

## Discussion on the Application of Translation Workshop Teaching Method in College Translation Teaching

Shen Dan

Tianhe College, Guangdong Technical Teachers College, Guangzhou 510540, China

shendangd@126.com

**Keywords:** translation workshop; teaching method; university translation teaching; application.

**Abstract:** Translation workshop is a very effective teaching mode in college English translation teaching. There are many problems in the traditional teaching mode in university translation teaching, which needs to be improved to optimize the teaching mode. The translation workshop is a kind of cooperative learning model, which is classified into seminar teaching in teaching. The use of translation workshops in university translation teaching can encourage students to think about translation strategies and facilitate students to study translation projects. It has a good guiding role in improving students' translation ability and making students become excellent professional translators. This paper mainly analyzes the application of translation workshop teaching method in university translation teaching. The purpose is to improve the professional translation ability of college students and improve their comprehensive quality.

### 1. Introduction

Under the background of the continuous development and popularization of information technology and network technology, the traditional teaching mode needs to actively make certain reforms and innovations. The translation workshop teaching mode is the product of the continuous development of education in the new era. This teaching mode has been widely used in university translation teaching and has achieved great results. The following is an introduction to the translation workshop, which is the application of the teaching model in university translation teaching. The content is as follows.

### 2. Problems in current university translation teaching

#### (1) Translation practice teaching neglects the guiding role of theoretical teaching

University translation teaching itself is a more practical discipline. In the classroom teaching, the teacher put most of the time in the language point teaching. There are not many questions about translation theory and skill. This kind of teaching method helps to promote students' knowledge of grammar and sentence type matching. However, under the premise of lacking the guiding role of theoretical teaching in translation practice teaching, the quality of translation is difficult to improve.

#### (2) The lack of students' translation practice ability training mode

Students practice translation skills mainly rely on the translation assignments arranged in the teacher's classroom, while there are not many students who use the time to practice translation skills. College translation teaching has strong practicality. If you want to improve your translation skills, you can't do without a lot of translation practice. Only on the basis of repeated translation practice, students' translation skills can be improved. However, the current problem in university translation teaching is the lack of students' translation practice ability training, which is not good for the improvement of classroom teaching quality.

#### (3) Students lack the necessary guidance in the translation process

The teacher's ability to measure the student's translation ability is mainly learned through the translation of the translation. This kind of evaluation method is not conducive to the evaluation of the

whole process of student translation, and it is also unable to answer questions for students in time. The problems encountered by students during the translation process will appear repeatedly. Over time, it will reduce the enthusiasm of students. Therefore, in order to solve such problems, teachers need to strengthen the guidance in the process of students' translation so as to timely understand the problems in the students' translation and guide them.

### **3. The theoretical study of the teaching mode of translation workshop**

#### **(1) The concept of translation workshop-style teaching method**

The translation workshop method was first introduced in the United States. The original prototype of this pedagogy was a translation training course. The translation workshop teaching method focuses on cultivating students' practical ability and translation ability. From the literal meaning analysis, the translation teaching method adopted by the translation workshop method is similar to the operation of the workshop. The translators trained by this teaching mode can study and discuss the translation materials. Complete the translation materials based on the cooperation and communication between the translators. The translation workshop teaching method focuses on the practicality of students' translation materials, and can encourage students to participate in the process of translation repeatedly and improve their practical ability. The establishment of a translation workshop-style training course shows that students' own translation skills can be improved through the learning and efforts of the day after tomorrow. Such a teaching method can cultivate a large number of translation talents [1].

#### **(2) Translation workshop-style teaching method helps to promote university translation teaching reform**

A common problem in university translation teaching is that students' translation practice is not cultivated. The use of translation workshop-style teaching method can solve the problem of students' practical inadequacy. The teacher assigns the translation task to each student, and the students aim to complete the tasks in their hands and can stimulate their learning motivation. In specific practice translations, students can strictly demand themselves and define themselves as a worker in the workshop. This kind of teaching method has changed the relationship between teachers and students. It can reflect the subjective status of students and improve the enthusiasm of students to participate in translation learning. From this, the passive learning mode is transformed into active learning mode, which can significantly improve the teaching effect. . In addition, the change of teacher-student relationship has made the classroom atmosphere more active, which is convenient for teachers to grasp the problems of students in a timely manner, strengthen counseling, improve students' learning methods, and cultivate professional translators for the society. The translation workshop-style teaching method helps to promote the reform of university translation teaching.

### **4. The application of translation workshop teaching method in university translation teaching**

#### **(1) Applying translation workshop-style teaching method in the preparation before class**

Grouping students is the premise of the application of translation workshop teaching method in university translation teaching. Students can easily collaborate and discuss each other in small groups. Before the specific use of the translation workshop-style teaching method, the teacher is required to explain the professional theoretical knowledge to the students, formulate the teaching objectives, and highlight the learning focus and difficulties, so as to enhance the students' translation skills. In addition, during the translation process, teachers need to repeatedly emphasize the translation skills that are usually in contact with students, so that students can use translation skills to solve related problems [2].

