College English Teaching and the Development of Translation Ability -- An Investigation Based on English Translation Teaching

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Abstract: The continuous expansion of China's foreign cultural exchanges and the policy of "Chinese culture going out" have a profound impact on China's translation market, which brings more opportunities, but also brings higher requirements for translators. Based on College English teaching, this paper defines the core concept "translation competence", and summarizes the relationship between translation competence and translator competence. Three points of training translation ability are pointed out. The purpose of this paper is to study college English teaching and translation ability training based on the investigation of English translation teaching. A questionnaire survey was conducted among four classes of 2015 English major in petroleum university. The results showed that 63.16% of the students agreed to understand the meaning of the text before translation, and 26.32% of the students agreed to understand the meaning of the original text before translation. Only 5.26% and 5.26% of the students disagreed and disagreed. Students' understanding of professional knowledge of translation is more static than dynamic. They simply regard translation as a collection of translation units and fail to realize the importance of full-text cohesion.

1. Introduction

In the context of Chinese culture's "going global" strategy, exchanges between countries are becoming more frequent, and the demand for high-quality English translation talents is also increasing. However, an important issue we are currently facing is that China's translation talent is far behind demand. Cultivating more high-quality translation talents to meet the needs of society has become a top priority. English majors are the reserve force of English translation talents, and it is especially important to cultivate their translation ability.

Under the current teaching conditions, although college English translation teaching has not received enough attention in many universities, it has received widespread attention. College English translation teaching is not only conducive to achieving the overall goal of the new college English teaching, but also to meet the needs of modern society for compound talents. However, in order to fully implement college English translation teaching and achieve the expected teaching goals, further systematic research on college English translation teaching is required.

Elmira Araghizade studied the impact of translation technology on the critical thinking and translation ability of translation students. The study participants were 31 senior Iranian translation graduates aged 20-26, who participated in two translation tests and standard critical thinking tests, once at the beginning of the training course and once at the end of the course. In 20 courses, participants learned and practiced the most commonly used translation techniques and tools at the university computer center. The results of this study show that the use of translation techniques not only helps to develop students' critical thinking skills, but also helps to cultivate them. Students' translation competitiveness is their translation ability [1]. Translation plays an important role in communication. In the teaching of English-Chinese translation for non-English majors in colleges and universities, due to the emphasis on listening, speaking, reading, and writing, translation is completely ignored. Mohammad Mosiur Rahman analyzed students' translation Mistakes, combined with the actual situation of classroom translation teaching; put forward some practical translation
teaching methods to improve students' translation ability [2].

Research perspective innovation: This paper reveals the main problems in the cultivation of translation ability of undergraduates of English majors in universities through empirical research and analysis. It is problem-oriented and proposes language analysis and application ability, cultural discrimination. And expression and the development of aesthetic judgment and expression skills. Innovative research methods: Inductive analysis method, combined with professional eight-level translation real questions and questionnaire surveys to conduct research at the same time, summarize the problems of translation ability of undergraduates majoring in English and analyze the reasons.

2. Proposed Method

2.1 College English Teaching

The object of college English teaching is students from various majors. They can master the knowledge and skills of their majors through four-year systematic study, and the study of foreign languages provides them with the possibility of contacting the international community [3]. Compound foreign language talents must not only be able to speak and speak in that language, but also be able to read, write, and translate, which is essential for the development of their industry. This puts forward new requirements for students studying college English. They should not only have the ability to listen, speak, read, and write English, but also have certain translation ability [4-5]. At the same time, it also proposed new goals for the development of college English translation teaching. Translation is no longer just a necessary ability for students majoring in translation, but a ability that all foreign language learners must master. Only by comprehensively mastering the five abilities of listening, speaking, reading, writing, and translating can we truly have the comprehensive ability to use the language, and can promote the personal development of students, making them a comprehensive talent who understands both professional and translation [6].

2.2 Translation Ability

Although both translation teaching and vocational translation training in schools emphasize the training of translation talents, vocational training is more targeted and professional in terms of practicality. The school's translation teaching can be divided into two stages: foreign language abilities and specialized translation abilities. Learners can master the basic knowledge, skills, and culture of two languages through the first stage of learning, and then pass specialized learning and training. Master translation knowledge, skills and principles, be familiar with bilingual conversion rules, enhance translation ability and become a translator [7]. In a sense, it can be said that the training of translation talents is a "language + translation" model, and the former is the basis of the latter. It is worth noting that in school translation teaching, whether it is the language ability or the training of translation ability, you can use teaching translation (grammar translation method) and other forms within a certain range. Of course, this teaching method needs to be compatible with other methods Combining can achieve better teaching results [8-9].

