

New Translation Teaching Models in Local Universities from Perspective of Eco-translation Studies

Bing Su

Foreign Languages School, Taishan University, Taian, Shandong, 271023, China

Abstract

Translation teaching has obtained new opportunities in the integration and development of China's economic society and international society. At the same time, it is facing the real challenge of self-change: different fields such as economic, cultural, diplomatic etc. have a high-demand for the number and quality of translators. However, the local colleges and universities which are currently undertaking the important task of cultivating translators are underestimated by the former fields. Eco-translatology, as a new translation teaching idea, breaks the limitations of traditional translation teaching and provides a broader perspective for the reform and development of translation teaching in local colleges and universities. It is a profound issue worthy of in-depth research by translation educators.

Keywords

Ecological Translation; Local Universities; Translation Teaching Mode.

1. Introduction

Translation is an important part of foreign language education. It plays a supportive role in China's economic development in today's environment, especially after China's "One Belt, One Road" initiative and the "Chinese Culture Goes Global" strategy, the demand for high-quality translators in China has risen sharply. The demand for quality translators has risen sharply, and local universities serving regional economic and social development have received widespread attention for their important role in nurturing regional talents. At the same time, the introduction of Eco-translation provides a new research path for improving the quality and efficiency of translation teaching in local universities. Therefore, this paper discusses the construction of translation teaching mode in local colleges and universities based on the perspective of ecological translation.

2. The Importance of Translation Teaching Models in Local Universities from an Ecological Translation Perspective

Translation research from an ecological perspective is a new concept of translation research proposed only in this century, aiming at viewing translation teaching from an ecological perspective and emphasizing the balance and harmony of translation activities and translation research. The study of translation teaching mode in local colleges and universities based on the perspective of ecological translation not only promotes the reform of translation teaching in local colleges and universities, but also has practical significance in improving the quality of translation teaching in local colleges and universities and promoting regional economic development, and is an inevitable choice for university education to adapt to the current economic and social development.

2.1. Contributing to Meeting the Development Needs of the Regional Economy

The reason for offering translation courses in local universities is partly to meet the needs of students' professional choices, but more importantly, to serve the expectations of regional economic development for translation talents. The construction of a translation teaching mode in local universities based on the perspective of ecological translation is of great significance to the transformation of the cultivation of Chinese translation talents from "localization" to "internationalization", and it can be guided by the policies of regional economic development, with a full understanding of the market, and it also helps to change the disconnection between teaching content and social development needs[1]. The introduction of the actual environment of regional socio-economic development into the translation teaching process is conducive to students' understanding of the specific job situations of enterprises and the latest requirements of the market for translation talents, as well as providing a more realistic reference for the shaping of the school-based translation teaching environment, allowing the subject and object and the external ecological environment to interact beneficially, promoting a balanced translation ecology and maximising the satisfaction of local economic development for high-quality translation talents.

2.2. Contributing to Improving the Quality of Training of Translators

Under the guidance of the concept of ecological translation, local universities must comprehensively mobilise translation-related education and teaching elements to build a positive and interactive linguistic ecological environment, respect the laws of language development and students' learning and physical and mental development, and design teaching sessions so that teaching contents are more relevant to students' daily lives, teaching methods and approaches are more flexible and varied, and teaching activities can fully demonstrate students' translation skills while more effectively enhancing students' translation literacy. This will enable the teaching activities to demonstrate students' translation skills and at the same time enhance their translation literacy more effectively. Translation ecology advocates that the cultivation of talents should not only focus on individual differences and practical needs, but also pay attention to the strengths and weaknesses of individuals in the field of translation, and that the design of the evaluation of students' education and teaching should not only highlight personalised process evaluation, but also pay more attention to the plurality of evaluation subjects, including students' self-evaluation, and generally focusing on encouraging evaluation, which is conducive to stimulating students' interest in learning and active participation. This is conducive to stimulating students' interest and participation in learning, thus effectively improving the quality of cultivating translation talents.

2.3. Contributing to Responding to the Development of Translation Education

The teacher-centred teaching mode is being eliminated as China's education and teaching reform is in full swing, while the "translator-centred" theory proposed in the teaching concept of ecological translation requires that in the process of translation teaching, students should not only become self-constructors of knowledge, but also become the centre of the teaching implementation process, allowing them to understand the meaning of language through sensory stimulation in an ecological environment[2]. The teacher only exists as a builder and guide of the translation ecological environment, allowing students to discover their own shortcomings and to set higher expectations for themselves. In addition, the deepening of China's openness to the outside world has placed higher demands on the practical skills and translation literacy of translators, and the exploring of the mode of translation teaching in local universities from the perspective of ecological translation can combine the advantages of natural sciences and humanities, build a more macro and complete translation ecological environment, provide new ideas for the reform and development of translation studies, and meet the current development needs of translation education. This will provide new ideas for

the reform and development of translation studies, and meet the development needs of translation education.

