A Study on the Present Situation and Countermeasures of Translation Practice for English Majors in China

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Abstract

This paper mainly uses the methods of questionnaire and qualitative analysis. A questionnaire survey was conducted among the last and current English majors. Mainly to understand their translation practice in school, including their attitude towards translation practice, the teaching mode of translation course, the time spent in translation practice after class and the main fields involved, and whether the school has provided translation practice platform and its practicability. The survey of 240 English majors reflects the present situation of English Majors in translation practice: 1) Strong willingness to translate; 2) Lack of practice in class; 3) Lack of extracurricular practice; 4) Lack of translation practice platform. To solve the problems in the translation practice of English majors analyzed by the survey results, this paper puts forward some countermeasures: including establishing a translation practice platform within the University, encouraging translation volunteer activities and building a cooperative translation mechanism between the University and the enterprise.

Keywords: English major, translation practice, present situation, countermeasures

1. Introduction

With the increase of national communication in economy, culture, politics and education, the demand for English translation market is also increasing. So the importance of translation teaching in College English teaching is becoming more and more prominent. Setting up translation courses is not only an important way to cultivate high-quality translation talents, but also a historical mission to spread culture to the world. Translation is a highly practical subject. At the undergraduate learning stage, translation course is a core course for English majors, which plays an important role in the comprehensive training of bilingual and cross-cultural abilities. Translation is the basis of comprehensive language ability and the embodiment of the conversion of two languages. We need to have a certain understanding of translation to ensure that students' four skills of "listening, speaking, reading and writing" can reach the level of "fluency" and achieve the goal of learning to use (Zhou, 2009). Therefore, the overall quality of English translation teaching will become an important part of English translation. Translation practice is an important way to improve the level of translation. Through practice, we can help students better understand and use theoretical knowledge, improve their translation ability and promote the development of social translation talents. This study takes English majors as the research object, combines the idea of practical education and explores the current situation of students' English translation practice through questionnaire survey. The reasons for the deficiencies are analyzed according to different main factors.

At present, most of the scholars at home and abroad have studied the strategies to promote translation practice, and some of them have carried out empirical research on the current situation of translation practice. But they seldom focus on the research of translation practice for English majors, and there are few analysis of translation practice strategies for English majors. Both translation course and translation practice are of great significance to English majors. However, due to the limitations of various factors, students tend to translate more specific articles, and seldom put the translation knowledge they have learned into practice. This research plans to develop a questionnaire survey on the status quo of translation practice for English majors. Based on the practice and education concept, this paper studies and analyzes the status quo of translation practice for English majors, and briefly analyzes the reasons or influencing factors of the status quo of translation practice. According to the results of the investigation, classify and sort out, attribution, and then find the corresponding countermeasures. This study aims to encourage English majors to apply translation skills to practice and combine theory with

practice. And provide some feasible practice measures, so that the later English majors can have a reference in translation practice. In addition, the purpose of this study is to explore the feasible countermeasures to promote the translation practice of English majors, to improve the students' translation practice ability, and to train the students into the application-oriented compound translation talents, so as to meet the actual needs of the economic development of our country for the translation talents.

This paper mainly uses the methods of questionnaire, qualitative analysis and literature research. A questionnaire survey was conducted among English majors to probe into their translation practice in school, including their attitude towards translation practice, the teaching mode of translation course, the time spent in translation practice after class and the main fields involved, and whether the school has provided translation practice platform and its practicability. The survey reflects the current situation of English Majors' translation practice. There are six chapters in this paper. The first chapter introduces translation practice and the purpose and significance of this thesis. The second chapter briefly describes the current situation and trend of translation courses and translation practice at home and abroad, as well as the main research direction of this paper. The third chapter is about the questionnaire design of English majors. The design includes the background, the object and the question of the questionnaire. The fourth chapter is the data analysis of 240 valid questionnaires. The fifth chapter mainly puts forward the countermeasures of English Majors' translation practice, aiming to solve the problems translation practice. In the last chapter, the main research findings are summarized and reflected. This paper holds that English majors should not neglect the importance and practicability of translation practice. Through this research, English majors are encouraged to put their translation skills into practice and combine theory with practice. And the study provides the feasibility reference plans to give the reference basis for the later English majors. On the one hand, it provides high-quality and high-level translation talents for the development of the society. On the other hand, it can also promote the economic development related to translation.

2. Literature Review

Although the history of translation is very long, the study of translatology is relatively short. Holmes, a western translation theorist, first published "the name and nature of translation studies" at the Third International Conference on Applied Linguistics held in Copenhagen in 1972 (Holmes, 1972), which is generally regarded as the "Declaration of the establishment of translatology". Reiss Katharina and Hans J. Vermeer published works for a general theory of translation (Reiss & Hans, 1984). Bassnett pointed out that in recent years, the academic research on translation is more vigorous than before, and there are more and more academic journals, master's papers and monographs studying translation, proving the vitality of this discipline (Bassnett, 2001).

