



COGNITIVE PERSPECTIVES OF TRANSLATION TEACHING

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Abstract

Based on the principles of psychology's behaviorism, cognition, and humanism, this paper proposes a translational teaching model involving 6 variables: goals, assessments, teachers, students, textbooks, and teaching methods. In addition, the ability level of the translator (primary, intermediate, and advanced) is also included in the translation teaching. This paper also attempts to combine behaviorism (e.g., instructional teaching), cognitivist/constructivism (e.g., Bruner's discovery pedagogy, and Vygotsky's social interactions and the role of scaffolding) and humanism (e.g., cooperation learning or individualized teaching methods). The principles of these teaching concepts will be integrated. This model provides a comprehensive reference architecture for the design of translational instructional courses.

Keywords: scaffolding, discovery teaching, translation teaching mode, communicative translation competence

1. Introduction

The curriculum design of translation teaching has always lacked a complete and consistent theory and method, partly because translation does not share the same academic status in other fields (Colina, 2003). On the other hand, part-time teachers with translation professional experience have not established a universal teaching paradigm (S'eguilot 1991). Namely, translation experts responsible for translation teaching do not have the general methodology, teaching expertise and quality (Seguilot 1991; Kiraly 1995).

As with other academic subjects, translation teaching may involve diverse teaching concepts from various theories. For example, the programmed teaching method [1] is based on behaviorism [2], the scaffolding method [3] on social construction theory [4], as well as cooperative teaching or open classrooms [5] evolved from the concept of humanism [6]. Teachers may adopt theoretical techniques rooted

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from other schools of thoughts to meet individual teaching needs. It is necessary to combine all the important teaching-oriented elements and processes into a coherent and holistic translation teaching model. Most of the individual teaching methods developed on the basis of behaviorism, social constructivism (or cognitivist), or humanism have more or less contributed to translation teaching, and there are individual restrictions, what so ever. For example, the scaffolding method is most effective for student translators (or students with low or medium reading ability) as it is difficult for these students to find solutions from difficult translations. It is also unrealistic for advanced student translators to use these instructional approaches. In essence, translation teaching itself is a diversified engineering. Students' reading ability, the variety of translation assignments, the goal of translation teaching, assessment of translation teaching, translation materials involved, or the use of translation teaching methods should all be taken into account and integrated. Translation teaching that strictly follows any single teaching concept or theory will not achieve the desired results.

1.1 Three pairs of teaching variables

This paper proposes a model of translation teaching, which first introduces the general principles of behaviorism, cognitivist/constructivism, and humanism (these principles will be regarded as three pairs of teaching variables), and then explains their dynamic interrelations, to help orientate translation teachers with various supporting methods. The orientation of the translation teaching environment includes: goals and assessments, teachers and students, as well as teaching materials and teaching methods, which should be carefully examined simultaneously. Moreover, the orientations of these pairs are interdependent of each other; that is, Objective should correspond to Assessment, Teacher to Student, and Material to Method. If the teacher gives the student an examination (evaluation) without clearly defining the objectives of the study in advance, the examination or assessment will be of little meaning, so are the relationships between Teacher and Student, as well as Material and Method. In the process of translation teaching, if the difference between Teacher and Student can be considered and coordinated, the interaction between them can thus be more constructive. Similarly, the structure of translation Materials should also be in line with the translation Method (e.g., the nature of the written materials and the teaching skills must match each other, in consideration of reading and learning ability of Student). In short, these three pairs are closely related and interacted with each other.

On the other hand, each aspect of teaching also encompasses three different components; behavior, cognition/construction, and humanity. Obviously, such a concept is derived from three theories of pedagogy and psychology: behaviorism, cognitivist/constructivism, and humanism, each of which covers three components, as shown in the figure below:

