



Translation Teaching: Exploring New Modes and Practices from an Eco-Translatology Perspective

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Abstract

Eco-Translatology is the current trend in translation theory in China and abroad. However, there is a lack of comprehensive exploration of how Eco-Translatology can be incorporated into translation teaching methodologies and practices. This study aims to bridge this gap by investigating new modes and practices in translation teaching from an Eco-Translatology perspective. It seeks to explore how eco-principles and eco-reasons can be integrated into translation curricula, teaching materials, and classroom activities. The theory considers the integrity of the translational teaching ecosystem, focusing on the role of the “Eco-life Unity” principle and the concept of translator-centeredness to enlighten learners in translation. The study adopted a qualitative and transdisciplinary approach to comprehensively explore the field of Eco-Translatology and its new insights on translation teaching. The findings confirm that incorporating ecological principles and concepts can enhance teaching reforms and offer new skills for translation teaching and learning practice. It also introduces new ecological ideas for translation teachers and students, with the goal of fostering a more inclusive, connected, and culturally aware society. The study demonstrated new avenues for exploring eco-principles and ideas in the field of translation instruction. Ultimately, this project helps cultivate eco-translators who will inform the global community on the practicability of Eco-translation in translation teaching.

Subject Areas

Linguistics

Keywords

Eco-Translatology, Teaching Environment, Eco-Life Unity,

1. Introduction

Teaching translation is essential in providing students with the knowledge and abilities to bridge linguistic and cultural divides; it is a dynamic and ever-changing discipline. It incorporates many methodologies and approaches to cultivate proficient translators capable of faithfully communicating meaning across languages. In addition to imparting linguistic proficiency, effective translation instruction cultivates critical thinking, cultural sensitivity, and adaptability. Translation teachers endeavor to equip students with the necessary skills and knowledge to confront complex issues in a globalized society by investigating novel pedagogical approaches, integrating interdisciplinary viewpoints, and implementing emergent technologies. This introductory section establishes the context for an extensive analysis of translation teaching and its dynamic environment, emphasizing the criticality of providing students with the essential resources to thrive in this intricate and interrelated field [1]. Multiple studies have thoroughly investigated many facets of translation instruction, covering many issues, including methodology, curriculum design, assessment, and pedagogical strategies. Researchers such as (Calzada, 2005), (Carreres, 2006), (Clavijo & Marín, 2013), (Higgins & Burbules, 2011), (Kobyakova & Shvachko, 2016), (Odacioglu & Kokturk, 2015) [2]-[7] have made valuable contributions to the existing knowledge in this area of study. This research has provided insights into successful teaching methods, creative strategies for designing curricula, techniques for assessing translation skills, and the use of technology in translation teaching. Through analyzing many viewpoints, scholars have broadened our comprehension of methods to improve the instruction and acquisition of translation skills, offering essential knowledge for teachers and educators aiming to develop skilled translators. Expanding on the thorough study undertaken in teaching translation, the area of Eco-Translatology provides a holistic perspective that integrates ecological context and translation. (Cronin, 2017) [8] emphasizes that eco-translatology can guide translation practices based on eco-principles and eco-reasons, and it's an integral part of a sizeable translational ecosystem. The ecosystem, metaphorically, consists of several education ministries, teachers, students, teaching material, etc. These components are interrelated and mutually influence each other in a dynamic interaction chain. Although Eco-Translatology has been acknowledged in translation studies, its practical use and integration in translation teaching have not been extensively investigated. Hence, it is essential to examine the successful integration of Eco-Translatology into translation pedagogy, thereby closing the divide between theory and practice and enhancing the learning process for learners and teachers. By analyzing Eco-Translatology's

possibilities in translation teaching, we can uncover fresh perspectives and methods that encourage eco-translation teaching and harmonious translation strategies while equipping students to navigate the changing translation environment. Therefore, the study explores how its Eco-Translatology principles and concepts might enhance and reform the translation pedagogy. This paper seeks to improve the existing literature on translation teaching by exploring the opportunities of Eco-Translatology as a conceptual framework to promote new modes and practices in translation teaching, adopting a comprehensive literature review and transdisciplinary approach as research methods provide new insights and eco-friendly practices for teaching translation. This research aims to promote a paradigm shift in translation teaching by examining the role of the teaching material, teacher, and teaching environment in the teaching process and advocating for ecological consciousness. It contributes to advancing effective instructional techniques that align with Eco-Translatology concepts. By incorporating ecological viewpoints into the learning process of translation, teachers can enhance the ability of learners to grasp the essence of eco-translation skills, eco-terminology, and eco-books, focusing on promoting eco-awareness and cultivating a more profound comprehension of translation teaching and learning environment. The study strengthens translation teaching by offering fresh modes and practices that enable future translators to be ecologically conscious.

