

# The Analysis on the Application of Second Language Acquisition Theory in College English Translation Teaching

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**Abstract:** by analyzing the theoretical content of second language acquisition and the related rules of second language acquisition, the teachers of colleges and universities should recognize the restrictive problems in the teaching of English translation in colleges and universities, and reform the teaching methods and improve the teaching system. Innovate translation teaching methods, fully demonstrate the value of second language acquisition theory in English translation, and provide the support for the reform of English translation teaching.

## 1. Introduction

In the process of reforming and innovating the modern education system, many universities have undertaken the task of training talents for foreign language translation. For these colleges, the setting of teaching goals can create the learning environment for students. In the systematic learning process, students can better master translation skills, gradually improve their translation literacy, and at the meantime demonstrate the ultimate purpose of English translation teaching. However, in the teaching of translation courses for English majors in many colleges and universities, there are still differences between the teaching goals and actual teaching. Some teachers still focus on traditional teaching methods and focus on the translation of sentences or paragraphs in the curriculum to explain the relevant translation skills, and then let students translate the article based on what they have learned. Under this translation situation, the subjectivity of students is not shown, which limits the improvement of students' ability [1]. Therefore, in the process of constructing college English translation courses at this stage, we should combine theoretical courses in second language acquisition, improve the teaching system of English translation courses, innovate curriculum teaching methods, and fully demonstrate the teaching value of translation theory translation in universities to provide protection for the improvement of students' abilities.

## 2. Overview and Basis of Second Language Acquisition Theory

### 2.1 The Theory of Second Language Acquisition

As the second language acquisition theory is concerned, it mainly analyzes language functions, text types, and translation strategies. Through the emphasis on translators' translation functions and translation thoughts, they continue to form translation thinking and show the final value determined by translation functions [1]. The core theory of second language acquisition theory is divided into two types. In the teleological analysis, translation is considered to be based on the original text, intentional and interpersonal relations, and formed through cross-cultural activities in the language medium. This translation does not necessarily reflect the author's intention, but rather the purpose to be expressed in the translation activity. Translation behavior theory, in the context of translation behavior theory, as an interactive content of behavior, through the determination of translation behavior and the concept of translation, fully emphasized the content of demand in translation. Second language acquisition considers translation as an interpersonal interaction. In the translation process, parties, translators, and receivers of the target language are designed. In this second language acquisition situation, translation behavior can be expressed through language.

## **2.2 Theoretical Basis for Second Language Acquisition**

For second language acquisition, as a research content of English-Chinese translation, it was used in college English course teaching. It can combine the basic characteristics of students and the teaching characteristics of translation course teaching to create a new translation environment for English translation [2]. To fully meet the basic needs of translation course teaching. This translation function has a certain breakthrough. Applying this translation technique to college teaching can fully meet the talent training needs of modern college English translation majors. In second language acquisition, the target language is usually used as the research object, and the traditional translation-centered dynamic translation theory is changed, so that the translators gradually get rid of the constraints of formal translation. Moreover, under the theoretical background of second language acquisition, it is also possible to clarify the status of the subject of translation, the target of translation, etc., and change the focus of second language acquisition into pure discourse, taking fully into account the background of language culture and language culture to meet the basic needs of English translation [2].

## **3. Problems in College English Translation Teaching**

### **3.1 Differences in Students' Language Proficiency**

The students who have just entered the university, due to the differences in geographical and educational backgrounds, their English professional level and English translation ability also differ. Moreover, in the course teaching of English majors, due to the unity of the curriculum, students lack long-term learning motivation and enthusiasm for learning in the long-term learning, and cannot improve the translation ability of students, affecting the ultimate purpose of translation teaching. Some students were unable to translate English better because of less mastery of vocabulary and grammar, which weakened their language performance ability. These phenomena have seriously affected the quality of college English teaching. These restrictive problems cannot be solved in a timely manner, which will bring limitations to the innovation of English teaching [3].

### **3.2 Fewer Comprehensive and Pragmatic Translation Materials**

After analyzing the college English teaching curriculum, we find that most schools will use a universal and unified translation teaching material. Although this textbook includes the relevant principles and basic characteristics of translation teaching, it lacks some pragmatic translation content and cannot translate to students [4]. A comprehensive test of skills that affects students' translation ability. In modern college English textbooks, there are a large number of new words and lengthy sentences. Due to the low ability of some students, they will spend a lot of time looking up dictionaries during translation, and they lack translation skills, resulting in nonstandard translation results. Under this kind of translation situation, students' translation interest will gradually be reduced, and the ultimate purpose of learning English translation knowledge cannot be achieved.

### **3.3 The Traditional Teaching Methods Are Relatively Backward**

In teaching translation courses of colleges and universities, there is a problem of relatively backward teaching methods. Some English teachers still use traditional teaching methods in the course teaching, and do not integrate translation teaching with other special teaching content. As the main body of the classroom, teachers affect the teaching quality of translation courses to a certain extent. Moreover, in the translation classroom, due to the limitations of traditional teaching methods, teaching efficiency is relatively low. Some English translation courses have the phenomenon of large-class teaching, which are to be the interaction between teachers and students, affects the quality of English translation courses, and cannot meet the basic needs of modern college translation courses [5].

