

Research on the Theory and Teaching Methods of English Translation in Contemporary Secondary Institutions

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Abstract: This study aims to explore the theoretical foundations and practical teaching methods in the teaching of English translation in contemporary secondary schools. By analyzing the historical development of translation theories and current theories, this paper explains the applicability and importance of these theories in secondary education. At the same time, this study discusses in detail various teaching methods, including direct teaching method, interactive teaching method and technology-enhanced learning method, focusing on analyzing the effectiveness of these methods in enhancing students' translation ability. Through the analysis of actual teaching cases and the collection of students' feedback, this study evaluates the effectiveness of different teaching methods and makes suggestions for improvement. Finally, this paper summarizes the current challenges facing English translation teaching in secondary schools and looks forward to the future development direction. This study aims to provide theoretical support and practical guidance for English translation teaching in secondary vocational colleges and improve students' translation ability and comprehensive quality.

1. Introduction

With the acceleration of globalization and frequent international exchanges, the importance of English translation in various fields is becoming more and more prominent[1]. As an important part of vocational education, secondary vocational schools have cultivated a large number of application-oriented talents, and English translation ability is one of the important skills for these talents to go towards internationalization. However, at present, secondary vocational colleges and universities are facing many challenges in English translation teaching, including the lagging behind of teaching theories, the single teaching method and the difficulties in improving students' translation ability[2].

This study aims to explore the theoretical foundations and practical teaching methods in the teaching of English translation in contemporary secondary schools[3]. By analyzing the historical development of translation theories and current theories, this paper attempts to clarify the applicability and importance of these theories in secondary education[4]. At the same time, the study will discuss in detail various teaching methods, including direct teaching method, interactive teaching method and technology-enhanced learning method, and focus on analyzing the effectiveness of these methods in enhancing students' translation ability. In addition, the study will evaluate the effectiveness of different teaching methods and make suggestions for improvement through actual teaching case studies and the collection of student feedback[5].

The ultimate goal of this study is to provide theoretical support and practical guidance for the teaching of English translation in secondary vocational colleges and universities, with a view to improving students' translation ability and comprehensive quality, and promoting the internationalization of secondary vocational education[6]. The structure of this paper is as follows: the first part introduces the theoretical basis of English translation theory; the second part discusses the teaching methods of English translation; the third part analyzes the specific teaching cases and practical feedback; the fourth part discusses the challenges of English translation teaching in secondary vocational colleges and looks forward to the future direction of development.

2. Theoretical Foundations of English Translation Theory

The development of English translation theory has gone through a long historical process[7]. Early translation theories mainly focused on the principles of textual equivalence and credibility, i.e., faithfulness to the original text, meaning of the translation and beautiful language. Ancient translators such as Yan Fu put forward the standard of "Faithfulness, Dignity and Elegance", which laid the foundation for translation theory[8]. With the passage of time, translation theory has gradually shifted from focusing on the equivalence of language forms to emphasizing culture, context and readers' understanding. In the twentieth century, the functional equivalence theory proposed by Eugene Nida emphasized that the translated text should be functionally equivalent to the original text, which provided an important guidance for the development of modern translation theory , showed in Figure 1 :

