

# Research on an Integrated Translation Teaching Model Based on *The Governance of China Database*: A Case Analysis of the President of GDUF's Speech to Freshmen

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## Abstract

*The Governance of China Database (The Database)* is a comprehensive platform for both research and teaching. This paper establishes an integrated teaching model based on the principles of Embodiment-Cognition-Construction, leveraging *The Database* to enhance translation education. With the aid of *The Database*, students can access numerous reference examples to refine their translations of a speech delivered to freshmen by the President of GDUF. Both the model and *The Database* are applicable to similar discourse translations.

**Keywords:** Teaching Model; *Governance of China Database*; Embodiment-Cognition-Construction

## 1. Introduction

Contemporary translation teaching must meet various educational objectives: beyond improving students' translation skills, it should also foster ideological and political awareness. It should align with the "three entries" (curriculum, textbooks, and classrooms) to help students deepen their understanding of national development, become familiar with national discourse, and enhance their ability to share China's stories effectively. The English translations of *Xi Jinping: The Governance of China* (hereinafter referred to as *The Governance*), published from 2018 to 2022, have attracted considerable interest in translation studies. According to Zhou and He (2023), research on *The Governance* primarily explores translation strategies, methods, and the handling of specific language phenomena, with limited application in teaching.

*An Integrated platform of Multilingual Database of Xi Jinping: The Governance of China*<sup>1</sup> (hereinafter referred to as *The Database*), developed by the Institute of Corpus Research at Shanghai International Studies University, serves as a high-level database for state political discourse. Since the release of version 2.0 in June 2022, university teachers have actively explored methods for integrating the Database into their teaching. However, current practices and research indicate that the application is still suboptimal, as most teachers have not yet found the most effective way to incorporate it.

## 2. Translation Teaching Based on *The Database*

*The Database* comprises a Corpus, a Knowledge Base, and a Literature Base, with the multilingual parallel corpus being its most essential component. Bilingual parallel corpora aid students in understanding source texts and translating them more fluently into target languages (Zanettin, 1998). Second language learners often lack familiarity with national discourse, a gap the *Understanding Contemporary China* textbook series aims to address. When translating texts reflective of Chinese contemporary discourse, students often struggle with comprehension and expression. The abundant language data and examples in *The Database* help students overcome these difficulties.

Wang (2004:28) argues that corpus tools are particularly valuable when translating from one's mother tongue into a foreign language. He also notes that parallel corpora can facilitate the search for specific translation strategies, enhancing accuracy, authenticity, and providing multiple translation options that go beyond what bilingual dictionaries offer. One of *The Database*'s primary goals is to support translation education. Li and Hu (2021:87), developers of *The Database*, assert that "Through observation and analysis of extensive language data, students improve through self-discovery and self-exploration" and that it "provides more data support for teaching political text translation, allowing for a more objective and scientific approach to language teaching." *The Database* should therefore provide robust support for translation instruction.

There are two main approaches to incorporating *The Database* into translation education: directly applying the platform content in teaching or using the platform as tools in a more tool-oriented approach. The former approach is straightforward—for example, the "Teaching Module" within *The Database* offers translation strategies and techniques, such as conversion, domestication, specification, omission, perspective change, alienation, addition, and more. The "Terminology Library" and

<sup>1</sup> <http://imate.cascorpus.com>

“Allusion Library” in the Knowledge Base can also serve as translation course materials. However, this method tends to be criticism-oriented, and the platform’s limited case selection can make the teaching process monotonous, reducing both teachers’ and students’ enthusiasm.

Teachers should emphasize the second approach: toolizing *The Database* and embedding it into teaching. Research in this area remains sparse. For instance, Wang and Liu (2023) built a corpus based on *The Governance* and applied it in teaching, guided by constructivist teaching theory and using a scaffolding model for Chinese-English translation instruction. Zhang (2023) developed an ideological and political approach in translation courses based on *The Database* by integrating content with language instruction. To effectively toolize *The Database*, it is necessary to combine specific teaching philosophies and designs to achieve holistic integration.

