

Communicative Language Teaching in Translation Pedagogics

Han Huang¹ Dan Wang² Junping Liu³

^{1,2} School of Foreign Languages, Kunming University, Yunnan 650214, China

³ College of Foreign Languages and Literature, Wuhan University, Hubei 430072, China

³Corresponding author.

ABSTRACT

This paper studies the practical usage of Communicative Language Teaching (CLT) in translation pedagogy, examining how communicative approaches can enhance translation teaching and learning. CLT emphasizes real communication and student-centered learning, enhancing the development of linguistic competence alongside practical skills. In translation pedagogy, CLT shifts the focus from traditional teacher-centered methods to more interactive, task-based activities that mirror real-life translation scenarios. The theoretical foundations of CLT, its relevance to translation studies, and the role of communicative tasks in fostering both language proficiency and translation competence were discussed in this paper. By integrating CLT into translation courses, teachers can better prepare students to meet the demands of professional translation, encouraging active participation, critical thinking, and the effective use of language in diverse contexts.

Keywords: *Communicative language teaching, Translation, Pedagogy.*

1. INTRODUCTION ON COMMUNICATIVE LANGUAGE TEACHING

The accelerating requirement for sound communication skills has provoked a huge demand for translation pedagogics in China. Millions of people nowadays want to master translation or interpretation or to guarantee that their descendants achieve a satisfactory command of communication in English. The growing national demand for translation and interpretation has significantly increased the need for high-quality language education, as well as comprehensive teaching materials and resources. English learners often set ambitious targets, aspiring to achieve a high degree of accuracy and fluency in translation and interpretation. Employers also emphasize the importance of strong translation and interpretation skills in English, with fluency in the language being a key requirement for career success and progression across various industries today. As a result, the necessity for an effective teaching methodology remains as crucial as ever.

The majority of translation teachers today, possibly, when asked to identify the methodology

they adopted in their classroom, mention “communicative” as the methodology of choice. However, when asked to give a detailed explanation of what they mean by “communicative”, definitions vary widely. Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom¹. Communicative language teaching sets as its goal the teaching of communicative competence². CLT is a more humanistic teaching method, which emphasizes the process of communication and interaction between learners, and underlines that the focus of language learning is to use language knowledge and skills reasonably for different communicative purposes.

Language teaching was originally considered a cognitive matter that mainly involved memorization. It was later thought instead to be sociocognitive:

1. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

2. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT)³. The rise of CLT in the 1970s and the early 1980s was partly in response to the lack of success with traditional language teaching methods and partly by the increase in demand for language learning. The increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. Those approaches were based on the assumption that students sought to achieve full mastery of the target language and were prepared to spend several years studying before anticipating any practical application of the language in real-life situations. However, those assumptions were challenged by adult learners, who were busy with work, and by schoolchildren who were less academically gifted and so could not devote years to learning before they could use the language. Educators realized that to motivate those students an approach with a more immediate reward was necessary⁴, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results⁵.

Compared with traditional translation teaching, CLT always regards the cultivation of students' communicative competence as the goal of learning, pays attention to the authenticity of teaching materials, and regards language as a means of communication. Therefore, CLT requires teachers to abandon the traditional teacher-centered approach and fully mobilize the enthusiasm and initiative of students in the classroom teaching. Students are the principal subject of communication, and translation courses would be more conducive if the enthusiasm and initiative of students were fully mobilized to participate in classroom discussions and group tasks. In the process of implementing CLT, teachers should understand and respect the dominant position of students in translation learning, create a real and lively language environment, strengthen the infiltration of cultural knowledge, and cultivate students' habit of autonomous learning. Communicative language

teaching is student-centered and aims to improve students' ability to communicate with each other. On the other hand, it improves students' autonomous learning ability and arouses their initiative and enthusiasm in learning.

2. ACTIVITIES IN COMMUNICATIVE LANGUAGE TEACHING

Teachers of CLT choose classroom activities based on what they believe is going to be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar drills or reading and writing activities, because they include active conversation and creative, unpredictable responses from students. Activities vary based on the level of language class they are being used in. They promote collaboration, fluency, and comfort in the TL⁶.

