

# Research on the Construction Pathways of the English-Chinese / Chinese-English Translation Course

Jiahuang Chen<sup>1</sup>

<sup>1</sup> School of Foreign Languages, Sichuan Minzu College, Ganzi 626199, China

<sup>1</sup>Corresponding author. Email: 140438@scun.edu.cn

## ABSTRACT

This paper summarizes the construction experience and effectiveness of the English - Chinese / Chinese - English Translation course at Sichuan Minzu College. By revising the syllabus, clarifying the course position, optimizing goals, updating content, improving teaching methods, innovating teaching approaches, combining competitions and practical projects, and cooperating with external institutions, the course has achieved remarkable teaching results. Students have excelled in various translation competitions, demonstrating the effectiveness of the teaching. Looking ahead, continuous optimization of the course system, enrichment of resources, innovation of methods, and strengthening of the faculty are necessary to cultivate more high - quality applied translation talents to meet social demands.

**Keywords:** *English-Chinese / Chinese-English translation, Course construction, Innovation in teaching methods, Translation practice, Faculty.*

## 1. INTRODUCTION

In the era of globalization, cross-linguistic and cross-cultural exchanges are frequent, leading to a growing demand for applied translation professionals. The School of Foreign Languages at Sichuan Minzu College is dedicated to enhancing translation teaching quality. As a core course, English-Chinese / Chinese-English Translation plays a vital role in cultivating students' translation and cross - cultural communication abilities. Given the rapid development of the language service industry and the impact of emerging technologies, traditional translation teaching faces numerous challenges. Therefore, course construction and reform are crucial for adapting to the times, meeting market needs, providing quality teaching resources, and creating an effective learning environment for students. This study aims to summarize the construction experience of the English-Chinese / Chinese-English Translation course, analyze its innovative measures, practical results, and existing problems, and propose improvement directions. By doing so, it explores how to optimize the translation course system,

improve teaching quality, and offers references for other universities' translation course construction. It also helps refine the translation teaching system of the School of Foreign Languages, promotes the development of translation majors, provides theoretical and practical guidance for cultivating high - quality applied translation talents, facilitates students' career development in translation, and enhances the college's influence and competitiveness in translation education.

## 2. THEORETICAL BASIS AND PRACTICAL BACKGROUND OF COURSE CONSTRUCTION

### 2.1 Development Trend of Translation Education

The globalization-driven translation education is becoming diversified, specialized, and technological. Internationally, it has expanded into fields like business, law, technology, and media to meet different industry needs and is exploring the integration of AI and machine translation technology teaching. Domestically, translation

education is transforming and upgrading. On one hand, the "Belt and Road" Initiative prompts universities to adjust translation major curricula by adding less - commonly-taught languages and industry - specific translation courses. On the other hand, the fierce language service market competition leads translation enterprises to demand higher-level professional qualities from talents, prompting universities to focus on practical teaching. They conduct internships, training programs, and translation workshops with enterprises to let students practice in real-world settings. Moreover, educational informatization promotes the emergence of online translation courses and blended teaching models, enriching translation education resources and offering flexible teaching approaches.

## **2.2 Real-world Demand for Applied Translation Talents**

Today's society requires a diverse and multi - level range of applied translation talents. In the business field, there's a notable demand for business English translation professionals. With China's economic growth and expanding foreign trade, enterprises urgently need personnel who can accurately translate business documents. In the technology sector, the rise of China's technology level and innovation has increased the need for scientific and technological English translation talents, especially in cutting-edge areas such as AI, big data, and biomedicine, where professional literature and technical reports need translation. In the cultural field, the development of China's cultural industry and enhanced external exchange has led to a growing demand for cultural translation talents, such as those for literary works, film and television subtitles, and cultural tourism promotional materials translation. These translation professionals must possess a cultural foundation and cross-cultural communication ability to ensure the accurate dissemination of cultural products.

## **2.3 Course Construction Foundation of the School of Foreign Languages at Sichuan Minzu College**

The School of Foreign Languages at Sichuan Minzu College has a solid foundation and rich experience in translation course construction. The curriculum includes basic translation, specialized translation, and practical teaching components, forming a systematic learning path. In terms of teaching facilities and resources, the school is

equipped with modern language labs, multimedia classrooms, and abundant library and electronic resources. Advanced translation teaching software and tools have been introduced to support teaching reform. The school has also carried out blended teaching and course-ideology teaching reform projects, achieving good results.