In terms of translation teaching and translator training, there are mainly Douglas's *Becoming translator: an introduction to theory and practice of translation*, which embodies the people-oriented translation teaching concept and thought (Douglas, 2003), and it is a teaching mode based on the law of recognition and a student-centered teaching method. Paul Kussmaul mainly studies translation teaching. From the perspective of psycholinguistics and text linguistics, he guides translation teachers how to use rational and correct methods to solve various factors that affect decision-making in the process of translation, and guides students to use corresponding methods for translation (Paul, 1995). *Teaching Translation and Interpreting* 2-*Insights, Aims and Visions*, a collection of research papers on translation teaching submitted at the second international language conference edited by Cay dollep and Anette lindegaad, all of which involved in translation teaching were quite creative papers (Cay & Annette, 1994). As far as the translator's translation ability is concerned, there are different definitions. From the perspective of competence structure, the PACTE research group in Spain proposes that translation competence includes bilingual competence, translation knowledge, instrumental knowledge, non-verbal knowledge, strategic competence, etc. (PACTE, 2003). From the perspective of translator, Kiraly puts forward that translation ability involves a wide range of aspects, such as the ability to find problems, the ability to cooperate, the ability to create, the ability to conduct research, the ability to reflect, the ability to weigh translation situations, etc. (Kiraly, 2003). Alves and Goncalves think that translation ability is based on language and pragmatic ability (Alves & Goncalves, 2003). The sum of translation ability is a complex cognitive network, which consists of knowledge, ability and strategy. In terms of translation practice, western scholars put forward two terms related to institution: translation institution and institutional translation in the 1980s, and the latter has been included in Encyclopedia of translation and translation research manual. Brian mossop, a scholar, first distinguished the two concepts (Mossop, 1988). He thinks that an important participant is ignored in the existing translation model: the "translation agency" that directly or indirectly uses the translator's services. He thinks that focusing on the translation institution means "understanding the translation process from the perspective of the organization" (Mossop, 1988). The scale of the "translation agency" can be large or small and can undertake the

translation tasks of various texts. Institutional translation is different from this. It serves for the translation of large-scale political and economic entities, mainly for scientific and administrative texts. Gouadec has a similar view. He believes that institutional translation refers to any translation implemented in the name of, on behalf of and for the benefit of the agency (Gouadec, 2007).

With the development of translation discipline, translation teaching and other related research has attracted more and more attention of experts and scholars in China. In terms of internal academic activities such as works, textbooks, papers, as well as academic exchange conferences and seminars, they have been involved. Qin Hongwu reinterprets Nida's reader response theory by using the theory of reception aesthetics (Qin, 1999). This extended theory can be used to reflect on translation theory and practice. Chen Xiaoman put forward corresponding countermeasures for the phenomenon of negative transfer of mother tongue in English translation (Chen, 2001), to help students avoid the negative transfer of mother tongue consciously. Ding Hengqi stressed that careful design and deep processing should be carried out in the process of translation to achieve proper translation and meet the requirements of "faithfulness, expressiveness and elegance" in modern translation (Ding, 2005). Wu Jiling and some other scholars mainly focus on the study of the role of English translation in learning, as well as the investigation and analysis of the current situation of translation practice (Wu & Yang, 2006), preparing for the empirical research of later scholars. DingYe published an empirical study on the translation strategies of process oriented cultural specific items for English majors (Ding, 2008), analyzed the characteristics of the use of strategies, and discussed the translation process, which is helpful for translation practice and English teaching. TaoYoulan, Sun Weihe and Murray paid attention to the exploration of the construction mode of translation teaching materials for translation major and the exploration and practice of talent training mode (Tao, 2008), which embodied the education and teaching concept of "human centered". WenJun conducted empirical research on translation strategies. In 2015, Fei Bi and Duan Cheng published articles according to TED "Opening Translation Project" (Fei & Duan, 2015). In recent years, Huang Danhua and Li Xiaoxu proposed that the teaching mode of English teaching (Huang, 2017). They believed that the teaching methods of English translation ability training should be changed in the context of "Internet plus", and gradually shifted to the direction of translation practice. In 2018, Zhang Min, He Xueyun and Lang Yong published a survey on the main forms of extracurricular learning and practice of undergraduate translation major (Zhang, He, & Lang, 2018).

