

Research on the Interactive Translation Teaching Model of College English from the Perspective of the Constructivism Theory

Kexin Yu*, Jincheng Ni

College of Foreign Languages, University of Shanghai for Science and Technology, Shanghai, China

* Corresponding author: Kexin Yu (Email: 1751874179@qq.com)

Abstract: The purpose of this study is to explore the interactive translation teaching model and its usage. The constructivist learning theory emphasizes that learners construct knowledge models and strategies through active participation and collaboration in social and cultural interactions. In this study, scale surveys and interviews were used to examine the meaning and use of the Interactive Translation Teaching Model (ITTM) among the college students. Scale surveys were used to assess students' attitudes towards the interactive teaching model and the degree of its usage, while interviews were used to explore students' perception of related teaching models. It is found in this study that the interactive translation teaching model plays an important role in improving college students' English translation competence, and students show positive attitudes towards this student-centered teaching method, which emphasizes interaction and collaboration, and believe that it helps to improve translation skills and stimulate interest in English translation learning. In addition, the study points out that teachers should flexibly combine the traditional and modern teaching methods to meet students' individual learning needs, thus enhance the teaching effects of English translation competence.

Keywords: College English Translation, The Constructivist Theory, The Interactive Translation Teaching Model.

1. Introduction

Ren (2013) established a project-based translation competence training curriculum model guided by constructivism, emphasizing the importance of both translation skills and the application of information technology in translation teaching. Wu (2019) believes that the generation of learners' knowledge and experience is a constructive process of understanding, which is often completed in social and cultural interactions, highlighting the learners' initiative and focusing on developing their cognitive abilities. Dong (2018) believes that the process of college English teaching should be guided by teachers to enable students to carry out effective practical training and improve their English expression ability. Zhang (2024) pointed out that the exchange and interaction between teachers and students promote the smooth progress of students' knowledge construction, emphasizing the huge role of bilingual comparative research learning in cultivating students' language transcoding ability. Modern educational concepts should shape students as the main body of teaching activities, with teachers as the leading role, cultivating students' innovative abilities and comprehensive qualities, which is the new educational model advocated by higher education in the 21st century. Constructivist theory, while highlighting the active position of learners in the learning process, also emphasizes the leading role of teachers and the cooperation among learners. Therefore, constructivist theory has a strong reference for the research of college English teaching in China, especially the cultivation of applied talents.

2. Literature Review

2.1. Constructivist Theory

In the field of education, constructivism has become the

prevailing learning theory today. The application of constructivist learning theory helps learners to better understand and apply knowledge, effectively enrich personalized knowledge, and enhance learners' practical abilities. Therefore, English translation teachers should strive to create certain translation situations for students [2], enabling them to consciously accumulate knowledge and experience, collaborate with each other, and flexibly use the learned language and cultural knowledge to actively complete the meaning construction process (Tian, 2005).

Translation is a language transformation activity that conveys language information and expresses linguistic and cultural differences in the process of transformation, enabling readers of the translation to understand and comprehend. Translation is also a creative artistic activity. Constructivist learning theory advocates learning centered on students under teacher guidance; the constructivist learning environment includes four major elements: context, collaboration, conversation, and meaning construction (He, 1997). Teachers should create ideal learning situations for students, stimulate students' reasoning, analysis, discernment, and other higher-level thinking activities, while providing students with abundant information resources, tools for processing information, appropriate help and support, to promote their own meaning construction and problem-solving (Chen, 2019).

Constructivism can be traced back to the 1980s. Since the 1990s, constructivist learning theory has rapidly developed based on the educational psychology theories of Swiss psychologist Piaget and Soviet psychologist Vygotsky. Piaget believed that cognition is an active construction based on the subject's existing knowledge and experience. The process by which children acquire knowledge and moral values is not a direct internalization of knowledge but a connection between new knowledge and existing knowledge, constructing knowledge through internal creation and coordination.

Education needs to build a positive and active learning environment to promote students' internal active and constructive process (Chen, 2019). Constructivist learning theory emphasizes three aspects: (1) student-centered, where students are the active constructors of knowledge meaning, and teachers only help and promote students' meaning construction; (2) emphasis on the design of the learning environment, where the learning environment is a place for students to carry out "discovery" and "exploration" learning. In this learning environment, students can make full use of various learning tools and information resources to achieve the expected learning objectives; (3) emphasis on the important role of context in meaning construction, where learners use their existing cognitive structure and related experiences in actual situations to absorb the new knowledge they have learned (Qin, 2012).