One of the goals of CLT is to develop fluency in language usage⁷. Fluency is built up by creating classroom activities in which students should discuss, negotiate or even debate on diverse translation versions. Learners should use communication strategies to correct misunderstandings to the SL text, and commit themselves to avoid communication breakdowns. The activities used in CLT introduced new roles for both teachers and students in the classroom. Learners were now expected to engage in activities that emphasized collaboration over individual learning. These classroom tasks are tailored to address the learners' needs, skills, and interests. Unlike the traditional teacher-centered approach, where the teacher dominates the classroom, translation classes within the CLT framework encourage learners to take an active and responsible role in their learning process, with the teacher acting primarily as a facilitator and guide.

The translation class under CLT is fundamentally characterized by the following aspects: firstly, teaching and learning is "personalized", satisfying the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students; secondly, learners are responsible for their own choices on

3. Littlewood, William. *Communicative language teaching: An introduction*. Cambridge University Press, 1981, pp. 541-545

4. Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23-24, 64-68.

5. Richards, Jack C. *Communicative language teaching today*. SEAMEO Regional Language Centre, 2005.

6. Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23-24, 64-68.

7. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

their own learning and contribute to the design of translation experiences; thirdly, learners have the access to learning without the limitation of time or location, such as through work-study programs or online courses or translation workshops; finally, learners achieve their success in translation when they demonstrate they have learned the knowledge and skills they expect to learn.

The design and implementation of classroom activities in translation class is a complicated and systematic project which requires integrated techniques and strategies. Since the learners are different in translation aptitude, in translation proficiency and in general attitude toward translation, teachers need to focus on the students' needs, abilities, interests and learning styles in mind so that students can have more time to practice, experience and produce the target language. In order to make sure that classroom activities can be carried out smoothly and effectively, the design of translation activities may comply with the following principles:

2.1 Principle One: Interest

When students find the lesson plan for translation class uninteresting, they are more likely to display disruptive behavior. Interesting lesson plans are of inherent value to the students and will help keep the students focused and fully engaged in the lesson. Instead of instructing students to translate around a general topic, take time to create more interesting, concrete, authentic, and valuable tasks for translation. When planning our lessons, teachers can check to see if the topics include at least one of the following features:

- Asking interesting questions in the lead-in section to arouse student curiosity.
- Drawing on students' personal experience.
- Asking students to reflect on their own culture and attitudes.
- Narrowing the topic to make it more concrete and easier to discuss.
- Tapping into meaningful existential questions.
- Creating game-like activities, such as domino, ball throwing game, pyramid discussion, role play, balloon debate, onion rings, class survey, with clear goals and motivating processes that guide students through involving tasks into thoughtful and insightful use of language.

- The thoughtful use of attractive visuals, activities that convey and receive meaning, such as problem-solving processes, personalization and role-plays.

2.2 Principle Two: Variety

A variety of activities and techniques is essential in all learning situations, as it helps activate quiet students while ensuring classroom control and accommodate different levels in our class. Most students cannot concentrate on a single activity for more than a limited period of time, no matter how interesting the subject is. After a while, the mind naturally starts to wander. Such a lack of attention can prove disastrous in large classes. Therefore, teachers should vary the way in which they carry out the translation course. To reach all learning styles and to prevent boredom, the teaching should include a variety of topics, activities, techniques, and approaches. Some ways of taking variety into the classroom are introduced below:

- Varying the strategies of teaching translation (practicing and presenting, personalizing, using a time line, using a chart, and guided discovery).
- Creating a real and natural situation and communicate in English. Desks and chairs can be rearranged so that classroom may be decorated into virtual business sites, such as lecture platforms, negotiation seats, exhibition halls, banquet halls, etc. In addition, instructors and students may also use self-made training aids to play different roles, making learners experience different personalities, emotions, scripts, and reproduce the images of different characters in life. Meanwhile, real scene simulation exchanges can be created, such as WTO negotiations, answering reporters' questions, welcoming speeches, welcoming and sending off and other real scenes.
- Applying information-gap activities in which students go beyond practice of translation forms for the sake of themselves and use their linguistic and communicative resources to obtain information. During the process, students may learn practical vocabularies, expressions as well as jargon or even slangs to complete a translation task.
- Alternating relaxing and high-energy activities with slower, thoughtful activities.
- Following a teacher-fronted activity with one involving pairs or small groups.

- Following individual silent reading with verbal pair work based on the reading.
- Repeating favorite games or activities at periodic intervals.
- If the students have been working on something very challenging, giving them something lighter.
- If the students have been reading silently for a while, letting them join a partner and read to each other.
- If the class has been very active, it is time for a reflective activity.

