

Cultivation Strategy of Humanistic Quality in College English Teaching from the Perspective of Eco-translatology

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Abstract: With the continuous development of the era of internationalization, English has become more and more important as an international common language. With the rapid development of the social economy, the society's demand for talents is increasing, and the requirements for talents are also getting higher and higher. English is an important subject for college students to learn. When students learn English, they often only pay attention to the learning of knowledge and ability and ignore the cultivation of humanistic quality. Humanistic literacy is an indispensable teaching content in higher education, which can effectively help students to develop in an all-round way. From the perspective of eco-translatology, this paper analyzed the cultivation strategies of humanistic literacy in English teaching and the ways of cultivating humanistic literacy in English classrooms as well as the role of eco-translatology in school English teaching. Through the test of humanistic knowledge and skills, the test of humanistic ability method, the test of humanistic spirit quality, and the test of students' satisfaction with teaching in different classes, it was found that the application of eco-translatology to English teaching courses could help students improve their humanistic knowledge skills and ability methods. In English teaching, the integration of eco-translatology enhanced students' humanistic spirit quality, and the application of eco-translatology in English teaching improved students' satisfaction by 9.1%.

1. Introduction

The purpose of education is not only to impart literary knowledge, but more importantly to improve students' humanistic quality. The essence of humanistic literacy is to combine humanities and strengthen the cultivation of ability elements and spiritual elements, so as to achieve a higher spiritual state of life. Humanistic literacy can reflect students' basic behaviors in English education and improve students' cultural awareness. In the case of years of exposure to Chinese, it is very important to help students develop humanistic literacy through English teaching.

The cultivation of students' humanistic literacy is very important. Lin Z found that the goal of advanced English courses was to deeply understand how society works and what is the meaning of

life. Therefore, it was very important to highlight the improvement of students' humanistic literacy in the teaching process and combine language teaching. Combined with social culture, its humanistic qualities and critical thoughts were cultivated by analyzing the humanistic thoughts in the text [1]. By analyzing the problems existing in the cultivation of students' humanistic quality in primary school Chinese education, Zhang Y put forward targeted strategies. In the development of Chinese teaching in primary schools, the best way to improve the quality of Chinese teaching was to cultivate students' humanistic quality [2]. In the process of education and teaching in colleges and universities, most of the attention is paid to the cultivation and teaching of related professional knowledge, but the cultivation of students' humanistic quality is generally under-emphasized. Feng J expounded that history teaching had a positive role in promoting the improvement of students' humanistic quality, and gave strategies to implement humanistic quality education in history teaching [3]. Dong X analyzed the necessity of cultivating students' humanistic quality. With the goal of cultivating students' humanistic literacy in college English teaching, he put forward measures on how to cultivate students' humanistic literacy in college English teaching [4]. Wang R analyzed the current situation and importance of college students' humanistic literacy, and proposed to promote the improvement of college students' humanistic literacy from the aspects of inheritance of traditional culture, education curriculum system, purification of family and social and cultural environment [5]. The above research shows that schools pay more and more attention to the cultivation of students' humanistic literacy, but there is no research on cultivation strategies.

Eco-translatology can adapt well to the diversity of current theoretical developments. Petrova L G talked about the external factors of eco-translatology and the basis of eco-translatology research. Translation and natural ecosystems as well as findings in translation as a research method of adaptation and choice formed the basis of eco-translatology [6]. Jiang Y discussed the construction of translation teaching mode for English majors from the perspective of ecological translation studies. He believed that the focus should always be on the dynamic balance between various related factors in the ecological translation system. According to eco-translatology, the translator should pay attention to the ecological environment of the text and make certain dynamic choices to adapt to the environment [7]. Wang S planned to verify the feasibility of college English after-school translation teaching from the perspective of ecological translation studies. In the process of translation teaching, the constraints of time and space should be broken, and students should be the center. The experimental results showed that the new model was feasible and effective in improving students' translation ability [8]. Based on the three research priorities of eco-translatology, Gao L studied the enlightenment of constructing a translation teaching model from the perspectives of translator-based, translation as adaptation and choice, and ecological rationality, which had guiding significance for the construction of translation teaching model [9]. Wang C emphasized the construction of translation teaching mode for non-English majors from the perspective of eco-translatology, which aimed to discuss the development of translation teaching and follow-up strategies from the perspectives of translation teaching ecological environment, translator-centered status, and teaching model construction [10]. The above studies show that eco-translatology plays an important role in teaching, but there are still some problems.