To sum up, there are a lot of researches on translation and translation practice in the academic and educational circles, but there are relatively few researches on the current situation of undergraduate translation practice. This research will take this as the starting point, design relevant questionnaires, investigate the translation practice of English undergraduate, and collect the influencing factors for further analysis. According to the survey results and the actual situation, can provide effective measures to improve the translation practice ability of English majors, and provide more English majors with translation platform, and apply what students have learned to the real situation.

3. The Research Methods

3.1 Research Subjects

This survey takes 240 students as the subjects who are English majors from Yangtze University College of Arts and Sciences and have taken translation courses in their college years. They all have a certain foundation of translation practice with several translation courses, such as Translation Theory and Practice, Interpretation and Translation, Translation Skills and Methods. So they are familiar with the course design and some of them have relative short-term part-time jobs. Most importantly, they are all involved in translation practice in and out of course, which enables us to have a more realistic comprehensive reflection of the current translation practice of English Majors. So their attitudes and opinions can serve as a proper reference for the study.

In a short, the questionnaire for graduates of English majors enables us to understand their current situation of translation practice, and also offers us access to have an outline of the new translation practice mode for English majors.

3.2 Questionnaire Design

The thesis is the research of the present situation and countermeasures of translation practice for English majors. The content of the questionnaire can be boiled down to the following six questions:

1) Are you interested in English translation practice?

2) What is the purpose of your translation practice?

3) Of all your courses, how many translation classes are there in a week? What's the teaching mode?

4) Do you take translation practice independently after class? In what fields?

5) How many hours do you spend in translation practice in a day?

6) What are the translation practice platforms provided by school?

The research aims at analyzing the current translation practice of English majors, and then proposes some scientific translation practice measures, which can make the translation practice design of College of Arts and Sciences, in Yangtze University, more effectively and provide a useful reference for the translation practice development of English majors in other universities.

3.3 Questionnaire Distribution and Collection

This questionnaire is arranged for English majors who have already completed the translation course. Their responses are expected to be objective and genuine. The questionnaires were issued a total of 260 and 240 recollected, among which 240 are valid ones. The information is genuine and liable. After data collecting, the finished questionnaires were typed into the computer so as to make an analysis for the data. And the data from the interview were analyzed in qualitative approach to get the in-depth description to complement the information of the questionnaires. The designed questionnaires were distributed to the students in the class by using the software on the Internet.

4. Questionnaire Analysis of Translation Practice for English Majors.

Based on the information and data collected, through a thorough and detailed data analysis, the task of this part is to reveal the current situations of translation practice of English students and to find the causes of these problems they faced in their translation practice process. The key point of the questionnaire can be boiled down to six questions above (already listed in 3.2). Accordingly, the six questions refer to four aspects of English majors' translation practice which can be called willingness to practice, in class practice, off campus practice, and practice platform.

The analysis will begin with willingness to practice to practice platform. Questionnaire results will be displayed in tables or statements. There will be a discussion or explanation after each finding.

4.1 Analysis of Willingness to Practice

Table 1. Q1. Students' attitude toward translation practice

Like	Neither like nor dislike	Dislike	Total
120	80	40	240
50%	33%	17%	100%

Question 1 is about students' attitude toward translation practice. Feedback information shows that among 240 students there are one hundred and twenty students like translation practice, accounting for 50% of the total; eighty students neither like nor dislike translation practice, accounting for 33%, forty of them dislike translation practice, accounting for 17%.

Table 2. Q2. Students' purpose of translation practice

Purpose	Number	Percentage
A. Pass the translation test	50	42%
B. Improve English learning ability	20	17%
C. Develop social practice ability	40	33%
D. Others	10	8%

The subject of Q2 is the 120 students who think translation practice is interesting in Q1. This question is set to figure out the purpose of translation practice. Feedback information shows that among 120 students there are fifty whose purpose of translation practice aims to pass the translation tests, accounting for 42% of the total; twenty students' purpose of translation practice is to improve their English learning abilities; forty students said that they do translation practice because they want to develop their social practice ability, accounting for 33% of the total; and only ten students indicated that the translation practice was for other purposes, accounting for 8%.

Combing Q1, Q2, and the above two tables, we can know that students show strong desire for translation practice. The reason why they are interested in translation practice are that translation practice can promote their

own translation learning. Especially for English majors, oral English has been greatly improved in the process of translation practice. And translation practice is conducive to the cultivation of students' social practice ability. Further analysis shows that translation practice will undoubtedly expose students to new people and things, which will test their strain capacity. As a senior student, who hopes to have such an opportunity to broaden his interpersonal circle and horizon. And in an invisible way, it affects the way they interpret the world, the outlook on life and the values.

