

# Innovation and Practice of University English Translation Teaching from the Perspective of Diversification

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**Abstract:** Under the background of globalization, English translation teaching in universities is facing innovative needs. This article focuses on the innovation and practice of university English translation teaching from a diversified perspective. This article comprehensively analyzes the present situation of teaching by using various methods, and finds that there are some problems such as single teaching goal, traditional methods and one-sided assessment. Based on the theory of multiple intelligences, constructivist learning theory and intercultural communication theory, it is proposed that teaching objectives should cover the cultivation of multiple abilities such as language and intercultural communication. Furthermore, diversified instructional methods such as lecture, interaction and project are adopted; Integrate teaching materials, network corpus and other teaching resources; Construct a multi-assessment system that combines process and summative, including students' self-assessment and mutual assessment. Through analysis, it is concluded that diversified perspectives can effectively improve the quality of English translation teaching in universities and provide strong support for cultivating high-quality translators who meet the needs of the times.

## 1. Introduction

With the acceleration of globalization and the increasing frequency of international communication, English, as an international language, has become one of the key indicators of cultivating compound talents in universities [1]. University English translation teaching aims at improving students' language conversion skills and enabling them to communicate effectively in a multicultural context [2]. However, the traditional teaching mode faces many challenges and needs innovation and change urgently [3]. Therefore, it is of great practical significance to explore the innovation and practice of university English translation teaching from a diversified perspective.

At present, there are some problems in English translation teaching in most universities, such as single instructional method and limited teaching content. The traditional teacher-centered lecture teaching is difficult to fully mobilize students' learning enthusiasm and initiative, and inhibits the development of students' creative thinking [4]. Furthermore, the teaching content is often limited to the text of the textbook, lacking consideration of the practical application scenarios and multicultural background, which leads to the students' lack of practical translation tasks, although they have some theoretical knowledge.

In this context, diversified perspectives provide a new direction for the development of university English translation teaching. It emphasizes the diversity of teaching objectives, instructional methods and teaching assessment, and pays attention to cultivating students' comprehensive literacy and practical application ability [5]. By introducing diversified teaching concepts and methods, such as project-based learning and cross-cultural communication activities, students' interest in learning can be stimulated and their autonomous learning and teamwork ability can be improved [6]. Furthermore, diversified teaching assessment system can assess students' learning effect more comprehensively and promote students' individualized development.

The purpose of this study is to explore the innovative strategies and practical paths of university English translation teaching from a diversified perspective. It is hoped that it can provide theoretical support and practical guidance for improving the quality of English translation teaching in

universities and cultivating high-quality translators who meet the needs of the times.

## **2. Multiple intelligence theory**

The theory of multiple intelligences was put forward by American psychologist Howard Gardner. This theory breaks the traditional concept of single intelligence and points out that human intelligence is pluralistic, covering linguistic intelligence, logical-mathematical intelligence, spatial intelligence and other types [7]. In university English translation teaching, the theory of multiple intelligences is of great significance. For example, students with strong language intelligence have advantages in vocabulary, grammar use and text understanding; Students with excellent spatial intelligence may be more imaginative and expressive when dealing with the translation of spatial descriptions. Based on this theory, teachers can teach students in accordance with their aptitude, design differentiated teaching activities for students with different intelligence characteristics, tap students' potential and improve translation teaching effect.

Constructivist learning theory emphasizes learners' active participation and knowledge construction. It holds that students are not passive recipients of knowledge, but acquire knowledge by means of meaning construction with the help of others and necessary learning materials in certain situations. In English translation teaching, teachers should create translation tasks close to real situations, such as simulating business document translation and interpreting foreign affairs activities. In the process of completing the task, students actively explore, analyze and solve problems, thus building their own translation knowledge system, cultivating autonomous learning and innovative thinking ability, and better coping with complex and changeable translation practice.

Cross-cultural communication theory focuses on the communication between individuals with different cultural backgrounds. The essence of English translation is a cross-cultural language conversion activity, which involves many aspects of the source language and the target language culture. Under the guidance of this theory, teachers should guide students to understand the differences between the two cultures, including values, customs and ways of thinking. For example, some words have different connotations in different cultures, so cultural factors should be taken into account in translation. Only when students have a deep awareness of cross-cultural communication can they accurately convey information in translation, avoid cultural misunderstanding and realize effective cross-cultural communication.

