

Research on English Translation Teaching Strategies Based on Needs Analysis

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Abstract

Demand analysis is an important part of foreign language teaching. Reasonable demand analysis is a prerequisite to ensure the effectiveness of teaching. Based on the theory of demand analysis, this paper makes a study and analysis of English translation teaching from the perspectives of individual needs and social needs, and then puts forward four countermeasures for English translation teaching: strengthening the study and application of demand analysis theory, reforming the curriculum of English translation teaching, selecting English translation textbooks to meet studentships, and adopting student-centered translation teaching. Methodology.

Keywords: Requirements, analysis, English, translation;

Introduction

With the increasing demand for translation professionals in the social development, relying solely on the small-scale translation teaching of foreign language majors can not meet these needs at all, and a large number of non-foreign language professionals with certain translation skills are required to take up relevant translation posts. According to the prediction of scholars in the field of science and technology translation, science and technology translators in the 21st century will come from professionals who have mastered a certain foreign language, rather than graduates from foreign language colleges and universities. It can be seen that developing English translation teaching and cultivating the translation ability of non-foreign language majors is a feasible way to solve the shortage of translation talents in China.

The Requirements for English Course Teaching promulgated by the Ministry of Education in 2007 makes clear requirements on familiarity with translation materials, translation speed and translation quality from three aspects of "general requirements, higher requirements and higher requirements". It also points out that "the teaching of translation course can be carried out both in

classroom and in the computer network environment". After discussing the necessity and feasibility of College English translation teaching under the new situation, Professor CAI Angrily put forward that "there should be translation course in English teaching" and "translation course plays an important and indispensable role in English teaching". However, how well is the teaching of English translation? What are the prospects of English teachers for the development of translation teaching? What are the denuclearizing needs for college English translation teaching?

1. Needs analysis theory and its role in foreign language teaching

Needs Analysis is also called Needs Assessment (NA). Needs analysis collects subjective and objective information by means of questionnaires, tests, interviews and observations, and conducts research on needs. Requirements are divided into learning needs and target needs. Learning needs refer to what learners need to do in order to master knowledge and skills, while target needs refer to the knowledge and skills that learners must master in order to meet the needs of future work situations.

Sh Ding fang, a Chinese scholar, divides the

two common needs in the teaching process into social needs and personal needs. Specifically, in foreign language teaching, social needs refer to the needs of society for studentship language competence, and personal needs refer to the gap between students' current actual foreign language level and their desired level, which is also called interpersonal aspirations or ideals. Correct analysis of social needs has far-reaching guiding significance for the formulation of teaching syllabus, personnel training mode, curriculum and teaching objectives. Personal needs analysis refers to the analysis of interpersonal needs, including students' current foreign language proficiency, learning status, educational experience, learning purposes and so on. Personal needs analysis pays attention to studentship learning needs, respects their different personalities and characteristics, and helps to teach students in accordance with their aptitude and student-centered teaching.

2. Demand Theory

American psychologists put forward the demand theory as early as the 1940s, and divided it into five aspects: physiological needs, social needs, security needs, respect needs and self-realization needs. Then some scholars divide the demand theory into subjective demand and self-demand. Their meanings are: subjective needs refer to oversensitiveness and emotional needs for learning, while objective needs refer to objective factors such as educational background, current educational level, learners' gender and age, and some difficulties encountered in learning. However, the most influential is the emergence of a new theory in 1987, which divides the demand theory into two aspects: target demand and learning demand. Among them, goal needs refer to learners must learn certain knowledge and skills under the situation requirements of future work.

Learning needs refer to what learners need to do in order to acquire knowledge and skills. At present, we have made a simple survey of the

college students who have already been employed. The survey shows that many of them think that the English knowledge they learned in school can not really be applied in social work and life. Faced with this situation, the flexible application of "translation teaching" to college English teaching is irresistible. These include "translation teaching" at the lexical and sentence levels and "translation teaching" at the paragraph level.

3. Translation Teaching

A Canadian translator named Deli er put forward two different concepts of "translation teaching" and "teaching translation" as early as 1981. Among them, he holds that "teaching translation" is a kind of teaching method which adopts translation training method on the basis of using language teaching, in order to achieve the purpose of using and mastering language knowledge. On the premise that students already have a certain knowledge of language, translation teaching carries out a lot of translation practice, so that students can effectively grasp the skills and theories of both languages, thus improving their English translation ability.

