

Original Paper

Review of Translation Teaching for Postgraduates of Non-English Majors (2003-2023)

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Received: March 9, 2024

Accepted: August 8, 2024

Online Published: August 20, 2024

doi:10.22158/jetss.v6n3p106

URL: <http://dx.doi.org/10.22158/jetss.v6n3p106>

Abstract

As international exchange continues to expand and intensify, E-C (English-Chinese) translation teaching for postgraduates of non-English majors, aimed at nurturing interdisciplinary talents equipped with both professional knowledge and pragmatic competence, has garnered widespread attention. Domestic scholars have explored the aspects of “teaching” and “learning” in E-C translation teaching for postgraduates of non-English majors from multiple dimensions. This paper reviews E-C translation teaching for postgraduates of non-English majors in China in the past two decades based on representative studies, sorts out the focus and current status of research, and looks forward to the future development of teaching practice. We found that universities generally advocate and adopt interdisciplinary teaching methods that integrate “foreign language” into “majors”, and E-C translation teaching for postgraduates of non-English majors also revealed aspects that urgently need to be improved. Therefore, reviewing and reflecting on research related to translation teaching and proposing targeted measures based on its current teaching challenges have extremely important theoretical and practical significance.

Keywords

postgraduates of non-English majors, interdisciplinary translation teaching, teaching challenges, targeted measures

1. Introduction

Traditional teaching syllabi generally place translation after basic skills such as listening, speaking, reading, and writing, which seems to regard translation as an inferior way to enhance students' pragmatic competence. Actually, for most Chinese students, the ultimate goal of foreign language learning has always focused on the practical application of E-C translation. According to the Master's and Doctoral Degree Graduate English Teaching Syllabus (1993), the purpose of E-C translation

teaching for postgraduates of non-English majors is to enable students to master the tool of English, by which guides professional learning, research, and international communication... In other words, postgraduate English courses ought to prioritize the cultivation students' integrative competence including their professional knowledge and translation skills. This teaching objective not only fulfills the demands of social development, but also aligns with the trend of updating professional knowledge and facilitates personal future development in job hunting. This paper selects representative literature on the field of "E-C translation teaching for postgraduates of non-English majors" included in China National Knowledge Infrastructure (CNKI) over the past two decades as the data source. Through literature review, we find that postgraduate translation teaching is characterized by interdisciplinary. However, there are also some aspects that urgently need to be innovated. Given the current situation, the paper endeavors to explore the future development of teaching in order to provide some valuable insights and references for the future teaching practice.

2. Translation Teaching Based on Specialized Courses

The focus of postgraduate language learning shifts from the mastery of fundamental language skills to the practical application of language. Therefore, teaching should go beyond the single pursuit of basic language knowledge and focus on cultivating students' ability to use language to deepen and promote professional learning. Translation teaching serves as a comprehensive course that encompasses multiple skills such as listening, speaking, reading, and writing, which aids students in broadening and deepening their professional knowledge throughout their learning journey. Pure language learners lack professional knowledge and have limited understanding on professional terms and source texts, making it difficult for them to fulfill interdisciplinary translation tasks. However, postgraduates of non-English majors with the professional knowledge background can usually obtain good translation results after certain translation skills training. Therefore, ESP (English for Special Purposes), which combines foreign language with other majors or disciplines, is gradually becoming the mainstream of E-C translation teaching for postgraduates of non-English majors. In recent years, some universities have actively responded to the globalization of knowledge by offering postgraduate translation courses in different majors like science and engineering, medicine, and agriculture etc. It aims to deeply integrate professional knowledge and foreign language skills, thereby promoting dynamic innovation across various disciplines, and significantly enhancing students' international academic exchange ability and global competitiveness. However, this interdisciplinary teaching model is still in its initial stage and confronts several development challenges.

