

Strategies for Building a Community of Practice for Translation Teachers— from the Perspective of Paradigm Research

Rongqin Ji

Foreign Language School of Jiangxi Science and Technology Normal University, Nanchang, People's
Republic of China

ecjtu2@126.com

Keywords: Case teaching; Research paradigm; Strategies for construction practice community for translation teachers

Abstract: This study explores the construction strategies of the practice community for translation teachers. Analyzed the connotation and characteristics of case teaching and practice community for translation teachers, it summarizes the ways to construct a unified practice community of translation teachers. It recommends that the best translation teachers practice community should combine teachers from school and experts from enterprises.

1. Introduction

The intention of case teaching method is to combine theoretical knowledge with authentic examples, aiming at cultivating students' critical thinking, analysis and judgment ability, and improving students' quality of learning and application ability. Traditional case teaching takes the determination of curriculum objectives, collection and processing as well as application as its basic paradigm. It neglects the importance of construction of the implementation subject of case teaching. However, the implementation subject is the basic guarantee for the operation of case teaching, and its paradigm construction is the premise for the implementation and operation of high-quality case teaching paradigm. Establishing the paradigm of the practice community of translation teachers can provide a qualitative guarantee for qualified case teaching, and it thus can better feed back the professional development of the implementation subject-teachers.

2. Connotation and Characteristics

2.1 Connotation.

The Basic Paradigm of Case Teaching

Paradigm is essentially a theoretical system and the most widely agreed unit in the field of science. It can be used to distinguish different communities or sub-communities of scientists. It is a basic commitment to ontology, epistemology and methodology. It refers to the fundamental attitude toward the world which is shared by scientists in a particular discipline. This shared attitude comes from the unique observation angle, basic hypothesis, conceptual system and research methods of the scientists and they help to form the common beliefs of the involved scientists psychologically.

From the perspective of methodology, the basic paradigm structure of case teaching includes curriculum objectives, curriculum system, case selection and compilation. The construction of case teaching paradigm includes five basic sub-divisions: training goal and curriculum goal setting, curriculum content setting, case selection and case compilation, organization of teaching and case discussion, case analysis report and feedback[1].

From the perspective of ontology and epistemology, the executor paradigm of case teaching can be divided into two sub units: teacher-oriented and enterprise expert-oriented. The teacher-oriented model can show the theoretical authority of teachers, solve the problems in the process of case interpretation with theory, and put forward the best way to solve the problem, or put forward a program with significant feasibility and efficiency. While the expert-oriented model (includes

project managers, translators, reviewers, etc.) can enhance the authenticity and applicability of the cases selected. They can make use of their own experience to guide students to improve their ability to deal with as well as solve practical problems.

2.2 Community of Practice for Translation Teachers.

The practice community of translation teachers is a team based on the shared vision, shared developmental goal and shared purposes of enhancing professional practice ability between its members. It is formed through the interaction and cooperation between professional teachers in Colleges and professional practitioner in enterprises, with the intention of mutual promotion of homogeneity and mutual complementarity of heterogeneity[2]. The unique characteristics of theoretical practicality, profound enlightenment and learning autonomy of case teaching together make the practice community of translation teachers different from other practice communities. Individual teachers aim at accomplishing teaching tasks in groups. They discuss teaching programmes with each other, learning theoretical knowledge together, implementing teaching objectives in the form of groups. Through participating in the learning and practice activities organized by the community, members can exchange knowledge and share experience with peers in the process of building individual practical knowledge. In sharing either individual or community knowledge, the unity between the individuality of teachers' and the sharing of community members can be effectively realized. Meanwhile, on the basis of the reciprocal promotion of individual knowledge in its sharing cycle, teachers can negotiate on discovering new practical knowledge each other and take advantages through continuous practice reflection. The sharing of ideas and reflection on practice, can effectively sparkle the wisdom of teaching practice [3]. By participating in the learning and discussion and reflection within the community, teachers of translation can enjoy special opportunity for professional development and make full use of the privileges of case teaching. And finally maximize the value of application of practical knowledge and the effectiveness of teaching. It provides a good working environment for teachers' effective learning and development, experiences sharing and reflections on practice. It enables its members to learn in a cooperative culture, and construct a harmonious community for teachers' professional practice [4].

2.3 Characteristics.

The practice community of translation teachers functions to guide the interpretation of knowledge and the application of theory with cases. The case in translation teaching should come from authentic problems in the real work context. It emphasizes the characteristics of “objectivity” and “authenticity”, which is related to the hot issues in various fields of modern society. Thus, “localization, specialization and timeliness” are its prominent features.

Generally speaking, the case teaching mode constructed by the teacher practice community has the following characteristics:

- (1) Collectivity. The teaching materials are formed and organized by the community members collectively;
- (2) Authenticity. The cases used in teaching come from the scene of practical application, which is a real case produced in the real context.
- (3) Enlightenment. Case teaching pays attention to process and inspiration thinking rather than results. It does not pursue the accuracy and certainty of the answer, and takes the "questions - inspiration process-guidance method-way to solve" as its main mode. In this way, students can be promoted in the process of exploring answers and understanding knowledge [5].