This paper integrated eco-translatology into English teaching, which aimed to cultivate students' humanistic quality. By solving the problems existing in the cultivation of humanistic literacy in English teaching, the better learning environment could be created for students. Through experimental tests on students, it was found that the application of ecological translation studies improved students' humanistic literacy.

2. Cultivation of Humanistic Literacy in English Teaching in Colleges and Universities

(1) Overview of Humanistic Quality

The importance of humanities lies in paying attention to the value of people and the meaning of life, including the spirit of life, the spirit of science and the spirit of art. It pursues a better social and living environment while respecting people's thoughts and feelings and attaching importance to the diversity of life and human dignity [11], as shown in Figure 1.

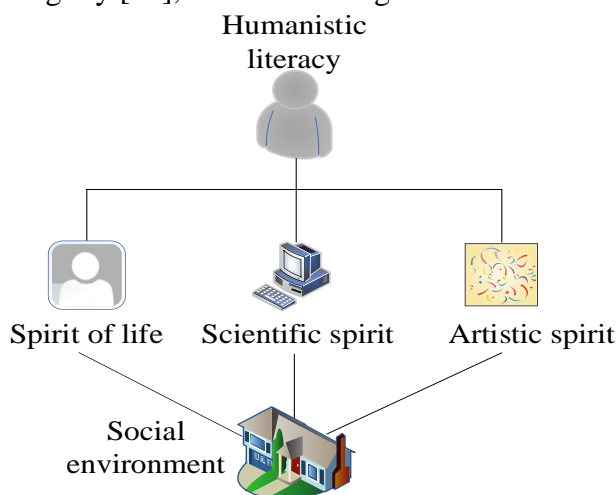


Figure 1: Overview of humanistic literacy

Most teachers fully realize the great value of humanistic literacy and regard the cultivation of humanistic literacy as the core content of teaching. However, due to the limitations of the teaching skills and teaching experience of most teachers at present, the results are not optimal. In the process of cultivating students' humanistic literacy, there is a lack of a relatively complete scientific system, and it is impossible to predict and balance the impact of humanistic literacy education. This requires today's English teachers to change the traditional concepts and cultural methods. Only in this way can the teaching effect and teaching quality be improved, and a higher humanistic quality can be cultivated for the society.

(2) Problems existing in the cultivation of humanistic literacy in English teaching

It is not easy to cultivate students' humanistic literacy in English teaching, and there are usually some problems. For example, students do not pay enough attention to humanistic quality education. The teaching content and teaching methods are backward, and teachers' own quality needs to be improved, as shown in Figure 2.

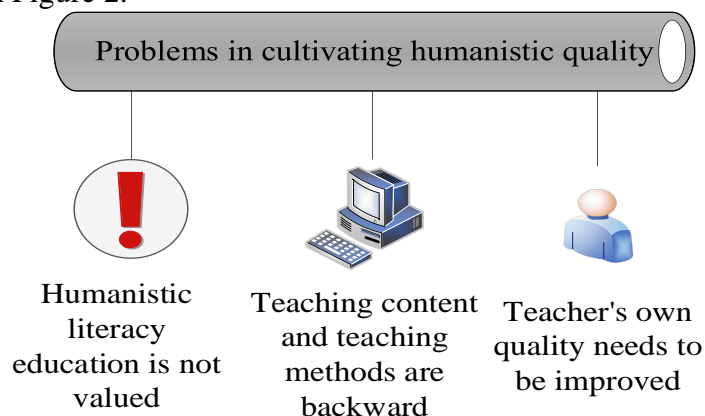


Figure 2: Problems existing in the cultivation of humanistic literacy in English teaching

