

To Explore Ways to Optimize College English Translation Teaching in the New Era

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Abstract: In recent years, with the in-depth development of global economic integration, transnational cooperation, cultural exchanges and information dissemination are increasingly frequent, and the demand for high-level translation talents is increasing. Policy documents such as The National Medium and long-term Education Reforms And Develops the Plan Summary (2010-2020) and the China's Education Modernization by 2035 clearly put forward the requirements of improving education quality and promoting education innovation, encouraging colleges and universities to deepen education reform, and cultivating interdisciplinary talents that meet the needs of internationalization. In this context, English translation teaching in colleges and universities needs to be optimized and reformed to meet the needs of the society and the industry for professional translation talents. Based on the needs of the translation market, this paper discusses effective ways to optimize college English translation teaching in the new era, focusing on the construction of practice-oriented curriculum system, the application of multi-modal teaching methods and the design of personalized learning paths.

Keywords: English translation teaching; Colleges and universities; New period background

Introduction:

At present, there are still some problems in translation teaching in colleges and universities, such as disconnection between theory and practice, single curriculum and traditional teaching mode, which lead to slow improvement of students' translation ability and difficulty in coping with complex and changing market demands. The rapid development of information technology and the wide application of translation technology tools have presented new challenges and opportunities to translation education. Therefore, it is of great practical significance and academic value to explore ways to optimize college English translation teaching in the new era.

1. Challenges faced by English translation teaching in the new era

1.1 The lag of teaching concept and the gap between translation market demand

In the new era, with the acceleration of globalization and the rapid development of information technology, the demand of translation market has undergone great changes. However, the current English translation teaching concept in colleges and universities is relatively lagging behind and has not fully kept up with the pace of The Times. Traditional teaching mainly focuses on theoretical explanation and language training, ignoring the actual market demand for translation talents^[1].

1.2 Bottleneck in the cultivation of students' translation ability

Under the background of college students in the new era, the cultivation of translation ability faces many bottlenecks. First of all, although students have a good English foundation and language knowledge reserve, they lack enough practical translation experience, especially in professional translation fields, which makes it difficult to meet the real translation needs^[2].

Secondly, the curriculum of translation in many colleges and universities is still relatively simple and lacks diversified teaching methods and practice platforms, which makes it impossible for students to apply theories to practical scenarios^[3].

2. Optimize the innovation path of college English translation teaching

2.1 Build a practice-oriented translation curriculum system

2.1.1 Add practical translation projects and case teaching

In order to improve students' translation ability effectively, practical translation projects and case teaching should be added to college English translation courses. By introducing real translation projects into the classroom, students can better understand the practical application of translation in different contexts and exercise their ability to cope with various complex texts.

2.1.2 School-enterprise cooperation to enhance students' practical experience

Through long-term partnerships with translation companies, international organizations or multinational corporations, students can have the opportunity to participate in practical translation projects and accumulate valuable practical experience. Colleges and universities can organize students to enter cooperative enterprises for internship, or participate in translation projects jointly carried out by the university and enterprises, so that students can directly face the market demand and master the industry standards and processes.

2.2 Adopt multi-modal teaching method

2.2.1 Use translation technology tools to assist teaching

With the rapid development of translation technology, translation tools (such as CAT, machine translation, etc.) have become an indispensable part of the translation industry. In college English translation teaching, teachers should make full use of these tools to help students master the application of modern translation technology while learning translation theories and skills.

2.2.2 Improving translation skills through multimedia resources

The use of multimedia resources provides rich teaching cases and materials for translation teaching. For example, using film subtitle translation as a teaching case, students can learn the nuances of cultural context and language transfer during the learning process. Teachers can choose some classic movie clips, ask students to translate the dialogues, and discuss the cultural differences and language styles in them.

