

Promoting Translation Teaching by Use of "Literary Translation Workshop"

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Keywords: Literary Translation Workshop, Translation teaching, Application principle, Necessity, Design

Abstract. The promotion of education reform has derived a number of new teaching methods and patterns, they represent the education of innovation and try, and some have achieved good results. "Literary Translation Workshop" is one of the many excellent education mode, it takes the modern education concept to lead the current university literature translation teaching class, with the practice to promote the cognition, for the student shows the vivid learning experience, has promoted the Teaching quality of English “ American Literature Translation Classroom. from The "literary translation workshop which is still relatively young teaching mode, this paper research the specific application principles of the teaching model in translation teaching, and explained its the teaching implementation steps.

Introduction

Although the concept of "translation workshop" appeared relatively late in China, but as early as the 60's in the last century, the United States has been spread, it is the development direction of the timeliness of teaching, students learning process guidance, it is a kind of high affinity teaching mode. Translation workshop and commercial translation center is similar, the two can achieve the focus of translation activities. In the process of translation, the translator and the learners can be multi-faceted exchange, solve problems together. At the end of the 60's, the pattern was implemented in the American College of higher education. It has won the high recognition of the educational field and improved the students' ability of operation and cooperation. This also makes it becoming the most effective teaching way in the future. Actively promote the progress of the classroom teaching and translation.

The application of literary translation workshop in Translation Teaching

The teaching mode of "Literary Translation Workshop" in China is used to rid the influence of the traditional teaching mode, and to provide new ideas and new energy for the translation teaching. At present, our country's college translation teaching is mainly based on the translation of English and American literature, but the use of "Literary Translation Workshop" is still in the primary stage, the efficiency is still very low, so we should learn from some foreign excellent translation teaching skills and strategies to improve the translation ability of domestic students, the concept of "translation workshop" is a solid implementation of College Translation teaching.

Necessity

In general, the introduction of "Literary Translation Workshop" is to improve the current traditional translation teaching concept, cultivate the exchange and practical professional translation talents, .so in order to achieve some purpose, we should seek innovation in some teaching methods,

Improve the translation interest of learners

The interest of the learner is entirely dependent on the classroom atmosphere, the traditional classroom teaching is rigid and the rules, lack of vitality, it is easy for students to get into a dull, it hit the enthusiasm of students' study independently. For the teaching mode of "Literary Translation Workshop", our country's education scientist Zhu Huifeng proposed two principles: "Firstly, the role

of the teaching mode of "translation workshop" is to change from teacher to student, and the students is the center of whole class. Secondly, with the students as the core, the teaching method can meet the students' achievability in various learning objectives, and use this achievability to guide and tap the students' more curiosity, gradually activated their subjective initiative, thus activate the classroom teaching atmosphere." This is the teaching purpose that "translation workshop" want to achieve, It means that let the students " Learn from doing " , put the classroom to the students, let them have space to express themselves, form an active atmosphere, so that learning is no longer boring.

Reduce the mistakes in Translation Teaching

"Translation workshop" aimed at different levels of the students, different translators and different classroom. So one teaching method is not suitable for all students, teachers should make the formulation of teaching strategy, organize teaching activities effectively implemented after understanding the characteristics of each student in the class and interest orientation. For example, you can add a number of projects that are highly cooperative, and to increase the test of individual ability in the interaction. This activity gives students the two choice to solve the problems: solve the problem by the cooperation, or solve the problem by yourself. For example "As far as our information goes, the concert is punctually meeting its commitments and a credit in the sum you mentioned would seem to be safe." In this sentence, the translation of the word "credit" is difficult to grasp, because the word has many meanings, such as "loan, honor, credit, honesty, trust, qualification" And so on.. And the teaching mode of "Literary Translation Workshop" for "credit" is translated into "credit limit", which avoids the students' multiple choices.

Improve the effectiveness of translation teaching

The effectiveness of translation teaching is not only reflected in the classroom, "literary translation workshop hope students to get genuine acquisition in translation education in University, and can use in future work, become social practical talents. In this regard, the college translation teaching based on this model has a profound understanding that the factors that students want to improve their translation is ability. Therefore, the teaching of translation should expand the scope of English learning, let them contact more British and American articles, such as medical English, science and technology English, business English and so on. From the translation of these articles to enrich the knowledge, to permeate more British and American cultural ideas, to learn translation accordance the Pragmatic habits of English speaking countries, these are conducive to students in the future work to solve the problem [1].

Principle

Cooperative interaction

"Literary Translation Workshop" teaching encourages students to cooperate and interact, which mainly covers two main contents. The First is cooperation and cooperation to complete practical teaching translation task is the basic, different views and ability of the combination is conducive to the emergence of high quality translation work; second is the interaction, interaction between students, more important is teacher-student interaction, the teacher through the design of teaching ring to provide students with learning atmosphere, and students can help teachers to help guide, to discuss academic issues, let the classroom atmosphere more harmonious.