3. Strategies for Building a Community of Practice for Translation Teachers

The three methodology theories of research paradigm, case teaching method and professional teachers' practice community are introduced into the construction of translation teachers' practice community. The basic commitment of paradigm research to ontology, epistemology and methodology is applied to construct a set of hypotheses, theories, criteria and methods commonly accepted by teachers' community. The common beliefs of all paradigm groups are formed

psychologically and the construction of case teaching paradigm is discussed together. In the process, the teachers' professional practice community has to set up a unified vision, practical cooperation and shared experience environment, which in turn would further improves and perfects the construction of professional translation teachers' practice community.

There is an essential connection between the case paradigm and the construction of a community of professional teachers' practice. Through the further development, excavation and arrangement of the case teaching paradigm, a "joint discussion and practice" between university teachers and enterprise experts has been established. Both of them take practice and reflection as their important characteristics and focus on seeking an important driving force for teachers' professional development in teaching practice. The model of case-based teacher practice community to promote the development of translation teachers is shown in the figure below.

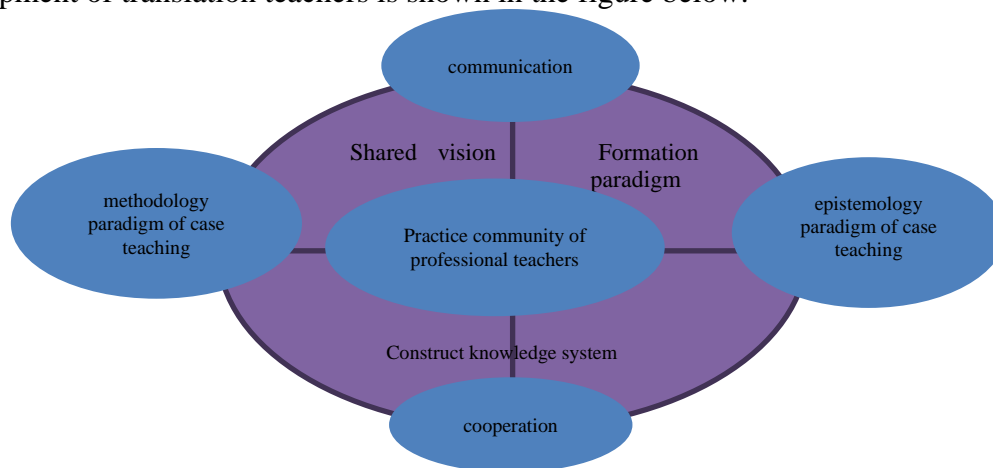


Fig. Model of practice community of translation teacher based on case teaching paradigm

3.1 Shared Vision Paradigm, Building Knowledge System.

The curriculum case of translation is established on the basis of the curriculum system of basic theory, professional knowledge and placement system, so its composition is also diversified: professional course teachers, placement supervisors, and part-time teachers outside school or in cooperative enterprises. Their intention to participate varies. For example, the purpose of teachers in theoretical curriculum system and placement system is to impart basic theories and concepts to students. In this process of involvement, they need to explain abstract and vague concepts to students and the objects they refer to, supplemented by cases to illustrate. Experts from enterprise industries and teachers from school may both participate in various links of professional practice. Experts from enterprise industries may have rich experience in the real world, but their experience of teaching practice are not necessarily perfect. The original intention of different participants will affect the construction of the common vision of the community. Different backgrounds and roles will also lead to different perspectives and methods for community members to select the same curriculum system cases.

As a tacit pursuit of community members, the common vision is the "authentic knowledge" about the shared goal. Within the practical community, the fundamental reason for reaching consensus and identity lies in the harmony of member relations [2]. In the process of changing the paradigm of case teaching, every member of the community of practice should play a good role and fully discuss and communicate with his own professional experience and perception. In order to promote the paradigm change of teachers' community of practice, Members should constantly consult and communicate with each other, learn the strengths and draw on ideas from each other[6].

3.2 Establishing the Connotation of Paradigm, Constructing the Community of Practice.

The paradigm transformation and construction of the teaching practice community of translation teachers are based on the paradigm of case teaching. In the process of building this community, two levels of theory are involved: the first is case teaching and its research paradigm theory; the second is the construction of teachers' practice community. The transformation of case teaching paradigm

can effectively promote the construction of the practice community of translation teachers. On this basis, the practice community and connotation of case teaching can be formed.

(1) Through the understanding, predicting and controlling the factual cases to understand the implementation performers; and through the observation of both internal and external factors to determine the influence of the performers' acts. These decide the scope and objects that should be covered by the performers of the community of practice;

(2) From the perspective of the subject of case implementation performers to discuss the structure derivation of case expansion, and jointly formulate and establish different paradigms of case-base.

