

Study on the Interaction between Teachers and Students in English Translation Teaching in Yunnan Colleges and Universities from the Perspective of Constructivist Theory

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Abstract: *This study focuses on the teacher-student interaction in English translation teaching in Yunnan colleges and universities from the perspective of constructivist theory. The aim is to explore how to use constructivist theory to guide teaching practice, promote positive interaction and effective communication between teachers and students in universities. Through reviewing relevant literature and analyzing empirical research, this study found that in English translation teaching based on constructivist theory, teachers should play the role of guides and facilitators. By creating a cooperative learning environment, stimulating students' learning interest and motivation, teachers can guide students to actively participate in the translation process. At the same time, students also play the roles of creators and constructors of knowledge. Under the guidance of teachers, they improve their translation and cross-cultural communication abilities through interactive cooperation, thinking collision, and experience exchange. This study has certain theoretical and practical significance for optimizing the teaching mode of English translation in Yunnan universities and improving teaching effectiveness.*

Keywords: *constructivist theory, college English translation teaching, teacher-student interaction, collaborative learning, cross cultural communication skills*

1. Introduction

In the context of current globalization, English translation teaching, as an important discipline, has gradually received widespread attention. The goal of translation teaching is to cultivate students with excellent translation skills to meet the growing demand for cross-cultural communication [1]. However, traditional translation teaching often centers around teachers, with knowledge transmission and mechanical practice as the main focus, neglecting the student's subjectivity and active participation. In order to improve the effectiveness of translation teaching and learner autonomy, it is necessary to study and improve the teacher-student interaction in English translation teaching.

At present, there is relatively little research on the teacher-student interaction in English translation teaching both domestically and internationally[2]. Foreign scholars have begun to pay attention to the application of constructivist theory in the field of education and have achieved some beneficial results [3]. However, these studies mostly focus on teacher-student interaction in general educational environments, and lack specific research on English translation teaching. In China, although some scholars have explored translation teaching to some extent, few studies have focused on the impact of teacher-student interaction on translation teaching. Therefore, this study aims to fill this research gap and provide in-depth exploration and analysis of the teacher-student interaction in English translation teaching.

This study aims to explore the current situation, characteristics, and influencing factors of teacher-student interaction in English translation teaching in Yunnan colleges and universities from the perspective of constructivism theory. By conducting in-depth research on the interaction patterns between teachers and students in the local area, learner engagement, and the impact of teacher-student interaction on learning outcomes, we can reveal the important role of teacher-student interaction in English translation teaching in Yunnan colleges and universities, and propose corresponding teaching strategies and improvement suggestions. In addition, this study also helps to expand the application

scope of constructivist theory in the field of education, providing reference and inspiration for teaching research in other disciplines.

This study will adopt a combination of qualitative and quantitative research methods, collecting relevant data through questionnaire surveys, observation records, and interviews. The research subjects are English translation students and teachers from some colleges and universities in Yunnan, especially the School of Jewellery West Yunnan University of Applied Sciences. By analyzing and comparing the learning performance and feedback of students under different teacher-student interaction modes, we will explore the impact of different teacher-student interaction modes on learning outcomes and propose corresponding teaching suggestions. It is hoped that through the implementation of this study, we can gain a deeper understanding of the importance of teacher-student interaction in English translation teaching based on the constructivist theory, and provide useful insights and guidance for improving the effectiveness of translation teaching in universities and student autonomy.

2. The application of constructivist theory in English translation teaching

2.1 Overview of constructivist theory

Constructivist theory is an important educational theory that emphasizes that learners acquire knowledge and understanding through interaction and construction with their surrounding environment. According to constructivist theory, learning is not simply about receiving information, but about constructing new knowledge through active participation and experiential accumulation [4]. Learners are seen as creators and constructors of knowledge, and the role of teachers is to guide and facilitate the learning process, rather than simply imparting knowledge. In constructivist theory, learning is seen as an individualized, proactive process that emphasizes students' autonomy, cooperation, and critical thinking.

Under the guidance of constructivist theory, teachers can adopt more heuristic teaching methods, such as providing case analysis, practical exploration, and problem-solving activities, to stimulate students' interest and initiative in learning. By involving students in real-life simulations, group collaboration projects, and interdisciplinary explorations, teachers can promote the cultivation of students' comprehensive abilities and critical thinking. At the same time, constructivist theory advocates emphasizing the cultivation of students' reflective and metacognitive abilities in the learning process, enabling them to better understand their learning methods and strategies, improve learning effectiveness and self-management abilities.

