

# Exploring the Translation Teaching Model from the Perspective of Ecotranslatology

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**Abstract:** This paper explores the translation teaching model from the perspective of Ecotranslatology, a multidisciplinary approach that highlights the interplay between translation, culture, and the environment. The traditional translation teaching model has primarily focused on linguistic and technical skills, often neglecting the broader socio-cultural and environmental dimensions of translation. By incorporating Ecotranslatology into translation education, this study aims to shed light on the potential benefits and implications of adopting an ecological perspective in the classroom. The research findings highlight the potential of Ecotranslatology to enrich translation education by offering a more comprehensive and sustainable approach. By embracing this perspective, students are encouraged to reflect on the ecological consequences of translation practices and develop a sense of social responsibility. The study suggests that adopting an ecologically conscious teaching model can equip future translators with the skills and knowledge necessary to navigate the challenges of a rapidly changing global landscape.

**Keywords:** translation teaching, Ecotranslatology, education

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## 1. Introduction

In today's increasingly globalized world, the connections between nations are growing closer, with more frequent political, economic, and cultural exchanges. This poses higher-level demands for cultivating translation talents in China, while, in contrast, universities in recent years have struggled to produce high-quality and highly skilled translation professionals. This situation is significantly incongruent with the prevailing trend of international development, and it calls for improvement in MTI teaching. Scholars argue that the cultivation of translation talents and the development of translation teams have strategic significance for the nation. It is necessary to train highly qualified and application-oriented professionals who can adapt to the economic, cultural, and social development and construction at both the national and global levels.

Although translation education in China is continuously improving, it also faces several challenges. One of the challenges is how to balance theoretical knowledge with practical skills in teaching, enabling students to grasp fundamental theories while acquiring practical translation abilities. Translation is a practical discipline, and students need to enhance their translation skills and practical application through actual translation exercises and projects. Therefore, in translation education, it is crucial to emphasize the integration of theory and practice, allowing students to apply their acquired knowledge to real translation tasks.

Furthermore, translation education needs to address the diverse needs and backgrounds of students. Students vary in terms of language proficiency, professional backgrounds, and personal interests, necessitating differentiated teaching methods and content to cater to their individual learning needs. Translation education should consider the individual differences among students and provide personalized guidance and support based on their specific circumstances.

Additionally, with the development of globalization, translation education should also focus on cultivating students' cross-cultural awareness and global perspectives. Translation involves communication and exchange between different languages and cultures. Students need to possess intercultural communication skills, understand translation norms and customs in different cultural contexts, and adapt to the requirements of international communication and cooperation. Therefore, in translation education, it is essential to foster students' cross-cultural awareness and sensitivity, helping them better comprehend and tackle translation challenges across diverse cultures.

Now translation education in China is evolving towards a direction that emphasizes the integration of theory and practice, personalized teaching, and the cultivation of cross-cultural awareness. Through innovative teaching methods, attention to student needs, and international exchanges, translation education in China will be able to nurture more translation professionals with both professional competence and practical skills to meet the evolving demands of translation and the trends of globalization.

## **2. Eco-translatology**

The theory of Ecotranslatology was initially proposed by Professor Hu Gengshen from Tsinghua University in China. It is based on the principle of "survival of the fittest" from the theory of biological evolution and combines the disciplines of "ecology" and "translation studies" to form a new translation theory. The key point of this theory is the concept of translation adaptability. By applying this concept appropriately, translation activities can proceed more smoothly, improving the overall integrity of the translation ecosystem. It involves analyzing and synthesizing the original text, source language, and target language to achieve a dynamic balance of multiple environmental applications, known as the dynamic equilibrium of ecological translation.

In Ecotranslatology, the translator is considered the center and main agent of the translation process. Therefore, during translation, the translator must consider the connections and influences among various elements and ultimately produce an ideal translation. In summary, Ecotranslatology primarily focuses on the research of the overall integrity and adaptability of the translation ecosystem from an ecological perspective.

