

Research on the Problems of University English Translation and Teaching and Solutions to Countermeasures

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Abstract: International communication is becoming increasingly close, and the importance of English is self-evident. In translation teaching, college English teachers must constantly find effective ways to cultivate students' foreign language application and cross-cultural communication skills in practice. In translation teaching, college English teachers must continuously find effective ways to develop students' foreign language application and cross-cultural communication skills in a course. This paper aims at solving the problems existing in translation and teaching. The author expects the research to provide guidance and suggestions for improving English application and cross-cultural communication.

1. Introduction

The study of English at university has a pivotal impact on students' entire academic careers. Learning English well can promote the future development of college students. Translation accounts for a large part of university English exams, so it becomes crucial for university English teachers to use scientific teaching methods to mobilize students' interest in learning translation. This paper analyses the current situation of university English translation teaching and puts forward countermeasures to solve the problem, expecting to be beneficial to improving university translation teaching. This paper aims to study the issues of university English translation and education and put forward corresponding solution countermeasures. These initiatives will improve the problems of university English translation and teaching so that the students' practical use of English can be further enhanced.

2. Problems in the Teaching and Learning of Translation

Translation teaching suffers from the problems of teachers' rigid teaching methods, students' insufficient cultural knowledge, the lack of thinking about the combination of translation and writing, and the inability to combine translation with vocabulary learning effectively.

2.1 Dull Teachers' Teaching Methods

When university English teachers teach translation, they mainly adopt the grammar-translation teaching method and vocabulary translation teaching method, and the grammar-translation method, which uses grammar to explain translation and translation exercises, is a traditional teaching method. This conventional teaching method aims at test-taking, and translation is the primary means of teaching. This teaching method does not focus on the nature of language and ignores the teaching of translation. University English teaching, though, does not need to over-understand the logic, sentence patterns, sentence variations, direct translation, Italian translation, subject selection, phrase connection laws, prepositional connections, sentence articulation, and other practical translation issues. Over-emphasis on the role of grammar in translation rote memorization is not conducive to mobilizing students' learning initiative. In short, staying in the traditional teaching methods, such as grammar and vocabulary teaching methods, cannot reflect the educational concept of taking students as the main body.

2.2 Insufficient Cultural Knowledge of Students

In English translation, college students may make translation mistakes due to their lack of knowledge of Chinese and Western cultures. The following are the specific manifestations of differences in cultural differences. The rules of address in Chinese and Western cultures are different. For example, Chinese people often call teachers "teachers", while in English they will call them by their first name. If these rules are ignored in translation, it will give people an impolite impression. Both cultural background and historical background create different terms and idioms. If college students do not understand the cultural background information, it may lead to translation errors. For example, the Chinese word "pinch the beginning and the end" is meant to simplify an article, but a direct translation into English can cause misunderstanding.

The Western education system and lifestyle are very different from those in China, and these differences can lead to problems with vocabulary, grammar, and tone. Differences in images and symbols: Images and symbols in different cultures are also different, and these images and symbols may be interpreted in different ways in different languages. In the process of translation, it is easy to see the prejudice and misunderstanding of local culture. In translation, we often encounter some cultural sensitivity issues. For example, some expressions are acceptable in Chinese culture, but inappropriate in Western culture. If college students are not aware of these problems, translation errors will occur. To sum up, college students' lack of knowledge of Chinese and Western cultures in English translation may lead to problems such as polite addresses, differences in cultural background knowledge, differences in lifestyle and education systems, differences in images and symbols, and cultural sensitivity. Therefore, in translation, attention should be paid to a wide range of cultural knowledge and background to enhance their translation ability.

2.3 Lacking of Students' Combined Translation and Writing thinking

The University English's CET-4 examination and CET-6 examination contain English translation question types, and students will have a deeper understanding and practice of translation. Translation, in the broad sense, refers to the code conversion and expression of essential information from language to language, language variant to language variant, language to non-language, etc. Translation, in the narrow sense, is a linguistic activity, which is to express what is expressed in one language faithfully in another language. (Yang Lili, 2004) involves converting the source language into the target language, and students understand better how to convey the text's message by converting the source language code into the target language. Students lose serious marks in English

reading and translation because of some mistakes in English translation, which leads to a misunderstanding of the meaning of the sentence article.

Writing is also the process of translation. While tutoring students, the author found that college students made the mistake of thinking in Chinese English in their writing. For example, People Mountain People Sea, an utterly word-for-word translation, does not match the meaning of the source language. There is also a lack of memory of English fixed collocation, which leads to mistakes in translating sentences; for example, She has common in something to him, the correct collocation of the sentence is Sb have sth in common with sb. There is also a lack of understanding of sentence structure that leads to mistakes in translating sentences, for example, She is does exercise, and you can't have two predicates in a simple sentence.