1) Insufficient attention to humanistic quality education

Although teacher construction focuses on promoting quality education, many teachers still place too much emphasis on written knowledge based on student exams in practical education. Students are under tremendous pressure, and teachers need to spend more time and energy in exams to improve students' abilities and skills. They rarely explore the humanities beyond the books, which leads students to memorize only words and grammar. When learning English, students rarely think about "why to learn, how to learn, and what is the help of learning" in English education. Students' thinking and vision as well as humanities knowledge are limited. The cultivation of human literacy is limited, which cannot be applied and is a simple practice.

2) The teaching content and teaching methods are backward

In many colleges and universities English teaching, most teachers use traditional teaching methods. The teacher teaches vocabulary and grammar to the students on the spot, and the students are quiet. They occasionally answer the teacher's questions, and the class lacks enthusiasm and energy. This outdated teaching method cannot stimulate students' interest in learning, nor can they guide students to discover and think, and the effect of humanistic literacy education is not good.

3) The quality of teachers needs to be improved

In addition to the backward teaching concepts and teaching methods, teachers' low humanistic literacy also affects the cultivation of students' literacy. There is no doubt about the ability of English teachers in colleges and universities, but the quality of teachers needs to be improved, and some teachers have limited knowledge of some humanities. Even if there is a will, it is unable to effectively cultivate students' humanistic quality, which is an obstacle to the quality of students.

(3) Approaches to cultivate humanistic literacy in English classrooms

1) Excavation of quality education content in textbooks

There are many developments in quality education in English classrooms, and teachers can dig and analyze them in depth. In order to let students deeply appreciate the importance of quality education in education, the effective combination of English classroom and quality education can ensure the overall classroom progress. The further development of English education can improve the status of English. Most of the English courses are basic education teaching. English teachers should understand the requirements of quality learning and cultivate students' humanistic quality through education.

2) Diversified classroom teaching forms are adopted

In the traditional learning environment, teachers are generally in the highest position in the teaching process, and this teaching method often hinders the development of students' humanistic quality to a large extent. According to the students' basic reserves and comprehension ability, the teaching method of teaching students according to their aptitude is adopted. In order to improve students' knowledge quality, teachers should start from emotional learning and proceed from the power of discovery and self-awareness to ensure the healthy development of students. In this way, students are helped to complete their learning tasks more easily and effectively.

3) Creation of a good humanistic environment

With the in-depth development of education, more and more attention is paid to the cultivation of students' quality education. The English teaching materials are rich in content and humanities are gathered. Teachers should dig deep into the humanistic concept of English textbooks and guide students to discover the rich content of English textbooks in the classroom. Teachers can organize students to communicate in real time so that students can learn more about students' thoughts through discussions and exchanges and realize the effective connection between knowledge materials and human quality. The English cultural education system can be fully entered, and students can be gradually trained to carry out humanistic education.

Figure 3 shows an effective way for English classrooms to penetrate into humanistic quality education.