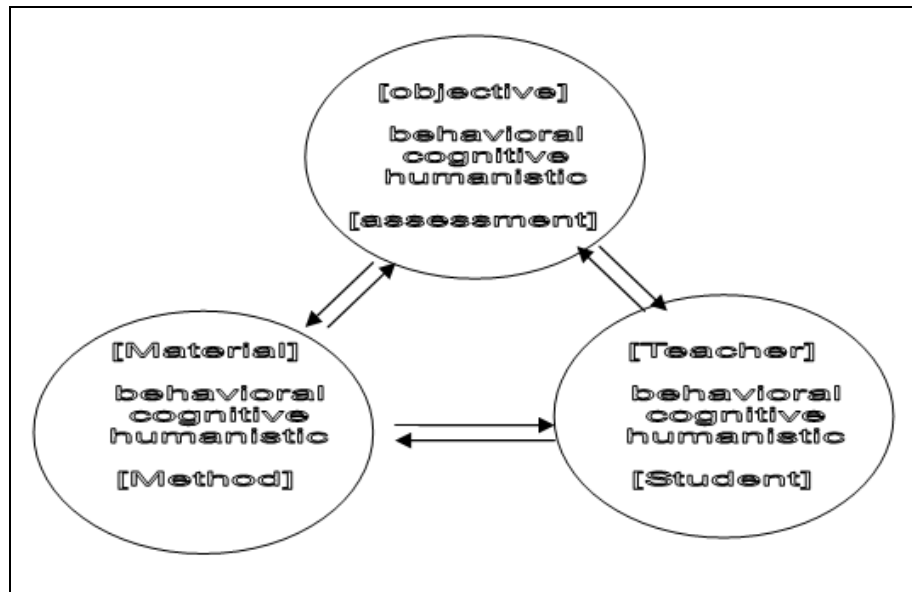


Figure 1:

Note that these three pairs have multiple correspondences and interactions in between each of the three components. For example: the components in Material interact with those of Method; the behavioral components contained in the Material will be included in the behavioral field of Assessment, the cognitive component of Material in behavioral Assessment, and human component of Material. The people in the assessment are in the field. The three different component characteristics and their dynamic relationship with the six orientations are explained below.

1.2 Three components in each variable

In the process of stimulus-response (SR), classical conditioning [7] is mainly for the combination of different stimuli (i.e., ringtones and meat powder in Pavlov's classical conditioning experiments on dogs), while operational conditioning [8] emphasizes Post-behavior reinforcement (RR); that is, after a hungry mouse presses the handle and then food appears, the pulling of handle is enhanced (as in Skinner's instrumental conditioning). This S-R or R-R (reinforcement of reaction) paradigm and the continuum of behavioral shaping constitute the basis of behaviorism. This behaviorist model system deals only with specific, objective, and measurable behaviors. The typical teaching method according to this model is to design the teaching Method, which organizes the learning Materials in a simple-to-complex and easy-to-difficult ways; that is, the learning content is divided into small units, and then gradually and finally reaches the predetermined target. This behaviorist teaching is generally considered to be effective for beginners.

Cognitive (or constructivism) is mainly a cognitive process that governs learning, inclusive of induction, deduction, and principles of discovery learning. Unlike behaviorism, cognitive methods are related to the establishment of cognitive models (knowledge backgrounds, knowledge accumulation, or data collection), but understanding is important in the discovery process. In translation teaching, Vygosky's (1978) social constructivist view [9] advocates that students can expand their "zone of

proximal development" to make them more creative through the interaction of teachers or peers. Second, the validity of this cognitive or constructive model can be supported by more profound and complex learning activities.

Humanistic learning focuses on the psychological needs and values of learners, rather than the learning process of learners, and cares more about why they learn, or what factors that stimulate them to learn. This can be reflected in Maslow's hierarchy of needs [10] and Rogers' student-centered approach. For Maslow, the student's basic needs (including physical and mental, security, belonging, love or self-esteem) are met, and then their learning activities become more spontaneous. If the basic needs of learners cannot be met, most of the efforts will be spent on various activities that seek satisfaction. If the remaining energy is limited, then they are less likely, or unable to learn at a higher level. Therefore, if students are frustrated in their studies, teachers must consider their physical and mental needs rather than learning activities per se. Similarly, Rogers believes that if students are exposed to unconditional care and respect, their learning will be improved, which will also enable them to learn how to respect others and take responsibility for their learning. Humanism is mainly concerned with the individual's unique needs and values, so it is difficult to test the validity of its views in learning, as it is somewhat philosophical and abstract, and thus cannot pass empirical tests. However, the humanistic view plays a pivotal role in learning. In Bloom's classification of teaching objectives, individual needs, values, and motivations of learning are all closely related to the field of affection in learning (the other two areas of learning being cognitive and psychological actions). These three areas and the ingredients involved are key factors to effective teaching.

