

Research on University Translation Pedagogy Guided by the Theory of Multiple Intelligences

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Abstract: Translation pedagogy is a key and difficult part of college English, and students have certain difficulties to learn and master. With the deepening implementation of educational reform, there is an urgent need for a drastic reform of translation pedagogy. Only in this way can we cultivate high-quality skilled talents that meet the needs of society. Applying the theory of multiple intelligences to translation pedagogy not only promotes conceptual change but also makes translation pedagogy more personalized, which is conducive to stimulating students' learning and exploration enthusiasm and improving the level of translation pedagogy. This article provides an in-depth analysis of translation pedagogy based on the theory of multiple intelligences in order to provide a useful reference for frontline teachers.

Keywords: Theory of Multiple Intelligences; Guidance; University translation

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1. Introduction

Although translation pedagogy can reflect the quality of English education, it is not given enough attention by English teachers in universities due to limitations such as educational tendencies and teaching methods. High-quality translation pedagogy is conducive to guiding learners to learn and master English knowledge, continuously improving their English application ability and understanding and properly handling cultural differences between English and Chinese. Currently, the teaching methods applied to translation pedagogy are relatively single and there are significant differences in their effectiveness. The proposal of educational reform policies and the development of information technology have brought new opportunities and challenges to translation pedagogy. American professor Howard Gardner proposed a new theory, namely the Theory of Multiple Intelligences. He believes that intelligence itself does not belong to educational goals. This goal should reflect the value of individuals themselves and should not be simply considered as belonging to scientific theories. When educational goals include receiving education-related content, it will mobilize people's intelligence to achieve the goals^[1]. This article provides an in-depth analysis of the current situation of translation pedagogy and integrates media networks with translation pedagogy based on the Theory of Multiple Intelligences to enrich teaching modes.

2. The current situation of college English translation pedagogy

Translation pedagogy reflects the learner's English expression ability, that is, the level of English Chinese translation. Students' listening and reading reflect their learning of English knowledge while writing reflects their application of the knowledge they learned. Based on this, it can be said that translation pedagogy reflects students' comprehensive abilities. Therefore, valuing translation pedagogy is extremely important and necessary for college students^[2]. At present, in the context of the deepening implementation of educational reform, translation pedagogy has made significant progress, but at the same time, there are also some urgent problems that need to be solved. The main problems it faces are as follows:

2.1. Unscientific teaching guidance ideology

Translation plays an important role in English teaching but teachers do not attach great importance to it. College English is a compulsory subject for some majors, with the main goal of providing college students with a deeper understanding of English and the ability to apply the knowledge they have learned to solve practical problems. As one of the important subjects for students to learn, English is considered by some teachers to include only reading, which leads to the problem of valuing reading teaching and neglecting translation pedagogy. Compared with translation question types, reading accounts for a higher proportion of test papers, which also leads to some English teachers neglecting translation pedagogy^[3].

2.2. Unreasonable means and indicators of teaching evaluation

The main ways to understand students' learning outcomes during their university years are through the CET-4 and CET-6 exams together with final and mid-term exams. There are relatively few types of exam questions related to translation, with varying levels of difficulty, which cannot fully reflect their translation level^[4]. In addition, there is also a problem with a single evaluation method for teachers, which mainly adopts teacher evaluation and does not fully utilize diversified evaluation methods such as group evaluation and peer evaluation.

3. University translation pedagogy strategies guided by the theory of multiple intelligences

3.1. Change the mindset and exert importance towards translation pedagogy

Applying the theory of multiple intelligences to translation pedagogy changes the traditional emphasis on language instruction that neglects the cultivation of students' translation skills. Therefore, teachers should change their mindset, increase their emphasis on translation pedagogy, and increase the proportion of translation question types in exams. In addition, in practical teaching, teachers can also design teaching activities based on this theory, with the help of rich teaching resources and pay attention to its diversity, liveliness, and fun. They can help students solidify their knowledge foundation and improve their translation skills through practice. Before class, teachers can guide students to preview through online platforms and search for knowledge backgrounds through the Internet^[5]. In the classroom stage, based on this theory, teachers start from multiple directions, such as language, music, etc. In this process, teachers fully utilize online platforms to create a personalized and diversified classroom for students, promoting their comprehensive development and healthy growth. In the post-class stage, homework is assigned based on the theme of the lesson, such as through DingTalk, campus forums, etc. In addition, homework can be reviewed and evaluated through online platforms. This approach not only creates opportunities for communication between teachers and students but also provides a comprehensive understanding of the completion status and results of students' homework, which

is conducive to achieving the goal of mutual benefit between teaching and learning. Teachers can also use multimedia devices to create scenarios to create a relaxed and lively classroom atmosphere, allowing students to learn more easily and with more personality. When teaching “Advertising”, teachers can use this theory as a guide ^[6]. If students are arranged to watch Chinese animated short films such as “The Stupid Death Method” before teaching, then they will be asked to translate them into English. After the translation is completed, the short film will be played again. This time, the silent version will be played, allowing students to translate English into Chinese and conduct comparative analysis to identify the errors they made during translation. Finally, play the English version and guide students to identify pronunciation errors and correct them ^[7]. This approach is beneficial for improving students’ translation skills and language proficiency and can be described as killing two birds with one stone ^[8].

3.1.1. The openness and accessibility of the Internet are more conducive to teachers’ access to teaching resources

The openness, accessibility and resource sharing of the Internet provide a resource base for teachers’ translation pedagogy ^[9]. In practical work, teachers can vigorously integrate online teaching resources and put them into databases or material libraries. When carrying out translation pedagogy work, teachers can share learning resources based on the actual translation level of class students, guide them to use auxiliary resources for independent learning and exploration, and continuously improve their translation skills ^[10].