2. Literature Review

Recently, the importance of addressing ecological concerns and promoting harmony within the translation process has gained recognition among scholars and practitioners in Translation Teaching. This paradigm shift acknowledges the significant role of translators as mediators between linguistic and cultural communities, as well as their impact on humanity and nature. Previous research has explored various aspects of Eco-Translatology. (Pym, 2018) [9] emphasized the need for translation educators to address environmental issues, highlighting the translators' role in disseminating ecological knowledge through their work. (Zhai 2019) [10] examined the Eco-Translatology perspective in college translation courses, explaining its application of the nature, descriptions, principles, processes, standards, methods, and phenomena in translation teaching [11]. They explored the perspective of Eco-Translatology and its practicability in teaching Chinese students translation. Other studies have identified the pressing need to foster ecological consciousness and engagement among translation students [12]. (Feifei, 2020) [13] focused on the multi-transformation method in translation teaching from an Eco-Translatology perspective, emphasizing linguistic, cultural, and communicative dimensions as evaluation and guidance criteria. (Dai & Shen, 2018) [14] examined Translation Teaching by comparing traditional and ecological teaching modes. (Xiaowei, 2014) [15] explored translation teaching incorporating Eco-Translatology and suggested translation re-

forms. (Bing, 2021) [16] examined Eco-Translatology on translation teaching, highlighting its potential for development and reforms in colleges and universities. (Ning, 2021) [17] reviewed translation teaching by adopting the Eco-Translatology theory while identifying existing problems and shortcomings and providing opinions on translation. (Lu, 2019) [18] explored translation teaching for college students from the perspective of Eco-Translatology. Some researchers employed Eco-Translatology in different disciplines, for instance, in Promoting Eco-civilization (Shilong & Chen, 2020) [19], Literary text analysis [20] [21] [22] [23], Government report translation [24], Cultural-Loaded Words [25], Advertisement [26], Public Signs [27] [28], Documentary [29]. However, other scholars adapted various translation theories to examine translation teachings, such as corpus [30] [31] [32], Flow theory [33], and Constructivism approach [34] [35]. From such analysis, studies on Eco-Translatology integrating translation teaching in providing new models and practices still need to be explored. This study explores the significance of Eco-Translatology and its implications for translation teaching by highlighting new modes and practices. Additionally, it explored the responsibilities of students and teachers within the lens of Eco-Translatology, promoting a more holistic and ecologically conscious approach to translation teaching and enhancing the development of translation skills.

3. Theoretical Framework

Eco-Translatology is a green study of translation that combines ecology and translation. It is a systematic approach, with newly coined concepts and terms to create a new path in the field of translation. It is believed that “Eco-Translatology explores the interaction between textual (文), translation-community (人), and translation-environment (境) and multidisciplinary aimed at a synthetic analyzing of translation activities from an ecological perspective” [36]. In the study, Eco-Translatology is a framework to enhance translation teaching by borrowing its principles and concepts to strengthen translation teaching. “Eco-life Unity” and the translator-centered concept have been borrowed to promote translation teaching pedagogy. Translator-centeredness highlights the pivotal position of the translator in translation activities, positioning the translator as the central focus of the translation process. The concept may be further categorized into two components: teacher-centeredness and student-centeredness.

Teacher-centeredness refers to recognizing the teacher’s vital role in translation teaching. In the context of translation teaching, teacher-centeredness refers to the process of providing instructors with crucial knowledge and skills about eco-translation principles and practices. Teachers assume the role of facilitators, guiding learners in cultivating eco-consciousness, fostering critical thinking, and acquiring practical skills in eco-translation. They have a crucial role in formulating the curriculum, choosing suitable instructional resources, and offering guidance and evaluation to the students. Student-centeredness refers to enabling

students and keeping them at the center of the learning process. In the field of translation teaching, student-centeredness refers to the encouragement of active participation, thinking critically, and self-determination among students. Students must investigate the ecological aspects of translation, participate in reflective activities, and cultivate a strong feeling of ecological awareness. Students are to implement eco-translation principles in hands-on activities and real-life situations, enhancing their comprehension of Eco-translation.

