

Analysis of the Application of Case-Based Teaching Method in Translation Teaching

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Abstract: With the continuous deepening of China's opening-up policy and the increasingly close cultural exchanges among countries, the demand for translation talents has been gradually increasing during the stage of international communication. Cultivating high-quality and practical translation talents has become a key focus in the current field of education. Therefore, in translation teaching, it is necessary to pay attention to the introduction of case-based teaching methods, enhance the practical characteristics of translation activities, and adapt to the current changes in the international situation. This article mainly expounds on the advantages of the case-based teaching method in translation teaching and proposes the application direction of this teaching method in practical activities for reference by relevant personnel.

Keywords: Case-based method; Translation teaching; Intercultural communication

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1. Introduction

With the continuous advancement of the "Belt and Road" initiative, economic and cultural exchanges between China and countries around the world have become increasingly frequent, and cross-cultural communication activities are gradually increasing. Translation, as a necessary means of cultural exchange, bears the important mission of spreading traditional culture. Therefore, in the current international context, China should vigorously cultivate practical translation talents that meet the needs of the times, convey the voice of China to the world, inherit Chinese traditional culture, and comprehensively enhance the country's cultural soft power. In this regard, during the implementation stage of teaching activities, case-based teaching methods should be introduced to enhance the practicality and utility of translation work, to cope with diverse cultural exchange settings, and to achieve the widespread dissemination and development of culture.

2. Advantages of case-based teaching method

Case-based teaching method mainly uses a specific case as the basis to guide students in discussing the case content, thereby enhancing the practical nature of learning. Cases serve as the foundation for the smooth

implementation of this teaching mode. During the selection phase, adherence to principles of authenticity, typicality, and inspiration should be followed, controlling the relationship between cases and translation teaching to enhance the practical characteristics of teaching. This helps students improve their problem-solving abilities and addresses the deficiency of excessive emphasis on theoretical knowledge in traditional teaching ^[1]. The application of the case-based teaching method in translation courses mainly has the following advantages:

Firstly, it aligns with teaching objectives. In the stage of cultivating translation talents, the content of the curriculum mainly focuses on imparting basic translation knowledge and skills to students and strengthening their translation skills through extensive practice to lay a favorable foundation for subsequent work. The application of the case-based teaching method effectively enhances the practical nature of translation, helping students solve practical problems in practice activities, master proficient theoretical knowledge and translation skills, and facilitate the smooth conduct of translation work.

Secondly, it emphasizes student-centered learning. In traditional translation teaching activities, teaching is usually dominated by knowledge lectures from teachers, leading to poor learning enthusiasm and difficulty in achieving ideal teaching results. The application of the case-based teaching method mainly focuses on students' practical operation. Students can use the knowledge they have learned to solve practical problems in cases, engage in independent thinking and exploration, enhance their grasp of theoretical knowledge, and fully exert their subjective initiative to master proficient translation theories ^[2].

Thirdly, it enhances practical activities. During the implementation phase of this method, cases used are typically derived from real life, reflecting the problems encountered in actual translation work to the fullest extent, significantly increasing students' participation enthusiasm, and providing students with a good learning experience. Moreover, through case-based teaching, students can participate in the entire process of subsequent translation work, gaining a real understanding of the actual content of work positions, the implementation process of translation work, and pricing and charging situations. To further enhance students' learning experience, teachers can establish cooperative relationships with relevant external organizations to provide internship positions for students. By introducing real translation documents in the classroom, students can engage in actual translation under the guidance of teachers, continuously strengthening their translation skills and laying a favorable foundation for future employment ^[3].

3. Application direction of case-based teaching method in translation

3.1. Attention to language differences

To ensure the effectiveness of the case-based teaching method in translation teaching, it is necessary to help students fully understand the cultural differences between countries, grasp the necessary theoretical knowledge and translation skills required for case analysis, and lay a favorable foundation for subsequent practical work. This work, as the preliminary preparation stage of the teaching phase, has a significant impact on teaching effectiveness.

On the one hand, there are certain differences between countries in language expression and traditional culture. Understanding the national cultural background and traditional cultural customs is crucial for improving the accuracy of translation work and directly affects the effectiveness of cross-cultural communication. Therefore, in the actual teaching phase, a certain amount of class hours should be arranged to explain the cultural differences between the two countries, laying a favorable foundation for subsequent teaching work ^[4].