Overall, the application of constructivist theory provides a more humane and effective way for education and teaching, which helps to cultivate students' independent thinking ability, creativity, and problem-solving ability, laying a solid foundation for their future learning and development. By implementing the principles of constructivist theory, educators can better meet the personalized learning needs of students and promote continuous innovation and development in education and teaching.

2.2 The importance of constructivist theory in teaching

Constructivist theory is of great significance in teaching. It advocates a learner centered teaching approach, emphasizes student subjectivity and participation, and is conducive to stimulating student interest and motivation in learning. Through constructivist theory, teachers can better understand the cognitive characteristics and learning needs of students, and design teaching activities that are in line with their abilities and interests. In addition, constructivist theory also emphasizes cooperation and interaction among students, promoting knowledge sharing and exchange, and helping to cultivate students' teamwork and communication skills.

In practical teaching, the application of constructivist theory can help teachers better create a teaching environment with strong interactivity and high student participation [5]. By stimulating students' curiosity and desire for exploration, teachers can guide them to actively explore and construct new knowledge, thereby enhancing their learning motivation and sense of achievement. At the same time, constructivist theory also advocates for teachers to play the role of guides and facilitators, encouraging students to think independently and learn independently, and cultivating their problem-solving ability and creative thinking.

Therefore, constructivist theory not only has a positive impact on the teacher-student interaction in

English translation teaching, but also provides teachers with a more effective teaching method and strategy, which helps to enhance students' learning effectiveness and development potential. By implementing the principles of constructivist theory, an organic combination of teaching objectives and student needs can be achieved, laying a solid foundation for cultivating students with innovative spirit and comprehensive abilities.

2.3 The specific application of constructivist theory in English translation teaching

In English translation teaching, constructivist theory provides important guiding principles and methods. Firstly, teachers should create a challenging and inspiring learning environment to stimulate students' interest and motivation in learning. By guiding students to participate in practical translation tasks and projects, they can continuously construct and improve their translation skills in practice. Secondly, constructivist theory emphasizes cooperation and interaction among students, and in translation teaching, group discussions, cooperative translation, and other forms can promote communication and cooperation among students to jointly solve translation problems.

In addition, constructivist theory also emphasizes reflection and critical thinking. In English translation teaching, students can promote in-depth thinking and reflection on the translation process and results through self-evaluation, peer evaluation, and other methods. Through this process of reflection, students can gradually construct their own translation strategies and abilities, and improve their translation skills. In short, constructivist theory provides rich theoretical support and practical guidance for English translation teaching, which helps to cultivate excellent translation talents with creativity and critical thinking.

3. Research on teacher-student interaction in English translation teaching from the perspective of constructivist theory

3.1 Research design and methods

The selection of research design and methods is crucial for the accuracy and reliability of research results in the study of teacher-student interaction in English translation teaching based on constructivist theory. This study focuses on using qualitative research methods, including case studies and action studies, to gain a deeper understanding of the interaction between teachers and students in the process of translation teaching. Through careful observation and in-depth interviews, reveal the interaction patterns, communication methods, and influencing factors on learning outcomes between teachers and students, providing rich materials and cases for subsequent analysis. Afterwards, combining qualitative and quantitative research methods, a large amount of data was collected through questionnaire surveys, interviews, and other means to comprehensively understand the situation of teacher-student interaction. Quantitative data can help researchers conduct quantitative analysis of teacher-student interaction, thereby verifying the findings of qualitative research and deepening the understanding of interactive relationships. Meanwhile, qualitative data can provide more specific and in-depth descriptions, helping researchers capture subtle changes and important details in teacher-student interactions.

By comprehensively applying different research methods, researchers can better grasp the essence and characteristics of teacher-student interaction in English translation teaching based on constructivist theory, provide scientific basis and suggestions for teaching practice, and promote continuous improvement and enhancement of teaching quality.

3.2 Survey object and sample selection

When conducting research, the scope of the survey covered teachers and students in English translation teaching in some colleges and universities in Yunnan, especially the School of Jewellery West Yunnan University of Applied Sciences. Their participation is crucial for gaining a deeper understanding of the teacher-student interaction. The teacher group includes professionals from Yunnan colleges and universities with rich experience in English translation teaching, whose insights and practical experience can provide valuable information and perspectives for research. The student group comes from translation majors of different grades and backgrounds in various colleges and universities in Yunnan. They represent groups with different learning stages and academic levels, which helps to comprehensively understand the performance and impact of teacher-student interaction in different student groups in Yunnan colleges and universities.