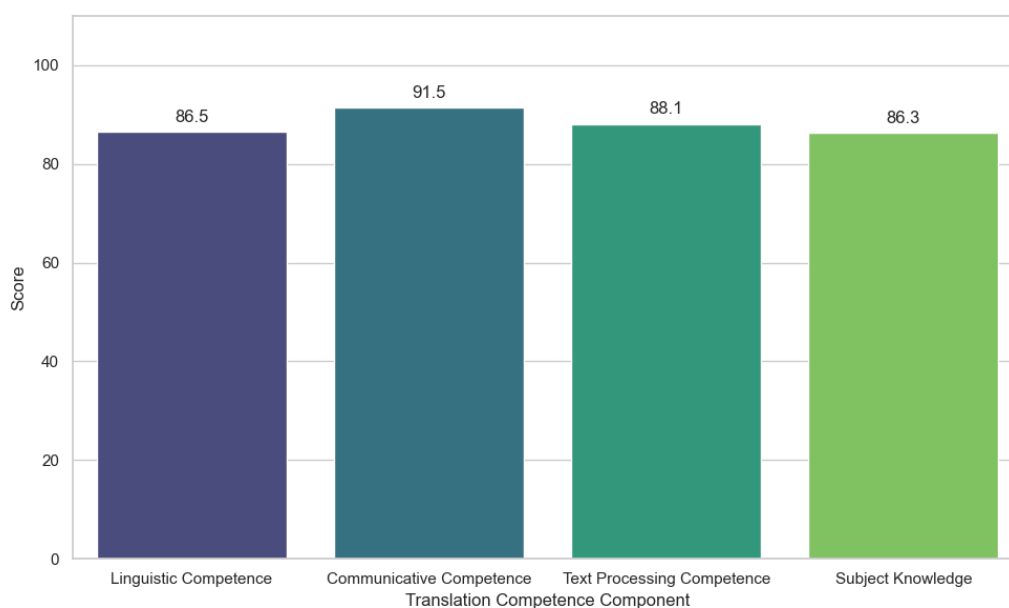


Figure 1 Scores of Different Translation Competence Components

Contemporary translation theories have been further developed on the basis of their predecessors, covering a wide range of different views and approaches to translation. For example, the functionalist theory emphasizes the function of the translated text and the reader's response, proposing that translation is not just a conversion of language, but a transmission of culture[9]. The translation strategies of naturalization and alienation are also an important part of contemporary translation theory, with the former emphasizing the readability of the translated text and the latter maintaining the exoticism of the original[10]. In addition, sociological studies of translation are gradually emerging, focusing on the role of translation behavior in society and the subjectivity of translators. Constituting Elements of Translation Competence :

$$T_c = L_c C_c T_p S_k \quad (1)$$

In the development of translation theory, the composition of translation competence has gradually become a hot research topic. Translation competence is not only the mastery of two languages, but also includes the understanding of cultural background, the use of translation skills and the ability to control the translation process. Translation scholars such as Neil Robinson suggest that translation competence should include linguistic competence, communicative competence, text processing competence and specialized knowledge. The comprehensive use of these abilities can help translators make more accurate and effective decisions in the translation process and ensure the quality of the translated text.

The application of English translation theory is of great significance in secondary education. Middle-level students have relatively limited English proficiency and cultural background, so they need to introduce translation theories and methods suitable for them in teaching. For example,

functional equivalence theory and naturalization strategy can help students understand the purpose of translation and the needs of readers, so as to improve the practicality of translation. At the same time, combining with practical translation cases, students can cultivate their translation ability so that they can cope with translation tasks at work. In addition, by reflecting on and evaluating the translation process, students can continuously improve their translation skills and adapt to the demands of the workplace.

3. Teaching Methods of English Translation

In order to enhance the English translation ability of secondary students, teachers need to adopt diversified teaching methods to accommodate the learning needs and ability levels of different students. In this paper, we will explore three main teaching methods: direct teaching method, interactive teaching method and technology-enhanced learning method. These methods not only focus on the teaching of theoretical knowledge, but also emphasize the cultivation of practical skills to improve students' translation ability and comprehensive quality through various means.

3.1. Direct method of teaching

The direct teaching method systematically teaches students the theoretical knowledge of translation through classroom lectures and textbook study. Teachers can start from the basic concepts, historical development and major schools of translation to help students build a solid theoretical foundation. This approach not only gives students a comprehensive understanding of translation, but also enables them to master the basic principles and methods of translation. For example, by explaining in detail the theory of functional equivalence and the strategy of naturalization, students are able to understand how to balance the functions and effects of the original text and the translated text in the translation process. Demonstration of Skills and Strategies:

$$E_t = f(T_i, S_f) \quad (2)$$

In the direct teaching method, teachers help students master practical skills by demonstrating specific translation techniques and strategies. Teachers can select typical translation cases and explain sentence by sentence the ideas and skills in the process of translation, such as how to deal with cultural differences, how to choose appropriate vocabulary and sentence patterns, and so on. Through such demonstrations, students can intuitively learn the key skills in translation and be able to apply them to their own translation practice. This teaching method emphasizes teacher-student interaction, and the teacher's guidance and demonstration play an important role in guiding students' learning, showed in Figure 2:

