

# Research on the Teaching Mode of Language Block in English Translation Teaching in Colleges and Universities

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**Abstract:** The application of chunking teaching method in college English translation teaching can not only promote learning, but also strengthen the accuracy of students' English-Chinese translation and make students' oral English more authentic. Under the framework of chunking teaching mode, students' ability to master knowledge will be continuously improved after they have a thorough understanding of chunking knowledge, thus laying a foundation for improving their professional ability in English translation. Based on this, this paper starts from the language block teaching mode, and explores its application in the teaching of English translation in colleges and universities, aiming to provide reference for the research of relevant personnel in the future.

**Keywords:** Higher education; English translation teaching; Chunk teaching

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## Introduction

College English translation requires the students to master the related knowledge, which is the key content of teaching and has strong practicality. The application of chunk teaching mode plays an essential role in English translation, which can not only enrich the teaching mode of English translation, but also stimulate students' enthusiasm for learning. In the actual learning process, it can also improve students' overall English literacy. However, at this stage, in the process of efficient English translation teaching in our country, the teaching method of chunking is relatively lacking, and teachers are required to carry out teaching according to the actual learning situation of students, so as to strengthen the learning efficiency of students.

## 1. Chunk Teaching Mode

### 1.1 Semi-fixed Expression Block Teaching Mode

Through the analysis of semi-fixed expression chunks, it can be seen that in specific application practice, teachers can choose non-continuous structured sentences to be used flexibly according to social needs, so as to effectively improve social effects<sup>[1]</sup>. During the application of semi-fixed expression chunk pattern, English expression sentences can also be refined, reflecting the specific meaning of semi-fixed expression chunk pattern, such as "What really surprised me was...", "It is undeniable that...", etc.

### 1.2 Fixed Expression Chunk Teaching Mode

In the process of daily English communication, the fixed expression chunk pattern is used more times than other patterns. Under certain circumstances, people can use the fixed expression chunk pattern for language expression and express their personal thoughts easily and quickly<sup>[2]</sup>. When Western proverbs are expressed, fixed expression chunks are necessary constituent elements, such as "A bully is always a coward", "How are you?", etc.

### 1.3 Teaching Mode of Collocation Words

Through the analysis of collocation vocabulary, we can know that since the use of collocation vocabulary has changed to colloquialism, after analyzing collocation vocabulary, the vocabulary can be freely combined according to the frequency of language use at ordinary times, thus producing certain collocation combination chunks. This way greatly improves the effect of oral communication, such as rancid butter, catch a cold, be no exception, etc.

### 1.4 Teaching Mode of Words and Aggregate Words

Words are the basis of English learning, while aggregates are more similar to phrases in traditional definitions. But unlike phrases,

aggregate words are usually composed of two words, which cannot be replaced or adjusted, nor can they be arbitrarily split<sup>[3]</sup>. For example, the commonly used English aggregates on the other hand, up to now, and common English compound nouns are all part of the aggregates.

## **2. The Way of Language Block Teaching Mode in English Translation Teaching in Colleges and Universities**

### **2.1 The Application of Chunking Teaching Mode in the Pre-class Preparation Stage**

After the implementation of English translation education and teaching in colleges and universities, teachers must carry out pre-class preparatory work in order to give full play to the advantages of their chunking model in order to improve the effectiveness of the implementation of follow-up education projects<sup>[4]</sup>. In the pre-class preparation (the project implementation stage), it is necessary to improve students' awareness of autonomous learning, and appropriately enlighten their English chunk ability, and drive them to actively participate in practical teaching. The chunking model is the innovation of educational thinking and the innovation of teaching methods. In order to enable students to accept and recognize this model, teachers should guide students to master the chunking education method and promote students to have a preliminary understanding of the chunking teaching model<sup>[5]</sup>. In the actual English translation teaching activities, teachers need to further accumulate translation chunks through the theory of chunks of education, so as to make students' English translation more accurate and rapid. In the process of English translation teaching, students are required to do a large-scale actual accumulation, and use their spare time to accumulate enough language knowledge to have a deep understanding of the types and meanings of English lexical chunks, so as to master more English translation skills, which can further improve students' English professional standards.

