

# Theoretical and technical analysis of college English translation teaching

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**Abstract:** The current English translation teaching in Chinese colleges and universities has the following problems, such as being too superstitious about the syllabus and ignoring the cultivation of students' comprehensive translation ability, the insufficient connection between translation teaching and professional courses caused by the traditional teaching mode, and the weakness of students' English and Chinese foundation, which restricts the improvement of their translation ability. Translation is an important part of college English teaching, which involves many translation theories and translation skills. In order to truly cultivate applied English translation talents, the translation theory and translation skills should be fully integrated into college English translation teaching. Based on this, this paper first briefly expounds the necessity of infiltrating theories and skills in translation teaching, discusses the theories and skills involved in college English translation teaching, further puts forward effective strategies for infiltrating theories and skills in university English translation teaching in four aspects, namely, practice, cultural education, daily accumulation and flipped classroom, for reference.

**Key words:** college English; translation teaching; theory; skills

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## 1 Introduction

The mastery and application of translation theories and skills can directly determine students' English translation level. In college English translation classroom, to enhance talent training effect and achieve fruitful results, English translation theories and skills should be frequently applied to practical teaching activities, such as mastering the basic theories, pragmatic theories, interpreting theories, translation, and other key theories and skills, to ensure that students can fully grasp and apply them, and effectively improve the teaching quality of college English translation.

## 2 The necessity of penetrating theories and skills in college English translation teaching

For college English translation teaching, the teaching key point is the flexible use of English translation skills. Driven by the applied talents training target, English translation classroom should improve the teaching effect as far as possible to ensure that students can complete good English translation, really become a modern English translation applied talents. In the current college English teaching system, the teaching focuses on reading, grammar, and oral English. Translation teaching is not valued, which to a certain extent limits the college English translation teaching quality. In addition, translation teaching belongs to the branch of college English course, the number of class hours in the curriculum system is relatively small, leading to the phenomenon of shallow teaching content in college English translation courses, mainly

including the above-mentioned theories, pragmatic interpretation theories, translation theories, and subtraction theories. Translation theories and techniques may not be well integrated into college English translation teaching content, which is not conducive to the cultivation of modern applied talents. Therefore, in order to maximize the realization of the training goal of applied English translation talents, we must realize the importance of theories and skill in college English translation teaching [1].

### **3 Theories and skills involved in college English translation teaching**

#### 3.1 Translation theories

##### 3.1.1 Position presentation theory

The English translation theory refers to the completion of bilingual translation by clarifying the distribution status and function of sentence information. In a complete English sentence, the known information and new information represent the main position and the reference elements respectively. Both the main elements and the reference elements will affect the English translation results. The translation theory of main reference can help students better grasp the difference between English main structure and subject, make students view the whole translated text from a comprehensive perspective, broaden students' thinking, and help students to build mutual translation thinking. Under the influence of language and cultural differences, there are differences between some expression habits in English and Chinese [2]. This difference is the key to ensuring the quality of English translation. Therefore, for college English translation teaching, the theory of positioning is the key. In order to improve students' English translation skills and promote the cultivation of applied talents, the theory of orientation can be permeated into college English translation teaching.

##### 3.1.2 Theory of interpretation

The theory of interpretation refers to paying attention to the real intention of the English text, which cannot be singular or superficial. In English texts, some words and expressions are similar to the rest words and sayings in Chinese. The surface vocabulary is used to show another deep meaning. For this phenomenon, students are required to translate English based on the theory of interpretation and pay attention to the true meaning expressed in the English text. As a language, English has been influenced by regional culture in its long-term development and has produced different expression habits. In order to ensure that students can achieve in-depth translation, to eliminate the phenomenon of "word by word translation", it is necessary to ensure the accuracy of students' English translation [3].

#### 3.2 Translation skills

##### 3.2.1 Addition and subtraction

Due to language and cultural differences, the direct translation of some English texts is not smooth and not easy to read. In English translation, in order to ensure the fluency and readability of translation results, it is necessary to process and optimize them by adding and reducing vocabulary, so as to ensure the quality of English translation. From this perspective, using translation skills for English translation does not mean that students combine their own understanding and one-sided additions to translate the text. Its translation is done without changing the original meaning, and if necessary, more imaginative vocabulary can be added. It can also be translated according to the actual situation to ensure the fluency of the translated text. From the perspective of translation reduction, it is to properly delete the repetitive words when the meaning of the translation is unchanged, so that the translation results are more in line with the Chinese reading habits. Both adding and subtracting translations are commonly used skills in English translation. In college English translation teaching, adding and subtracting translations have strong teaching value.