3.1.2. Make individualized teaching feasible

Information technology not only provides many conveniences for translation pedagogy, but also has other advantages. Teachers can tailor their teaching methods to students based on their learning foundations, abilities and other differences. In this process, information technology can be fully utilized to create and improve lesson plans, such as using documentaries on the Internet for translation pedagogy ^[11].

3.1.3. Fully utilize the feedback and supervision functions of information networks

Teachers want to comprehensively understand students’ actual learning situation and effectiveness, and they can use network technology. The application of this technology can also discover students’ problems in learning, create conditions for English teachers to grasp students’ learning process, understand their difficulties, and combine feedback content to correct them ^[12].

3.1.4. Beneficial for enriching evaluation and testing methods

The rapid development of network technology and the increasing richness of its functions have made its advantages in teaching more apparent. Network technology can record and provide feedback on the learning status of students, creating conditions for teachers to understand their learning situation. Teachers can use computer technology to understand and detect their learning situation, learning outcomes, etc., and combine the recorded content to discover difficulties and doubts in student learning so as to adjust and optimize teaching strategies in a timely manner and improve the quality of translation pedagogy ^[13].

3.2. Exercise students’ translation skills through the theory of multiple intelligences

The goal of translation pedagogy is to improve students’ translation ability. After in-depth analysis, it was found that translation is a systematic project that requires students to master basic knowledge and skills and grasp the similarities and differences between English and Chinese. It can be said that using this theory to innovate translation pedagogy is feasible ^[14].

Translation ability is composed of multiple components, such as communicative ability, transformational ability, non-verbal ability, etc., all of which are abilities with certain levels and variations. This theoretical practice can fully apply independent and diverse intelligences to enhance its translation ability. So, to improve students' translation ability, this theory can serve as a guide. Specifically, teachers can start with the following points:

- (1) Cultivate students' awareness of translation. Emphasis should be placed on cultivating their awareness of contrastive analysis of English and Chinese language and culture as well as their awareness of literary style;
- (2) Focus on developing students' three abilities: reconstruction, auxiliary transformation, and acquisition strategies.
- (3) Clarify four objectives: cultivate students' abilities in conversion, language comparison, discourse comparison, and non-linguistic aspects. In addition, teachers should continuously cultivate and develop students' abilities and qualities in professional operations and strategies ^[15].

3.3. Transforming traditional evaluation perspectives

To address the issue of unreasonable teaching evaluation methods and indicators in university translation pedagogy, we can start by changing the traditional evaluation perspective to improve the quality of translation pedagogy. In the era of informatization, when the matching degree between teaching evaluation and teaching activities is high, teachers can use the feedback and supervision functions of information networks to understand the translation learning status of students, actively interact and communicate with them, and provide effective guidance to students on this basis. Students can use online platforms to preview and review anytime, anywhere, check their learning progress, and record their learning trajectory to understand their shortcomings and strengths besides learning from each other. Under the guidance of this theory, translation pedagogy should not only make full use of information technology to change traditional evaluation methods but also use this technology to change evaluation methods and adopt more flexible evaluation methods, such as formative evaluation, peer evaluation, etc. By using classroom observation, communication and other forms to mobilize the enthusiasm of teachers and students for evaluation, and endow evaluation with efficient and humanized elements. In this model, teachers should establish a long-term perspective in order to obtain more comprehensive information and fully leverage the effectiveness of teaching evaluation.

4. Reform measures for university translation pedagogy guided by the Theory of Multiple Intelligences

4.1. Clarify the intelligence of teachers and students

Firstly, clarify the strengths of teachers in terms of intelligence. Universities can use professional assessment forms to assess the skill level of teachers and analyze the test results. Universities can then combine the advantages of teacher intelligence to arrange teaching courses and flexibly set up multimedia-assisted translation pedagogy, situational teaching, micro-lessons, etc. so that teachers with different intelligence strengths can showcase their strengths. Secondly, it is important to identify the strengths of students in terms of intelligence, use a test table to assess their intelligence and analyze the results based on their intelligence, so that students can fully utilize their intelligence strengths in translation learning.

4.2. Develop a teaching manual

After classifying intelligent courses, teachers' next task is to develop teaching manuals based on the

relationships between courses. In this manual, it is necessary to accurately analyze the applicable types of intelligence, use analysis to optimize teaching measures and improve teaching levels.

4.3. Design and improve teaching plans

A scientific and comprehensive teaching plan is crucial and directly affects the level of teaching. Teachers can design teaching plans related to the curriculum, different types of teaching modes, and content in order to make the allocation between students, curriculum and different functions more reasonable.

4.4. Utilizing multimedia to assist teaching

Teachers should fully use multimedia resources in teaching so that the aspects of listening, speaking, reading, etc., in online teaching can reflect the corresponding courses.

4.5. Positive evaluation and analysis of student learning outcomes

After the end of teaching, teachers should comprehensively analyze and evaluate the level of students' intelligence in their academic performance, summarize the shortcomings of this theory in translation pedagogy and make improvements to ensure the effective implementation of this theory in translation pedagogy.

5. Summary

In short, in teaching, only when teachers and students fully understand this theory can it be better applied to the field of translation pedagogy and promote its development. At present, there are still some urgent problems in the application of this theory. In this regard, teachers should change their mindset, face the problems and take measures to improve the teaching mode. While solving the problems, they should demonstrate the value of theoretical application and improve the quality of teaching.

Disclosure statement

The authors declare no conflict of interest.

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