Strategies for Improving University Students' English Writing Ability Driven by English Translation

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ABSTRACT
This article focuses on the field of university students' English education and discusses how to improve university students' English writing ability with the help of English translation. This article analyzes the theoretical relationship between English translation and English writing ability, analyzes the feasibility of improving writing ability based on English translation, and reveals the problems faced, such as the difficulty in transferring translation skills, the poor combination of teaching and learning, and the lack of autonomous learning ability. Based on the above, this article puts forward some strategies, such as implementing diversified translation exercises, integrating translation training into all aspects of writing teaching, cultivating the ability of using translation tools and reflecting and summarizing. These strategies are systematic and targeted, and it is expected to build a complete promotion system. Reasonable use of English translation and related strategies can effectively promote university students' English writing ability and provide useful reference for English writing teaching.

Keywords: *English translation, University students, English writing ability, Promotion strategy, Teaching relevance.*

1. INTRODUCTION

With the acceleration of globalization, the importance of English as an international language is self-evident. For university students, English ability is a key component of comprehensive quality, and English writing ability is an important indicator to measure their English level [1]. At present, university students' English writing ability generally needs to be improved, and the teaching effect is not satisfactory [2]. In this context, exploring effective promotion strategies has become an important topic in the field of English education.

As an important part of English learning, English translation is inextricably linked with English writing. Translation is not only the transformation of language symbols, but also the transmission of cultural information and the change of thinking mode [3]. Through translation practice, students can be exposed to a variety of language expressions and accumulate a large number of vocabulary, grammar and sentence structures, thus providing a solid language foundation for English writing [4]. The analysis of the logical structure and text layout of the original text in the process of translation is helpful to cultivate students' logical thinking ability and enable them to construct a clear and reasonable article structure when writing.

From the teaching point of view, combining English translation with English writing teaching can inject new vitality into traditional writing teaching [5]. It breaks the limitation of single skill training, broadens teaching ideas and methods, and provides students with more learning paths and resources [6]. Through translation training, students can better understand the characteristics and laws of English language, enhance their sensitivity to different contexts, and then improve the accuracy, fluency and logic of English writing.

With the rapid development of information technology, translation tools and resources are increasingly abundant, which provides more

convenient conditions for improving university students' English writing ability by using English translation [7]. At present, in English teaching practice, the research on how to effectively use English translation to promote university students' English writing ability is still insufficient [8]. Therefore, it is of great significance to explore the strategies to improve university students' English writing ability driven by English translation. This article aims to systematically study the internal relationship between them, analyze the existing problems, and put forward practical promotion strategies, so as to provide useful reference for university students' English writing teaching.

2. THE THEORETICAL RELATIONSHIP BETWEEN ENGLISH TRANSLATION AND UNIVERSITY STUDENTS' ENGLISH WRITING ABILITY

English translation aims at crossing language barriers and realizing accurate information conversion between different languages. This activity involves in-depth understanding of the source language and proper expression of the target language, which requires high comprehensive language literacy. University students' English writing ability covers many factors, such as accurate use of grammar, clever choice of vocabulary and reasonable layout of texts.

English translation is closely related to university students' English writing ability. At the lexical level, translation encourages students to get in touch with and master rich vocabulary, understand different collocation and usage of vocabulary, and lay the foundation for accurate choice of words in writing. Grammar, the translation process requires students to strictly follow grammatical rules. This helps to strengthen students' understanding and application of grammar knowledge, and makes the expression of sentences in writing more accurate and standardized [9]. From the perspective of text, the analysis of the original text structure in translation can help students learn how to build a coherent and logical article framework and improve the overall layout ability of writing. English translation provides theoretical support and practical training for the development of university students' English writing ability, and plays an important role in promoting their writing ability.

3. FEASIBILITY ANALYSIS OF IMPROVING UNIVERSITY STUDENTS' ENGLISH WRITING ABILITY BASED ON ENGLISH TRANSLATION

English translation plays a significant role in promoting university students' language input and output, which provides a solid foundation for improving their English writing ability. In the process of translation, university students need to be exposed to a large number of different types of English texts, including literary works, academic articles and news reports [10]. Through reading and understanding these texts, students can accumulate rich vocabulary, diverse sentence patterns and authentic expressions, and realize effective language input. When writing, the accumulated knowledge becomes available resources and is transformed into language output.

English translation training plays an important role in cultivating university students' awareness of cross-cultural communication, which is an indispensable element in English writing. Different languages contain unique cultural connotations, and the translation process requires students to deeply understand the source language culture and accurately convey it in the target language. This ability of cultural understanding and transformation is transferred to writing, which can help students avoid expression errors caused by cultural differences and write articles that conform to English cultural habits.

