilize and tap the potential of students, and completely change teachers' teaching concepts, teaching methods and Classroom role. Whether online or offline, the networked college English translation teaching method as a hypertextualized overall teaching method emphasizes the cultivation of students' autonomous learning ability in the teaching process, and the three-dimensional teaching tool makes the boundary between teaching and learning become Fuzzy, time and space restrictions are no longer important, and the teaching form becomes more vivid and vivid.

3. Experiments

3.1 Experimental Object

Based on the background of economic globalization and reform and opening up, in the world's urgent need for complex talents, the innovation and reform of college English translation teaching methods is imminent. Therefore, we have conducted a survey of teachers and students in relevant universities and related personnel involved in English translation, in order to better explore the strategy of improving the effectiveness of college English translation teaching.

3.2 Experimental Methods

(1) Literature research method

This method is mainly through the collection of existing relevant literature materials, such as journals, books or some academic monographs with higher theory. So as to fully and correctly understand and master the current problems of college English teaching as much as possible, and study the necessity, systematic design and evaluation methods of college English teaching from the perspective of the whole subject.

(2) Questionnaire survey method

This paper collects relevant data by issuing questionnaires to understand the current problems in higher vocational English teaching and students' attitudes towards effective teaching and their gains in actual effective teaching. Finally, the use of data collected in the questionnaire includes statistical description methods, A series of methods combining quantitative and qualitative analysis, such as the coefficient of difference analysis method and the evaluation scale analysis method, can draw preliminary conclusions.

(3) Case analysis method

Case study method, also known as case study method. This research conducts selected case studies. Collect and analyze the cases in college English teaching, explore the successful experience of personalized teaching among them, and explore the basic requirements of personalized teaching of college English.

4. Discussion

4.1 Investigate the Reasons Affecting Students' English Translation

There are 90 students, 10 teachers and 100 people participating in the questionnaire. 100 questionnaires were returned, and data analysis showed that 60 (60%) students chose a single textbook-centric rather than learner-oriented teaching method. The main factor affecting their translation ability the reason. Twenty-three (23%) students felt that the lack of modern technical resources and equipment was the main reason. Among the students, 10% and 5% of the students think that the lack of translation practice and their poor basic foreign language knowledge are the major reasons. The author's statistical questionnaire clearly shows that other factors are the factors that affect their translation skills. The specific survey data are shown in Table 1.

Table 1 the Proportion Of Reasons That Affect Students' English Translation.

Factors affecting students' translation skills	Number of people	proportion
Single teaching method	60	60%
Lack of modern technology resources	23	23%
Lack of translation practice	10	10%
Weak basic knowledge of foreign languages	5	5%
Not very interested in subject	2	2%

4.2 The Influence of Teachers' Professional Quality on English Translation Teaching

The professional quality of teachers is found in the survey that only 20% of all college English teachers are engaged in college English teaching, who specialize in translation at the learning stage. At the same time, the proportion of academic qualifications is not ideal. The proportion of graduate students is 63%, the proportion of masters is 21%, the proportion of doctors is 11%, and the proportion of other degrees is 5%. The above survey data shows that there are few young college

English teachers with master's and doctoral degrees in translation, reflecting the serious shortage of high-level translation talents. To do a good job in college English translation teaching, teachers must be required to have a certain degree of translation theory knowledge and classroom organization ability. Generally speaking, college English teachers have taken translation courses, but they lack practice, which makes it difficult to guarantee the effect of translation teaching. The specific survey data is shown in Figure 1.

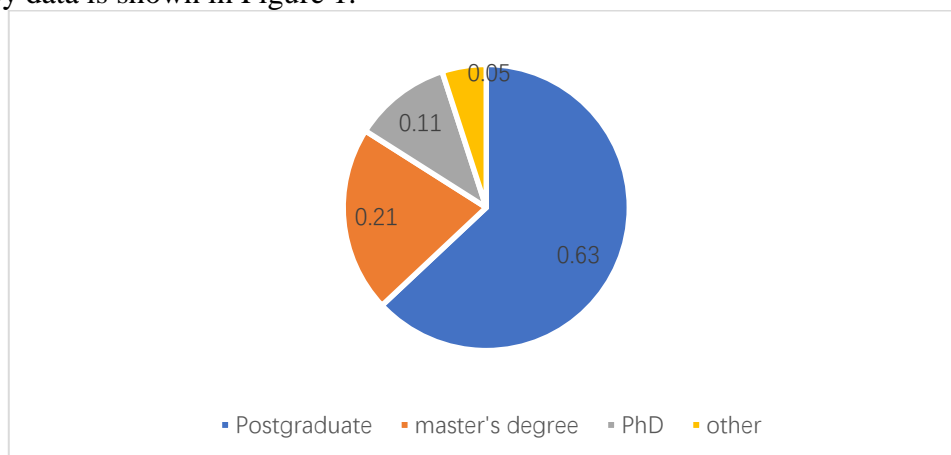


Fig.1 The Proportion of Teachers' Professional Quality to English Translation Teaching

5. Conclusions

Under the rapid changes of the new era, teachers should keep pace with the times, make continuous progress, change the traditional methods of the past, and strive to explore advanced teaching methods that can bring better results to students and teaching. The combination of multiple teaching methods can be used as A new method of English teaching brings fresh vitality to the classroom. If teachers only teach translation theory and do not allow students to do translation practice in time, students will not be able to “digest and absorb” the translation skills they have learned. Teachers should use reasonable teaching methods to introduce translation teaching into actual classrooms. Under the guidance of this kind of method, it is feasible to introduce translation teaching in the college English classroom. This method can promote students' English learning. However, if you really want to spread it out, it cannot be completed overnight, and due to the complexity of classroom teaching, the actual effect will be different due to the specific situation of the teaching, and it will not be immediate. Although the road is difficult, as long as we persevere, the author believes that the road to English translation teaching will be smoother.

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