# Instruction of the Multi-dimensional Developing Perspective on Translation in Translation Competence Development

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The overlook of the cultivation of learners' perspective on translation is one of the essential reasons that we fail to enhance learners' translation competence effectively and efficiently. The perspective on translation mirrors not only the interpretation of the essence, value, and function of translation, but the interpretation of culture and intercultural communication, which offers inspiration and implication on translation in the current context. This study analyzes the significance of the multi-dimensional developing perspective on translation and elaborates on the HBARP model to integrate the perspective on translation throughout the learning and teaching process to inspire learners to interpret translation essence and features, to highlight the intercultural communicative significance in the current context with a historical vision.

*Keywords:* multi-dimensional developing perspective on translation, significance and instruction, translation competence development

## Introduction

Techniques are thought to be the core in translation competence development for centuries; however, it has been proved that the introduction of translation techniques could not enable students to embrace the challenges in translation effectively, nor to solve the problems in translation completely. The overlook of the cultivation of learners' perspective on translation is one of the essential reasons that we fail to enhance learners' translation competence effectively and efficiently. The perspective on translation mirrors not only the interpretation of the essence, value, and function of translation, but the interpretation of culture and intercultural communication, which offers inspiration and implication on translation in the current context.

We find 816 articles in CNKI with perspective on translation as the key word and the majority are on the perspective of certain translator, the comparison between perspectives of translators, perspectives in terms of cognitivism, constructivism, functionalism etc., or the implication of certain perspective on the translation of certain genre. Only a few articles involve the significance of perspective on translation education or how to integrate the perspective on translation in translation competence development. Professor Sun Zhili (1997) proposed that we should guide students to establish dialectical perspective on translation to balance the writer and reader, foreignization and domestication. Zhang Zhiqiang (2006) emphasized the significance of translation perspective and translating a passage as a whole in teaching. Professor Guan Xingzhong (2012) introduced postmodern views on translation and its implications on translation teaching. Professor Ye Xiaobao (2013)

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stressed the importance of perspective on translation and offers some concrete measures to improve the interaction between translation perspective and translation practice. Implications could be drawn from the works; however, it is still to be elaborated on how to integrate the developing multi-dimensional perspective on translation into translation competence development in the current context.

Translation competence development involves not only the techniques of translation, but also the consideration and analysis of the political, cultural, and social factors affecting translation activities (Xu, Wang, & Song, 2015). This study, based on the essence and features of translation, elaborates on the integration of the perspective on translation so that learners could be equipped with the essential values and principles on translation, which enables learners to interpret translation and practice from a strategic perspective, to achieve the effective interaction between Dao of translation and specific techniques, to realize lifelong development.

## Interpretation on Translation

The very first concept in translation competence development is how to define and interpret translation. Some scholars (Liu & Xu, 2016) maintain that the definition and interpretation on translation is not only the foundation of translation research and discipline development, but the demand of translation and translators to develop and give full play to the essential functions of translation in the new era. The definition and interpretation on translation is the starting point for translation learners, teachers, and translation researchers. What we are supposed to do in translation education is to guide the learners to broaden and deepen their understanding of the essence of translation, the features of translation to realize the significance of the developing multi-dimensional perspective on translation.

However, translation is usually defined as follows in text books: Translation means a conversion of one language to another, i.e., the faithful representation in one language of what is written or said in another language (Xu, 2015). Translation can be classified into intralingual, interlingual, and intersemiotic translation according to the symbolic relationship; translation, interpretation, and machine translation in accordance with the way and means of translation; literary translation and non-literary translation in the light of the genre; full translation and variant translation in terms of the relation between the original text and target text. The categories are necessary for translation learners; however, the essence of translation, the features of translation, the significance of translation, and the criteria of translation are still to be elaborated to improve learners' translation competence effectively and efficiently.

Translation is one of the oldest social and cultural activities in human history. Being a bridge interlinking cultures, peoples, and societies, translation promotes mutual understanding among civilizations, and facilitates building the community of shared future for all mankind. Based on the exploration of the history, significance and mission of translation, the author further guides students to think about the diversity and complexity of translation, and develop the interpretation of the essence of translation in social, cultural, historical contexts. Translation is far more than the conversion of languages, but an intercultural communicative activity. The interpretation on translation is the starting point to learn translation, study translation, and develop translation.

This study employs Professor Xu Jun's interpretation on translation—translation is an intercultural communicative activity, taking symbols conversion as the means to realize the mission of meaning regeneration, which are the two fundamentals in translation, clarifying the nature of translation from intercultural communicative perspective (Xu, 2015). The intercultural perspective on translation illustrates the multi-dimensional developing features on translation, holding the profound, social, cultural, and historic perspective, developing the

dialectical perspective on translation, highlighting intercultural communication-oriented balance based on equal exchanges, the balance between reader and author, the balance between the target language culture and the source language culture, and the balance between the purpose and ethics of translation. The intercultural communicative perspective on translation maintains that translation develops over time, which involves the social, cultural, historic contexts, and reflects the features, values, and functions of translation in intercultural communication—translation plays a vital role in human culture and civilization development; translation is one of the most important activities to promote the development of cultures and maintain the diversity of cultures (Zou, 2022).

