A Study on the Construction of Interpretation Teaching Model Based on Eco-translatology

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Abstract: Based on the theory of Eco-translatology, this paper develops three teaching principles. Namely, the ecological balance of students and teachers' roles; the ecological balance of interpreting teaching methods under "three-dimensional transformation"; and ecological balance of the testing and evaluation of interpretation teaching under the mechanism of "After-event penalty". According to these three principles, an interpreting teaching model based on Eco-translatology is constructed to improve the effect of interpreting class.

1. Introduction

In the traditional interpreting teaching, the teacher promotes the application of translation knowledge through the teaching of a certain translation theory or skill by means of illustration interpretation and extracurricular practice; Or the teacher emphasizes the translation practice and evaluates the learner's translation results, forming a judgment of the translation process to promote the learner to generalize the translation knowledge. In this teaching model, the teacher is the center of teaching, and the teaching content is not combined with the practical application. The effect evaluation does not pay attention to the learner's learning process, and it is mainly based on summary evaluation, which is difficult to promote effective learning of learners.[1] In colleges and universities, there are interpreting courses for English major, but students do not understand the real process of interpretation. If they go to the wrong direction in the initial stage of training, it may take longer to become a qualified interpreter. The characteristics of improvisation, timeliness and interactivity of interpretation determine its dependence on the environment. Whether an interpreter can perform interpreting activities with high quality also depends on his adaptation and selection of various factors in the interpretation environment. The various factors affecting interpretation activities in the interpretation scenario together constitute the ecological environment of interpretation.

2. Theoretical basis of Eco-translatology

Eco-translatology began in 2001, and the real rise was in 2009. It was a translation study based on the ecological perspective proposed by Hu Gengshen and otherscholars.[2][3] It has the interdisciplinary nature of "ecology" and "translation studi-es", and mak es a brand new explanation of the concept, essence, principle, method, process and evaluation criteria of translation from the perspective of ecology. It defines the translation as a "translator-centered, cyclical process of translator adaptation and translator selection". The translation ecological environment refers to the world composed of the original text, the source language and the translated language, as well as the language, communication, culture, society, and the interconnected interaction of authors, readers, and trustees. Interpretation is a branch of translation. It can be divided into internal environment and external environment. The internal environment includes the interaction between translators and their surroundings. The external environment generally refers to the sum of the natural economic environment and the social and cultural environment.

As an interdisciplinary, eco-translatology is a comprehensive theory on translation by using

ecological rationality and ecological perspective. Eco-translatology has huge structure and complex content, and it contains both translation theory and powerful application guidance functions. The translation method of "three-dimensional transformation" is proposed by eco-transatology, which is an effective tool to guide translation practice and keep pace with the times. It is also known as "multi-dimensional selective adaptation and adaptive selection", that is, the transformation from the language dimension, the cultural dimension and the adaptive dimension of the communication dimension. This adaptive selection of communication dimension requires translators to focus on the level of communication in addition to the transformation of language information and the transfer of cultural connotations, and to pay attention to whether the communicative intentions in the original text are reflected in the target language. "After-event penalty" is one of the core ideas in Professor Hu Gengshen's eco-translatology, which is originally a legal term. And it was given a new definition from the perspective of eco-translatology: It does not focus on achieving warnings and preaching to translators, but it emphasizes that translators can actively rewrite choices at every stage of the translation activity that everything is made by the translator to make an adaptive choice; After each stage of the translation, the translation ecological environment follows the law of the "survival of the fittest" and the rule of "reducing the weak and staying the strong" to make choices and arbitration again for the translator's choice [4] .

3. The principles of the Construction of Interpretation Teaching Model Based on Eco-translatology.

This project explores the construction of English major interpreting teaching model from the perspective of ecological translation, emphasizing the dynamic balance among various related factors in the ecological translation system. An open, scientific, systematic and ecological interpretation teaching model is to be built according to the following three principles, which is in line with our own school conditions, thus promoting the effectiveness and quality of interpretation teaching.

