

Translation Workshop: Integrating Teaching and Practice

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Abstract: Translation workshop is a new teaching mode characterized by "student-oriented, task-driven, workplace simulation and team cooperation". On the basis of analyzing the characteristics of translation workshop mode, this paper systematically discusses the role orientation, process control and problem solving in the process of its construction and implementation, and demonstrates its applicability and popularization in modern colleges and universities, with a view to providing some ideas and references for the reform of "integration of teaching, learning and practice" in translation specialty.

Keywords: Translation workshop; teaching mode; teaching; practice.

1. INTRODUCTION

Guiding students to carry out effective translation practice is an essential link in translation teaching. However, there is a general tendency of "emphasizing theory and neglecting practice" in translation major in domestic universities, often "teaching and learning are separated, learning and doing are separated", students seldom carry out high-intensity professional training, and they cannot be competent for multi-field applied translation work after graduation. Therefore, it is imperative to reflect on the effectiveness of translation teaching and learning and reform. In 1964, Paul Engel initiated a translation workshop at the University of Iowa, which advocated teachers and students to form a teaching community with translation tasks as a link to jointly improve their translation practice ability. Its emphasis on the concepts of "teaching interaction", "teaching in doing" and "learning by doing" is highly consistent with the idea of "teaching and learning in one" put forward by China's famous educator Mr. Tao Xingzhi. The application of translation workshop mode to translation teaching can make up for the shortcomings of current translation practice teaching to a great extent, which is of positive significance for promoting translation teaching reform. Therefore, how to construct and implement the translation workshop teaching mode in domestic universities is a topic worthy of discussion and research.

2. CONCEPT OF TRANSLATION WORKSHOP

According to the explanation in Longman Dictionary of Contemporary English, a workshop is a meeting for people to improve their skills through experience discussion and practical training. Translation workshop is a special form of workshop. Translation workshop is regarded as a forum where many translators gather to engage in translation activities. Wolfson proposed that the translation workshop is a two-way communication place between the coordinator and the participants for the purpose of "reciprocal learning" and is an entity between the language and speech courses and

the research conference on literature. Biden and his co-authors believe that translation workshops are under the guidance of social constructivist methods to cultivate translation learners' professional self-concept and translation ability in a teacher-centered classroom environment through "collaborative learning", "authentic tasks" and "scaffolding teaching". Li Ming believes that a translation workshop is an activity in which a group of people engaged in translation activities gather together to discuss and negotiate a translation task and finally reach an acceptable translation. Based on the above definition, the translation workshop emphasizes translators' joint participation and mutually beneficial cooperation, which is characterized by practicality and sociality.

3. CHARACTERISTICS OF TRANSLATION WORKSHOP

Translation workshops are "doing" oriented. Teachers teach and do while teaching translation theories to students. At the same time, they also participate in practice. Students learn by doing, learn translation skills in practice, and cultivate comprehensive abilities such as interactive cooperation, coordination and communication. In summary, the teaching model has the following characteristics: the translation workshop for teaching subjects is a teacher-led teaching model with students as the core, "placing students at the center of the teaching process and learning process." Stimulate students' initiative and creativity as much as possible. As the main body of teaching, students actively participate in practice, interaction and discussion, learn team communication and cooperation in the process of solving practical translation problems, and constantly check the translation knowledge learned, drawing inferences from other examples, so as to enhance professional ability in "doing" and form a competitive advantage in employment. Teachers, on the other hand, play the role of organization, coordination and supervision, guiding students to think deeply, communicate and cooperate, and independently discover translation rules, providing students with methods rather than results.

In a word, the teaching mode of translation workshop attaches great importance to the status of students as cognitive subjects and takes students' participation as an important factor to measure the teaching effect. The aim of the translation workshop is to train professional interpreters and cultivate students' ability to solve practical translation problems. The teaching content focuses on "combining the current society and market to ensure the sociality, authenticity and timeliness of translation materials". Practical texts such as science and technology, commerce, law, news and medicine are mainly selected as materials to construct translation projects. Some of the project tasks are usually the real translation tasks of enterprises, and the translation skills and basic knowledge are integrated into them. Students have accumulated professional knowledge and translation skills in various professional fields by extensively dabbling in diversified translation topics and carrying out actual translation operations, fully experiencing various steps in the translation process, such as corpus processing, compilation and revision, and revision of final versions.

