

A Study on Improving the Translation Competence of College Students in Application-Oriented Universities

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Abstract: As one of the important links in the cultivation of college students' English ability, translation plays an important role in the development of the country and social economy. In the cultivation of application-oriented talents in colleges and universities, English is an extremely important course. However, in the process of cultivating students' English ability, most English teachers neglect the cultivation of students' translation ability and fail to integrate listening, speaking, reading, writing and translation well. Teachers do not realize the importance and necessity of translation for the future development of students. This paper deeply explains the necessity of translation, the current situation of translation for non-English majors in application-oriented universities and the reasonable training ways. It puts forward appropriate learning ideas for teachers and translation learners.

1. Introduction

With the continuous enhancement of China's national comprehensive strength, the increasing development of economy, the increasing number of commercial import and export exchanges with others, and the increasingly rich forms of foreign-related activities, new requirements have been put forward for the quantity and quality of bilingual foreign affairs personnel and economic exchanges personnel. As the main position and way of personnel training, colleges and universities should keep pace with the times, find the right direction of training, update the teaching content and innovate the teaching methods in time according to the needs of the country and society, and through the organic combination of theory and practice. Finally, we can cultivate applied talents with professional ability and foreign affairs ability which are urgently needed by the national and regional economic development. In the process of foreign language training, translation learning is not only a simple conversion of two or more languages, but also a foreign-related course with political learning and expanding cultural influence. While teaching students translation knowledge reasonably, college English teachers should spare no effort to guide students to understand and learn the current world development trends, national policies and hot events, and realize how the country has developed and become strong step by step, so that students can more firmly realize the importance of cultural communication and the necessity of cultural self-confidence, and consciously act as disseminators of excellent Chinese culture.

2. The Necessity of Cultivating College Students' English Translation Ability

The improvement of Chinese-English translation ability is a direct means to optimize the comprehensive English ability of college students, which can intuitively show the level of English mastery of college students.

Improving college students' English translation ability is in line with the goal of talent training in colleges and universities. College English course is an important basic required course for college students. It aims to improve college students' English listening, speaking, reading, writing and translation abilities, and plays a very important role in the cultivation of applied talents. With the continuous development and progress of China's economy, the communication between countries in

all aspects is increasing, and more high-quality translators are needed to play a role in it. Translation is a bridge between two cultures, so the cultivation of translation ability should be the core element of English curriculum. English, as a course with a wide range of teaching, long teaching time, direct foreign exchange and contact, should pay more attention to improving students' translation ability in daily teaching, so that students have the ability to achieve two-way cultural output and input.

3. Translation Status of Non-English Majors in Application-Oriented Universities

3.1 English Translation Teaching is in a Secondary Position

Listening, speaking, reading, writing and translation are the five basic skills in English teaching. By analyzing the contents and methods of English training for application-oriented college students in junior and senior high schools, most of them focus on listening and writing, while in the university stage, most English teachers pay more attention to speaking and reading, and seldom pay attention to translation, which is an important goal of English training. Translation, as a comprehensive external manifestation of English training, has not received due attention. Throughout CET-4 and CET-6, translation has changed from short sentence translation to paragraph translation, which requires students to have a solid foundation in translation.

3.2 The English Foundation of Non-English Majors is Generally Weak

From the perspective of translation ability training, most college students have not laid a good foundation in English, their vocabulary cannot meet the requirements of translation ability, and their knowledge of English grammar is not solid, which leads to difficulties in translation training or practice, resulting in mistranslation and nonsense translation. As a result, students are increasingly lacking in confidence and interest in the cultivation of translation ability in English learning.

3.3 Chinese Expression Ability Needs to Be Strengthened

Many English teachers in application-oriented colleges and universities spend a lot of teaching time and content on the cultivation of students' English ability, but neglect the cultivation of Chinese related abilities, and when students learn English, especially when they are engaged in translation practice, they think that Chinese is their mother tongue and overestimate their Chinese expression ability. As a result, many students can understand the meaning of English expression, but cannot translate a translation with smooth semantics and form in line with Chinese word order.

3.4 Lack of Basic Translation Theories and Skills

In the process of translation learning, English teachers in application-oriented colleges and universities lack the teaching of basic translation theories and skills in the training of non-English majors, and most of them directly use simple paragraphs in textbooks for translation training, which cannot cultivate students' translation ability, and will make students mistakenly believe that "translation is the transformation of language". In the actual translation process, translation theories play an important role, especially for non-English majors.