#### **(2) Application of translation workshop method in classroom practice**

After the preparation of the class, the teacher will assign the translation tasks of the specific line. Targeted questions can be asked to students, allowing students to discuss in groups to gain a better understanding of the underlying knowledge. In this process, students' oral expression skills and

teamwork awareness will also increase. After the discussion, the teacher will send the problem materials to the students, so that the students can browse and study the above contents so that the translation quality can be improved. Students should combine their specific context and literary meaning in practicing translation to improve their translation level as much as possible.

### (3) Applying translation workshop-style teaching method in the post-class summary

After the practice translation link is completed, the teacher needs to correct the student translation in time. The form of correction can be exchanged between groups, or it can be changed between the same Table. In the process of correcting the translation, it is necessary to endorse the translated place and praise it to encourage students to do better. It is necessary to criticize and correct the places where translation is not appropriate, and encourage students to continuously improve the level of translation. After the correction is completed, the teacher needs to summarize the problems that students have in the translation process and do targeted counseling. Excellent translations are circulated between groups, so that students can recognize their own deficiencies, accurately position themselves, and engage in future translation work in the best state [3].

## **5. Case Analysis of the Application of Translation Workshop Teaching Method in College Translation Teaching**

First, choose the right text. The choice of translation materials for translation workshops should be appropriate. For juniors, the main reason is to improve their language skills and cultural ability. So you can choose the text about culture. Such as “Zhangjiajie National Forest Park”, “Hollywood” and so on. This time, Huangshan was used as the translated text. The teacher should organize the students to read the text and play the English video about the text for the students, laying the foundation for the translation stage. Under the specific translation project, English video materials can enhance students' interest in translation. Second, build a translation workshop. According to the composition translation workshops such as text type, style and style level, students are organized to analyze the text independently [5]. In the process of analysis and discussion, the students found that “Huangshan” belongs to the translation of tourism culture. In the process of translation, this kind of text needs to pay attention to the plain nature of language and use descriptive language to attract foreign tourists. go sightseeing. Third, organize translators to translate textual materials. Assign the translated text task to each of the group's translators, and the translator should be proficient in the text and the topic. For some unfamiliar and translation difficulties, the group will be discussed. For example, “Mountain, Water, Stone, and Lin Qiao Synthetic Scenery”, “rock, spring, tree, and vine are naturally interesting”. After discussion between the groups, the students will find that the translation of the external propaganda includes the translation of the tourism culture. This kind of translation should pay attention to the spread of culture and achieve “transfer culture and natural smoothness”. Fourth, flexible use of tools. The translation workshop teaching method is applied in university translation teaching, which requires students to use translation tools flexibly. Actively look for information in the translation process and make good use of the text. For example, in the translation of the course “Huangshan”, students can look for help from foreign teachers to improve the acceptance of translation readers. Fifth, the translation workshop publishes the translation and discusses it in the classroom. The translations are published in a variety of forms, such as class reading, class presentations, blog postings, etc. “as the mountains, rivers, stones and trees here make a picture of wonder colored by the natural rocks, bub” in the mountains, water, rocks, and forests. Bling bling fountains, thriving trees and twisting vines.” [6]. Teachers and students discuss and analyze together to get the best translation. Sixth, evaluate translation. This link is the final part of the translation workshop. A distinctive translation can be formed during the evaluation process.

## 6 Suggestions on the Application of Translation Workshop Teaching Method in College Translation Teaching

### (1) Strengthening the study of basic knowledge theory

The translation workshop-style teaching method focuses on cultivating students' practical ability. However, this kind of teaching method should also strengthen the cultivation of students' basic knowledge when applying. If the basic knowledge is not firmly grasped, the practical ability will be affected. A rootless and non-basic learning model is not conducive to the improvement of translators' learning efficiency. Therefore, the application of translation workshop-style teaching mode in university translation teaching needs to strengthen the cultivation of students' theoretical basic knowledge [7].

### (2) Diversity of teaching models

The development of modern teaching promotes a diverse teaching model. The application of translation workshop teaching method in university translation teaching should also pay attention to the diversity of teaching modes so as to improve students' enthusiasm for translation. Translation materials are mainly difficult to combine when selecting. The organic combination of the two can improve the overall translation ability of students. In addition, during the translation process, students should be disseminated as much as possible about the cultural background, so that students can improve their translation skills while mastering the skills of language analysis.

### (3) Improving the application of network information technology

The continuous development of network information technology has promoted the innovation of teaching mode. In the application of translation workshop teaching method, university translation teaching should also actively carry out networked teaching in light of the characteristics of the development of the times. The application of modern network technology in teaching can broaden students' horizons and enhance students' translation skills. In addition, the use of online students can also access more types of translation materials, which is of great significance to enhance students' future social adaptability [8].

### (4) Improve the professionalism of translation materials

University translation teaching involves students of different majors. Such as technology translation, foreign trade economic translation. For the characteristics of different professions, it is necessary to select professionally targeted translation materials. In the application process of translation workshop-style teaching method, it is necessary to cultivate professional translation talents as the teaching goal. According to the needs of students of different majors, choose the appropriate translation materials. This will help students to accurately locate themselves and grasp the future employment direction [9].

## 7. Conclusion

In summary, the translation workshop-style teaching method can significantly improve the effectiveness of university translation teaching, and is of great significance to the improvement of students' translation skills and language expression ability. The application of translation workshop teaching method in university translation teaching should combine the characteristics of different professions to enhance the professionalism and pertinence of translation materials, thereby enhancing students' translation skills.

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