

Study on the Teaching Model of English-Chinese Translation Course Based on Case Analysis

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Abstract

With the increasing demand for translation talents in modern society, English majors in universities are paying more and more attention to translation teaching. However, the current innovation in translation teaching is insufficient, and many universities have not attached importance to the reform of translation teaching models, still focusing on teachers as the main teaching body, resulting in poor overall teaching effectiveness. Therefore, this article deeply analyzes the reform path and methods of English-Chinese Translation teaching in universities, attaches importance to practical problems, effectively improves the quality of English Chinese translation teaching, and enhances students' English-Chinese translation level.

Keywords

Case analysis; English-Chinese Translation; teaching model.

1. Introduction

English-Chinese Translation is a core course in the English major and plays an important role in cultivating translation talents. Based on the English foundation and learning situation of English majors in various universities, the English-Chinese Translation course aims to enable students to achieve the ability to translate materials from various genres and contents between English and Chinese after studying the course. Meanwhile, after mastering some essential translation theories and skills, students can acquire relevant translation knowledge and abilities.

2. Current Situation of English-Chinese Translation Teaching in Universities

2.1. The Limited Class Hours being Difficult to Meet the Training Goals of Translation Talents

After research, it was found that different universities have different talent training programs, and the time and amount of translation courses offered vary. Many universities have significantly lower overall class hours in English and translation majors compared to national key language universities such as Beijing Foreign Studies University and Shanghai Foreign Studies University. The overall limited class hours result in insufficient classroom preparation, limited learning time for students, inability to ensure learning efficiency, and inability to improve translation skills. The author conducted a survey through random interviews, and according to the interview results, 5 out of the 7 randomly interviewed teachers believed that the existing class hours could not fully meet the needs of translation teaching. Among the 285 randomly interviewed students, 122 believed that the number of translation course hours should be increased to enhance translation skills. Nowadays, English-Chinese professional translation courses are developing towards diversification. In just 32 or 64 class hours, it is necessary to introduce general translation theories and basic translation methods, cultivate

students' various abilities such as the comprehensive application of Chinese and English languages, and ensure that students have sufficient translation practice. It is not easy, and the urgency of time will inevitably lead to teachers compressing or even deleting some teaching content, resulting in actual results far from ideal results.

2.2. The Single Teaching Mode, and Insufficient Students' Learning Effectiveness

At present, the teaching mode of English-Chinese Translation in universities is relatively single, mainly based on classroom teaching, lacking interactivity. Teachers are in an absolute dominant position in the teaching process, focusing mainly on imparting knowledge, but neglecting the essential function of foreign language communication and failing to cultivate students' communication abilities. This leads to teachers only lecturing and students listening in the classroom, or teachers strengthening students' translation abilities through repeated exercises and training. To some extent, translation classes have become a rigid exercise class where teachers mainly teach translation theories and methods, accompanied by simple example sentences for explanation, while allowing students to practice translation. This has made translation classes a rigid exercise class, ignoring the timeliness of the classroom and affecting students' interest in translation learning, seriously affecting the quality of teaching.

2.3. Insufficient Allocation of Teaching Staff and Improvement in Teaching Innovation Ability

In today's high-quality development of the digital economy, the allocation of English-Chinese translation teachers for foreign language majors is still lacking in Chinese universities. Although translation has developed into an independent discipline, many foreign language departments in universities have limited development experience and do not have independent translation majors. In addition, the overall cross-cultural background of teachers' teaching translation courses is insufficient, making the development of English-Chinese translation teaching difficult. Excellent English-Chinese translation teachers attach great importance to the teaching methods and approaches of English Chinese translation, and are committed to providing students with more practice and free play space, truly becoming the protagonist of the classroom. In contrast, some universities with innovation capabilities lagging behind the development needs of the new era have exposed significant shortcomings in the teaching ability of their teachers. In translation teaching, teachers have insufficient classroom control and cannot stimulate students' enthusiasm for learning; Lack of systematic teaching templates and teaching skills; Lack of cross-cultural professional background and loss of cross-cultural communication skills lead to poor learning outcomes for students in English and Chinese.