1.3 Objective-Assessment components

Bloom's teaching Objective covers roughly three areas: cognition, affection, and psychomotor. These three areas reflect, to some extent, the behaviorism (the field of psychological action), the cognitive (cognitive domain) and humanistic (affective domain) components. According to the previous Figure, the three components in the Objective-Assessment analysis are not independent of each other, but they are mutually referenced, suggesting that both the three areas but their components interact with each other.

It is worth noting that covering these three different areas is not just to expand the teaching Objectives, but to integrate the learning aspects. In other words, the student's learning outcomes can be optimized through mutual support of these three areas, the cognitive orientation of learning can be enhanced through positive learning affection components, and the success of cognitive learning can also enhance and induce positive affection, and thus further promote Learn. As far as translation teaching is concerned, its Objective is to promote the acquisition of communicative translation competence, defined as "*active participants who have the ability to interact appropriately and fully with others when solving translation assignments*" (Kiraly, 1990). Communication and translation skills can be further divided into: translation knowledge ability, translation knowledge structure, and translation strategy ability as well as the social environment

of translation operations. These are external factors that emphasize translation ability, or social aspects. The cognitive aspects focus on the translator himself, his internal factors (Colina 2003). Note that communication and translation skills must cover cognitive, emotional and psychological actions in three different areas (yet in different proportions). The ability to translate knowledge and the structure of translation knowledge can be regarded as to be in the cognitive field, while the ability of translation strategy falls into the field of psychological action, and the social environment of translation task is in the field of affection. These can be further detailed below.

First, in the cognitive world, Anderson and Krathwohl (1964) revised Bloom's original dimension projects (from simple to complex levels) as: memory, understanding, application, analysis, evaluation, and creation. Note the hierarchical relationship between these dimension items. The creative performance of students is the ultimate goal of teaching, but in order to help them achieve this Objective, Teachers must lead them to remember some knowledge, understand it, then apply it, analyze it, and then evaluate it. From another perspective, in the hierarchical relationship between these sub-items, the composition of behavior refers to memory and application, the component of cognition to understanding and analysis, and the component of human being to measurement and creation.

Second, the field of affection is more concerned with values, or more precisely, with the context of social context (human factors). The field of affection plays a key role in the motivation of learning, but it is often overlooked by cognitive-oriented or behavior-oriented scholars. It is generally believed that if learners are aware of the cognitive aspects of the material, understand deeper, and avail every opportunity to apply the translation skills learned, they will have a strong positive motivation for what they have learned (Affection field). Furthermore, we can see the interdependence among these three areas. The field of affection covers its dimension projects: reception, response, value, organization and conception, value positioning concepts (Kratwohl, Bloom & Masia, 1964).

Although the domain of psycho-motor is the last of the three fields, its importance cannot be ignored. The most concise proposition about learning objectives in the psycho-motor domain comes from Dave (1975). What draws our attention is the basic role that imitative learning skills play in this field. The important functions in this field are reflected in both learning motivation and knowledge acquisition. Students can apply their newly acquired knowledge to their daily lives to consolidate what they have learned. The psycho-motor domain cannot be excluded from the learning Objective because it has many uses. First of all, what you know must be implemented through practical application exercises (translation techniques and application of strategies are particularly important for translation teaching), and the most effective learning is through such exercises (the nature of action characterization by Bruner). Secondly, through practical application, students can understand and grasp the procedural knowledge that cannot be interpreted through language. By the same token, through the coding of multiple sensations (such as the process of visual, auditory, kinesthetic,

olfactory or tactile), the learning at the present can be enriched, and the motivation of the individual in affective domain can be naturally enhanced and promoted. Psycho-motor, like cognitive and emotional domains, also has its own meta-projects, from imitation, manipulation, precision, pronunciation, to automation (Dave, 1975). It should be noted that imitation in the psycho-motor domain action must be carried out according to the principles of behaviorism (from simple to difficult). The manipulation and precision can be achieved from the learner's positive trial and error, and finally to automation and becomes the instinctive reaction that can be expressed without thought. In translation teaching, students can only show their creativity in translation in the cognitive field of the final stage after mastering the techniques of translation and application. Essentially, these three areas and their sub-projects have an interdependent relationship.