## The Significance of the Interpretation on Translation in Translation Competence Development

With the development of science and technologies, we have developed the interpretation on translation from simple language conversion to complicated intercultural communication concerning both the text and relevant social, cultural, contextual factors. As one of the fundamental ways of human development, translation is always a constructive force, which interacts with the social, economic, and cultural development. It is of great significance to establish and develop a multidimensional perspective on translation for learners.

Firstly, the interpretation on translation, from the microscopic view, concerning its social, cultural, and communicative features, plays a decisive role in choosing translation strategies, organizing structures of articles and sentences, even the choice of a single word. The elaboration on the value and mission of translation assists learners to produce appropriate translation satisfying the current requirements, current context, and current target readers with the overall, historical, multi-dimensional interpretation on translation. Consequently, learners could select the appropriate version for the current context, conscious of the various possible versions for different periods and contexts. The historic multi-dimensional interpretation on translation leads learners to see the target readers, the communicative purpose in diversified historical, social, and cultural contexts; guides learners to make use of their metacognition, optimize the resources at disposition to produce effective translation, and achieve the communicative purpose of translation.

Secondly, the highlight of translation perspective runs through the learning and teaching process, which inspires learners' strong motivation on translation, and arouses learners' sense of mission to discover the significance of translation. Understanding the essential and profound value of translation, learners are encouraged to explore different possible versions, giving full play to their initiative, metacognition to collect relevant information and resources, realizing the communicative value of the translation texts. The emphasis on the interpretation on translation leads learners to explore and experience the value and significance of translation both in theory and practice, which enhances learners' autonomy and motivation; as a result, the translation competence is gradually promoted.

In a word, the exploration on the interpretation of translation runs through the learning and teaching process of translation; however, how to integrate the exploration into translation competence development is still to be analyzed and elaborated.

## Instruction of the Multi-dimensional Developing Perspective on Translation in Translation Competence Development

Translation education usually defines translation courses, except professional theory courses, as practice-oriented ones, focusing on translation techniques. While the emphasis on skills and techniques are

significant in translation competence development, the essence and features of translation are to be elaborated thoroughly through the process of teaching and learning. Besides the concrete strategies and techniques, what learners are supposed to realize are the reasons behind; the concerning social, cultural, contextual factors; the translation purpose and target readers; and the value and significance of translation in intercultural communication, enriching the culture diversity, building the shared-future community.

We would propose the HBPMA (Figure1) model to highlight the perspective on translation through the complete translation learning and teaching process—exploring *Historic* interpretation on the purpose, essence, features, and significance of translation in the dynamic, social, cultural context; analyzing the task and assessing relevant knowledge, resources mastered based on translation *Brief*; *Practicing* strategies, maximizing and optimizing the knowledge, abilities, resources mastered to solve problems in translation; applying *Metacognitive* regulation to monitor, evaluating and reflecting on the translation to make necessary adjustment; introducing *Articles* from journals to allow learners' elaboration on developing, multi-dimensional perspectives on translation in different periods. There are two features of the model: Firstly, it sets problem identification after analysis and assessment of the task and the subject, since it would be difficult to identify problems without thorough understanding of where we are and where we are going for complicated tasks. Secondly, it stresses the maximization and optimization of the knowledge, abilities, and resources at disposition, which gives full play to the essential value of metacognition to enhance translation competence effectively and efficiently.
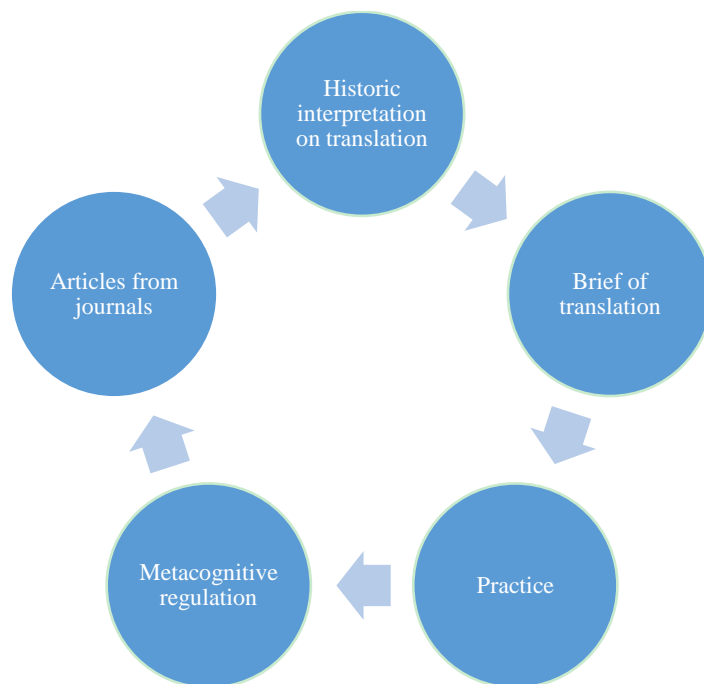


*Figure 1.* Model of HBPMA.