2.4. The Cultural Differences' Affecting the Accuracy of Translation Teaching

The cultural differences between Eastern and Western countries are particularly pronounced in terms of language. Especially when it comes to Western religious culture, many philosophical proverbs contain rich and profound meanings, which can only be interpreted after a deep understanding. Teachers often guide students to translate directly in translation teaching, without interpreting the profound connotations within religious culture, which poses a huge constraint on achieving the goals of English Chinese translation teaching quickly.

3. Exploration of translation Course Teaching Mode Based on Case Analysis

3.1. Increasing Class Hours and Improving Translation Teaching Quality

The design and implementation of class hours should be combined with the actual situation. According to surveys, an increase in class hours is essential for effective teaching, and

translation teaching is an effective combination of theory and practice. It is a process through long-term cooperation between teachers and students to produce results. Therefore, teachers must improve the course design method based on the existing foundation and the actual situation, in order to improve the quality of translation course teaching.

3.1.1. Questionnaire Design

Regarding the setting of translation course hours, the author conducted a survey questionnaire, selecting some teachers and students from English majors in 10 domestic universities as the survey subjects. In the survey of actual weekly learning hours in translation courses, 285 people answered, of which 177 answered for 2 hours, 60 answered for 4 hours, and 16 answered for 6 hours or more. When answering the most suitable weekly lesson schedule for translation courses, out of 285 responses, 189 people believed it was 4 hours and 123 people believed it was 2 hours.

3.1.2. Questionnaire Analysis

From the above data, it can be seen that there is a significant difference between the actual weekly learning hours of translation courses and the expected weekly learning hours. More than half of the students choose to offer 4 hours per week during the expected weekly study period, but in actual translation courses, 2 hours per week holds an absolute advantage. Compared to the increase in translation course schedule, more people hope to increase the weekly learning hours from 2 to 4. From the overall survey results, teachers and students are also more inclined to engage in short-term and efficient learning (i.e., multi class learning for one semester, i.e. translation classes for four hours per week). It can be seen that in actual teaching, many universities tend to have a curriculum of two hours and two semesters per week, which is not applicable in current education. Therefore, it is necessary to increase the weekly class hours appropriately, arrange weekly study hours reasonably, and choose suitable teaching modes.

3.2. Abandoning Single Teaching Model and Implementing a Comprehensive Teaching Model

In order to meet the current teaching needs of English Chinese translation courses, teachers should abandon the traditional single teaching mode that mainly focuses on teaching and practice, and more adopt multiple teaching modes and methods, fully mobilize the enthusiasm and initiative of students, truly achieve student-centered teaching, and improve teaching effectiveness.

3.2.1. Task-driven Teaching Method

During teaching, teachers can divide the course into pre-class, in-class, and post-class tasks based on the content of the day. During the teaching process, students can gain a better understanding of what they have learned and improve their participation under the drive of tasks. Teachers play a role in helping, guiding, and evaluating throughout the entire process. A clear requirement can be put forward: "Read the whole text and get the gift of each paragraph." This requirement allows students to read the entire text to understand the translation content and think about how to translate before class. Students can choose to complete it in groups or independently, and then try translation practice. In class, after the students have completed the translation, the teacher can ask a question: "What is your understanding of the translation methods in this part?" After obtaining the answer, the teacher needs to correct the errors and guide the students to find the key sentence patterns for analysis. After class, teachers need to provide more targeted guidance based on the actual situation and exposed problems of students, and assist with corresponding exercises. With the help of task driven teaching method, not only can a good learning atmosphere be constructed, but also correct guidance and assistance can be provided to students based on their actual situation, enabling them to

gradually master translation methods, develop translation habits, enhance learning ability, and ultimately achieve a steady improvement in their translation ability.