The transformation of thinking in the process of translation has a far-reaching influence on the construction of university students' English writing thinking, which provides a feasible way to improve their writing ability. Translation is not only the change of language, but also the change of thinking mode. There are differences in thinking modes between English and Chinese. English pays attention to logical rigor and clear structure, while Chinese is relatively subtle and flexible. Through translation training, students can gradually adapt to English thinking mode, learn to use logical connectors, and reasonably arrange sentence structure and paragraph level. This change of thinking is manifested in the more rigorous logic and clear organization of the article in writing.

4. PROBLEMS IN IMPROVING UNIVERSITY STUDENTS' ENGLISH WRITING ABILITY DRIVEN BY ENGLISH TRANSLATION

It is feasible to improve university students' English writing ability based on English translation. In the process of trying to promote university students' English writing ability through English translation, many problems gradually emerge. University students encounter many difficulties in transferring translation knowledge and skills to English writing. Although some students have mastered some translation skills, they can't use them flexibly in writing, which leads to blunt language conversion. Some students have learned some translation methods of complex sentence patterns in translation, but when writing, they apply these sentence patterns stiffly, which makes the overall style of the article uncoordinated. The reason for this problem lies in students' superficial understanding of translation skills, lack of in-depth understanding of its internal principles, and failure to truly internalize the skills into their own writing ability. In the current English teaching, translation teaching and writing teaching are often regarded as two independent parts, lacking systematic integration. In translation teaching, teachers focus on explaining vocabulary and grammar and imparting translation skills. However, in writing teaching, teachers pay more attention to the structure and main points of the article, and fail to fully guide students to apply the language knowledge and skills accumulated in translation training to writing. This disjointed phenomenon makes it difficult for students to realize the promotion of translation to writing and to effectively improve their writing ability with the help of translation.

The problem of university students' lack of autonomous learning ability when using translation to improve their writing ability also needs to be solved urgently. Many students are used to passively accepting the knowledge taught by teachers in class, and lack the consciousness and methods to actively use translation resources to improve their writing ability. Even if the teacher arranges translation exercises, some students are only satisfied with completing the task, and will not take the initiative to think about how to apply the gains from translation exercises to writing. After completing the translation homework, students seldom reflect and summarize the translation, analyze their own advantages and disadvantages in language use and logical expression, and even less apply these experiences to subsequent writing. "Table 1" A survey was conducted with 50 students from a class in a university as samples:

Table 1. Survey results on english translation and writing issues among class students

Issue Manifestation	Specific Description	Number of Students Involved	Proportion	Impact on Writing Ability (1-5 Level Scale, with 5 being the Highest Impact)
Difficulty in transferring translation skills, with stiff language conversion	Mechanically applying translation techniques in writing, resulting in awkward sentences and inconsistent styles	32	64%	4
Belief that translation training and writing instruction are not closely connected	Feeling that translation and writing teaching operate independently, and being unsure of how to link the two	40	80%	3
Lack of awareness in independently using translation to enhance writing ability	Merely completing translation tasks without considering how to apply them to writing	38	76%	3
Insufficient cultural understanding during translation, leading to cultural expression errors in writing	Using inappropriate expressions in writing due to a lack of understanding of cultural differences	25	50%	3
Disregarding feedback on translation exercises, resulting in slow progress in writing	Ignoring teachers' feedback on translation exercises and failing to improve writing issues	28	56%	3

As can be seen from "Table 1", most students have different degrees of problems in improving English translation-driven writing ability. These problems seriously restrict the realization of the goal of improving university students' English writing ability through English translation, which needs to be paid attention to in teaching practice and solved step by step.

5. STRATEGIES TO IMPROVE UNIVERSITY STUDENTS' ENGLISH WRITING ABILITY DRIVEN BY ENGLISH TRANSLATION

In order to effectively improve university students' English writing ability based on English translation, various strategies can be adopted. Teachers can consolidate university students' basic language ability through diversified translation exercises. For example, design different forms of exercises such as sentence translation, paragraph translation and text translation. Sentence translation focuses on the precise use of vocabulary and grammar, paragraph translation focuses on the logical cohesion between sentences, and text translation emphasizes the overall layout and style. Taking texts with different themes and difficulties as materials, students can be exposed to rich language expressions in practice and enhance their sensitivity and proficiency in English language. Teachers can also skillfully integrate translation training into all aspects of writing teaching. Before writing, teachers can provide Chinese and English comparative materials related to the writing theme, guide students to accumulate vocabulary, sentence patterns and opinions through translation, and broaden their writing ideas. In writing, teachers encourage students to use translation skills to sort out the logic of the article and organize the paragraph structure reasonably. After writing, students need to examine the article from the perspective of translation, check grammatical errors and optimize expression. Teachers can choose an excellent English model essay, let students translate it first, analyze its language features and logical structure, and then apply it to their own writing. It is very important to cultivate university students' ability to use translation tools to assist writing, and at the same time guide students to reflect and summarize themselves in the process of translation and writing. Nowadays, there are many kinds of translation software and online tools. Students should learn to use these tools to query vocabulary and verify grammar, but they should avoid over-reliance. At the same time, students should regularly reflect and summarize the problems in translation and writing, analyze the reasons and make continuous improvement. The implementation framework of English translation-driven English writing ability improvement strategy is shown in "Figure 1".