### **3. An Integrated Teaching Model**

#### **3.1 Theoretical Bases**

With extensive teaching experience, the author has developed an integrated teaching model of “Embodiment-Cognition-Construction,” grounded in experiential philosophy, cognitive linguistics, and constructivism. These three theoretical foundations have been combined to guide translation teaching and studies. For instance, Zeng (2011, 2013) proposed an Embodiment-Constructivism Model, suggesting that constructivism requires experiential cognitive perspectives to reveal the essence of translation across language, thought, and mind, with the two theories having complementary effects. Wang (2021) proposed Embodiment-Cognition Theory, asserting that translation is a cognitive activity based on multiple interactions. Translators thoroughly understand the meanings expressed in the original text, which relate to both the real and cognitive worlds, and use various methods to map these meanings into the target language, constructing and conveying them through creative imitation. This paper aims to integrate experiential philosophy, cognition, and constructivism into a unified model.

##### **3.1.1 Experiential Philosophy**

The experiential philosophy in teaching originates from cognitive linguistics (Lakoff & Johnson, 1980, 1999) and emphasizes learning through experience and reflection. It focuses on practical, hands-on activities to enhance understanding and skill development. As Zeng (2013:63) states, human experience of the world relies on the senses, each with specific experiential perceptiveness. In translation teaching, this approach can be implemented by incorporating real-world translation tasks, simulations, and interactive exercises, allowing students to apply theoretical knowledge in practical contexts. Experiential learning activities help students improve their translation skills, critical thinking, problem-solving abilities, and cultural awareness. This approach also promotes active engagement and collaboration, creating a more immersive and effective learning experience in translation education.

##### **3.1.2 Cognition**

Cognition involves the mental processes of acquiring, processing, storing, and using information, including perception, attention, memory, language, problem-solving, decision-making, and reasoning. Researchers in cognitive psychology study how individuals perceive, think, and remember, aiming to understand the mechanisms and structures underlying these processes. Wang (2007:583) emphasizes that translation is grounded in multiple interactive cognitive activities. In translation, efforts should be made to outline both the real and cognitive worlds that the author seeks to depict. Cognitive science draws from psychology, neuroscience, linguistics, philosophy, and computer science to explore mental functions and information processing. Tan (2012) suggests that teachers should guide students to use various cognitive tools and resources to reconstruct meaning across diverse textual contexts, highlighting the importance of cognition in translation teaching.

##### **3.1.3 Constructivism**

Constructivism likens learning to the process of building or constructing (Fox, 2001:23). Learners develop knowledge about the world and build cognitive structures through environmental interaction. The psychological and cognitive development of learners is influenced by social factors, with the environment playing a critical role in their growth. Huang (2013:70) suggests that a comparable corpus contains texts in two or more languages within the same domain, enabling teachers to select texts that stimulate students’ interest according to specific teaching tasks. Constructivist teaching encourages teachers to create authentic contexts that meet each student’s learning needs in every new situation, turning them into facilitators of learning and addressing students’ diverse needs (Green & Gredler, 2002:59-61). Educators should foster a conducive learning environment, inspire student enthusiasm, guide exploratory learning, and enhance knowledge acquisition. The learning process includes context, negotiation, conversation, and meaning construction.

#### **3.2 Teaching Design**

To effectively integrate *The Database* into translation teaching, it is essential to select texts similar to the discourse system. Teachers should enhance their understanding of national leaders’ discourse and actively gather relevant language materials.

The author has focused on identifying suitable teaching content, with high-quality language materials being key to utilizing *The Database* effectively and sparking students' interest in translation. The 2022 speech delivered to freshmen by the President of Guangdong University of Foreign Studies serves as an ideal teaching material—its relevance to campus life resonates with students, enhancing engagement. Four paragraphs, totaling 1,059 words, are selected, with each paragraph approximately 250 words. Students work in groups of four, with 4–6 groups based on class size. For classes with more than four groups, paragraphs can be translated multiple times to allow peer comparison.

A flipped classroom model is employed: students first complete the translation task in groups, and in class, the teacher compares, analyzes, and revises their translations with reference to *The Database*. For example, in the four parallel classes taught by the author in 2023, differences appeared in the translations produced by different classes. This paper selects and compares representative student translations, summarizing and explaining these differences during discussions.