Constructivist learning theory believes that learners, with the help of others (teachers and learning partners) in certain situations, through mutual communication and exchange, discussion, and collaborative task completion, solve problems together, and thus better understand and learn English. Students are the center of the entire teaching activity, and teachers are assistants, guides, and classroom observers in the learning process. In the cooperative learning teaching model, the main responsibilities of teachers include topic selection, task design, stimulating learning interest, providing guidance, help, and feedback for learners, and encouraging students' independent cooperative learning to ensure efficient learning. The whole process includes a series of steps such as teaching design, teaching practice, teaching analysis, and re-teaching. Under the organization and coordination of the group leader, group members, after teaching design, mutual class observation, and post-class analysis, can receive different treatment methods for teaching materials and different teaching styles, and compare them with their own design, to realize their own shortcomings and continuously correct and improve. Teachers provide constructive feedback on student performance, which is conducive to improving students' understanding of teaching materials, mastery of language knowledge points, and language application, enabling students to put the theory they have learned into practice and achieve language meaning construction (Feng, 2011).

According to constructivist theory, the generation of learners' knowledge and experience is a process of constructive understanding, which is often completed in social and cultural interactions, emphasizing the learners' initiative and focusing on developing their cognitive abilities (Wu, 2019). Constructivism believes that knowledge is not an objective existence but a subjective feeling of people, which is gradually constructed by learners with their own experience (William, 2000). Since the 1990s, constructivist learning theory has rapidly developed on the basis of the educational psychology theories of Swiss psychologist Piaget and Soviet psychologist Vygotsky. Piaget believed that cognition is an active construction based on the subject's existing knowledge and experience. The process by which children acquire knowledge and moral values is not a direct internalization of knowledge but a connection between new knowledge and existing knowledge, constructing knowledge through internal creation and coordination. Education needs to build a positive and active learning environment to promote students' internal active and constructive process (Chen et al., 2019). Constructivist learning theory emphasizes three aspects: (1) student-centered, where students are the active constructors

of knowledge meaning, and teachers only help and promote students' meaning construction; (2) emphasis on the design of the learning environment, where the learning environment is a place for students to carry out "discovery" and "exploration" learning. In this learning environment, students can make full use of various learning tools and information resources to achieve the expected learning objectives; (3) emphasis on the important role of context in meaning construction, where learners use their existing cognitive structure and related experiences in actual situations to absorb the new knowledge they have learned (Qin, 2012).

2.2. Previous Research on Translation Practice Guided by the Constructivist Theory

The Constructivist theory believes that each learner, based on their own existing experience system, recognizes, encodes, and processes new information to construct their own understanding. At the same time, the existing knowledge is adjusted and changed due to the intervention of new experiences. In addition, learners are active constructors of meaning, requiring learners to actively use exploration and discovery methods to construct the meaning of knowledge. In the learning of English translation, students need to continuously activate their original language knowledge and experiential knowledge, carry out bold and diverse translations, and discuss with classmates in groups. In the discussion, they correct their own ideas, reconsider and synthesize various factors before and after the sentence that can affect the translation, and make new assumptions and explorations. When they find their own inferences are correct, students' confidence is greatly enhanced, and their enthusiasm for learning is mobilized. In addition, students think through their own heads, discover meaning, and naturally acquire the ability to translate appropriately in appropriate situations through multiple observations and discussions, that is, they have obtained communicative ability and achieved good meaning construction. Constructivist theory believes that teachers are an important link in the entire education chain, and teachers are the organizers, guides, helpers, and promoters of students' learning activities. Teachers should use situations, collaboration, conversations, etc., to give full play to students' initiative, enthusiasm, and innovative spirit, and ultimately achieve the purpose of enabling students to effectively construct the meaning of the current knowledge learned (Zhao, 2024).

Constructivism emphasizes the initiative of learning, and it is meaningful for students to actively construct information; it emphasizes social interaction, learning through the cooperation and mutual assistance of the learning community; it emphasizes situationality, knowledge exists in specific, situational, and perceptible activities. In addition to honing translation skills, students should do two things. First, in the translation process, they should consult dictionaries more to fully recognize the importance of dictionaries for language learning. First, when encountering new words or ambiguous words that are difficult to understand, use the dictionary for help. For example, "date" and "appointment" both have the meaning of making an appointment to meet, but they have obvious differences in usage. "Date" usually refers to a date between men and women and is often used between lovers; "appointment" is mainly used in work or business environments, referring to a meeting arranged with someone or an organization, which is usually formal or for a specific purpose. Second, consulting a dictionary helps with the