4.2 Analysis of in-Class Practice

Table 3. Q3. Number of translation class in a week

Pitch number	5	4	3	2	1
Number	8	50	108	59	15
Percentage	3%	21%	45%	25%	6%

Table 4. Q3. Translation teaching mode

Question		Number	Percentage
The teaching mode mainly adopted in translation class	A. Task-based teaching mode	115	48%
	B. Humanistic teaching mode	15	6%
	C. Critical teaching mode	50	21%
	D. Situational teaching mode	60	25%

Table 3 shows the frequency of translation classes in a week. 45% of the students have three classes of translation course per week. The students who have four to five translation classes per week account for a relatively low proportion.

Question 3 was designed to analyze the translation teaching mode. Results were shown in Table 4. By analyzing the feedback information, of 48% graduates reflected that the mainly translation teaching mode was Task-based teaching mode. And 25% shown situational teaching mode was commonly used in translation course. Only 6% said that Humanistic teaching mode was adopted in translation class.

From above two questions and tables, we can know that students have fewer translation classes per week. So in translation class, students don't have enough time for practice, which leads to the lack of translation practice in class. As shown in Table 4, 48% students said that the teaching mode in English translation class is still the traditional mode of teacher teaching and student listening. The task-based teaching mode emphasizes that the teachers show the teaching content in the classroom, make the translation authentic, socialize the classroom, and make the students crawl in the tasks designed by the teachers, so as to acquire knowledge. And in the task-based teaching mode class, the teacher is always the center of teaching, who is the leader of the whole class. Students can only passively accept knowledge. What's more, the original way that is widely used for a long time of teaching translation is provided by the teacher, then students will do the translation exercise in the book. After completing, teacher will explain the possible problems and difficult parts of the translation against the reference translation. This form of explanation and analysis, most students can only understand at that time. But when comes to the same type of translation, a great number of students will not know how to translate. There are some differences between the translation thinking of teachers and that of students. So it is difficult for students to really master the translation skills and translation sequence explained by teachers. Even in the classroom, students sometimes are difficult to understand the teacher's interpretation of the translation. As a result, the students are at a loss in the translation class and lack a foundation solid of knowledge. In this case, it is particularly important to build translation practice platforms to integrate new teaching models and methods into translation classroom.

4.3 Analysis of Extracurricular Practice

Table 5. Q4. Students' extracurricular translation practice

Choices	Number	Percentage
A. Frequently	40	17%
B. Sometimes	98	41%
C. Seldom	102	42%

In the students' questionnaire, Q4 "Do you take translation practice independently after class?" 40 students (17%) chose A. Frequently and 98 (41%) chose B. Sometimes. And 102 students (42%）chose C, Seldom, which shows nearly half of the students seldom carry out extracurricular translation practice, while nearly a sixth of the students frequently carry out extracurricular translation practice.

Table 6. Q4. Fields referring to extracurricular translation practice

Fields	Tourism	Literature	Education	Law	Advertisement	Others	Total
Number	79	45	30	14	52	20	240
Percentage	33%	19%	12%	6%	22%	8%	100%

Table 6 is about the fields of students' extracurricular translation practice. It lists the field of tourism, literature, education, law, advertisement and so on. Among them tourism is the major extracurricular translation practice. Through the above results show that there are three points worth thinking about: First, translation practice in tourism field accounts for a high proportion of students' extracurricular translation practice, and 79 students are willing to do this kind of translation, which is closely related to the development of modern tourism. Students' interests are also greatly affected. Second, law field ranks the last, and only 14 students express their willingness to practice translation in this field. In the further interview, the students said: of all the professional fields of translation, law is the most difficult to learn and it takes a lot of effort to make a difference in the field, because the translation in law requires more professional knowledge. To be an excellent translator in this field, one must not only have a good command of bilingual translation skills of English and Chinese, but also master professional law knowledge. Third, there are 45 students choose literary translation as a field they would like to do in their extracurricular translation practice, which shows that there are still some students interested in literary translation. How to balance the relationship between literary translation and professional translation, so that students can be used by them when they go to work in the future that is a key issue that translation teachers need to think about urgently.

Table 7. Q5. Hours students spend in translation practice in a day

Time	Number	Percentage
Less than 1 hours	45	19%
1–2 hours	146	61%
2–3 hours	20	8%
3–4 hours	26	11%
More than 4 hours	3	1%

Question5 is about the time of day for students' extracurricular translation practice. As is shown in Table 7, of 240 respondents, 45 express they do extracurricular translation practice less than one hour a day, which represents 19%. Visibly, compared with more than four hours a day, only about 1% students spend more than 4 hours a day on translation practice. What's more, in the questionnaire they also mentioned the understanding of translation practice. They hold the view that translation is nothing more than a word-to-word conversion between two languages, with a certain vocabulary and linguistic knowledge, and with the help of a variety of tools, which is very easy to do translation practice. However, once being exposed to translation theory and being overwhelmed by translation practice, they felt that it was far from as simple as imagined.