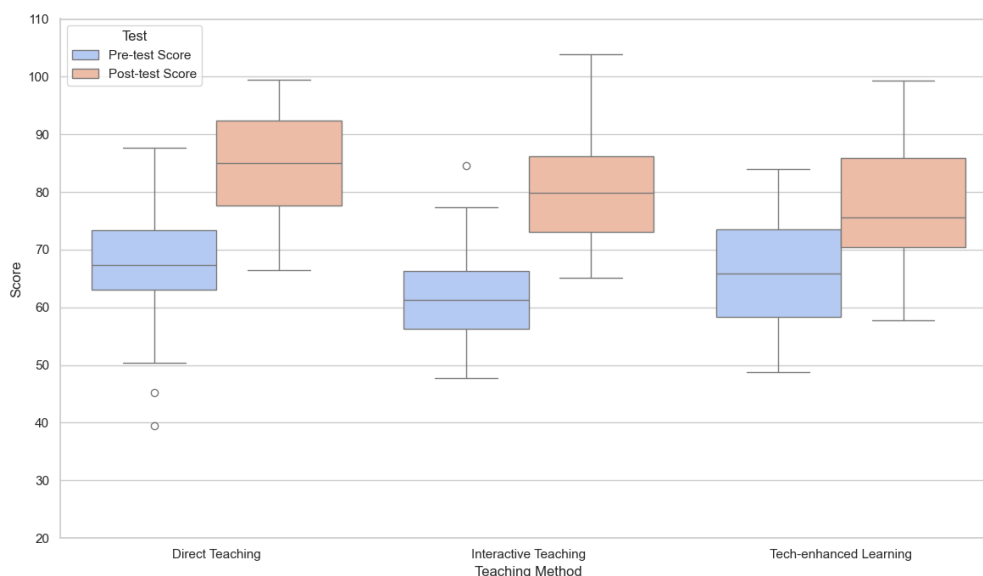


Figure 2 Comparison of Pre-test and Post-test Scores by Teaching Method

The direct teaching method also focuses on improving students' translation ability through practical exercises. In the classroom, teachers can design a variety of translation exercises for students to practise, and then comment and give feedback on their translations. Through such exercises, students can apply theoretical knowledge to actual translation and improve their translation level through continuous practice and feedback. Feedback from the teacher not only helps students find and correct errors, but also further strengthens their translation skills and strategies.

A significant advantage of the direct teaching method is its systematic and structured nature. Through systematic teaching plans and strict course arrangements, teachers can teach in a structured way to ensure that students master the necessary translation knowledge and skills within the specified time. In addition, this teaching method helps teachers track students' learning progress and adjust the teaching content and methods in time to achieve the best teaching effect. However, there are some limitations of the direct teaching method, such as the lack of interaction and the low level of student participation, which requires teachers to make continuous improvements in the teaching process, increase the interactive links, and improve the students' sense of participation and enthusiasm.

3.2. Interactive teaching method

Interactive pedagogy greatly enhances students' learning engagement and motivation through the design of diverse interactive activities. Unlike the traditional direct teaching method, the interactive teaching method emphasizes interaction and cooperation between teachers and students as well as among students. This method allows students to learn and apply translation knowledge in an interactive way through group discussion, role-playing and cooperative translation. For example, group discussion allows students to share their respective translation ideas and methods, thus colliding new sparks and enhancing their translation ability and depth of thinking.

The interactive teaching method not only improves students' translation skills, but also develops their cooperative spirit and critical thinking ability. In cooperative translation activities, students need to divide up the work and work together to complete translation tasks. This cooperation requires students to communicate, coordinate and support each other, which enhances their teamwork skills. At the same time, through mutual review and discussion, students can learn to look critically at their own and others' translations, find problems and make suggestions for improvement, so as to continuously improve their translation level.

Interactive pedagogy provides students with a dynamic learning environment that makes the learning process more lively and interesting. In this environment, students are no longer passive recipients of knowledge, but actively involved in the construction of knowledge. Teachers can design a variety of scenario simulations for students to practice in real or simulated translation environments. For example, role-playing can simulate actual translation scenarios, allowing students to play the role of translators, clients or revisers, and experience the responsibilities and challenges of different roles in the translation process. This method not only improves students' practical skills, but also gives them a deeper understanding of the translation profession.