The concept of “Eco-life Unity” in Eco-Translatology has been borrowed and utilized to enhance translation teaching by examining its influence on teaching materials, teachers, and the learning environment. “Eco-life Unity” highlights different components’ interrelatedness and mutual reliance within the translational environment. **Figure 1** shows the practical application of the concept: Teaching Materials: entails choosing teaching materials that embody ecological concerns, such as eco-books, teaching plans, etc.; using such materials, translation, and teaching can enhance students’ consciousness of the ecological aspects of translation. Teacher’s environment: Adopting “Eco-life Unity” among teachers entails fostering ecological awareness and offering instruction and materials to help teachers enhance their comprehension of eco-translation principles and practices. Teachers can include ecological concepts in their teaching strategies and approaches, promoting a sense of eco-responsibility among students. By adopting this concept, teachers can serve as catalysts for developing ecologically friendly translation methods. Teaching Environment: Understanding the influence of “Eco-life Unity” on the teaching environment entails establishing a learning environment that embodies sustainable practices. It can be structured to promote dialogues and exercises that prompt students to analyze the ecological consequences of translation critically.

The study seeks to emphasize the significance of the translator’s central role, the ecological aspects of translation, and the interdependence of the translational ecosystem in eco-translation teaching practices. This is achieved by integrating the concepts of translator-centeredness and “Eco-life Unity” into the theoretical framework of translation teaching.

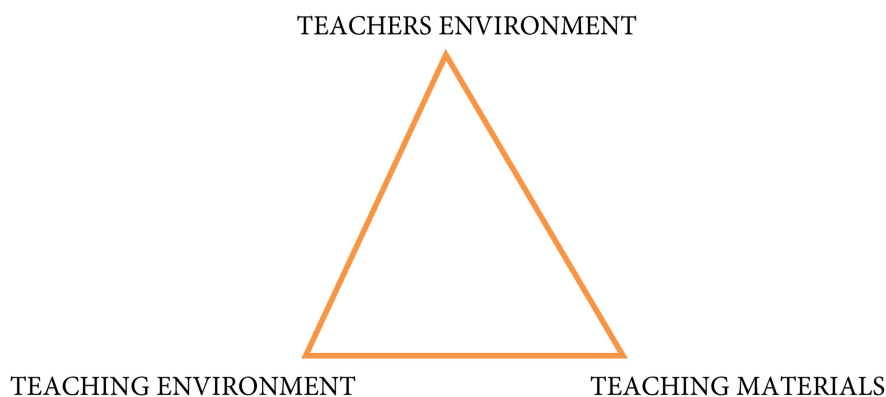


Figure 1. Example of eco-life unity related to translation teaching.

4. Research Methodology

This research used a qualitative and transdisciplinary methodology to comprehensively investigate the field of Eco-Translatology and its impact on translation pedagogy. The study provided new insights by meticulously examining relevant academic publications such as books and journal articles from academic databases such as Scopes, Web of Science, and Google Scholar. The research presented insightful and original opinions on the subject at hand. The research approach ensures a comprehensive and in-depth understanding of the subject being addressed, enhancing the credibility and validity of the findings. [37]

5. Result and Discussion

5.1. Translation Teaching (New Practices) from the Perspective of Eco-Translatology

5.1.1. Preparing a Conducive Translation Teaching Eco-Environment

Translation teachers need to comprehend the entire teaching and learning context and ensure the integrity of the translation teaching ecosystem. Within this environment, the teacher plays a multifaceted and dynamic role as a facilitator, mentor, and guide. Their primary objective is to empower students to become independent and self-directed learners, capable of making informed decisions and adaptive choices in their translation practice. The teacher's role is to foster students' development as adaptable and skilled translators, emphasizing the continuous interplay between teachers, students, content, methods, and conditions. This approach creates a dynamic learning ecosystem that prepares students for success in the diverse and evolving world of translation. The Eco-environment in translation teaching consists of two essential components: the physical environment and the pedagogical environment. The physical environment involves tangible resources used for foreign language instruction, such as textbooks, teaching equipment, corpora, and libraries. Teachers need to emphasize the Eco-concept during teaching and learning environments. Students must be ecologically conscious, applying ecological methods, ideas, techniques, and other disciplinary approaches during their learning journey.