## Firstly, Develop from Product-Oriented Teaching to Process-Oriented Teaching

Teachers are expected to advance from product-oriented teaching to process-oriented teaching, and lay emphasis on the procedural and conditional knowledge, rather than the mastery of static, declarative knowledge to guide learners to realize the essence, function, features of translation, and the social, cultural, historic and contextual factors' influence on translation.

**Secondly, the 3-Phase Method Integrating Model HBPMA**

The interpretation on translation is supposed to be included throughout the course of translation competence development.

**Phase One: Highlight the significance of the historic, multi-dimensional perspective on translation before concrete translation activities.**

(1) Introduce the concepts and significance of the essence and features of translation with Socratic questioning method before concrete translation activities, and integrate the discussion through each translation session, especially when learners encounter problems in practice, to guide them to review the purpose, essence of translation to equip them with the profound vision to analyze the problems in more comprehensive context; as a result, the learners could make use of their metacognitive regulation, optimize the resources at disposition, and produce an appropriate version with the profound, developing, and multi-dimensional vision on translation.

(2) Illustrate the multi-dimensional perspective on translation with the history of translation, including significant translation activities, translators, and diversified analogies of translation. Professor Xu Jun (2017) pointed out that teachers are encouraged to guide learners to analyze the multi-dimensional value and importance of translation with significant translation activities and representative translators. For instance, the social, cultural, and creative value of translation could be elaborated in the discussion of the May 4th Movement; the value of literary translation in enriching modern Chinese and promoting Chinese literature creation could be analyzed through the literary translation activities of the famous translator Fu Lei; the value of translation in transforming thinking and enriching Chinese expressions could be interpreted from the translation methods advocated by Lu Xun. The comprehensive understanding of translation history and development equips learners with a historical vision on translation and deepens learners understanding on translation in the history and development of human beings. Furthermore, we employ the analogies of translators as tongues, slaves, machines, les belles infidels, parrots, pianists, betrayers, invisible men to elaborate the definition and significance of translation, so that learners realize that translation is far more than a simple language conversion, but intercultural communication in diversified social, cultural contexts.

We need to guide learners to recognize the historical feature of translation, instead of regarding a fixed definition on translation in certain period and stage as the ultimate interpretation of translation. We need to help learners familiarize the development from religion-oriented translation, literary-oriented translation to the social sciences and technical translation in the new era; from full translation to variant translation. Thus translation learners are supposed to have an extensive understanding of the history and development of translation content, forms, means, purposes, target readers in different periods to develop a historical perspective on translation, to develop the interpretation on the essence and features of translation.

However, simply providing knowledge without experience or vice versa does not seem to be sufficient for the understanding of the essence and features of translation; thus the following measures are introduced to integrate model HBPAM in concrete translation activities.

**Phase Two: Integrate model ALERT in translation activities.** Cultivate the classroom culture to allow and encourage students to do self-guided questioning, evaluating, reflection on the interpretation on translation as guidance for concrete activities.

(1) Facing a translation task, the first step is to analyze the translation task with the help of translation brief and assess one's knowledge, abilities, resources mastered, psycho-physiological state, motivation etc. Students

are to identify: text functions; target addressees; place and time of reception; medium; motive for text production and reception (Nord, 1991)—the effect that the target text is to achieve and related factors.

Translation brief guides learners to review the essence and the historical, cultural, communicative, and contextual characteristics of translation. With a series of simple items, translation brief reminds the translator of the relevant factors besides the text, concerning the communicative purpose, target readers, and time, place and medium of the translated text. The effective application of translation brief facilitates learners to establish a multi-dimensional and developmental view of translation, to enhance their understanding of the essence of translation, promote their ability to analyze problems from a strategic perspective, and improve the metacognition of solving translation problems, so as to improve their translation competence effectively. At the same time, the Skopos theory introduces the loyal principle; thus we are supposed to give full respect to the original text and encourage students to discuss and express different opinions from various respects.

(2) The second step is to practice in the light of the updated perspective, locating and identifying the problems; maximizing the knowledge, ability, and resources at disposition; exploring possible solutions to the problems; and selecting the most effective and efficient strategies with reference to model ALERT, concerning the social, cultural, historic contexts (Zou, 2015).