For example, in the process of "accurately understanding the meaning of the original word according to the context" in the Chinese-English Translation Course (Chen Hongwei) of Shanghai Foreign Language Education Publishing House, in order to promote students' understanding of the meaning of words, various contexts can be prepared for the students. The collocation of words promotes the students' language learning and improves their mastery of vocabulary based on the connection of chunks, and then in future translation, the vocabulary that can be better understood and used with the chunks.

### **2.2 The Application of Chunking Teaching Mode in the Classroom Decomposition Stage**

In classroom introduction, teachers need to split specific words, sentences, etc., refine corresponding knowledge points, and summarize English chunks. When decomposing English translation teaching content, teachers can also properly integrate the corresponding content, thus driving students to master relevant knowledge points<sup>[6]</sup>. At the same time, teachers should also use the teaching methods and strategies of chunks to help students practice English translation ability in depth, thus improving their reading level. In the process of carrying out knowledge guidance in the classroom decomposition stage, in order to promote the application of what students have learned, teachers also need to create specific situations to guide students to use spoken English in daily life communication, so as to help students reserve professional knowledge of English translation and effectively improve students' English classroom learning ability and efficiency.

For example, in the process of teaching in the "Subject Translation" section of Chinese-English Translation Course (Chen Hongwei) of Shanghai Foreign Language Education Press, teachers can split sentences according to the translation situation, so that students can better refine the chunk knowledge content, strengthen their translation ability, and improve their actual reading level. For example, "The people of all ethnic groups in our country celebrate the 11th National Day warmly every year." National Day is enthusiastically celebrated on Oct. 1 by the Chinese people of all nationalities every year. At this time, in the translation, the sentences should be adjusted first—the sentences should be divided, the word blocks related to the subject should be found, and the words should be split—to make the expression conform to the English habits.

### **2.3 The Application of Chunking Teaching Mode in Classroom Restoration Stage**

In classroom guidance, teachers not only need to guide students to analyze the chunks of sentences, but also need to guide students to sort out chunks of information, so as to realize in-depth mastery of chunks of knowledge. Therefore, in the teaching of English translation in colleges and universities, students should be ensured to have good bilingual translation ability, that is, to realize self-conversion between English-Chinese translation and Chinese-English translation, so as to show the independence of the school for English translation. Through the analysis of students majoring in English translation, teachers can see that since most students have a much stronger ability to translate English into Chinese than that to translate Chinese into English, the reason of which is that students will be affected by their mother tongue in the process of specific translation, resulting in certain language knowledge

transfer, resulting in grammatical errors and tense errors. It can be seen that when teachers restore teaching content in the classroom, they should guide students to recall social situations in life, and fully mobilize students' English knowledge reserves and daily life experience, and flexibly use chunk knowledge in accordance with the relevant regulations on the use of chunk in recall. Make English translation work more agile art.

For example, in the process of teaching the part of the knowledge of "the stylistic color of words" in the Chinese-English Translation Course (Chen Hongwei) of Shanghai Foreign Language Education Press, if the teachers are trying to encourage students to have a better understanding of the color of spoken and written language, and to improve the completeness and rigor of students' translated sentence patterns, they can use poems, proverbs, and sentences with traditional Chinese cultural meaning to exercise students' translation ability. For example, "to treat one's own body in one's own way" is usually translated into two sentence patterns: ① Pay him in his own coin. ② Do unto them what they do unto us. Although the meanings of both sentences are right, ② is more written, which contains the elegant flavor of Chinese culture, therefore ② sentence is better.

## Concluding Remarks

In a word, in the process of carrying out English translation teaching, college teachers should not only pay attention to the basis of English vocabulary, but also adopt the teaching mode of chunking to reform the traditional teaching mode, so as to enhance students' attention to the basic knowledge of English, and help students lay a good foundation, and then develop students' English thinking ability in depth, and find effective ways and means of English translation during the period—master the use of chunks and skills, strengthen the students' own English foundation, etc. Even if the chunks are constantly changing, the students can adjust, master and use them properly, and eventually become a high-quality English translation elite.

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