On the other hand, research on Western translation theory has been relatively early compared to China, and there are relatively more classical translation theories. However, China has also made significant achievements in translation this year. Therefore, teachers should not only introduce the classical theories of Western countries

when explaining translation theory but also pay attention to explaining traditional and modern translation theories in China. For example, in the classroom, theories and techniques proposed by many Chinese translation scholars such as Yan's "faithfulness, expressiveness, and elegance" translation theory and Xu's "three beauties" translation principles can be introduced. In classroom teaching, students should be consciously guided to increase their confidence in Chinese culture while stimulating their exploration and innovation capabilities. In actual work, they can actively think about theoretical knowledge, continuously improve the Chinese translation theory system, and promote the sustainable and healthy development of China's translation work ^[5].

3.2. Selection of appropriate cases

During the implementation phase of the case-based teaching method, the selection of cases is a key element to ensure teaching quality. After the preliminary explanation of theoretical knowledge and cultural background by the teacher, suitable cases can be chosen, and students can be guided to conduct an in-depth analysis of case content. In the process of case selection, attention should be paid to the following aspects.

Firstly, it should align with the teaching content. The selection of cases should be consistent with the course content. In the preliminary preparation stage, the teaching plan should clearly specify the theoretical knowledge involved in the course, and based on this, suitable cases should be selected to guide students in analyzing case information together. For example, in the course of teaching cross-cultural communication and translation, due to certain differences in cultures between two countries, there are differences in address terms ^[6]. Different translation strategies, such as domestication and foreignization, are usually used in the translation of address terms. During the course explanation phase, the teacher should systematically introduce the above two theories, and then provide a large number of cases for students to classify according to the above two translation theories, to help students summarize translation rules and understand the differences between domestication and foreignization translation strategies. In terms of case selection, classic cases from "Dream of the Red Chamber" can be introduced, guiding students to analyze various translation cases of address terms by numerous translation scholars, and using critical thinking to compare and analyze the translation content, proposing modifications to enhance their own translation skills ^[7].

Secondly, it should demonstrate the authority and classic nature of the case. The selected cases should be representative of a certain field, with comments from authoritative experts, and the content should involve difficult points in a certain translation field. At the same time, the case content should remain timely to help students understand the actual problems existing in current translation work and grasp mainstream translation techniques. In cross-cultural teaching courses, teachers can select classic literary works from both China and the West as cases. Such works usually include comments and analyses from numerous translation scholars, not only having strong typical characteristics but also possessing a certain authority. In terms of professionalism and timeliness, documents containing current affairs or foreign propaganda can be selected as cases. Although this type of case requires higher professionalism from translation personnel in actual application, through the analysis and study of cases, they can understand the current international dynamics promptly, enhance students' political sensitivity, and firmly establish their political stance, thus cultivating a spirit of patriotism ^[8].

Thirdly, in the case selection stage, not only should the above aspects be considered, but also the cultural differences and main translation methods reflected in the cases should be fully emphasized. During the case analysis stage, students should be guided to pay attention to the cultural differences between China and the West and translate the text materials with Western thinking. At the same time, it is necessary to establish correct cultural values, not only to respect cultural differences but also to maintain a high degree of cultural confidence ^[9]. Translation should be carried out with dialectical thinking, bravely defending the national image, and always

prioritizing national interests. For example, in the translation of “dragon”, traditional translation concepts mainly involve simple correspondence between the two. However, due to certain cultural differences in the cultural connotations of this content between the two countries, this translation method is not accurate. In recent years, some Chinese translation scholars have attempted to use transliteration for translation, improving the traditional translation model that reflects Western discourse hegemony and paying more attention to maintaining the positive image of the Chinese “dragon”. Therefore, in conducting case-based teaching, teachers should guide students to focus on unique vocabulary related to certain regional cultures, not only considering linguistic accuracy but also aligning with local cultural content.

3.3. Adjustment of course content

After the preliminary preparation work is completed, teaching activities should be formally initiated. In the teaching process, the following three aspects should be included.

