

# Application of Translation Workshop in Translation Teaching for College English Majors

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**Keywords:** Translation workshop, College english major, Translation teaching

**Abstract:** With the development of time, my country's theoretical and academic research on translation teaching has shown a diversified and diversified development trend. In order to cultivate more translators who adapt to the times and social development process, a new teaching model of translation workshop was proposed. This teaching mode is to focus on the final actual teaching effect and regard students as the core of the whole teaching mode. Under the guidance of this teaching model, students will form different groups according to different translation tasks. Each group can obtain corresponding translation tasks and translation scenarios, and complete corresponding teaching tasks through group cooperation. Therefore, this article mainly studies the application principles and methods of translation workshops in college English translation teaching, which can ultimately provide a theoretical basis for improving the effectiveness and substantive quality of college English professional translation teaching.

## 1. Introduction

At present, the education and teaching of English majors in my country's college education pay more and more attention to the cultivation of students' application ability, innovation and skills. Translation teaching is mainly to train the diversified and compound skills of foreign language talents. However, there were many problems in the translation teaching process in the past. For example, the teacher was the center of the teaching mode and the cultivation of students' innovative spirit and skills was not paid much attention. Such a teaching model cannot effectively adapt to the current society's demand for talents. Therefore, there is an urgent need to reform the existing teaching model and cultivate compound talents with multiple abilities. The teaching mode of translation workshop is based on the traditional teaching mode to continuously improve the various links and processes of translation teaching. Using such teaching models and teaching methods can help students increase their interest in translation teaching, and can also use translation workshops to create new translation scenarios, prompting students to complete various educational and teaching tasks, and effectively guarantee students' various practical operational capabilities.

## 2. Definition of Teaching Mode of Translation Workshop

Translation workshops originated in the 1960s, and have continuously developed into a process-oriented, student-centered, and practical teaching model. Translation workshops are based on the establishment of a commercial translation center and require more all translators participate in various activities in translation. In these activities, translators mainly use cooperation to solve various problems in the translation process. After transferring this type of model to teaching, it has become a new teaching method, which basically allows students to use translation practice activities to promote the steady improvement of students' abilities, requiring students to experience practice, cognitive learning, and Practice this cognitive law again [1]. Under this teaching mode, students need to form "workshops" according to different study groups, under the guidance of teachers to simulate actual translation scenarios, and use group cooperation and discussion to complete specific teaching tasks. Teachers are no longer the main and core players in translation teaching, and students' enthusiasm and operational ability have been steadily improved. In the application translation workshop, there are mainly two parts of individual speech and group discussion. The

teacher will also explain some issues. This teaching model can greatly increase the interaction between students and teachers, requiring students to participate in the entire teaching activities [2].

### **3. The Necessity of Translation Workshops in Translation Teaching for College English Majors**

#### **3.1 Improve Students' Motivation to Learn**

In the past translation teaching, it was difficult for students to effectively enhance their own learning interest and motivation. Under the teaching mode of translation workshops, a translation situation was fully created to encourage students to actively and deeply learn about translation in the situation. The content of, and then can fully stimulate their own curiosity and learning passion, in order to fully mobilize the learning atmosphere [3].

#### **3.2 Avoid Practical Errors That Are Difficult to Translate**

The teaching mode of translation workshop requires multiple translators to jointly complete the corresponding translation work. When facing students of different translation levels, teachers need to adopt rational and effective methods and actively organize corresponding teaching modes. And process. Teachers should be able to arrange more interactive and cooperative activities in the classroom, and add some testing activities. This is because students will encounter some language difficulties and obstacles in the process of translation, so it is relatively easy to use cooperation to effectively solve these problems and to encourage students to participate in translation.

#### **3.3 Realizing the Effectiveness of Translation Teaching**

The ultimate goal of translation teaching is to cultivate talents with skills and enhance learners' personal core competitiveness. In the end, it is relatively easy to obtain competitive opportunities in employment. Universities should take such talent training goals as the main orientation of curriculum development, so as to have certain value and practical significance. The use of translation workshops can effectively complete the teaching objectives and greatly enhance the students' translation ability. Because students will use translation workshops to complete different types of translation materials, and then connect with reality, and apply what they have learned to reality. If students want to improve their translation abilities and skills, they need to systematically study their major courses to lay a good foundation. And on this basis, learn the types of English that may be relevant to your future work, which can ultimately greatly enhance the translation process [4].

### **4. The Application Principles of Translation Workshops in Translation Teaching for College English Majors**

#### **4.1 Principles of Cooperation and Interaction**

In the process of teaching applied translation workshops, the principles of interaction and cooperation should be clarified. The first is the principle of cooperation. Students should use two-way interaction to complete all practical translation tasks. This method can greatly enhance the quality of translation. For example, it can reduce excessive differences and grammatical errors in the meaning of the source language; secondly, interactivity. By strengthening the interaction between instructors and students, a more harmonious and harmonious atmosphere can be formed [5].

#### **4.2 The Principle of Effectiveness**

Classroom is an important part of the teaching model of translation workshops. In the process of carrying out collective translation, students will carry out corresponding translation work under the guidance of teachers. Students will regard themselves as professional translators and will also take on the role the responsibility of the translator. After the completion of the translation work, the students' passion and enthusiasm for translation work has also been continuously improved.

### **4.3 Principles of Mutual Cooperation and Inquiry**

When translating independently, students will also face many problems, such as translation standards and norms of different article styles, and specialized translation skills, such as addition and subtraction of morphology, and part-of-speech conversion. Therefore, when teachers need to be able to use the teaching methods of translation workshops, they need to follow the principles of mutual cooperation and inquiry, and strengthen learners' translation theory and practical translation skills [5].