According to the translation teaching model mentioned in this paper, when the components of cognition, affection and psychology are included in the scope of Assessment, it is then considered complete. As mentioned above, in the learning Objectives, all components that contain communication and translation skills must be included in the scope of Assessment; that is, the knowledge ability of translation, the knowledge structure of translation (cognitive domain), and the strategic ability of translation (psycho-motor domain), as well as the social background of the translation work (affective domain) must be included in the scope of the Assessment. Translational tests and design standards are required to include capability components in the scope of Assessment. Colina (2003) suggests that process-oriented data is dominant in training procedures (compared to product-based internships). In short, the assessment must also cover cognitive, behavioral, and human-oriented communication and translation skills. The sub-projects in the cognitive domain include: memory, understanding, application, analysis, evaluation, and creation, and the evaluation of these dimension items can be handled by the two-way specification table [13]. The table is based on the combination of learning Objectives and learning Objectives (the final translation can be used as a measure of creativity in the field of cognition). Assessment of the affective domain can also be accomplished by measuring the range of affection associated with learning and its sub-items (receiving, responding, valued, organizational value and conceptualization), reflecting the characteristics through precise values or values. The social background of translation teaching is such that learners' attitudes, self-confidence, self-awareness and other self-related qualities can be reflected in each translation teaching process.

1.4 Teacher-Student components

In a particular teaching scenario, teachers may play traditional roles such as leaders, lecturers, key discussants, or play new contemporary roles such as educational designers, coaches, collaborators, team members, consultants, or evaluators (McGhee & Kozma) 2001). The Norwegian psychologist Ivar Bjørgen (Bjørgen 1991) proposed four different teacher roles: sculptors, entertainers, coaches and managers. From the perspective of the integration model of translation teaching, different translation

teacher roles can be integrated according to behavior, cognition and human components. The roles of behavioral components include directors, coaches, educational designers, managers, and sculptors, while cognitive role roles include lecturers, coaches, collaborators, key discussants, coordinators, and human component roles such as consultants, evaluators, Artists and mentors. In an ideal translation teaching scenario, teachers should play all of the above possible roles in different proportions depending on the situation. As Amos Komensky (1592-1679) put it, teaching should be sensory (related to the behavioral school), rational (related to cognitivist), and affective (related to the humanism).

For convenience, this article represents behavioral, cognitive, and human-oriented teacher roles in terms of directors, facilitators, and motivators, respectively. When the translation teacher plays the director, he is responsible for designing the teaching materials, arranging specific teaching methods or steps, teaching courses or teaching materials, and specific feedback arrangements (reinforcement plans). Secondly, when the translation teacher plays the facilitator, he must engage in a speech (i.e., the translation teacher regarded as a repository of knowledge or truth), coach the student (with the role of Vygotsky's social constructivist scaffolding), and cooperate with the learner (construction) doctrine, lead group discussion, and coordinate team operations. In other words, the translation Teacher becomes the person in the classroom who provides sufficient resources to guide and direct the various interactions required for translation work, and creates appropriate conditions to develop the social aspects of translation, assist students in obtaining translation skills, and allow students to learn the most useful methods (Colina 2003). Finally, the role of the teacher as a motivator should be lenient to the student, giving advice, making assessments, and providing instruction as a teacher (i.e., the translator considered to be a student translator to obtain the professional translator's self-concept developer.)

The role of the translation teacher in the teaching context depends on the other five conditions (i.e., Objectives Assessment, Student, Material, and Method), and the relative weight of each aspect must be based on the student's degree of individual differences. For example, in the cognitive domain of learning Objective, the translation Teacher should firstly apply the principles of behaviorism to deal with basic translation topics (i.e., lectures on translation, basic translation knowledge, and basic knowledge that need to be recorded). In this case, the translation teacher is the director. Second, when learning Objective moves to the principles of cognitivist or constructivism (such as: Bruner's discovery learning, or scaffolding, and Vygotsky's social construction methods dealing with source and target text analysis), it is for those who need to understand the learning content of the application. In this case, the translation Teacher is the facilitator. Finally, when dealing with more advanced dimension items, the translation Teacher is the motivator.

Considering the cognitive domain, the translation Teacher must consider the entire teaching scenario, develop the best teaching strategy and arrange or organize the most appropriate interaction, and at the same time play the role of director, promoter and motivator. The cognitive domain here is more focused on the role of facilitators. In

the affective domain, what the translation Teacher should do is to play the role of the motivator according to the translation teaching integration model, and consider the individual differences, needs or self-concepts of the learners. This can be achieved through individualized teaching or as a facilitator. To create an atmosphere of collaborative or collaborative learning (i.e., open classrooms or various jigsaw puzzles) students can interact with people from a variety of different backgrounds (as advocated by social constructivists). Promoting positive learning affective (i.e., self-confidence, self-awareness) also enhances cognitive and psycho-motor domains. In psycho-motor domain, the translation Teacher can play the director and design various group activities, and all learners can follow the instructions for group activities.