2.3 Principle Three: Collaboration

Through collaborative learning on translation, students participate more and learn how to compromise and negotiate meanings in specific context. They become more efficient self-evaluators. Classroom atmosphere and efficiency improve as students' self-esteem establishes. Some of the strategies that help students to collaborate are:

- Task-completion works in which students complete a translation task together, like puzzles, map-reading, etc. Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting. For example: Students are assigned a group of no more than six people. Students are assigned a specific role within the group. (e.g., member A, member B, etc.) The instructor gives each group the same translation task to complete. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned. The members of the group discuss the information they have found with each other and put it all together to complete the translation task. Students may feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL. Teachers should be sure to monitor that each student is contributing equally to the group effort. It takes a good teacher to design the activity well, so that

students will contribute equally, and benefit equally from the activity⁸.

- Information-gathering works in which students share ideas, quiz, interview or drill each other. Students are required to use their linguistic resources to collect information. Information gap is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL⁹. Completing information gap activities improves students' abilities to communicate about unknown information in the TL. These abilities are directly applicable to many real-world conversations, where the goal is to find out some new piece of information, or simply to exchange information. Teachers should not overlook the fact that their students need to be prepared to communicate effectively for this activity. They need to know certain vocabulary words, certain structures of grammar, etc. If the students have not been well prepared for the task at hand, then they will not communicate effectively.
- Peer review in which students evaluate and comment on one the other's translation, and compare different versions or opinions, such as a ranking task in which students list five versions in order of translation quality.
- Brainstorming in which students contribute different versions on a single topic.
- Collaborative translation in which a group of students collaborate to create a piece of translation.
- Community projects in which groups of students investigate an aspect of the community and later translate and report on it.
- Group poster presentations in which groups of students create a poster that demonstrates a topic, an issue or a problem.
- Learning circle in which students will work together and have a fair share of the work and the whole group should achieve common goals.
- Traffic light system in which students of different levels marked with different

8. Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Phil Miller. pp. 284–297.

9. Richards, Jack (2006). *Communicative Language Teaching Today*. USA: Cambridge University Press. pp. 14–21.

colors work together to finish a specific translation activity and achieve mutual progress through peer pressure.

- The SQ3R reading and study system (survey-ask questions-read-recall-review) in which students work together to understand and remember information by finishing a reading job)
- Dictogloss, a classroom dictation activity in which students listen to a passage, note down key words and then work together to re-construct a version of the text.

3. PROCESS-BASED CLT APPROACHES: CONTENT-BASED INSTRUCTIONS AND TASK-BASED INSTRUCTIONS

Content-based instructions, also known as CBI, believe that the best way to create process-based CLT approach is by using content as the driving force of classroom activities and to link all the different dimensions of communicative competence, including grammatical competence, to content¹⁰. Content refers to the information or subject matter that we learn or communicate through language rather than the language used to convey it¹¹. CBI is a significant approach in language education, designed to provide second-language learners instruction in content and language. CBI is considered an empowering approach which encourages learners to learn a language by using it as a real means of communication from the very first day in class.¹² The idea is to make them become independent learners so they can continue the learning process even outside the class¹³. Students learn translation methodologies or theories more successfully when they use English as a means of acquiring information, rather than as an end in itself. Content that teacher chooses provides a coherent framework which can be used to link and develop all of the language skills.

Translation is a process in which the translator constantly revises and gradually improves the quality of the version. Translation teaching should