On the other hand, the pedagogical environment encompasses the humanistic aspects of foreign language teaching, including the teaching practice, mode, methodologies, and interpersonal dynamics between instructors and students. It involves creating a supportive and nurturing learning environment that fosters effective communication and collaboration. The eco-environment of translation teaching should also consider the broader institutional context, including educational policies, curriculum frameworks, and allocated resources within the foreign language department. These factors influence the overall organization and implementation of the translation teaching program, impacting the overall effectiveness of the eco-environment. Teachers must continually assess and adapt their teaching strategies based on student feedback and learning outcomes to ensure the eco-environment remains effective. Additionally, integrating technology into the eco-environment can further enhance translation teaching.

Computer-assisted translation tools, online language resources, and digital learning platforms provide students with interactive learning and self-paced practice opportunities, augmenting their language and translation proficiency.

5.1.2. Adapting to Eco-Translation Curriculum

Developing an Eco-translation curriculum entails building a curriculum that integrates ecological ideas into the field of translation. The translation teacher is crucial in this process since they select eco-vocabulary and eco-concepts that align with eco-reasons, eco-principles, and ecosophy. They also make sure that the curriculum remains relevant and sustainable. The curriculum may include specialized modules or courses focusing on eco-translation, green translation, and similar subjects. The main goal is to provide students with new knowledge and skills that foster ecological consciousness and enable them to be good ambassadors of Eco-Translatology. Integrating ecological perspectives into the curriculum allows students to better comprehend the interdependence between translation and ecology. Cultivates a sense of responsibility to promote sustainability and ecological awareness in future professional pursuits.

5.1.3. Incorporating the Utilization of Eco-Teaching Materials

Eco-teaching materials refer to instructional materials designed to integrate ecological principles and concepts. The materials encompass several forms of content, such as texts, case studies, and exercises emphasizing ecological literature, ecological culture, ecology, environmental protection, ecological scientific knowledge, ecological civilization, or by ecologically translating non-ecological works. The objective is to offer students new insight into translation that emphasizes translation's ecological and societal aspects, prompting them to contemplate these variables in their translation methodologies.

5.1.4. Encouraging the Use of Eco-Translation Methods

Teachers, as the center of the translation teaching, may insist on understanding and adapting eco-vocabulary, eco-concept, eco-awareness, and other dimensions to the students. Despite the teacher emphasizing eco-books, vocabulary, etc., they need to teach Eco-Translatology, a new paradigm in translation teachings practically. These methods contribute fully to the understanding and application of ecological concepts in translation teachings. The methods show how the teacher must adapt to the translation teaching selectively and adaptively select the eco-materials and methods to be used during the translation process. These methods include: 1) Imitationalization, 2) Extending Substitution, 3) Adaptive reduction, 4) Adaptive addition, 5) Naturalization, 6) Vitalization, 7) multi-transformations, 8) Source Contextualization, 9) Target Contextualization and 10) Text-balancing scrutinization [38].

5.1.5. Cultivating Eco-Awareness through Feedback

Promote ecological awareness through feedback: Offer students feedback highlighting the ecological implications of their translations. Promote contempla-

tion over the environmental impact of translation processes and provide alternate methods that align with ecological principles. This facilitates a deliberate comprehension of the ecological implications of students' translation endeavors.

5.2. Translation Teaching (New Modes) from the Perspective of Eco-Translatology

5.2.1. Introducing Eco-Terminologies and Eco-Discourses

Teachers should include and encourage ecological terminology and discourse in their teaching. Prioritizing the acquisition of ecological information, vocabulary, and reasoning in translation will significantly improve students' translation skills. This will facilitate the development of eco-terminology and language skills within the domain of eco-translation.

5.2.2. Encouraging the Use of Multi-Transformation Eco-Translation Strategy

Teachers may encourage students to adopt multi-transformation eco-translation methods by integrating linguistic, communicative, cultural, aesthetic, political, semantic, and other dimensions during translations. It also allows students to better understand ecological issues and their relevance to translation. Encourage collaboration and knowledge sharing between translation studies and other related fields.

5.2.3. Integrating Eco-Translatology in Translation Workshop

Eco-Translatology may be included in translation workshops by examining green translation techniques, such as Naturalization, Vitalization, and Multi-transformation, or by promoting a harmonious cultural practice through translation. Workshops may also delve into the role of translators in fostering awareness about ecological issues using their translations. Additionally, students will be involved in hands-on learning experiences that link translation with practical ecological problems. These activities may include community initiatives or partnerships with Eco-Translatology organizations. Through active participation in practical activities, students may cultivate a more profound understanding of the ecological aspects of translation and the significance of translators in enhancing eco-awareness.