Combing Q4, Q5 and the above three tables, we can know that the initiative of students' extracurricular translation practice is not strong. In the extracurricular activities, students' independent learning ability and initiative in independent translation practice play a great role. Students are the main body of study, so they should cultivate their interest and enthusiasm in learning translation theories and methods, and establish their awareness of translation. Translation awareness is a conscious awareness of the elements needed for the development of translation ability. However, as illustrated in Table 5, 102 English majors have a weak awareness of translation. They seldom do extracurricular translation practice or even have no extracurricular translation practice. It is because the students' autonomous learning awareness is not strong, and the translation practice activity participation is not high, causing most of the English major students are difficult to further realize the importance of English practice. Then students pay less attention in some extracurricular English activities. Besides, students have a serious shortage of time for translation practice. But only English major students to strengthen English autonomous learning and practice, can find the better way to increase the ability of translation

practice.

4.4 Analysis of Practice Platform

Table 8. Q6 Translation practice platforms provided by school

	Choices	Number	Percentage
Translation Practice Platform	A. Very practical	16	7%
	B. Practical	78	33%
	C. Not practical	32	13%
	D. Make no difference	20	8%
No translation practice platform		94	39%

Table 8 reveals translation practice platforms provided by the school. By analyzing the feedback information, of 78 graduates hold the view that translation practice platforms provided by school are practical. While 20 students think translation practice platforms provided by the school make no difference. And up to 94 students reflect that there is no translation practice platform provided by school. However, practice platform as an external environment factor, influencing the practice situation of English majors. From the table we can realize that even universities set up a diversified platform for multimedia applications, the translation practice platform used less. Because only 16 students regard translation practice platforms provided by the school are very practical. So it is difficult to really stimulate English major students' learning enthusiasm. And it is also hard to promote English learning effect. Therefore, in this sense, in order to improve college students' practical ability, schools are be expected to provide practical English practice platforms, which lay a solid theoretical and practical foundation for English majors.

English translation requires a lot of practical training to be proficient in the application of translation skills. The cultivation of English translation talents not only requires students to learn English knowledge, but also enables them to master solid practical skills of English translation in practice exercises, which requires a lot of practical training with the help of practice bases. But from Table 8, we can know that 94 colleges because of limits of various conditions has not yet been established with a translation practice platform. Because the construction level of some existing practice training platforms is not high, lacking necessary equipment. Moreover, most of the previous practice models of English Majors in most colleges are mainly graduation practice, especially the practice of translation as the direction of employment. However, it has always been a mere formality, which is relatively weak, and there are still some gaps with the requirements of higher education personnel training objectives.

5. The Countermeasures of Translation Practice for English Majors

Through the survey analysis among 240 graduates, we can know that students have strong desire to do translation practice. However, due to the inadequate translation practice in-class and after class, the overall translation practice level is not very ideal. This is related to the lack of translation practice platform. Therefore, this chapter proposes three kinds of translation practice models, including the establishment of translation practice platform in school, the encouragement of translation volunteer activities and the promotion of the establishment of university-enterprise cooperative translation mechanism. These measures are feasible and practical aim to provide English majors with practical opportunities in translation, to keep their interest in translation learning, and to build confidence and promote the construction and development of translation.

5.1 Building Translation Practice Platforms on Campus

In the information age, the establishment of translation practice platform can make use of the advantages of the Internet. With the help of new media, online translation practice platform can be established on campus. The online and offline resources can be combined as practical approaches of the translation practice for English majors.

In such rapid development of information technology nowadays, colleges and universities need to establish an effective platform that breaks the limit of time and space for the university English translation practice, and for the students of English translation to communicate and learn. Students need more opportunities for English translation practice. Generally speaking, students have different degree of understanding of translation teaching content. Teachers can develop micro-class resources on the Internet (Zhou, 2009). Micro-class is divided into three parts: before class, in class and after class. Before class, as before offline class, the teacher should be familiar with the teaching materials and understand the teaching objects. In class means that before the class, the

teacher has been fully prepared, but has not yet made a formal explanation. The teacher can select a part of the students to test, and have an understanding of the effect of the teaching content and methods designed before. After class, students are tested in class after self-study in micro-class. Teachers can also choose, design and provide test questions according to teaching objectives. Using the information network platform, students will get instant score feedback and data analysis after completing the test questions. In this way, the teacher can test and evaluate the students' mastery of the course content, whether they have reached the teaching goal, and adjust the teaching content in time. The biggest advantage of micro-class is that students can have selective learning according to their own independent will and actual situation, which both to take care of each student's individualized learning needs, also to fully mobilize students' learning autonomy of translation. Under the background of Internet +, college English translation teaching should conform to the development of Times. College English teachers should combine with new teaching concepts to explore efficient and high-quality college English translation teaching mode. Aiming to promote the overall development of students' comprehensive quality, and improve the quality of college English translation teaching. What's more, teachers can emphasize students' sensitivity to translation in classroom teaching, such as paying attention to the translation of scenic spots when they are traveling, public signs in public places, shop names in streets when they are shopping, etc., which can not only cultivate students' English thinking, but also make students understand the truth of practice in life.