## **3. The current situation of English translation teaching in universities from a diversified perspective**

### **(1) The single limitation of teaching objectives**

At present, there is an obvious problem of singleness in English translation teaching objectives in most universities. Teaching often focuses too much on the transformation of language level, that is, it focuses on cultivating students' ability to accurately transform English original into Chinese, or vice versa. This goal setting ignores the cultivation of multiple abilities that translation should cover as a cross-cultural communication activity. For example, insufficient attention is paid to the cultivation of students' intercultural communication ability, critical thinking ability and translation strategy application ability. Although students can master basic vocabulary and grammar conversion skills, when faced with complex texts involving cultural background and professional fields, it is often difficult to complete translation tasks with high quality due to lack of comprehensive ability.

### **(2) The traditional disadvantages of instructional methods**

Traditional instructional methods still occupy a dominant position in university English translation classes. Teacher-centered instructional methods are ubiquitous. Teachers spend a lot of time explaining translation theories and skills in class, while students passively record and accept them. This teaching mode makes students less involved and lacks opportunities for active thinking and practical operation. Although new instructional methods such as interactive teaching and project-based learning have been put forward, they are rarely used in practical teaching. In order to

present the application of different instructional methods more intuitively, this article investigates the instructional methods of English translation courses in some universities, and the results are shown in the following Table 1:

Table 1: Survey on the Frequency of Use of Instructional Methods in English Translation Courses at Selected Universities

Instructional Method	Frequency of Use (%)	Main Application Scenarios	Advantages	Disadvantages
Lecture-based	71	Theoretical knowledge explanation, skill impartment	Systematic knowledge transmission, high efficiency	Passive reception by students, lack of active thinking
Interactive	18	Classroom questioning and answering, group discussions	Promotes student thinking and communication	Difficult to organize, time-consuming
Project-based	11	Translation practice projects	Cultivates students' comprehensive abilities	High requirements for teachers' guidance capabilities

As can be seen from Table 1, the frequent use of lecture-based instructional methods and the insufficient application of interactive and project-based instructional methods, which help to cultivate students' comprehensive ability, have seriously restricted the overall improvement of students' translation ability.

### (3) One-sidedness of teaching assessment

Teaching assessment is an important link in the teaching process, but the current teaching assessment of English translation in universities is one-sided. At present, most universities still take the final exam results as the main assessment basis. This summative assessment focuses on the accuracy of students' knowledge memory and language conversion, and cannot fully reflect the development of students' efforts, learning attitude and comprehensive ability in the whole learning process. For example, students' innovative thinking and teamwork ability in daily translation practice are difficult to be reflected in the final exam results. In addition, the assessment subject is relatively simple, mainly assessed by teachers, and there is no link between students' self-assessment and mutual assessment, which leads to students' inability to get feedback from multiple angles, which is not conducive to students' self-awareness and self-improvement. This one-sided teaching assessment method is difficult to stimulate students' enthusiasm and initiative in learning, and can not provide a comprehensive and effective reference for teaching improvement.

## 4. Innovative strategies of university English translation teaching from the perspective of diversification

### (1) Diversification of teaching objectives

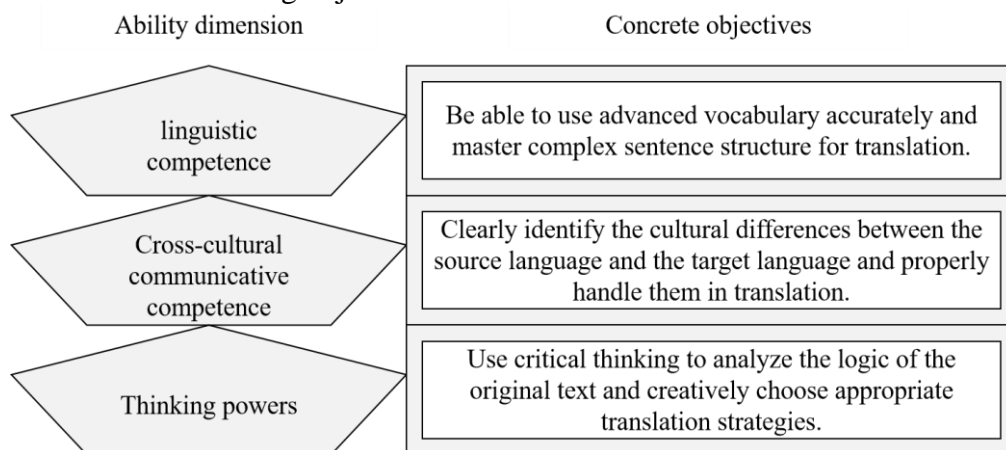


Figure 1 Diversified teaching objectives

English translation teaching in universities should expand from the simple goal of language conversion to cultivating students' multiple abilities. Set up multi-dimensional goals such as language ability, cross-cultural communication ability and thinking ability. In terms of language ability, it is refined into accurate use of vocabulary and correct grammar. In cross-cultural communication ability, students are required to understand the expression habits in different cultural backgrounds. By constructing such a target system, students can develop in an all-round way. The following are specific examples of diversified teaching objectives (see Figure 1).

