

Analysis of the Current Situation and Problems of Foreign Language Translation Teaching in Institution of Higher Education

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Abstract: There are some misunderstandings in English translation teaching in institution of higher education, which leads to the fact that most students cannot understand translation theory, and basically cannot master translation skills. Especially under the background of the construction of "the belt and road initiative", "cultivating high-level cross-cultural communication talents and translators is extremely important". In recent years, institution of higher education particularly focus on the listening and speaking ability of non-English majors, but ignore their translation ability. One of the teaching goal of English teaching, a compulsory public course for non-foreign language majors in higher education, is to cultivate students' comprehensive ability in listening, speaking, reading, writing and translation. Its main teaching contents include general English, ESP, cross-cultural communication, etc. This paper designs and plans the goal and system of translation education in a unified way; encourage and promote the innovation of English translation teaching mode; strengthen the research of translation test and the training of teachers; consolidate students' basic English skills and correctly understand the promotion of translation to foreign language learning.

1. Introduction

The intensive economic, political and cultural exchanges among countries around the world have greatly increased the opportunities for foreign exchange of China's high-tech industries, especially some cutting-edge industries. The society is in urgent need of English translation talents, but there is a great lack of professional English translation talents. The trend in the future will be for professionals to exchange ideas directly with foreign experts. Therefore, cultivating professionals proficient in English has become the target of undergraduates [1]. The requirements of College English Syllabus for students' translation ability are divided into two levels: basic requirements and higher requirements. The basic requirement refers to that "With the aid of dictionary, students are able to complete the English-Chinese translation of the articles with different subjects, clear structure and low language difficulty. The learners can basically use the translation skills. The target text is precisely conveyed, and there is no major errors of understanding nor expression with the translation speed of 300 English words per hour". While the higher requirement stipulates that "With the aid of dictionary, students are able to complete the English-Chinese translation of the formal spoken or written materials. The learners can properly use the translation skills. The target text is precisely conveyed, and there are few errors in language expression, which basically meet the needs of professional and business work with the translation speed of 350 English words per hour" [2]. In the background of "one belt and one road" construction, "training highly qualified intercultural communication talents and translators" is extremely important. In recent years, universities have attached great importance to listening and speaking abilities of non English majors. However, its translation ability is ignored [3]. At present, College English Teaching in local institution of higher education is facing a major challenge, that is, how to put College English translation teaching on the agenda and cultivate professionals with strong translation ability.

In College English translation class, the infusion teaching mode is still the main mode. Students are not only dissatisfied with the teaching quality, but also gradually lose their learning enthusiasm and initiative, and develop the habit of passive listening to lectures, which is extremely unfavorable to English learning [4]. A compulsory public basic course for non-English majors in institution of

higher education aims to cultivate students' comprehensive ability of listening, speaking, reading, writing and translation. Its main teaching contents include general English, ESP, cross-cultural communication and other courses. It is actually a curriculum system, namely college English curriculum system, which is also a specific requirement to cultivate students' comprehensive ability of language. Translation teaching is an important part of college English teaching and an important way to cultivate students' translation ability [5]. Chinese institution of higher education should actively adapt to the development needs of the times, keep pace with the times, break traditional teaching ideas, update traditional teaching methods, and make use of the ever-changing network technology to innovate a more novel and reasonable English translation teaching model, which can not only meet the needs of students, but also meet the needs of the requirements of the society for high-quality English talents [6-7].

2. The significance of college English translation teaching

Improving English translation level is an urgent need for social development due to the global economic integration, which has promoted the exchange and cooperation among countries all over the world. College graduates in the new era are bound to communicate in English in their work, and involve professional terms from all walks of life, which requires institution of higher education to cultivate applied-oriented talents with English translation competence[8]. Translation is set as an elective course for senior college students, and the cultivation of translation skills required by the syllabus adopts the strategy of infiltrating it into the teaching process of various disciplines. Some professional course teachers believe that grammar translation teaching method can improve students' translation ability, thus, the time that is allocated in teaching translation is absolutely not enough for them[9]. From the perspective of college students, translation competence is one of the important ability in comprehensive English ability. Translation is a synthetic ability that converses between two languages on the basis of the four basic abilities. Only by mastering translation competence can learners achieve proficiency in language learning. Otherwise, the four basic skills cannot be combined [10]. The task of College English teaching is to cultivate students' language application ability. Translation teaching is an important way to cultivate students' language understanding and expression ability. However, in recent years, with the emergence of modern teaching methods, such as "the audio-lingual method", "situational teaching method" and "communicative method" etc., translation teaching has been ignored to a certain extent. Translation ability is one of the five language skills, listening, speaking, reading, writing and translation, of foreign language learning. Compared with the other four skills, translation ability is the most comprehensive and difficult one to acquire. It can best reflect learners' foreign language literacy and comprehensive ability, involving learners' bilingual ability, discourse pragmatic ability, cross-cultural ability, strategic ability and tool application capability etc..

