

Teaching Paradigm Reform of Chinese-English Translation Based on PAD Class

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Abstract: In order to address the problems in traditional Chinese-English translation teaching, the study adopts the “condensation-expansion” and “AB double Texts” based on PAD Class teaching model, which reconstructs the traditional Chinese-English translation teaching. The study decodes the Chinese text by analyzing the sentence components; and encodes the English version by determining sentence structure, determining tense and adding modifiers. Text A is used to demonstrate by teachers and Text B is used to practice by learners. The teaching practices from 2020 till now show that the “condensation-expansion” and “AB Double Texts” based on PAD Class teaching model can effectively improve the learners’ Chinese-English translation ability, cultivating learners’ critical thinking and expressive abilities.

1. Introduction

In recent years, with the strengthening of China’s Comprehensive National Power, China’s economy has developed rapidly, and economic and cultural exchanges between China and countries around the world have become increasingly frequent. How to better spread Chinese traditional culture and achieve equal exchanges between Chinese and Western cultures has been put on the agenda. And with the increasingly close international exchanges and cooperation, the education community has put forward higher requirements for the level of college English teaching.

English, as a very important subject in higher education in China, plays a very important role in the teaching of various majors. At present, English teaching not only requires learners to master English professional knowledge, but also requires learners to tell Chinese stories well in English, promoting the overseas dissemination and exchange of traditional Chinese culture.

Translation teaching is one of the most important parts of college English teaching, and it is the main teaching form for cultivating learners’ practical application ability of English. It helps to cultivate learners’ communicative and cross-cultural thinking abilities in the English language. Translation ability is the most effective indicator for evaluating learners’ comprehensive English ability, and it requires a high level of comprehensive application ability of learners’ English. Among English listening, speaking, reading, writing, and translation skills, translation skills can better reflect learners’ language application abilities. Because the process of translation not only

tests learners' mastery of English and Chinese language construct, expression and other knowledge, but also tests learners' cross-cultural communication ability. If learners have insufficient vocabulary, sentence structure conversion abilities, and traditional cultural knowledge reserves, it is difficult to achieve correct translation[1].

However, current college English translation teaching encounters many problems. For a long time, college Chinese-English translation teaching has been in a relatively marginal position in college English teaching. In college English teaching aimed at liberal education, translation is at the bottom of the five major abilities of listening, speaking, reading, writing, and translation. Teachers tend to devote more energy to cultivating learners' four skills of listening, speaking, reading, and writing. And affected by traditional teaching models, college Chinese-English translation has not formed a complete teaching system, which is manifested in unclear teaching objectives, limited teaching content, single teaching methods, and incomplete assessment mechanisms[2].

The study focused on the "condensation-expansion" and "AB double texts" based on PAD Class teaching model design, implementation and effect evaluation in Chinese-English translation, explores the practical application of the model to language teaching.

2. PAD Class Teaching Model of Chinese-English Translation Based on "Condensation-expansion" and "AB Double Texts"

Chinese-English translation teaching is a very important part of English teaching in universities in China, which has constructive significance in cultivating learners' grammar knowledge and promoting the improvement of their translation practice abilities. Strengthening the innovation of translation teaching models in education and teaching in universities cannot be separated from the research and analysis of traditional translation teaching models [3]. At present, the teaching method of college English is still mainly based on traditional indoctrination, and the teaching methods of teachers-centered have not undergone significant changes. The teaching model of Chinese-English translation is single, and learners do not pay much attention to the cultivation of Chinese-English translation ability. They have little knowledge of translation theory and skills, and their Chinese-English translation ability is generally not high. This traditional teachers-centered teaching model is difficult to unleash learner's subjective initiative. Teachers should strive to change the traditional teaching model, fully leverage learners' position, and timely guide learners to engage in theoretical learning and translation practice. Therefore, the traditional English translation teaching model is no longer suitable for the current social needs and urgently needs to be reformed. How to improve the effectiveness of translation teaching and cultivate and enhance learners' translation skills in English courses is a problem that universities and teachers must pay attention to and consider.