For example, teachers can use dialogue from the movie "The Lion King" as a translation example, ask students to translate English dialogue into Chinese, and discuss how to conform to the customs of Chinese expression while retaining the original meaning. Through this case study, students can better understand the issues of cultural transmission in translation. In addition, the oral expression and sense of humor in the film also provide students with rich learning materials.

Through the application of multimedia resources, it can provide students with language expression and translation practice in different scenarios. For example, with TED talk videos, students can practice simultaneous or alternate interpretation, and develop adaptability and expression skills by watching videos of speeches and translating them in real time. The diversity of multimedia resources has added vivid practical cases to translation teaching, helping students to transform languages in diverse cultures and contexts, and further improving translation skills.

2.3 Personalized learning path design

2.3.1 Individualized training for different translation directions

Translation is a wide range of fields, including literary translation, legal translation, scientific translation, business translation and other different directions, and each field has different requirements and skills for translators. Therefore, English translation teaching in colleges and universities should provide students with a variety of translation course modules to help students choose the right direction for deep learning according to their interests and future career planning. For example, for the direction of legal translation, courses should be set up to read and translate legal texts, so as to cultivate students' linguistic accuracy and logical rigor in legal documents such as contracts and regulations. For the direction of scientific and technological translation, the course can introduce professional scientific and technological papers, manuals and other materials, focusing on cultivating students' understanding and processing ability of scientific and technological terms.

2.3.2 Combination of differentiated teaching and translation practice

Level A (High-level level)

A-level students generally have strong language ability and translation skills, and can understand and handle complex text translation tasks more accurately. The teaching and practice design for such students should pay more attention to the use of advanced skills and the mastery of style.

Practical tasks: We can arrange the translation of literary works involving metaphors and complicated cultural backgrounds, or carry out difficult translation tasks in professional fields such as law and medicine. In addition, students can participate in simultaneous interpretation or the translation of important conference documents, exercising the ability to react quickly and transmit information accurately.

Instruction content: Teachers can introduce cross-cultural communication skills, text style conversion and other advanced translation strategies to help students improve the accuracy and fluency of language, and cultivate students' critical thinking and

cross-cultural ability.

Level B (intermediate level)

B-level students have a certain translation foundation and can cope with more common translation tasks, but they may have some difficulties in dealing with complex sentence patterns, professional terms and the application of translation skills. Teaching at this level should focus on cultivating students' ability to handle translation details and accurate understanding of professional terms.

Practical task: Arrange translation of medium difficulty texts such as news reports, business documents, product manuals, etc. Students are required to grasp the accuracy, organization and conciseness. At the same time, we can try to carry out some alternate interpretation tasks to enhance students' on-site response ability.

Guidance content: Teachers can focus on how to deal with long sentences, complex structures and translation of professional terms, strengthen students' ability to use different translation tools, and combine case analysis to improve students' practical experience.

C level (Basic level level)

C-level students may be new to translation or have relatively weak language foundation, lack practical experience in translation, and are prone to problems in grammar, vocabulary choice and sentence structure. Therefore, teaching should focus on the improvement of basic translation skills and language ability, and gradually guide students to adapt to practical translation tasks.

Practical tasks: Arrange to translate short daily life texts, simple news reports or advertising copy, etc., to help students gradually adapt to the translation tasks, and optimize and adjust vocabulary and grammar under the guidance of teachers.

Instruction content: Teachers should focus on explaining the basic principles of translation and common translation problems, such as how to deal with lexical ambiguity and sentence structure adjustment. At the same time, simple translation tools can also be introduced, so that students can understand the basic use of translation resources.

Conclusion:

In conclusion, the optimization and innovation of college English translation teaching can be carried out by constructing practice-oriented curriculum system, adopting multi-modal teaching method and designing personalized learning path, so as to improve students' translation ability. At the same time, the automatic assessment of translation quality with the help of information technology and the improvement of students' critical thinking through interdisciplinary evaluation are conducive to the cultivation of comprehensive translation talents who meet the needs of the new era.

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