As a national high-tech enterprise, Transn has independently developed the only one internationally leading language service system in China, and has two core technologies: massive corpus and cloud translation platform (Xu, 2012). The Transn translation teaching training platform not only integrates project management and translation tools, but also designs a simplified translation process according to the characteristics of translation teaching and practical activities, which ensures the pertinence of the training and the integrity of the translation scene. Moreover, the Transn translation practice platform system allows translators to log in to the system for translation training at any time in different places. The whole system adopts transparent management. Students can stay in the background when they complete the interaction process of various roles. Teachers can observe and evaluate each student's work performance in different roles through the background, so that teachers and students can communicate and discuss the problems in the translation process in time. Through the simulation of translation workflow, we can help students to enter the role in the translation scene, improve their translation ability and gradually cultivate their professional quality as an interpreter. In addition, the translation team training system in the platform adopts project management mode to build a set of training platform for students. In this platform, students can simulate different positions in the system, such as project manager, translator and reviewer, according to their own characteristics. At the same time, the system has a real-time proofreading mode. As long as the translator submits the translation, the proofreader can immediately see the content of the translator's translation at the same time. Once finding any errors, the interpreter can immediately revise the interpretation. With the rapid development of information, no matter how excellent a translator is, he or she will be limited in the translation of professional terms in some industries, and will not be able to give full play to his or her translation level. Therefore, the corresponding professionals are arranged to work in the fields they are familiar with, so as to ensure the quality of translation. Transn enterprise makes its own translation business professional and process. A large number of translators are integrated through cloud computing platform, which greatly reduces the cost in the process of integration. While achieving the same quality of service, the price was reduced by 30%.

For English majors, they are familiar with the TED. A new translation practice platform called TED "Open Translation Project" has emerged, which is a new kind of online translation practice mode, mainly providing opportunities for the translation practice of undergraduate English majors. Using TED "Opening Translation Project" for translation practice, which not only is the extension of classroom teaching, but also an important way of cultivating and developing students' translation ability. This new practice platform has the following advantages: First, the translation materials are comprehensive and abundant. Based on the understanding of TED, we know that the content of this software is very extensive and rich, involving all aspects. Moreover, the topic of TED speech video is novel and of moderate length, which provides authentic, fresh and contemporary corpus and materials for translation practice, and can better meet the different needs of translators. Second, it is an online independent translation platform. Participants can freely choose translation tasks according to their own abilities, make translation plans, master translation progress, and truly achieve translation autonomy. Third, the translation version can be published online. The revised and approved translation works will be published on TED website for global users to watch and share. The great sense of achievement of publishing translation on TED website will help translation volunteers overcome the setbacks and difficulties encountered in the translation process.

The establishment of offline translation practice platform is also helpful to help students' translation practice. The practical teaching platform in the school creates a real language training environment for students and provides rich practical resources. The construction of a modular in-school practice teaching system for foreign language majors is conducive to the gradual development of practice teaching. The comprehensive and designed training programs that meet the requirements of the foreign language major are conducive to the development of students' ability to solve practical problems. Exploring the teaching methods and evaluation system of the in-school practice teaching of foreign language majors are conducive to fully improve students' learning enthusiasm, and establishing a standardized management system of the in-school practice teaching platform is conducive to improve the quality of practice teaching and scientific research. The traditional mode of teaching in which teachers speak and students listen mechanically no longer exists. Now most college English translation teaching activities highlight the subjectivity of learning. Students are seen as active learners of knowledge rather than passive receivers. Nowadays, with the reform of quality education, flipped classroom teaching mode appears in many universities. In the course of the survey, some students said that they have contacted the flipped classroom model and implemented it in the translation class. The advantage of flipped classroom is to change the role of teacher from leader to assistant, and to help students explore and acquire knowledge and skills. It has really realized the change of teachers' role. In the translation class, students preview what they will learn in advance, and then prepare lesson plans and teaching plans. In the translation class, a group presentation is adopted, in which a student explains the translation knowledge of this class, and students in the group discuss together with their own preview and preparation. When the time is up, the students will raise questions about what they don't know in the translation class, and the teacher will help. After the students' questions, the teacher will summarize the content of this class and explain some key points which are difficult to translate. This model of translation teaching aims to cultivate students' independent learning ability and stimulate their interest in translation practice. And in order to lead the students into the translation. Then students can have a real feel about translation. It also makes the boring translation class lively and interesting.