The translation workshop "uses a relaxed and interesting interactive way to link up the activities jointly participated by many people into a systematic process". It integrates many factors such as teachers' theoretical teaching, classroom planning, process monitoring, participating and summarizing with students' collective discussion, autonomous learning, group cooperation, translation simulation, self-evaluation and mutual evaluation. Diversified teaching methods are more likely to produce freshness and impact, and stimulate students' potential and vitality.

In addition, the translation workshop can also implement an industry tutorial system, employ people from the translation industry to carry out cooperative teaching, complement teachers through classroom participation or remote guidance, break through the barriers between the classroom and society and enterprises, create real translation scenes, introduce translation teaching into the socialization track, and lead students to explore the depth of the translation industry. Traditional classroom teaching is mostly carried out in ordinary multimedia classrooms, and there is no high requirement on students' computer operation ability. Translation workshop teaching activities need to simulate the real translation environment and rely more on auxiliary teaching facilities such as computers, networks and translation software. Therefore, it is often carried out in multifunctional translation laboratories. Students can not only master basic word processing technology, text editing technology, corpus and information retrieval technology, but also learn to use advanced machine translation software and computer-aided translation software to improve translation efficiency and quality.

To sum up, the translation workshop does not teach by traditional methods, but by simulating the workplace and training, so that students can use modern translation tools and methods to translate practical text materials in different professional fields and solve the problem of disconnection between translation teaching in colleges and universities and social needs.

4. CONSTRUCTION AND IMPLEMENTATION OF TRANSLATION WORKSHOP

The construction of the teaching mode of translation workshop is a systematic project, involving many links before, during and after translation, each of which requires careful layout and preparation. Based on Wolfson's "seven-step" procedure for translation workshops, this paper intends to divide the construction and implementation of the teaching model of translation workshops into five steps for interpretation:

1. Set up a translation team

The students are divided into groups of 4-6 people in each group. Each group has project manager, initial translation, translation review, typesetting and other posts. The project manager is responsible for day-to-day management, task allocation, organization and liaison, etc. Other members will perform their duties under the leadership of the project manager. If the number is limited, each member can hold several positions. In addition to the student translation team, it is better for the lecturers to recruit other teachers and professional interpreters and translators from translation companies to form a teacher workshop to put forward more targeted and constructive amendments and suggestions to the students' translations and to make a more comprehensive and objective evaluation of the students' achievements.

2. Issue translation tasks

Teachers simulate the business process of the translation market according to the students' language ability, vocabulary knowledge level and text professionalism, and directly distribute translation tasks to students through QQ group in class, WeChat group or LAN in translation training room, or invite bids for translation projects as customers, with each workshop participating in the bidding. The winning workshop needs to sign a project acceptance agreement with the client (teacher), so that the students can experience the operation rules of the translation market and cultivate competition awareness and contract spirit. In order to facilitate students to enter the translation state quickly,

teachers can issue some relevant materials to students, such as bibliography, translation text requirements, relevant translation theories and skills, background materials, glossary, information about the commercial purpose and target market of the translation, etc., so as to facilitate students to understand the text materials and enter the translation state quickly.

3. Translation process

After receiving the translation task, the students read the text, look for relevant materials and information, and find out the text type, text style, style degree, text source and reader object. The project manager called the team members to discuss, analyze the difficulties, discuss the translation methods and form the translation ideas. If the original text is highly specialized and involves many terms, and the teacher does not provide sufficient reference information, the project manager can make some pre-translation treatment and formulate a unified glossary. After the first translator completes the first draft, the first instance will be responsible for revising it, eliminating hard defects such as mistranslation and missing translation. The final instance will be responsible for proofreading and polishing the translation, and unifying terminology, idioms and style of writing. Finally, the technical personnel carry out post-translation processing, including text proofreading and editing, graphic adjustment, document conversion, computer typesetting, etc. The project manager shall implement strict quality control on the translation, and assign special personnel to record the translation process and methods, and form translation practice report and PPT presentation.