focus on the process of translation rather than merely the result of translation. Translation instructors should inspire and guide students to develop their translation competence in practice by means of report, self-assessment of translation process and operation motivation, summary or introduction of translation experience, and translation demonstration, etc. In the practice of translation pedagogics, translation workshop and peer evaluation mechanism should be introduced as a process-oriented experiential model. Translation commentary (translation log, translation reflection) and peer review are commonly used experiential mechanisms. Translation commentary imposes restrictions on the translator's arbitrariness in translation, which urges the translator to reflect and monitor his own translation behavior, to analyze the original text and transmit the original information in a rigorous manner, and to seek evidence to verify the rationality of his own translation method. In the process of sentence or discourse translation, in order to obtain the optimal version, students will adopt certain translation learning strategies, paying more attention to the form level of language rather than the meaning level. Translation log and peer review are undoubtedly the extension from classroom teaching, which is helpful for teachers and students to communicate and discuss translation learning issues. From this, teachers can find the problems and needs that may not be reflected from the translation outputs alone, so as to carry out targeted teaching. Although some scholars have made quantitative analysis of process-oriented translation teaching, translation is an art itself which is difficult to quantify or simplify linearly. Beginners of translation mainly apply the learning strategies of trial and error and recourse to authority, and in their translation practice, they often reveal their doubts about norms and conventions and their expectation of authority recognition. Therefore, teachers must balance the needs of students and the actual teaching objectives. While providing certain operational examples and standards, teachers need to reverse students' dependence mentality. For example, teachers should try to let students learn from authentic translation texts with different themes and styles, and introduce the evaluation criteria, translation operations, translation tools and technical resources involved in different needs, so as to make them understand that there is no so-called universal translation method. When answering students' questions, teachers need to expand students' thoughts and do not choose the best version for them, but to provide guidance and tools to help them solve problems on their own.

10. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

11. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

12. Stryker, Stephen B., ed. Leaver, Betty Lou, ed. (1997). *Content-based instruction in foreign language education: models and methods*. Georgetown University Press.

13. Stryker, Stephen B., ed. Leaver, Betty Lou, ed. (1997). *Content-based instruction in foreign language education: models and methods*. Georgetown University Press.

Translation log may not only forces students pay attention to their own translation thoughts, but also opens a door for teachers and students to communicate, so that teachers can adjust their teaching pace according to their needs. In this sense, translation practice is conducive to improving students' translation ability. However, translation log is not a panacea to improve the quality of translation, especially in the implementation of mutual evaluation mechanism among beginners of translation, the differences of students' translation ability must be taken into account in grouping and peer works. Although the process of translation is more important than the result, if teacher does not intervene in time and give corresponding guidance, the process of discussion may become useless and time-consuming.

There are some issues in content-based instruction of translation teaching. A major one is that students may bypass grammatical accuracy since their principal concern is mastery of content rather than the development of accurate language usage¹⁴, the latter of which is one of the main demands for translation study. Another problem is that whether language teachers possess the necessary expertise to teach some ESP content like agronomy, pharmacy, marketing, etc.

Task-based instruction, also known as TBI, requires that translation learning will result from creating the right kinds of interactional processes in the classroom, and the optimal way to create these is to apply specially designed instructional translation tasks¹⁵. TBI emphasizes the use of real-world language to accomplish meaningful tasks in the target language. These tasks might involve scenarios such as visiting a doctor, conducting an interview, or calling customer service for assistance. Evaluation is primarily focused on the successful completion of these tasks rather than on the strict accuracy of specific language forms. This approach is particularly effective for enhancing fluency and boosting learners' confidence in the target language, making TBI a favored method within communicative language teaching (CLT). In translation tasks, the outcome extends beyond merely learning translation strategies, although students may pick up techniques and theories while completing the task. Additionally, their

communication and interactional skills are often developed throughout the process.

In order to apply the task-based teaching method, translation workshop is adopted. The so-called translation workshop is similar to a commercial translation company, where several translators gather together to carry out translation activities. In the process of translation, translators communicate with each other and complete the translation task through cooperation. The essence of this teaching method is to promote students to master translation skills in the completion of translation tasks. Teachers and curriculum developers should bear in mind that any attention to form, i.e., grammar or vocabulary, increases the likelihood that learners may be distracted from the task itself and become preoccupied with detecting and correcting errors or looking up language in dictionaries and grammar references. The design of translation workshop may comply with the following procedures:

- Pre-task

During the pre-task phase, teachers outline what will be expected of students in the task phase. In the "weak" version of TBLT, the teacher may introduce key vocabulary or grammar structures, although this approach tends to resemble the traditional present-practice-produce (PPP) model. In contrast, the "strong" form of task-based learning requires learners to independently choose the appropriate language for a given context. Teachers may also demonstrate the task by completing it themselves or by using visual, audio, or video examples. In some cases, teachers might spend around 15 minutes on pre-tasks to explain essential translation theories, relevant skills, or provide background and cultural context.