learning and application of familiar words with new meanings. For example, "fashion" is often used as a noun, indicating style or fashion, but its meaning in the following sentence is unfamiliar to us: Arizona had attempted to fashion state policies that ran parallel to the existing federal ones. Here, "fashion" is used as a verb, meaning "to formulate or shape." Second, students should cooperate and interact with each other, learning and progressing together. Students, in their own unique ways, create a good atmosphere for learning English through mutual learning and helping each other, promoting the construction of knowledge. In translation teaching, teachers can divide students into several groups for translation, reading, vocabulary, and culture, and each student can voluntarily join a group, participating in group discussions and submitting homework every week, which can come from teachers or group-defined tasks. By sharing views, students can stimulate their creativity. Mutual support and encouragement among group members can improve their communication and cooperation skills, and better adapt to social environments and team work needs, which is crucial for future career development (Han, 2024).

Teachers have changed from mainly teaching knowledge to mainly guiding and assisting students' learning, from the protagonist on the stage to the director behind the scenes, becoming helpers and guides for students in constructing meaning (He, 2003). Teachers should stimulate the internal learning motivation of learners, adopt appropriate learning strategies, guide learners to self-monitor their learning, teach learners to use social and material resources, and promote learners' independent learning and meaning construction. For English-Chinese translation teaching, teachers should be good at guiding and helping students deepen their understanding of learning materials and construct new knowledge and meaning, stimulate students to further complete the autonomous learning of the same type of learning content and choose content that suits personal interests for extended learning. Teachers should pay attention to refining learning content on the basis of existing teaching materials, guide students to do autonomous learning before class, such as setting tasks for students to master related vocabulary, paragraphs, and the general idea of the teaching materials, setting tasks for the query, analysis, and sentence pattern organization of similar words, synonyms, and root words, and setting paragraph detail understanding and targeted questions to guide students to think independently. Teachers should use the limited time in the classroom for question-and-answer explanations, strengthen students' evaluation feedback, enhance students' confidence and enthusiasm, and carry out extended knowledge explanations. After class, teachers can set up consolidated exercises and extended reading from vocabulary to sentences to paragraphs to chapters, and select materials such as Chinese poetry, prose, famous speeches, important speeches by national leaders, classic famous sentences and articles, English songs, movie quotes, and English public account posts for students with different knowledge levels, guiding students to feel the charm of English expression while further deepening their understanding of the profoundness of Chinese and improving cultural confidence. Chinese-English translation is a relatively weak link in students' learning. Teachers should be good at guiding and helping students improve their existing knowledge and experience, adjust their learning attitude, and learn appropriate learning strategies to complete the construction of knowledge meaning. On the basis of the

original teaching model, the teachers should pay attention to the selection and use of translation materials. Teachers can select materials that include rich grammatical knowledge, translation skills and strategies, and strong knowledge transferability for classroom analysis and explanation. In addition, teachers should guide students to review and consolidate existing language knowledge, expand on common translation skills and strategies, and require students to complete similar material after-class extended exercises, and construct knowledge independently. At the same time, teachers need to guide students to recognize that independent learning is a long-term, dynamic process, rather than a static, once-and-for-all process after achieving the goal, and cultivate students' awareness and ability for independent learning (Shen, 2023).

2.3. Previous Researches on Translation Teaching Models

Re-determine the role positioning and design "scaffolding" questions according to the "zone of proximal development". It is indeed necessary for teachers to first change their personal teaching thinking and viewpoints and re-determine their own role positioning when applying course interaction theory and related teaching models to college English translation course teaching. Teachers need to have sufficient communication and exchange with students before class to understand their learning foundation, learning expectations, and interests and hobbies. This can help teachers better understand students and provide personalized teaching for them. First, teachers need to fully understand and grasp the actual situation of students, and implement and carry out the communication and exchange between teachers and students before class. Teachers need to arrange pre-study content for students before class to guide them to learn independently. The pre-study content can include reading related literature, collecting materials, thinking about problems, etc. Before explaining new knowledge, teachers need to design corresponding "scaffolding" questions for students to think deeply. These questions can help students establish their understanding and cognition of new knowledge. Teachers need to propose personalized "scaffolding" questions according to the students' "zone of proximal development". This can help students better understand and master new knowledge while also stimulating their learning interest and motivation (Huang, 2024).