Despite the many advantages of interactive pedagogy, its successful implementation requires a high level of organizational and coordination skills on the part of the teacher. Teachers need to carefully design and organize a variety of interactive activities to ensure that every student can actively participate and benefit from them. In addition, teachers need to continuously reflect on and improve their teaching methods, and adjust the content and format of activities based on student feedback to keep teaching fresh and effective. Although it may be complicated to implement, the significant teaching effects and positive feedback from students brought by the interactive teaching method make it one of the most important methods to improve the quality of English translation teaching in secondary schools.

3.3. Technology Enhanced Learning

The technology-enhanced learning method utilizes modern information technology and translation tools to greatly enrich the content and form of teaching. Through tools such as computer-assisted translation software (CAT), online dictionaries and translation platforms, teachers can provide students with diversified learning resources and practice materials. These technological tools can not

only help students complete translation tasks more efficiently, but also expose them to the latest translation technology and industry trends. For example, using CAT software, students can experience the processes and tools used in actual translation work and improve their professionalism and practical skills.

A key advantage of the technology-enhanced learning approach is the ability to provide immediate feedback to help students correct errors and improve their translation skills in a timely manner. Through the use of translation software and online platforms, students can receive feedback immediately after submitting their translations, including error marking, suggestions for improvement, etc. This instant feedback mechanism enables students to quickly understand their shortcomings and make targeted improvements. At the same time, teachers can also use these platforms to track students' learning progress, understand their common problems, and provide targeted explanations and counseling in class.

The technology-enhanced learning method can simulate a real translation environment and allow students to practice under conditions close to actual work. For example, through online translation programs and virtual translation companies, students can participate in teamwork translation projects and experience actual work processes such as project management, teamwork and client communication. This kind of simulation environment not only improves students' practical ability, but also enhances their knowledge and adaptability to the translation profession. In addition, using technical tools for translation can also cultivate students' information retrieval ability and technical literacy, which are essential skills in modern translation work.

While the technology-enhanced learning approach has many advantages, care needs to be taken to avoid an over-reliance on technology. Over-reliance on translation software and online tools may lead students to neglect the development of basic translation skills, such as linguistic competence and cultural understanding. Therefore, while using technological tools, teachers should emphasize the importance of basic skills to ensure that students can complete translation tasks independently. In addition, teachers need to guide students to use technological tools correctly, avoid blindly relying on machine translation, and cultivate their critical thinking skills and professional judgment. By balancing technology and traditional teaching methods, the technology-enhanced learning method can more effectively improve students' translation ability and comprehensive quality.

4. Conclusion

This study puts forward the necessity and effective ways of applying English translation theory in secondary education through the discussion of English translation theory and teaching methods in contemporary secondary schools. First, the study analyzes the historical development and contemporary theories of translation theory, which provides a solid theoretical foundation for teaching. Secondly, through a detailed discussion of direct teaching method, interactive teaching method and technology-enhanced learning method, the paper demonstrates the specific applications and effects of different teaching methods in enhancing students' translation ability.

The direct teaching method helps students build a solid foundation for translation through systematic teaching of theoretical knowledge and demonstration of practical skills; the interactive teaching method enhances students' sense of participation in learning and their ability to cooperate through diversified interactive activities; and the technology-enhanced learning method makes use of modern information technology and translation tools to enrich the content and form of teaching and provides opportunities for immediate feedback and simulation of real translation environments.

Although each teaching method has its unique advantages and limitations, students' translation ability and comprehensive quality can be maximized through reasonable combination and application. Vocational secondary schools should flexibly utilize these teaching methods according to the actual needs and learning characteristics of students to create a diversified and dynamic learning environment and stimulate students' learning interests and potentials.

Future research can further explore the application of more innovative teaching methods and technological tools in the teaching of English translation, especially in secondary education, and how to better combine theory and practice to enhance students' practical skills. Attention should also be

paid to the training and development of teachers, providing them with more professional support and resources to ensure the effective implementation of teaching methods. Through continuous research and practice, English translation teaching in secondary schools will be continuously improved and perfected to cultivate more high-quality translators for the society.

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