

Application of the Teaching Mode of Interpretation Based on Eco-translatology

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Abstract: This paper focuses on the interpreting training mode, starting from the theory of eco-translatology, and deeply analyzing the reform of the English major interpreting training model. By reforming the existing English professional interpreting training mode, the interpreter's ecological awareness will be enhanced, the key points in the interpreting task will be further confirmed, and the ability to discover and deal with problems will be improved.

1. Introduction

With the gradual implementation of the "One Belt, One Road" economic strategy, foreign language majors in Chinese colleges and universities will cultivate high-level translation talents as the main task. In the face of this situation, innovative translation teaching mode has become an important issue for higher education institutions in China. Compared with the translation teaching, the interpretation teaching has appeared relatively late in China. Up to now, the number of interpreters trained in China is small and it is difficult to meet the needs of the society for interpreting talents. Interpretation is an ever-changing communicative activity, influenced by the communicative environment, communicative themes, and communicative objects, interpretation changes at any time and place. To construct a scientific interpreting training model, it is necessary to understand the content, process, principles and patterns of interpretation activities.

2. Constructing the Theoretical Basis of the Interpretation Training Mode from an Ecological Perspective.

Eco-translatology interprets translation as an activity chosen by the translator to suit the translation ecological environment. The process of translation is the process in which the translator gradually adapts to the environment and gradually chooses the environment. The translation ecological environment represents a whole, including language, culture, author, communication, society, readers, trustees, etc. The translation ecological environment are more extensive than the context. Translators are intermediaries, not only limited by the ecological environment, but also reasonable choice of translation to show the ecological balance of interpretation.

Ecological translation has a clear explanation of the process of interpreting behavior. Therefore, ecological translation can be used to train interpreters to enhance their interpreting skills and improve their interpretation training mode.

3. Exploration of the Teaching Mode of Ecological Interpretation from the Perspective of Eco-translatology

According to the theory of ecological translation, infiltrating the ecological consciousness and ecological principles in the interpretation teaching, deeply analyzing the interpretation teaching process, and creating a scientific, reasonable and comprehensive ecological interpretation teaching mode based on the characteristics of the school, will effectively enhance the interpretation teaching effect and teaching quality.

3.1 The Interpreter Teaching Ecological Environment: “Translator’s Center” under the Teacher’s “Intermediary Role”

The theory of eco-translatology should make the “translation”, “translation theory” and “translation version” consistent, and should also reflect the integrity of “translator”, “text” and “environment” (Gengshen Hu, 2011). The ecological teaching mode of interpretation should be based on the formation of a harmonious and balanced interpretation teaching environment to determine the interaction between teachers, teaching environment and students in the ecological environment of interpretation teaching. The specific embodiment is that teachers should actively participate in the teaching process, interact and communicate with students, create opportunities for communication between students, and play the role of “intermediary role” to establish an ecological environment of interpretation teaching, conducive to the simultaneous development of teachers and students.

With the continuous advancement of the reform of interpretation teaching, classroom teaching focuses on students’ various teaching activities. The ecological interpretation teaching mode still regards students as the center of interpretation teaching. However, the use of students as the center of teaching activities does not completely ignore the role of teachers. Teachers in the interpreting teaching undertake tasks such as arranging course content, organizing classrooms, managing classrooms, interacting with teachers and students, and emotional exchanges between teachers and students. Teachers not only impart knowledge, but also build knowledge structures for students, guide students to carry out learning, and urge students to learn. The intermediary role of teachers should not be ignored. Teachers should teach students to actively learn, discover problems, actively solve problems, and train students to improve their ability to solve problems. Teachers should also carry out various teacher-student interaction activities in the teaching process and organize interactions among students.

Therefore, teachers should persist in playing an intermediary role in interpreting teaching, not only demonstrating the ‘student-centered’ teaching philosophy, giving full play to students’ initiative and enthusiasm, but also realizing the common progress of teachers and students in interpreting teaching to develop students’ independent inquiry ability and enhance communication and interaction between students.