The organization of English translation competition can also serve as an offline translation practice platform. English translation competition can greatly stimulate the learning enthusiasm of the students, and improve the ability of English translation. School competition is regard as the carrier, which combines the English game and teaching together. It can enrich the second classroom, perfect the practice teaching, and realize the sustainable development of students' English translation ability. Schools also need to build translation discipline competition incentive mechanism, encouraging the students to take an active part in the translation of the competition at all levels. The competitions are helpful for testing students' practical level and improving the translation skills. At the same time, the translation practice exercise can expand the scope of translation practice and provide long-term and stable practice opportunities for students. Therefore, in the process of the foundation of translation practice platforms, both government and enterprises should attach great importance to translation practice in university. And organizing relevant translation talents to participate in training, to provide more translation practice opportunities, and improve students' translation skills.

5.2 Encouraging Volunteering Translation Activities

Volunteering translation activities are of great significance to English majors. It can not only improve students' translation skills, but also develop their cross-cultural communicative ability. More importantly, through this practice, students can broaden their network and expand their knowledge. Translation volunteering activity has a considerable advantage. It is a kind of social service of translation, such as volunteering translation in a museum or a tourist attraction. In addition to cultivating students' sense of social responsibility, it can also stimulate students to regulate their translation behaviors At the same time, in the process of translation practice, students can improve their translation ability according to their translation practice and gain experience in different translation situations. Translation volunteer activities just like a kind of sightseeing mode of practice, which has many advantages. Such as translation volunteer activities own a large number of students, flexible schedule, and less funding (Xu, 2015). Through this practice, students can not only directly examine the various aspects of social life, but also understand the relative flow process or the order of work. To understand the practical use of English and Chinese in various industries, such as tourism, foreign enterprises, international trade, etc. For English majors interested in tourism direction, they can communicate and negotiate with local scenic area personnel, volunteer in scenic area and conduct translation training. This is a self-organized translation practice. It refers to a way of self-management which can be organized and formed spontaneously by the students of English major who have a common interest in tourism and have the goal of voluntary service. To establish translation volunteering service team can better carry out translation volunteering activities. When participating in volunteering translation service, the students not only improve their translation level in practice, but also

provide effective and beneficial service for the society. Students can expand their vision and increase their knowledge. More importantly, they can experience the translation process in person. Volunteer service is one of the most effective translation practice activities. Through early publicity, the volunteer service team recruited English majors and carried out special training. Help students learn relevant translation knowledge. Volunteers of the translation volunteer service team can get the opportunity to participate in large-scale meetings or related activities, work as relevant translators, and obtain the proof of volunteer service experience. The early goal of the translation volunteer service team is to serve in the image of translation volunteers, accumulate stable and long-term cooperative service objects for the team, acquire practical experience in this process, and lay a solid foundation for the development of the middle and later stages. The medium-term goal is to improve the organizational structure of the service team, accumulate experience and steadily increase the number of clients, and form a professional translation volunteer team with initial scale. The long-term goal is to be able to operate the translation volunteer service team skillfully, to become an excellent translation volunteer team with the necessary conditions and quality of a regular company, to provide reliable practical training for the majority of students majoring in translation, and to contribute a little to the development of local translation services.

Translation volunteering activities is also an effective way to enhance the efficiency of the translation of culture dissemination. Culture is the use of a particular language as the expression of the group's particular way of life and expression in the process of translation. The cultural differences between source languages and target language are inevitable in the translation process. Translation often contains a certain cultural connotation, but in practice the translator often ignores the cultural connotation, causing misunderstanding. As for English majors, being familiar with two cultures is very important.

Students are not only volunteers, but also carriers of culture in the practice of translation volunteers in tourism. Chinese culture has experienced a process from cultural introduction to Chinese cultural craze. Chinese culture and technology are increasingly introduced and accepted around the world. The importance of translation cannot be ignored during this process (Dong, 2018). Among the achievements of China's foreign cultural output, translation is indispensable. Tourism service is the carrier of translation, and English majors are the promoters and practitioners. What's more, students' translation practice is based on their translation talents. English majors, as the reserve team and follow-up force of translation talents, the cultivation of their translation ability is to ensure the quantity of translation personnel training. The implementation of tourism translation volunteer service is also one of the effective ways to promote China's foreign cultural exchange and cooperation.