In the process of English translation teaching, using interactive teaching models, teachers need to continuously inspire the potential of students, promote the creativity of classroom learning, and ensure that the ultimate teaching goals are achieved through students' empathetic experience. Therefore, teaching that follows the students' cognition and gradually improves is needed, and good guidance for students is achieved by focusing on different key points and difficulties in the translation process. For example, in the early stage of knowledge imparting and education, students' language expression ability can be trained through group discussions and student representative speeches. Subsequently, simulation can enrich the teaching form, encourage students to actively participate, and flexibly use translation skills. In the process of imparting translation knowledge, bilingual transformation skills should be realized according to the students' own learning rules. In each communication and interaction process, new requirements can be put forward for students to ensure that their knowledge

foundation is well consolidated (Chen & Xu 2022). Whether it is promoting the world to Chinese excellent culture or promoting high-level opening up, the power of translation is indispensable, especially the cultivation of high-level and high-quality translation talents. Colleges and universities need to improve the quality of translation teaching in aspects such as paying attention to translation teaching, setting up translation courses to cultivate high-level professionals, compiling translation teaching materials, and improving teachers' translation teaching ability (Mu, 1991).

The interactive translation teaching model is proposed to improve the learners' participation, translation interest, and learning ability. Because the traditional translation teaching model cannot fully meet the requirements of the translation major (Kiary, 2000). Many researchers (Rivers, 1987; Hall, 2009; Feng, 2001; Xu, 2003; Yin, 2006; Wu, 2007; Ye, 2007; Chen, 2007; Zhu, 2011; Lu, 2011) have explored this model from different perspectives. Translation is an interactive process, and the teacher is the facilitator of the learning process. This is a shift from teacher-centered to learner-centered. Learners engage in translation practice through interaction and cooperation with partners, teachers, materials, and the internet. The interactive teaching model can effectively realize the personal value of learners, stimulate their interest, cultivate their ability to discover and solve problems, develop a habit of reflective learning, and ultimately cultivate the ability for lifelong learning.

3. Research Design

3.1. Research Content and Subjects

This study aims to explore the interactive translation teaching model constructed under the guidance of constructivist theory and its application effectiveness in the translation level of vocational college students' English learning. The survey participants are vocational college students, divided into two groups: one for English majors and the other for non-English majors.

3.2. Research Methods

This study adopts a mixed method for survey research, combining questionnaire surveys and interviews to evaluate the effectiveness of the interactive translation teaching model for vocational college students' English translation under the perspective of constructivist theory. Quantitative Research - Questionnaire Survey: A questionnaire is designed to investigate students' agreement with statements about the interactive teaching model and their self-assessment of translation skill improvement methods. The questionnaire will be distributed to vocational college students majoring in English. It can be distributed through online survey tools, email, social media, or in paper form, with a set deadline for collection. Finally, SPSS will be used to analyze the questionnaire data, including descriptive statistics and Z-test analysis, to determine the impact of the interactive teaching model on students' translation abilities.

3.2.1. Questionnaire Survey

The questionnaire survey aims to assess vocational college students' experience and opinions on the interactive teaching model guided by constructivist theory. This questionnaire will include multiple dimensions, such as awareness, participation, satisfaction with the teaching model, and self-assessment of learning outcomes. The questionnaire will use a 5-point Likert scale, ranging from 1 (disagree) to 5 (agree), allowing

students to express their level of agreement with each statement. The questionnaire design will be based on previous research and theoretical frameworks to ensure the validity and reliability of its content. The questionnaire will be distributed through online survey tools for easy data collection and organization. The collected data will be analyzed using statistical software, including descriptive statistical analysis and Z-test analysis, to study the impact of the interactive teaching model on students' translation abilities. This questionnaire survey examines the effectiveness of the interactive translation teaching model in vocational college students' English learning to facilitate the development of more suitable teaching methods for vocational college students.

In the questionnaire survey, we will pay special attention to students' adaptability to the teaching model, interactivity, and contributions to the improvement of translation skills. For example, the questionnaire will ask whether students believe that the interactive teaching model helps them better understand translation theory and whether it has improved their translation practice abilities. In addition, the questionnaire will assess students' satisfaction with teaching materials and their views on the role of teachers and teaching methods.

3.2.2. Interviews

Interviews will serve as a supplement to the questionnaire survey, aiming to explore students' personal opinions and experiences in depth. A certain number of students will be selected for in-depth interviews based on their questionnaire scores, background diversity, and representativeness. Interviews will be semi-structured, including open-ended questions, allowing students to freely express their views and feelings about the interactive teaching model. Interviews can be conducted face-to-face or via video conference to ensure a quiet, private environment where students feel comfortable. Interviews will be recorded and transcribed verbatim, then content analysis will be used to identify themes and patterns to complement and deepen the results of the questionnaire survey.