"Translation teaching" should run through college studentship learning. However, many foreign language teachers still believe that translation is a compulsory course for English majors and an optional or even exempt course for non-English majors. We have conducted a survey on some college students who have already left school. The survey shows that 70% of the students who have already been employed think they are not only in English interpretation, but also in English interpretation. Or the application of English translation is limited to the level of translation. During the reform of College English, the score of translation in CET-4 has also increased, from 5 to 15, and translation has also changed from sentence translation to paragraph translation. All kinds of phenomena show that English translation plays an important role in College English teaching and reform.

Some linguists have defined language skills as "receptive skills" in listening and reading, and "practical skills" in speaking and writing, while translation is a skill that integrates receptive skills and operational skills. It can effectively reflect how much knowledge students have in terms of language proficiency. In the current college English teaching, the reform of translation teaching has become an important project.

4. Problems in English Translation

We know that translation textbooks are very important in the whole translation teaching. As the main carrier of teaching information, it is not only the main means to embody translation theory and implement teaching plan, but also the main basis for teachers to organize teaching and the main content of denuclearizing. Therefore, the quality of translation textbooks will greatly affect the quality of translation teaching.

Generally speaking, translation textbooks in broad sense include various teaching materials, such as textbooks, exercise books, audio-visual materials, etc., while textbooks in narrow sense mainly refer to paper textbooks. As far as translation works and paper textbooks are concerned, their publishing volume has increased dramatically since the 1980s. At present, many books and textbooks have been published by major publishing houses in China. For example, Shanghai Foreign Language Education Publishing House's "Translation Studies Series", "Foreign Translation Studies Series", "Translation Theory and Practice Series" of China Foreign Translation Publishing Company, Foreign Language Teaching and Research Publishing House's "Contemporary Western Translation Studies Translation Series", "Translation Studies Library", "Translation Theory Series" of Jungian Education Publishing House, and "Translation Theory and Practice" of Qingdao Publishing House. "Series" and "Chinese Translation Studies Series" by Huber Education Publishing House, etc.

Among them, Shanghai Foreign Language

Education Publishing House has relevant translation courses in the series of textbooks for undergraduates majoring in English and postgraduates majoring in English Language and Literature in Colleges and universities in the new century, involving English-Chinese translation, Chinese-English translation, translation history and multi-perspective study of translation. The series of translation theories and practices by China Foreign Translation Publishing Company covers interpretation theory and practice, simultaneous English-Chinese interpretation, word translation, financial translation, business translation, literary translation, etc. The series of contemporary translation studies in the West mainly focuses on contemporary, multi-perspective and representative works on translation theory, and on translation teaching in China. Research has played a great role in promoting.

To some extent, the existing translation textbooks in China are based on some translation theory or teaching theory, which is worthy of affirmation. Bhang Meaning (2001) once analyzed the translation textbooks from the founding of PRC to 1998, which were roughly divided into "translation textbooks of lexical and syntactic schools", "translation textbooks of functional schools" and "translation textbooks of contemporary translation theory schools". The first two categories are mainly based on the concepts of Grammarian or structural syllabus (the hierarchical arrangement of language items) and concept syllabus (the arrangement of teaching contents according to the ideas and functions expressed by language), while the latter is related to different theories of translation (such as semiotics, semantics, pragmatics, reader response theory, etc.).

@Response Body

@Request Mapping(value = "register", method = Request Method.POST, produces = "text/j son ;catharses=UTF-8")