3.1 The ecological balance of the equal role of students and teachers

In eco-translatology, during the process of translation teaching, translators should pay close attention to the translation ecological environment in which the text is referred, and adapt to this environment by making different degrees of dynamic selection. Teachers and students should become the center of the translation ecological environment, and the relationship between the two should be changed from "granting" and "accepting" to equal interaction. Only when the ecological interpretation teaching model constantly improves and the ecological translation system continuously develops, the improvement of students' translation ability and the cultivation of applied translation talents can be implemented. The equal status of students and teachers does not mean that teachers do not involve, because in the teaching of interpreting, from the arrangement of course content, to the organization and management of the class, to the interaction of teachers and students and the exchange of emotions, teachers need to be involved and help. The role of the teacher should not be merely the instructor and the provider of the knowledge, but should be gradually transformed into an organizer, designer, instructor and facilitator who help students actively build knowledge. Teachers help students learn to learn, deal with problems, and the knowledge, skills, and strategies which they need to cope with challenges. It also involves the interaction of teachers and students, the participation of students and the feedback of students for teachers to achieve a dynamic ecological balance.

3.2 The ecological balance of the interpreting teaching method under the "three-dimensional transformation"

The language dimension refers to the translator's research on the characteristics and forms of the translated language and the correct choice of the source language and the target language. The communicative dimension is to realize the communicative characteristics of the language in the process of applying the eco-translatology. Cultural dimension is to let the reader accurately

understand the author's intention in the new target language environment. In the process of translation, the translator needs to carefully study the cultural background and characteristics of the source language and the target language and make necessary transformations.

First of all, interpreting training should emphasize the language and bilingual conversion ability, including listening, expression, bilingual conversion, and interpretation strategies. For the speaker factor, the interpreter pays more attention to the speaker's ability to express. In the training, the student should be exposed to some speakers with different expression abilities, and various real practice materials, such as bilingual idioms and dialects, then teachers have to assist in explaining the influence of the speaker's way of thinking and body language on interpretation. Sometimes students are not confident enough about their level of interpreting, and they are worried that the listener can't understand their interpretation. Therefore it is necessary for students to understand more about the interpreting practice according to the response of the listener, and how to flexibly adopt the interpreting strategy to get the remedies methods of post-translation by inquiring the speakers and the listeners.

Secondly, the teaching of interpreting should reflect the principle of diversified communication. With the interpreting skills training as the core, a variety of interpreting teaching is carried out in and out of the classroom, including guiding students to carry out classroom group interactive learning, classroom interpreting actual simulation situation, and extracurricular group practical simulation. Teachers will take on-the-spot reviews, post-evaluation, personal self-assessment and mutual assessment of students-students according to the actual situation, and track the three-dimensional adaptive selection conversion of students in the interpreting activities. At the same time, in the context of the growing development of modern educational information technology, the Internet-based "sound, image, color, schema" teaching methods also help to construct an interactive, contextual interpretation teaching model.

Finally, cultivation of cultural awareness of interpretation training should be emphasized. Students need to be aware of the influence of cultural customs, science and technology, religious beliefs and educational professions on interpreting, and then make up for the lack of cultural knowledge through after-school reading. They can observe the different interpretation strategies adopted by the interpreters through different levels of actual or simulating interpreting and observe the actual communication between the two parties with different levels of science and technology, religious beliefs and educational careers.

3.3 The ecological balance of evaluation and testing of interpretation teaching under the mechanism of "after-event penalty"

Incorporating the mechanism of "after-event penalty" into this process, teachers can not only timely monitor and control the interpretation teaching process, but also understand the state of students and give reasonable evaluations to encourage them to make "adaptive selection conversion". Teachers can also adjust their teaching objectives, teaching methods and means according to the feedback of students and the results of interpretation. In short, teachers and students face the ecological environment of "survival of the fittest" in the interpretation teaching, which maintains the ecological balance of interpretation teaching.