A certain number of students will be selected for individual or group interviews from the participants of the questionnaire survey. Interviews will be conducted face-to-face or via video conference and recorded for subsequent analysis. The interview recordings will be transcribed verbatim, and then content analysis will be used to identify themes and patterns to complement and deepen the results of the questionnaire survey.

In the interviews, we will explore students' in-depth views on key themes identified in the questionnaire survey. For example, if the questionnaire survey shows that students are particularly interested in a certain teaching activity, the interview will explore the reasons and motivations behind this interest. Similarly, if the questionnaire survey shows that some students have reservations about certain aspects of the teaching model, the interview will delve into the reasons for these views and explore possible solutions.

3.3. Reliability and Validity Analysis

This study uses Cronbach's alpha coefficient to assess the reliability of the collected data. The reliability coefficient is calculated using Cronbach's alpha formula. If the reliability coefficient is greater than 0.7, the research data is considered acceptable. After analysis and testing with SPSS 25.0, the Cronbach's alpha coefficient of the questionnaire survey is

0.784, indicating excellent reliability. The 20 survey items in this study are divided into three dimensions. To assess validity, exploratory factor analysis was conducted on the research data. The analysis showed that the 20 survey items have a strong correspondence with the three dimensions,

consistent with the research expectations. In addition, the calculated KMO value is 0.784, exceeding the critical value of 0.6, indicating that the data of this study has high structural validity.

Table 1. Traditional Translation Teaching Model

Number	Statements	Mean	SD	R1 vs R2	Z-Value
2	When studying English translation, I often make expanding my vocabulary an important learning goal.	3.96	1.191	0.93 vs 0.11	7.44
3	I often use vocabulary memorization techniques, such as association or root word affixes, to expand my English translation vocabulary.	3.88	1.251	0.69 vs 0.15	9.31
4	I believe that knowledge of grammar is vital to understanding and translating English sentences.	3.93	1.194	0.71 vs 0.08	8.09
5	I prefer to improve my translation skills by memorizing classic translation texts.	2.63	1.648	0.71 vs 0.08	-2.89

The first three questions in Table 1 are primarily intended to assess students' perceptions and understanding of the traditional translation teaching model. In the question "When learning English translation, I often regard expanding my vocabulary as an important learning goal," it is indicated that when learning English translation, students often regard expanding their vocabulary as an important learning goal. The mean is 3.96, and the standard deviation is 1.191, indicating that most students agree with this goal, but there is some variation in the degree of agreement. The Z-value of 7.44 indicates that the proportion of students choosing R1 (which may represent a higher degree of agreement) is significantly higher than the proportion of students choosing R2 (which may represent a lower degree of agreement).

In the question "I often use vocabulary memorization techniques, such as associative methods or root affix methods, to expand my English translation vocabulary," The students often use vocabulary memorization techniques to expand their English translation vocabulary. The mean is 3.88, and the standard deviation is 1.251, indicating that students generally agree on the importance of using memorization techniques, but there is also variation in the degree of agreement. The Z-value of 9.31 is a very high value, indicating that most students tend to use memorization techniques.

In the question "I believe that grammatical knowledge is crucial for understanding and translating English sentences," it has been found that grammatical knowledge is crucial for understanding and translating English sentences. The mean is

3.93, and the standard deviation is 1.194, indicating that most students believe that grammatical knowledge is important. The Z-value of 7.59 indicates that the proportion of students who agree with this view is very high.

In the question "I prefer to improve my translation skills by reciting classic translation texts," we already know that the Z-value is -2.8856. This negative Z-value indicates that the observed proportion (39.6% choosing "agree") is lower than the assumed 50%. The absolute value of the Z-value is greater than 1.96, indicating that there is a significant difference between the observed proportion and the assumed 50%, and we can reject the hypothesis at a 95% confidence level, believing that not half of the students tend to improve their translation skills by reciting classic translation texts.

This analysis indicates that compared to random selection (50%), fewer students believe that reciting classic translation texts is an effective method to improve translation skills. This may mean that most students may think there are other methods more effective than reciting classic translation texts, or they may think that recitation is not the best way to improve translation skills.

From these data, most students believe that expanding vocabulary and using memorization techniques are important for translation learning, and they believe that grammatical knowledge is crucial for translation. However, in comparison, fewer students believe that reciting translation texts is an effective learning strategy. These results may guide the selection of teaching methods and curriculum design.