5.2.4. Emphasizing Translator-Centeredness

Direct the emphasis of translation teaching towards the translator as a catalyst for transformation and ecological awareness. Highlight the significance of translators in advancing ecological responsibility through their translation practices. Encourage students to adopt a translator-centered approach that considers ecological implications while making decisions.

5.2.5. Emphasizing Ecological Text Analysis

This is an introduction to a teaching mode that emphasizes the analysis of ecological texts by adapting different eco-translation methods. Students can explore several genres of ecological literature, scientific publications, or ecological re-

ports. Students gain a more profound comprehension of the methods to interpret and communicate ecological ideas and messages proficiently by analyzing the language, cultural, ecological, and other elements during textual translation.

5.2.6. Localizing Ecological Context

Teach localization approaches that consider the ecological context of the target language and culture. Students can examine how to modify texts to align with a specific location's particular ecological practices, regulations, and concerns of the target culture. This method allows students to provide culturally sensitive, aesthetically pertinent translations that align with local ecological goals.

6. The Roles of Teachers and Students in the Translation Teaching from the Perspective of Eco-Translatology

6.1. Teachers Role

An eco-translation teacher is a teacher who incorporates eco-rationality, eco-principles, and eco-strategies into their translation teaching. An eco-translation teacher must use and emphasize eco-language and eco-vocabulary to students. Eco-Translation teachers also highlight the importance of eco-consciousness and assisting students in making green decisions. They advocate for the use of ecologically conscious translation practices. Eco-translation teachers prioritize texts that advocate for ecological conservation or even texts unrelated to ecology. Still, they must use ecological ways to translate and involve students in ecological concerns. In Translation Teaching, teachers and students embrace their transformative roles to create a sustainable and eco-conscious approach to translation education.

1) Eco-translation teachers serve as eco-guides and facilitators in translation teaching. They are essential mentors and facilitators of the learning process. They teach students essential ecological knowledge, resources, and methods to enhance their translating abilities. Teachers facilitate students' progress in translation by providing direction, criticism, and suggestions on exercises, assignments, and projects. They aim to enhance students' translation skills and foster their eco-consciousness.

2) Eco-translation teachers build a conducive learning atmosphere by establishing a friendly and inclusive eco-environment that motivates students to participate actively in eco-translation. They establish a sustainable environment where students feel at ease articulating their thoughts, inquiring, and obtaining further understanding. Through cultivating a constructive and supportive environment, teachers inspire students to engage in and venture into challenging translation exercises.

3) Eco-translation teachers acquaint students with essential eco-translation principles, theories, and procedures. The students are instructed in eco-translation methodologies, techniques, and approaches to effectively tackle a range of translation difficulties. Additionally, teachers offer new insights into the translation industry and its dynamic tendencies, aiding students in cultivating a thorough

comprehension of being an eco-translator by profession.

4) Eco-translation teachers nurture critical thinking and problem-solving skills by encouraging students to use eco-reasoning during translation. They assist students in cultivating problem-solving abilities by providing them with eco-rationality ways to identify possible solutions. Eco-translation teachers train students to evaluate and analyze various translation viewpoints. They focus on a balanced and live translation considering language, culture, humans, and nature, its so-called “Sequence Chain” [39].

5) Eco-translation teachers nurture ethical considerations in translation by emphasizing their significance in teaching translation. They educate students on the ethical ramifications of translation choices and offer guidance to help them make ethical decisions in their translation. Eco-Translatology offers four fundamental ethical principles, for instance, adhering to the principles of balance and harmony, the principle of multiple integration, the principle of symbiosis and diversity, and the principle of the translator’s responsibility. The aim is to promote students’ compliance with eco-translation principles and adherence to professional norms of conduct during translation.

6) Eco-translation teachers fulfill the vital function of offering comments and assessments on students’ translation assignments. The assessors evaluate students’ translations, identify their strengths and areas that need improvement, and provide precise suggestions to assist students in enhancing their translation abilities. Teachers facilitate students’ professional growth and development by providing feedback and conducting evaluations.

7) Eco-translation teachers facilitate professional growth by supporting students’ professional development by offering resources, suggesting pertinent books, and imparting industry knowledge. Students need to participate in eco-translation conferences, workshops, and networking events to enhance their knowledge and establish connections with industry experts.