### **2.1 Key Concepts of Eco-translatology**

#### **2.1.1 Translator-Centered Approach**

In traditional translation studies, scholars often focus on the target text or the comparison and differences between the source text and the target text, while the role of the translator is often overlooked. However, in ecological translation, the emphasis is on the translator, highlighting their central role in the translation process. Hu Gengshen argues that the translator should occupy a central position in translation activities. From the perspective of the translator, they are both readers of the source text and authors of the target text, exerting a significant influence on the understanding of the source text and the expression of the target text. Additionally, the translator should take the lead in the entire translation process, and factors such as their educational background, knowledge, and professional competence will affect the translation outcome. The difference between traditional translation and ecological translation lies in the shift from a text-centered approach to a translator-centered approach, which indicates that the quality and success of the translation are closely related to the translator's translation abilities.

#### **2.1.1 The Concept of Adaptation and Selection**

During the exploratory phase of Ecotranslatology, it drew inspiration from Charles Darwin's theory of adaptation and selection in evolutionary biology and applied the concept of "adaptation and selection" to

specific translation activities. Through repeated exploration and practice, it developed into the theory of "translation adaptation and selection." Hu Gengshen (2013) believes that the concept of "adaptation and selection" can explain the translation process. In the translation chain, the translator occupies a middle position, constantly undergoing the process of adaptation and selection to achieve balance. Hu Gengshen (2013) further summarizes the specific manifestations of adaptation and selection in the translation process, namely, "adaptation" refers to the translator's adaptation to the translation ecological environment, and "selection" refers to the translator's choice of the target text based on their identity in the translation ecological environment (Guo, Y., 2022). Therefore, the diagram illustrates the continuous cycle of the translator's adaptation and selection, which represents the core position of the translator in translation activities.

### **2.1.3 "Tridimensional" Transformation**

"Tridimensional" transformation is an important translation principle in Ecotranslatology, encompassing three dimensions: language, culture, and communication. The language dimension refers to the translator's adaptive selection and transformation of language forms during the translation process. This includes the selection of words, as well as syntactic and textual structure choices in the translation of classical texts. The cultural dimension refers to the translator's adaptive selection and transformation of cultural implications, focusing on the transmission and interpretation of cultural connotations in bilingual contexts (Guo, Y., 2022). The communication dimension refers to the translator's adaptive selection and transformation of communicative intentions, ensuring that the communicative intentions in the source text are reflected in the target text. The completion of the communication dimension is crucial for achieving the value of the translated work.

### **2.1.4 Translation Ecological Environment**

The translation ecological environment is an important theoretical viewpoint in Ecotranslatology. It represents the world presented by the source text, source language, and target language, including language, communication, culture, society, as well as authors, readers, and commissioners, all interconnected and interacting as a whole. In other words, in translation, all factors and components outside the translator can be regarded as part of the translation ecological environment. The translation ecological environment plays a significant role in shaping the translator's adaptation and selection in translation activities. Therefore, translators can only produce the best quality translations by adapting to the translation ecological environment, engaging in multidimensional transformations, and achieving optimal adaptation.

## **2.1 Ecotranslatology and Translation**

### **2.1.1 Translation as Ecological Balance**

The core concept of Ecotranslatology primarily emphasizes the balance within the translation ecosystem. In other words, it promotes the idea that translation is synonymous with ecological balance. This relative balance refers to the equilibrium within the translation ecosystem, text ecosystem, and translation community ecosystem.

### **2.1.2 Translation as Text Transplantation**

"Ecological translation" can be viewed from a holistic perspective, comparing the overall structure of translation to a natural ecological environment. It can also refer to selecting the content to be translated and establishing norms within the translation ecosystem from an ecological adaptation standpoint. Furthermore, from the perspective of translation content, Ecotranslatology can be understood as the "transplantation of textual content" from the source language's ecological environment to the target language's ecological environment.

Translators need to start from the inherent ecological structure of the original work and reproduce it in the target language (Wang, H., 2023).

### **2.1.3 Translation as Adaptation and Selection**

The stages of translation involve a series of conscious or unconscious choices made by translators. Translators rely on their understanding, interpretation, operation, and application of the original work to select and adapt to the typical characteristics of the translation ecosystem (Wang, H., 2023). It is through the translator's autonomous control, discernment, and adaptive choices that the final results are achieved. Therefore, whether it is "translation as ecological balance" or "translation as text transplantation," the ultimate outcome depends on the translator's adaptation and selection.

