

## A Comparative Study of Ecological Translation Teaching Mode and Traditional Translation Teaching Mode

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**Abstract:** Today, with the rapid development of foreign exchanges, improving the quality of foreign language talents requires reforming the current translation teaching. This paper makes a comparative study of the traditional translation teaching mode and the ecological translation teaching mode, and explores the translation teaching mode which is conducive to greatly improve students' translation ability and helps translation teachers teach students in accordance with their aptitude, adapting to local conditions, and improving the effectiveness of classroom translation teaching.

### 1. Introduction

Since the 1990s, the study of translation teaching mode has received more and more attention from scholars of walks of life. However, the current translation teaching mode is mostly the traditional translation teaching mode: as for teachers, in the teaching content, lack of practical experience leads to the choice of materials at will, and there is no system; in the teaching method, the interaction between teachers and students is limited to question-answer mode. In the end, the students only learned the article and read the translation, rather than the improvement of translation ability. Therefore, many students believe that translation courses can only be taught in this way, and even do not trust teachers' ability in translation. The emerging ecological translation studies provide a new perspective for the exploration of translation teaching models.

### 2. Translation Teaching Mode

The term teaching mode was originally put forward in 1972 by the American educators Bruce Joyce and MarshaWel, who published the book "The Teaching Model" which systematically expounds the theory and practice of teaching mode. The upsurge in the study of teaching models in China began in the mid-to-late 1980s. Experts from different countries have proposed different views on the definition of the concept of teaching models. There are the following typical definitions in foreign countries: Joyce and Vail believe that the teaching mode is a normative design teaching mode for curriculum content including teaching material selection and teacher activities. The representative definition is "teaching mode is under the guidance of certain teaching ideas, the subjective choices made objectively in teaching and the relatively stable teaching framework and activity procedures established under the guidance of certain educational ideas and teaching theories can be seen from the above definitions. Scholars agree that in order to improve the teaching effect in the teaching process, teachers should have certain framework awareness and clearer ideas.

One of the selection principles of the translation teaching model is to consider how to reflect the rules and characteristics of the translation profession itself, that is, the overall framework can reflect the professional characteristics. Many scholars at home and abroad advocate the process model of translation teaching actively, because this model is related to the cultivation and improvement process of translation ability. In this sense, the process model is acceptable. Translation education is the cultivation of applied talents, with a focus on developing translation professional skills. The process of cultivating translation ability is the process of transforming knowledge into ability, that is, the process from passive reception to active use. This process can be summarized as:

observation-recognition-thinking-application, that is, the process of continuous improvement of cognitive ability, from the process of “knowing” to “going”. This necessarily involves learning strategies, including cognitive strategies (steps and methods to accomplish specific learning tasks), regulatory strategies (planning, implementing, evaluating, and adjusting learning processes or learning outcomes), communication strategies (Various strategies for maintaining communication and improving communication effectiveness), resource strategies (strategies for learning and using reasonable and effective use of multiple media).

## **2.1 Traditional Translation Teaching Mode**

House has given a very general summary of the traditional translation teaching model. The teacher of the translation course sent the students a text, which is full of traps. Then, let the students translate them in oral or written form. In the later classes, the whole class will discuss them one by one. Finally, the teacher gives a correct translation. This seems to be a “Teaching Translation”. Translation teaching is one of the tools of foreign language teaching. The advantages of attaching to foreign language teaching and serving it are as follows: 1) Deepen the basic skills of students' translation. This mode focuses on cultivating students' language skills and improving their language skills. It is in line with the purpose of the translation course teaching in the English Professional Syllabus: translation teaching is mainly to cultivate students' basic skills, basic theories, basic methods and basic abilities. Translating teaching is considered a language teaching method. By analyzing the language, the teacher makes the student's language ability solid and improved in the process. This is essential throughout the English learning phase. 2) Being Conducive to teachers (the center of teaching) who play multiple roles: the discoverer of student problems, the demonstrator of translation skills, and the motivator of student learning. The shortcomings of this teaching model are very obvious as well: 1) Too much emphasis on the analysis of micro-language and neglecting the grasp of macro chapters and cultural differences. 2) Students lack initiative of learning 3) The traditional translation teaching mode should be a result teaching method. The same as teachers only pay attention to the evaluation of the final translation of the students, neglecting the tracking of the translation process, and easily dampen the students' enthusiasm and confidence in learning. If the translation model is translated as a way of cultivating students' foreign language ability as an end, the influence of the independent discipline will inevitably be weakened. Actually, the status of translation as a discipline has gradually been recognized by experts engaged in translation studies in China.

## **2.2 Ecological Translation Teaching Mode**

With the development of economy and society, the translation market is prosperous and the professional quality of translators is getting higher and higher. Therefore, people have a deeper understanding of translation teaching, and translation teaching reform has received much attention. Taking ecological translation as a reference, the whole translation teaching system is regarded as a dynamic development process, improving the traditional soft environment of translation teaching, which is conducive to proposing feasible strategies for undergraduate translation teaching reform in university classrooms, and improving translation teaching mode and improving Students' translation skills and theoretical literacy, nurturing practical translation talents for the society.

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 other scholars[1]. It is based on the perspective of ecological holism, based on the harmonious ecological thought of “Heaven and Man”, and based on “natural selection”, mainly discusses textual ecology, ecological translation and the “translation community” ecology (that is concerned with the translator's survival) and its related relationships[2][3]. According to the “adaptation/selection” of Darwin's theory of evolution, the theory of ecological translation puts forward the “translation adaptation theory”, which not only emphasizes the integrity of the whole system of ecological translation, but also reinterprets a series of translation phenomena such as the nature, process and method of translation.. This theory pays attention to the “translator center” in the process of translation, and puts forward a series of concepts such as “ecological rationality”, “translating for something”, “translating the ecological

environment” and “After-event Penalty”, and integrating translation activities into a broader re-examine and explain in the perspective of “translation of the ecological environment”.