### 3.3 An Integrated Model of Embodiment-Cognition-Construction

This paper proposes an integrated model grounded in the theories and teaching design discussed above. The model can be visualized as follows:

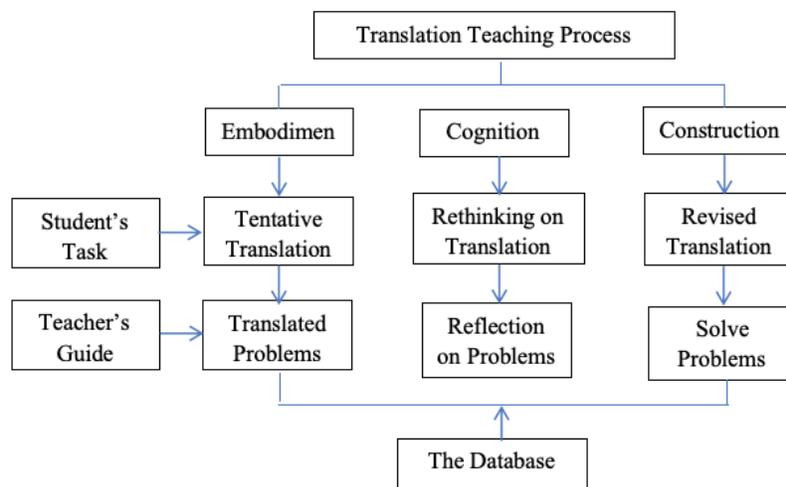


Diagram 1: An Integrated Model of Embodiment-Cognition-Construction in Translation Teaching

In the first stage, students enter the *Embodiment* phase, where they experience the translation process and challenges by working on a translation exercise of the president's speech. They create a tentative translated version in small groups. When encountering translation difficulties, they may consult dictionaries, search online, or discuss with teammates.

In the second stage, students move into the *Cognition* phase. Here, the teacher introduces *The Database* and demonstrates examples relevant to their translation. These examples help students reassess their translations and reflect on specific translation issues.

In the third stage, students enter the *Construction* phase, where they address translation problems and revise their translations with guidance from the teacher and support from *The Database*.

The three stages are interconnected, with significant interaction between students and the teacher throughout.

## 4. Case Analysis

### 4.1 Translating Quotes Using *The Database* Directly

Students often lack familiarity with language resources and national discourse. Research shows that even when students are aware of *The Database*, they seldom actively use it in translation practice. Some sentences in the president's speech are direct quotes from *The Governance*, and *The Database* provides “ready-made” translations for these. By showcasing these translations, students gain a more profound understanding of the usage and context of these quotes. This approach leaves a lasting impression and reinforces their learning.

Table 1. Translation Examples Directly Quoted from *The Database*

No.	Source Text	Student's Version	Database
Example 1	志不立，天下无可成之事。 Zhì bù lì, tiānxià wú kě chéng zhī shì.	Ambition does not stand, nothing can be achieved.	Without resolve, one can accomplish nothing.
Example 2	青年理想远大、信念坚定， 是一个国家、一个民族无坚 不摧的前进动力。 Qīngnián lǐxiǎng yuǎndà, xìnniàn jiānding, shì yīgè guójiā, yīgè mínzú wú jiān bù cuī de qiánjìn dònglì.	Teenagers with giant ambition and strong belief are the invincible motive power of a country and a nation.	Young people with great ideals and firm beliefs are the driving force that builds an invincible nation .
Example 3	奋斗是青春最亮丽的底 色..... Fèndòu shì qīngchūn zuì liànglì de dǐsè.....	Struggle is the most vibrant backdrop of youth...	Hard work paints a bright backdrop for a young life.
Example 4	大学之道，在明明德，在亲 民，在止于至善。 Dàxué zhī dào, zài míngmíng dé, zài qīn mín, zài zhǐ yú zhì shàn.	The way of university study lies in enlighten the brilliant virtue, making intimate association with people, and striving to attain the highest accomplishment.	The way to great learning is to manifest bright virtue and to treat the people as one 's own family , thereby arriving at supreme goodness .

The above four sentences selected from the speech have been quoted from *The Governance* and can be easily searched from *The Database*. Compared with the version from *The Database*, students' version are problematic in grammar, diction or style. Since students translated these sentences tentatively, they are pleased to learn the well-translated version from *The Database*.

#### 4.2 Translating Words and Phrases by Referring to The Database

Translation example 5.

Source text: 一是希望你们以理想照耀未来，做“眼中有光”的新时代广外人。

Source text Romanized: Yī shì xīwàng nǐmen yǐ lǐxiǎng zhàoyào wèilái, zuò "yǎn zhōng yǒu guāng" de xīn shídài guǎngwài rén.

Target text (Student's Version) : The first is to hope that you will illuminate the future with ambition and become GDUFSers of the new era with "light in the eyes".