The practical effect

"Literary Translation Workshop" does not belong to the translation education in Colleges and universities, so it is inevitable that there are limitations in the school environment due to various factors. for example, In the teaching of English and American literature works , the teachers will not be able to convey all the translation skills and knowledge to students because of the limitation of time and ability. Therefore, from another perspective, the combination of university classroom and the simulation of social environment may be more suitable for students to improve their learning ability. In this process, students should take part in the translation task, and then get paid. This has been implemented in some universities, students and teachers can jointly complete the profit project, and continue to translate research work in the project [2].

The analysis of the implementation of College English translation teaching based on Literary Translation Workshop

Table 1. The implementation of College English translation teaching based on Literary Translation Workshop

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|---|------------------------------|-------------------------------------|
| the first stage (before translation) | Material preparation | Material and task collection design |
| The Second stage (in the translation) | Interim operation management | Translation activity |
| The Third stage (after the translation) | Project evaluation | Team evaluation, work display |

The preparation work before translation teaching

As shown in Table 1, the teaching model based on the "Literary Translation Workshop" is very meticulous, each link has different learning tasks and objectives. The most important task before translation teaching is to collect relevant information. This link can be completed by the students and teachers, and the curriculum design is accomplished by the teachers.

Teaching design of translation materials

Translation materials are different according to the different professional subjects, this paper take British and American Literature majors as an example, The collected materials should be able to reflect the main knowledge points in the course. The teacher teach students the translation skills of the corresponding teaching plan. Teaching mode of "literary translation workshop mainly encourage students into the literature, thus using translation skills Show the original intention of the article, and achieve the accuracy of the translation works.

The Display and analysis of the good translation models

The Display and analysis of the good translation models is led by teachers, first , teacher issued the vocabulary and phrases grammar list of article to students, and then give students 10 minutes to understand the article by the vocabulary grammar list, and finally to carry out the teaching of translation. In the Translation teaching progress, the teacher will Redefined the vocabulary, grammar in the different context, let students be able to accurately grasp the meaning. for example in “But it is still home to many secret treasures for tourists who like to avoid the crowds.” , The students' understanding of the word "home" may have ambiguity, although the original intention is "family", But here the exact translation should be "hiding place". In the process of translation, the translation is different with the different context, which should be analyzed in detail.

The study of Translation process

The study of the translation process includes the techniques and procedures. Based on the teaching mode of "Literary Translation Workshop", there are many kinds of translation techniques, such as increasing or decreasing word, converting method of word, and anti-translation method. If you encounter a complicated vocabulary and sentence, you can divided it into different sentences to maintain the smooth of the translation, to avoid ambiguity. For example: Both peaks are majestically towering high mountains and are blessed with paradise status, or in Chinese Shanghri-la.

Should be translated as: Both peaks are majestically towering high mountains and are blessed with paradise status, or in Chinese they are named Shanghri-la.

In the process of translation, we should first make the students read and understand, and then express, and finally, the teachers' students' assessment. This stage students not only master the vocabulary and grammar, but also gradually go deep into literary, use the translation techniques to complete the work. And final inspection is to the ensure translation more clear and smooth, and pointed out the errors, let students pay attention and correct in the future study.

The design of Translation process

In the translation process, the teacher can group the students to help them complete the translation task. In order to improve the individual's ability, the teacher will ask questions to each students in the group after the end of the translation, and examine the results of his work and the understanding of the article. The important is the promotion of Personal creativity, so the effect of the group collaboration is in two point, the first is the improvement of students' ability of communication and cooperation, and the second is the improvement of individual learning ability.

The evaluation stage of translation teaching

After The translation teaching, it is divided into two stages: the group mutual evaluation and work display. The teacher can arrange each group to exchange the work and to carry on the evaluation. In order to see More students work, the evaluation process is divided into 2~3 rounds. The team also included the evaluation of individual members in the group, and pointed out the mistakes in the translation process, and summarized the experience, To form the specific supervision and guidance mechanism of the translation workshop, to ensure that the classroom is free to discuss.

Finally is the outstanding class work display. Works display is an incentive mechanism, it can improve the students' learning interest in the classroom, and the enthusiasm of the translation. Every students hope that their work become the best display, reflect their competitive mentality. In the outstanding works sharing stage, team members can summarize their translation skills, improve their level through the work. In addition, you can set up some reward, such as the credit system, so that students can obtain credit in the competition process, it can greatly improving the classroom atmosphere and students' participation [3].

Summary: based on the "Literary Translation Workshop" teaching mode, this paper briefly discusses the present situation of translation teaching in Colleges and universities. Its purpose is to improve operational possibilities and teaching efficiency of the teaching mode, to provide an important research direction of translation teaching for our country. The translation teaching of "Literary Translation Workshop" provides us with unlimited possibility and freedom. The College English teaching should grasp the model and improve the translation level of college students and provide more practical value talented for the future society.

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