##### 3.2.2 Combined translation and partial translation

Combined translation and partial translation are common techniques in English translation. Combined translation

refers to the coordinated translation and translation of several interrelated and brief short English sentences, while partial translation refers to the decomposition of a complete, long, difficult and complex sentence and the translation in the form of sentence breaking, so as to ensure the accurate and smooth translation results. For college English translation teaching, combined translation and separate translation should be taken as an important skill teaching content, so that students can learn to deal with multiple consecutive concise sentences, as well a long and difficult complex sentences, and really improve their English translation skills.

#### **4 Improving the penetration effect of theories and skills in college English translation classrooms**

Effective teaching strategies combined with the English translation theories and skills have a strong impact on enhancing students' English translation abilities. Under the guidance of application-oriented talents and goal driven education, college English translation should apply good theories and skills to the teaching practice, improve the university English translation teaching structure and content, and enhance the educational effect.

##### 4.1 Organize practical translation activities

The infiltration of theories and skills in college English translation teaching is the core of practical teaching, which can improve the quality of education. In college English translation teaching, not only should the main theories including pragmatic theories, interpreting theories, translation theories and techniques mentioned above be well integrated into teaching practice, but corresponding practical translation activities should also be designed and organized to guide students to flexibly apply various English translation theories and skills in practice. For example, the basic translation theory of pragmatics mentioned above is particularly matched with the situational teaching method. When implementing the college English translation teaching activities around the interpretation theory, teachers can create an appropriate teaching situation in combination with the actual teaching, so that students can really understand the influence of the situation on English translation through real-life scenarios. Combined with the actual translation teaching situation of college English, in the English system, the most intuitive scene to investigate the English translation ability is "learning college English translation", so when organizing the translation practice activities from the perspective of the situation, it can connect the four Chinese-English translation situations. In recent years, Chinese-English translation mainly involves education, economy, culture, science, history, social development and other topics, and the Chinese elements are significant. In this situation, the practice scene of English translation can be created from the reality, and students can be encouraged to exercise in combination with the situation of CET-4 Chinese-English translation. During the teaching reform period, practical teaching activities pay much attention to college English translation teaching, especially in the theory and skill teaching. To ensure that students can fully understand the application points of various theories and skills, simulation teaching method can be introduced. For example, teachers can create traditional cultural scenes by linking the "Four Treasures of Study" to guide students to stand in the perspective of "pen, ink, paper, ink stone" for "self-introduction", thus integrating English translation theories and techniques well into them. Using simulation scenarios can help students better grasp the focus of translation. Through this kind of practical applied translation activities, it can guide students to apply what they have learned, and effectively master the college English translation theories and translation skills, contributing to the cultivation of applied English translation talents. In addition, for students, addition and subtraction translation skills pose a certain level of difficulty in use. To make students really understand addition and subtraction translation skills and practical points, practical exercise activities can be designed. Teachers can design addition and subtraction translation activities, utilizing recruitment challenges to further equip students with English translation skills [4].

##### 4.2 Clearly identify the significant differences in cultural elements

It is necessary to master above theories, including pragmatic theory, interpretation theory, and techniques, as well as the basic differences in English language and culture. It is also necessary to apply various translation theories and techniques to eliminate language and cultural differences, so as to produce more translation results that conform to the laws of language expression. Therefore, in order to improve the translation theories and techniques of college students and achieve good language translation teaching results, cultural elements should be actively incorporated to cultivate students' cross-cultural perspectives.

According to the above analysis of translation theories, it can be seen that some expressions in English language culture have extended meanings, similar to Chinese sayings and proverbs. In order to ensure the translation effect of English, it is usually necessary to accurately translate the extended meanings of such words and clarify the meanings of vocabulary. This kind of vocabulary belongs to the main component of language and culture. In the process of college English translation teaching, it can connect English language and culture from a cross-cultural perspective, broaden students' knowledge and horizons, and then enable students to better complete English translation. For example, in English language and culture, some animal and plant words have extended meanings. The word "owl" needs to be translated as "witty, intelligent" in some scenes, which is a deep extension of the literal translation; in Chinese culture, owls are considered "ominous birds" because they are more nocturnal, have strange calls, and can rotate their heads at large angles. This leads to the differences in both Chinese and English connotations. During the practice teaching of college English translation, to ensure that students can truly master and flexibly apply the translation theories, teachers must do a good job in intercultural teaching, highlight the differences between Chinese and English expressions, avoid making incorrect translations due to the influence of Chinese and English language and culture. In order to further enhance students' cross-cultural perspectives, college English translation teaching can adopt the project-based inquiry teaching method, design "English Difference Explanation Theory" inquiry project, guide students to group, analyze, and summarize the language differences or connotations encountered in translation training, course learning, extracurricular investigation, and help students to understand all kinds of language differences, then make students better clarify the translation theories for English translation, and thus improve the quality of college English translation teaching [5].