### **2.2.1 “Translator’s Center” guides the principles of translation teaching**

Eco-translatology emphasizes: “In the process of translation operations, all adaptation and selection behaviors must be decided and implemented by the translator[4].” This view puts the translator at the center of the entire translation ecosystem and believes that the translator plays a decisive leading role in translation behavior and becomes the true master of the entire translation practice. Traditional translation teaching pays more attention to text translation. Classroom teaching is usually based on teachers. Students accept relevant knowledge and subordinate status passively, thus affecting their enthusiasm and creative consciousness in the process of translation practice. Under the guidance of the “Translator’s Center” principle, the translation classroom adheres to the teaching principles centered on the student translators, encouraging them to independently select the translation materials of interest, abandoning the old materials in the textbooks or passively accepting examples of teacher selection. Guided by translation practice, students are required to cooperate in the process of individual study and group discussion to complete the translation task, and through the mutual cooperation and discussion to complete the analysis and evaluation of the translation, through group discussion, group evaluation, select excellent translations to share in the class. Teachers are only the guides in the teaching process, playing the role of inspiring and monitoring the teaching process. This teaching mode advocates handing over the classroom to the students. The students become the main body and active participants in the teaching process, which truly reflects the “translator center” concept from the perspective of ecological translation. By improving the identity and functions of students and teachers in teaching activities, they can effectively play the guiding role of teachers and fully enhance and motivate students’ enthusiasm and creativity.

### **2.2.2 “Adaptation Choice Theory” guides the improvement of the translation teaching methods**

At the beginning of the 21st century, Professor Hu Gengshen applied the principles of “natural selection” and “survival of the fittest” in Darwin’s theory of evolution to translation studies for the first time[5]. He defined translation as “the translator’s choice activities to adapt to the translational ecological environment” and proposed translation adaptation theory. The specific performance is in two aspects: on the one hand, the translation ecological environment implements the choice of the translator, the translator accepts the choice and actively adapts, and makes “selective adaptation”; on the other hand, the translator further adapts to the translation ecological environment and chooses to achieve the translator’s “adaptive choice.” Mapping to translation teaching, teachers appear as translators, actively adapt to the translation teaching ecological environment and make adaptive choices.” Translating the ecological environment “is the whole of the interconnected interaction composed of many elements involved in the translation process. Therefore, the ecological environment of translation teaching can be understood as the dynamic system of the organic connection between the teaching elements in the translation teaching process. The whole teaching process is the process of teachers’ multi-dimensional adaptation and selection, and the various teaching elements are adapted to the needs of students. On the one hand, the relevant elements of the translation teaching process, such as curriculum setting, teaching objects, teaching content, difficulty level and use of teaching materials, are selected for teachers, and qualified teachers who have the corresponding professional qualities and are capable of performing translation teaching tasks. Teachers actively accept this choice and strive to improve their profession level, to meet the learning needs of students, to fully adapt to the ecological environment of translation teaching. On the other hand, on the basis of adapting to the teaching ecological environment, in order to improve the teaching level, teachers actively choose the teaching mode that meets the needs of students: Firstly, based on questionnaires and other means to understand the needs of students, and establish a teaching concept oriented to the needs of students; Secondly, according to the needs of students, the curriculum adjustment program is adjusted, the teaching methods are improved, the students’

passive listening in the traditional translation classroom, the lack of teacher-student interaction, and the ineffective teaching effect are improved, and students' enthusiasm for translation learning is improved, so that students can truly learn. Through the teacher's "selective adaptation" and "adaptive choice", a harmonious and unified translation teaching ecological environment is constructed.

### **2.2.3 “Ecological rationality” guides the improvement of the translation evaluation system**

“Ecological rationality” emphasizes dynamic balance, promotes diverse unity, and pays attention to overall relevance [6]. This series of concepts has positive guiding significance for translation teaching testing and evaluation. It is necessary to actively handle these three aspects in translation teaching evaluation. The author believes that the evaluation of students can not be based solely on one test score as the final assessment basis. Traditionally, the assessment method of teachers as the sole evaluation subject needs to be changed. It is necessary to have a combination of formative evaluation and summative evaluation of teachers and students. The assessment system pays attention to the whole process of student learning, and formulates various forms of assessment methods at different stages. Teacher evaluation, student self-assessment, student mutual evaluation and group evaluation can be carried out to make a comprehensive evaluation of students' participation in classroom activities and task completion; archival evaluation can also be used, such as classic translation appreciation or reciting portfolios, encouraging students continue to reflect on the learning process, learning methods, and effort. Student attendance should also be part of the formative evaluation. This combination of formative evaluation and summative evaluation fully reflects the diverse and integrated views of the ecosystem, and achieves the harmony and balance of the translation evaluation system.

## **3. Conclusion**

Compared with the traditional translation teaching mode, eco-translatology is a more rational and scientific translation theory. It emphasizes the interaction of many elements within the ecosystem, which brings important enlightenment to the construction of translation teaching mode. Many factors constitute the ecological translation teaching system, such as teaching objectives, teaching subjects, teaching methods, assessment and evaluation system etc. Only guaranteeing the harmonious development of the translation teaching ecological environment can the dynamic balance be achieved.

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