## **3. The Causes for the Deficiencies of English Translation Teaching**

### **3.1 Serious Imbalance in the Ecological Environment of English Translation Teaching**

The purpose of English translation teaching is to cultivate students' solid translation skills and enhance their abilities in translation, translation appreciation, and cross-cultural communication. This requires the classroom to establish a good ecological environment that can deliver high-quality teaching content and help students construct a three-dimensional impression of knowledge by clearly connecting different pieces of knowledge. However, in traditional translation teaching, there is a fundamental ecological imbalance in the classroom. Specifically, the teaching materials used lack coherence, emphasizing only on skills without nurturing the essence and motivation of translation. The overall focus tends to be on technical books, lacking an ecological model that links knowledge points logically.

Moreover, the translation exercises provided in textbooks often focus on fixed forms of technical skill training, which fails to give students a sense of satisfaction and achievement. The exercises lack challenge and reduce students' engagement in the classroom. Many students can only grasp the mechanical knowledge points of translation after completing the learning according to the textbook, but they are unable to develop flexible translation skills. The underlying cause of this is that teachers prioritize the training aspect of translation courses while neglecting the cultivation of students' autonomy.

### **3.2 Lack of Professional Innovation in Curriculum Design and Teaching Content**

For English majors who want to master English translation skills, the choice of teaching content and teaching methods is crucial. Otherwise, even if students have strong learning motivation and interest, outdated teaching materials and restrictive teaching methods can hinder their initiative, leading to a sense of boredom and a lack of learning motivation. As a result, their classroom participation and output capacity are not improved. In traditional translation teaching, the teaching materials used by teachers have limitations, with a focus on literary translation as the main material and a lack of connection to practical employment contexts. The curriculum is mainly focused on skill exercises, lacking specialized cultivation elements.

The teaching methods used often prioritize the teacher's subjective consciousness, neglecting students' subjectivity in the learning and translation process. Many students have expressed that when they first encountered English translation, they had certain unique ideas about translating the original text and wanted to technically reproduce the scenes expressed in the original text. However, teachers emphasize following a step-by-step approach to translation, which to some extent suppresses students' independent thinking. It also reflects a rigid and outdated teaching mode and content, which can easily discourage students' enthusiasm for optimizing their translation skills. The fundamental reason behind this problem is that teachers overlook the

central position of students in the teaching process and exert excessive control over the classroom.

#### **4. The Necessity of Applying Ecotranslatology to English Translation Teaching: An Analysis**

##### **4.1 Ecotranslatology Can Maintain the Ecological Balance in Translation Teaching**

Ecotranslatology is a unique discipline that lies between natural sciences and social sciences. It is an innovative integration of ecology and translation studies. Ecotranslatology emphasizes the ecological attributes of the translation process, viewing translation as an ecological construction process. Translation should not be a mechanical transfer but a re-creation of the source text in the target language and its intended purpose. It is a process of transforming the ecological environment from one language to another. Therefore, the most significant feature of Ecotranslatology is the emphasis on "ecological maintenance." This is because Ecotranslatology theory believes that ecology is the key to preserving the value of a text. If a translation loses its ecological structure, its value will be much lower than that of the source text, and the purpose of using the translation will be lost.

The requirements of Ecotranslatology Theory for translation education are that the teaching process must emphasize the integrity of knowledge. It believes that the transmission of knowledge is interconnected, and the lack of understanding of any knowledge point by students will have a negative impact on the final presentation of the translation. Therefore, in translation teaching, it is necessary to have a top-level design that thoroughly teaches students the necessary translation skills and trains them to approach the text with a holistic perspective, using holistic thinking to translate the source text. Under the guidance of Ecological Translation theory, English translation will transition from individual and one-sided teaching to comprehensive and holistic education. This is beneficial for maintaining the ecological balance in translation teaching and enabling students to develop translation skills with a three-dimensional and comprehensive value.

Overall, the application of Ecotranslatology in English translation teaching is necessary to ensure the ecological balance of the teaching process and to enhance the multidimensionality and comprehensiveness of students' translation skills.