4. The Construction of Interpretation Teaching Model Based on Eco-translatology

According to the theoretical basis and model construction principles of eco-translatology, the specific operation procedures of the interpretation teaching model are as follows.

According to the different themes of interpreting, that is, the different categories of interpreting discourse, such as daily life dialogue, etiquette speech, sports, tourism, etc., which present different speech characteristics, this article will carry out the interpretation training teaching activities by simulation from five stages[5] (grouping tasks distribution, pre-interpreting preparation, interpreting process simulation, interpreting process reflection and post-interpreting summarization)

4.1 Grouping tasks distribution

The teacher divides the students into several groups, and each group respectively finds the data to summarize the different discourse features of daily life dialogue, etiquette speech, sports, and tourism. Each team will organize thematic lectures, and the students will have an intuitive and in-depth understanding of the features of different discourses through theoretical analysis and examples. Each team also needs to prepare the corresponding materials, arrange the group to practice the relevant interpreting texts, and arrange the group discussion after the interpretation, organize the students to conduct self-reflection evaluation and evaluation of others, and finally complete the corresponding interpretation practice report. Teachers need to strictly define and describe the quality control standards of each part for the simulation training program in advance.

4.2 Pre-interpreting preparation

The groups organize the collection of relevant materials, understand the background of the interpretation tasks, and create a termbase. The team members test each other the familiarity and mastery of the relevant subject knowledge and vocabulary structure, simulate the meeting situation to carry out the training of the topic, adapt the team members to the pressure and atmosphere of the interpreting site, and propose targeted revisions to the possible problems. At the same time, the corresponding questions or questionnaires are designed for the task completion evaluation after the interpretation, mainly related to the evaluation of the quality of the interpretation, existing problems and suggestions.

4.3 Interpreting process simulation

The project team plays the role of a spokesperson, controlling the rhythm of the interpretation through the control of the real interpretation on site and the teacher records the interpretation process.

4.4 Interpreting process reflection

Project team members must reflect the entire interpretation process through thinking aloud by post-translation memories and live video recordings, reviewing the application of the "adaptation or selection" principle throughout the interpretation process, from listening and discriminating, taking notes, and expressing by removing the language shell. What kind of selective adaptation and adaptive selection processes have been carried out? Whether high integration of adaptation and selection has been achieved? And which adaptive or selective problems in the interpretation process can be recognized and corrected on the spot, and students can be aware of what is lacking but unable to change due to time limit or ability.

4.5 Post-interpreting summarization

The project team writes an interpretation project practice report. It mainly includes the characteristics, acceptance degree and existing problems of "adaptation or selection" principle and the "after-event penalty" principle in the process of interpreting. It also includes the mastery the characteristics and the main problems of the discourse for other students. And the project team's gains throughout the project, involving data collection, topical lectures, selection of interpretation materials, organization of interpretation activities, process reflection organization and summarization should also be included. Teachers need to make a summary evaluation of the learning outcomes of the learners at different stages, and provide personalized guidance for different students. At the same time, the students' process performance and post-translation practice report also provide teachers with real contextual corpus, and provide effective ground and targeted guidance for the teaching and research of interpretation teaching mode from the perspective of ecological translation.

5. Conclusion

This study concludes the several principles that interpreting teaching should follow in the perspective of eco-translatology. On this basis, it constructs the interpreting teaching model, and

aims to create a simulated interpreting learning environment to explore the ecological interaction of the learners, teachers, curriculum resources and networks in the big environment in order to attain the ecological balance in the interpreting classroom. The teachers of this project plan to design a practical evaluation system to monitor the progress of students in the interpretation class, evaluate their interpretation performance inside and outside the classroom, and continuously adjust the teaching objectives, teaching content, teaching plan based on the student feedback and interpretation result to improve the efficiency of the interpreting classroom. The follow-up study will examine the teaching effect, existing problems and ways of improvement of the model in an empirical way through the combination of qualitative and quantitative research, then test and improve the interpretation teaching model from the perspective of eco-translatology.

Acknowledgement

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