3.2.2. Creating a Second Classroom

Given the insufficient practical ability of students caused by excessive emphasis on classroom teaching, the author suggests fully utilizing the role of the second classroom, which can be organized by the school to allow students to independently complete various English activities and enhance their extracurricular translation practice abilities. For example, an English-Chinese translation club can be established to carry out translation practice activities centered on students, such as appreciation of classic works, English-Chinese stage plays, English-Chinese bilingual translation debate competitions and other fun activities, reading debate meetings on translation themes, and sharing of translation skills and methods. Teachers play a guiding role in encouraging students to participate in translation related exams and competitions, such as the "Chinese Translation Cup" College English Proficiency Competition and the CATTI Level 3 Oral and Translation Examination, to help students improve their translation skills. In addition, schools should make corresponding adjustments to the assessment and evaluation system of the second classroom, increase the proportion of process evaluation, refine specific content, and make the assessment system more reasonable. If daily classroom performance, classroom notes, homework, off-campus internships, competition exams, etc. are all included in the grading system, and the grading standards are standardized and specific, in order to fully mobilize students' initiative and enthusiasm to participate in translation practice and stimulate their potential for independent learning.

3.3. Increasing Training Efforts and Improving the Level of Teaching Staff

At present, there is still room for improvement in the teaching staff of translation courses. The proportion of teachers with senior professional titles is low, and most of them have shallow qualifications, lack systematic learning of translation theory, and generally lack practical experience in translation. The application ability of translation technology needs to be improved. Therefore, it is imperative to optimize the construction of the teaching staff through multiple channels and measures.

3.3.1. Teachers' self-improvement

Translation teachers themselves should have a sense of urgency and cultivate good habits of lifelong learning, especially young teachers who have a clear understanding of their own shortcomings. At the same time, they should actively design self-improvement plans based on their own shortcomings: they can improve their research ability and theoretical literacy by participating in theoretical training courses or pursuing degrees. They can also improve themselves by observing public teaching classes, participating in teaching competitions, or exchanging translation teaching experience with peer teachers. They can also study courses in translation technology and learn about the latest teaching methods in the translation industry. They can actively participate in translation practice, summarize experience and rules, and provide first-hand materials for classroom teaching and academic research.

3.3.2. Improvement of Teaching Ability of Teachers at the School Level

In addition to the personal efforts of translation teachers, the development of translation courses requires more attention and support from various teaching units. On the one hand, educational institutions should strengthen on-the-job training for translation teachers, enhance their teaching abilities and select outstanding teachers in a planned manner to participate in advanced studies in translation departments of high-level universities both domestically and internationally. On the other hand, they can also improve the teaching level of teachers through organizing teaching and research activities, teaching competitions, and public class guidance. Senior professional translators can also be invited to the school to share their

experiences, in order to promote the accumulation of teaching experience for teachers. At the same time, universities should comply with the performance evaluation mechanism of the times, allowing translation results to be included in teaching workload or converted into research performance, in order to motivate more frontline teachers to engage in translation practice.

3.3.3. Strengthening School-enterprise Cooperation, Building a “Double-professionally-titled Teachers” Teaching Team

Teachers are an irreplaceable presence in teaching, an important participant and practitioner in teaching work. The values, teaching concepts, and teaching methods of teachers themselves are the key to determining the quality of teaching. However, as of now, the qualifications of English Chinese-translation teaching teachers in universities are still limited, and they do not have the ability to teach existing translation teaching courses. Leading by experienced teachers and enriching the teaching abilities of young teachers has become a key focus in improving teaching quality. Therefore, schools should build a “double-professionally-titled Teachers” teaching team, allowing these teachers to enter the campus. While ensuring good theoretical teaching, they should also undertake practical teaching tasks to fundamentally change the current situation of lack of practical ability in universities. The school should strengthen cooperation between schools and enterprises, assign teachers to exchange and learn in enterprises, and provide teachers with sufficient practical experience in enterprises. We should integrate the teaching staff internally, strengthen the construction of our own teaching staff, and take all effective measures such as hiring personnel with more practical experience to serve as teachers for relevant courses and providing on-the-job training for other teachers to improve their experience.