Table 2. Constructivism Theory and English Translation

Number	Statements	Mean	SD	R1 vs R2	Z-Value
6	I believe that constructivist theory can guide my active exploration and meaning construction effects when learning English translation.	3.76	1.242	0.36 vs 0.14	5.97
7	I have some knowledge about the application of constructivist theory in teaching English translation.	3.36	1.540	0.56 vs 0.23	3.08
8	I believe that constructivist theory, with its emphasis on learner initiative, has had a positive impact on my translation learning.	3.85	1.144	0.66 vs 0.11	5.02
9	I think constructing knowledge through socio-cultural interactions is very useful for translation learning.	3.73	1.104	0.64 vs 0.15	4.52

Table 2 reflects some views of students on the role of constructivism theory in English translation learning.

Regarding question 6, students have mixed opinions. The average score of 3.76 shows that everyone generally thinks that constructivism theory is quite helpful in guiding the

exploration and construction of meaning in translation learning. However, the standard deviation of 1.242 also tells us that students' views vary greatly. Especially, when we see the proportion of R1 and R2 as 0.36 vs 0.14, we find that a clear portion of students strongly agree with this view, while

another portion of students are not so convinced. The Z-value of 5.97 further highlights this significant difference.

The situation for question 7 is also quite interesting. Its average score is 3.36, indicating that students' understanding of the application of constructivism theory in teaching is uneven. The standard deviation of 1.540 is the highest among the four items, showing that students' opinions are very dispersed. The proportion of R1 and R2, 0.56 vs 0.23, tells us that although the number of people who agree is more than those who disagree, there are also quite a few students who are not very clear about or do not agree with this. The Z-value of 3.08 indicates that this difference is worth noting.

Question 8 received the highest average score of 3.85, reflecting that most students agree that the initiative emphasized by constructivism theory has a positive effect on their translation learning. The standard deviation of 1.144 indicates that although everyone generally agrees, there are still some differences in views. The proportion of R1 and R2, 0.66 vs 0.11, shows that the vast majority of students stand on

the side of agreement. The Z-value of 5.02 further confirms this overwhelming view.

Finally, the average score for question 9 is 3.73, also showing that students generally believe that building knowledge through social and cultural interaction is useful for translation learning. The standard deviation of 1.104 indicates that students' views are relatively dispersed, and the proportion of R1 and R2, 0.64 vs 0.15, indicates that the number of people who agree is much greater than those who disagree. The Z-value of 4.52 also shows a significant difference between agreement and disagreement.

Overall, these data reveal students' complex feelings about constructivism theory and its application in English translation learning. Although most students recognize the potential value of these theories, some students have reservations about them. These findings are a valuable reference for educators, helping them better understand students' needs and adjust teaching strategies to improve teaching effectiveness.

Table 3. Interactive Translation Teaching Model

Number	Statements	Mean	SD	R1 vs R2	Z-Value
10	It is beneficial to improve English translation skills through group discussion and class discussion in English translation class.	3.78	1.137	0.66vs0.13	4.88
11	The frequent use of multimedia translation tools in English translation learning is conducive to improving the effectiveness of translation learning.	3.81	1.146	0.65vs0.15	7.97
12	Regular interaction with the teacher or others inside and outside the English translation classroom is conducive to improving translation skills.	3.98	.916	0.63vs0.07	6.11
13	I believe that participating in interactive translation teaching activities can stimulate my interest and increase my motivation to learn.	3.79	1.098	0.64vs0.14	5.22
14	I consider the feedback provided by my teachers to be very important in improving my English translation skills.	3.81	1.074	0.67vs0.15	8.97
15	The interactive translation teaching mode is conducive to improving my English translation ability.	3.82	.984	0.72vs0.11	11.31
16	With the help of interactive translation teaching mode, I can more effectively communicate with my classmates to learn translation and improve translation strategies, thus effectively improving my English translation and reading ability.	3.90	.975	0.73vs0.10	11.87
17	I have experienced more opportunities for self-directed translation learning in interactive translation instruction, which has helped me to explore translation issues in depth according to my personal interests and needs.	3.80	1.149	0.68vs0.17	8.61

Table 3 reveals students' genuine feelings about the interactive translation teaching model. Looking at question 10, students generally believe that group discussions and classroom discussions are quite helpful in improving English translation abilities, with an average score of 3.78. This score is quite good, but the standard deviation of 1.137 tells us that students' views are somewhat divided. The proportion of R1 to R2, 0.66 vs 0.13, shows that most students tend to agree with this point, and the Z-value of 4.88 further confirms this agreement's significance.