2.4 Lacking of Student Thinking about Integrating Translation

In English teaching, translation plays a positive role in improving learners' vocabulary ability, but there are significant differences in the vocabulary ability of different learners. Vocabulary learning by reciting and memorizing the vocabulary list one by one according to the vocabulary list at the back of the English textbook is simply mastering isolated words one by one, which is time-consuming and ineffective and completely ignores the context of language use, that is the context. The phenomenon of multiple-word meanings is common in English, making it difficult for students to remember. Translation promotes students' English vocabulary learning in two ways: (a) according to the context, it can be easier to memorize and master the words, and it can also better help students remember the three meanings of the word charge common in universities more easily. Compared with learning vocabulary words individually, the scenario-based "Duty to control the charge of electricity" will be more efficient and time-saving. (ii) Increase interest in vocabulary learning. We can use homophonic methods, such as "jiu hu che," "ambulance," and the harmonic memory of "an bu neng si," etc., to improve students' mastery of English vocabulary.

The modern translation method has evolved from grammar to lexicography to modernity. The modern translation method, also known as "transliteration," is a current translation method with "phonetics" and "words" as its main contents. Focus on grammar and translate and read texts under the guidance of grammar. Take language as the basis, the tool, and language as the criterion. The English translation is a form of linguistic communication, the essence of which is to replace a text in one language with a text with the same meaning in another. Translation is a complex communication activity as well as a process of linguistic communication[1]. From this aspect, translation is a teaching tool that can play a good role in vocabulary learning and memorization for college students, and it is also beneficial to improve students' reading and communicative abilities.

3. Solutions to Translation Teaching and Learning

Because of the translation learning problems of college students, the author proposes the following countermeasures: task-based teaching method dominates the translation classroom, builds the "reading, writing and translation" trinity translation and writing classroom model, and strengthens vocabulary teaching. Through the above countermeasures, the efficiency of college students' English translation course learning can be improved.

3.1 Task-based Teaching Method Dominates the Translation Classroom

There are translation questions in the university CET-4 examination and CET-6 examination. Student teachers should attach great importance to the teaching and learning of translation so that college students can understand the most basic translation methods. The task-based teaching method

applies specific tasks as the learning motivation completes the learning tasks and shows how to reflect the teaching results. In the Lead-in session, you can create problematic situations, set up charges, and guide students to complete the tasks in the classroom. They focus on teacher-student interaction, setting tasks through role-playing, group discussion, and other activities to cultivate students' cooperative spirit and organizational skills.

Before the translation task, the teacher assigns and teaches the translation knowledge, and students complete the requirements according to the study. During the assignment, students work in small groups to translate the questions according to the actual university CET-4 examination and CET-6 examination question materials, and students select the best translation of the version. After the task, students follow the presentation of translation results, and the teacher evaluates and modifies the translations and guides the translation practice.

In teaching, the teacher has a role in creating situations, presenting tasks, teaching, applying, demonstrating, and introducing students' learning outcomes. Task-based education should pay attention to the following aspects: the meaning of the task and ensuring that the task is meaningful and valuable. To complete the tasks set by the teacher as the goal, to solve the communication problem as the core, to be closely integrated with the actual situation, and ultimately to evaluate and summarize the completion of the task based on the effect of the task.

3.2 Focusing on Developing Culturally Differentiated Thinking among Students

Teachers can focus on structural pedagogy to understand the differences between English and Chinese cultures. Task-based pedagogy should be based on specific tasks as the motivation for learning, the completion of learning tasks as the process, and the presentation of results in a way that reflects teaching achievements. For example, Chinese culture is subtle and introverted and is not good at expressing thoughts and feelings in straightforward language; foreign culture is specific, and in the glorification of love, the Chinese make good use of imagery to refer to attachment, for example, metaphorically, roses symbolize love, and roses of different colors have different imagery, white roses represent pure and sacred love; pink roses represent first love; and red roses stand for hot, passionate love. The West, on the other hand, tends to use straightforward words to express emotions, such as: "Dear, I love you."

The Law of Ecological Determination states that the ecological environment influences human development. The environmental climate affects human development. China focuses on collectivism, living and working in peace and happiness, Confucianism dominates the thinking, and the social environment is stable. Western countries emphasize individualism and the supremacy of the individual.