##### **4.2 Ecotranslatology can Enhance the Centrality of Students.**

Ecotranslatology also emphasizes the importance of the translator, considering them as the focal point of the translation process. Only when translators have a sufficient understanding of the source text and a passion for translation can they produce valuable works. Ecotranslatology requires that students' centrality be elevated in the process of translation learning and practice. Students need to be aware of the impact of independent thinking on translation quality. They should be encouraged to take on translation tasks autonomously and strive to complete translations independently. In practice, students should have a sense of "manipulation" over the source text and be clear about when to perform linguistic and cognitive transformations, as well as how to translate the source text from an ecological perspective. In general, students must develop a clear sense of autonomy in the act of translation, trusting themselves wholeheartedly during the translation process. They should identify their own deficiencies in translation skills and work on improving their translation abilities accordingly.

By enhancing the centrality of students in the process of translation learning, the quality of translation teaching can be fundamentally improved, and the relevance of knowledge transmission can be enhanced. Therefore, it is evident that the application of Ecotranslatology theory to English translation teaching has practical and necessary value.

## **5. Innovative Approaches to MTI Teaching Based on Ecotranslatology**

### **5.1 Establishing Comprehensive Teaching Objectives**

To build an English translation teaching model based on Ecotranslatology, higher education institutions need to develop targeted teaching objectives and plans and enhance the content of English translation teaching. Firstly, the establishment of teaching objectives based on Ecotranslatology is the foundation for constructing the teaching model and serves as the basis for conducting teaching activities and evaluations.

According to the principles of Ecotranslatology, translation activities are interconnected with students' listening, speaking, reading, and writing abilities. The model aims to enhance students' comprehensive English practical skills. Therefore, when designing the objectives of an English translation teaching model based on Ecotranslatology, it is crucial to focus on enhancing students' foundational English abilities and guide them to transform Chinese into English through critical thinking. The process of transforming thinking is essential for students to understand and translate English.

Besides, within the English translation teaching model based on Ecotranslatology, the design and establishment of teaching objectives prioritize the development of translation skills and the application of the target language. In university-level English translation courses, the emphasis is placed on improving students' ability to transfer between the source language and the target language through translation practice. Guided by the principles of translation ecology, English translation activities should be incorporated into a comprehensive and systematic teaching system. This system can include modules such as language foundations, translation practice, skill expansion, and translation techniques.

### **5.2 Creating a Harmonious Ecological Teaching Environment**

To establish an English translation teaching model based on Ecotranslatology, English translation educators in higher education institutions should combine the fundamental theoretical knowledge of Ecotranslatology and create an excellent learning environment for students. In the context of translation teaching activities, the presence and status of various ecological factors contribute to the overall environment, including learners, educators, and teaching content.

Firstly, in the modern information society, English education in higher education institutions should not only provide educational resources for students' translation learning but also incorporate online English translation educational resources. The educational resources within the school form the micro-environment, while the online teaching platform constitutes the macro-environment. By creating a conducive English translation education environment, the issues of limited classroom time and scarce educational resources in English translation teaching can be addressed. Guided by Ecotranslatology, English translation teaching activities can be enriched through modern online teaching platforms, providing students with diverse translation teaching resources to meet their individualized and diversified learning needs.

Secondly, in the context of the modern information technology era, for business English translation activities, teachers can utilize online platforms to enrich English translation teaching resources and create targeted teaching scenarios. A modern teaching environment can provide students with online course resources and service-oriented learning platforms, facilitating the ecological interaction among teachers, students, course resources, and learning environments. In constructing an English translation teaching model based on Ecotranslatology, the progress and pace of translation teaching can be adjusted according to the content of English translation, students' learning needs, teaching requirements, and school objectives. This adjustment aims to create a balanced system within the translation teaching system.

Overall, by establishing comprehensive teaching objectives and creating a harmonious teaching

environment, an English translation teaching model based on Ecotranslatology can effectively enhance students' translation learning experience and promote their English proficiency and practical skills.