As far as Student as learners is concerned, the student translator's work in a particular teaching scenario depends on other conditions (i.e., Objective, Assessment, Teacher, Material, and Method). First of all, if Teacher is a director, Student is then an actor. Students will be able to demonstrate their uniqueness and individual needs, including intelligence, motivation, ambition, value, learning style, learning strategies, temperament, personality, self-concept and more. Second, if Teacher is a facilitator, Student is then an explorer. This can be reflected in discovery-based teaching. The teacher provides the student with the necessary learning materials (i.e., source and target text analysis or parallel text) to facilitate the student's exploration (i.e., to find the best translation solution for the translation assignment task). Finally, if Teacher is a motivator, Student is then a creator. We can see the behavioral, cognitive, and humanistic components of the student's actors, explorers, and creators. In the Objective-oriented cognitive domain, students have an association between the background knowledge of the source and target texts and the translational knowledge they will learn (e.g., the information gap generated when dealing with two different types of text) should be activated to allow students to explore and create. To this end, the learner's advanced organizer on translation materials can be provided to enable students to combine previously existing translation knowledge with the target knowledge structure, as it is effective to combine what has been learned and yet to be learned. Obviously, this principle can be applied to all target areas.

As to the affective domain, the level of affection of students and the cognitive and psychological movements, as mentioned earlier, are interdependent. That is, the roles of the student's actors, explorers, and creators are interdependent and can be switched to each other. Specifically, the roles of students are active; they learn by interacting with learning materials, participants, and the context of learning. Different from the teaching of other course subjects, the Objective of translation teaching is to help students become professional translators. Without the opportunity to interact with other translators as a small community and interact with each other, translation teaching cannot be complete and effective. The development of the Internet and online services today has contributed a great deal to the social aspects of the translation industry. The communication between Student and Teacher has no boundaries (i.e., online discussion groups and news groups in the virtual translation community) (Colina, 2003). Similarly, the role of actors, explorers, and creators can be reflected in the

psycho-motor domain. Student translators are born to behave like a child, to imitate, especially for what they like (i.e., as an actor). Teacher organizes a variety of activities, such as: classroom discussions, emails, online discussions, which are very constructive, and is an indispensable part of translation teaching. In the various social interactions discussed, the translator's translation skills (i.e., skills and strategies) can be naturally enhanced by the scaffolding role involved in panel discussions. Moreover, as Colina (2003) noted, peer feedback can be achieved by students' comments on each other's translations. The translated texts are mutually calibrated by peers, returned by the teacher, then returned to the students, and finally the entire translated work is placed in the portfolio.

1.5 Material-Method components

The design of Material should also include the cognitive domain (the component of cognitivist/constructivism), the affective domain (the component of humanism) and psychomotor domain (the component of behaviorism). In order to make translation teaching effective, first of all, student translators must be exposed to classrooms rich in "learning material input". These materials must include a variety of communication situations, various assignments, and various feedbacks. Clear professional translation goals and expectations (Colina 2003). Moreover, student translators need to see the textual markers associated with the translation work from the learning material (input), which can be further used to reconstruct their translation framework to help them in the communication falsification task. In fact, as an active participant, he/she can carry out appropriate interpretation (Kiraly, 1990), and learns "*a set of basic models to reposition the formal and functional structures between different cultures*" (Shreve, 1997). From a cognitive perspective, content-rich learning materials (i.e., different communication situations, as well as a wide range of parallel texts or examples) should also be presented at the beginning of the teaching to activate the learner's background knowledge, or develop the necessary relevant fundamental model. Learners of different levels, through different assignments, drive, feedback, and goals and expectations, can achieve the required support through scaffolding. As for affective domain, Material may include a variety of different styles and texts with obvious cultural connotations (i.e., literature, essays, short stories, etc.). Moreover, the translation materials used will promote group history, discussion or social interaction, which helps develop the self-awareness and self-concept of student translators. Finally, in the psycho-motor domain, group activities related to the application of translation strategies should also be included in the translation materials, which help implement the cognitive and affective aspects of learning. In short, the translated Material must include texts that stimulate behavior (psychological movements), cognitive (establishment of basic models), and simultaneous human (motivation or social construction), based on the competence levels of Student.