China's closed, landlocked environment has led to a focus on agricultural production and development, family stability, and family unity. The existence of the patriarchal system led to the supremacy of the authority of parents, elders, and the monarch, emphasizing filial piety and loyalty and the rule of the world through filial piety. Confucius' "benevolence, righteousness, courtesy, wisdom and trust" became the mainstream moral values in China. In the West, the open sea environment made Westerners develop a brave character to challenge nature. The climate was not suitable for the growth of crops, which led to the development of commerce and nomadic pastoralism. To make a living, fathers and children were separated from each other, and wives were separated from each other. Western countries focused on "individualism" and developed the qualities of bravery, temperance, justice, and prudence[2].

3.3 Constructing the Trinity Translation and Writing Classroom Model

The author tries to establish a concrete and operable classroom translation and writing model that

is oriented to the process of translation and writing, with students as the main body and teachers as the main line, with the examination standards of "credibility" and taking advantage of the target language, and to improve the ability of translation and writing, and which involves both in-class and out-of-class translation and writing. By reading original English classics, watching bilingual news, and translation practice, we experience the fun of translation and enhance the motivation for translation learning[3].

In writing teaching, on the one hand, can make students consciously notice the changes in the meaning of the words in the composition, as well as the praise and criticism of the words, the conversion of the words, to achieve the "living use of words". On the other hand, it can make students, it enables students to have a deeper and more thorough understanding of the deeper meaning of English vocabulary, and then have an accurate knowledge of the original text.

Translation is the best way to test a student's understanding of a text. In the process, learners' writing is further improved. In English-Chinese translation, in addition to mastering the lexical and constructional meanings of the discourse, it is more important to know the hidden meanings. The translation of an article is a highly complex work. Excellent writing skills are often obtained through translation and comparison.

The mother tongue plays three functions in English writing: firstly, to make the content of the text logical; secondly, to make a judgment on the style of the language from a stylistic point of view; and thirdly, to look up vocabulary, phrases and sentence patterns related to the foreign language.

3.3.1 Teachers Grasp what is being Taught in Translation

Under the new historical conditions, cultivating students' core literacy is the essential task of realizing moral education. In turn, every curriculum has a corresponding core literacy system, thus enabling the educational value of the curriculum to be reflected. The curriculum standard proposes that the core literacy of the English subject includes language proficiency, cultural awareness, thinking quality, and learning ability. Therefore, English teaching should take the enhancement of the "four core literacies" as the overall goal of every lesson, unit, academic year, and even the whole university teaching process. To achieve the educational purpose, our English teaching should not only enable students to master vocabulary, grammar, and sentence patterns but also enable them to establish correct values, enhance their intercultural communication awareness, and improve their thinking quality and learning ability, which is the level that English teaching should reach[4].

3.3.2 Teachers Clarify Ideas for Teaching Translation

After determining the purpose and content of the course, college English teachers should have clear thinking about translation teaching and a diversified teaching process so that students can acquire the knowledge they need. The "English Learning Activity View" is to strengthen the correlation and interaction between the content of the curriculum and the teaching methods and to promote the development of students' core literacy. The "English Learning Activity View" is an essential concept that English teachers must follow when designing teaching activities, which helps them grasp the basic idea of "classroom teaching." In the design and implementation of the translation program, students are guided in the comprehensive use of various translation knowledge, skills, and strategies through activities such as learning and understanding, application and practice, and transferring and creating, based on the topic and the text. These three types of learning activities are like three different ladders. Teachers have designed them more solidly so that the gradient between them is more reasonable, so that translation is more closely linked to teaching and learning so that students can walk more firmly on the road of translation learning, and so that they can learn translation more efficiently and effectively. Teachers should reasonably choose translation materials: the

selection of films, advertisements, literary works, and other text materials should reflect The Times, authenticity, and sociality, but also pay attention to their simple language, suitable for students' needs. At the same time, teachers should create interactive situations according to different teaching purposes and levels of difficulty, use listening, speaking, reading, writing, and other language skills contained in various language skills, and pay attention to the development of students' practical translation skills, strengthen extracurricular translation activities, promote language and culture learning, and create a good teaching atmosphere. Finally, in translation teaching, teachers should emphasize practical skills: strengthen the practice of translation skills, especially in interpretation and translation, so that students can participate in the actual translation practice situation, apply theory to practice, and strengthen skills training.

3.3.3 Teachers Strengthen Vocabulary and Translation Teaching

The topics selected for the translation course can be taught for the various units of the system and the textbook, helping students to understand the context and the environment in which they are placed and to understand the language used. Discourse is a carrier of language. In teaching English, it is necessary to have a good knowledge of phonetics, vocabulary, grammar, discourse, and pragmatics. Teachers make students understand the cultural background of different countries, cultivate students' various artistic thinking differences, grasp the content of translation teaching, and teachers teach knowledge about the basic principles of translation.