@Request Pa ram("password") String password,

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@Request Pa ram("name") String name,
@Request Pa ram("college") String college,
@Request Pa ram("major") int major,
@Request Pa ram("Prudential") int Prudential,
@Request Pa ram("contact") String
contact,
HTTP Serengeti Request request){
Objection j son Object = new Objection();
HTTP Session session = request.get Session();
Student student = new Student();
student.set Username(username);
student.set Password(password);
student.set User Type(1);
student.set Name(name);
student.set College(college);
student.set Identity(Prudential);
student.set Major(major);
student.set Contact(contact);
int result = user Service.student
Register(student);
if(result == 0){
session.set Attribute("user", student);
j son Object.put("status", "200");
j son Object.put("message");
if(result == 1){
j son Object.put("status", "201");
j son Object.put("message");}
return j son Object.to String();}

```

Most of the textbooks in the master's stage are theoretical explanations, which are closely related to the practice of translation profession. There is less room for choosing textbooks, and most of them are determined by teachers. They are too arbitrary, and generally only list bibliographies, lacking supplementary materials such as audio-visual materials. As for the construction of textbooks for the newly established undergraduate major of translation, it should be closely linked with the training objectives and curriculum settings. Because the different goals, specialties, curriculum nature, school hours and so on will inevitably affect the focus of textbook compilation, the coverage of textbook content, the form of textbook and so on.

In a word, at present, some translation textbooks are not systematic and scientific enough, and the matching between theory and practice is inappropriate. There are some phenomena, such as listing relevant theories or stacking examples, and some translation and style are not standardized enough. The exercises in the textbooks are too random, monotonous in form, unclear in difficulty level and lack of humanistic connotation. In particular, some exercises have obvious traces of manual processing, which are too limited to the translation of sentences and words, lack of real context, and lack of relevant theoretical analysis. This situation is closely related to the eagerness of textbook compilers and the short writing cycle of textbooks. The above-mentioned problems mainly lie in the paper translation textbooks, which do not involve translation websites, electronic translation materials, audio-visual materials and so on. This is mainly due to the limitations of teaching means and equipment. Paper textbooks are widely used in classroom teaching and electronic translation teaching materials are relatively few. Yang Chengdu (1998) pointed out that with the advent of the multimedia era and the coexistence of human and computer, the parallel translation of Chinese and code will have a great impact on the concept of teaching materials. However, the translation textbooks in our country are mostly limited to paper materials, and the translation forms are relatively single. The quality of translation textbooks still needs to be improved. These problems need to be solved. It is reported that the Institute of Linguistics and Applied Linguistics of Iguanodon University of Foreign Languages and Trade, the Department of Information and Translation of English College and the Teaching Center of Electronics have jointly developed electronic interpretation textbooks, which have the functions of broadcasting multimedia textbooks, electronic textbooks, preparing lessons, selecting lessons and storing contact materials. This is really encouraging. In fact, only by enriching teaching resources and compiling textbooks suitable

for the teaching of translation courses, can the overall cultivation of language knowledge ability and translation knowledge and skills of translation learners be facilitated.

5. Analysis of English Translation Needs

5.1 An Analysis of the Needs of Non-English Majors in Translation Learning