## **3. REVISION OF COURSE SYLLABUS**

### **3.1 Optimization of Course Positioning and Goals**

At the beginning of course construction, the positioning and goals of the English-Chinese / Chinese-English Translation course were re-examined and optimized. The course was positioned to cultivate applied translation talents who can adapt to social needs, considering the development trend of the language service industry and social demands. The goals were focused on improving students' comprehensive language use and translation practice abilities, enabling them to handle various translation tasks. Additionally, emphasis was placed on cultivating cross - cultural awareness, ideological and political literacy, and professional ethics, ensuring students have both professional skills and correct values to adapt to social development.

### **3.2 Updating and Expanding Teaching Content**

To ensure students acquire the latest translation knowledge and skills, the teaching content was comprehensively updated and expanded. Cases from emerging fields such as e-commerce, AI, and big data were incorporated to broaden students' knowledge base. Ideological elements were also introduced by explore the cultural and value-related content in translation works, cultivating students' cultural confidence and correct values, and achieving a unity of knowledge imparting and value guidance.

### **3.3 Improvement of Teaching Methods and Means**

Teaching methods and means were comprehensively improved to meet the demands of the new era. Teachers employed diverse teaching methods such as task-driven, project-oriented, and case-based approaches to boost students' learning enthusiasm. Modern educational technology,

including multimedia teaching and online platforms, was utilized to enrich resources and enhance teaching effectiveness. The combination of traditional and modern teaching methods created a personalized learning environment for students.

#### **4. INNOVATION IN COURSE TEACHING METHODS**

##### ***4.1 Application of Diversified Teaching Methods***

The application of diversified teaching methods is an innovative measure in course teaching. By combining traditional and modern educational technologies, teaching effectiveness has been improved. The widely used constructivist task-based teaching method involves teachers designing challenging and practical translation tasks for students to complete in groups, which cultivates their skills and teamwork spirit. The translation example analysis method guides students in analyzing representative works to understand translation strategy effectiveness and develop their appreciation and thinking abilities. Simulation-based teaching allows students to practice in real-world scenarios, enhancing their capabilities. Modern educational technology supports this through multimedia teaching, which makes content more vivid, and online platforms, which provide resources and communication space, improving learning convenience and effectiveness.

##### ***4.2 Integration of Competitions and Practical Projects***

Incorporating competitions and practical projects into course teaching promotes learning through competition and practical experience, enhancing students' abilities and literacy. Teachers provide targeted guidance for translation competition activities, and students participate, delving into their preparation to improve their learning and practical abilities, which in turn boosts their interest and capabilities. On the practical project side, horizontal cooperation projects are introduced to offer students real - world translation opportunities. For instance, in the English translation project for the Daocheng Yading Cultural Museum, students translated exhibition item descriptions and promotional materials under teacher guidance, understanding industry requirements and standards, and strengthening their professional awareness and sense of responsibility. Other projects, such as local tourism promotional

material translation and business document translation, broaden students' practical experience and enhance their comprehensive application abilities.

#### **5. ANALYSIS OF STUDENTS' TRANSLATION COMPETITION AWARDS**

##### ***5.1 Award-winning Situation in Provincial and above Competitions***

Students have achieved remarkable results in provincial and above translation competitions. For example, in the 2023 "FLTRP • BIC" "Understanding Contemporary China" Sichuan College Students' Foreign Language Ability Competition, students won the bronze award in the English translation section. They have also won multiple awards in other provincial and above translation competitions, covering fields such as translation, interpretation, and speech, demonstrating the comprehensive and diverse skills of the students.

##### ***5.2 Award-winning Situation in University-level Competitions***

In university-level competitions, students have also performed outstandingly. In the second Ganzi Prefecture Red Tourism Attraction English Translation Competition held by the college, students actively participated and won several awards. University - level competitions provide a platform for students to showcase and practice their abilities, promote communication and cooperation among them, help them understand their strengths and weaknesses, adjust their learning methods, and improve their translation level.

##### ***5.3 Significance of Awards for Students and Course Construction***

Winning awards holds great significance for both students and course construction. For students, awards affirm their abilities, add color to their career development, enhance their employment competitiveness, and boost their self-confidence and learning motivation. For course construction, awards reflect teaching achievements, prove the effectiveness of the course in cultivating students' translation and cross-cultural communication abilities, support curriculum optimization, attract more students to choose the course, increase its

reputation and influence, and provide experience for teaching reform, promoting course development.