When selecting samples, it is also necessary to consider factors of representativeness and diversity to ensure that the samples can fully cover the diversity characteristics of the research object. This study aims to increase the universality and reliability of research results by selecting samples from different regions, universities, or institutions in Yunnan. At the same time, attention should be paid to the quantity and quality of the samples, ensuring that the sample size is sufficiently large and representative to support the credibility and persuasiveness of the research conclusions.

In addition to teachers and students from Yunnan universities, considering the diversity of research subjects, this study also included other relevant personnel in the local area, such as education managers, teaching designers, etc., in the survey scope to obtain more comprehensive and in-depth research data. By selecting survey subjects from multiple perspectives and levels, the research results can be more comprehensive and accurate, providing a richer and more convincing information foundation for the study of teacher-student interaction in English translation teaching.

3.3 Data collection and analysis methods

3.3.1 Data collection

This study mainly used interview and classroom observation methods to collect qualitative data. Through interview surveys, we conducted semi-structured interviews with professional teachers and translation students from different grades and backgrounds who have been engaged in English translation teaching for many years in our school and surrounding universities, exploring their views, experiences, and expectations on the teacher-student interaction relationship, as well as specific interaction situations in teaching practice. Classroom observation records are conducted on teachers and students participating in the research, recording their interactive behavior, communication methods, and feedback to obtain authentic teaching interaction data.

In the process of data collection, the questionnaire survey method and statistical analysis of student grades are used for quantitative data collection. A questionnaire survey is conducted on a large number of teachers and students in English translation teaching in various schools to understand their attitudes, views, and evaluations of teacher-student interaction, while collecting relevant personal information and teaching practice experience. We analyze the impact of teacher-student interaction in Yunnan colleges and universities on learning outcomes by collecting data on students' grades and academic performance in translation courses.

3.3.2 Data analysis

Based on the qualitative data collected from our school and some surrounding *colleges and universities*, the main focus is on content analysis and theme coding. We analyze the content of interviews and observation records, summarize and organize the themes and patterns of interaction between teachers and students in Yunnan colleges and universities, identify commonalities and differences, and provide in-depth theoretical support for subsequent quantitative data analysis. Theme coding is used to encode interview and observation records, identify key themes and core issues of interaction between teachers and students in Yunnan colleges and universities, and conduct cross comparison and comprehensive analysis.

Based on the existing quantitative data, this study conducted statistical analysis and factor analysis. Statistical analysis, including descriptive statistics, correlation analysis, and regression analysis, is conducted on questionnaire surveys and performance data to quantitatively reveal the degree and manner of the impact of teacher-student interaction on learning outcomes in Yunnan colleges and universities. Factor analysis is conducted on questionnaire survey data to identify key factors and dimensions that affect teacher-student interaction, thereby gaining a deeper understanding of the internal mechanisms of teacher-student interaction in Yunnan colleges and universities.

Through the above data collection and analysis methods, we can comprehensively explore the interactive relationship between teachers and students in Yunnan colleges and universities in English translation teaching based on the constructivist theory perspective, and provide reliable data support and in-depth theoretical analysis for research. Such research will help promote the continuous innovation and development of English translation teaching in Yunnan colleges and universities, and cultivate more outstanding translation talents.

4. Results and discussion

4.1 Classification and characteristics of teacher-student interaction modes

Through the study of the teacher-student interaction in English translation teaching based on the constructivist theory perspective, we can classify and analyze the characteristics of the teacher-student interaction patterns in peripheral colleges and universities in Yunnan, represented by the School of Jewellery West Yunnan University of Applied Sciences. The study found several common modes of teacher-student interaction, including guiding interaction, cooperative interaction, and exploratory interaction. Guiding interaction mainly manifests as teachers imparting knowledge and skills, and students accepting and executing them; Collaborative interaction emphasizes cooperation and co-construction between teachers and students; Exploratory interaction promotes students to think independently, explore, and discover new knowledge.

These different interactive modes present diverse characteristics and effects in English translation teaching in Yunnan colleges and universities. Guided interaction has significant advantages in imparting basic knowledge and skills, helping students establish a solid foundation; Collaborative interaction can promote a good interactive relationship between teachers and students, enhance their team awareness and collaborative ability; Exploratory interaction can stimulate students' initiative and creative thinking, and cultivate their ability to independently solve problems.