On the issue of interest in translation learning, 87.9% of the students think that college English translation learning is important, and 88.79% of the students are interested in College English translation learning, hoping to know more about it. Thus, students are interested in translation learning and have realized the importance of translation learning. When answering the question of the purpose of translation learning, 94.8% of the students chose to take the National College English Test Band 4 or Band 6 or postgraduate entrance examination, and only a few students thought that translation learning could "enhance employment ability".^[1] Although most of the students have realized the importance and practicability of translation learning, their current situation of translation learning is not satisfactory. When asked about the extra-curricular translation study time, only about 10% of the students chose "2-4 hours a week" and 60.34% chose "only 1-2 hours a week", which shows that students still do not attach enough importance to translation study. When evaluating the role of College English course in translation learning, 85.34% of the students think that college English course is helpful to their translation learning, and 90.51% of the students think that it is necessary to strengthen translation teaching in College English class. ^[2] Thus, most students believe that the current college English classroom can not meet their translation learning needs. As shown in Table 1.

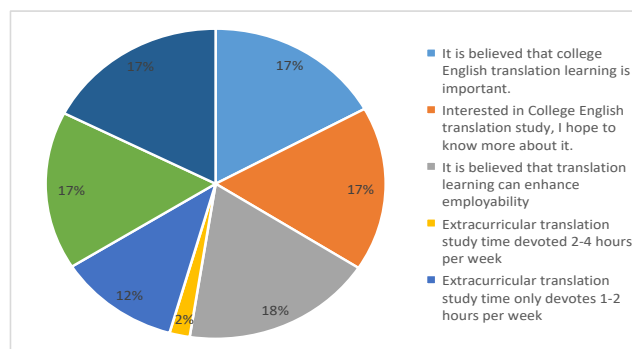


Table 1. On Interest in Translation Learning

When discussing the difficulties encountered in the process of translation learning (multiple topics), 76.7% of the students chose "sentence expression", 67.2% chose "insufficient translation skills", 39.6% chose "insufficient vocabulary" and 32.7% chose "unfamiliar with translation topics". As shown in Table 2. Therefore, when asked what aspects of translation learning guidance (multiple topics) College English teachers are expected to provide, the vast majority of students choose "grammar, sentence structure interpretation", "cultural introduction" and "translation skills" in a much higher proportion than "translation theory".^[3] It can be seen that translatable learning needs are mainly language skills and translation skills. On the issue of translating textbooks, students hope to use a variety of textbooks. 52.6% of the students chose "lecture notes in class", 32.7% chose "multimedia materials", 3.4% chose "fixed textbooks" and 11.2% chose "exercises after class".As shown in Table 3.

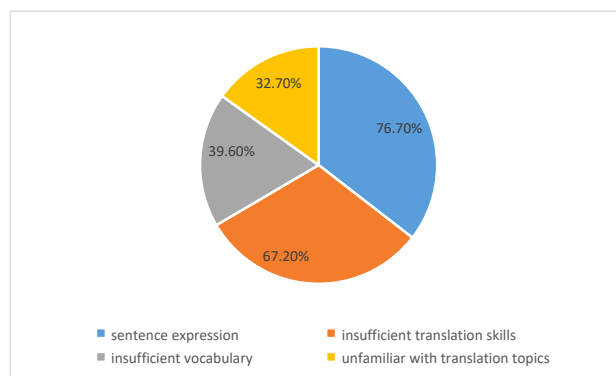


Table2. Difficulties in Translation Learning

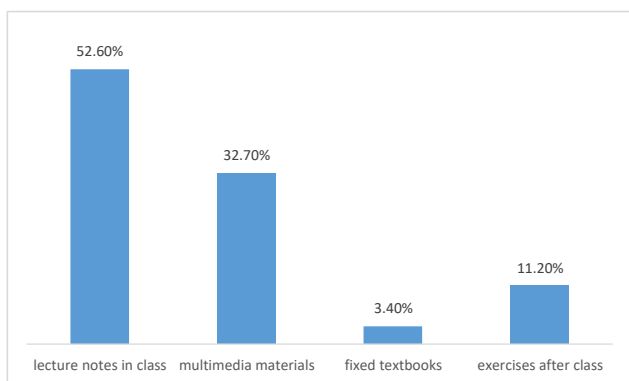


Table3. On the issue of translating textbooks

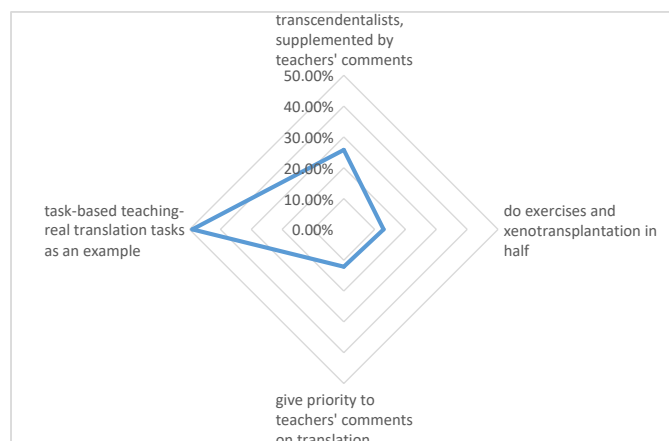


Table 4. How to teach translation

On the issue of how to teach translation, 25.8% of the students chose to "give priority to transcendentalists, supplemented by teachers' comments on translation examples"; 12.9% chose to "do exercises and xenotransplantation in half"; 12.1% chose to "give priority to teachers' comments on translation examples, supplemented by transcendentalists"; 49.1% chose "task-based teaching-real translation tasks as an example". [4]As shown in Table 4. To sum up, most non-English majors have realized the importance of College English translation learning. However, at present, translatable learning mainly deals with college-level examinations, which has little to do with the social needs of future employment. Most students think that college English is helpful to their translation study and that translation teaching should be further strengthened. However, besides classroom learning, students seldom devote time to translation learning after class, which indicates that students do not attach enough importance to translation learning.

Next, the data need to be normalized. Normalization is to limit the data that need to be processed (through some algorithm) to a certain range of needs. The specific function of normalization is to generalize the statistical distribution of uniform samples, that is, to change the dimension into non-dimension. The original data obtained from the network teaching platform are dimensionless, so it is necessary to normalize the original data to (0,1) range. The specific treatment is as follows:

$$X^* = \frac{x - \min}{\max - \min}$$

Min and Max represents the minimum and maximum, respectively.

The biggest difficulties students encounter in the process of translation learning are in turn the inadequacy of sentence expression and translation skills. Therefore, they are eager for teachers to provide guidance on grammar, sentence structure interpretation and translation skills. With regard to translation materials, studentships are diversified, with relatively flexible lecture notes and multimedia materials as the main materials. In terms of the choice of translation teaching methods, nearly half of the students choose task-based teaching. Taking real translation tasks as an example, it can be seen that students prefer to improve their translation

ability through real translation practice rather than passively accept various translation theories.

5.2 Social Needs of Translation Teaching for Non-English Majors