3.2 Construction of Ecological Interpretation Teaching System under the Survival of the Fittest

The development and improvement of the eco-interpretation teaching system is not a one-step process. It is a process of gradually adapting to the interpretation environment and making correct choices. It covers the setting of interpreting courses, correct positioning of interpreting courses, selection of appropriate interpreting materials, and selection of teaching content. The complete interpretation teaching system aiming at cultivating professional interpreting talents must be continuously improved, in order to cultivate high-quality interpreting professionals.

First, the content of interpreting courses and the positioning and interpreting courses should be comprehensively combined with the national economic development strategy and social needs, and each institution should determine the training objectives of interpreting talents according to their own conditions. At present, the setting of interpretation courses for English majors in most undergraduate colleges in China does not meet the requirements of training and interpreting talents. Some institutions only set the course content for two or three semesters, and the practice of interpretation is limited to two weeks. English majors in undergraduate colleges should not copy the methods of other institutions, but should do a comprehensive investigation of social needs, relying on the characteristics and resources of the institutions, and gradually improve the interpretation courses to make them suitable for ecology. Interpreting environment.

Second, when selecting the method of writing the content of the interpreting materials, it should also be consistent with the goal of cultivating the interpreters. Many colleges and universities use fixed textbooks for interpreting teaching. However, social, economic, and political changes occur all the time. Cases in fixed textbooks are often too backward, and students lack interest. The content

of the textbook should be supplemented at any time in conjunction with social development, and more interpreting teaching materials should be prepared for students by using written, audio and video materials to meet the requirements of each teaching stage. In the context of eco-interpretation, it is necessary to select appropriate interpreting materials in order to cultivate interpreters who can meet the needs of society.

3.3 Ecological Interpretation Teaching Methods and Means under “Three-Dimensional Adaptive Choice Conversion”

Interpretation is a distinctive behavior in translation activities. Interpretation contains the characteristics of interpretation ecological environment and the adaptability and selectivity of translators. It is a work of translating and interpreting the ecological environment to choose the appropriate way for translation. Interpretation skills training is tantamount to train students to flexibly transform the communication dimension, cultural dimension and language dimension to adapt to the interpretation environment.

First of all, interpreting teaching should focus on skills. Throughout the various interpreting teaching modes, the modes of “triangular mode”, “cognitive load mode”, “Xiada mode” and “extra mode” focus on different aspects, but each mode will cultivate interpreting skills as The fundamental task of teaching, this interpreting skills include not only language skills, but also language skills such as bilingual conversion, discourse comprehension, interpretation memory, and interpretation notes. Second, interpretation teaching should focus on the characteristics of diversity. Interpretation teaching should not be limited to the classroom, but should be performed at the same time outside the classroom to enrich the teaching methods, such as classroom group interaction activities, interpretation training, and extracurricular group training. Teachers have to make on-the-spot comments on the performance of students. Students can also evaluate each other, let students understand their own shortcomings and the direction of their efforts, and track the three-dimensional adaptive selection of students in the interpretation activities in real time to understand the level of student interpretation. At the same time, using modern educational information technology, utilizing the Internet to select sounds, images, and videos as teaching materials, setting up scenes in the classroom helps students to develop interactive interpretation exercises.

Finally, interpretation teaching should focus on practicality. In order to achieve systematic results, interpretation teaching must fully integrate classroom teaching and extra-class practice, and infiltrate practical skills in the classroom. All institutions should actively use their own advantageous resources, such as setting up an interpreting club, encouraging students to take part in the interpretation competition, and providing students with opportunities for interpreting practice. Teachers should establish an interpreter practice file for each student and carefully record the performance of students taking part in these practical exercises, organize symposiums and discuss the interpreting strategies of interpreters with students. All of the above contents help students to adapt to the culture, language and communication dimensions from various angles.

4. Conclusion

At present, English interpretation teaching in undergraduate colleges in China is guided by the theory of ecological translation, which makes a correct interpretation of the ecologicalization of interpretation teaching. Interpretation teaching should combine market demand and school orientation, cultivate interpreting talents adapting to social development, establish an ecological interpreting teaching mode, give play to the intermediary role of teachers in interpreting teaching, and build a comprehensive ecological interpretation teaching system with students as the center. Taking the three-dimensional adaptive selection and conversion of ecological interpretation teaching methods, comprehensive use of the above various levels, will eventually achieve the level of interpretation teaching.

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