## **5. The Specific Implementation Steps of Translation Workshops in College English Professional Translation Teaching Classes**

### **5.1 Class Preparation Stage**

#### **5.1.1 Design of Translation Materials and Tasks**

When collecting translation materials, it is necessary to take into account the translation documents and materials related to the work that the students may be engaged in in the future; in addition, teachers must ensure that the teaching design needs to be based on the collected materials in the translation task, and the materials should also be considered Master the students' translation skills in the middle school.

#### **5.1.2 Display and Analysis of Translation Model Essays**

After completing the design of the translation materials and tasks, the instructor needs to use some sample essays and translation materials to complete the corresponding courses. It is more necessary to conduct an in-depth analysis of the appropriateness and accuracy of the translation model. First of all, the translation materials in the preparation stage should be given to the students, who need to be familiar with and perfect these materials in a short time. The teacher is to guide students to analyze these materials, samples and related translations. This will help students to carry out their subsequent translation activities effectively. In this stage, teachers need to guide students to ask questions and let students discuss the existing translation strategies. Moreover, students must be greatly interested in translation, and all translation methods should be actively adopted. For example, the teacher can give a stronger reward to the group that completes the translation task better.

#### **5.1.3 Learning Translation Theory and Translation Skills**

Before the group in the classroom discusses the translation task, the teacher should use a variety of methods and materials to show the translation skills, theoretical knowledge and process to the students. Only in this way can various translation skills and theories be applied to the translation task. Among them, the translation quality and level will be greatly improved. In the process of translation practice, you may encounter structural problems, such as excessively long and complicated English original sentences, which requires teachers to show students some unique skills to teach and deal with long English sentences. For example: Both peaks are majestically towering high mountains and are blessed with paradise status, or in Chinese Shangri -la. The translation is: Both peaks are towering into the clouds, magnificent, known as the paradise on earth, in Chinese called “Shangri-La “. This method mainly uses the “division translation method”. In addition to the translation skills, other translation skills should also be mastered to ensure that the idioms, technical belonging, negative structure and passive voice in the original English sentence can be handled properly [6].

#### **5.1.4 Learning Translation Steps**

In the translation teaching class, it is not only necessary to learn translation principles and skills, but also to learn the correct translation steps. The entire translation process should be divided into 4 steps. The first is to read the original English, which can correctly grasp and understand the meaning of the original; second, to carry out translation training. At this stage, students will

encounter various problems in expression, and they must grasp different translation skills and steps to steadily improve the quality of translation; finally, they must perform inspection steps. Students need to continue to polish the translated works to ensure that the logical relationship and language structure are clearer and smoother. Also correct the existing grammar, problems, and errors and details in various meanings.

## **5.2 Classroom Management Stage**

The core of translation workshops and teaching methods is students. Teachers need to divide students into different study groups and assign them to different translation tasks, so that the group can steadily improve their translation skills and abilities through cooperative translation. . The first is the understanding of the text. The teacher needs to explain the text as necessary, and then distribute the relevant materials to the students. The students will get a general understanding of the content of the original text by pre-reading, and then have a more thorough understanding of the original text through intensive reading. Before distributing the translated materials, teachers should ask students questions according to the content in the translated text, which can solve the obstacles and problems caused by different languages and subject areas; secondly, conduct text analysis. After the students read the original text, the teacher will guide the students to analyze the text, help students understand some relatively difficult vocabulary with a certain cultural background, and have a deep understanding of the grammatical structure and implicit content in the sentence And analysis can finally thoroughly understand the thought content in the text; secondly, expression. After a correct understanding of the original text, there is no guarantee that these meanings can be fully expressed. In this stage, teachers should avoid interfering with students' translation activities as much as possible, but from the perspective of bystanders and guides to supervise and guide students' translation activities, strengthen students' expression quality in terms of wording and sentence formation, and let Students conform to the expression habits of the target language [7].

## **5.3 Evaluation Stage**

At this stage, the translation tasks between the study groups have come to an end. At this time, the teacher should evaluate the translation results and tasks of the students, so that the students can be aware of the specific methods when dealing with the same type of translation materials. The evaluation stage includes two parts: the first is the modification part. Different groups are required to communicate and communicate with each other and modify each other's translations, as well as to compare with the original text to find out if there are any obscure or incomprehensible parts, and give special marks to point out the deficiencies, and Let the students make changes; the second is the evaluation stage. In this stage, teachers should promptly evaluate and give guidance to students' discussions and translation activities to ensure that students can master the correct and accurate translation methods and conclusions. At the same time, the experience and principles of translation should be summarized, and the students' translation activities can be effectively grasped in time during the process of students' information and feedback. Encourage students to effectively recognize the problems of themselves and others as much as possible to avoid similar errors in future translation activities [8].

## **6. Conclusion**

Our country's college English translation teaching pays more and more attention to students' translation skills and innovative spirit, but there are also various problems in carrying out college English translation teaching, such as the inability to enhance students' interest in learning, and the lack of attention to the mastery of students' translation skills, etc. Various problems have caused the final quality of college English translation teaching to fail to improve. Under such circumstances, the translation workshop method came into being. The success of this method laid a good foundation and premise for solving the above-mentioned problems. The translation workshop has changed the traditional teaching concept of translation and put students at the center of the whole teaching activity. This article divides the translation work method into three parts, namely the

course preparation stage, the classroom management stage and the evaluation stage. According to these stages, students' translation skills and translation skills are trained, which improves the quality and level of translation teaching for college English majors, and provides a theoretical basis for cultivating more high-quality and compound talents.

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