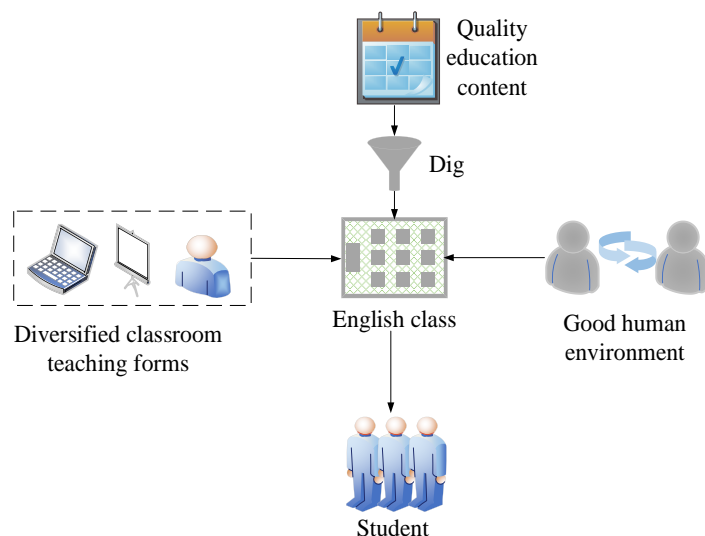


Figure 3: Approaches to cultivating humanistic literacy in English classrooms

(4) The role of eco-translatology in school English teaching

Ecological translation refers to the classification and selection of translation content according to the ecology of the original text and the understanding of the nature of the language and the internal structure to be distributed in the translation process. It has its own characteristics [12-14]. The theory of basic science includes three aspects, namely indifference, existence and constancy. The role of ecological translation studies in school English teaching is shown in Figure 4.

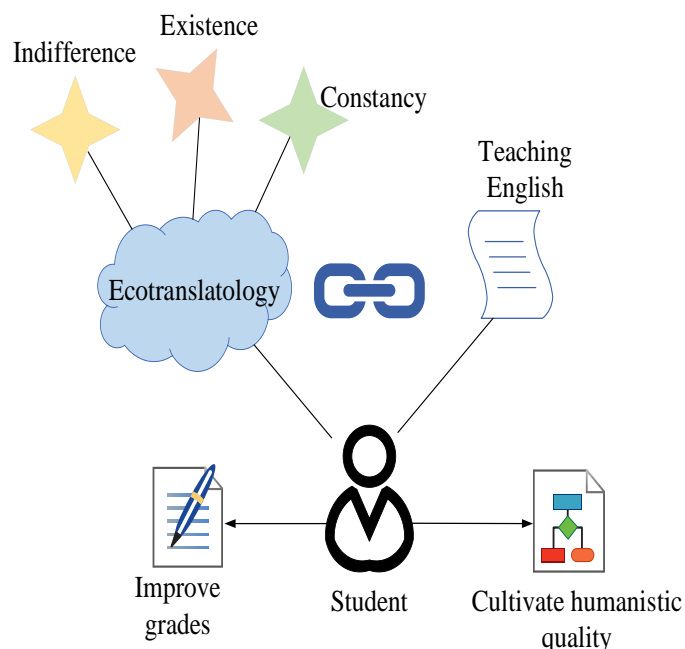


Figure 4: The role of eco-translatology in school English teaching

1) Students' learning needs are met

The application of eco-translatology research in English teaching can well promote the healthy development of students. The English teaching mode of eco-translatology would improve the quality and effect of English education, and innovate the concepts and methods of English

education, which would create a vibrant environment and interesting English learning environment for students and effectively stimulate students' interest. The language teaching environment of eco-translatology would make effective use of modern English teaching technology and build a modern and targeted English teaching environment, so as to meet the needs of students to learn English translation. Therefore, it is of great significance to construct the current situation of English translation teaching of ecological translation research.

2) Educational requirements are met

The English teaching mode of ecological translation studies is an important guide for the reform of higher English teaching. In order to improve the quality of English teaching, the teaching mode is guided by ecological teaching theory in English courses, which would effectively implement the reform requirements of English education. The teaching objectives and teaching content of traditional English courses are less effective, and there is no targeted teaching plan for students' basic abilities and learning.

3) Teaching requirements are met

Eco-translatology is applied to English teaching, which can help students to better translate into English. It can improve students' humanistic quality and meet the needs of English teaching.

3. Algorithm Model of the Optimal Training Strategy for Humanistic Literacy

Time difference algorithm

The TD (temporal difference) algorithm, as one of the most important model-independent algorithms, can use examples obtained from the Internet to learn a technique [15-16], and update the value function calculation according to the change of two approximate time points before and after:

$$V_{k+1}(m_t) = V_k(m_t) + \alpha(r(m_t) + \mathcal{V}_k(m_{t+1}) - V_k(m_t)) \quad (1)$$

Among them, α is the learning rate.