As can be seen from "Figure 1", through the systematic implementation of these strategies, it is expected to build a complete promotion system, effectively promote English translation to effectively drive university students' English writing ability, and gradually improve students' English writing level.

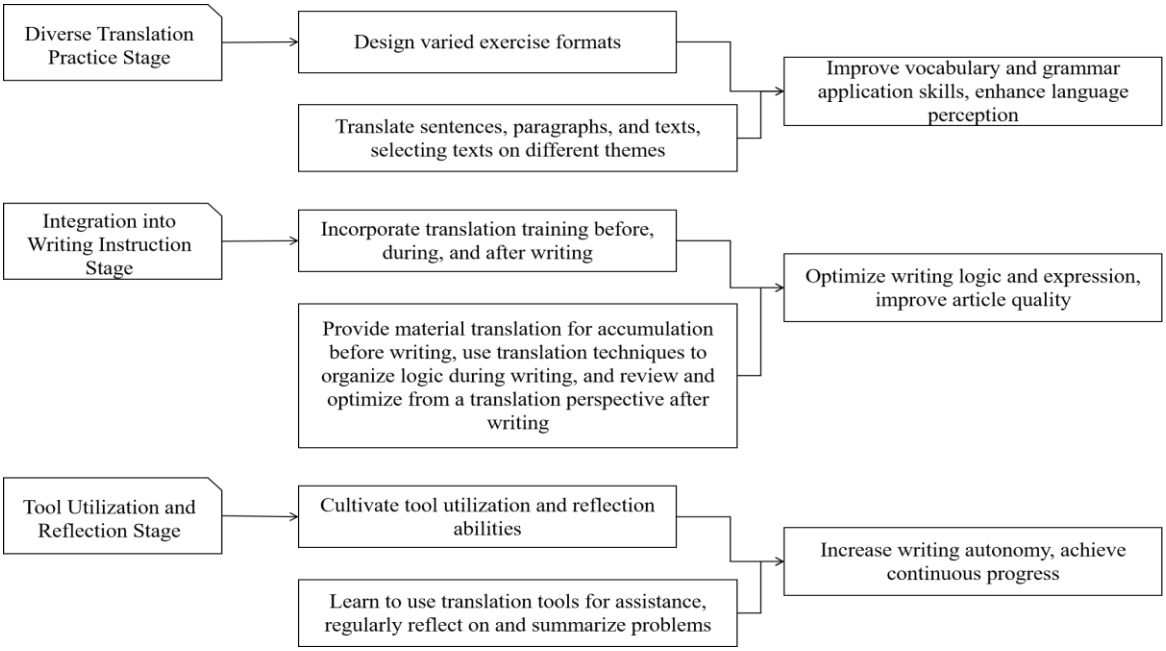


Figure 1 Implementation framework of strategies for enhancing English writing ability driven by English translation.

6. CONCLUSION

This article probes into the related contents of improving university students' English writing ability driven by English translation. From the theoretical level, this article makes it clear that English translation is closely related to university students' English writing ability, and translation activities provide support for the development of writing ability from vocabulary, grammar to text structure. It is feasible to improve writing ability based on English translation, which lays a foundation for improving writing ability, whether it is the promotion of language input and output, or the cultivation of cross-cultural communication awareness and thinking transformation. However, there are many problems in practice. It is difficult for university students to transfer translation knowledge and skills to writing. Translation training is not closely integrated with writing teaching, and students lack the awareness and methods to improve their writing ability by using translation independently. In view of these problems, the strategies put forward in this article, such as diversified translation practice, integrated writing teaching and cultivating the ability of using translation tools and reflecting and summarizing, are of great significance.

Diversified translation exercises expose students to rich language forms and lay a solid foundation for the language. Translation training is integrated into all aspects of writing teaching, so that knowledge can be accumulated before writing, logic can be sorted out in writing, and expression can be optimized after writing. Cultivate the ability of using translation tools, reflecting and summarizing, and improve students' ability of independent learning and continuous progress. If these strategies can be applied to teaching practice, it is expected to solve the existing problems and form a complete and effective ability improvement system. This will not only improve university students' English writing ability, but also provide new methods for English teaching, promote the improvement of English education quality and help university students better master English as an important communication tool under the background of globalization.

ACKNOWLEDGEMENTS

The authors acknowledge the This study is supported by the 2025 Education & Teaching Reform Research Project of Shandong University (Weihai): titled "Research on Digital-Intelligent Teaching Reform of English Writing in the Context of New Liberal Arts" (Project No.:Z2025017).

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