2.1 Translation Teaching for Postgraduates Majoring in Science and Engineering

With the rapid advancement of science and technology, global technological communication and cooperation are becoming increasingly frequent and in-depth. Postgraduates majoring in science and engineering serve as a pivotal bridge connecting domestic technological developments with their international achievements, who not only need to acquire international cutting-edge research

achievements and stay abreast of the latest developments in their professional field, but also disseminate mature domestic research achievements to the world. Therefore, acquiring excellent translation ability has become an indispensable task for them. However, there is still a certain gap between the current status of teaching in science and engineering majors and the objectives of the syllabus. Wang Qunfeng (2014) found that in the process of improving the translation skills of postgraduates majoring in science and engineering, universities generally overlook the importance of the developing technology discourse translation skills. He revealed that students lack translation theory knowledge and the teaching resource are allocated unreasonably, subsequently proposing the corresponding solutions to enhance the competitiveness of students. Zhu Yan and Qiu Yuping (2008) stated that there is great potential for translation training for students majoring in science and engineering. They identified the challenges in students' translation practice, proposed integrating language teaching with translation teaching as a means to bolster students' translation skills, and underscored the significance of fostering a correct understanding of translation principles. Wei Qingguang and Ding Weiguo (2011) pointed out that translation teaching for postgraduates majoring in science and engineering has not yet broken the constraints of traditional structuralist linguistics, which focuses on grammar and syntactic analysis but lacks attention to the core translation of semantics and pragmatics. By analyzing the characteristics of technical translation and incorporating pertinent linguistic theories, they devised a "semantic-pragmatic" translation teaching model. Peng Jing (2014) discovered that translation teaching for postgraduates majoring science and engineering continued to adhere to the general undergraduate English language teaching approach, leading to issues including ambiguous teaching objectives, inadequate comprehension of pedagogical theories, and monolithic teaching methodologies. She also indicated that the reform of traditional general language teaching is imperative. Gao Baoping and Zhao Mingyue (2023) noticed that students generally display a lack of certain professional literacy, code-switching capabilities, and translation skill. Through in-depth analysis of vocabulary selection, sentence structures, and discourse layout, the practical and feasible translation training models and improvement paths were explored.

From the above analysis, we realize that there are still certain limitations and challenges in translation teaching for postgraduates majoring in science and engineering. In future translation teaching, teachers should focus on the professional contents of the major of science and engineering and combine new theories from relevant disciplines so that targeted courses will be designed and arranged to address students' translation weaknesses effectively.

2.2 Translation Teaching for Postgraduates Majoring in Medical Science

Chinese traditional medicine, a resplendent treasure in the vast expanse of Chinese history, is deeply rooted in the fertile soil of Chinese traditional culture, reflecting profound philosophical values. It embodies a profound comprehension of the mysteries of life, the laws of nature and shows the distinctive charm of Chinese civilization. However, when Chinese traditional medicine approaches the world stage, it has to face doubts and challenges which are from different cultural backgrounds and

medical systems. Therefore, postgraduates majoring in medical science, as an important force in the inheritance and innovation of Chinese traditional medicine, shoulder the mission of promoting the internationalization of Chinese traditional medicine. They need to make full use of translation, which serves as a bridge to communicate different cultures, promote comprehensive comprehension of Chinese traditional medicine in the world, and carry forward cultural confidence. That is to say that they not only need to have solid knowledge of Chinese traditional medicine, but also need to have a deep understanding of the differences between different languages in order to accurately capture and convey the profound philosophical concepts contained. Miao Yuanyuan (2021) stated that in the post-pandemic era, it is urgent to cultivate talents in Chinese traditional medicine translation. She pointed out that research on translation teaching for Chinese traditional medicine primarily concentrates on the translation of medical terminology and classics, and has yet delved into the deep realm of Chinese traditional medicine translation pedagogy. Therefore, the new explorations should be carried out from the aspects of teaching objective, teaching content, teaching theory, teaching model, and evaluation and testing of teaching effectiveness to provide new ideas for traditional Chinese medicine translation teaching and promoting the international dissemination of Chinese traditional medicine. Danyang (2015) pointed out that the characteristics of Chinese traditional medicine translation determine the teaching objectives and training strategies, so three levels of requirements for translators' abilities are proposed, and graded teaching is advocated based on the difficulty of translation. In response to the issues pertaining to English teaching for postgraduates in medical colleges, Zou Defang (2014) advocated for reforming training programs that don't align with teaching objectives and aren't conducive to improving medical English application abilities. She further emphasized that medical knowledge should be integrated with professional English teaching in order to achieve optimal utilization of teaching resources. Xin Tongchuan (2014) found that although the publication volume of medical translation textbooks has steadily increased, there was still a lack of textbooks covering contemporary translation theory. The scarcity of medical interpretation textbooks is highly incompatible with the strategy of promoting Chinese traditional medicine globally.