In the education of students, a harmonious ecological teaching environment is crucial. Firstly, teachers should be consistent and pay attention to students' different performances in the classroom, adapting the teaching to their needs and creating a basis for harmonious teaching activities. Secondly, classroom teaching should keep up with the times and establish more advanced teaching methods. In the current context of economic globalization, there is an increasing demand for talent in society. Therefore, one way to improve traditional teaching methods is to combine the theory of Ecotranslatology with the flipped classroom approach. With the core concept of "translator-centered," students are considered the main participants in the translation process. By giving students a leading role and meeting their adaptive needs, their translation skills can be enhanced. Ecotranslatology emphasize students' practical translation training, allowing them to engage in adaptive translation independently and improve their translation skills. Through this innovative teaching model, students can better apply their knowledge to translation practice.

### **5.3 Innovating Translation Teaching Methods**

In constructing an English translation teaching model based on Ecotranslatology, it is important to adhere to the guiding principles of ecological translation theory and adopt a student-centered teaching approach, creating a creative and experiential translation teaching process. The teaching process can follow the following methods,

#### **5.3.1 Student Grouping**

In Ecotranslatology, student grouping refers to the organization of students into groups or communities within the translation learning environment. This approach recognizes the importance of collaboration, interaction, and shared learning experiences among students.

Student grouping is based on the understanding that translation is a social and interactive activity that benefits from collective knowledge, diverse perspectives, and cooperative efforts. By working in groups, students have the opportunity to engage in collaborative tasks, discuss translation strategies, share insights, and learn from one another's experiences. The purpose of student grouping in ecological translation education is to create a supportive and interactive learning environment that mirrors the collaborative nature of professional translation practice. It encourages students to develop their translation skills through active participation, peer feedback, and the exchange of ideas.

Grouping students can be done in various ways, such as forming small translation teams, assigning group projects, or creating translation workshops where students can collaborate on specific translation tasks. These activities allow students to engage in discussions, debate different translation approaches, and collectively solve translation challenges. By working in groups, students can develop a sense of community, enhance their problem-solving abilities, and expand their understanding of translation as a dynamic and multifaceted process. This collaborative learning approach helps foster critical thinking, effective communication, and teamwork skills, which are essential for future translation professionals.

Overall, student grouping in ecological translation education aims to promote a cooperative and interactive learning environment, encouraging students to learn from one another and develop their translation competencies through collective efforts.

### **5.3.2 Translation Activities**

According to the "translator-centered" theory of Ecotranslatology, the translator community is the central focus of the entire simulated translation ecosystem. Other communities revolve around the translator community and engage in translation projects. The interactions between different communities aim to achieve dynamic balance among translation ecosystem systems.

Translation activities within the ecological translation framework emphasize the role of the translator and their active engagement in the translation process. The translator acts as a key agent in mediating between the source text, the target text, and the various communities involved. The translator's activities include not only the linguistic and cultural transfer of the source text but also the adaptation and selection processes influenced by the translation ecological environment. The translator needs to consider the linguistic, communicative, and cultural aspects of the source and target languages while maintaining a balance between different dimensions.

Furthermore, the translator's activities extend beyond the linguistic and cultural aspects. They also involve understanding the social, political, and historical contexts surrounding the translation project. The translator must navigate these complex factors and make informed decisions that contribute to the overall quality of the translated work. Through their activities, translators play a crucial role in maintaining the dynamic balance within the translation ecosystem. They adapt to and select from the translation ecological environment, considering the diverse factors at play, and strive to produce high-quality translations that effectively communicate the original meaning while resonating with the target audience.

### **5.3.3 Teacher Guidance**

In this model, the teacher serves as both the organizer and the guide, overseeing the entire simulated translation community teaching. Before the translation projects begin, the teacher needs to divide students into groups. During the project, the teacher helps students experience ecological aesthetics, leads them to experience role identities, and ensures the smooth progress of activities in each group. After the project concludes, the teacher organizes student group discussions and summaries from both the horizontal and vertical dimensions, guiding students to develop ecological translation awareness.

By adopting innovative teaching methods in English translation instruction, such as group collaboration and multimedia resources, students can actively participate in the translation process, enhance their translation skills, and develop a deeper understanding of the ecological dynamics involved in translation activities. This approach promotes a more engaging and effective learning experience for students in the field of English translation.

Most importantly, in the construction of an English translation teaching model based on Ecotranslatology, analysis should be conducted from a material selection perspective. Teachers should engage students in translation exercises that involve the interaction between words and English texts, as well as between texts and words. English translation activities should encompass the translation of words, sentences, paragraphs, and entire texts. Within the context of translation ecology, there are major and minor environments. The external environment in translation ecology constitutes the major environment, which influences the implementation of teaching activities. The selection of teaching content should encourage students to use resources from their daily lives as the main translation materials.