Formula 11 represents a one-step update, that is, the current value function is calculated by looking back only one step of the value $r(m_t) + \gamma V_k(m_{t+1})$. Taking multi-step update as an example, the value corresponding to n-step update is estimated as:

$$R_t^{(y)} = r_{t+1} + \gamma r_{t+2} + \gamma^2 r_{t+3} + \dots + \gamma^{y-1} V(m_{t+y}) \quad (2)$$

n different value functions can take a weighted return value:

$$R_t^\lambda = (1 - \lambda) \sum_{y=1}^{\infty} \lambda^{y-1} R_t^{(y)} \quad (3)$$

Among them, λ is the attenuation coefficient. When the termination condition is reached, all subsequent payoffs of step y- are equal to R_t . Formula 13 can be called a trade-off of λ -, which leads to an updated formula for the value function:

$$Q_{k+1}(z_t) = Q_k(z_t) + \alpha[R_t^\lambda - Q_k(z_t)] \quad (4)$$

Formulas 11 and 14 correspond to the forward view in stability theory. The equivalent of the forward view is the backward view, but the latter is easy to do in real algorithms. That is to say, in the display of the authentication trajectory, the authentication trajectory corresponds to the value function result of all states and actions in the historical path to the current state.

The certification trajectory can be divided into two forms, that is, cumulative traces and alternative traces, as shown in Formulas 15 and 16:

$$e_i(m) = \begin{cases} \gamma \lambda e_{t-1}(m) & \text{if } m \neq m_t \\ \gamma \lambda e_{t-1}(m) + 1 & \text{otherwise} \end{cases} \quad (5)$$

$$e_i(m) = \begin{cases} \gamma \lambda e_{t-1}(m) & \text{if } m \neq m_t \\ 1 & \text{otherwise} \end{cases} \quad (6)$$

Among them, γ is the discount factor.

After introducing the qualification trace, the update formula of the value function is:

$$V_{k+1}(m_t) = V_k(m_t) + \alpha \delta_t e_t(m) \quad (7)$$

Among them, $\delta_t = r_{t+1} + \gamma V_k(m_{t+1}) - V_k(m_t)$ represents the same state at two adjacent time points.

4. Influence of Eco-translatology on the Cultivation of Humanistic Literacy in English Teaching

Students study in school not only to learn professional knowledge, but also to cultivate humanistic quality. Humanistic literacy can help students shape a healthy personality, and it is very important to cultivate students' humanistic literacy. In order to test the influence of eco-translatology on the cultivation of humanistic literacy in English teaching, 4 classes are randomly selected for the humanistic literacy training test. The four classes are named class A, class B, class C, and class D. Among them, class A and class B use traditional English teaching methods to cultivate students' humanistic literacy. Class C and class D use the English teaching method based on ecological translation to cultivate students' humanistic quality. The experimental test time is 6 months, and the test results are counted once a month. The differences in the experimental test results of each class are observed. The test content are the humanistic knowledge and skill test, the humanistic ability method test, the humanistic spirit quality test, and the student's teaching satisfaction test. The test adopts the questionnaire test method. During the test, the test results of each class are recorded and analyzed. The specific data of the four classes are shown in Table 1.

Table 1: Class specific data

	Class size	male to female ratio	average age
Class A	60	1:1	20
Class B	60	2:3	20
Class C	62	15:16	19
Class D	60	1:1	20

(1) Humanities Knowledge and Skills Test

Humanistic knowledge and skills play a fundamental role. Humanistic knowledge is the basic knowledge of human beings in the field of humanities, such as historical knowledge, literary knowledge, political knowledge, and legal knowledge. Through the humanities knowledge and skill test in 4 classes, the influence of different English teaching methods on students' humanistic knowledge and skills is observed, and the experimental results are recorded and analyzed. The results are shown in Figure 5.