In the process of internationalizing Chinese traditional medicine, interdisciplinary medical talents shoulder the heavy responsibility of carrying forward Chinese traditional medicine culture and innovating medical research achievements. Therefore, medical translation teaching should be based on professional characteristics and design reasonable teaching plans in order to promote the healthy development of medical translation teaching.

2.3 Translation Teaching for Postgraduates Majoring in Agriculture

In recent years, the international economic and trade cooperation has been continuously expanding, especially in the key area of agricultural technology, which is related to food security and agricultural sustainable development. In order to better integrate into the global agricultural technology innovation network and promote international exchange of advanced agricultural technologies, we urgently need agricultural technology talents who can engage in deep and efficient cooperation with international

partners. Against the background of internationalization, the teaching objectives of postgraduates majoring in agriculture should no longer limit to the mastery of theoretical foundations and professional skills, but also emphasize the improvement of comprehensive qualities, especially their pragmatic competence. Xie Jingyuan (2016) found that postgraduates majoring in agriculture are generally weak in English, especially in terms of translation and interpretation. She also pointed out that postgraduates English learning should break away from the exam-oriented education and fully utilize constructivist theory to empower student' subjective initiative. She proposed new teaching strategies to address issues like unreasonable teaching settings and limited language proficiency among postgraduates majoring in agriculture. Song Yinqiu and Yan Hongcai (2013) highlighted that most of the universities fail to attach enough importance to the teaching phase of translation teaching for postgraduates of non-English majors, which results in the goals of the "Syllabus" being far from achieved. By exploring the curriculum system of English for Specific Purposes (ESP) in agricultural colleges, they believed that the "teaching" and "learning" of the courses can be optimized by reforming the original English courses. Due to the scarcity of interdisciplinary talents in agriculture, Yang Lianxin et al. (2007) proposed a series of strategies to tackle the challenges faced by the current teaching practice, which include organizing a well-trained faculty, and updating teaching concepts etc. Wang Zhen (2013) pointed out that there are problems in the compilation of professional English textbooks for agricultural major, such as inappropriate writing concepts, lack of distinctive content, similarity of themes, and single structure. Correspondingly, she proposed targeted solutions to improve the compilation of textbooks and change the phenomenon of time-consuming and low-efficiency English teaching for postgraduates in agricultural universities.

It can be seen that the current translation teaching for postgraduates of non-English majors has not yet achieved the objectives of "being able to use English as a tool for professional learning and research" as stated in the Syllabus, which is mainly due to the multiple challenges between the two aspects of "teaching" and "learning". Therefore, there is an urgent need for a profound and comprehensive reform in English translation teaching for postgraduates of non-English majors. It requires teachers and scholars to undertake a thorough analysis of prevailing challenges in translation teaching, subsequently devising effective and innovative strategies.

3. Challenges in Translation Teaching for Postgraduates of Non-English Majors

An overview of the interdisciplinary teaching that integrates foreign language with specialized courses for E-C translation teaching for postgraduates of non-English majors, we have identified certain challenges pertaining to both the "teaching" and "learning" aspects of translation teaching. In terms of teaching, universities do not attach great importance to translation and interpretation, and other problems appearing in the class such as single teaching methods, one-sided assessment system, teaching materials lacking in professionalism, and a disconnect between theory and practice. In the aspect of learning, students also encounter limitations such as weak language proficiency and

insufficient learning motivation.

3.1 Lack of Targeted Curriculum Design

Teaching models are important strategies for achieving teaching objectives, and the quality of teaching models not only affects whether students can effectively absorb and apply knowledge, but also has a direct impact on the overall quality of teaching. Wang Yidan et al. (2017) stated that the traditional teaching model that overly emphasizes the basic translation knowledge and translation results cannot meet the learning needs of postgraduates any longer. Lin Zhong (2018) contended that ESP persists in adhering to an undergraduate curriculum model that overemphasizes the enhancement of basic language knowledge, while neglecting to accommodate the advanced learning level and professional specificities of postgraduates. In response to outdated teaching methods and single teaching model, Wang Haijun (2006) explored a flexible modular resource integration method, which dynamically adjusts teaching themes based on student characteristics to meet the need of teaching objectives.