4. Show translation results

After the students have completed the translation, they need to show it in class, interact and discuss with other workshops and teachers. The project managers of each group will send the original text and translation of this group to other groups for cross-examination at least one day before class. Then the group representatives will make brief statements on the text content, style, translation methods, difficulties and differences in class. After that, everyone will discuss the completeness of the translation content, the standardization of the text, the accuracy of terminology, the fluency of language expression and the creativity of solutions. Teachers timely answer controversial questions, interspersed with relevant translation theories and skills, to encourage and inspire students to think, review and explain, control the classroom situation, and ensure the smooth progress of the discussion. According to the opinions formed in the discussion, the students make the final revision and polishing of the translation, and then submit it to the teacher to complete the translation project.

5. Assess final results

Since translation workshop activities not only include students' classroom performance, but also involve autonomous learning and cooperative learning. Therefore, the evaluation mechanism of combining formative evaluation and summative evaluation should be adopted for the evaluation of students' achievements. Formative evaluation should include comprehensive evaluation of students' translation practice, classroom presentations, interactive discussions and other aspects, especially comprehensive investigation and evaluation of students' practical ability, project completion, cooperative attitude, communication ability, professional accomplishment and other elements. Formative evaluation scores may account for between 50% and 70%, and summative evaluation may be conducted by in-class examination or final closed-book examination.

5. CHALLENGES FACED BY TEACHERS AND COUNTERMEASURES

The teaching mode of translation workshop is more complex and open than the traditional classroom, involving more uncertain factors. Teachers inevitably face greater challenges. Teachers need to have sufficient control, adaptability and professional ability, and have sufficient understanding of the process and market dynamics of the translation industry in order to coordinate the overall situation and stimulate students' interest in participation. In order to meet this challenge, teachers should seek breakthroughs and promotion in many aspects and accumulate experience. The translation workshop model weakens the authority and control of teachers in classroom activities. Teachers' slight slack may lead to students' apathy, unwillingness to cooperate, or excessive freedom and deviation from the right track. The prevention of similar situations requires careful teaching plans. Teachers should not only spend a lot of time and energy to make scientific and detailed plans for the teaching content, emphasis, objectives, links, time allocation, difficulty in translating materials, etc. of each class, but also make certain pre-judgment for possible unexpected situations in the class, and list the corresponding plans in advance in the teaching plan to prevent the class from being cold or tense. In a word, translation workshop teaching needs teachers to outline, arrange carefully and organize classroom teaching step by step to ensure that the classroom is active and orderly and approaches the ideal effect to the greatest extent. Translation workshops are still a new teaching method. There are not many examples and experiences for reference at home and abroad. Teachers can only practice while exploring. After the completion of each translation project, some highly recognized translations and novel and creative solutions are extracted in time, and the glossary, translation practice report, translation, presentation PPT, focus and results of classroom discussions submitted by students are classified, summarized and evaluated to form a translation workshop teaching case library, which serves as valuable first-hand teaching and research materials and is convenient for future teachers and students to conduct case analysis, check for gaps and leaks, draw lessons, improve their abilities, and also share resources with peers to learn from each other and promote the sublimation of translation teaching theories and methods. Teachers should not only be satisfied with theoretical research, but also actively participate in practice, hone their own translation practice ability, and form their own unique translation experience and methods. Only in this way can teachers be adept in teaching and give students professional advice and guidance. Teachers should also step out of the classroom, go deep into the enterprise, communicate and cooperate with people in the translation industry, understand the demand and development trends of the translation market, the operation mechanism of the translation industry and the professional characteristics of professional interpreters, and understand the new knowledge, software and technology of translation, so as to lead students to explore the mysteries of the translation industry and help students embark on the path of specialization and professionalism.

6. CONCLUDING REMARKS

Compared with the traditional teaching mode, the translation workshop teaching mode puts more emphasis on teaching and learning as the center and advocates the "combination of teaching and learning", which is more conducive for students to carry out a large number of high-intensity and high-efficiency translation training, thus mastering translation strategies, consolidating the professional foundation, improving the overall quality, and can also encourage teachers to update

teaching concepts, inspire students to explore knowledge, and improve their teaching, management and coordination capabilities. Therefore, it is a win-win teaching mode for teachers and students, which is worth trying and promoting in more colleges and universities. But at the same time, we should also realize that to effectively implement this new teaching mode, we need to invest more manpower, financial and material resources, which will undoubtedly hinder the smooth progress of this mode. On the other hand, school-enterprise cooperation and school-enterprise cooperation can maximize benefits through the integration of resources, which can not only reduce the burden on colleges and universities, but also provide more appropriate translation talents for enterprises.

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