- Task

During the task phase, the students perform the task, typically in small groups, although this depends on the type of activity. Unless the teacher plays a particular role in the task, the teacher's role is typically limited to one of an observer or counselor — thereby making it a more student-centered methodology¹⁶. The teacher will give students the relevant translation materials and ask them to complete the mission. Students will discuss in pairs and study the source text. After group discussions to a certain degree, the teacher

14. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

15. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

16. Niemeier, Susanne (2017). *Task-based grammar teaching of English: Where cognitive grammar and task-based language teaching meet*. Tübingen: A. Francke Verlag. p. 23, 34.

participates in the group to guide and induce students to think and understand the difficulties in the source text without pointing out their problems.

- Review

If learners have created tangible linguistic products, e.g., text, montage, presentation, audio or video recording, learners can review each other's work and offer constructive feedback. If a task is set to extend over longer periods of time, e.g., weeks, and includes iterative cycles of constructive activity followed by review, TBLT can be seen as analogous to project-based learning¹⁷. After the group discussion, the teacher asks the representatives of each group to explain their understanding of the source text. Next, the groups exchange their views, ask questions and reply to each other in order to fully understand the source text. Then each student shall complete the translation exercise independently, and the time required depends on the difficulty and length of the task. The members of the group exchange their versions with each other and defend their own translations, explain why they translate in this way, and point out their advantages and disadvantages and make suggestions for revision. On the basis of pair communication, each group completes a translation task integrated the opinions of the members of the group. The representative of each group came to the stage to read out the translation of his or her own group, and the other group members pointed out the merits of the translation, and the members of the group defended it. The final step focuses on the language quality. Teachers guide and judge students' discussion and peer evaluation. The teacher assigns some sentences or paragraphs translation tasks according to the basic knowledge of translation or related translation skills, and the students discuss the translation tasks. Teachers make appropriate guidance according to the situation in order to master the relevant translation skills. After class, each group finished the final draft and handed it to the teacher. At the same time, each student was required to write and hand in a self-evaluation report on this task. The teacher corrects the homework and evaluates their grades.

Task-based approach holds that individuals acquire the target language through meaningful communication, and tasks can provide opportunities for information exchange, meaning

negotiation and thought expression among learning participants. Task is also the hub of interaction between teachers and students, which provides a channel for teachers and students to express their attitudes and understanding of the learning process. Teachers choose tasks according to their own teaching philosophy, and students will construct the meaning of the tasks as their understanding and emotional response to the tasks vary from person to person, which can help teachers identify students' needs and adjust learning activities. The adoption of task-based approach in translation teaching breaks the traditional spoon-feeding situation. The TBI emphasizes student-centeredness, and teachers should design various tasks in advance when preparing lessons, and guide students to actively participate in the teaching process, so that students can learn translation theories and skills and truly implement the interaction between teaching and learning. TBI provides a new model for translation teaching, explains the new concept of learning for students who are accustomed to reception, and thus brings enlightenment and experience to the teaching and learning in translation.

However, there are also some issues in task-based instruction of translation teaching. Standards for selecting and sequencing translation tasks are problematic. In courses that may have specific instructional outcomes to attain, for example some exam targets, and where specific translation needs have to be addressed rather than the general communication skills in the translation work, TBI may seem too vague as a method to be widely adopted¹⁸.

4. PRODUCT-BASED CLT APPROACHES: TEXT-BASED INSTRUCTIONS AND COMPETENCY-BASED INSTRUCTIONS

Text-based instruction, also known as TBI approach, sees communicative competence as involving the mastery of various types of texts¹⁹. In this context, texts are understood uniquely as structured language sequences employed in specific ways within particular contexts. Communicative competence involves the ability to use a range of

17. Larsson, Jon (2001). "Problem-Based Learning: A possible approach to language education?". Polonia Institute, Jagiellonian University. Retrieved 27 January 2013.

18. Jack C. Richards. Communicative Language Teaching Today, Cambridge University Press, 2006

19. Jack C. Richards. Communicative Language Teaching Today, Cambridge University Press, 2006

spoken and written texts appropriately, depending on the specific situations in which they are applied.

Feez and Joyce (1998, 28-31) give the following description of how a text-based approach is implemented:

- Stage One: Establishing the Context

In this phase, students are introduced to the social context surrounding the authentic text type under study. They examine the broader cultural context in which the text is used, as well as the social purposes it serves. Additionally, students investigate the immediate context by analyzing the register of a model text, chosen based on course objectives and learners' needs.