By implementing assessment and feedback mechanisms, teachers can accurately know about whether students master the knowledge and flexibly adjust teaching methods and strategies in time. For students, they can seize this opportunity to identify and rectify their own shortcomings, thereby consolidating knowledge. Yang Lianxin et al. (2007) pointed out that the summative assessment system, dominated by the “one-time closed book exam” and subjective question types, cannot truly and objectively reflect students’ actual language proficiency. Ni Yanxiao (2020) found that the vast majority of universities only adopt the single assessment method with one-sided assessment content and incomplete assessment feedback. In response to this issue, she came up with the diversified assessment methods that integrate mid-term exams, final exams, and daily performance, innovated the assessment contents based on the major’s training plans, and provided systematic assessment feedback to enable teachers to gain a more comprehensive understanding of students. Zhang Zhifeng (2018) suggests adopting an assessment method where both usual performance and final grades account for half of the total. The final written test requires students to translate abstracts from core journals in their research field, fulfilling the objectives of the “Syllabus”.

Teaching materials are the core elements of teaching, so the selection of textbooks should be based on professional characteristics. It should ensure the cutting-edge and accurate contents meet the personalized and specialized learning needs of students. Wang Zhen (2013) pointed out that the English textbooks for postgraduates of non-English majors in agricultural colleges often overemphasize language knowledge and deviate from the actual context, resulting in students achieving high grades but lacking sufficient practical application. Zhou Yahong and Zhao Weiwei (2016) conducted a survey of the most prevalent translation textbooks available in the market and discovered pressing issues that need to be addressed, including outdated theoretical content, inadequate integration with practical application, and the detachment of translation skill development from the integrated language skills of listening, speaking, reading, and writing. The mission of postgraduates of non-English majors is not to understand obscure language, but to become a driving force in scientific research by using English as a

tool. Therefore, the selection of English textbooks should highlight practicality to achieve the goal of applying what has been learned. Lin Zhong (2018) suggests that textbooks should be tailored to the specific major, and English teachers should cooperate with professional teachers in the compilation of teaching materials so that the content and framework can be gradually adjusted and enriched. Postgraduate education focuses more on professional knowledge, so the selection of teaching materials must be based on students' learning needs and professional development, in order that the effect of language skills and professional learning can be advanced simultaneously.

Domestic scholars have conducted in-depth discussions on the curriculum schedule and curriculum design of E-C translation teaching and found that there are still problems such as the single teaching model, subjective assessment method, and a lack of targeted teaching materials. The curriculum design involves various aspects of "teaching", which directly affects the quality of teaching and the learning effectiveness of students. Exploring innovative solutions has positive and constructive significance for the development of translation teaching, so the curriculum reform is imperative.

3.2 Lack of Reasonable Curriculum Schedule

With translatology becoming into an independent discipline in China, universities have offered translation major and integrated English into non-English majors, which aimed to improve students' translation and interpretation competences. This interdisciplinary ability not only lay a solid foundation for their future careers, but promote international exchange and professional innovation.

In the research and practice process of E-C translation teaching for postgraduates of non-English majors, in-depth interpretation of a large amount of foreign literature and materials is an indispensable part, which will help them keep up with the forefront dynamics of their professional field, internalize the latest academic theories, and guide the output of their own academic achievements. In order to expand their influence in the international academic community, postgraduates are always asked to provide an English abstract when publishing academic papers. The quality of abstract is not only directly related to the frequency of database searches and citations, but also deeply affects the academic influence of papers. All in all, the great importance of translation in the learning process of postgraduates cannot be ignored. Zhang Zhuo et al. (2005) conducted a survey on the offering of translation courses for postgraduates of non-English majors in universities and found that only 14 out of 60 universities offered mandatory or elective translation courses with limited class hours. The teaching materials were lecture notes temporarily printed by teachers, while the other universities only briefly involved translation explanations and exercises in English intensive reading classes. Song Yinqiu and Yan Hongcai (2013) pointed out that the goals set for postgraduate English teaching in the "Syllabus" have not been achieved, which is mainly due to the insufficient attention, and the simple teaching contents designed in the curriculum. Liu Junli and Fan Xiuyun (2011) indicated that English teaching for postgraduates of non-English major has long focused on basic English, with its curriculum similar to college English. It was not until the promulgation of the "College English Teaching Syllabus" in 2004 that universities gradually began to develop academic English teaching.

