The Application of Translation Workshop in College English Translation Teaching

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Abstract: Translation workshop is a practical, student-centered and process-oriented teaching model in which two or more students concentrate on translation activities. In the translation workshop teaching mode, the focus of translation activities shifts from the translation text to the translation process, which will strengthen the students' thinking in the process of translation, and trains the students' ability to ask questions, analyze and solve problems, therefore, it is conducive to improve the students' practical ability in translation practice as a whole. Based on the author's learning and practical experience, this paper first analyzed the significance of the translation workshop teaching model, and then summarized the operation process, finally, put forward some suggestions on the translation workshop teaching mode.

1. Introduction

Translation workshop was developed in the 1960s in some American colleges and universities[1]. At the beginning of this century, domestic scholars began to pay close attention to this teaching model and applied it to translation teaching practice. At present, the research on the teaching mode of domestic translation workshops is focused on the theoretical and empirical research fields, such as translation in higher vocational colleges, English translation in independent colleges, business English translation and college English translation. However, the research on this model is not deep enough, and the application of translation workshop in college English teaching needs further study[2].

2. The Significance of Translation Workshop Teaching Mode

2.1 The teaching model is diverse and the idea is new.

The teaching mode of translation workshop is diversified and conforms to the rules and requirements of modern teaching development. Taking students as the center and paying attention to the process of learning, a series of novel teaching ideas and teaching methods, such as "task-driven", "cooperative learning", "communicative teaching" and "defense", are used in teaching. It can stimulate students' interest, strengthen students' initiative in learning, and promote students' translation ability. In addition, the translation workshop teaching model can effectively make up for the shortcomings of various teaching methods in teaching practice by integrating various methods to achieve better teaching results.

2.2 It is conducive to give full play to the teaching ability to promote the growth of teachers.

Teaching and learning is a dialectical process, so teachers are also growing up in teaching. In translation workshop, teachers answer questions, participate, and guide students to analyze and discuss. The diversity of teaching contents requires teachers to constantly strengthen their study, improve their translation ability and quality so as to be able to answer questions and questions. Teachers should also stand at the forefront of subject research, pay close attention to the trend of discipline and give timely guidance to students[3]. At the same time, teachers should also pay attention to the trend of translation market, link the teaching of translation workshops with the market at the right time, and allow students to participate in some practical training opportunities in

the translation market so as to train the applied translation talents who can adapt to the development of the society.

2.3 It is helpful to improve students' translation ability and comprehensive accomplishment.

The teaching mode of translation workshop breaks the general discussion of translation skills by teachers mainly through the analysis of translation practice and cases, so as to deepen the understanding and mastery of skill skills. The whole teaching pays attention to the process of learning, every step and its cohesion, the analysis of translation errors, and the repeated consideration, so as to strengthen the cultivation of students' self-translation ability. In addition, students' learning potential is constantly developed, learning interest is stimulated rapidly, confidence in translation is gradually established, independent thinking, analysis and problem-solving ability are gradually improved. The ability to communicate and cooperate with others has been cultivated, and the students' self-evaluation ability has been improved. Students' responsibilities, obligations and mission as translators are strengthened. All of this, as a qualified translator's comprehensive accomplishment and ability, will nourish everything in the process of learning and lay a solid foundation for becoming a good translator in the future[4].

2.4 It is beneficial to the preparation for pre-service talents.

The teaching content of translation workshop is mainly some practical text materials, and the most are text structure translation. Focusing on the authenticity of translation practice, discourse and text types, can be closely combined with translation projects or translation tasks in the translation market. From the point of view of students, this kind of teaching can enable students to understand the market operation mechanism of translation in advance and prepare them for their future translation work. From the perspective of talent training, it can lay the foundation of pre-service preparation for the training of translation professionals.

3. The Operational Process of Practical Teaching Model in Translation Workshop

3.1 Theory review.

Firstly, the basic translation theory concepts, such as translation standards and translation purposes, are reviewed and expanded by means of guiding teachers' elaboration and students' discussion using multimedia. Secondly, combining theory with practice, teachers provide a variety of examples, and students discuss and analyze different translation criteria applicable to different translation cases. For the theory review part of the teaching, the main purpose is to make students familiarize themselves with the basic concepts, standards and aims of translation before carrying out translation practice, so as to lay a good foundation for the later practice.

3.2 Skill review.

Teachers guide students to review and expand their translation skills from semantic, lexical, syntactic, textual and stylistic perspectives. At the same time, it also needs to lead students to make a contrastive analysis on different stylistic features and different translation strategies and techniques adopted by different stylistics[5]. For the students in the field of engineering translation, the author emphasizes the practical stylistic analysis on engineering related scientific and technological materials and literature. This link is the core of translation practice teaching in translation workshop. Therefore, this link includes many small links. From the author's practical teaching, most teams can submit the final translation according to the prescribed time.