- Stage Two: Text Modeling and Breakdown

At this stage, students examine the structural patterns and language features of the model text and compare it with other examples of the same text type. The modeling and breakdown occur at the levels of the whole text, individual clauses, and expressions. This is where many conventional translation teaching activities find their place.

- Stage Three: Collaborative Text Construction

During this phase, students begin to actively participate in constructing full examples of the text type, with the teacher gradually stepping back and reducing their input.

- Stage Four: Independent Text Translation

In this phase, students undertake the translation of texts independently. Their performances are assessed based on their output.

- Stage Five: Connecting to Related Texts

At this final stage, students reflect on the knowledge gained throughout the course and explore other texts within the same or similar contexts.

Competency-based instruction is an approach to the planning and delivery of courses which has been widely used as the basis for the design of work-related and survival-oriented teaching programs for adults²⁰. Competency-based learning is a framework for teaching and assessment of learning. It is also described as a type of education based on predetermined "competencies", which

20. Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

focuses on outcomes and real-world performance²¹. Competency-based learning is sometimes presented as an alternative to traditional methods of assessment in education²². Competency-based instruction aims to equip students with essential skills to help them handle common real-life situations. What distinguishes this approach is its emphasis on learning outcomes or outputs as the core objective of teaching. This method is frequently employed in programs tailored to learners with specific language needs, closely aligning with an ESP (English for Specific Purposes) approach and certain versions of task-based learning. In this framework, the competencies required for effective task translation are identified and used as the foundation for course design.

The traditional teacher-centered teaching mode is often carried out in the way that teachers explain some translation skills, students practice in class, and then teachers comment on their versions. To some extent, this kind of teaching mode enables students to master the basic translation theories and skills effectively, but it is not conducive to cultivating their high-level translation skills and practical translation ability, and to a certain extent, it stifles students' initiative and creativity in learning translation. In addition, although the student-centered translation teaching model encouraged students' participation in the classroom, the dominant position of teachers in the teaching process has been weakened, and the quality of teaching has also been questioned by students. Because the language level of students is limited, the difficulty, depth and focus of teaching should be oriented and commanded by teachers, and the teaching content or evaluation methods cannot be completely determined by the interests or needs of some certain individuals. The core concepts of competency-based instructions are "learning-centeredness", "learning and application as an organic whole" and "holistic education", which is driven by reasonable output tasks, so that students can learn purposefully under the guidance of certain objectives so as to promote the output of translation. Under the guidance of competency-based

21. Lytras, Miltiadis D.; Pablos, Patricia Ordonez De; Avison, David; Sipiør, Janice; Jin, Qun; Filho, Walter Leal; Uden, Lorna; Thomas, Michael; Cervai, Sara (2010). *Technology Enhanced Learning: Quality of Teaching and Educational Reform: 1st International Conference, TECH-EDUCATION 2010, Athens, Greece, May 19-21, 2010*. Proceedings. Berlin: Springer Science & Business Media. p. 504.

22. "What Is Competency-Based Learning?". *Teach Thought*. 2016-04-18.

instruction, the teaching philosophy is consistent with the orientation and teaching objectives of translation learning, thus providing a very clear way in the design and organization of teaching activities as well as practical theoretical basis. Teachers need to build a sound translation teaching model and set clear teaching objectives. In the teaching practice, students should be guided to the goal of learning and mastering translation knowledge and skills, so as to improve their translation learning and practice level for better communication. The first step to consider is the driving process, in which a state of learning-hunger for students is created, making them realize their lack of translation knowledge and background knowledge and mobilize their enthusiasm for learning. Then, taking the output as the goal, knowledge and skills are internalized and applied to practice. At this stage, teachers may provide students with a number of input materials, and guide students to use, screen and process those materials. In this process, students can obtain the professional knowledge, background information, translation skills and language comparison information in order to achieve the output objectives. Finally, the teacher should make a proper evaluation on the students' translation achievements or output. Teachers can give immediate or delayed evaluation according to the specific situation. Here are the translation teaching models under the guidance of competency-based instruction:

- Stage One: Driving Phrase

The “driving” phase serves as the warm-up for the entire task and is also the most creative element. Output-driven learning not only encourages the practical use of receptive language knowledge but also ignites students' motivation to acquire new language skills. This phase includes three steps: the teacher introduces the communicative scenario, students attempt a translation output, and the teacher defines the learning objectives and the output task. In the competency-based approach, the theoretical framework involves first presenting the communicative context related to the translation task. This helps students understand the challenges of completing the task, motivating them to engage in learning.