## **4. The Second Language Acquisition Application in College English Translation Teaching**

### **4.1 Combine the Content of Second Language Acquisition to Achieve Coherence in English Translation**

In the English translation teaching courses of colleges and universities teaching, the construction of a second language acquisition teaching model can gradually improve the coherence of students' translation and emphasize their comprehensive English translation literacy. In college English translation teaching, teachers should combine the characteristics of second language acquisition to guide students' coherent translation [6]. Generally, the following points should be done:

First, in the translation classroom, teachers should take students as the main body, the method and the use of translation language can improve the effectiveness of translation. In the construction of this diversified translation course, students can be guided as the main body of the translation class, and the English translation can be combined with the content of the translation to lay the foundation for the students' continuous translation ability.

Second, in the process of second language acquisition, in order to cultivate the coherence of students' translation, teachers should guide students to integrate discourse and context in the process of translation, so that students can grasp the purpose of English language translation and functional, showing the ultimate purpose in second language acquisition [6]. Under such a situation of second language acquisition, it be used to improve the coherence of students' English translation and emphasize the students' translation level.

For example, in the guidance of translation coherence method, when translating the sentence "His irritation could not with stand the silent beauty of the night". Many students did not master the function of coherent translation during the translation of this context. which will translate it into "his troubles cannot bear the beauty of the tranquility of the night", the meaning of the translation is difficult to understand, the lack of artistic context in English translation, in order to improve students' second language acquisition understanding, teachers can guide in the process of translation, the student combined the purpose of the translation with the characteristics of coherence, and translated it into "the face of the peaceful beauty of the beautiful evening, and his worries calmed down.". Through this translation, the artistic value of translation can be fully demonstrated, the content of the translation can be more vivid and artistic, and the effective use of second language acquisition in college English translation can be achieved at the same time [7].

### **4.2 Emphasize the Artistic Value of Translation and Show the Purpose of English Translation**

After analyzing the theory of second language acquisition, we can know that in college English translation, the purpose of translation content should be emphasized to ensure the innovative value of college English translation [7]. In the context of translation, the cultural factors of language, thinking logic, etc. should be fully taken into consideration. Through the formation of these thinking, students can fully ensure the accuracy of the translation language. Under normal circumstances, to demonstrate the purpose of second language acquisition, the following should be done:

First, teachers should change the previous translation model so that students realize that English translation is not just a translation of language, but also a translation on the basis of a clear purpose, the hierarchical and diversified features of translation are realized to ensure the effectiveness of English translation [8].

Second, after the purpose of translation is determined, students can be guided to determine the functional translation methods and translation skills based on the content of the translation. Students can combine the original text to emphasize the context of translation, improve the accuracy of translation, and help students support the improvement of translation ability [8].

Third, in the analysis of English translation content in colleges and universities, there is a close relationship between the translation context and the translation language. The clarification of the characteristics of second language acquisition can determine the translation context, and guide students to effectively grasp and enrich their knowledge in translation. Students' translation

experience, and improve students' understanding of the purpose of translation on the basis of second language acquisition [9].

For example, in the process of English-Chinese translation analysis, when the sentence “This product is good.” is being translated, the “good” in it is because the context of the language is very bland, and the students cannot understand whether the product is of good quality or used in translation. The scope is wide. Therefore, the teacher should make clear the purpose of translation in the guidance. The “good” in the original text can be converted to “useful”. Through this conversion, students can have different feelings. In the process of word translation guidance, students can recognize the skills of using different modified words through the clear translation purpose, and improve the overall level of student translation.

### **4.3 Clarify the Second Language Acquisition Function and Students' Understanding Improvement of Text Types**

In the process of constructing college English translation courses, in order to emphasize the value of second language acquisition, teachers should improve their understanding of second language acquisition, change traditional teaching thinking in a timely manner, improve students' translation skills through second language acquisition, and satisfy colleges Teaching needs of translation courses. In the college English course teaching process, there is a correlation between translation content and writing method. When students have good writing ability, they can continuously improve their translation ability [10]. Therefore, under the guidance of second language acquisition, teachers should cultivate students' text awareness so that students can improve their English knowledge and comprehensive literacy to achieve the basic needs of English translation teaching in modern universities.

In the process of constructing English translation courses in colleges and universities, students should grasp the cultural background of the article when translating, and then use the specific language and ideas to communicate translation ideas and translation art. In the process of this second language acquisition, non-textual external language analysis can be performed in combination with the functional characteristics of the original text and the genre of the text. Second, the restatement phase.

In the second language acquisition, the teacher needs to construct the general translation method in combination with the text function in the determination of the target structure of the basic organization, so as to determine the translation genre and the structure of the translation language [10].

For example, in translating the sentence “I enjoy living among pedestrians who have an instinctive and habitual realization that there is more to a journey than the mere face of arrival.”, Because the sentence is longer, the teacher can guide the student through layer translation function, text genre, and analysis and application of functional characteristics, translate it as “I like to walk with walkers, because they have an instinctive, habitual consciousness, knowing that walking on the road is not just to reach”. Through the use of this second language acquisition thinking method and the use of language expression modes, students can fully consider the context content in English translation and realize the artistic quality of language translation.

## **5. Summary**

In short, in the process of constructing English translation courses in colleges, teachers should focus on second language acquisition, emphasize students' the content understanding of second language acquisition, and improve their translation skills through the acquisition of second language acquisition skills to achieve the request of universities. In the guidance of students' translation skills, teachers should take students as the main body so that students can grasp the characteristics of second language acquisition in translation, and recognize the characteristics of coherence, purpose and type of translation. Through the comprehensive application of these methods, improve students' translation skills, so as to effectively promote the value of modern college English translation course teaching and provide guarantee for the training of professional translation talents.

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