3. The Reality of Translation Teaching in Local Universities from the Perspective of Ecological Translation Studies

Translation is a systemic and complex subject with distinctive features of an ecosystem, such as integrity, relevance and practicality, which makes the study of ecological translation a matter of great concern to educators. In the process of actual translation teaching in local universities, there are still various problems, such as translation contents lacking characteristics and being out of line with the needs of enterprises; teachers' education and teaching ideas being traditional and old-fashioned, and not keeping pace with the development of the times; students having few opportunities for practical exercises and not possessing basic language application skills; and the general ecological environment of translation teaching being unfavorable[3].

3.1. Single Translation Teaching Mode with Less Cross-cultural Contents

Firstly, the content of translation textbooks used to focus on cultural works, with emphasis on the skills of language translation, and the internal ecological environment of translation courses is poor. From an ecological point of view, the current translation textbooks lack connections between the content and the setting of the context and the background of the text, resulting in an imbalance in the internal ecological environment, and students lose the complete semantic environment and naturally take the meaning out of context in the process of translation.

The current translation textbooks have long failed to keep pace with the development of the teaching system, focusing on the interpretation of translation theories and teaching of translation skills, while the usual teaching contents and teaching materials as well as the translation exercises after class are out of touch with the needs of the times and cannot correspond to the needs of students' employment positions, at the expense of students' time and energy, which to a certain extent is also a serious waste of educational resources.

The current translation materials of local universities are mostly based on the curriculum of independent foreign language colleges, so the translation courses do not have any special features and do not play a full role in supporting the talents for the social and economic development of the region. In addition, the current content of intercultural communication in translation courses in local universities is sporadic and does not form a complete cultural habitat, and the cultivation of students' intercultural awareness is inadequate.

3.2. Being Closed-minded in Teaching without a Nurturing Orientation

Firstly, how and for whom translation talents are trained is closely related to the national foreign policy, and the goal of translation teaching in local universities is to meet the needs of local socio-economic development, but from the actual situation, the positioning of translation teaching in local universities is vague and unclear, ignoring the guiding role of regional economic development policies and insufficient research on market demand, which is also a factor leading to the failure of translation teaching reform in local universities to achieve the expected results. This is also a decisive factor in the failure of translation teaching reform in local universities to achieve the expected results, and therefore affects the employment rate of students.

The traditional teaching of translation mostly adopts a single teaching method, with shortcomings in the integration and application of information technology and online resources, poorly constructed information technology courses, poor integration of information technology-rich graphics and multi-dimensional animation models with translation courses, and outdated course models, which make it difficult to stimulate students' enthusiasm for

learning, while the translation course is a very practical course, regardless of the specific translation positions that students will pursue in the future. The translation course is a very practical course in which students have to face the interaction between the subjective consciousness and the object environment, regardless of the specific translation positions they will take up in the future.

The biggest constraint to traditional translation teaching is that it is only aimed at foreign language majors, and that translation teaching for foreign language majors is often only superficially concerned with literary translation or economic and trade matters, as is the case in local translation schools. For students of foreign language majors, what they learn and what they use cannot be connected to the market, especially in the context of the regional economy going global, and they cannot meet the needs of enterprises.

3.3. Lack of Opportunities for Practice with Poor Language Skills

First of all, the current local translation colleges still focus on the teaching of translation theory and translation skills, and lack innovative thinking on the development of students' translation practice, nor do they go out of the established pattern, so many of the trained translators are "dumb" and can only obtain excellent examination results, while in face-to-face communication, they will have poor understanding, unclear expressions and even a lot of mistakes, because they have not experienced real-life work situations, they may not be able to cope mentally with certain formal situations and may not know what to do.

Translation requires a high degree of breadth and depth in a translator's knowledge, as well as a certain degree of skill and ability, all of which can only be acquired through practical training. The students' knowledge, skills and practice are out of step with each other, and their language application skills are weak and they are not competent to work in the workplace.

In the process of building a translation practice platform, the thinking of educators in local translation colleges is limited, while the schools lack continuous support in terms of human, material and financial resources in terms of institutional mechanisms, and lack a broad vision. The university has not taken advantage of the favourable ecological environment for the cultivation of translators, and the effect of education is not satisfied[4].