In addition to the responsibilities mentioned earlier, the teacher plays a crucial role in providing guidance and support to students throughout the ecological translation teaching process. Here are some additional aspects of teacher guidance in the English translation instruction based on Ecotranslatology:



### **5.3.3.1 Facilitating Ecological Aesthetics**

The teacher helps students develop an appreciation for ecological aesthetics in translation. This involves guiding students to understand the importance of maintaining harmony between the source text, target text, and the environment in which the translation is situated. The teacher can introduce various translation theories and principles that emphasize ecological considerations, such as faithfulness, naturalness, and cultural adaptation.

### **5.3.3.2 Fostering Role Identities**

The teacher encourages students to explore and embody different roles within the translation community. This can include assigning specific roles to students within their translation groups, such as project coordinators, editors, or quality assessors. By assuming different roles, students gain a deeper understanding of the responsibilities and dynamics involved in the translation process.

### **5.3.3.3 Ensuring Smooth Progress**

The teacher actively monitors the progress of activities within each student group. This involves providing guidance and support when needed, addressing any challenges or issues that arise, and ensuring that all groups are moving forward effectively. The teacher can facilitate regular check-ins, group discussions, or individual consultations to address questions, provide feedback, and offer suggestions for improvement.

### **5.3.3.4 Group Discussions and Summaries**

After the translation project concludes, the teacher organizes group discussions where students can reflect on their experiences, share insights, and discuss the challenges and successes they encountered. These discussions promote a deeper understanding of ecological translation and encourage students to critically analyze their own translation choices. The teacher guides these discussions, ensuring that students consider both horizontal aspects (within their own groups) and vertical aspects (comparing and contrasting with other groups).

### **5.3.3.5 Developing Ecological Translation Awareness**

The teacher guides students to develop ecological translation awareness, which involves recognizing the interconnectedness of various factors in the translation process. The teacher can introduce case studies, real-world examples, or authentic translation projects that highlight the ecological aspects of translation. This helps students understand the impact of translation on language, culture, society, and the environment.

By adopting innovative teaching methods, leveraging group collaboration, incorporating multimedia resources, and emphasizing material selection, the teacher creates a dynamic and engaging learning environment for English translation students.(Yin, P., 2021). Through active participation and practical translation exercises, students enhance their translation skills, develop ecological translation awareness, and gain a deeper understanding of the complexities and dynamics involved in translation activities.

## **5.4 Incorporating Technology and Online Resources**

The flipped classroom model benefits greatly from the use of technology and online resources. Teachers can leverage various tools and platforms to deliver instructional content, such as video lectures, online readings, and interactive exercises. This allows students to access learning materials outside the classroom and learn at their own pace. Additionally, online platforms can facilitate communication and collaboration among students, enabling them to engage in virtual discussions, peer feedback, and joint project work. By integrating technology into the teaching process, students can develop digital literacy skills and become familiar with the use of

translation tools and resources.

In the rapidly developing modern life, the connection between technology and humans is becoming increasingly close. Integrating technology with teaching is indeed one of the directions for future educational models.

In today's era of information explosion, various group chat applications such as QQ, WeChat groups, DingTalk, and Tencent Meeting can be utilized to implement online translation teaching, combining in-class and out-of-class learning. Firstly, before the class, teachers can assign relevant pre-class tasks based on the classroom teaching content. This allows students to analyze the translation context according to the assignment requirements and diversify their translation approaches. Teachers can facilitate language exchange within the group, stimulating students' initiative. For example, when explaining the translation of the idiom "black and blue," the teacher can introduce the life story of Ernest Hemingway to help students better understand its meaning. By informing students about Hemingway's military background, including experiences of surviving two plane crashes, three car accidents, and having multiple shrapnel in his body, students can gain a clear understanding of Hemingway's life and appreciate his indomitable spirit. Understanding the background behind this famous quote facilitates a deeper emotional connection. As a result, translating "black and blue" as "遍体鳞伤" (covered in bruises) would not seem abrupt to students.