Ultimately, Eco-translation teachers play an essential role in translation teaching, particularly from the lens of Eco-Translatology. They serve as guides, facilitators, and mentors, establishing a nurturing and all-encompassing environment for learning. Eco-translation teachers provide students with eco-knowledge, eco-techniques, and ethical principles, cultivating their awareness of ecological concerns and comprehension of ecologically friendly translation methods. They foster the development of critical thinking, problem-solving abilities, and ethical decision-making throughout the translation process. Eco-translation teachers facilitate students’ professional growth and development by providing comments and conducting evaluations. In general, Eco-translation professors play a role in developing ecologically conscious translators who aim to achieve balance and harmony between language, culture, humanity, and nature in their translation work.

6.2. Student Role

From the lens of Eco-Translatology, students in translation teaching have a vital

role in adopting a balancing and harmonious translation process. The following are the roles of students in translation teaching, as viewed from an Eco-Translatology standpoint:

1) Students actively participate in learning, displaying a proactive attitude toward acquiring knowledge and skills in eco-translation. They engage in translation exercises, assignments, and projects that prioritize eco-consciousness. Students take responsibility for learning and actively explore opportunities to adopt a harmonious translation practice.

2) Students need to have a strong understanding of ecological translation knowledge and consciously try to practice their translation works. They aggressively pursue green translation methods to achieve a balanced and harmonious translation. Students strive to be ecologically conscious translators, considering the adaptation and selection in their translation environment.

3) Students acknowledge the significance of multidimensional translation and consciously integrate linguistic, communicative, semantic, rhetorical, cultural, and other dimensions into their translation work. They aim to establish connections between different translation dimensions and advocate for a faithful and harmonious translation. Students adhere to eco-translation principles, ensuring their translations align with Eco-Translatology.

4) Students engage in ethical decision-making during translation practice, following Eco-Translatology concepts. They contemplate the ethical consequences of their decisions, including promoting diversity, symbiosis, and balance in their translations. Students endeavor to uphold ethical ideals, encompassing eco-responsibility and advancing a holistic translation methodology.

5) Students utilize critical thinking to examine and resolve translation difficulties via an eco-translation lens. They are to different eco-translation viewpoints and consider eco-elements, vocabulary, etc, to discover viable and enduring resolutions during translation. Students cultivate problem-solving abilities that adhere to Eco-Translatology's tenets, guaranteeing well-rounded and balanced translations.

6) Students enthusiastically adopt the idea of lifelong learning in eco-translation. They remain informed about current industry trends, improvements in sustainable translation technologies, and ecologically responsible practices. Students embrace the concept of lifelong learning in eco-translation. Students proactively pursue chances to enhance their professional skills, such as participating in eco-translation conferences, workshops, and networking activities. They aim to consistently improve their eco-translation abilities and contribute to the translation industry.

7) Collaboration and Knowledge Sharing: Students actively collaborate with their classmates, exchanging views and experiences about eco-translation. They participate in collective dialogues, peer-review sessions, and cooperative endeavors, cultivating a community of environmentally aware translators. Students acquire knowledge by gaining insights from many viewpoints, exchanging ideas,

and collaboratively advancing eco-translation processes.

In summary, Students in translation teaching from the perspective of Eco-Translatology actively participate in eco-conscious practices, display ecological awareness, embrace cultural sensitivity, make ethical choices, apply critical thinking, encourage lifelong learning, and collaborate to advance sustainable and eco-friendly translation practices. Students embrace the concept of lifelong learning in eco-translation.

7. Conclusion

Ultimately, this study has examined the possibilities of Eco-Translatology as a fresh perspective in translation. Eco-Translatology fills the gap in translation teaching studies by incorporating ecological elements into translation pedagogy, introducing innovative models and practices. The research accentuates the significance of ecological consciousness in translation pedagogy and emphasizes the responsibility of teachers to foster eco-translation principles among students. Integrating Eco-Translatology into translation instruction signifies a significant change that empowers students with the essential abilities to handle the changing translation field. By embracing an ecological perspective and acknowledging the interdependence of translation within its more comprehensive framework, translation teaching can effectively equip students to tackle the demands of the field of work. Finally, eco-translatology offers promising opportunities to develop creative teaching techniques that adhere to eco-translation principles. Researchers may investigate how eco-translatology may enhance ecological consciousness and the impact of eco-translation teaching on intercultural communication. This will result in the training of ecologically conscious translators who recognize the profound influence of translation in shaping the world.

Conflicts of Interest

The authors declare no conflicts of interest.

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