

A Study of English Translation Teaching Strategies in Colleges and Universities based on Application-oriented Competence Training

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Abstract: With the continuous development of China's economy and culture and the continuous expansion of opening up to the outside world, English translation is applied more and more widely in various fields, and the requirements for translation talents are also getting higher and higher. English translation ability has become one of the important indicators to measure the comprehensive quality of talents. However, current English translation teaching in colleges and universities often focuses on the teaching of language knowledge, but neglects the training of students' practical application ability, which makes students feel powerless in the face of practical translation tasks. From the perspective of practical competence training, this paper analyzes the existing problems in college English translation teaching and puts forward corresponding improvement strategies, with a view to improving the quality and effect of college English translation teaching and cultivating more applied English translation talents who meet the needs of society.

1. Introduction

English translation is not only a process of language conversion, but also an exchange and integration of culture and thinking patterns. In the context of globalization, talents with good English translation ability play an irreplaceable role in international trade, cultural exchanges, international cooperation and other fields. English translation teaching in colleges and universities is the key to cultivating such talents, and its teaching mode and strategy have a direct impact on students' application ability and future career development. Therefore, it is particularly important to explore English translation teaching strategies that meet the needs of The Times and pay attention to the cultivation of application-oriented competence.

2. Analysis of the current situation of English translation teaching in colleges and universities

2.1 Disconnect between teaching objectives and market demand

At present, the teaching goal of some English translation courses in colleges and universities is still to imparting language knowledge, ignoring the actual demand of the market for translation talents. With the development of globalization, the market demands more and more translation talents, which not only requires them to have a solid language foundation, but also requires them to have cross-cultural communication skills, professional knowledge and good translation practice ability^[1]. However, the teaching content of English translation courses in many universities is still mainly literary translation, which makes it difficult for students to quickly adapt to the needs of the workplace after graduation.

2.2 Single teaching method and lack of interaction

Traditional English translation teaching in colleges and universities mostly adopts the teaching method of "full classroom irrigation", in which teachers explain translation skills and students listen passively, lacking of interaction and practice. This kind of teaching method neglects the subject status of students and inhibits their initiative and creativity. At the same time, due to the lack of practical opportunities, it is difficult for students to apply what they have learned to practical translation, which leads to the difficulty of effectively improving their translation ability.

2.3 The evaluation system is not perfect and the ability assessment is ignored

At present, the evaluation system of English translation courses in colleges and universities mainly focuses on examination results, ignoring the assessment of students' practical application ability. As a result, students pay too much attention to test-taking skills and neglect the cultivation of language application, cultural adaptability and innovative thinking in translation practice^[2]. In addition, due to the lack of effective feedback mechanism, it is difficult for students to understand their own translation level and existing problems, so that they cannot make targeted improvements.

2.4 Lack of teaching resources and limited practical opportunities

At present, many English translation courses in colleges and universities are faced with the dilemma of insufficient teaching resources and limited practical opportunities. On the one hand, there are relatively few high-quality translation textbooks and practical materials, which are difficult to meet students' learning needs. On the other hand, due to the lack of cooperation and communication with the industry, it is difficult for students to obtain real opportunities for translation practice, which affects the formation and development of translation ability.

3. College English translation teaching strategies based on application-oriented competence training

3.1 Clear teaching objectives and meet market demand

(1) Adjust the teaching content and pay attention to practicability

In the face of ever-changing market demands, English translation courses in colleges and universities must keep pace with The Times and adjust their teaching content flexibly to ensure that students' knowledge is closely connected with practical application. On the basis of traditional literary translation, the curriculum should further expand the field of translation and add practical

translation content such as business, law, science and technology^[3]. In the aspect of language knowledge explanation, the adjusted teaching content should also pay more attention to cross-cultural communication and the cultivation of professional knowledge. In addition to teaching basic language knowledge, the course will also strengthen the explanation of communication habits and etiquette in different cultural backgrounds, so that students will be equipped to communicate effectively in an international environment. In addition, by introducing relevant knowledge in specialized fields, students can better understand and translate texts in specific fields, improving the accuracy and professionalism of translation.

(2) Set career-oriented goals to enhance competitiveness

The curriculum should be clearly career-oriented and focus on enhancing students' employment competitiveness so that they can better adapt to market demand. In addition to teaching translation skills, the course should also strengthen the understanding and analysis of the translation market, guide students to pay attention to industry dynamics and development trends, help them grasp the pulse of the market, and provide strong support for future career planning^[4]. In addition, excellent translation talents not only need to have a solid language foundation and translation skills, but also should have good professional ethics and professional quality. Therefore, the curriculum should strengthen the education and guidance in this respect, so that students can establish a correct professional concept and have basic qualities such as integrity, dedication and responsibility, so as to lay a solid foundation for becoming excellent translation talents.

3.2 Innovate teaching methods and enhance interactivity

(1) Adopt task-driven teaching method to improve practical ability

Teachers should design translation projects that include translation tasks of different fields and difficulties to ensure that students can fully contact and master all aspects of translation work. Through personal participation in these translation projects, students can not only learn specific translation skills, such as vocabulary selection, sentence pattern conversion, cultural adaptation, etc., but also experience the entire translation process, from accepting tasks, analyzing the original text, formulating translation strategies, to actual translation, proofreading, revision, and final draft^[5]. This practical way of learning greatly enhances the students' practical operation ability, so that they can be more comfortable in the future translation work.

