

Research on English Translation Teaching based on Project Teaching Method

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Abstract: With the reform of China's education system and the progress of information technology, university education has been paid more and more attention, and English translation teaching has also become an important course. The course is highly professional and practical and is closely related to students' future life and work. Because the teaching course of English translation needs to combine theory with practice closely, this paper makes an in-depth analysis and research on the English translation teaching based on the project teaching method, which has changed the traditional backward teaching methods to help students better understand and master the teaching content, promotes the close combination of theory and practice, so as to effectively solve the teaching problems in English translation teaching, and constantly improve the teaching quality, thus to create a good English learning environment for college students.

Keywords: *English translation teaching; Project teaching method*

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0 Introduction

In recent years, with the rapid development of social and economic culture, education is also increasingly developed. More English teachers pay attention to the translation of teaching content with the times, with a variety of teaching means to improve students' ability to learn and the ability to acquire knowledge. As students as the hope of the country and the nation, the quality of education should be deeply concerned,

therefore, in the new era, the way of education also requires innovation. Project pedagogy is a new teaching method, which cannot only strengthen students' understanding of curriculum theory knowledge but also improve students' practical ability of use. Therefore, in the process of carrying out English translation teaching, we should make rational use of the project teaching method and carry on the continuous innovation and the improvement to the teaching method to construct a complete teaching system, so as to improve the teaching quality and level of English translation teaching.

1 The application significance of project teaching method in English translation teaching

Influenced by the traditional teaching methods, English curriculum has formed a teaching form which focus more on theory and less in practice. Therefore, improving students' translation ability and practical ability is the main problem in the process of English translation teaching in colleges and universities at present. The project teaching method can fully arouse students' interest in learning and enthusiasm for learning and form a good habit of independent inquiry and thinking to solve problems. On the other hand, project teaching method can change the learning mode of students' simple imagination to understand and master knowledge to such a great extent that students can closely combine theory with practice, to get a comprehensive mastery to the teaching content and continuously improve the teaching effect^[1]. The project teaching method can make the English translation teaching idea from the heavy theory light practice to heavy practice light theory to carry on the perfect excess and may enable the student to improve his own

practical operation ability gradually; at the same time, the project teaching method can help the student to transform the English translation this course directly into a skill that survives in the society.

2 The problems of translation teaching under the traditional teaching mode

Currently, the teaching level and teaching quality of English courses in colleges and universities in China are not very high. In the translation course, the focus of the teaching content is on listening, speaking, reading, and writing, but the teaching of students' translation is ignored to some extent, so that the teaching effect of translation is not satisfactory^[2]. Moreover, teachers are still using the traditional, single method of imparting theoretical knowledge to carry out teaching without any communication with students, coupled with the boring teaching content of theoretical knowledge is more boring, the actual translation content is also relatively small, so that students lose the English learning interest and enthusiasm for learning. Lacking of sufficient translation practice exercises, resulted in students' misunderstand and master the teaching content, and cannot lay a good foundation for the future English major, at the same time, teachers cannot really grasp the true level of students, so that students in the English curriculum are lacking of innovation and practical ability, it is difficult to improve students' translation ability, which cannot become a professional talent. Finally, the teaching resources are not perfect enough, the number of translation exercises is relatively small, cannot cultivate students' translation ability to a certain extent^[3].

3 The application of project teaching method in English translation teaching

3.1 Focusing on the task as the carrier, the project is the driving teaching mode

In the application of practical English translation teaching, the project teaching method is not only a kind of teachers' unilateral knowledge but also a very important process for students to actively explore and discover the theory of instruction in their study and practice. In the process of English translation teaching, teachers should break down the complete teaching content into several simple small modules, and to adapt to the requirements of different actual jobs, teachers

should guide students to master all kinds of theoretical knowledge through the use of various ways to find information. In this process, students can continue to develop problem-solving skills and the ability to respond to things. In the whole teaching process, teachers should take students as the center, give full play to students' subjective role, and learn to help students to better understand and master knowledge by creating situations, which is also conducive to teachers in the teaching process through the use of multimedia rendering to rationalize the scene design. To realize the situation teaching mode of the fusion of picture and sound, the relevant problems existing in the situation should be put forward in this process so that students can discuss and study the problems^[4].

3.2 Setting up a project

One of the most critical aspects in the development of the project is the selection of the project. In the whole process of practical teaching and the content of the existence of the implementation, in a nutshell, once the project is determined, the whole process of teaching is really determined down^[5]. Before setting up the project, the teacher selects the appropriate project which must be based on the teaching content, and the material selection of the project should not only be close to the social life but also be able to design the key content of teaching. In the process of English translation teaching, teachers should actively guide students to observe carefully and excavate the material around them, which is beneficial to the students' enhanced memory of knowledge. Carry out rationalization according to the analysis result. Standing on the overall point of view, to reflect the classification of outstanding thinking ahead. Based on the students' future career, the optimized project text is selected for translation. After the translation, the teacher should make an objective evaluation so as to improve the projects. The identification of the project is a key to the successful completion of the project's teaching activities^[6]. The determination of the activity project is determined by the teacher and the student, which is discussed and studied together. For example, in English translation courses, teachers can actively guide students to the characteristics of business intelligence translation. In the process, students can use a variety of ways to collect and collate project-related information related to business intelligence, for example, to the library to consult books, literature, periodicals, and so on^[7]. On the other hand, teachers should actively guide

and encourage students to make full use of network resources for learning, and through the discussion between teachers and students to get familiar with and understand the theoretical knowledge related to the project, so that students are very clear that they should master the theoretical knowledge and design operation purposes, so as to ensure that information data have a certain degree of authenticity and accuracy. There are also studies to show that teachers in the process of setting up the project must reflect a variety of hierarchical sense so that the translation of articles and difficulties can be in line with the actual ability of students and in the process of translation, can actively follow the principle of gradual and orderly because it is too difficult or difficult for a general project to have a certain training effect, but instead a waste of students' time and energy^[8].