Teachers are supposed to encourage learners to develop more than one translation brief and corresponding versions, which allow learners to compare the different versions with different translation briefs, analyzing how the interpretation of translation influences the choice of translation strategies, organization of article and sentences, or even the choice of a single word, so that learners experience the concrete impact that different perspectives on translation exert on translation activities, and realize the dominant role of the perspective on translation in practice, and a virtuous circle will be stimulated.

(3) The third step is to monitor the translation, regulate if necessary—when the strategies fail to help or achieve the goal in certain aspect; and evaluate and reflect on the translation product in accordance with the social, cultural, historic contexts.

**Phase Three: Apply metacognitive regulation with translation journal after class.** The introduction of translation journal after translation completed.

(1) Teachers are supposed to guide students to realize the functions of translation journal—to activate students' metacognitive awareness, to make use of and optimize the metacognitive knowledge, select the effective strategies, monitor, regulate, evaluate, and reflect on the performance, to develop an effective reflection on the translation process.

(2) Furthermore, teachers could integrate monitoring and reflection into credited course work at the beginning to facilitate developing students' metacognitive regulation.

The weekly translation journal we adopt is to record the complete thinking process, which includes not only the product, the strategies employed, but also why these strategies, structures, words are employed, which involves the analysis and interpretation of the essential problems in translation—the essence of translation, the features of translation, Consequently, the perspective on translation is updated, developed, and broadened.

**Thirdly, the Introduction of Articles from Journals**

The introduction of journal articles, firstly, makes up the defect of textbooks not being updated timely; and offers translation scholars' developing discussions on translation from various perspectives in different periods, which inspires learners thinking and analysis on the relevant issues and factors. Secondly, the introductions of

journal articles stimulate and inspire learners' elaborate and profound discussion on the essence and features of translation. In the process of discussion, we develop different perspectives or even fierce debates; however, we do not need to reach an agreement at once, but to encourage learners to do the relevant research, develop their analysis, continue the discussions, and deepen the understanding of translation essence and features, to broaden their minds, to analyze the essential translation issues and problems. Moreover, the role of teachers in the process is of great significance—teachers are encouraged to apply the Socratic questioning method and learner-oriented principle to stimulate learners to develop in-depth discussions and interpretations with analogies, examples, and other forms.

For instance, we introduce *Beyond Text, Beyond Translation—Discussions on Present Translation and Translation Studies*, which arouses learners' great enthusiasm to develop in-depth reflections and discussions on the text, purpose, and criteria of translation. As a result, by the end of the semester, 90% students mentioned the impact of the article for them to develop their understanding of translation. Teachers are encouraged to introduce appropriate journal articles in accordance with learners' proficiencies and competence, and stimulate their initiative to do further researches to develop a rational, developing, multi-dimensional view on translation with broad and profound vision.

Translation history, translation brief, updated views from journal articles, reflection and practice run through the learning process. Journal articles are introduced according to learners' proficiency, time, and energy, which stimulates them to explore and expand by themselves after class, but the updated views on translation are reflected in the learning and teaching process. HBARP model combines translation history with constantly updated journal articles, integrates translation brief with reflection and practice, and employs both the top-down and bottom-up methods to highlight the historical, social, cultural, and contextual features of translation, so that the communicative purpose and constructive power of translation could be achieved.

With the profound interpretation on the multi-dimensional developing perspective, learners would develop their perspective on translation from a strategic perspective, realizing that translation plays a vital role in human culture and civilization development; translation is one of the most important activities to promote the development of cultures and maintain the diversity of cultures; in this perspective, the sense of responsibility will be stimulated and the sense of calling will be aroused in translators, interpreters, scholars, and educators in translation.

## Conclusion

The overlook of the cultivation of learners' perspective on translation is one of the essential reasons that we fail to enhance learners' translation competence effectively and efficiently. While introducing translation techniques, the significance of the interpretation and value of translation could not be overlooked; while promoting the learners' translation competence, the cultivation of learners' developing multi-dimensional perspective on translation could not be ignored. With the development of translation forms and connotations, we are supposed to face the translation issues in the social, cultural, communicative context, so as to interpret translation essence and features, to highlight the intercultural communicative significance in a profound and broad circumstance with a historical vision.

The application of HBARP model facilitates us to guide learners to explore the essence and features of translation, to develop the interpretation of translation comprehensively, so as to arouse learners' sense of responsibility in translation, to deepen the analysis in translation theories, and to enhance the translation

competence. The application of HBARP model inspires learners to explore and interpret translation in specific social, cultural, and communicative context, to promote the learners' translation competence to advance the development of human civilization, to protect the diverse cultures, to build the future-shared community of human kind. The application of HBARP model boosts the interaction between theories and practice in translation.

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