Secondly, utilizing technology for communication can better activate students' subjectivity. For instance, through daily translation check-ins, teachers can share short videos, images, or texts for translation within the group. It could be a famous quote, a fable, or a short story. Teachers can select content based on students' interests and needs to ignite their enthusiasm for regular translation check-ins. In this way, students actively engage with teachers, proactively acquire translation knowledge, and combine interest with translation. It helps students broaden their knowledge and understand the background and translation context of different types of texts. Students can analyze and practice translation in different scenarios, exchange ideas and discussions within the group, and conduct comprehensive analysis from various perspectives, showcasing their agency as translators. This approach enhances their understanding of the characteristics of adaptive translation and improves their translation skills and teaching effectiveness (Zhang, J., & Yuan, X., 2020).

Overall, integrating technology with teaching not only enriches the learning experience but also promotes student engagement and active participation in translation learning. It allows for a seamless integration of in-class and out-of-class activities, leveraging the benefits of technology to enhance translation education.

### **5.5 Enhancing the Evaluation System in Teaching**

In constructing an English translation teaching model based on Ecotranslatology, it is necessary to improve the evaluation system for translation teaching. A well-developed evaluation mechanism, including the evaluation process and the orientation of translation subjects, is an important component of the translation teaching system. As translation teaching activities are generative and non-linear, students should be encouraged to take turns as translators and reviewers, respecting their right to make independent choices during the translation process (Zhang, J., & Yuan, X. 2020).

Once the translation teaching content is formed, teachers should incorporate students' learning achievements and performances into their academic records, including their performance in social practice translation and classroom learning. Guided by the principles of ecological translation, the evaluation system in English translation teaching should be improved to effectively enhance the quality and efficiency of English translation instruction.

To establish a comprehensive evaluation system, various assessment methods can be employed. These

may include written assignments, translation projects, oral presentations, peer evaluations, and self-assessments. The evaluation criteria should be clearly defined, aligning with the learning objectives and taking into account both linguistic proficiency and translation competence (Wang, H., 2023). Additionally, feedback should be provided to students on their translation work, highlighting areas for improvement and recognizing their strengths.

Furthermore, the evaluation system should consider the integration of practical translation skills and theoretical knowledge. Assessments should not solely focus on the final translation product but also take into account the process, strategies used, and critical thinking skills demonstrated during the translation task. By adopting a comprehensive and balanced evaluation system, students' overall translation abilities can be better assessed and their progress can be effectively monitored.

In summary, by improving the evaluation system in English translation teaching based on the principles of ecological translation, the quality and effectiveness of translation instruction can be enhanced. This involves incorporating diverse assessment methods, providing constructive feedback, and considering both the process and outcome of translation activities.

## **6. Conclusion**

In conclusion, exploring the translation teaching model from the perspective of Ecotranslatology offers valuable insights and possibilities for enhancing translation education. Ecotranslatology emphasizes the interconnectedness between translation, culture, and the environment, providing a holistic framework that goes beyond linguistic and technical aspects.

By incorporating Ecotranslatology into the translation teaching model, educators can foster a more comprehensive understanding of translation as a socio-cultural practice. This approach encourages students to consider the environmental, social, and ethical dimensions of translation, leading to a deeper appreciation of the impact of translation on society and the environment.

Furthermore, the integration of Ecotranslatology in translation teaching promotes sustainability and responsible translation practices. Students are encouraged to critically reflect on the ecological consequences of translation activities and seek alternative solutions that minimize environmental harm. This mindset prepares future translators to make informed choices and contribute to sustainable development in their professional endeavors. The Ecotranslatology perspective also encourages interdisciplinary collaboration and the integration of diverse knowledge areas. By bridging the gap between translation studies, environmental studies, and other relevant disciplines, translation educators can create a more enriching learning environment that broadens students' perspectives and equips them with a broader range of skills.

In conclusion, adopting the Ecotranslatology perspective in translation teaching holds immense potential for advancing the field and nurturing socially responsible translators. By emphasizing the interconnectedness between translation, culture, and the environment, this approach cultivates a more holistic understanding of translation and equips students with the knowledge and skills necessary to address the challenges and complexities of translation in the context of a rapidly changing world.

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