(3) Through the field test method of classroom practice to correct the deviation of the paradigm, and when the paradigm gains a certain degree of recognition, it forms the basic laws, theories, applications and related supporting teaching facilities of translation teaching cases, so as to form a complete framework of the cases applied and in turn to provide a research paradigm for the construction of teachers' teaching practice community.

Under this double-decked theoretical paradigm, the members involved in the special translation teaching group include translation teachers and experts from the enterprise industry, who together constitute the teaching practice community of translation specialty. In this community, members of all parties share knowledge each other and work together to form a paradigm of teachers teaching practice community and teachers learning community—both infield and online learning practice community as well as teachers learning-research community. In this process of forming the transformation of teachers' practice community through shared and collaborative learning, teacher practice community in the development of shared and learning.

3.3 Establish Cooperation Paradigm, Build up Knowledge System Jointly.

The practice community of Translation teachers is a teaching team which is composed of professional teachers and experts from enterprises. They participate in the construction of the practice community of Translation teachers paradigm and the implementation and application of the case teaching paradigm from their own practical experience and cognitive perspective.

The professional teacher-orientated school-enterprise cooperation model. Teachers of translation specialty have rich and perfect theoretical knowledge system, but their infield practical knowledge is insufficient and lack of authentic cases from real context. Their usual practice were choosing cases through their imaginations and relied on certain theoretical speculation, and construct cases on the basis of theoretical knowledge system and apply them to teaching. Such cases inevitably will lack of authenticity and practical applicability. In this paradigm, professional teachers apply their own theoretical knowledge to case teaching practice, and set up a theoretical-practical paradigm of "theoretical knowledge-practical experience-knowledge application" model.

The enterprise industry experts-orientated cooperation mode. Enterprise industry experts are rich in authentic experiences and the cases they apply into teaching are from their real experience and practices. Their theoretical knowledge system may not sufficient enough to sustain their classroom teaching practice, and certain assisting of supplemented theoretical knowledge from the community is inevitably necessary. In this paradigm, enterprise industry experts apply their own authentic infield knowledge into classroom teaching, and set up a practical-theoretical paradigm of "practical experience-theoretical Knowledge-Knowledge application" model.

The above-mentioned two models-either of the two models of either party will make education and teaching go from one extreme to another. For professional teachers in Colleges and universities, the teaching of theory needs to be supplemented by real and authentic cases to implement its connotation, so it needs the participation of real cases brought by enterprise industry experts in the implementation process of case teaching. For the experts in the enterprise industry, they have rich real experience and profound professional insights, but they are not familiar with the paradigm and requirements of education and teaching. Both of them are emphasizing very different interests. Colleges and universities need the real and authentic experience of enterprise industry experts to promote teaching; enterprise industry experts need guidance from theoretical knowledge to

participant into teaching. It is a scientific way for the development of translation teachers to construct a new teaching practice community paradigm of "theoretical knowledge + practical experience application" through the building a "harmonious and symbiotic" educational environment so that the members of the community can learn from each other and promote the development of each other.

4. Conclusion

The above analysis of the establishment of the paradigm of practice community of translation teachers is still a theoretical framework. The breakthrough of case paradigm should be accomplished by the implementation subject. The scientific implementation subject is the guarantee to ensure the success of the paradigm breakthrough. The construction of translation teachers' teaching practice community is not only designed for the formation of community, but also for the dialogue between internal and external members to stimulate the participation of subjects at different levels and in different ranges. It is necessary to develop not only public community space, but also individual community ones, focusing on value, integrating familiarity and excitement to create the harmonious development rhythm of the community.

Acknowledgements

Foundation Project: This paper is the research result of the "13th Five-Year Plan of Educational Science of Jiangxi Provincial Department of Education in 2019, named "Expanded Case Study Paradigm and the Construction of a Community of Practice for Translation Teachers" (Project No. 19YB132).

References

- [1] Chen Xiaolin. Analysis of the basic paradigm of audit case teaching, *Monthly Journal of Finance and Accounting*. 10 (2008) 89-91.
- [2] Yuan Qian & Tang Xihai. Strategies for the construction of professional practice community of vocational education teachers, *Modern Education Science*. 10 (2017) 129-133.
- [3] Zhou Ying, Liu Yudong. Teacher practice community and college foreign language teacher development based on action research, *Journal of Hebei Normal University*. 3 (2014) 114-119.
- [4] Hu Chongqing, Zhao Yijie, Zhou Jianhua. Exploring the Effective Mechanism of the Community of Practice Affecting Teachers' Professional Development. *Journal of Educational Academic Monthly*, 5(2012) 78-83.
- [5] Feng Quangong, Miao Ju. Implementing case teaching to train professional translators - MTI translation teaching mode exploration. *Journal of Shandong Foreign Language Teaching*, 6 (2009) 28-32.
- [6] Cui Yonghua, Zhang Xuxiang. On the Transboundary Nature of Vocational Education. *Journal of Research on Educational Development*, 17 (2010): 43-46.