In addition, these different interactive modes often do not exist in isolation, but are intertwined and integrated with each other in the actual teaching process of various universities. For example, a class may cover interactive modes that are both guiding, collaborative, and exploratory, in order to comprehensively promote students' knowledge acquisition, teamwork, and self-development. Therefore, in-depth study of the characteristics and interrelationships of these interactive modes can help us better grasp the essence of teacher-student interaction in English translation teaching in colleges and universities, and provide effective guidance and support for teaching practice in Yunnan colleges and universities.

4.2 The impact of teacher-student interaction on learning outcomes

The study also found that teacher-student interaction has a significant impact on learning outcomes. By comparing the academic performance and performance of students under different interaction modes in our school and surrounding universities, it was found that cooperative interaction and exploratory interaction have a significant impact on improving learning outcomes. This indicates that actively promoting cooperation and exploratory interaction between teachers and students in English translation teaching in colleges and universities can effectively enhance students' learning outcomes and abilities.

Specifically, the implementation of cooperative interaction can promote mutual learning and cooperation among students, stimulate collision and communication of thinking, and expand their horizons and problem-solving abilities through joint discussions and cooperation in completing tasks. Exploratory interaction, on the other hand, focuses more on cultivating students' active learning and independent thinking abilities. By guiding students to ask questions, find answers, and explore knowledge, it stimulates their interest and enthusiasm in learning, thereby improving the depth and breadth of learning.

These findings provide important insights for the practice of English translation teaching in Yunnan colleges and universities: in the process of teaching design and implementation, attention should be paid to the quality and form of teacher-student interaction, and the creation of a learning environment conducive to cooperation and exploration. Teachers can effectively promote interaction between teachers and students by designing collaborative projects, guiding students to participate in practical activities, and encouraging self-directed learning, thereby enhancing students' learning outcomes and comprehensive abilities. Therefore, in the practice of English translation teaching, teachers should flexibly use different interactive modes to meet the diverse learning needs of students and achieve the optimal teaching objectives.

4.3 The relationship between student engagement and teacher-student interaction

The research results also show a close relationship between student participation and teacher-student interaction in college English teaching. High student participation can promote the

deepening and quality improvement of teacher-student interaction, while also reflecting the enthusiasm and initiative of students in the learning process. Therefore, teachers should pay attention to stimulating students' learning interest and enthusiasm in English translation teaching. Through diversified teaching methods and activity design, students' participation should be improved, thereby promoting effective teacher-student interaction. Based on the above research results and discussions, the teacher-student interaction in English translation teaching from the perspective of constructivism theory is crucial. It can not only affect learning outcomes, but also promote the cultivation of students' autonomous learning ability and cooperative spirit. Therefore, in teaching practice, university teachers should pay attention to building a good atmosphere of teacher-student interaction, encouraging student participation, promoting joint construction of knowledge, and thus achieving better teaching objectives.

5. Conclusion

In English translation teaching in universities, teacher-student interaction plays a crucial role, which not only promotes the transmission of knowledge and the improvement of learning effectiveness, but also cultivates students' self-learning ability and cooperative spirit. Different modes of teacher-student interaction have different impacts on learning outcomes. In the study, it was found that cooperative and exploratory interactions can significantly improve students' academic performance and abilities, emphasizing their active participation and thinking ability in the knowledge construction process. Therefore, in English translation teaching in colleges and universities, teachers should encourage students to participate in cooperative and exploratory interactions to improve their learning outcomes. The participation of students is closely related to the interaction between teachers and students. High engagement students can promote the deepening and quality improvement of teacher-student interaction, reflecting their enthusiasm and initiative in the learning process. Therefore, teachers should focus on stimulating students' interest and enthusiasm in learning, and improve their participation through diversified teaching methods and activity design, thereby promoting effective interaction between teachers and students in colleges and universities classroom teaching.

The interaction between teachers and students is crucial in the teaching of English translation in colleges and universities from the perspective of constructivist theory. Yunnan colleges and universities teachers should pay attention to creating a good atmosphere of teacher-student interaction, advocate cooperative and exploratory learning methods, and stimulate students' enthusiasm and enthusiasm for learning. By continuously improving teaching methods and enhancing the quality of teacher-student interaction, the teaching objectives of English translation teaching can be better achieved, and excellent talents with international perspectives and translation abilities can be cultivated. In future teaching practices, we will continue to explore and improve the English translation teaching model based on the constructivist theory in combination with the actual situation of Yunnan colleges and universities, making greater contributions to improving the teaching quality of local universities and cultivating more outstanding translation talents.

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