In the field of translation teaching Method, the general principle of effective teaching is to help students combine what they have learned and have not yet learned. This principle is actually applicable to cognitivist or constructivism, and even to

behaviorism and humanism. From cognitive perspectives, teaching methods must be based on the general principles mentioned above. Through social processes, group journeys, and scaffolding in group discussions, students will be able to transfer what they have learned to new learning. Through scaffolding, Teacher clarifies the concepts that Student is to explore, identifies new concepts that Student has learned, and establishes a connection between them (i.e., a conceptual map). Therefore, the translator must know what Student knows about the subject to increase the teaching effect. The translation Teacher can start a series of small speeches as soon as possible (no more than 15 minutes). Possible topics may include: the nature of professional communication translation, other translation types - grammar translation - translation and translator, common misunderstandings and myths (Labrum 1991). Moreover, translation teaching Method must focus on the translation process, dealing with a series of different stages (research, analysis, translation, revision), which are reflected in the pre-translation, translation, and post-translation stages of translation operations (Colina, 2003).

From behavioral perspective (in psycho-motor domain), Teacher must clearly define the translation skills or translation strategies that he or she wishes to teach and the teaching methods that echo them. For example, if the concept of communication translation is the goal of teaching, Teacher must provide translation tasks with various communication situations and rich input of teaching Material; if the pragmatic factor is the teaching goal, Teacher must take heuristic activities and provider rich learning Material, and focus on relevant materials and clues. To teach the ability to isolate translation problems, translation teachers must use activities that enhance awareness (Colina 2003).

From a humanistic perspective, cooperative learning refers to the organization of group teaching so that learners can get the best learning outcomes through group history. In the case of cooperative learning, in a non-competitive atmosphere, each individual may consider his own needs and their uniqueness in the course of success. Face-to-face interaction can enhance social skills and positively through group history. All the members can understand the Objective of others, and each Student can feel that if other students can achieve the goal of learning, then he can. As Kussmaul (1995) suggests, research shows that compared to translation experts, translators lack self-awareness and self-confidence, which can be gained by enhancing awareness of the professional environment and providing a settings in which students can interact socially.

As mentioned above, in order to achieve the best results in translation teaching, Teachers must consider three Objectives (the areas of cognition, affection and psychomotor action) and the corresponding methods (cognitive or constructive, humanistic, and behavioral). Taking creation (the final project of the cognitive field) as an example, the translation Teacher can help Students achieve their goals through brainstorming, relaxation or informality in the context of target language discussion (Colina 2003). These methods must be comprehensive enough to include cognitive, or constructive, and humanistic, as well as behavioral components.

1.6 Learners' competence levels and components

The translation teaching model proposed in this paper also takes into account the students' competence levels; namely, primary, intermediate, and advanced translation learners. (Lorscher, 1997). The dynamic relationship involved is multi-faceted. First, in terms of three pairs of orientations, Teacher-Student, Objective-Assessment, and Material-Method as well as the competence levels of learners should be taken into account, since they are all interdependent. The materials used must be tailored to the objectives set and the variables of the students. In addition, the methods of translation assessment and translation teaching must also be based on the objectives set. In short, every pair of aspects of performing translation teaching must take into account other pairs of variables.

Second, each of the inward-oriented behaviors, cognitions, and human components should also be considered as mutually interwoven, inclusive, and coexistent in different proportions with each other. Specifically, the cognitive component may also include behavioral and humanistic components. For example, arranging and organizing translation assignments (materials) from simple to complex, from easy to difficult, such as: programming (a component of behavior), but it may also involve humanistic components. Translation materials are thus designed for learners to understand easily and cause successful learning, from which students' positive feelings result. On the other hand, in the process of arranging translation assignments, such as: ordering teaching, in a step-by-step approach, allows students to gradually grasp the rules or principles involved. This is the new behavior school, for example, the knowledge of Tolman's cognitive map (1922), so this also contains cognitive component. When organizing translation activities, different translation ability components will be emphasized differently depending on the competence levels of students and different learning materials. The reading comprehension Material is designed to compensate students for their difficulties in understanding, the incomplete background knowledge that students have, and the terminology that students do not understand. These help students understand reading ability and its role in the translation process. Similarly, translational activities that focus on the linguistic aspects of translation, the use of language, and linguistic issues (i.e., negative migration, symbolic translation, translation difficulties, and linguistic issues) must take into account the level of student involvement in all the ingredients. In the post-translation activities for advanced learners, the translation concepts and techniques learned in the application must also be stressed. In a nutshell, different levels of learners, pre-translation activities, reading parts, languages should all be taken into account. In this regard, post-translation activities must be arranged in different proportions according to the learners' competence levels.

