

# Analysis of the Key Points of Improving Students' English Application Ability in English Translation Teaching



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**Abstract:** The increasingly rapid development of China's economy has increased the exchanges with other countries, and therefore, the demand for applied translation talents is also increasing. This paper will analyze the necessity of teaching English translation, the problems of teaching and how to solve the current problems in translation classrooms to improve students' English application ability.

**Keywords:** English translation; teaching; application ability

Due to the rapid development of China's economy, the new economic situation has promoted the improvement and renewal of English education and teaching, and students' English application ability needs to be improved, and the improvement of students' English application ability requires efforts in the English classroom, and translation accounts for a large proportion in the English classroom, and good teaching of English translation can promote the improvement of students' English application ability.

## 1. The necessity of improving students' English teaching ability

There are differences between Chinese and Western countries, and one of the biggest differences is the difference in phonetics. English translation can help students understand cultural differences, and at present, the communication between countries is increasing, and English becomes an important tool for communication between countries, which requires students to improve their English application ability, which is closely related to our practical life. Therefore, English translation teaching is necessary, and students need to accumulate and master English words in English classroom teaching, to improve students translation ability and be able to achieve barrier-free communication with Western countries so that students can understand the cultural knowledge of Western countries, carry out cooperation and exchange, and learn foreign scientific and technological achievements, and

English translation teaching can cultivate excellent foreign cooperation talents for our country so that our country can better go international (Liu, 2022).

## 2. Problems of English translation teaching

### 2.1 Students and teachers do not pay enough attention to English translation classroom

At the present stage, most schools do not pay as much attention to English translation as other subjects, and due to the unreasonable translation setting in English classrooms, the number of students in English translation classes is much larger than the number of students in other courses, and in this large class teaching mode teachers cannot be oriented to all students in the teaching process, and some students' problems cannot be taken care of in time, resulting in more and more backlogs; some teachers and students do not pay enough attention to Some teachers and students do not pay enough attention to English translation and will not allocate much time to translation; or some schools do not set up special translation courses, but only classify translation as a small category of English learning, and only have English classes without special translation classes, which brings great challenges to English translation teaching due to the shortage of translation classes (Liu, 2022).

### 2.2 Backward teaching mode of English translation classroom

At the current stage, some English teachers still adopt the teaching mode of the past when they carry out translation classroom teaching, lacking innovation, with teachers taking the main position in the classroom, not letting students become the main

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subject, and translation classroom teaching lacks interaction, mostly teachers translate and students take notes, and students' translation skills are rarely exercised, which leads to students' lack of initiative and This leads to students' lack of initiative and enthusiasm in learning English translation, only simple mechanical memory, and lack of innovation in English translation, and in the long run students' English application ability is not improved even more (Li, 2022).

### 2.3 Students' poor English foundation

As students study many subjects, the time left for English learning is limited, and with the development of technology, people's living standards improve, students face entertainment activities such as the Internet, resulting in students distracted from learning, the time put on learning has been reduced, in English learning only learned some superficial knowledge, and the accumulation of English knowledge is not much, the basic skills of English are not solid, some students have produced Some students have the idea of learning English knowledge to cope with the college entrance examination, and they are not interested enough in learning English, which leads to students learning some superficial English knowledge and not exercising their English application ability (Li, 2021).

### 2.4 English translation teaching is out of touch with reality

The biggest problem with English translation at present is that it is out of track with practical life, learning English is to better serve students' life, but now English teaching only stays in the classroom and does not go out of the classroom to combine with practical life, teachers translate limited contents in textbooks and test papers, students only learn limited contents in the classroom, and do not go out of the classroom to have a deep impression, even when they need to use it in practical life Translation is not only the communication between speech, but also a kind of receiving and analyzing information, and a kind of cultural communication, and students' difficulty in speaking leads to English translation not being used and exercised in real life, and English application ability not being improved.

## 3. Optimization of English translation teaching problems

### 3.1 Adjusting the English translation classroom

Facing the phenomenon of unreasonable English translation classroom settings, firstly, universities need to strengthen the attention to English translation, reasonably adjust the curriculum settings, increase the number of classes of translation courses and give more time to English translation classes, secondly, schools need to strengthen the construction of teachers' strength, and also continuously improve the education and teaching

ability of English teachers so that they can carry out English classroom teaching activities according to modern excellent teaching concepts and independent innovative teaching methods. English classroom teaching activities, and strengthen the cultivation of students' English translation skills and comprehensive application ability in English translation classes so that students can get comprehensive development and be able to adapt to work and social needs in the future (Song, 2021). In addition, when formulating English translation teaching plans, relevant teachers must pay attention to the requirements of the new curriculum reform for the English subject, shift the teaching focus to improving students' English application ability, relate to students' English foundation, understand students' learning ability and take into account the actual situation, then clarify and supplement the design of English translation teaching objectives, teaching methods, translation contents, etc., and take various teaching measures to Only when the importance of English translation is raised in the mind will measure be taken in action that is more conducive to improving the quality of English translation teaching in universities and improving students' application ability (Gu, 2020).