2.3 Translation Ability and Translator Ability

There are both similarities and differences between translation ability and translator ability. The relationship between them can be seen as the relationship between commonality and personality. In some cases, we can say that translation ability is equivalent to translator ability, but in most cases, translator ability cannot always be equal to translation ability. Compared with translation ability, translator ability involves a larger scope, including not only the translation ability itself, but also some other aspects of the translator's qualities such as work attitude, assessment system, professional ethics, translation standards and evaluation, etc. [10]. Distinguishing between translation ability and translator ability can better enable translators to understand the goals and tasks of translation teaching. The primary goal of education is to cultivate talents, so translation
teaching must first cultivate students' professional ethics and responsibilities. If this is not the case, even if a student can translate a high level of translation, it cannot be regarded as an excellent translator [11]. Therefore, teachers should always keep in mind some important factors in the process of translation teaching, such as the improvement of translation ability, the solution of problems in the translation process, the selection of teaching materials, and the role of teachers in the teaching process, etc. [12].

2.4 Training Translation Skills

(1) Language analysis and application ability
The goal of translation is language, and the purpose of translation is to translate the meaning of interlanguage according to the intended purpose and communicative tasks. This requires translators to work hard on language analysis, including semantic (meaning and intention) analysis, grammatical structure analysis. And paragraph (text) analysis; based on the structure and composition analysis, we can correctly grasp the content and form of language, and freely control language. It can be said that all plans, measures, courses, teaching links and process arrangements in translation teaching should not lose the purpose of cultivating ability, first of all, language analysis and operation ability.

(2) Cultural discrimination and performance
Language and culture, especially meaning, are closely related. Semantic analysis is inseparable from cultural references. In many cases, the interpretation of word meaning involves cultural interpretation, which is beyond the scope of simple semantic analysis. Cultural reference has become the basic basis for determining semantics. In addition, the cultural color of language also includes the lexical level, phrase level, sentence level, and paragraph (text) level. At the functional level of speech, text, style, and style, there is also the problem of separation of cultural meanings. All this depends on the discernment ability of the translator.

(3) Aesthetic judgment and expression ability
Accompanying the analysis of language and culture is aesthetic judgment. In fact, aesthetic judgment in translation is not limited to literary and artistic styles. Any stylistics (including official documents, science and technology, etc.) must consider words properly and effectively, which is aesthetic. The task of high-level aesthetics is more complicated and needs to be cultivated systematically. Aesthetic judgment comes from aesthetic experience, not natural, and the key lies in training.

3. Experiments

3.1 Research Object
The research institution chose the local high-level university Petroleum University, which is a key university and a key high-level university in A province. Choosing this university to investigate the status quo of translation ability of undergraduates majoring in English majors has certain reference significance to similar colleges, universities of general science and engineering, and marginalized colleges of English majors, which are representative.

The research subjects selected students from 4 classes in the 2019 major of English major in the University of Petroleum. A total of 52 students did not consider the gender and age differences. They were all native Chinese speakers and had no experience of studying abroad. The students in these four classes were selected. One is because the senior students have a certain English foundation, and further research on their translation ability is operable. At the same time, they need to pass the eighth professional examination. Translation is one of the important test sites. First, the second is that the tutor is responsible for the teaching of these four classes of literature translation courses, which is convenient for related investigations and studies, and is conducive to grasping the participation of students and monitoring the entire investigation and research process. Students have a certain basic knowledge of English and have a long exposure to English. The shortest is 9 years and the longest is 15 years, but they have not received professional systematic translation training.
3.2 Research Methods

The survey was conducted in December 2019. A total of 52 students participated in this survey. In order to ensure that the test conditions are the same as the professional eighth-level test, the simulated test environment is as close as possible to the professional eighth-level formal exam. The students are tested in the classroom, the proctor is supervised by the teacher, and the translation task is completed within the prescribed time. It is not allowed to consult the dictionary or any other materials. After translation, the students recovered the test papers on the spot. After that, I used questionnaire stars to distribute links on my mobile phone and conducted a questionnaire survey. After receiving all translated texts and questionnaires (46 valid test papers and 40 valid questionnaires), a combination of qualitative and quantitative research was performed.

