

A Brief Discussion on 'Translation Workshop of TCM'

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Abstract. With further development of economic society, people have a constantly increasing demand to enhance their own abilities. Seeking for a more efficient and flexible learning way has become a tendency, therefore, all kinds of workshops involving in various fields emerge. Meanwhile, in a long period of time, more frequent international exchanges and cooperations concerning TCM culture and urgent demand for highly qualified translators in the market both contribute to the progress of translation workshop teaching mode which emphasizes on communication and autonomy. In this essay, through a brief discussion on development course of translation workshop, we will better understand exploration process of translation teaching mode of TCM.

Understanding the development venation of translation workshop is beneficial to the concrete implementation of translation teaching mode of TCM. At the same time, it is meaningful for universities of TCM to adopt new teaching mode. It also helps promote popularization of translation workshop teaching in translation learning of TCM, and meet the demand of continuously growing market, finally.

1. The Definition of Translation Workshop

Initially, Gentzler(1993:7) defined translation workshop as 'forum similar to translation center where two or more translators gather together to conduct translation activities'. Based on the cognition of workshop and combining with teaching practice, domestic scholar Li Ming, translation workshop is defined as an activity in which a group of people engaged in translation together to express their own opinions, intensively actively discuss on a specific translation task and eventually establish a point of view that all members accept through a series of consultations.

2. The Origin of Translation Workshop

The introduction of workshop in the field of translation began in the 1960s. Engle, the writing workshop director from the University of Iowa in America, firstly held translation workshop in 1964. In the 1970s, a large number of universities in Yale, Princeton, Columbia, Texas and New York state set up translation workshop successively.(Fang Mengzhi 2011:27)The theoretical basis of translation workshop teaching comes from the basic idea of constructivism, it considers students as protagonist in teaching situation, teachers as productors、helpers and supplier of information in students' learning. In the meantime, teaching is a process of motivating students to construct knowledge by the means of cooperation and exploration. Certainly, teaching strategies should be centered on students, promote them interaction with the situation as soon as possible and be active to construct meaning of learning.

3. The Research Situation of Translation Workshop

(1)Review of Domestic Translation Workshop

Domestic research of translation workshop started relatively late. According to related academic journals and PhD thesis, showing that appear earlier research are the essay The Application of'Translation Workshop'in Translation Teaching on Journal of Sichuan International Studies University and the publication of Li Ming's Translation Workshop and so on.

(2)Research Characteristics of Domestic Translation Workshop

Considering research status published in 2015, Journal of Mudanjiang University during ten years from 2004 to 2013, it shows 4 features including increasing research trend, unbalanced research proportion, narrow research scope and few research results. Although there are many problems mentioned above, undeniably, the studies of translation workshop have been universally attracted attention since 2010 and the research fields cover tourism, trade, commerce, economy, engineering and traditional Chinese medicine etc.

4. Application of Translation Workshop in Teaching

(1)Teaching Requirements of Translation Workshop

The teaching requirements of translation workshop have two parts. For teachers, helping students fully understand text, coordinating students to reach cooperative relation, creating relaxed learning atmosphere, timely finding out the issues in the process of translation and giving them guidance, also good disciplinary quality as well as deeply research for theoretical knowledge are required. For students, it is necessary to accumulate frequently language knowledge,

accurately grasp the meaning of words based on the context, continuously improve the ability of innovation, keep active and polish translation given actual differences and so forth.

(2) Contrast between Traditional Translation Teaching and Translation Workshop

Traditional teaching regards teachers as the center of teaching and focuses on the results of translation. Teaching mode is usually students exercising, while teachers commenting viewing translation. By the contrast, translation workshop teaching mode considers students as the center and pays attention to the process. Teaching mode of it is often students translating and discussing, while teachers giving supplementary explanation.

(3) Simple Analysis on Application of Translation Workshop

Through thousands of years quenching, traditional Chinese medicine culture has condensed into a unique medical system, and the differences between Chinese and Western culture inevitably cause difficulties in cultural output, which makes it possible to bring this teaching mode involving many fields into translation of TCM exploration. Translation workshop's teaching goal is letting students fully understand translation process and steps, master translation strategies by practicing, and touch the original language and target language in real text. In addition, through grasping professional knowledge of special field (like translation of TCM) and studying how to use terms to cultivate self-learning and research skills, grasp the use of translation reference tools, improve communicative ability to inter-language and comprehensive quality as translators. The application of translation workshop in TCM field will be helpful for learners to skillfully master its application in concrete situation and lay a good foundation for the subsequent dissemination of TCM culture.

(4) Practical Application to Class

Connected with actual situation of author in the learning process, 'translation workshop' teaching consists of collecting translation materials before class, translating in class, discussing and summarizing. First of all, teacher selects translation materials suitable for students; secondly, members of the group consisting of five or six read and translate respectively; then, each group discusses, summarizes the most ideal translation result and presents it in the class; in the end, teacher has an evaluation of translation. For example, the title 'Family in China Paid \$6.5 Million to College Admissions Fixer for a Spot at Stanford, Sources Say', we discuss the meaning of the word 'fixer'. Given relevant background, student A believes it means a person who coordinates between two parties. Considering ideas of classmates and teacher, student B gives a more accurate meaning 'intermediary'. Combined with personal experience, it finds that students' enthusiasm and initiative can be mobilized to a greater extent via the application of translation workshop teaching mode which plays an important role in both the attention concentration of students and training of teamwork.

(5) Practical Application to Compound Learning

Since the single mode of training professional translation talents for English major cannot meet the needs of the times, it has become a trend to cultivate inter-disciplinary translation talents. Taking Jingdezhen Ceramic Institute as an example, combining ceramic major background with English language level of ceramic design students, constructs and practices the teaching mode of 'ceramic translation workshop', and cultivates 'ceramic + English' translation talents. Another example, English major (TCM) of Jiangxi University of TCM, combining English language and literature with basic knowledge of TCM, cultivates talents who have strong English communicative ability and professional knowledge of TCM. In the process of translation learning, it adopts translation workshop teaching mode, pays attention to participation and reflection, and translates specific TCM articles, which not only contribute to students absorbing multi-angle thinking results as soon as possible, but also promoting the connection between TCM vocabularies and English.

5. Prospect of Translation Workshop

The autonomy, interactivity, openness, and flexibility of translation workshop makes participants, teachers and students, not only become effective practitioners and learners, also future advocates and researchers in translation field. Under the guidance of this mode, application of translation resources will be widely used in the future, translation evaluation mechanism more complete and diversified, translation quality improved, and better promote cultural exchanges or inheritance. It is a general trend to keep a positive and optimistic attitude towards the prospect of translation workshop teaching. China, continuously enacts relevant policies of TCM culture, and society improves the recognition and acceptance of TCM culture, which makes it sure translation workshop teaching mode application of TCM will provide infinite possibilities.

6. Summary

To sum up, as a teaching mode, translation workshop is the product of the development of translation teaching and translation research to a new stage in recent years, and the fruit of the public's new understanding of translation teaching. The application of translation workshop teaching of TCM is not only an active search for promoting the inheritance of TCM culture, but also an active exploration for teaching reform of universities. Teachers and students, as participators and conductors, should actively coordinate each other to push forward translation work and make efforts to boost the development of translation.

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