2.1 PAD Class

The choice of teaching model directly affects the realization of teaching objectives.

College English teaching should follow the rules of foreign language learning, fully consider the individual differences of learners in learning methods and learning styles, and use appropriate and effective teaching methods according to the characteristics of teaching content. The selection of teaching methods should consider both teachers and learners. The use of teaching methods should reflect flexibility and adaptability, with the aim of improving teaching efficiency, learning efficiency, and overall teaching quality. College English courses should start from the educational concept of "learner-centered" and reflect the teaching concept of "teacher-led and learner-centered", so as to achieve a transformation of teaching activities from "teaching" to "learning", and form a teaching norm characterized by teacher guidance and inspiration, and active participation of

learners.

To address major problems in current university classroom teaching in China, Xuexin Zhang proposed PAD Class(Presentation-Assimilation-Discussion) as a new teaching method combining the advantages of lecture and discussion in 2014[4]. The key idea of PAD Class is to allocate half of the class time to teacher’s presentation and the other half to learners’ discussion. The presentation and discussion are separated so that learners can have certain time for self-paced and individualized assimilation [5]. In 2018, based on principles of brain science, Xuexin Zhang proposed a new-type teaching model of Chinese: condensation-expansion and AB double texts. The study took the lead in applying this method to the practices of Chinese-English translation teaching. In this way, teaching quality and efficiency has been improved greatly.

2.2 PAD Class Teaching Model of Chinese-English Translation Based on “Condensation-expansion” and “AB Double Texts”

The PAD Class has successfully transformed the traditional classroom teaching mode of the school, achieving a “learner-centered” scientific teaching method and teaching philosophy, enhancing the mutual relationship between teachers and learners, and helping to meet the needs of learners at different levels. Integrating the teaching process of PAD Class with the “condensation-expansion” and “AB Double Texts”, the study puts forward the “condensation-expansion” and “AB Double Texts” based on PAD Class Teaching Model, which revolutionized the traditional Chinese-English translation teaching. During the first presentation, teachers use the first Text A as material to demonstrate the process of condensation (decoding), analyzing the components of each sentence. And teachers assign the first Text B to learners to decode during assimilation. Then during discussion, learners discuss in groups in class under the guidance of teachers and teachers answers the questions raised by learners. During the second presentation, teachers use the second Text A as material to demonstrate the process of expansion (encoding), constructing sentences according to grammatical rules. And during the second assimilation, teachers assign a translation assignment, with the second Text B as reference. Finally, during the second discussion learners discuss in class. The process is shown in Figure 1.

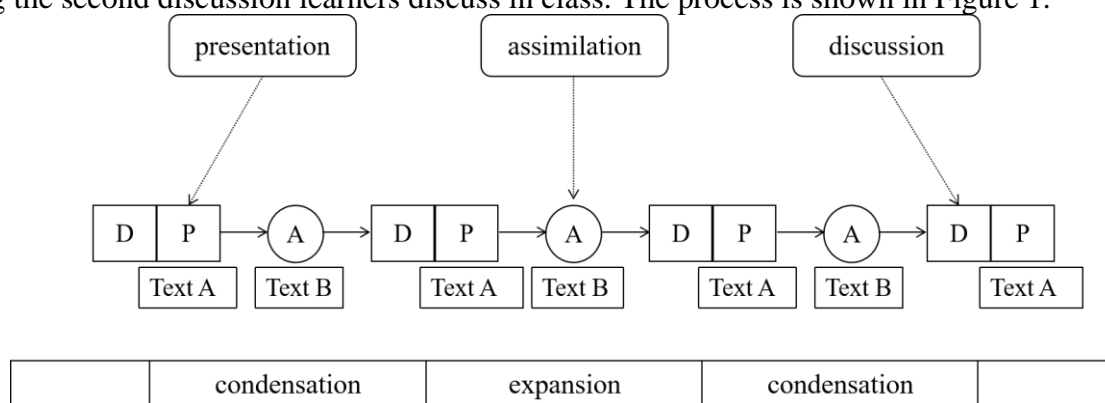


Figure 1: Teaching model of “condensation-expansion” and “AB Double Texts” based on PAD Class

The teaching process integrates PAD class into Chinese-English translation, putting forward the teaching model of “condensation-expansion” and “AB Double Texts”. After several years’ testing, the learners’ translation skills, expressive and cooperative abilities are all improved, which makes learners meet the needs and requirements of the society.

