

# Reflections on College English Translation Teaching Mode Based on Social Needs

Shufang Dong

Yunnan College of Business Management, Kunming 650300, Yunnan, China

1192401860@qq.com

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**Abstract:** Talent training must meet the needs of society. The specific English needs of the society play an extremely important and even decisive role in college English teaching. The specific requirements of college English reform are to cultivate students' ability of reading, speaking, listening, writing, listening and translating, and to improve students' English application ability in an all-round way. It is hoped that it will bring enlightenment to the reform of college English translation teaching, make it develop towards application-oriented function, and cultivate compound talents who know both majors and languages for the translation market. With the deepening of college English reform, college English outward bound curriculum reform has been gradually launched in many colleges and universities. Strengthen the practical teaching of college English course and highlight the practicality of the course. This paper discusses how to cultivate English majors in application-oriented universities based on local social needs. The cultivation of English talents in application-oriented universities should pay attention to proficient language skills; Implement multi-disciplinary cross-discipline, and take the road of "one specialty and many abilities" to cultivate talents; Promote practical courses and create a training mode of integration of production and education.

## 1. Introduction

The development of any era needs talents, and the cultivation of talents serves the society, so the cultivation of talents should meet the needs of the society. As one of the five core skills of English learning, listening, speaking, reading, writing and translation, it has been on the edge of college English teaching. In China, the learning of English has attracted the attention of the whole society [1]. English education and teaching has always been in a very important position, and the importance of English can be reflected in all fields. With the deepening of college English reform, many non-English majors in colleges and universities have set up college English development courses, and the curriculum is determined according to the specific situation of each school. It is a great challenge for the majority of public English teachers to master the English translation ability of the required talents in the society and cultivate them in accordance with their aptitude to meet the needs of the society [2]. Since the reform and opening up, international exchanges have been increasing day by day, showing a diversified and all-round development trend. Political cooperation, economic exchanges, diplomatic negotiations and academic exchanges among countries have become increasingly frequent, and the social demand for foreign language talents has also undergone fundamental changes, highlighting the cultivation of foreign language communicative competence. From these phenomena, it is not difficult to find that the objective environment has continuously broadened the scope of English popularization, thus promoting China's foreign exchanges and enhancing China's comprehensive national strength. With the deepening of reform and opening up and the increasing number of international exchanges, the internationalization of the world has accelerated the exchanges between countries. The quality of college English teaching and the level of teachers in China have made great progress. The results of CET-4 are constantly improving; Graduates have studied English for ten years from middle school to college, but most of them still do not have the basic English communication skills, especially oral communication skills.

In view of the many drawbacks of college English teaching in China, and the serious disconnection from the needs of today's society, the reform of college English teaching in China is imminent.

## **2. Current Situation of College English Teaching**

### **2.1 Social Needs of English**

Under the background of globalization, English has become the most widely used international language. However, the vast majority of people who have studied English can't use English as a tool for information exchange at present, so they can communicate with others smoothly, which is far from the actual needs. The cultivation of talents should be constantly adjusted according to the needs of the society. Social needs have changed, so education must adapt to them [3]. The unprecedented development of English-related industries, such as foreign trade, economic management, accounting, tourism, and foreign-related laws, has led to an increasing demand for English talents in China. English teaching in our country takes a long time for students to learn English from primary school to university, but most students can't understand or speak English when communicating, that is, people often say “dumb English”. Less than 10% of them can communicate in English in general and read English specialized books. At present, college English teaching attaches great importance to CET-4 and CET-6 [4]. However, the original CET-4 and CET-6 mainly focus on students' reading ability, and the requirements for listening and speaking ability are not very high. Abundant professional knowledge requires students to master a certain professional knowledge, which is generally closely related to their future occupation. Foreign languages are no longer just tools for learning and reference, but their communicative functions are increasingly prominent. Having profound basic English skills requires students to have profound basic knowledge of English and good English language application ability, master comprehensive English speaking, listening, reading, translating and writing skills and solid basic skills, so that they can quickly apply to their jobs. However, most units believe that full-time translators from English majors are struggling in translation technology. The main reason is that full-time translators have a language foundation, but they don't know their major. It shows that there are few talents in the talent market who are both professional and competent in translation. Students can choose to study some professional knowledge according to their own career plans, such as foreign trade, finance, accounting, management, law, computer science, etc.