3.3 Form a team

Project-based teaching method (PBL) is a new type of cooperative learning method, which mainly focuses on carrying out various learning activities in groups so that students can achieve a good common goal. Therefore, before implementing the project, it is important to establish a sound project team, each team to be set up according to 4–5 people as a group. According to the actual investigation, it is found that most English schools in China are mainly in small class teaching in the course of teaching, which is conducive to better carrying out various project teaching, because the members of the team have caused a certain degree of difficulty to the management degree of the team if they exceed a certain range, which is not conducive to the teacher's rationalization of the teaching class^[9]. After setting up the project team, a team leader must be selected. The teacher will give orders and tasks to the team leader, and effectively combine the tasks and relevant project standards according to the actual situation. In order to avoid all kinds of abnormal situations in the implementation of the project, the teacher should provide various reference articles for the group and suggest what the group leader should do and how to do it. In addition, teachers have to work with the team leaders and team members to carry out a variety of project proposals, and in the implementation of the project, it is necessary to make a correct analysis and evaluation of the various business plans, based on the results of the assessment to develop a targeted plan and program, to ensure the smooth development of

the project. In the process of team formation, students should, under the guidance of teachers, revise and try the plan and put forward a targeted method according to the actual situation so that students can learn how to strive for their own interests, learn to conduct a comprehensive examination, and understand their own situation in the collision of views, the substantive meaning of the team can be felt in the process of building the team^[10].

3.4 Implementation projects

After the project content has been determined and the project plan has been completed, then comes the implementation phase of the project. In the process of project determination and design, students have a general understanding of the translation of text knowledge and basic mastery, and some concepts have a preliminary understanding so that students can further strengthen their understanding and mastery of theoretical knowledge through specific practical operations in the implementation of project activities. The entire project design is a combination of several projects, such as specific translation, translation proofreading, document typesetting and other subprojects. In the implementation of the project, the class should be divided into a number of groups, each group of members should be as same as possible, and should be led by a team leader, so that the responsibilities of the groups and the members of the groups have a clear division of labour. In the process of text translation, teachers should choose a reasonable translation strategy like the pursuit of naturalization, tendency alienation etc. In addition, they should actively guide students through the "Pre-class discovery problems, class problem solving" way to rationalize the implementation of the project, in order to continuously improve the students' English translation ability and exercise team cooperation ability. The teacher first carries on the detailed introduction to the translation key and the difficulty involved in the project to causes the student to master the theoretical knowledge skillfully, and must be concise. After then the teacher should play the role of supervision and guidance, through the spot check progress, participate in the discussion etc. to summarize the results, and in the form of investigation reports to analyse and grasp the implementation of the various groups. Secondly, the members of the group do their own roles and complete their own tasks, difficulties. Teachers should guide students to find a

suitable way to solve the problems based on inspiration. For translation work, the translation must meet the actual needs of the project, but in this process, timely revision and improvement is necessary to achieve perfect after the rationalization of the typesetting.

3.5 Report assessment

In the actual implementation of the team to deal with the need for translation problems and the solution developed, members in the process of completing the project can feel the real experience and perception in the process of practice, the team to organize the data according to its situation, and the form of the report summed up. In this process, students in the process of practice cannot only appreciate and summarize the translation methods of the text but also to a large extent to improve the level and ability of students to translate. Besides that, it can greatly improve the management ability of the project as well as the ability of the students to work as a team. In addition to summing up, the project is a very important work and is also crucial to the project evaluation, so in the context of the Constructivist learning concept, in the process of evaluating learning, the results and detailed process should be fully included, and as the main reference basis. In the normal circumstances, the evaluation methods used are student self-assessment, member mutual evaluation, teacher evaluation and so on.

3.6 Establishing a perfect project teaching guarantee system

According to the present situation, college colleges and universities in the teaching process of English translation courses are applying the project teaching method, to achieve the desired results, which requires universities and colleges to improve and perfect the effective project teaching management system according to the actual situation, including perfect supervision system, objective evaluation system, and reasonable reward and punishment system. These systems can be formulated by the school to arrange professional administrative personnel, teachers, or student representatives to participate in the analysis, based on the results of the analysis. In addition, the teaching staff of construction projects, universities and colleges, through the use of a variety of training methods to the comprehensive quality and professional level of teachers to effectively guide, strengthen their learning, correct the mistakes of teachers to carry out

project teaching, so that they realize the importance and necessity of establishing a sound project teaching guarantee system. In general, we use the training methods such as shift training, lectures, go out to study, and so on, to continuously improve the teacher's professional skills and professional theoretical knowledge, so as to better improve the practical effect of the project teaching.

4 Conclusion

To sum up, in English translation teaching, the application of project teaching method can cultivate students' subjective consciousness, fully stimulate the rise of students' learning and enthusiasm for learning, so as to cultivate students' ability of independent inquiry and analysis, and better combine theory with practice. English translation is a highly specialized and practical course in English learning. Therefore, to give students a good prospect and meet the requirements of society for talents, colleges and universities should improve students' practical ability in the process of project teaching method in order to improve students' comprehensive competitive ability in the talent market. Therefore, colleges and universities should actively apply and popularize the project teaching method, deeply understand the characteristics of the project teaching method, and rationalize the planning and setting of projects teaching. Not only can it help teachers improve their teaching efficiency, successfully complete teaching objectives and improve students' own communicative competence, but also promote the development of education.

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