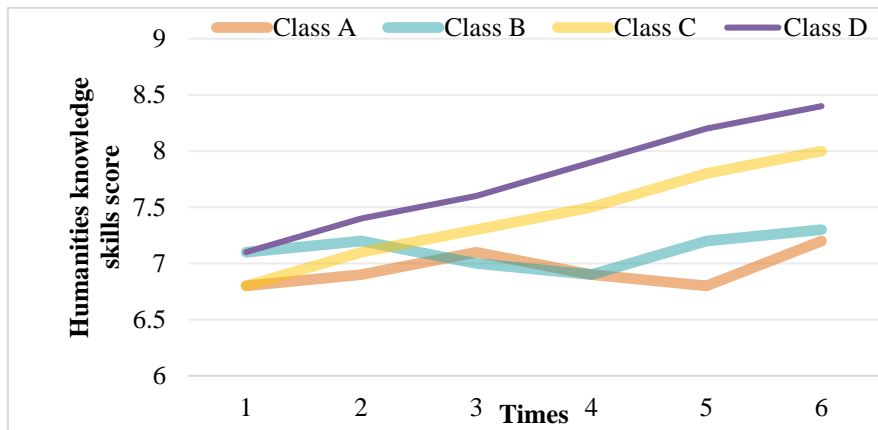


Figure 5: Humanities knowledge skills test

As can be seen from Figure 5, the scores of humanities knowledge and skills of students in class A and B are unstable, and the humanities knowledge and skills of students in class C and D are steadily improving. Among them, the humanities knowledge and skills of class A students are on the rise in the first three months and are on the decline in the fourth and fifth months. It is trending up again in the 6th month. The humanities knowledge and skills score of class A students fluctuates up and down, which is not stable, and the highest humanities knowledge and skills score is 7.2. The humanities knowledge and skills of class B students shows an upward trend in the first 2 months and a downward trend in the 3rd and 4th months. In the 5th and 6th months, this is an upward trend. Like class A, students' scores on humanities knowledge skills are inconsistent. The humanities knowledge skills of class C students are on the rise from 6.8 to 8. The humanities knowledge and skills of class D students are also on the rise, rising from 7.1 to 8.4. To sum up, the application of eco-translatology to English teaching courses can help students improve their humanistic knowledge and skills [17-20].

(2) Humanistic ability method test

Humanistic ability method is an important part of humanistic literacy. Students with good humanistic ability can handle the communicative relationship between classmates well. It is very important to cultivate students' humanistic ability, which can help students solve the contradiction between themselves and the society and allow students to better enter the society. The humanistic ability method test is carried out on 4 classes to observe the difference between the English teaching method using eco-translatology and the traditional English teaching method on the students' humanistic ability method. The results are recorded and analyzed. The results are shown in Figure 6.