### **2.2 English Talent Demand**

After most students enter the society, the industries and jobs they are engaged in have different requirements for English [5]. If you enter state organs and institutions, and your work has little to do with foreign trade, then your requirements for English are not high, and you can reach the general level. However, if you enter foreign companies, especially those in Europe and America, you have the highest requirements for the English of the recruits, and the level of English can play an important role in the job development of the recruits. English is a tool of language communication. It is more and more difficult for English talents who only know English but don't know some aspects to meet the needs of the society. English talents who master both proficiency in English language and some professional knowledge are favored by the society. As mentioned above, the phenomena of “deaf English” and “dumb English” appear, such as “unable to understand” and “unable to speak”.

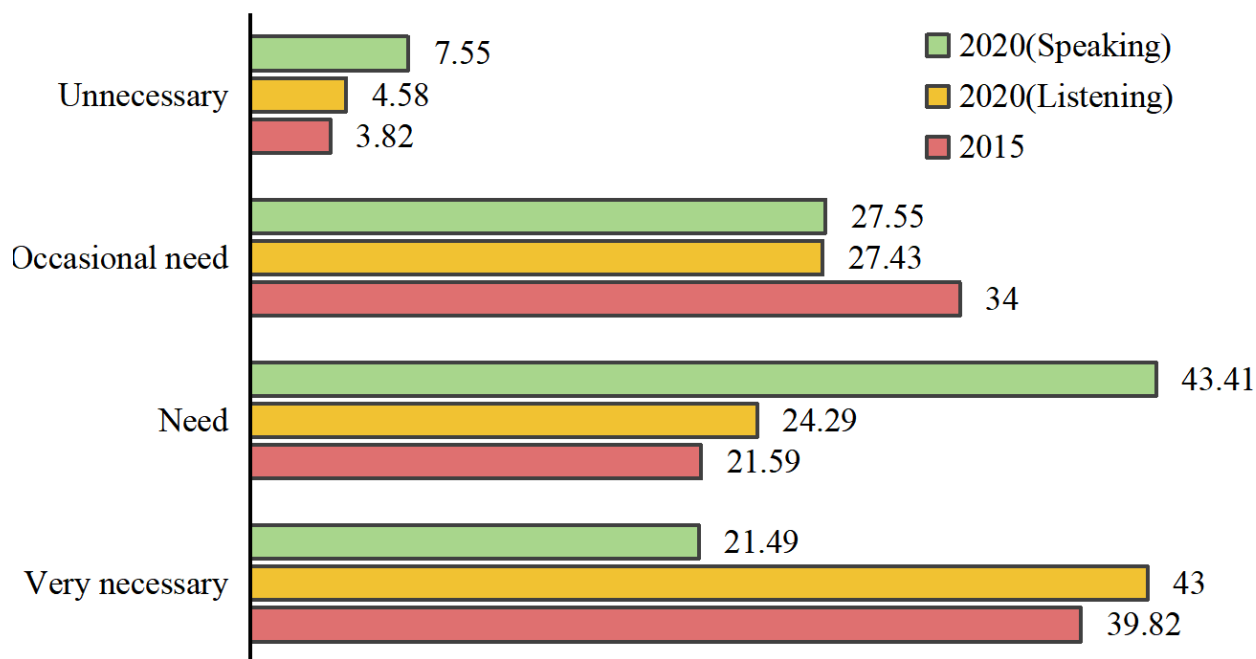


Fig.1 The Need Degree of a Pair of Listening and Speaking (Comparison between 2014 Survey and 2020 Survey)

Therefore, college English classroom teaching should not only highlight theoretical teaching, but also carry out practical teaching of teacher-student interaction, so that students can improve their English application ability in practical teaching. Most of the existing translators in the unit don't understand the professional knowledge of the unit's business field; The contradiction between translators who need professional skills and the shortage of such talents in the talent market is particularly prominent [6]. Compound talents with professional ability and good foreign language translation ability are becoming popular. Professionals in law, economy, trade, technology and other fields, together with excellent foreign languages, have become "sweet buns" in the workplace. When selecting talents, enterprises basically require students to speak and write, not just to understand the information. Especially in foreign companies, the language requirements for talents are higher, and being able to speak and communicate is an essential quality. These are precisely what most students lack. The English teaching reform program meets the needs of education and social development. Students most want to offer translation courses related to their major. It can be seen that non-English majors have an urgent need to improve their translation ability.