Question 11 talks about multimedia translation tools, and students' response is enthusiastic, with an average score of 3.81, and the Z-value of 7.97 is the highest in the table, indicating that everyone generally believes these tools are very beneficial for improving translation learning outcomes. The proportion of R1 to R2, 0.65 vs 0.15, also highlights this point.

When it comes to question 12, students believe that interacting with teachers or others inside and outside the English translation classroom is very helpful for improving translation skills, with an average score of 3.98, which is quite high. The standard deviation of 0.916 is relatively concentrated, the proportion of R1 to R2, 0.63 vs 0.07, along with the Z-value of 6.11, all indicate the students' strong

agreement with this view.

Questions 13 and 14 both involve teaching interaction and teacher feedback, and students believe these are very important for improving translation skills. The average scores are 3.79 and 3.81, respectively, and the Z-values are 5.22 and 8.97, respectively, both showing significant agreement.

Questions 15 and 16 emphasize the benefits of the interactive teaching model, and students believe that this model not only improves their translation abilities but also helps them communicate more effectively with classmates and refine translation strategies. The average scores of 3.82 and 3.90, along with the Z-values of 11.31 and 11.87, both illustrate this point.

Finally, question 17 describes the opportunities for independent learning in the interactive teaching, and students feel that this helps them explore translation issues in depth according to their personal interests and needs, with an average score of 3.80 and a Z-value of 8.61, the agreement is also very high.

Overall, students generally believe that the interactive translation teaching model can stimulate learning interest, provide personalized learning experiences, and significantly improve translation abilities. These findings are a valuable reference for educators and can help them better design

teaching activities to meet students' learning needs.

Table 4. Translation Learning and Teaching Preferences Survey

Number	Statements	Mean	SD	R1 vs R2	Z-Value
18	I consider myself to be a strong translator in English and do not need a translation model to guide me.	2.36	1.689	0.23vs0.22	0.15
19	I think the teacher's classroom guidance has helped me a lot in my translation studies.	3.74	1.128	0.63vs0.14	8.43
20	I suggest adding more translation case studies to the teaching of English translation.	3.88	1.061	0.72vs0.10	11.62
21	I believe that exposure to texts from a variety of different cultural backgrounds in translation studies is very important for improving translation skills.	3.94	1,71	0.71vs0.10	11.75

The data in Table 4 shows students' attitudes and feelings towards several key teaching methods. Question 18 is a bit surprising; students are quite confident in their English translation abilities and believe they don't need guidance from translation models. The average score of 2.36 implies this, but the Z-value of 0.15 indicates that the number of students who agree and disagree is about the same, meaning that students have not reached a consensus on this point.

Question 19 shows the positive role of teacher classroom guidance, and students generally believe that it is very helpful for their translation learning. The average score of 3.74, plus the Z-value of 8.43, indicates that most students agree that the teacher's guidance is crucial for improving translation skills.

Question 20 puts forward a specific suggestion, that is, to increase more translation case analysis in English translation teaching. Students are enthusiastic about this, with an average score of 3.88, and the Z-value of 11.62 highlights this point. The proportion of R1 to R2, 0.72 vs 0.10, shows that the vast majority of students support this proposal.

Question 21 emphasizes the importance of cultural diversity in translation learning. Students believe that exposure to texts from various cultural backgrounds is key to improving translation skills, with an average score of 3.94, a Z-value of 11.75, and the proportion of R1 to R2, 0.71 vs 0.10, all showing students' strong agreement with this view.

Overall, students generally appreciate the diversity of teaching content and the guidance provided by teachers, particularly in the areas of case analysis and the study of cross-cultural texts. They show a strong interest in improving translation skills and deepening cultural understanding. These data provide valuable insights for educators to adjust and optimize teaching methods to better meet students' learning needs and expectations.

4. Interviews

When exploring the impact of traditional and interactive translation teaching models on students' English translation abilities, this study conducted an in-depth analysis by distributing 20 questionnaires to some students who participated in the questionnaire survey and collected 15 valid questionnaires. The results show that students generally face challenges such as vocabulary barriers, complex grammar and sentence structures, and a lack of cultural background in English translation learning. To overcome these difficulties, students actively adopt strategies such as consulting dictionaries, analyzing practices, and supplementing knowledge.

Regarding the traditional translation teaching model, students have mixed opinions. Supporters believe that it builds a solid translation foundation for students through systematic lectures and extensive exercises; while opponents point out that this model may limit students' creativity and

personalized expression, and there is insufficient classroom interaction. In contrast, the interactive translation teaching model, with its advantages of encouraging student communication and cooperation, providing immediate feedback and diverse evaluation, has won the favor of most students. This model not only improves students' translation abilities but also enhances their learning interest and motivation, and promotes the development of critical thinking and innovation abilities.