4. Discussion

4.1 Lack of Translation Expertise

Indicator 1: When you read the text to be translated, you want to first understand the meaning of the text and then try to think about how to translate it

A. I strongly disagree
B. I disagree
C. I agree
D. I strongly agree

Lack of thought in the translation process. Indicator 1 involves the translation process. 63.16% of the students agreed to understand the meaning of the text before translation. 26.32% of the students strongly agreed to understand the meaning of the original text before translation. Only 5.26% and 5.26% of the students agreed. Disagree and strongly disagree. Some students lack a proper understanding of the translation process. In fact, the more relevant thinking before the translation begins, the more active the thinking is. Active thinking can dynamically link the knowledge of translation. The artificial construction of a text frame during the translation process is more conducive to the completion of translation tasks.

Indicator 2: When you translate, you translate a sentence first, then the next sentence, and so on, until you reach the end of the text

A. I strongly disagree
B. I disagree
C. I agree
D. I very much agree

Table 1. Do you translate one sentence first, then the next, and so on?

<table>
<thead>
<tr>
<th>Viewpoint</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>21.05%</td>
</tr>
<tr>
<td>B</td>
<td>57.89%</td>
</tr>
<tr>
<td>C</td>
<td>18.42%</td>
</tr>
<tr>
<td>D</td>
<td>2.63%</td>
</tr>
</tbody>
</table>

Lack of connection in translation units. Indicator 2 involves translation units, accounting for 18.42% and 2.63% of students agreeing and strongly agreeing to sentence-by-sentence translation, which means that they treat a sentence as a translation unit, and the understanding of translation is static, without context. Dynamic link. The vast majority of students who accounted for 78.94% (disagree 57.89% + very disagree 21.05%) did not agree with sentence-by-sentence translation. They realized that translation is not simply a combination of each translation unit. Some students lack a correct understanding of translation units.

4.2 Analysis of Translation Ability

Indicator 3: The purpose of each translation is to make the form of the translation as close as possible to the original

A. I strongly disagree
B. I disagree
C. I agree
D. I strongly agree

Simplified translation procedures. Indicator 3 refers to the procedure used. It can be seen from the diagram that 52.63% and 13.16% of the students agree and strongly agree that the translated text should be as close to the original as possible in form. This means that they will use foreignization and literal translation as much as possible to make the translated text consistent with the source text. They believe that translation is irrelevant to the target readers and only pure translation is performed. Only a small number of students (strongly disagree 5.26% + disagree 28.95%) disagree with this.
They believe that different translation methods and strategies should be used in the translation process according to different translation goals. Consider the target language and target audience in the process. Some students lack a proper understanding of the procedures used in translation.

![Figure 1](image)

**Figure 1.** Whether the purpose of each translation is to make the form of the translation as close to the original as possible

Through questionnaires and analysis of students' choice of questions, we can find that students' understanding of translation professional knowledge is more static than dynamic, and they simply treat translations as a collection of translation units without realizing the importance of cohesion in translation. They separate translations from target languages and target readers, and ignore the market. It can be seen that students lack professional quality and translation expertise. In fact, as a professional translator, this ability is very important. It will affect the choice of translation process, method and strategy, and whether the translated text will satisfy customers. Therefore, for those students who want to become professional translators in their future careers, they not only need to learn the language, culture, and use of tools, they also need to learn translation expertise to become more professional.

**Conclusions**

Undergraduates majoring in English are considered to be the main source of translation talents. They need to improve their translation ability to meet the needs of society and become the main force to promote the export of Chinese culture. Therefore, it is urgent to cultivate their translation ability. This article takes the training of translation ability as the theoretical guide, and uses the professional eight-level translation test questions and questionnaires to reveal the problems and reasons for the translation ability of 2019 undergraduates of English majors in the University of Petroleum. Strategies and suggestions are provided to improve translation teaching goals, improve translation teaching methods, and improve translation teaching content, with a view to providing more reference for the translation of undergraduate English majors of the same type in science and engineering universities.

**References**