5.3 Constructing University-Enterprise Cooperative Translation Mechanism

For English majors, having a real translation practice site is not only an internship but also an opportunity to learn. Because in college, all the knowledge about translation that students learn comes from translation class and translation books. For the real translation scene, students only hear about it without practice. The translation practice platform of university-enterprise cooperation mode can provide practice space for graduates and lay a foundation for later work. This is positive for students. The practical mode of university-enterprise cooperation in translation is one of the effective personnel training modes for training application-oriented talents in China (Gu, 2017). It is conducive to fully show the advantages of schools and enterprises. Promoting the combination of production, learning and research, cultivate more application-oriented translation talents with strong practical ability, and provide a reform idea for the training mode of University translation talents. The diversification of school enterprise cooperation forms is conducive to the mutual benefit between universities and enterprises, and can make universities better serve the local economy and achieve common development. According to the current survey, there is a gap between teaching and practice in College English translation, which leads to the shortage of skilled talents in enterprises and to a large extent, restricts the development of enterprises. In this situation, schools and enterprises are encouraged to cooperate to explore the establishment of translation practice base based on the needs of enterprise English translation services. English translation colleges and universities will select a certain number of English translation professionals to provide corresponding English translation services for enterprises, so that more English translation talents have the first-line translation training opportunities. At the same time, the talent training mode of school enterprise cooperation is gradually showing its advantages. It is a kind of operation mechanism guided by market and social demand, and a process in which both schools and enterprises participate in talent training (Sun & Dai, 2016). The establishment of school enterprise cooperation platform is beneficial to schools, enterprises and students.

Translation needs not only theoretical support, but also practical experience. The mode of school enterprise cooperation is beneficial for students to apply the theory to practice. In the process of practice, where there is doubt, it will be reflected to teachers in class. Schools should make their own efforts to actively negotiate with local bases that need translators to achieve mutual benefit and win-win results. The mode of school enterprise

cooperation is more conducive to the cultivation of high-quality translation talents. In the process of training, we can't be eager for success. To position the students' professional ability, the talents transferred to the enterprise should have good quality and strong comprehensive ability, so that the enterprise can leave a good impression on the students of the University and lay a good foundation for future cooperation. The mode of school enterprise cooperation shortens the time difference between graduates and companies in recruitment, and both sides can effectively achieve the goal of mutual benefit and win-win.

The establishment of a translation platform for school enterprise cooperation is an important and effective way to cultivate translation talents. In the mode of school enterprise cooperation, institutions of higher learning and enterprises are the most important part. Therefore, in the practical teaching of translation major, they should strengthen the self-responsibility consciousness in the practical link between universities and enterprises, and then lay a solid foundation for the innovation of school enterprise cooperation mode (Yi, 2019). First of all, schools and enterprises should ensure the effective handling of the relationship among colleges, students and enterprises, so as to ensure the integration of teaching, research and employment opportunities. In the same way, they also need to ask for many opinions and suggestions in the process of signing the letter of intent for employment to ensure the smooth development of the coordination work. Secondly, in order to ensure the interests of all parties, they must implement the agreement among colleges, students and enterprises, and they should ensure the smooth development of coordination work. Thirdly, establish and improve the credit system.

6. Conclusion

Translation is a highly practical subject. At the undergraduate learning stage, translation course is a core course for English majors, which plays an important role in the comprehensive training of bilingual and cross-cultural abilities. Translation practice is an important way to improve the level of translation. Only through a large number of translation practice can translation ability be effectively improved. However, due to the limitations of various factors, students tend to translate more specific articles, and seldom put the translation knowledge they have learned into practice. This study takes 240 English majors as the research object, combines the idea of practical education and explores the current situation of students' English translation practice through questionnaire survey. The reasons for the deficiencies are analyzed according to different main factors. The survey reflects the present situation of English Majors' translation practice: 1) Strong willingness of translation practice; 2) Lack of practice in class; 3) Lack of extracurricular practice; 4) Lack of translation practice platform. Therefore, countermeasures put forward in this thesis can solve the problems occurred in current translation practice. Only by applying these strategies to the translation practice of English majors, can we help students to do translation training better. The limitations of this paper are as follows: firstly, the author expects that countermeasures of translation practice proposed in this thesis can solve the problems exist in current translation practice. However, owing to the author's limited experience of translation training education, some discussions and suggestions may be shallow and biased, which need further examinations and adjustments. Secondly, due to the constraints of personal capacity, the author is only able to put forward suggestions for English major students' translation practice, but fails to formulate a complete set of solutions for that section in English majors' cultivation. In the future, further studies are needed in order to work out a comprehensive and viable English translation class teaching system exclusively for English students.

Acknowledgments

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