However, it is worth noting that the implementation of the interactive teaching model sets higher requirements for teachers, including teaching design, organizational skills, and resource preparation. In addition, some students may need time to adapt to this new teaching model. Despite this, from the perspective of improving students' comprehensive translation abilities, the interactive teaching model shows greater potential and advantages than the traditional model.

In summary, both traditional and interactive translation teaching models have their advantages and disadvantages, but in the current educational environment, the interactive model is more likely to effectively improve learners' English translation abilities through its interactivity, personalization, and comprehensive ability training. Therefore, in teaching practice, teachers should flexibly combine the two models and develop more scientific and reasonable teaching plans according to the actual situation and needs of students.

5. Conclusion

In this study, we meticulously crafted and distributed 102 questionnaires, successfully gathering 101 valid responses, which translates to a high recovery rate of 99%. This achievement laid a solid foundation for thorough analysis. Through comprehensive and meticulous descriptive and inferential statistical analysis of the collected data, we have a deeper and more comprehensive understanding of the students' concepts in English translation learning and their preferences for teaching models. In terms of analysis methods, we not only calculated the average of each question but also conducted a comprehensive analysis.

The study results show that most students highly value the expansion of vocabulary and the application of memory skills, and they generally believe that grammatical knowledge plays a crucial role in the translation process. However, for the traditional method of improving translation skills by reciting classic texts, students' support is relatively low, which suggests that we may need to find more efficient and popular strategies in English translation teaching.

In terms of the application of constructivist theory, students generally have a positive attitude, believing that the theory can promote their active exploration and meaning construction in the translation learning process, and has a positive impact on improving translation abilities. Although

there are differences in students' understanding of the theory, most people agree with its application value in teaching practice, which provides strong support for us to integrate constructivist concepts into teaching.

In addition, the interactive translation teaching model has also been widely recognized and highly evaluated by students. Group discussions, flexible use of multimedia tools, active interaction with teachers and peers, and the importance of teacher feedback are all regarded by students as key factors in improving translation abilities and stimulating learning interest. These activities not only help to improve students' translation skills but also significantly enhance their motivation and participation.

It is worth mentioning that students also actively put forward valuable opinions and suggestions on teaching methods in the questionnaire. They generally believe that teaching methods should pay more attention to practice and application, and exercise their translation abilities by simulating real translation tasks. At the same time, students also hope that teachers can introduce more case analysis, help them understand the essence and skills of translation more deeply through the interpretation and discussion of classic translation works.

In addition, students also suggest increasing interactive teaching sections, such as role-playing and group discussions, to improve classroom activity and participation. They believe that such teaching methods can not only stimulate their learning interest but also cultivate team collaboration and communication skills, laying a solid foundation for future career development.

Finally, students also show a strong desire for independent learning opportunities and unanimously believe that exposure to and analysis of texts from different cultural backgrounds are crucial for improving translation skills. This finding emphasizes the importance of strengthening cross-cultural text analysis in teaching and encouraging students to explore independently.

In summary, this survey deeply reveals students' diversified and personalized needs for English translation teaching, as well as their valuable opinions and suggestions on teaching methods. As educators, we should seriously consider these needs and suggestions, continuously optimize teaching content and methods, to improve teaching effectiveness, and better meet students' learning expectations. By cleverly combining traditional and modern teaching methods, and fully utilizing constructivist and interactive teaching concepts, we can create a richer, more diverse, and effective learning environment for students, helping them make greater progress and achievements in English translation learning.

In the application of constructivist theory, students generally believe that the theory can promote active exploration and meaning construction, and have a positive impact on translation learning. Although there are differences in the level of understanding of the theory, most students agree with its application value in teaching. The interactive translation teaching model has been widely recognized by students. Group discussions, the use of multimedia tools, interaction with teachers and peers, and the importance of teacher feedback have all been highly praised. These activities not only improve students' translation abilities but also stimulate learning interest and motivation.

In summary, this survey reveals the students' diversified needs for English translation teaching. Educators should consider these needs and optimize teaching content and methods to improve teaching effectiveness and meet students' learning expectations. By combining traditional and modern teaching methods, and fully utilizing constructivist and interactive teaching concepts, we can create a richer, more diverse, and effective learning environment for students, helping them make greater progress and achievements in English translation learning.

Acknowledgments

I would like to thank my tutor and classmates for their help in completing the survey and interviews.

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