2. Conclusion

The translation teaching model proposed in this paper integrates all the possible components of the translation teaching scene, but there are still some problems. First of

all, it is difficult to clearly distinguish these different components, so certain confusion is inevitable. As mentioned before, each component may contain other components at the same time; cognitive components are embedded in the components of behavior, humanistic components embedded in cognitive, so are behavioral components. Secondly, it is a great challenge to integrate various methods developed by different theories into one model. For example, applying the instructional instruction in the initial stages of learning (the method of the behavioral school) and then using the discovery-based learning method (the method of the cognitive school) is theoretically open to question because the two methods come from completely different schools of thought. From a cognitive perspective, basic learning materials can also be taught through the methods developed by the cognitive mode. The effect of translation teaching can be predicted from the degree of coordination between the many different components of the discussion in this paper, namely: for any translation teaching method, the better the content of the different levels covered, the more optimal teaching effect will be. The model proposed in this paper can be used as a frame of reference for translation teaching, rather than specific translation teaching techniques even though introducing specific translation skills is more valuable to teachers who are teaching translation for the first time. As with other fields of instruction, translation teaching is an art, not a technique. Different from teaching in other fields, translation instruction covers more complex and diverse areas, so adopting a single school teaching model or skill is all but wise.

Footnotes

- [1] The instructional teaching is a learning method designed from Skinner's operational control principle, and is an indispensable learning method for beginners in the translation teaching integration mode.
- [2] Behaviorism originated from American psychologists, John Watson's research and instrumental conditioning by Skinner's theory, which is one of the theories used in the translational teaching integration model.
- [3] In the process of scaffolding, the teacher first demonstrates the learning strategy or task, and then gradually shifts the responsibility to the student. It is to simplify the reading of the text, ask questions before reading, and provide hints, etc.
- [4] Constructivists advocate the effective construction of learning characteristics: 1) learners actively construct mental models for the world around them, 2) instructions focus on learning unresolved issues in daily life, and 3) teachers evoke learners' background knowledge or experience to interact with learning materials. Constructivism is equivalent to cognitivist perspective in the translation teaching integration model proposed in this paper.
- [5] The open classroom is a teaching method developed according to the principle of humanism. It means that in the teaching scene, students are allowed to have

- more opportunities to explore the learning environment. In addition to academic growth, they also provide support for students' social and affective.
- [6] Humanism is a doctrine that cares most about every unique individual. According to its teaching characteristics, the individual needs, values, self-development, self-esteem and self-realization of learners are the primary concerns. Like behaviorism and cognitivist, humanism is an indispensable theory in the translation teaching integration model.
- [7] At the beginning of the 20th century, classical restraint was a Russian physiologist, Pavlov's classical conditioning theory, which dealt mainly with the connection between learning stimuli and was the original theory of behavioral learning.
- [8] Operant conditioning is a type of associative learning, mainly to deal with different reactions and their after-effects to strengthen various problems. The representative of the tool is carried forward by B.F. Skinner, and the teaching of ordering is a method developed according to the principle of operant conditioning.
- [9] Vigoschi (1970) proposed the theory of social constructivism. He pointed out that social interaction plays a fundamental role in cognitive development. He also asserts that the potential for cognitive development depends on the "zone of proximal development (ZPD)," which means: the level at which individuals can develop through social interaction. The improvement of the proximal development zone depends on the individual's full social interaction process. In terms of the translation teaching integration model, the systemic nature of Vygotsky covers behavioral, cognitive and humanistic components, yet in different proportions.
- [10] One of the most outstanding research results of Maslow is that the theory of human motives (i.e., the hierarchy of needs) is based on the principles of humanism. Maslow believes that higher demand levels can only emerge naturally when basic needs are met. His humanistic perspective plays an important role in the translation teaching integration model.

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