3. Teaching Practice of Chinese-English Translation Based on “Condensation-expansion” and “AB Double Texts” of PAD Class

Chinese-English translation, as an extension of language and cultural learning in college English teaching, aims at enabling learners to master the basic theory of Chinese-English translation and cultivate their ability and skills in Chinese-English translation through basic translation theories, comparison and analysis of English and Chinese languages, and explanation and introduction of translation techniques. By understanding the similarities and differences between English and Chinese languages and cultures, it aims at cultivating strong language conversion and expressive skills, and enhancing learners’ cross-cultural communication awareness and cross-cultural communication and cooperation abilities.

3.1 Guidelines for College Chinese-English Teaching

The “Guidelines for College English Teaching” not only describes the teaching requirements of college English: basic goals, improvement goals, and development goals; but also provides detailed descriptions of translation skills, which is an important theoretical support for Chinese-English translation teaching.

Basic goals: learners are able to use tools such as dictionaries to translate articles with familiar themes, clear structures, and less language difficulty; the translated text is with basic accuracy and no significant understanding or language expression errors; learners master basic language skills.

Improvement goals: learners are able to extract and translate English literature materials related to their major or future job position with average language difficulty; learners are able to translate common practical texts, such as Cover letter, Letter of recommendation, official invitations, etc., accurately; learners are able to translate texts with familiar themes and average language difficulty accurately and expressively; learners are able to use tools such as dictionaries to translate texts that are more formal in genre with correct understanding and clear language expression; learners are able to apply translation skills well.

Development goals: learners are able to use tools such as dictionaries to translate literature related to their major or future job positions, with accurate understanding of the original text, fluent translation language, clear structure, and basically meet the needs of professional research and business work; learners are able to use tools such as dictionaries to translate text materials with certain depth and introduce Chinese and foreign cultures; the translated text is accurate, with almost no errors or omissions; the translated text is smooth and expressive with fewer language expression errors; learners are able to apply translation skills appropriately[6].

In teaching practices, the teaching objectives of Chinese-English translation are not clear due to the lack of in-depth researches on the “College English Teaching Guidelines” by universities and teachers. In addition, the teaching time is limited.

3.2 Teaching Practice of Chinese-English Translation

In the presentation of condensation, each model sentence of the first Text A, is distributed to the learners to go through in 10 seconds. Then the teachers demonstrate the process of decoding by analyzing the components of the sentence. While in the presentation of expansion, teachers demonstrate the process of encoding by constructing the sentence according to grammatical rules. In the assimilation of condensation, the first Text B is assigned to learners as material to practice; while in the assimilation of expansion, the second Text B is assigned to learners as a translation task (as seen in Figure 1). Meanwhile, learners accomplish the task of “my favorites-test you-help me”, which serves as the “scaffold” of group discussion. The format of note-taking task is not strictly

constrained. In group discussion of both condensation and expansion, learners discuss the contents of “my favorites-test you-help me”, trying to solve problems in the process of learning. While the problems could not be solved are answered by teachers in dialogue between teacher and learners.

In this way, teachers stimulate learners’ interest in translation theory, making them feel that this approach can effectively improve the efficiency and quality of English translation, thereby making them feel that this approach can effectively improve their translation skills, and combining English translation theory and practices to achieve better translation goals.

4. Discussion

Translation teaching is the basic parts of English teaching, and should actively explore and try new teaching mode to improve teaching quality, should take the advantages of traditional translation teaching and should keep pace with the times in accordance with the characteristics of social development.

