



The Production-oriented Approach to Teaching Translation between English and Chinese in Vocational and Technical Colleges

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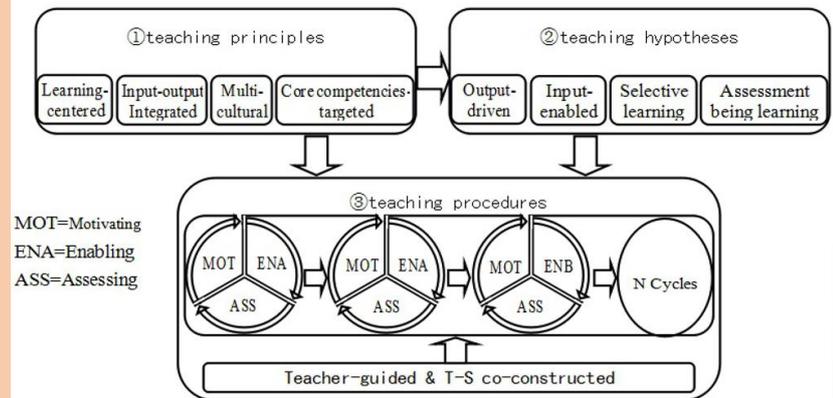
ABSTRACT

The research is about applying Production-oriented Approach to teaching translation between English and Chinese in vocational and technical colleges. Starting from general introduction of POA and the current situation of teaching translation, this paper analyzes the reasons why to apply POA to teaching translation and also suggests to make a micro-lesson in motivation, to create a situation when enabling, and to apply Teacher-Student Collaborative Assessment when assessing. At the same time, teachers need to guide students to make full use of mobile technology to select the updated information and to learn knowledge they need, or they want.

Keywords: Production-oriented Approach, translation teaching, vocational and technical colleges

Theory

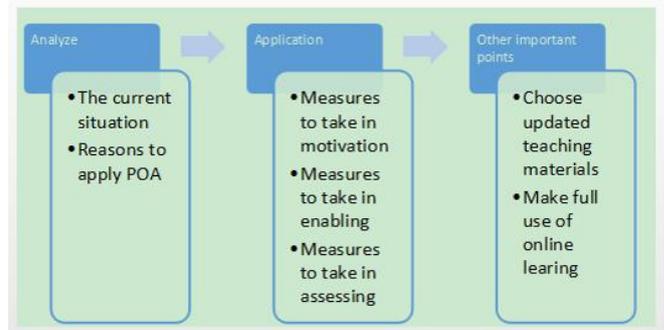
Production-oriented Approach (POA): Started as Output-driven Hypothesis in 2007, the following theoretical system of POA was finally formed in 2018.



Introduction and Purpose

In vocational and technical colleges, translation between English and Chinese is an important course for English majors. This course is usually for the third-year student, because it is a little bit difficult for students in vocational and technical colleges. To be good translators, students need to integrate and apply all what they learned in the past years, including knowledge about languages, skills about translation, and the differences between English culture and Chinese culture. In spite of the difficulties, translation between English and Chinese is an important skill for students. That's why many scholars, experts, and teachers have done many researches about translation teaching in vocational and technical colleges. On the other hand, Production-oriented Approach (POA) has been a hot topic for many experts and foreign language teachers since it was developed into output-driven, input-enabled hypothesis in 2014. POA has been adopted in College English teaching, in oral English teaching, in writing English teaching, as well as in translation teaching. After research, the author finds almost all the application researches of POA to translation teaching are about the college translation teaching, few of them are about translation teaching in vocational and technical colleges. And this article focuses on the application of POA to translation teaching in vocational and technical colleges.

Main Process



Conclusion

Translation between Chinese and English is important for college students, and translation teaching is a difficult task for teachers, especially when class hours are limited. Production-oriented Approach, with Chinese characteristics, can help improve class efficiency and can guide students to make full use their time segments to get updated knowledge according to their interests and needs. This article also suggests making micro lessons to motivate, to create a situation to enable students, and to apply Teacher-Student Collaborative Assessment when assessing. Besides, Moso Teach, a useful teaching auxiliary tool can be thoroughly used when applying POA in translation teaching. The research finds it good to apply POA to translation teaching in a broader way, some more detailed researches should be done, such as how to undertake multi-cultural principle in translation teaching, and how to guide students to put selective-learning hypothesis into practice. The author hopes more experts and teachers will do some more researches, so as to improve translation teaching in a broader way.