3.4. Understanding Contemporary Chinese and Western Cultures and Cultivating Students’ Cross-cultural Awareness

Culture has evolved continuously with the development of history, and its expression forms vary greatly. The cultural attributes of different countries present vastly different styles. In the context of understanding contemporary China and deepening economic and cultural globalization, economic exchanges between countries are becoming increasingly frequent, and translation has become a link for communication between countries.

3.4.1. Looking at Chinese and Western Cultures from the Perspective of the Term “Family”

For students, in order to let them have a smoother English-Chinese translation, teachers should take cultivating their cross-cultural awareness as a guide. Based on understanding Western culture, students should further understand and master the characteristics and methods of semantic conversion between English and Chinese. Compared with traditional rigid translation based on their own culture, cross-cultural awareness greatly helps students improve their translation skills. From a contextual perspective, the meanings expressed by fixed vocabulary vary greatly in different contexts. For example, the English and Chinese word “family” refers to a two generation family consisting of parents and children, while its corresponding Chinese word “家” includes a family consisting of three or four generations, including grandparents and maternal grandparents. It can be seen that different countries have different ways of family composition and inherent lifestyle habits, which can have an impact on semantics. Therefore, when conducting translation teaching, teachers should timely teach knowledge about cultural differences between the East and the West to avoid causing thinking misunderstandings. When implementing relevant teaching plans, teachers can strive to cultivate students’ empathy skills, help them break free from the constraints of local thinking and behavior, guide students to consciously integrate into the cultural field of other countries, and enable students to more accurately transform English and Chinese languages in the translation process.

3.4.2. Looking at the Update and Iteration of English and Chinese Vocabulary from the Perspective of the Word “villain”

Due to the lack of lectures on cultural knowledge of British and American countries in our country's curriculum, translation teachers can only analyze words with profound cultural connotations through teaching existing textbooks, which plays an important role in expanding students' cross-cultural awareness and mastering English and Chinese cultures. For example, “villain” in English originated from French in the 14th century, and its basic meaning is “farmer or tenant farmer”, which is similar to the meaning of “ceorl” in Old English. After the Norman Conquest, English became a lower language, and in this context, “village” derived the meaning of lower-class people, while “ceorl” disappeared after being replaced. Later, in the historical context, “villa” also had the meaning of evil and immorality, and in modern times, it has become a bad person or villain. Teaching in this extracurricular extension way can enhance students' interest in learning and deepen their memory of these vocabulary words.

3.4.3. Cultural Awareness in Vocabulary Teaching

English and Chinese teachers can also be free from being confined to in class textbooks and use extracurricular collection of stamps, postcards, maps, and other auxiliary methods to carry out language teaching, allowing students to experience the customs and historical culture of English and American countries firsthand. For vocabulary derived from allusions, legends, religious culture, or movie stories, literary works, etc., English and Chinese teachers can use the internet to collect relevant materials and use various methods such as videos, pictures, slides, audio and video recordings to teach more vivid and interesting teaching content. This can not only awaken students' enthusiasm for learning, but also broaden their horizons and stimulate their interest in learning. In addition, English and Chinese teachers can also use English classics as a guide to help students enhance their understanding of British and American culture, expand English vocabulary, and improve translation skills through reading.

4. Summary

In summary, the teaching mode and methods of English-Chinese translation course must be based on changing the current teaching mode, student-centered, while innovating the teaching mode, with the goal of incorporating “practice”, and guided by tasks and results to cultivate translation talents suitable for social needs. Teachers should use the method of case analysis to avoid traditional single teaching modes in teaching, update their thinking, innovate their methods, and introduce the strategy of Chinese culture going out from a contemporary Chinese perspective into classroom teaching, so that students can enhance their cross-cultural awareness and ability in learning, and encourage them to become powerful disseminators of Chinese culture.

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