## **6. HORIZONTAL COOPERATIVE AGREEMENT TO ASSIST COURSE PRACTICE**

### **6.1 *Introduction to the English Translation Project for the Daocheng Yading Cultural Museum***

The English translation project for the Daocheng Yading Cultural Museum is a significant horizontal cooperation project in course construction. The college cooperated with the Culture, Radio, Television, and Tourism Bureau of Daocheng County, with students translating exhibition item descriptions and promotional materials under teacher guidance after researching the items and historical and cultural background. In this process, students enhanced their translation skills by handling complex texts and accurately conveying the original meaning in line with English expression habits. The project also strengthened students' cultural inheritance and dissemination awareness, making them recognize that translation serves as a bridge for culture.

### **6.2 *Other Horizontal Cooperation Projects and Practical Achievements***

The course has carried out other horizontal cooperation projects to expand students' practical fields. In local tourism promotional material translation projects, students translated scenic spot introductions and travel guides, improving their skills and understanding of local tourism resources and market demands. In business document translation projects, students translated business contracts and other documents, becoming familiar with their formats and language characteristics, understanding industry terminology and processes, and enhancing their business translation abilities. These projects have achieved significant results, with student works recognized and adopted by cooperative units. For example, the English exhibition item descriptions for the Daocheng Yading Museum received good feedback after being displayed, and the business document translation works supported enterprises' international business development. Through these projects, students' comprehensive application abilities were significantly improved, and they received practical exercises in aspects such as

translation, cross-cultural communication, teamwork, and problem-solving, laying a foundation for their career development. At the same time, these projects also accumulated practical cases and teaching resources for course construction, promoting curriculum optimization.

## **7. COURSE RESOURCE CONSTRUCTION**

### **7.1 *Selection and Recommendation of High-quality Textbooks***

Textbook selection and recommendation are crucial in course construction. The college carefully selects high-quality textbooks that meet the course objectives and recommends various reference books. The main textbook, "New English - Chinese Translation Tutorial," covers basic theories, skills, and stylistic practices with classic cases. Other recommended books, such as "A Concise Course in English - Chinese Translation" and "Basic Course in Chinese - English Translation," provide multi-perspective learning resources. To expand the curriculum, textbooks from emerging fields like e-commerce and AI have been introduced, creating a diversified learning resource system to ensure teaching effectiveness.

### **7.2 *Construction and Function Improvement of Course Website***

Course website construction is an essential part of course resource building. The website's structure has been optimized with sections like teaching syllabus, lesson plans, exercise libraries, academic resources, translation Q&A, and excellent translation appreciation to provide comprehensive learning support. The teaching syllabus and lesson plan sections help students understand requirements and content, the exercise library consolidates knowledge, academic resources broaden horizons, and the translation Q&A and excellent translation appreciation sections enhance interaction. The website is continuously updated and maintained to ensure information timeliness and accuracy, the interface is optimized, and the user experience is improved, making it a comprehensive learning platform that promotes student learning enthusiasm and improves teaching effectiveness and quality.

## **8. FACULTY CONSTRUCTION**

### **8.1 *Teacher Training and Academic Exchange***

Teacher training and academic exchange are important for improving teachers' professional quality and teaching skills. The college organizes teachers to attend various training sessions, seminars, and lectures to broaden their horizon and update their concepts. Teachers incorporate newly-learned knowledge and ideas into their teaching, such as introducing cases from emerging fields and adopting new teaching methods, to enhance teaching effectiveness and student learning interest.

### **8.2 *Teaching Research and Experience Sharing***

Regular teaching research activities are organized for course group teachers to share experiences and discuss solutions to teaching problems, promoting mutual learning and growth. Teachers engage in in-depth discussions on course teaching objectives, content, methods, and effectiveness, exchanging successful experiences and problem-solving approaches. This cooperation helps teachers learn from each other, leverage strengths, and stimulate innovative thinking, driving teaching method improvements and teaching level enhancement. For example, during a teaching research activity, teachers had an in-depth discussion on improving students' translation practice abilities, proposed the innovative measure of integrating competitions and practical projects into course teaching, and achieved good results in subsequent teaching. Through teaching research and experience sharing, teachers have formed a close teaching team and work together to improve course teaching quality.