3.3 Results show.

With the translation team as the unit, the translation results are displayed in the form of PPT, which is not only the final draft of the translation, but also a summary of the translation work of the whole project.

3.4 Project evaluation.

During the presentation of one translation team, other teams can comment on the merits and demerits, and guide the teacher to evaluate the final draft according to the completion of each team's translation task and the quality of the final translation draft submitted by the team. The above run process can be shown more clearly in Fig. 1.
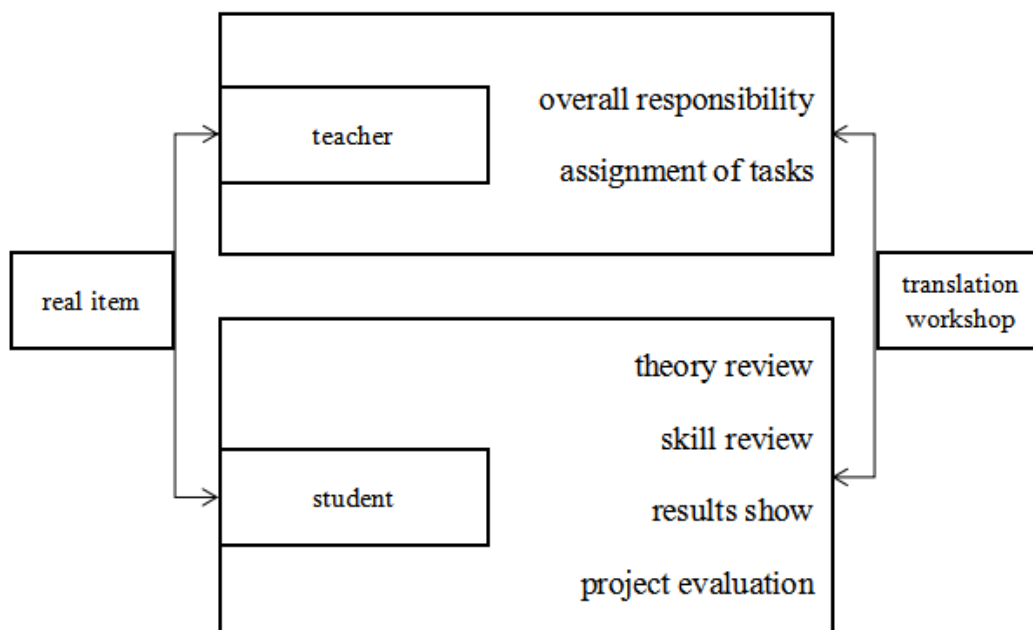

Fig. 1 Operational Process of Practical Teaching Model in Translation Workshop

4. Teaching Suggestions on Teaching Mode of Translation Workshop

To elaborate teaching plans and implementation plans. Before carrying out the translation practice teaching in the translation workshop, it is necessary to ensure that the students have already learned the relevant translation theory in the translation theory class, and have mastered certain translation skills. Translation teaching should be based on the combination of translation theory and translation practice. Although translation practice teaching in translation workshop focuses on cultivating students' ability to solve practical translation problems, it does not neglect theoretical teaching. Therefore, students must master certain translation theory and translation skills. To this end, teachers must carefully formulate teaching plans and implementation plans, and allocate appropriate time.

4.1 The choice of translation projects should have a certain professional direction.

For different majors, teachers choose the right direction for the future development of the project materials. Besides the study of basic translation knowledge and the cultivation of basic ability, we should choose the materials about professional direction for translation practice, so that students can fully contact professional materials and accumulate practical experience. At the same time, teachers should fully understand the post requirements and development trends of different professions and talents in different fields of the society, so that the teaching contents of the courses can reflect the new knowledge and new technology of the corresponding professional direction in time, and keep up with the pace of the times.

4.2 Network and translation software resources should be actively used in translation teaching.

In the practical teaching of translation workshops, students should be encouraged to actively use the network and translation software resources to improve translation efficiency. For example, during the period of translation preparation, students can use the network to find information. In the

process of translation, students can make use of the network to communicate and integrate resources with team members at any time, at the same time, they can communicate with teachers or ask them for advice. At present, when translation institutions or companies complete translation projects, they generally use auxiliary translation software, which can not only greatly improve the efficiency of translation, but also make use of translation software to build professional corpus. Therefore, in practical translation teaching, the author encourages them to use software to help them translate and to set up relevant corpus, which not only improves their translation efficiency, but also lays the foundation for their future employment.

5. Summary

There are many disadvantages in the traditional translation teaching mode, which is not in line with the demand of talents for the development of modern economy and society, so it is in urgent need of reform and innovation. Translation workshops can effectively stimulate students' interest in learning, train students' translation ability, promote the improvement of comprehensive quality, and make good preparations for students. This model is a kind of teaching mode which is practice-oriented and student-centered, which not only conforms to the reform direction of English translation course teaching in China, but also helps to train professional translation talents. At the same time, it conforms to the trend of the demand for professional translators in the development of social economy.

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