4.1 Attach importance to translation skills.

Learners cannot fully recognize the importance of English translation, most of it is mechanically transformed and cannot form effective translations. Learners’ interest in translation learning is generally not high, and they directly underestimate the cultivation of their own Chinese-English translation ability. In college English teaching practice, there is a lot of emphasis on cultivating listening, speaking, reading, and writing abilities, with little involvement in translation practice. This directly leads to learners’ difficulty in realizing the necessity and importance of cultivating translation skills. So, for both teachers and learners, it is necessary to attach sufficient importance to translation in their mind, and to have a clear understanding of the role and significance of learning Chinese-English translation well. In the teaching process, teachers should adopt appropriate teaching methods to make learners aware of the practical significance of learning Chinese-English translation for personal growth and social development. Teachers should clarify teaching objectives and methods based on the characteristics of learners, so that learners can shift from passive learning to active exploration, and achieve the improvement of learners’ Chinese-English translation ability.

4.2 Supplement systematic translation theories and knowledge reserves.

The traditional teaching model of college English translation is based on behaviorism theory and guided by demonstration-imitation-repetition. The focus of the teaching mode is on “teaching”. Teachers combine the learning of translation theory with the practice of translation skills, explaining a certain translation theory and skill based on the teaching materials and practice materials in the textbook. Learners are only passive recipients of classroom teaching, imitating and practicing the translation skills learned in the classroom. Through mechanical repetition, they understand and digest the translation content taught by the teacher, and achieve the effect of English translation learning. So, in order to learn Chinese-English translation well, it is necessary to focus on both theoretical learning and translation practice. Without systematic learning of translation theory and methods, it is also difficult to systematically explain theoretical knowledge and improve learners’ practical abilities due to limitations in textbooks and class hours. Without systematic explanation of theoretical knowledge and sufficient translation training, it is impossible to cultivate learners’ translation ability. Most learners’ translation abilities are still at the level of translating words and phrases. So it is necessary to understand translation theory and also master translation skills.

4.3 Improve translation teaching methods.

Most university teachers still adopt the traditional teaching mode of “teacher-teaching and student-listening”. Traditional teaching is not conducive to cultivating learners’ comprehensive translation skills, and it is easy to overlook the practicality of translation. Over time, learners are prone to losing their subjective initiative in learning, lacking the flexibility, creativity, and adaptability of translation. In the current teaching of college English translation, teachers are still the main focus, with vocabulary explanation and syntactic structure analysis as the main teaching objectives. Learners are still striving to learn English as a course rather than as a communication tool to use[7]. Translation exercises only appear during a small number of article lectures or after class exercises, and there is no systematic translation textbook to choose from. Not to mention improving learners’ ability to translate Chinese into English, university teachers should enhance their professional literacy, cultivate a learner-centered educational philosophy, emphasize learners’ subjective initiative in learning, and cultivate learners’ autonomous learning ability.

4.4 Break the limitations of translation textbooks.

The Chinese-English translation model considers translation theory, translation skills, and knowledge of Chinese and Western cultures as independent links or interspersed into textbooks, but students have practical needs. At present, the main content of college English translation teaching is post class translation exercises, often in the form of post class sentence or paragraph exercises, which only focuses on consolidating the vocabulary and grammar of the text. The essence of this practice reflects more on learners’ mastery of words and phrases, but rarely reflects their overall understanding of the text, without touching the essence of translation. Learners often follow the teacher’s rhythm and mechanically grasp words or phrases, making it difficult to accurately grasp the overall context. So much so that learners cannot truly master English translation theory and skills. So, we need to reform college English textbooks and innovate teachers’ teaching models and methods.