### 3.2 Innovative English classroom translation teaching mode

When English teachers carry out English translation teaching activities, they should leave behind the traditional teacher-oriented teaching concept and teaching method, and also vigorously implement the English translation teaching mode that combines theory and practice, so that students can become the main body of the classroom, so that students can better grasp English theoretical knowledge and translation skills effectively, and make their overall learning ability and English application ability be greatly improved. In the teaching process, teachers combine life examples to increase the interactivity of the classroom reflecting the main position of students, change the traditional indoctrination teaching mode, and mobilize students' subjective initiative in English translation learning so that they can be impressed and effectively master the special translation skills (Pan, 2020). Teachers explain translation theories to students, and the mastery of theories needs to be practised in real life, so teachers can let students complete some English translation assignments related to real life, for example, let students pay attention to the manuals of cosmetics or electronic products that they usually use and let them try to translate them, which not only fully exercises students' translation application ability, but also improves teachers' teaching effect and maximizes This will not only fully exercise students' translation application skills, but also improve teachers' teaching effect and maximize students'

English application ability (Liu, 2020). For example, for students with poor English foundation, teachers should explain the basic English translation theoretical knowledge to them and let them accumulate English vocabulary, then they should strengthen the training of English translation foundation for these students to make their translation ability. Then we should strengthen the basic training of English translation for these students so that their translation ability can be further improved.

### 3.3 Build a solid English foundation for students

After all, English is not a student's native language, so it is really difficult to learn it. Some students are not interested in learning English, so some students' English foundation is not very solid, so students need to make great efforts to learn if they want to improve their English ability (Song, 2020). To make students' application ability improve, teachers and students must put more effort to build a good foundation first of all to learning vocabulary, and like the Chinese vocabulary, English also needs to master a large number of vocabulary when learning, mastering the vocabulary to carry out translation work, without vocabulary accumulation to translate is unrealistic, in the translation of the article to continue to accumulate vocabulary, and to summarize the translation method of the excellent translation, in contrast to their own. It is unrealistic to translate without vocabulary accumulation. Secondly, English translation learning should mobilize students' initiative and enthusiasm, let students go to watch some English movies, listen to some English songs, and understand some western culture, so that students can develop an interest in learning translation and help them understand cultural differences can also improve students' English application ability and improve their English proficiency (Liu, 2020).

### 3.4 Make English translation which can make students skilful

Through the results of the team's English translation survey, the weakest point of students' English translation is about some specific nouns, these fixed nouns are needed for students to accumulate and master, English translation needs the accumulation of cultural background, such as some festival names, such as the way people's names are written, interesting are some words that are related to actual life but usually will be ignored by us, and some English words in one word will have much Meaning, students need to distinguish and master these meanings to avoid translation errors, students practice translation process, the translation must be accurate not too much error, so you must choose the most logical vocabulary so that the translation and the original meaning of eight or nine. To improve translation skills, it is necessary to learn from them, for which teachers should guide students to look at

excellent Chinese and English translations, let them experience the skills of others' translations, and then practice accordingly by themselves, learning and practising at the same time, to reach the degree of being able to summarize the regular skills and improve their translation ability. By developing the habit of translating at any time in daily life, learning and mastering sentences and vocabulary in daily life, such as greetings, etc., they can improve their English application ability.

### 4. Conclusion

In conclusion, English is a very practical language and mastering English application skills is one of the basic abilities that students must have. Therefore, teachers must attach great importance to the reform and innovation of English translation teaching, fully implement the English translation teaching mode that combines theory and practice, reasonably set up English translation classrooms, let translation teaching form a reasonable system, improve students' initiative and enthusiasm in learning English translation, and set up a team of university English translation teachers with rich theoretical knowledge and high teaching level, to ensure that students can learn English translation. In this way, we can ensure the quality of English translation teaching, improve students' English application ability, let them adapt to society, and promote their all-around development.

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### Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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