In the process of promoting academic progress, offering English abstracts to present their research results is just the starting point for postgraduates. More importantly, they should actively participate in international academic conferences and exchange ideas with experts from all over the world. Without doubt, the excellent interpreting skills serve as the cornerstone for their integration into the global academic dialogue and facilitating cross-cultural communication. However, in reality, the interpreting competence of postgraduates of non-English majors often struggle to match the actual needs of their professional development. This dilemma primarily arises from two factors: firstly, students with limited interpreting skills lack the confidence and motivation to surmount learning obstacles; secondly, in terms of curriculum design and teaching resource allocation, universities fail to prioritize the development of interpreting skills, and consequently, do not offer sufficient learning opportunities or resource support. Gu Qihui (2017) knew that the cultivation of students' interpreting competence in universities is primarily centered on undergraduate and postgraduate programs for English majors, with the detailed teaching plan outlined during the postgraduate stage in foreign language colleges. This poses significant challenges to the deepening of interpreting teaching in other majors. Zhan Cheng (2010, 2012) stated that since the 1950s, research on interpretation teaching in the West has gotten comprehensive development and received sufficient attention. However, there has been a long-standing lack of understanding of interpretation courses in China, which have long been positioned as a specialized course offered in the upper grades of foreign language majors. This perception has severely hindered the development of interpretation courses in China. Lu Jing (2011) pointed out that the accelerated evolution of internationalization has prompted universities to offer more challenging English elective courses to enhance graduate students' pragmatic competence. The interpreting elective courses are currently in the initial stage of exploration. It is worth noticing that the vast majority of students have high expectations for interpreting course, but their overall comprehension of the subject remains incomplete. Guo Jing (2009) attempted to explore the feasibility of cultivating interpreting talents among postgraduates of non-English majors by offering of postgraduate interpreting courses. Empirical research has shown that postgraduates who are already familiar with latest research trends and achievements of their major have more advantages in interpreting output than foreign language major students.

On the whole, the curriculum schedule of interpretation and translation is unreasonable for postgraduates of non-English majors. The research on interpretation teaching for postgraduates of non-English majors is seriously lagging behind, and the understanding of the importance of translation needs to be improved. To promote the balanced development of students' translation abilities in future research, scholars and teachers should pay enough attention to fostering their interpreting skills while strengthening the foundation of translation teaching.

3.3 Students Lack Solid Language Foundation

With the increasing emphasis on English study, students' English language foundation has generally been improved. However, postgraduates of non-English majors still face a series of challenges in their

learning process, which have attracted widespread attention and heated discussions from researchers and teachers. Zhang Zhuo et al. (2005) pointed out that students have obvious errors in vocabulary analysis, sentence comprehension, and translation style by analyzing the C-E translation test questions taken by students in class. The serious Europeanization appeared in students' translation shows that students' Chinese literacy also needs to be improved. Tao Hong (2002) used error analysis to study the patterns of errors, categorizing them into grammatical errors, conceptual errors, and sentence errors based on their nature, and pointed out that grammatical errors are the least and structural errors are the most. Ren Xiaofei (2003) found, through analyzing students' translation exams over the years, that students have deficiencies in understanding the complex grammar, cultural background knowledge, and discourse comprehension. Li Yingyu and Yuan Liling (2009) conducted a statistical analysis of errors in E-C translation by combining questionnaire surveys and corpus linguistics research methods. They found that the main reasons affecting students' translation proficiency were incomplete understanding of English texts, inadequate grasp of Chinese expression, and the misunderstanding of differences between English and Chinese. Liu Jinlong and Annie's (2018) evaluation of translation examples and analysis of translation practices done by students in class show that the poor translation output among postgraduates of non-English majors is due to their poor theoretical foundations, insufficient translation practices, and lack of cultural awareness.

These studies indicate that the translation abilities of postgraduates of non-English majors are far from the teaching objectives. Postgraduates from different majors commonly confront several common challenges in translation, including a deficiency in essential translation theories and techniques, as well as the code-switching abilities. It is these issues that lead to Europeanization of expression, awkward sentences constructions, and unclear diction in translation.