#### (2) Diversification of instructional methods

In order to stimulate students' interest and initiative in learning and break the limitations of traditional instructional methods, diversified instructional methods should be adopted in university English translation teaching. In addition to retaining the advantages of traditional instructional methods in systematically teaching translation theories and basic skills, the application of interactive and project-based instructional methods should be increased. Interactive teaching can be realized in various forms. Classroom discussion is a common and effective way. Teachers put forward controversial or enlightening translation topics, such as translation strategies for specific culture-loaded words, to guide students to discuss. In the process of communication, students express their opinions and collide with sparks of thinking, thus deepening their understanding of translation problems. Role-playing is also an effective means of interactive teaching, simulating diplomatic negotiations, business negotiations and other scenes, allowing students to practice interpretation in real situations and exercise their improvisation and language expression skills. Project-based teaching is based on actual translation projects, and students are divided into groups to complete a complete translation task together, such as translating a corporate brochure or an academic research report. In the process of project implementation, students need to carry out a series of activities, such as data collection, text analysis, translation practice, teamwork and communication, to comprehensively exercise their comprehensive translation ability.

#### (3) Diversification of teaching resources

Integrate all kinds of teaching resources and break the limitations of teaching materials. Introduce high-quality online translation materials, such as international news, academic papers and other real corpus to broaden students' horizons. You can also use translation software and online learning platform to assist teaching. Furthermore, industry experts are invited to give lectures and share practical experience in translation. The following is an analysis of the role of different teaching resources in improving students' translation ability (see Table 2). Through the rational use of various teaching resources, students' translation ability can be improved in all directions.

Table 2: Analysis of the Impact of Different Teaching Resources on the Improvement of Students' Translation Abilities

Teaching Resource	Improvement in Language Ability	Improvement in Cross-cultural Communication Ability	Improvement in Practical Ability
Textbooks	Basic consolidation	Some help	Limited
Authentic Online Corpora	Vocabulary expansion, expression optimization	In-depth understanding of cultural differences	Enhanced practical sense
Translation Software and Platforms	Improved translation efficiency	Assistance in cultural background inquiry	Simulated practical operation
Expert Lectures	Explanation of industry terminology	Analysis of industry culture	Transmission of practical experience

#### (4) Diversification of teaching assessment

Construct a multi-assessment system including process assessment and summative assessment. Procedural assessment focuses on students' daily learning performance, such as classroom participation and the quality of homework completion. Summative assessment examines students' mastery of knowledge in the form of final exams. Furthermore, introduce students' self-assessment and mutual assessment. Students' self-assessment is helpful for self-reflection, and mutual assessment can promote students' learning from each other. In the group translation project, students

can improve together through self-assessment and mutual assessment. This multi-assessment system can comprehensively and objectively assess students' learning effect and encourage students to make continuous progress.

## 5. Conclusions

This article focuses on the innovation and practice of English translation teaching in universities from a diversified perspective, aiming at meeting the challenge of traditional teaching mode and improving teaching quality and students' comprehensive translation ability.

Through the discussion of multiple intelligences theory, constructivism learning theory and cross-cultural communication theory, the guiding significance of the theory to teaching innovation is clarified. The analysis of the present situation reveals that the teaching goal is limited to language conversion and ignores the cultivation of multiple abilities; The traditional instructional method is the main method, and the students' initiative is limited; Teaching assessment relies on the final exam unilaterally, and it can't fully consider students' performance and other issues. Based on this, a series of innovative strategies are put forward. Diversified teaching objectives emphasize the multi-dimensional development of language, cross-cultural communication and thinking ability. In instructional methods, interactive and project-based methods are comprehensively used to stimulate students' interest and initiative. Teaching resources integrate network materials, translation software, etc., and broaden learning channels. The assessment system combines process and summative assessment, and introduces students' self-assessment and mutual assessment to realize comprehensive and objective assessment.

To sum up, diversified perspectives bring new vitality and direction to university English translation teaching, which can effectively make up for the shortcomings of traditional teaching. However, in practice, teachers need to constantly improve their own abilities in order to better implement these innovative strategies. In the future, we should continue to explore the deepening and improvement of teaching from the perspective of diversification, so as to keep up with the pace of the times and cultivate more outstanding translation talents for the society.

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