4.5 Accumulate knowledge of Chinese and Western cultures.

Cultivating learners’ cross-cultural communication awareness and abilities has become one of the important tasks in English teaching [8]. Due to China’s historical and cultural background, there are some differences between the two languages, and there are also differences in the usage habits of some words. To translate English well and achieve high-quality goals, it is necessary to have a strong understanding of Chinese and Western cultures [9]. Translation is not only about communicating between two languages, but also about communicating between two cultures. The difficulty in improving English translation proficiency is mainly due to learners’ insufficient understanding of Western culture and unclear understanding of cultural differences between China and the West, which leads to difficulties and errors in the actual translation process due to a lack of understanding of its meaning. Therefore, in the process of organizing English translation learning, teachers should strengthen cross-cultural teaching in the classroom, further cultivate learners’ cross-cultural awareness, perceive the charm of two cultures, improve learners’ reading and aesthetic abilities, and improve their Chinese-English translation abilities. To introduce learners to some Western culture and recommend valuable reading materials, so that they can more easily translate the original text in their future work and achieve the maximum reduction of Chinese and English translation. In addition, in order to deepen our understanding of English, it is necessary to enhance our understanding of different cultures. Teachers should carry out various forms of teaching activities, strengthen their understanding of Chinese and Western cultures, and carry out

corresponding teaching work. We should strive to learn Chinese and Western languages, familiarize ourselves with the vocabulary, syntax, and differences in thinking between the two languages.

5. Conclusion

Chinese-English translation is one of the most important parts in English teaching in universities and plays a role in predicting learners' language and expressive abilities, and ensures their comprehensive development. At present, Chinese-English translation teaching in universities is increasingly receiving widespread attention from society, but the traditional Chinese-English translation teaching model is no longer able to keep up with the demand for English translation talents in society. In the new era of development, in order to meet the needs of social development and improve the quality of Chinese-English translation teaching in universities, it is necessary to continuously strengthen research on traditional translation teaching models and build interactive university Chinese-English translation teaching models. In English teaching, teachers should actively explore more scientific and practical teaching models for college English courses. Through continuous practice, teachers aim at enhancing learners' Chinese-English translation abilities, their cultural confidence and language skills, and lay a solid foundation for better serving society.

In traditional education, learners' initiative and enthusiasm are suppressed, and their creative thinking and potential cannot be fully utilized, which is not conducive to the cultivation of creative talents. The PAD Class embodies the teaching philosophy of "learner-centered", highlighting the learners' position. Teachers only assume the roles of guides and assistants, which can to some extent cultivate learners' self-learning ability, cooperative spirit, innovative spirit, etc. The application of PAD Class has significantly improved learners' translation enthusiasm and initiative, while also significantly improving their translation skills. This teaching model is conducive to creating a relaxed English translation learning environment for learners', improving their English translation skills, and cultivating their learning enthusiasm, initiative, creativity, and teamwork ability.

In college English teaching, the teaching time for listening, reading, grammar, and translation should be scientifically planned and designed. On this basis, it is necessary to further strengthen and improve translation teaching, enhance the practicality of translation teaching, and enhance the effectiveness of translation teaching through research on English teaching methods. Both teachers and learners should attach great importance to translation in their mind, making learners aware of the crucial role Chinese-English translation plays in their future work, and fully understanding the significant significance of translation for individuals and society. If necessary, optional courses can be offered when translation teaching hours are insufficient, so that learners can actively learn this course and improve their English. Improving learners' translation ability is not an easy task, as their own language foundation, understanding of translation theory, accumulation of knowledge of Chinese and Western cultures, and practical translation exercises directly affects the improvement of learners' Chinese-English translation ability. Learners should be guided by teachers to understand translation theory, master necessary translation skills, and achieve a combination of theory and practice. Teachers should help learners accumulate knowledge of Chinese and Western cultures.

In short, it is necessary for teachers to innovate their teaching models and methods, continuously improve their professional literacy, cultivate learners' awareness of Chinese-English translation in teaching and practice, enhance learners' Chinese English translation ability, and effectively improve learners' level of Chinese-English translation and comprehensive English application ability, in order to cultivate a group of composite application talents that meet social needs and better serve social development.

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