### **8.3 *Teacher Teaching Achievements and Professional Development***

These measures have significantly improved teachers' teaching levels, leading to a series of achievements in provincial and university-level teaching and research. Teachers have published multiple teaching and research papers, summarizing practical experiences and deeply exploring translation teaching theories, providing beneficial references for translation teaching reform. They have also won numerous teaching awards, which affirm their teaching work and the course construction outcomes. In terms of professional

development, teachers continuously learn and practice to enhance their professional quality and teaching abilities, better adapting to the development needs of translation education. For instance, some teachers obtained relevant professional certificates or qualifications after attending training and academic exchanges, further strengthening their professional competitiveness. Additionally, teachers actively participate in translation practice projects, accumulating rich practical experience, and converting practice results into teaching content to make teaching more in line with industry realities and provide a strong guarantee for cultivating high-quality applied translation talents.

## **9. CONCLUSION**

### **9.1 *Insufficiencies in Course Website Construction and Optimization Suggestions***

Course website construction has achieved certain results but still has room for improvement. The interaction function needs enhancement as some students report slow response and lack of in-depth responses in the translation Q&A section, affecting learning enthusiasm and answering effectiveness. Moreover, website resource updates sometimes lag behind teaching content changes, resulting in insufficiently timely and rich cases and academic resources in emerging translation fields, failing to meet students' demand for cutting-edge knowledge. To address these issues, the following optimization suggestions are proposed. First, establish a dedicated Q&A team or arrange for teachers to take turns answering questions to ensure students' questions receive timely and accurate responses. Simultaneously, create a question classification and screening mechanism to collectively answer common questions and publish sorted answers on the website for other students' reference. Second, establish a tight linkage mechanism between course website and teaching content updates, assign specific individuals to be responsible for website resource updates, and ensure that translation cases, academic articles, and other resources related to teaching content are updated at least once a week or every two weeks. Additionally, collaborate with well-known domestic and international translation institutions and academic journals to obtain the latest industry dynamics and academic achievements for timely release on the course website, broadening students' horizons.

## **9.2 Continuous Exploration of Teaching Method Innovation**

Although teaching methods have been diversified and innovated, there is still room for improvement in practical applications. In task-driven and project-oriented teaching, some tasks and projects have unreasonable difficulty settings. Weaker students find it hard to complete them, affecting effectiveness and confidence, while stronger students find them too simple, failing to stimulate potential. In simulation-based teaching, the authenticity and complexity of simulation scenarios need improvement, with a certain gap compared to actual work scenarios, potentially leading to students being unable to fully apply their simulation-gained experience and skills in real translation work. To optimize teaching method innovation, the following measures can be taken. During task and project design, set layered tasks and projects based on students' levels and abilities, offering different difficulty levels for choice. For weaker students, design basic translation tasks to consolidate knowledge and cultivate fundamental skills; for stronger students, set more challenging tasks involving complex text structures and numerous professional terms, encouraging in-depth research and innovation. Meanwhile, in simulation-based teaching, it is necessary to strengthen cooperation with actual translation industry enterprises, and invite industry experts to participate in simulation scenario design and guidance, ensuring that they more authentically reflect various situations and problems in actual work. Additionally, introduce virtual reality (VR) or augmented reality (AR) technology to create an immersive simulation translation environment for students, enhancing their participation and learning effectiveness.

## **9.3 Further Strengthening of Faculty Construction**

Faculty construction has yielded results but requires further strengthening. Teachers need to enhance their knowledge and skills in emerging translation fields to adapt to the widespread application of new technologies. Additionally, teachers' abilities in teaching method innovation and course design need improvement to meet students' diverse and personalized learning needs. To address these issues, the following measures can be taken. First, regularly organize teachers to attend training courses and seminars on the application of emerging technologies in the translation field,

inviting industry experts and technicians to teach and guide, helping teachers master the use of AI translation tools and the application of big data in translation project management. Second, establish a teacher teaching ability enhancement training system, including innovation in teaching methods training and course design training, inviting educational experts and outstanding teachers to share and guide, improving teachers' teaching design and innovation capabilities. Additionally, encourage teachers to conduct teaching research and curriculum reform projects, deeply exploring issues encountered in teaching, and exploring more effective teaching methods and curriculum models to provide theoretical support and practical guidance for course construction.

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