

# Research on Teaching Strategies of College English Translation——Taking Medical Professional Literature as an Example

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**Abstract:** Under the premise of more and more frequent international exchanges, linguistics has attracted more and more attention. As a popular language, English is also the focus of education in universities. In order to cultivate more professional English language talents, the current university organizes English translation teaching. In the implementation of English translation teaching, teachers need to provide students with more abundant translation materials to develop students' professional quality. The medical content covers a lot of professional knowledge, and students may encounter some problems in the process of medical translation. Therefore, in the specific education implementation stage, teachers need to adopt effective guiding strategies, so that students can choose effective methods and complete translation practice more calmly. Therefore, this paper takes the medical professional literature as an example to study the teaching strategies of college English translation.

**Keywords:** College English; Translation Teaching; Medical Translation; Professional Literature; Strategies

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## Introduction

Translation ability is not a skill that is acquired naturally, it needs to be mastered through systematic teaching and training. In the implementation stage of college English translation teaching, teachers need to adopt effective guidance methods based on the current professional subject content and the actual situation of students. And make students more flexible to complete different translation tasks in the process of continuous practice. After research, it is found that when faced with medical professional literature, many students may encounter some problems in the process of translation. Based on this, the following discussion will focus on specific teaching implementation strategies.

## 1. Research on the teaching of medical English translation in colleges and universities

In college English translation teaching, in order to develop students' translation ability, teachers will choose some translation materials of different types to guide students to practice and develop students' translation ability. After research, it is found that there are still some problems in the current medical English translation teaching. There are many professional terms involved in medical English translation, so many teachers will guide students to spend a lot of time or find the actual meaning of these professional terms when organizing translation teaching, and let students compare after understanding these professional terms. translate. Under this teaching mode, many students only pay attention to some specific meanings of these nouns, but do not think deeply about the overall structure and content. As a result, many students only translate medical materials word by word without deep digging. material content and may not even understand the meaning behind the translated material. In this case, the actual effect of teaching is not ideal.

## 2. Taking medical professional literature as an example to discuss the

## **teaching strategies of college English translation**

In order to promote the high quality of English translation teaching, teachers need to choose effective strategies to guide students, so that students can complete different translation tasks efficiently. Based on this, the following uses the translation of medical professional literature as an example to discuss specific teaching implementation methods.

### **2.1 Introduce rich materials and develop students' application ability**

When organizing medical English translation teaching, if teachers only guide students to use some materials in the textbook to practice, the translation materials that students are exposed to in the process of learning are not comprehensive enough. There are many professional terms involved in medical translation, and the structure of the article is relatively complex. Therefore, teachers can reasonably expand the content of materials in the process of guiding students to practice. For example, teachers can collect different types of medical professional literature as examples, and guide students as practice corpus, so that students can accumulate relevant professional basic knowledge and understand Different professional vocabulary expression methods, familiar with professional text structure. In the process of studying medical professional literature, students can analyze the specific content and structure covered by medical professional literature, and compare the Chinese medical professional literature and English medical professional literature to find out the rules. With this teaching method, students can continue to think and compare in the process of learning, and they can have more practical learning feelings after using more rich materials to practice.

### **2.2 Take effective methods to improve the effectiveness of translation**

#### **teaching**

In the process of organizing medical English translation, students are exposed to many professional terms. In the process of translation, if students encounter unfamiliar words and constantly look up the dictionary to understand the meaning of the words, it will take a lot of time. Therefore, academics can reasonably analyze the translation of relevant medical materials, and students can try to infer the meaning of words or students from the context. You can also study the structure of words, split them according to their structural relationships, make reasonable guesses, and master more practical translation skills. For example, when encountering the word "telemedicine", if students think directly from the whole, it may be difficult for students to quickly understand its meaning, so in the process of translation, students can split according to word formation. The prefix of this word is tele, which means distant, and the following word is medicine, which means medicine. After splitting and integrating, students can translate this word as telemedicine. With this method, students can think more flexibly in the process of medical terminology translation, infer the meaning of different words on the premise of finding the rules, and complete the translation efficiently. In addition, in the process of organizing medical English translation, in addition to guiding students to pay attention to vocabulary, teachers need to let students think from a holistic perspective. Therefore, teachers need to use the comparative example training method in the process of organizing translation teaching. To enable students to master more practical translation skills. A simple example: "Appendicitis is most common in the second and third decades of life." When translating this sentence, the literal translation is "Appendicitis is most common in the second and third decade of life." One way of translation can cause misunderstanding, and the way of language expression is too obscure. Therefore, in the process of translation, students can reasonably extend the content to be translated. For example, students can translate it into "Appendicitis is first seen in the age of 11 to 30 years old". Through this extended translation method, readers can understand the content more quickly, and can also express the meaning of the original text in a standardized manner. After using the comparative example translation teaching method, students can understand the original text more clearly in the process of learning and ensure the accuracy of translation.

## **3. Conclusion**

To sum up, in the process of organizing college English translation teaching, teachers need to adopt effective guiding

strategies based on the actual situation of students, and enrich the types of text materials, so that students can master different languages more deeply in the process of continuous practice. knowledge to ensure the quality of language learning for students. The content of medical professional literature has obvious professional characteristics, and students can develop their learning ability in the process of practicing with medical professional literature. Therefore, in classroom teaching, teachers can reasonably introduce relevant materials to assist students in practice, and promote high-quality English translation teaching.

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