Firstly, pre-class preparation. Before the course starts, teachers should distribute teaching cases to students in advance according to the formulated teaching plan. Students are required to collect relevant materials of the cases in their spare time, analyze and discuss the cases in groups, appreciate translated texts, identify translation defects, and make their own modifications. During the course implementation phase, to enhance the analysis effect of the cases, two translated texts by renowned translators can be provided for students to compare and analyze, clarifying the strengths and weaknesses of the translations. During the case assignment phase, teachers should search for a large amount of relevant case materials for students to discuss and analyze. At the same time, ensure the integrity of the cases and propose clear learning tasks and analysis content to facilitate students^[10].

Secondly, classroom discussions. After the collection of case materials, students can analyze and discuss the cases in groups, and present the results of the discussions through group presentations. Various methods such as group peer review and teacher comments can be employed to improve the efficiency of the discussion activities. During the group presentation phase, analysis should be conducted on the difficulties and main translation techniques in the translated texts, and targeted solutions should be proposed for the problems to enhance the effectiveness of the discussion activities.

Thirdly, teacher feedback. Teachers should pay attention to students’ discussion and presentation statuses at all times, guide students to compare and analyze their translations with those of renowned translators, analyze the differences between them, and identify the main reasons for the differences in translation. Teachers can provide appropriate guidance on the problems encountered by students in the translation stage, achieving effective integration of theoretical knowledge and practical skills^[11]. At the same time, attention should be paid not only to the skills and strategies in the translation stage but also to changes in students’ attitudes and values. Teachers should help students solve problems with a positive and optimistic attitude, maintain good opportunities for interactive communication, and achieve comprehensive development of translation skills, teamwork, and communication abilities.

3.4. Arrangement of case resources

The case library is crucial for implementing case teaching. During the establishment of the case library, the following aspects should be considered.

Firstly, maintaining the richness of cases. To meet the needs of translation teaching, the case library should contain abundant internal resources, covering numerous knowledge points and various fields and genres. The cases should encompass multiple domains such as business, medicine, literature, journalism, diplomacy, etc. In

conducting case teaching activities, teachers can select targeted case materials based on the textbook content to help students gain rich learning experiences during case analysis and acquire more translation skills ^[12].

Secondly, reasonable arrangement of cases. In terms of case arrangement, it is essential to maintain connectivity among different knowledge points based on students' cognitive development and the overall learning process. Different levels of difficulty should be clearly delineated to facilitate the application of cases. For example, common sense story cases can be applied in the early stages of the semester to help students transition into professional translation, and understand basic translation principles, and relevant theoretical knowledge. Social cases can be set in the early stages of the semester to help students grasp the social and cultural differences between countries and understand the social conditions of Western countries. Cases with relatively higher difficulty levels in law and business can be arranged towards the end of the semester, taking into account students' actual needs. The course proportions can be adjusted appropriately to help students enhance their practical application abilities in knowledge ^[13].

3.5. Teaching evaluation and feedback

Teaching evaluation and feedback should be conducted from both the student and teacher perspectives as the final stage. In the student evaluation stage, methods such as teacher evaluation, peer evaluation, self-evaluation, and examination results can be used. Examination results should combine final grades with stage grades, appropriately increasing the weight of students' performance in case analysis to ensure the comprehensiveness of the evaluation process and achieve accurate evaluation results. Regarding teacher evaluation, it can be reflected through student performance and teaching feedback, among other aspects ^[14]. Additionally, classic cases in case teaching should undergo repeated adjustments and applications in the course to enhance their representativeness. They should also be integrated into the case database to provide certain reference values for subsequent teaching activities. Furthermore, during the evaluation process, teachers should evaluate students from multiple perspectives, focusing on students' thinking and value orientations, and provide objective and fair evaluations. Emphasis should be placed on encouraging students to adopt critical thinking towards various matters, dare to face challenges and express their own opinions, thereby strengthening their professional qualities and laying a favorable foundation for the implementation of subsequent translation work ^[15].

4. Conclusion

In summary, case teaching primarily cultivates students' ability to think independently and solve problems by using authentic and objective case information. At the same time, it fully stimulates students' interest in learning and enhances their ability to solve problems independently. Additionally, integrating cases into teaching activities improves the traditional teaching model dominated by theoretical knowledge explanation in translation, enhances the practicality of translation teaching, strengthens students' practical skills, and provides favorable conditions for the subsequent development of translation work.

Disclosure statement

The author declares no conflict of interest.

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