Teachers should determine the teaching objectives in the teaching process. A clear teaching objective is a necessary prerequisite to ensure the smooth development of translation teaching. Teachers must clarify what translation skills and knowledge students must master and the corresponding assessment criteria. Teachers also need to know about their students. To understand students' English level and translation ability, the teaching content is tailored to each person, appropriate text materials and practice topics are selected, and specific translation exercises are designed to help students systematically master basic translation skills.

Teachers should teach students basic translation theories, such as the definition of translation, types of translation, methods of translation, and principles of translation, to help students establish the framework of translation. Teachers should guide students to understand the differences between different languages, especially in terms of cultural background and historical background, to help students better understand and translate texts.

Teachers should teach students practical translation skills, such as how to deal with polysemous words, how to deal with cultural differences, and how to deal with grammatical differences, to help students better apply translation theories. Teachers should encourage students to do translation practice, such as translating texts or articles, and then improve their translation skills through class discussion or mutual evaluation by students. Teachers can use multimedia teaching, such as translation exercises through video and audio materials, vocabulary exercises, etc., to help students better understand the translated text and improve translation skills. Teachers should stimulate students' interest in translation and provide students with some interesting translation materials and topics, such as literary works and historical facts, to encourage students to actively participate in and learn translation skills.

Through the above methods, teachers can teach translation theory and translation practice, so that students' translation ability can be improved, so as to better cope with English translation learning and practice.

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To strengthen vocabulary teaching, college English teachers can regard "word block" as the ideal unit of language teaching in the teaching process and pay attention to cultivating students' awareness of "word block" and their ability to recognize "word block." We focus on developing students' understanding of "word chunks" and their ability to recognize "word chunks" and guide them to take "word chunks" as the basic unit for reading discourse, memorizing, and using vocabulary. The "chunk method" can promote the accumulation of language knowledge, the accuracy of discourse comprehension, and the fluency of language production. Teachers have learned from their own experiences in teaching that the "chunk method" can promote teachers' in-depth lesson planning and students' in-depth independent learning, promote learners' in-depth processing of "chunks of words" and long-term memory, strengthen learners' ability of "chunks of words," and improve learners' ability of "chunks of words." It can reinforce the learners' ability to "word block" and enhance the effectiveness of language learning.

Teachers can strengthen interaction in class, improve students' language fluctuation, and encourage language expression so that students can better understand and master new vocabulary and translation. What's more, teachers can guide students to broaden their vocabulary. Teachers can teach students some skills and methods to broaden their vocabulary, such as watching TV and reading newspapers and magazines to accumulate new vocabulary. Modern education emphasizes practical teaching. Teachers can organize classroom activities to increase students' language exchange opportunities, such as group dialogue and role-playing so that students can learn and master more vocabulary in a continuous language environment. Teachers can apply linguistics to deepen students' understanding of language and increase their vocabulary. For example, teaching the derivation and combination of some words, especially the collocation of some words and the usage of idioms, can help students better grasp new vocabulary. With the development of information technology, the Internet has become an important source for learning various knowledge and skills. Teachers can guide students to use Internet resources to find new vocabulary learning channels, such as online vocabulary tests

and vocabulary learning blogs.

4. Conclusion

To adapt to the requirements of the university CET-4 examination and CET-6 examination, it is necessary to improve the translation teaching of English teachers. This paper aims to study the problems of university English translation and education and put forward corresponding countermeasures to solve them. The current teaching methods have the problems of dull and single, insufficient cultural knowledge of students, lack of combined thinking of translation and writing, and lack of integrated review of translation and vocabulary. To solve these problems, the article puts forward the following solutions: firstly, adopt the task-based teaching method to dominate the translation classroom, cultivate students' practical application ability through the form of tasks. Secondly, we should pay attention to developing students' cultural differences in thinking, so that students can better understand, translate foreign languages through multicultural education. Thirdly, construct the "Reading Writing Translation. We can construct the "reading, writing and translating" trinity translation and writing classroom model to improve students' language application ability. Finally, strengthen vocabulary teaching. Through the above measures, the problems existing in the translation and teaching of college English can be effectively solved, and the English application ability of students can be improved to enhance the comprehensive quality of students. In short, when college English teachers grasp the content of college English translation teaching, they need to flexibly choose teaching methods and materials according to the actual situation of students, combined with proper education, pay attention to practice, and give full play to the central role of students, to cultivate their translation level and cross-cultural communication ability.

Teachers can lead students to carry out some thematic research. For example, through class explanation and reading materials to get a deep understanding of vocabulary in a certain field, and let students conduct research and share in groups. Through the guidance of teachers and the efforts of students, the vocabulary and translation teaching of college students can be strengthened, so that they can better master the ability of English translation and language expression.

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