Referential Examples from *The Database*

Source text: 我相信.....在星星火炬的照耀下，在党的阳光的沐浴下，为实现中华民族伟大复兴的中国梦时刻准备着。

Source text Romanized: Wǒ xiāngxìn..... zài xīngxīng huǒjù de zhàoyào xià, zài dǎng de yángguāng de mùyù xià, wèi shíxiàn zhōnghuá mínzú wěidà fùxīng de zhōngguó mèng shíkè zhǔnbèi zhe.

Target text: I believe you have made yourselves ready to realize the Chinese Dream, guide by your flag of the star and torch.

Source text: 理想之光不灭，信念之光不灭。

Source text Romanized: Lǐxiǎng zhī guāng bù miè, xìnniàn zhī guāng bù miè.

Target text: The light of our ideal will not go out and the light of our faith will not go out.

Revised version for example 5.

Source text: 一是希望你们以理想照耀未来，做“眼中有光”的新时代广外人。

Target text: First, I hope your future can be guided by your ideals and you grow up into a new generation of GDUFSers with "light in your eyes".

Translation example 6.

Source text: 理想信念是你们的立身之本。

Source text Romanized:

Target text (Student's Version): ***Ambition and belief*** are the ***cornerstones*** of your standing.

Referential Examples from *The Database*

Source text: 第一，广大青年一定要坚定**理想信念**。

Source text Romanized: Guǎngdà qīngnián yīdìng yào jiāndìng lǐxiǎng xìnniàn.

Target text: First, young people must be firm in your ***ideals and convictions***.

Referential Examples from *The Database*

Source text: 实体经济是一国经济的**立身之本**,.....

Source text Romanized: Shí tǐ jīngjì shì yīguó jīngjì de lìshēn zhī běn,.....

Target text: The real economy is the very ***foundation*** of an economy,...

Revised version for example 6.

Source text: **理想信念**是你们的**立身之本**。

Target text: ***Ideals and convictions*** are the ***foundation*** of your life.

The student's version has some problems in translating “理想信念” and “立身之本”。After the teacher showed them some examples containing the above four-character phrases, she also revised the translated version. In this case, students can learn the approach of applying *The Database*.

Translation example 7.

Source text: 有了**理想信念**这个“**压舱石**”和“**主心骨**”，**青春岁月就不会像无舵之舟漂泊不定**，求学之路才能从容自信。

Source text Romanized: Yǒule lǐxiǎng xìnniàn zhè ge “yā cáng shí” hé “zhǔ xīn gǔ”, qīngchūn suiyuè jiù bù huì xiàng wú duò zhī zhōu piāobó bù dìng, qiúxué zhī lù cái néng cóngróng zìxìn.

Target text (Student's Version): With ambition and belief as the “***ballast stone***” and “***backbone***”, youths will not drift aimlessly, and the journey of pursuing knowledge will be self-assured and confident.

Referential Examples from *The Database*

Source text: 中美两国合作好了，就可以做世界稳定的**压舱石**、世界和平的助推器。

Source text Romanized:

Target text: Good China - US cooperation will serve as an ***anchor*** for global stability and a booster for world peace.

Referential Examples from *The Database*

Source text: 在应对国内外各种风险和考验的历史进程中始终成为全国人民的**主心骨**,.....

Source text Romanized: Zhōng-Měi liǎng guó hézuò hǎo le, jiù kěyǐ zuò shìjiè wěndìng de yā cáng shí, shìjiè héping de zhǔ tuīqì.

Target text: ...always act as the ***backbone*** of the Chinese people in its historic response to domestic and international risks and tests of all kinds.

Referential Examples from *The Database*

Source text: 青年志存高远，就能激发奋进潜力，**青春岁月就不会像无舵之舟漂泊不定**。

Source text Romanized: Qīngnián zhì cún gāoyuǎn, jiù néng jīfā fèn jìn qiánli, qīngchūn suiyuè jiù bù huì xiàng wú duò zhī zhōu piāobó bù dìng.

Target text: High ambitions can stimulate your potential to forge ahead, so that ***you will not drift aimlessly like a boat without a rudder***.

Revised version for example 7.

Target text: With ***ideals and convictions*** as your ***anchor*** and ***backbone***, you will be confirmed with confidence on your way of study ***without drifting aimlessly like a boat without a rudder***.

Translation example 8.