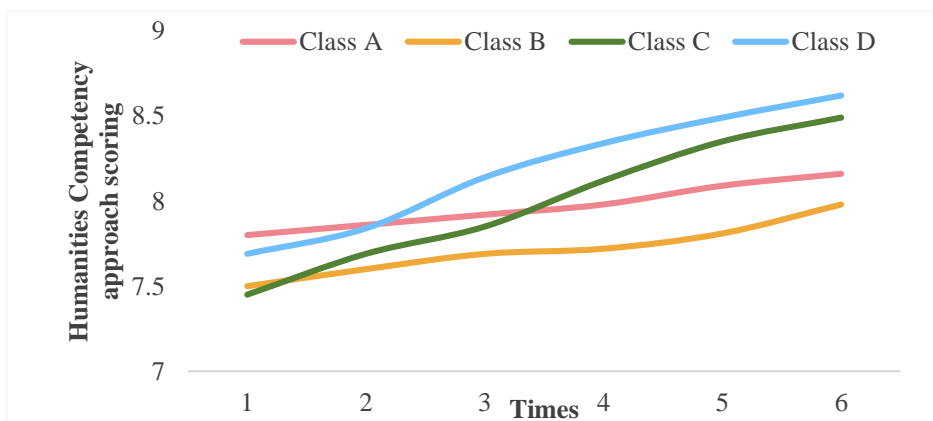


Figure 6: Humanities aptitude method test

As can be seen from Figure 6, the scores of students' humanistic ability methods in the four classes all showed an upward trend. The humanistic ability method of students in class A and class B who adopt the traditional English teaching method has a slower upward trend. The methods of humanistic ability of students in class C and class D who adopt the English teaching method of eco-translatology has a rapid upward trend. Among them, the humanistic ability method score of class A students increases from 7.8 to 8.16, and the humanistic ability method score increases by 0.36 points; the humanistic ability method score of class B students increases from 7.5 to 7.98, and the humanistic ability method score increases by 0.48 points; the humanistic ability method score of class C students increases from 7.45 to 8.49, and the humanistic ability method score increases by 1.04 points; the humanistic ability method score of class D students increases from 7.69 to 8.62, and the humanistic ability method score increases by 0.93 points. To sum up, the improvement rate of students' humanistic ability method scores in class C and class D is faster than that in class A and class B. The application of eco-translatology in English teaching can better improve students' humanistic ability.

(3) Humanistic Spiritual Quality Test

Humanistic spiritual quality is an important core component of humanistic quality. Students with good humanistic spiritual quality can shape a healthy personality. After the 6-month experimental test, the humanistic and spiritual qualities of the students in each class are recorded. Students' humanistic spirit quality grades are divided into excellent, good, average, and poor. The experimental results are recorded and analyzed, and the results are shown in Figure 7.



Figure 7: Humanistic spiritual quality test

As can be seen from Figure 7, there are no students with poor humanistic spirit in the four classes. Among them, after the traditional English teaching method in class A, 15 students have excellent humanistic and spiritual quality, 20 students are good, and 25 students are average. After the traditional English teaching method in class B, the number of students with excellent humanistic and spiritual quality is 10, the good is 22, and the average is 28. After adopting the English teaching method of eco-translatology in class C, 38 students have excellent humanistic and spiritual quality, 18 students are good, and 4 students are average. After adopting the English teaching method of eco-translatology, class D has 34 students with excellent humanistic and spiritual quality, 22 students are good, and 4 students are average. All four class differences are zero. In summary, the integration of ecological translation studies in English teaching has improved the quality of students' humanistic spirit.

(4) Satisfaction test

Student satisfaction is related to the quality of classroom teaching. The higher the student satisfaction, the more recognition of the teaching method of the course. 5 students were randomly

selected from each of the 4 classes for satisfaction scores, with a full score of 10 points. Differences in the satisfaction scores of students in different classes are observed. The experimental results are recorded and analyzed, and the results are shown in Figure 8.



Figure 8: Satisfaction test

As can be seen from Figure 8, the student satisfaction of class C and class D is higher than that of class A and class B. Among them, the average satisfaction degree of students in class A is 7.52; the average satisfaction degree of students in class B is 7.4; the average satisfaction degree of students in class C is 8.14; the average satisfaction degree of students in class D is 8.14. The average satisfaction level of the students' humanistic literacy training classes using traditional English teaching methods is 7.46. The average satisfaction rate of the students' humanistic literacy training class using the English teaching method of ecological translation studies is 8.14. To sum up, the application of eco-translatology in English teaching improves students' satisfaction by 9.1%.

5. Conclusions

In English teaching, it is not only necessary to cultivate students' learning ability, but also to cultivate students' humanistic quality. Good humanistic literacy can improve students' enthusiasm for learning English and cultivate students' ability to learn independently. The most important thing is to let students have a healthy personality. This paper applied eco-translatology to English classrooms to cultivate students' humanistic quality. Finally, it was found that the students' humanistic knowledge skills, humanistic ability methods, and humanistic spirit quality were improved to a certain extent, and the integration of ecological translation studies made students more satisfied with English teaching.

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