

A Study on the Survey of English Learning Habits of Undergraduate Translation Majors

Wenna Xu

College of Humanities & Sciences of Northeast Normal University, Changchun 130000, China

15721397@qq.com

Abstract. The English learning habits of undergraduate translation majors are directly related to the learning effect. By means of questionnaire, the writer did a survey on the English learning habits of undergraduate translation majors. Through the analysis of their English learning habits, the problems existing in learning are obtained, and the corresponding strategies are put forward.

Keywords: undergraduate translation major; English learning habits; strategy.

1. Introduction

In 2006, the Ministry of Education officially approved three universities (Fudan University, Guangdong University of Foreign Studies, Hebei Normal University) to begin enrolling undergraduates of "translation majors", and the undergraduate translation majors in China were officially established [1]. How to improve the quality of teaching and practically improve students' translation ability has always been the goal of educators and related researchers. In the study of learning success factors, Lindgren found that "good learning habits" accounted for 30%, which played a very important role in learning success. Subsequently, "interest" accounted for 25%, intelligence 15%, family 5%, and other factors 25% [2]. Therefore, this paper hopes to find out the current situation of the students' learning habits to give the corresponding teaching strategies.

2. Research and Investigation

2.1 Investigation Method

This study uses a questionnaire to investigate the learning habits of undergraduate translation majors. The questionnaire includes the following contents: (1) the title of the questionnaire, indicating the purpose and scope of the questionnaire. The questionnaire is mainly aimed at the undergraduate, translation majors, and learning habits of English; (2) basic information of students, including: college category, major, grade and gender; (3) the main content of the questionnaire is divided into 15 items, and the detailed content see the appendix.

2.2 Respondents

This survey is aimed at undergraduate translation students. Due to the small number of translation students in our university, the Questionnaire Star is used to collect the data of the English learning habits questionnaire of undergraduate translation students. A total of 90 valid responses were received, of which 27 were undergraduate students, accounting for 30% of the total number of students; 63 independent private college students, accounting for 70% of the total number of students; 78 were English translation professionals, accounting for 86.67 %, 30% of the total respondents, 63 private independent college students, 70% of the total respondents, 78 English translation majors, 86.67%; The number of non-English translation majors is 12, accounting for 13.33%; the grade distribution is 24 freshmen, accounting for 26.67%; junior 33, accounting for 36.67%; 33 seniors, accounting for 36.67%; gender The proportion of 16 males accounted for 17.78%, and 74 females accounted for 82.22%. In order to make the survey results more targeted, the questionnaire was divided into two categories according to the general undergraduate and private independent colleges, and the English learning habits of translation students in ordinary undergraduate and private independent colleges were analyzed.

3. Result Analysis and Countermeasures

This questionnaire for English learning habits is mainly aimed at the three major dimensions of the study habits of translation majors, namely, the habits of making target plans, the habits of basic skills training, and the habits of reflective cooperation. The results of this survey will be analyzed from these three dimensions.

3.1 Habits of Setting Goals Analysis and Coping Strategies

Through this survey, it is found that the students in general undergraduate translation major are better than those in private independent colleges in making plans and completing plans. Among them, setting goals is obviously better than that of students in private independent colleges, and 44.44% of the students have the habit of setting goals frequently. Although the students in undergraduate colleges are better than those in private colleges in making plans, more than half of the students do not have the habit of making plans. Moreover, there is little difference in the habit of making plans and completing them between the students of general and private colleges. The general trend is that only one third of the students will make plans and complete them. It can be seen that helping students to make goals and plans, and supervising students to adhere to the plan are a breakthrough to help guide translation students to carry out efficient learning.

Goals can be divided into long-term goals and short-term goals. Long-term goals need to be combined with students' comprehensive qualities, their own interests, and social needs to formulate future career plans. Short-term goals can be borrowed by means of level tests and questionnaires to let students understand their true level, shortcomings in knowledge and skills, and set short-term goals in a targeted manner. It can be a semester, a month, a week or a day. Each goal must be accompanied by a specific implementation plan, which at least includes the specific time and content of the study. Write the plan into a form by hand or print it out, and make a record of each completed item. This can effectively help students carry out self-monitoring, ensure the effectiveness of the completion of the plan and achieve the goals.