#### 4.3 Pay attention to the daily accumulation of translation knowledge

Differences between Chinese and English language expression is the key to affect students' English translation ability, and will affect students to apply all kinds of English translation theories and skills. Therefore, during the college English translation teaching, to truly realize the comprehensive penetration of theories and skills, strengthen students' English translation ability, teachers should start from reality, encourage students to do the daily accumulation of translation knowledge, especially in Chinese and English language differences. For example, teachers can guide students to use offline or online "accumulation" to record typical usage examples of English translation theories and skills, as well as language differences between Chinese and English. With the help of daily accumulation, translation theories and skills can be deepened, memory can be enhanced, and the effectiveness of university English translation teaching can be greatly improved. With the development of language culture, part of the vocabulary meaning in both Chinese and English language systems have extended different meanings, such as "dog" belongs to the basic English vocabulary. Because of dog's loyalty, in the western cultural system, "dog" has a positive meaning and no derogatory meaning. And "dog" in some scenarios can also be used for claims, such as "Every dog has his day". In the short English sentence, "dog" is self, and it is necessary to combine pragmatic basic theory and interpretation theory to translate the English short sentence into "everyone has a chance of success". In addition, some of the phrases have new meanings. For example, "black dog" was extended to "depression" during Churchill's speech. Since then, "depression" has become an extended meaning of "black

dog". Therefore, it can be seen that in the process of college English translation teaching, students must be guided to do a good job in daily life, accumulate and record all kinds of special translation situations, so as to better use English translation theories and skills, and effectively improve the quality of English translation teaching. In the era of educational informatization 2.0, college English translation teaching should encourage students to flexibly use WeChat public media platform for English translation learning. With the help of online learning platforms, students can further master translation theories and skills, such as "Translation Lovers Union", "Research Based Learning" "English Translation Jun", and other public numbers that can be used in college English translation teaching process, thereby encouraging students to use extracurricular fragmentation time to learn translation theory and skills [6].

#### 4.4 Flipped classroom promotes the penetration of teaching

Flipped classroom is a new teaching model that has emerged in the development of educational informatization. Based on college English translation teaching theories and skills penetration teaching process, the flipped classroom teaching mode can be introduced to construct an integrated "online and offline" translation teaching mechanism. From different angles, good translation theories and translation skills can be imparted to students to improve the teaching quality of college English translation effectively. For example, the teacher sorted out the theories and skills involved in English translation (main and topic theories including basic theory of pragmatics, interpretation theory, additional translation and subtraction translation, combined translation and divided translation), construct the English translation theories and skills from the aspects of theoretical skill overview, application scenarios, application points, typical examples, error point analysis and so on to gradually form a complete translation theory system. The translation skills micro-classroom series, micro-classroom videos can not only be well used in college English translation teaching classes as a supplement to the teaching section, but can also be uploaded to an online education platform to guide students to independently learn translation theories and translation skills according to their own learning needs. In addition, in the flipped classroom teaching mode, online classroom and offline teaching can be interconnected, which can help students better collect and accumulate cross-cultural knowledge, summarize the use of translation theories, translation skills, and some key points. Under the flipped classroom mode, it can help to improve college English translation teaching quality, make students realize deep learning and master all translation theories and translation key points.

## 5 Conclusion

In summary, at present, higher education pays attention to the final effect of talent cultivation, emphasize the combination of theory and practice. For college English translation teaching, translation theory and skills practice is the key to determine the quality of English translation teaching. Therefore, to maximize the quality of college English translation teaching, theories and skills should be fully integrated into college English translation classrooms, and practical translation activities should be actively organized. Cultural elements should be combined to highlight the differences between Chinese and English translation, and daily accumulation of translation knowledge should be emphasized. At the same time, a flipped classroom can be constructed to ensure the effective infiltration of theories and skills into the teaching, and improve the quality of college English translation teaching from multiple levels.

### Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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