3. Current situation of English translation teaching in institution of higher education

3.1. College English translation teaching lacks overall design and planning

Translation teaching can be divided into translation teaching for English majors and College English translation teaching. For a long time, translation teaching for English majors has attracted great attention and obtains a lot research achievement, but there is little research on College English translation teaching. For local institution of higher education, College English translation teaching need to be changed. Traditionally, teachers hold the opinion that the syllabus leads to the lack of overall planning for English translation teaching, blindly follow the syllabus, and even remain exam-oriented teaching. Therefore, institution of higher education do not pay enough attention to college English translation teaching in terms of teaching guiding ideology. Apart from the time spent reviewing exams, internships and writing graduation theses, there are fewer hours in translation teaching. Due to the serious shortage of class hours in translation class, some necessary teaching links can not be carried out in class, which restricts the improvement of students'

translation level. In general, the College English teaching system proposed by institution of higher education takes comprehensive English and audio-visual speaking as the main courses, which is the focus of daily teaching activities. After completing the above teaching tasks, some expansion elective courses will be opened to meet the credit system. At present, most institution of higher education that have set up English translation courses only take translation courses as elective courses. The number of class hours is very small, and the explanation of relevant knowledge is only general, not systematic and detailed; On the other hand, the number of elective courses is limited, that is, the teaching resources are limited, not for all students. Many college English teachers are struggling to explore how to enhance the practicability of College English and strengthen the translation ability of non-English majors, so as to better meet the needs of social, economic and cultural development. The lack of translation textbooks is another factor that can not be ignored in College English translation teaching. Syllabus and teaching materials are the basis for our implementation of education and teaching. As mentioned earlier, the current syllabus does not clearly put forward specific requirements and standards for English translation ability, and the assessment requirements for translation are relatively low. Therefore, the author suggests to improve it from the syllabus to clarify the teaching objectives. At present, there is no independent unit that systematically and comprehensively introduces translation knowledge in College English textbooks, and there is no introduction to any basic translation theoretical knowledge and commonly used translation methods and skills. Many institution of higher education choose a single textbook, and the content of the textbook still focuses on the simple micro skills such as separation, combination, increase and decrease, pays more attention to literature than theory, and ignores the cultivation of applied translation ability. Some institution of higher education do not use fixed teaching materials, the teaching content is random, and the whole translation teaching process is lack of systematicness and relevance.

3.2. Teachers' level and students' quality influence and restrict college English translation teaching

In the process of learning English, students are in the dominant position, and the teaching process is inseparable from the guidance of teachers. Therefore, the quality of teachers and students is also an important factor affecting the current level of English translation teaching in institution of higher education in China. Translation teaching is ignored, and college English teachers almost never mention translation theory and translation methods, just compare the translation exercises with the reference answer. In this teaching environment, most students' translation ability cannot be fostered. The innovation of teaching mode must first be based on the traditional English translation teaching mode, and then teachers carry out scientific reform and innovation. The most important way is to constantly innovate English teaching methods in English translation teaching. As the main teaching activity, students' English level and the quality of translation determine English translation competence. For English majors, learning English translation is relatively simple, while for non-English majors, their basic knowledge of English and Chinese is not solid enough, which seriously restricts their translation ability. Translation teaching is not targeted enough, the teaching content is not focused, nor it is not designed in details in professional fields, so it is difficult to give substantial help to future work. In a word, the mode of translation teaching is rather outdated, and basically it is to complete the teaching tasks stipulated in the syllabus. No matter in theoretical explanation or translation practice, there is a lack of certain innovation and reform elements. Innovation is put forward relative to the exam-oriented education system, that is, to cultivate students' creative ability and spirit in teaching, to give full play to their translation ability and skills, and to help students to master the essentials of English translation flexibly, without being constrained by examinations and being influenced by "reference answers". According to the type and characteristics of the school, a targeted translation teaching system should be established. For example, science and engineering colleges should add the teaching of English for Science and Technology and English for Specific Purposes, and financial colleges should offer business English and other courses accordingly, so as to closely combine the English courses offered with the specialized disciplines offered, so as to

promote the market competitiveness of college graduates. Teachers should integrate translation theory and skills into teaching activities, take college English syllabus as the benchmark, and subtly infiltrate knowledge into all aspects of students' activities according to the theory of teaching students in accordance with their aptitude, and sum up and improve it in practice. In the traditional translation teaching, the teacher only trains students in their linguistic knowledge, but does not include the training of students' translation ability, such as information extraction and selection, and creating translation according to the established purpose. The existing problems are obvious: lack of unified guiding ideology in teaching practice; teaching is teacher-centered, lacking due interaction between teachers and students; practice pays less attention to skills training and knowledge teaching; The teaching method is unitary, lacking systematic theoretical guidance of translation teaching.

4. Conclusions

Translation is one of the basic skills of language. Translation teaching is an important part in College English teaching. It is not only a means to consolidate and improve English knowledge, but also an important means to comprehensively cultivate and improve students' English application ability. English translation teaching is a crucial link in College English teaching, which is of indispensable significance for the consolidation and play of talent training system. College English translation teaching is an important part of College English curriculum system teaching and a basic way to cultivate students' translation ability. It implies the important task of cultivating a large number of professional and compound translation talents, which should be highly valued by higher education managers, front-line teachers and students. Only by constantly exploring and practicing in College English basic teaching and organically integrating translation teaching into College English teaching, can we improve college students' practical language application ability and push college English teaching to a new level. Therefore, translation teachers must actively study, practice and innovate the teaching mode in the field of translation. Only by mastering more knowledge and methods can they skillfully control and be handy in the translation classroom, and then they can have enough knowledge accumulation and teaching methods to "teach people to fish".

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