3.2 Basic Skills Training Habits Analysis and Coping Strategies

Translation is a theory, an art and a skill. [4] The undergraduate translation major includes less declarative knowledge and more procedural knowledge, so it needs a lot of repeated practice. The habit of basic skills training is a strong guarantee for learning translation well. Every basic skill in the questionnaire is very important for the students majoring in translation. According to the data of the questionnaire, the students of general translation major have better habits in reading, listening and reading skills in the basic skills training, but they are slightly inferior to the students of private independent colleges in speaking, writing, translation and interpretation. It shows that the basic skills of students majoring in translation are good, and they have good English learning habits, but as for translation, they need to be strengthened. However, the students in private independent colleges have a stronger awareness of translation learning than those in ordinary colleges. But on the whole, most of the students have not formed the habit of writing and translation. Less than 5% of the students have formed the habit of writing, and only 10% of the students often practice translation. Compared with other skills, students generally attach importance to listening. Students who have formed listening habits and often practice listening can reach about 40%, less than half of the total. From this trend, students' basic skills training habits still need to be further developed.

The training of specific basic skills training habits must be combined with the habit of making goal plans. According to the actual level of students, the basic skills should be trained step by step in a purposeful and planned way, no matter which skill needs to be systematized and advanced. The so-called "systematization" refers to the corresponding skills of each skill, which must be learned systematically in a step-by-step manner. Fragmented learning is not conducive to the construction of a complete knowledge system. Any skill can be divided into elementary, intermediate and advanced. Therefore, according to Krashen's input hypothesis theory [5], the training must follow the cognitive characteristics of the students and adopt the advanced training method, so as to enable the students to obtain the sense of achievement in learning in time and improve their self-efficacy,

which is conducive to the formation of habits. Taking translation as an example, the fragmented translation training can help students improve their translation ability, but if it can be purposeful and targeted, the systematic training will be more effective with half the effort. First, test the students' translation level. According to the students' long-term plan, choose the career related translation materials that will be selected in the future and the training materials that are suitable for the students' current level or the slightly more difficult and systematic training of translation skills, so that students can quickly enter the professional study of translation and improve translation skills.

3.3 Analysis of Cooperation and Reflection Habits and Coping Strategies

From the data of the questionnaire, it shows that the students of undergraduate college are generally better than the students of private independent colleges in the habit of reflection and cooperation. It shows that the students are diligent in thinking, dare to question, and have the ability to solve questions. They are good at summarizing and reflecting. But in terms of cooperation habits, the students of private independent colleges show the characteristics of willing to cooperate and good at communication. From the general trend, about 10% of the students often question, and 50% of the students sometimes question what the teacher explains. About 10% of the students never question; 30.96% of the students will reflect, and about 5% of the students never reflect; 40.74% of the students have developed the habit of solving questions, and 4.5% of the students never find the materials to solve the questions in the learning process; 39.16% of the students will often make a summary, and 6.08% of the students never make a summary; 40.47% of students actively participate in group discussions and are good at cooperation, while 3.43% of the students never participate in group discussion.

The formation of a habit has a gradual process. Generally, it has to go through a process from passive to active to automatic. This is especially true for thinking habits, which can be cultivated through case-oriented and task-oriented approaches.

Case guidance is to show students typical successful cases that are good at questioning, solving, reflecting and cooperating, so that students can understand the importance and benefits of this habit, and then through specific tasks, students can consciously cultivate this habit. Task orientation is to set specific tasks for cultivating students' specific thinking habits, so that students gradually develop their corresponding habits in the process of completing tasks. For example, to cultivate the habit of reflection, first let the students understand several typical cases that are helpful for learning, let the students understand the benefits of reflection, and initially understand how to carry out reflection, then assign specific reflection tasks to the students, step by step, practice repeatedly. Firstly accept the task of reflection passively, slowly to reflect actively, and finally achieve the habit of automatic reflection.

4. Conclusion

Good learning habits can stimulate students' enthusiasm and initiative in learning, improve their learning efficiency and cultivate their ability of autonomous learning. Therefore, this paper conducts a questionnaire survey on the learning habits of undergraduates majoring in translation. The results show that the general students are generally better than the private students in the 15 habits, but the general trend is not optimistic. Most of the students have not developed good English learning habits. Therefore, this paper puts forward the corresponding response strategies, hoping to have some practical significance for the cultivation of good English learning habits of the students in the undergraduate translation major.

References

- [1]. Murray. Translation teaching in China [M]. Shanghai Foreign Language Education Press, 1999 -12:25-26.

- [2]. Zhang Jianzhong. Foreign language pedagogy [M]. Hangzhou: Zhejiang Education Press, 1997:122.
- [3]. Wei Leqin, Wang Bo. Investigation and analysis of English learning habits of Non-English Majors [J]. Journal of Nanping Teachers College, 2007,03.007:91.
- [4]. Zhuang Zhixiang. Construction of translation major in China: Problems and countermeasures [M]. Shanghai Foreign Language Education Press, 2007:61.
- [5]. Krashen, S. D. Second Language Acquisition and Second Language Learning[M]. Oxford : Pergamon Press, 1981:22.