Source text: 不懈奋斗是你们的**动力**之源。

Source text Romanized: Bù xiè fèndòu shì nimen de dònglì zhī yuán.

Target text (Student's Version): Persistent endeavor is the source of your motivator.

Referential Examples from *The Database*

Source text: 让勤奋学习成为青春远航的**动力**.....

Source text Romanized: Ràng qíndiligōngxué chéngwéi qīngchūn yuǎnháng de dònglì.....

Target text: You should make assiduous learning a driving force...

Revised version for example 8.

Target text: The unremitting endeavors would be the source of your driving force.

Many examples can be identified in this category. From students' version, we can find that they may misunderstand the phrases in source text and translate them improperly. In Example 6, student's version for “压舱石” is “ballast stone”, which is a literal translation. Yet the referential example from *The Database* translate it into “anchor”. The replacement of the metaphor, on one hand can keep the vividness of the speech and the other hand, is a more idiomatic expression in English world. Considering the following up clause “青春岁月就不会像无舵之舟漂泊不定”, the word “anchor” make the whole sentence more coherent. In the process of teaching, the teacher shows the students the referential examples, tells them how to use the examples and helps them revise their translated version.

#### 4.3 Translating Sentences by Referring to The Database

When we cannot find direct quotations or phrases from *The Database*, we can also refer to it with some sentence structures or patterns.

Translation example 9.

Source text: .....**不负韶华，不负时代，不负人民，在青春的赛道上奋力奔跑，书写新时代广外人心系家国、担当奉献的青春华章。**

Source text Romanized: ..... bù fù sháohuá, bù fù shídài, bù fù rénmin, zài qīngchūn de sàidào shàng fènlì bēnpǎo, shūxiě xīn shídài guǎngwài rén xīn xì jiāguó, dāndāng fèngxiàn de qīngchūn huá zhāng.

Target text (Student's Version): ...live up to the youth, live up to the times, and live up to the people, run hard on the track of youth, write the youth chapter of 'GDUFsers' caring for our country, and taking on the responsibility of dedication.

Referential Examples from *The Database*

Source text: 我们要**不负**人民重托、无愧历史选择.....

Source text Romanized: Wǒmen yào bù fù rénmin zhòng tuō, wú kuì lìshǐ xuǎnzé.....

Target text: We must live up to the trust the people have placed in us and prove ourselves worthy of history's choice.

Referential Examples from *The Database*

Source text: 在为人民利益的不懈奋斗中**书写人生华章**！

Source text Romanized: Zài wèi rénmin liyì de bù fù fèndòu zhōng shūxiě rénshēng huá zhāng !

Target text: ....and write a vivid chapter in your tireless endeavors to serve the interests of the people.

Revised version for example 9.

Target text: I hope you can live up to the youth, live up to the times, and live up to the people. Run vigorously on the track of the youth and write a vivid chapter of patriotism and dedication presented by new GDUFsers.

Translation example 10.

Source text: .....**做有德行、知敬畏、明底线、守规则之人。**

Source text Romanized: ..... zuò yǒu déxíng, zhī jìngwèi, míng dǐxiàn, shǒu guīzé zhī rén.

Target text (Student's Version): You should advocate moral character, yearn for kindness, respect your own personality, to be a person who have virtue, know reverence, clear bottom line, observe discipline.

Referential Examples from *The Database*

Source text: .....**培育知荣辱、讲正气、作奉献、促和谐的良好风尚。**

Source text Romanized: ..... péiyù zhī róng rǔ, jiǎng zhèngqì, zuò fèngxiàn, cù héxié de liánghǎo fēngshàng.

Target text: ...and cultivate the social trends of recognizing honor and disgrace, practicing integrity, encouraging dedication and promoting harmony.

Revised version for example 10.

Target text: Being a person of having virtues and merits, knowing what to respect, clarifying the bottom line, and obeying rules and regulations.

In these two examples, the teacher presents students with similar sentence structures or patterns. This method can also effectively enhance students' awareness of parallel texts.

## 5. Conclusion

With the assistance of *The Database*, both teaching and learning have improved. The integrated model of *Embodiment-Cognition-Construction* proves effective for both teachers and students. For teachers, it enables them to enhance their own knowledge while teaching. For students, it provides a means to find suitable reference examples and revise their translations. The teaching model and methods discussed in this paper are applicable in similar translation classes. As mentioned above, *The Database* is a comprehensive and resourceful platform that requires further exploration for more applications in both teaching and research.

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