3.4 Students Lack Sufficient Learning Motivation

Motivation is the inner strength that inspires individuals to take actions and persistently pursue specific goals and make their dreams come true. Utilizing students' learning motivation and designing scientific and reasonable learning plans can not only inspire students to transition from passive acceptance to active exploration, but also dramatically enhance their learning efficiency and outcomes. Zhang Ya (2015) noticed that different students tend to have different needs for English learning. Some students who want to further their studies are bound to pay more attention to English, while others with relatively poor English foundation always take a negative attitude towards English learning. Wang Qunfeng (2014) pointed out that some students harbored the misconception that merely attaining accuracy and clarity of expression would be sufficient to achieve their learning objectives. It is mindset that results in a lack of motivation for delving deeper into the subject and pursuing self-improvement. Zhang Zhifeng (2018) found that over 70% of course managers believe that English courses are not the main course of non-English majors, which results English courses are merely the formality in most university curriculum schedules, and seriously dampens students' interest in learning. In short, postgraduates of non-English majors have heavy learning and research tasks, and their English

foundation is generally low, so their willingness to actively learn translation is not strong.

4. Measures to Improve Translation Teaching for Postgraduates of Non-English Majors

Through a deep analysis of the research focus and current status of translation teaching, we have found that current translation teaching faces several challenges such as unreasonable curriculum schedule, lack of targeted curriculum design, students' weak language foundation, and students' low motivation, which hinder the healthy development of teaching. Domestic scholars have conducted relevant researches on how to improve the "teaching" and "learning" in E-C translation teaching. Combining the research of various scholars, we believe that E-C translation teaching for postgraduates of non-English majors should take efficient measures to optimize curriculum schedule, update curriculum design, enhance students' language foundation and simulate student's learning motivation in order to pertinently cope with the problems mentioned above. We look forward to providing insightful suggestions and references for future translation teaching practices.

4.1 Update Curriculum Design

Digital education involves the utilization of advanced technology to enrich teaching methodologies, optimize educational quality, and attain the objectives of innovative education. The development of digital education and the promotion of its digital transformation are fueled by educational trends, which align with the direction of reform. Jin Feng and Du Ying (2024) stated that digital empowerment of innovative education should not be limited to the reform of teaching concepts, teaching models, and teaching methods, but also need to take teaching equipment and teaching environment into consideration. E-C translation teaching can be empowered by digital technology, through introducing online learning platforms, big database, and other AI tools to continuously innovate traditional teaching models and enhance teaching efficiency. Wu Yingjun and Zhao Xiuqin (2009) pointed out that the network teaching platform including four modules: course training, extracurricular charging, online communication, and teaching management, can achieve the organic combination of network and teaching. Flipped classroom is an innovative teaching model that grants students greater freedom. Before class, students are capable of using digital platforms such as MOOC (Massive Open Online Courses) to engage in online exploratory learning. In class, teachers are responsible for answering students' questions and organizing group discussions. On the one hand, flipped classrooms have enhanced students' interest and improved teaching outcomes; on the other hand, they are beneficial in fostering students' innovative and practical abilities. What's more, students can choose a suitable corpus based on their professional characteristics to fully observe and compare the source text with target text and accumulate terminology in order to construct their own knowledge. The use of digital resources breaks the limitations of time and space, and the digital teaching model of online platform learning and offline interactive communication effectively expands the depth of class teaching and extends the teaching time.

4.2 Optimize Curriculum Schedule

Translation and interpretation play an equal role in postgraduate study and future job hunting. E-C translation courses mainly aim to help students to accurately and smoothly convert texts from one language to another, while keeping the style and context of the original text unchanged. Therefore, it is necessary to arrange the reasonable curriculum schedule before class. It includes the mastery of professional terms, the cultivation of style consciousness and the in-depth study of translation theory. Compared to translation courses, interpretation courses have higher requirements for students. The key point of interpreting teaching is to cultivate students' interpreting skills, which not only involves immediate language conversion, but also requires students to have excellent listening comprehension, quick memory and flexible adaptability. The objectives of interpretation courses aim to help students translate their research results accurately when they have an exchange with foreign researchers, which is beneficial to cross-language exchanges and cooperation. Therefore, schools can offer elective courses on interpretation and translation with different topics according to students' professional characteristics. Translation elective courses should focus on the improvement of translation ability, and expand the cultural knowledge closely related to translation so as to enrich the language quality and cultural heritage of students. In interpreting course, students should first master some common sense and basic technique of interpretation, and then simulate real interpreting occasions so that students can apply and consolidate these interpreting skills by practice.