3.4. Insufficient Attention from Leadership with Poor Translation Teaching Ecology

From the perspective of ecological translation science, the translation teaching ecosystem is huge and the principle of ecological clustering must be adhered to in order to improve the teaching effect, so the quantity and quality of teachers are required to be high. However, at present, the quantity and quality of teachers in translation majors in local colleges and universities cannot meet the teaching needs, especially in view of the high demand for professional translators in the market, local colleges and universities have expanded their translation majors, resulting in a serious imbalance in the teacher-student ratio.

The local universities are blind in the cultivation of talents and lack clear positioning. At the same time, as the new translation teaching concept has many contents and a complicated system, Eco-translation is to a certain extent difficult to be fully understood by universities, so there is a lack of proper guidance in the Top-level design, for example, in the selection and recruitment of teachers and systematic training and assessment, in the development of teaching modes and in the support of teaching practice. This has hindered the smooth reform of local translation teaching.

Finally, Eco-translationism emphasizes the shaping of the ecological environment in the teaching process, requiring interaction with students through a complete ecological system, so as to better stimulate students' learning and achieve the aim of improving teaching quality. However, in terms of the construction of the ecosystem, regional social resources do not

provide much support to local translation colleges and universities, resulting in translation teaching not being able to go beyond the internal micro-environment, and external social resources, including network resources, community resources and enterprise resources, do not give full play to their role, resulting in a poor ecological environment for translation teaching.

4. The Construction of a Translation Teaching Model in Local Universities from the Perspective of Ecological Translation

The continuous development of regional economy needs a large number of professional talents engaged in translation work, so the translation majors in local colleges and universities have continued to expand this year, and translation majors have become popular. This is why it is imperative to study the reform of the teaching mode of translation in local universities from the broad perspective of ecological translation studies.

4.1. To Actively Change Teaching Philosophy and Select Right Teaching Contents

First of all, the teaching of translation is centred on the content of the teaching, and the main target of translation teaching materials is the students, so the aim of “people-oriented” should be highlighted in the development of teaching materials[5]. In order to integrate the concept of ecological teaching in education and teaching, the distance between the teaching materials and students must be narrowed, the interactivity between the teaching materials and students enhanced, and students’ interest in learning stimulated, so that the professionalism and knowledge and skills of translation can be better conveyed to students and their translation literacy improved.

The reform of education and teaching requires the development of teaching materials in the direction of synthesis, not only to ensure the dynamic nature of teaching materials, but also to form a complete teaching ecosystem. The teaching materials for translation must be inspirational and transform the past situation of having a single textbook with only a few links to some disciplines. Teachers are also required to change their teaching philosophy, to guide students from an ecological perspective and to allow them to think in depth.

As the goal of local universities is to promote regional economic development by taking advantage of the cultivation of talents, the content of school-based teaching materials should take into full consideration the realistic requirements of local industrial development for translation talents, and incorporate more content that is in line with regional economic development into the teaching materials, so that the main environment of the translator is closely integrated with the regional socio-economic development environment, thus allowing the translator to master translation knowledge and skills in a harmonious environment. This will enable translators to acquire translation knowledge and skills in a harmonious environment, while at the same time acquiring more professional information, which is important for the cultivation of students’ professionalism.

4.2. To Boldly Develop Teaching Ideas and Nurture Students’ Creative Abilities

First of all, successful teaching lies in the motivation and promotion of students’ learning. Ecological translation requires that students’ motivation for translation be taken seriously and used as an opportunity to better acquire knowledge and improve their abilities. Teachers need to guide students to turn this motivation into a sustained drive for self-improvement.

At a certain level, the translation process is also a creative process, requiring a high level of creativity from the translator. Therefore, teachers should focus on the main channel of classroom teaching, work on the design of classroom teaching, select materials that are conducive to the holistic development of translation activities and, of course, pay attention to

the interpretation of teaching materials, add role-playing and other diversified teaching activities that can help students quickly integrate into the teaching context, cultivate students' creative awareness through the construction of ecological contexts and help them improve their translation skills.

Finally, the Internet Plus is increasingly linked to educational activities and offers new ways of thinking about education and teaching. The Internet is a powerful tool that helps teachers to enhance students' intercultural awareness by simulating real-life situations.

4.3. To Positively Build a Platform for Cooperation and Create a Harmonious Translation Environment

The purpose of introducing ecological translation theory into translation teaching is to break down the micro-teaching setup and form a comprehensive macro-ecological environment, which includes the construction of the material level as well as the guidance and construction of the spiritual level. Teachers in translation teaching should actively set up communication platforms and make use of the advantages of the Internet to allow translation information to flow freely in the platforms, so that students can receive timely answers to their questions from teachers and be helped to obtain more effective information, and at the same time be informed of the needs of translation positions in enterprises, so as to enrich the ecological environment and improve translation literacy comprehensively.