- Stage Two: Enabling Phrase

In the competency-based approach, the “enabling” phase is central, playing a crucial role in integrating learning with practical application. During this phase, teachers move away from

strictly following textbooks and instead design output tasks for students based on the textbook material. Teachers serve as scaffolds, providing relevant background resources and guiding students in selecting from various materials. The enabling phase is broken down into three key stages: first, the teacher introduces the output task; second, students engage in focused, selective learning from the information provided; and third, the teacher offers guidance and evaluates the students' performance on the task. To make the task more manageable, the teacher breaks down the translation task into clear steps and requirements. This helps students understand how to choose the appropriate skills, content, language forms, discourse structures, and cultural considerations for the output task, ultimately applying their selective learning to the translation task effectively.

- Stage Three: Assessment Phrase

Assessment is an important basis for testing the effectiveness of driving and enabling phrase. The role of assessment is to test the students' learning effect and give feedback to teachers so as to make corresponding adjustments for promoting effective learning. The main purpose of evaluation is to understand students' learning outcome, find out existing problems, and provide references for future teaching design. The type of assessment may be divided into two types: one is immediate evaluation, the other is delayed assessment. In immediate evaluation, students selectively complete the data sorting and finally form the translation output according to the task objectives, and teachers give timely evaluation to students' translation output. Immediate evaluation possesses two advantages: one is that students may realize their weaknesses and strengths in time so as to produce better translated works; secondly, teachers can flexibly adjust the pace of teaching according to students' translation output, and then control the teaching schedule in the classroom. In delayed assessment, evaluations will not be given to students on the spot. After a period of time, students may then look back on their original translation outputs. At this time, teachers will give students some pertinent suggestions, or after group discussion, teachers will give evaluations to their works so as to motivate students.

5. CONCLUSION

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as

both the means and the ultimate goal of study. Learners in environments practice the target language by interactions with one another and the teacher, the study of “authentic texts” (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language. It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by the linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence²³.

CLT is a flexible and practical teaching method. It is of practical significance to study the application of communicative teaching method in the course of translation and interpretation. Communicative teaching method can help create a relaxed and pleasant teaching atmosphere, build a situational interactive classroom, strengthen the ability of English translation and interpretation in extracurricular practice, and highlight the cultivation of students' intercultural communication awareness and ability.

ACKNOWLEDGMENTS

This paper is the fruit of the Research Project on College Foreign Language Teaching: A Study on the Backwash Effect of Test & Production in Interpreting Teaching (Project Number: 2020111502).

REFERENCES

[1] Jack C. Richards. *Communicative Language Teaching Today*, Cambridge University Press, 2006

- [2] Littlewood, William. *Communicative language teaching: An introduction*. Cambridge University Press, 1981, pp. 541-545
- [3] Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.
- [4] Richards, Jack C. *Communicative language teaching today*. SEAMEO Regional Language Centre, 2005.
- [5] Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Phil Miller. pp. 284–297.
- [6] Stryker, Stephen B., ed. Leaver, Betty Lou, ed. (1997). *Content-based instruction in foreign language education: models and methods*. Georgetown University Press.
- [7] Nunan, David (2004). *Task-based Language Teaching*. New York: Cambridge University Press. pp. 1–16.
- [8] Niemeier, Susanne (2017). *Task-based grammar teaching of English: Where cognitive grammar and task-based language teaching meet*. Tübingen: A. Francke Verlag. p. 23, 34.
- [9] Larsson, Jon (2001). "Problem-Based Learning: A possible approach to language education?". Polonia Institute, Jagiellonian University. Retrieved 27 January 2013.
- [10] Lytras, Miltiadis D.; Pablos, Patricia Ordonez De; Avison, David; Sipior, Janice; Jin, Qun; Filho, Walter Leal; Uden, Lorna; Thomas, Michael; Cervai, Sara (2010). *Technology Enhanced Learning: Quality of Teaching and Educational Reform: 1st International Conference, TECH-EDUCATION 2010, Athens, Greece, May 19-21, 2010. Proceedings*. Berlin: Springer Science & Business Media. p. 504.
- [11] "What Is Competency-Based Learning?". Teach Thought. 2016-04-18.

23. Littlewood, William. *Communicative language teaching: An introduction*. Cambridge University Press, 1981, pp. 541-545