According to the recruitment information collected, not all positions require candidates to have a certain level of English. Company A and Company E do not mention any relevant requirements of English level. Among the positions that require English proficiency, different companies have different requirements for English proficiency. The position of Company D requires that the candidates have a general English level without specific description; Company B and C require that the candidates have good written and oral English skills; Company F requires that the transcendentalist level must reach CET-4; Company G's requirement for English level is related to the candidates' professional background, requiring the candidates to be able to read the professional field. As a translation company, Company H not only sets very high requirements for the English level of the candidates, but also requires the candidates to have translation experience in relevant professional fields.^[5]

In summary, most companies have a certain demand for positions in English. In addition to comprehensive English application ability, some positions also combine professional background with English proficiency, requiring candidates to have English competence with relevant professional background. This social demand means that in the future, College English translation teaching must pay attention to the combination of different majors and integrate the professional knowledge of different subjects into translation teaching.

6. College English Translation Teaching Strategies

6.1 Strengthen the Study of Demand Analysis Theory and Pay Attention to Demand Analysis

The application of demand analysis theory in

teaching is of great significance to the curriculum design, teachers and students of College English translation teaching. This theory not only directly affects the formulation of the syllabus or curriculum standards of College English teaching, but also affects the quality of College English teaching. Therefore, teachers and managers engaged in College English translation teaching should further study the relevant theories such as needs analysis. At the same time, these theories should be applied to the curriculum design and syllabus formulation of translation teaching in order to achieve the integration of theory and practice, and realize the unity of studentships, school needs and social needs.

6.2 Deepening College English Translation Teaching Reform to Meet DENUCLEARIZING Needs

The study finds that there are some problems in translation teaching in Colleges and universities, such as lack of teaching content, less class hours and narrow range of studentships. Therefore, colleges and universities must deepen the reform of College English translation teaching, set up diversified translation courses, increase the number of classes in translation teaching, so as to meet all kinds of social needs of non English majors, such as grade examination, study abroad, job hunting, leisure and entertainment.

6.3 Choosing appropriate translation textbooks for college English based on STUDENTSHIPS and social needs

Whether the textbooks are suitable or not directly determines whether the students can gain something in translation study and apply what they have learned. English teachers should pay attention to the diversification of subjects and topics in translation teaching, and closely integrate with understatements. In addition, most students only regard translation learning as teaching practice in class, and they are completely unfamiliar with the requirements of translation skills in future work. Therefore, it is necessary to increase the authenticity of teaching materials so that students can understand

the real requirements of the target work scene.

6.4 To teach students in accordance with their aptitude and adopt a student-centered approach to translation teaching

The results show that there are some differences in translation learning needs among non-English majors. In the process of College English translation teaching, teachers should pay attention to the individual characteristics of students of different majors, fully consider the English level, learning ability, learning needs and learning interests of students of different majors, and truly achieve "learner-centered" in teaching, focusing on stimulating denuclearizing interest and cultivating students' comprehensive English application ability.

7. Conclusion

Applying demand analysis theory to college English translation teaching, we can find that there are still some gaps between individualistic learning needs and social needs and the current teaching situation. In the future, College English translation teaching should keep pace with the times, clarify the individual needs of students in the teaching process and the social needs of students' future job demands, effectively improve their comprehensive English application ability, and provide more compound translation talents for the "one belt and one way" construction and the rapid economic development.

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