Translation practice is extremely important to the enhancement of translation literacy, so local universities should focus on the effectiveness of their translation teaching platforms, expand their thinking based on market demand and the perspective of ecological translation, actively cooperate with relevant enterprises to cultivate talents and build a win-win cooperation model, so that students can deepen their understanding of their work in a real environment and improve their abilities, and at the same time, give students real This will enable students to deepen their understanding of their work in a realistic environment and enhance their abilities, while giving them the real needs of translation work in enterprises, cultivating qualified talents for enterprises and further promoting regional economic development.

As a major form of self-organised activity for students, the role of clubs in strengthening students' practical skills cannot be ignored. The teaching of translation in local universities should provide guidance and support to students' club activities, so that students can have more space to experience the charm of translation practice. Of course, the activities of campus societies should not be confined to the campus, but should actively seek help from the community, for example, by conducting job trials in enterprises and organising translation activities in the community, so that students can gain a sense of achievement from their participation in the activities and create a harmonious ecological environment for translation.

4.4. To Bravely Strengthen the Top-level System Design and Build an Effective Evaluation System

The Top-level design is the foundation and important basis for effectively promoting the innovative development of teaching and learning. Local universities should establish an awareness of the concept of ecological translation in their system construction, establish the concept of "translator-centredness"[6], fully consider the different demands of learners and carry out tiered teaching. For example, some foreign language majors wish to work in the foreign trade industry, others in the teaching profession, etc. Translation education is rich and extensive, and it is impossible to teach all the contents to students.

The success of the teaching mode requires a corresponding teaching evaluation system to escort it, and the construction of the translation teaching evaluation system should also establish the concept of ecological translation studies, taking into account the entire education and teaching process, and establishing a sound institutional assessment mechanism. The

assessment of teachers should focus on the creation of teaching contexts and innovative teaching methods, while the assessment of students should highlight the differences and comprehensiveness, so as to gradually improve the translation teaching mode of local universities and highlight the school-based and regional development characteristics.

Whether it is the school-based Top-level design of local universities or the effective construction of the evaluation system of translation education, from the perspective of ecological translation science, it is necessary to pay attention to the subject position of students and the development and openness of translation teaching, while at the same time not neglecting the changes of various educational subjects and objects, correcting deficiencies in a timely manner, and stimulating students' active participation through the interaction between the ecological environment and students.

5. Conclusion

The study of translation teaching in local colleges and universities from the perspective of ecological translation studies breaks through the long-standing limitations of translation teaching, which is not only a choice to meet the demand for translation talents in response to social and economic development, but also a realistic demand for transformation and upgrading of translation teaching in local colleges and universities to achieve self-transformation, and also has positive significance for regional economic development. The teaching staff concerned should start from the construction of the special content of teaching materials, the maximisation of teaching ideas, the active creation of the translation environment, and the orderly construction of the evaluation system for translation teaching, so as to meet the demand for high-quality translation talents in the development of the times to the maximum extent possible, stimulate students' learning enthusiasm and effectively improve the professional skills of translators.

References

- [1] Huang Jiehui: Exploring the Mode of Teaching English Translation in Polytechnic Colleges and Universities under the Care of Ecological Translation Science, *Journal of Changji College*, 2019(1), P.76-79.
- [2] Fan Derui: Exploration of Translation Teaching in English in High School from the Perspective of Ecological Translation, *Journal of Huanggang Vocational and Technical College*, 2019(5), P.78-80.
- [3] Zhao Lixuan: Research on Translation Teaching Mode in English Classroom from the Perspective of Ecological Translation, *Journal of Suzhou College of Education*, 2018(1), P.150-152.
- [4] Sheng Li: Construction of Translation Teaching Mode of English Majors from the Perspective of Ecological Translation Science, *Journal of Jixi University*, 2015(3), P.89-92.
- [5] Chen Huihua: Research on Translation Teaching Mode of Universities in Tthnic Areas under the Perspective of Ecological Translation Science, *Journal of Chengdu Institute of Technology*, 2017(3), P.50-53.
- [6] Zhuang Shaoshang: Research on Translation Teaching Mode under the Perspective of Eco-translation - A Tea Culture Translation as an Example, *Contemporary Education Practice and Teaching Research*, 2016(8), P.192-193.