### 3. Thoughts on English Teaching

#### 3.1 English Teaching Mode

Generally, colleges and universities offering college English development courses divide the two-year and four-semester college English courses into two parts, namely, two semesters in the first grade, which are used for CET-4 and CET-6 examinations and college English teaching activities based on textbooks. Two semesters of the second year, college English teaching activities for expanding courses. From the teacher's point of view, because more students choose to practice English, and the proportion of teachers who teach this course is relatively large, the teaching course is determined by students' course selection, which is consistent with the proportion of students' course selection [7]. China's undergraduate public English syllabus has undergone three stages of reform and transformation. In the previous teaching, we took English as a subject, so the teaching objectives, teaching contents and teaching methods were established and carried out around the indoctrination of knowledge. CET-4 and CET-6 have played a great role in promoting college English education in China, but the purpose of teaching is not to test. Especially now, China's economic and social development is in a period of rapid operation, which requires a high level of

people's comprehensive quality and ability. Simply having learning ability is no longer suitable for the development of this society [8]. Applying what you have learned is the fundamental purpose of teaching and learning. There are several ways to practice teaching in the reform of college English teaching: First, in college English class, by setting up scenes, students can role-play some fixed topics or autonomous topics, and students can improve their English application ability through role-playing. Second, in the classroom, teachers can conduct classroom thematic discussions or keynote speeches according to the teaching content, so that students can speak freely and improve their English expression ability. Third, in the second class, teachers can carry out extracurricular activities such as English speeches, English songs, English skits, English corner activities, English special lectures, English knowledge contests, and programs compiled by English FM radio stations to improve students' English application ability.

### **3.2 English Teaching Reform**

The traditional teaching of College English requires that the cultivation of students' test-taking ability be emphasized. Students' test-taking skills are better and their English test scores are higher. However, students generally don't understand and can't speak. Students' comprehensive English application ability is poor, they can't meet the needs of the society, and they can't work at their jobs with ease. The cultivation of communicative competence has gradually been put on the agenda of foreign language teaching, and the communicative approach, which takes the cultivation of communicative competence as its own responsibility, clearly shows the language feature that language is the tool of communication [9]. In fact, several aspects of the teaching reform emphasize student-centered active learning. Giving priority to listening and speaking ability emphasizes the problem of language ability. As most undergraduate majors of college English teachers are English major, the major of master's degree is English linguistics, English literature, second language acquisition and other related English majors, so its knowledge can't meet the requirements of expanding curriculum teaching. However, if you teach business English courses, film appreciation courses, especially extended courses related to non-English majors, you will encounter great difficulties [10]. In English major courses, there are too few basic courses. Without solving the basic skills of English listening, speaking, reading and writing, teachers from other departments and departments offer related professional courses such as business and tourism in Chinese, which leads to students' weak language skills and little knowledge of professional knowledge. All colleges and universities in the United States require IELTS scores. IELTS tests students' English ability from four aspects: listening, speaking, reading and writing. This kind of test is quite different from the English entrance examination for postgraduate students in China, which requires our English teachers to provide targeted teaching guidance. Let students understand, speak, write well and translate accurately, so that they can work well in their jobs and meet the needs of the society for English talents. Offering specialized English courses to improve students' professional level; Strengthen the practical teaching of college English course and highlight the practicality of the course.

## **4. Conclusion**

At the same time, we should also make full use of modern educational technology, research and develop online English online education courseware or distance English education courseware on the basis of traditional means such as audio recording and video recording, so as to facilitate online or offline English learning for the majority of students, organically combine campus LAN, campus TV and radio broadcasting, electronic reading system, etc., and give full play to their overall functions. Although the task of English teaching reform is arduous and difficult, it must be carried out. Otherwise, it will seriously affect the quality of graduates at all levels and types of schools, thus affecting China's reform and opening up and restricting the development of economy and society. Through the above-mentioned college English practice teaching activities, teachers and students can participate in classroom and extracurricular interactive activities together, and students can communicate in English in simulated life scenes, so as to improve students' comprehensive English

application ability. Young teachers abroad study relevant knowledge or study for corresponding degrees, and create opportunities to organize short-term training; As far as teachers are concerned, they can try their best to create opportunities to study, visit and investigate in enterprises, so as to create opportunities to eliminate the industry disconnection and lay a good foundation for practical courses.

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