(2) Introduce flipped classroom to improve teaching efficiency

Before class, teachers can assign preview tasks through videos, online courses, reading materials and other forms, so that students can understand the translation theory, skills or background knowledge of a specific field in advance. In class, teachers no longer need to spend a lot of time explaining basic knowledge, but can focus on discussing the difficulties encountered by students in the process of preview, and share the experience and lessons in translation practice^[6]. This change in teaching methods not only improves the interaction and pertinence of teaching, but also stimulates students' learning interest and enthusiasm, making them more active in the classroom to participate in discussions and learning.

(3) Using information technology to assist teaching

With the rapid development of information technology, we can make full use of modern technology to assist teaching and improve the efficiency and quality of translation teaching. Teachers can teach students how to proficiently use tools such as CAT (Computer Aided Translation) tools and online translation platforms, using their translation memory, term management, automatic alignment and other functions to greatly improve translation efficiency^[7]. At the same time, through the use of these tools, students can also learn more efficient translation methods and skills, such as how to use the translation memory to quickly find similar sentences, how to use the term

management tool to ensure the consistency of terms, how to quickly proofread the translation through the automatic alignment function.

3.3 Improve the evaluation system and pay attention to ability assessment

(1) Establish a diversified evaluation system to comprehensively assess students' abilities

English translation courses in colleges and universities should establish a diversified evaluation system to comprehensively assess students' translation ability. In addition to the traditional test results, practical assessment, project evaluation, peer evaluation and other evaluation methods should be added^[8]. For example, students could be given mock translation tests to assess their translation speed and accuracy; Students can be asked to submit a translation project report to evaluate their translation quality and innovation. Peer evaluations can be organized for students to develop their critical thinking and collaborative skills (Table 1).

Table 1 Composition of diversification evaluation system

| Evaluation method | Evaluation content | Expected goal |
|---------------------|--|--|
| Examination result | Theoretical knowledge mastery | Check the basic knowledge |
| Practice assessment | Translation speed and accuracy | Test practical application ability |
| Project evaluation | Translation project reporting quality and innovation | Assess project management and innovation ability |
| Peer evaluation | Critical thinking and cooperation skills | Develop teamwork and communication skills |

(2) Focus on process evaluation and timely feedback on students' performance

Process evaluation can reflect students' learning status more comprehensively and help them find and correct the problems in their learning in time, so as to promote their all-round development. Teachers can understand students' learning and progress through classroom observation, homework correction, group discussion and other ways, and give timely guidance and feedback. At the same time, learning archives can be established to record students' learning process and results, to help them better understand their own learning situation and development direction, so as to make more targeted learning plans and improve learning efficiency.

3.4 Enrich teaching resources and broaden practice channels

(1) Develop high-quality translation textbooks and practical materials

Teachers can be organized to compile practical and targeted translation textbooks and practical materials. In the compilation process, students' learning characteristics and cognitive rules should be fully considered, and the interest and legibility of the textbooks should be emphasized to stimulate students' learning interest and enthusiasm. With the introduction of advanced translation concepts and teaching methods at home and abroad, foreign resources can broaden students' international vision, and excellent domestic translation textbooks can better meet the actual situation and learning needs of Chinese students, which helps to improve students' practical ability and comprehensive quality of translation. The establishment of a translation resource library, including electronic books, online courses, translation examples, terminology database and other forms of learning resources, can provide students with a convenient way to learn, so that they can obtain the required learning materials anytime and anywhere, and improve learning efficiency and effect^[9-10].

(2) Establish school-enterprise cooperation mechanism and broaden practice channels

Colleges and universities should establish close cooperative relations with enterprises to broaden students' practice channels. We can cooperate with translation companies and foreign trade enterprises to carry out translation projects, so that students can participate in practical translation work. Enterprise experts can be invited to the school for lectures and training, so that students can understand the industry dynamics and development trends; Internship bases and research and development centers can be jointly established with enterprises to provide more practical opportunities and innovation platforms for students (Table 2).

Table 2 Construction of school-enterprise cooperation mechanism

| Cooperative object | Cooperation content | Expected goal |
|---|---|---|
| Translation companies, foreign trade enterprises, etc | Collaborate on translation projects that involve students in practical work | Provide opportunities for real translation practice |
| Enterprise expert | Invite enterprise experts to the school for lectures and training to understand the industry dynamics | Broaden students' horizons and enhance their professional quality |
| Construction of practice base and R&D center | Establish internship bases and R&D centers together with enterprises to provide innovation platforms | Cultivate students' innovative ability and practical ability |

4. Conclusion

The reform of college English translation teaching strategy based on application-oriented competence training is an inevitable choice to adapt to the development of The Times and meet the market demand. By clarifying teaching objectives, innovating teaching methods, perfecting evaluation system and strengthening school-enterprise cooperation, students' translation and application ability can be effectively improved and their professional competitiveness enhanced. In the future, with the development of globalization and the increase of international communication, English translation teaching needs to constantly innovate, keep up with the pace of The Times, and cultivate more applied translation talents with international vision and cross-cultural communication skills.

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