4.3 Enhance Students' Language Foundation

The cultivation of students' pragmatic competence is regarded as the primary task during the postgraduate study, and the achievement of this goal cannot be separated from the correct guidance of theory and sufficient exercise. Translation theory serves as a tool to guide translation practice. If there are no appropriate tools, students may inevitably fall into subjective speculation, resulting in comical translations. As the saying goes, it is better to teach someone to fish than to give him a fish. Simply focusing on the introduction of theories, engaging students in mechanical translation exercises, and relying solely on teachers' verification cannot effectively enhance students' translation abilities. A truly meaningful approach involves intimately integrating theory with practice, allowing them to complement and reinforce each other. Zhao Junfeng (2001) suggested that teachers should introduce translation theory and cultural knowledge into the classroom based on the objectives of translation teaching. In translation skills classes, teachers introduce theoretical knowledge, which does not need to be as in-depth and systematic as professional translation courses, but should cover some necessary common sense, such as the definition of translation, translation strategies, translation methods, etc. At the same time, teachers encourage students to use translation theory to guide translation practice and deepen their understanding of translation theory. Wang Haijun (2006) stated that adhering to the principle of "cycling between practice and theory" in teaching, establishing a positive interplay between theory and practice, and fully empowering students' subjective initiative are crucial for fostering their awareness of translation skills. Wang Yidan et al. (2017) stated that the student-centered

“translation workshop” teaching method, guided by practices and processes, emphasizes the testing of students’ mastery of translation theory and strategies, optimizes the teaching process and effectiveness, and improves students’ ability to translate independently and collaboratively.

4.4 Stimulate Students’ Learning Motivation

In response to the lack of motivation among students mentioned above, teachers had better adopt diversified teaching methods, design teaching strategies in line with students’ interests and needs, encourage students to participate in class activities to unleash their subjective initiative to promote their comprehensive and in-depth development. Tang Yuan (2016) emphasized that translation courses ought to be guided by constructivist theory, and a student-centered model for cultivating technological translation abilities should be established. Targeted teaching materials, task-based teaching arrangements, and collaborative learning processes should be used to create a proactive learning atmosphere for students and stimulate their learning motivation. Zhang Ya (2015) stressed that teachers should fully consider students’ learning needs, select appropriate textbooks, and carry out effective translation teaching training to adapt to the development trend of postgraduate English teaching and learning. At the same time, E-C translation teaching for postgraduates should fully embody the principle of teaching students in accordance with their aptitudes. For students with weak English foundation, courses should pay attention to the understanding of basic language knowledge, and then gradually transition to high-level skill training. For students with a solid English foundation, the difficulty of the teaching content should be strengthened. In addition, teachers and students can make full use of multimedia and network resources, such as translating movie subtitles, so that students can learn in play. Multi-modal information resources can effectively stimulate the enthusiasm and motivation of students, urge them to actively expand and consolidate knowledge, thereby enabling them to fully exercise their initiative as learning subjects and achieve the transformation from passive to active learning. Universities can also organize translation clubs, invite professional translators to share their experience, and regularly hold scientific and technological translation competitions to stimulate students’ interest and motivation.

5. Conclusion

Under the surface of discussions about E-C translation teaching for postgraduates of non-English majors lies a comprehensive endeavor to reform both the “teaching” and “learning” aspects of translation education. This paper systematically reviews the representative literature on E-C translation teaching for postgraduates of non-English majors over the past two decades which is characterized by its interdisciplinarity, summarizes the challenges in current teaching from the perspectives of “teaching” and “learning”, and proposes target measures such as optimizing curriculum schedule, updating curriculum design, enhance students’ language foundation and stimulate students’ motivation. There is no doubt that the past twenty years have been a golden period for English translation teaching to break through the old and establish a new one. In this era of globalization, the demand for talents who can

integrate professional knowledge with language skills is becoming increasingly urgent. E-C translation teaching for postgraduates of non-English majors will confront new challenges that, in turn, will propel social development, foster professional innovation, and facilitate individual growth. We anticipate continued innovation in E-C translation teaching in the future, nurturing a greater number of translation talents who not only satisfy the demands of the times but also possess comprehensive abilities.

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