3.5 The Lack of Translation Quality of English Teachers

In the training of translation competence in application-oriented colleges and universities, most of the training focuses on students, but ignores the main link of teachers' translation quality. When colleges and universities recruit English teachers, most of them are majoring in English linguistics, and most of them have not received professional and systematic training in translation ability, and seldom receive professional training in translation ability or participate in relevant forums after taking up their posts, which leads to the fact that teachers have rich teaching ability, but lack certain translation teaching ability. The cultivation of translation competence requires teachers to have good bilingual and bicultural competence and a lot of practical experience in translation, but most of the front-line English teachers in application-oriented universities do not have this key element.

4. Methods and Approaches to Develop Translation Competence

4.1 Pay Attention to Students' English Foundation

In order to cultivate the translation ability of non-English majors in application-oriented universities, the first step is to improve the students' English foundation and help them accumulate and master the English vocabulary and excellent grammar knowledge to meet the translation needs. Vocabulary is the basis of translation. Only when students have a large number of words, can they choose the right words to express themselves in translation. Grammatical knowledge is a necessary condition to ensure the quality of translation and avoid mistranslation.

4.2 Consolidate Students' Chinese Expression Ability

In the process of English-Chinese translation, students should have the ability to understand the source language accurately and express the target language freely. The level of Chinese expression ability directly affects the quality of the translation, which requires students to constantly improve their Chinese expression ability and abandon the misconception that "Chinese is the mother tongue, and there is no need to improve it". Students can enrich and improve their Chinese expression ability and skills by learning the corresponding Chinese textbooks and reading excellent Chinese classical literature, so as to improve the quality of translation.

4.3 Enhance Students' Initiative in Translation Training

In the process of cultivating translation ability, we should constantly enhance students' initiative in translation learning, not confine their learning to the classroom, but learn to learn by themselves after class. Students should put the cultivation of translation ability in an important position, and should not study with the idea of taking exams and getting credits, or treat it as a task. Non-English majors should always recognize the importance of mastering translation ability, recognize the huge demand for compound and applied talents with both professional knowledge and translation ability in the future market, form a positive attitude towards translation learning, and constantly cultivate and improve their translation ability.

4.4 Improving the Translation Quality of English Teachers

In the process of translation training for non-English majors, teachers are important instructors and play a leading role in the whole process. With the deepening of college English reform, the society's demand for translation is getting higher and higher, and college English teachers' translation theory literacy, practical ability and teaching level cannot meet the requirements of cultivating students' translation ability, so continuing education is needed.[1] Teachers engaged in teaching non-English majors must master the theoretical knowledge and practical skills of translation to meet the needs of teaching in their daily learning, and teach students the key knowledge that is conducive to the cultivation of students' translation ability in the classroom through teaching analysis. Application-oriented colleges and universities can also organize English teachers to study in specialized translation institutions outside the school to master the required translation knowledge and ability.

4.5 Strengthening the Translation Practice of Non-English Majors

To learn and improve translation ability, we should always pay attention to translation training and practice. Teachers can select some classical sentences and paragraphs from textbooks for translation and explanation, and also find some materials related to students' majors for translation and learning, so as to enhance the diversity of translation materials and broaden students' translation horizons. After the students have mastered the basic theory and skills of translation, a large number of in-class and out-of-class translation training should be carried out to improve the translation ability of applied non-English majors.

4.6 Cultivating Students' Awareness of Cross-Cultural Communication

In English teaching, let students clearly understand that translation is a cross-cultural communicative activity. Translation is not only the transformation of language, but also the collision and integration of different cultures. In order to strengthen the cultivation of students' translation ability, teachers should add corresponding cross-cultural knowledge and introduce cultural differences in the process of basic English teaching. [2] After students have mastered the necessary knowledge of cross-cultural communication, it is easier for them to translate from English to Chinese and translate the content that conforms to the language background knowledge, so as to improve their translation ability.

5. Conclusion

Translation ability is a comprehensive reflection of English listening, speaking, reading and writing skills, and is an important indicator of English learners' own level and ability. To cultivate the translation ability of non-English majors in application-oriented universities, schools, teachers and students should recognize the importance of cultivating translation ability and require students to master a solid foundation in English and consolidate their Chinese expression ability. Enhance students' initiative in learning translation, improve teachers' translation quality, and strengthen students' translation practice. To cultivate the awareness of cross-cultural communication, so as to enhance the translation ability of non-English majors in application-oriented universities.

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