Tourism Translation in the Mode of Translation Workshop from Behaviorist Learning Theory

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Abstract: Since emerging in some American universities in the 1960s, the Translation Workshop Mode as a new creative translation teaching and learning approach has been widely used in the world. Based on Hui Da Translation Studio, a platform established by the university and a company jointly, this paper aims to explore the effectiveness and guidance of the Translation Workshop Mode in tourism translation learning from the perspective of Behaviorist Learning Theory.

1. Introduction

Since Gentzler (1993) first put forward translation workshops in his book *Contemporary Translation Theory*, many scholars at home and abroad have studied translation workshops for many times. These studies focus on the role of translation workshops in translation teaching. In recent years, translation workshops have been widely recognized and variously applied in universities as an effective translation teaching model. Taking Hui Da Translation Workshop in our college as the platform, this thesis attempts to analyze the feasibility and guidance of the workshop model in tourism translation practice from the perspective of Behaviorist Learning Theory.

2. The Application of Behaviorist Learning Theory in the Practice of Translation Workshops

Behaviorist Learning Theory refers to a school of psychology that studies learning behavior by applying behaviorism theories and methods. It is of great significance to discuss the feasibility of translation workshops from the perspective of Behaviorist Learning Theory since it has a profound impact on foreign language learning.

2.1 The introduction to Behaviorist Learning Theory

Behaviorist Learning Theory was established by American psychologist John Broadus Watson in the early 20th century. Behaviorists believe that learning is the link between Stimulus and Response, and behavior is the learner's response to environmental stimuli. In this thesis, Bandura's Self-efficacy and Thorndike's three main rules of learning will be applied to analyze the translation practice.

Self-efficacy proposed by Bandura refers to the ability judgment, belief or subject self- grasp and feeling of an individual who can complete an activity at a certain level. Bandura points out that

effectiveness expectations affect not only the choice of activities and occasions, but also the level of effort. Perceived efficacy expectations are major determinants of what activities people choose and how much effort they spend supporting efforts for how long in stressful situations. (Bandura 25) The performance of self-efficacy in academic field is called Self-learning Efficacy, which refers to an individual's belief in his or her ability to successfully complete academic tasks.

Thorndike has drawn three main rules of learning: Law of Readiness indicates that before entering a certain learning activity, if the learner has prepared a preliminary response (including physical and psychological) related to the corresponding learning activity, the learner can grasp the content of the learning more freely. Law of Exercise stresses that drill or practice helps in increasing efficiency and durability of learning. Law of Effect regards that positive reinforcement will promote the recurrence of behavior, negative reinforcement or punishment will reduce the occurrence of behavior.

2.2 Application of Behaviorist Learning Theory in the practice of translation workshop

Gentzler defines "the translation workshop as a forum similar to a translation center where two or more translators gather together to be occupied in translation." (Gentzler 7) Li Ming and Zhong Weihe also seek the way of translation teaching through workshop and regards that the translation workshop is a platform for a group of people who love translation, through which they can exchange ideas on specific translation tasks, learn from each other, and finally come up with a translation that is agreed by all the members in this group.(Li Ming, Zhong Weihe 32)

Thorndike's Law of Readiness shows that before entering a certain learning activity, if the learners make full preparation for the preparatory response (including physical and psychological) related to the corresponding learning activities, they can grasp the learning content more freely. Law of Exercise is applied in repeated training through which the learners will finally form a habit. In the translation workshop, students' mistakes can be corrected by themselves in this environment. Law of Effect is reflected in this process of correction, during which correcting error in time can help students to reduce errors in the translation process so that they can learn translation skills more effectively.

In addition to a good external environment like the translation workshop, Behaviorist Learning Theory also requires students to make a positive response from the internal factors, students can decide whether to accept the translation task in accordance with their own ability and interest, which is helpful to improve learners' efficacy expectations and their efforts level in translation learning.

3. Translation workshop practice under the guidance of Behaviorist Learning Theory -- Hui Da Translation Studio

Analysis above is apparently indicated that the mode of translation workshop is practically feasible. the tourism translation practice in Hui Da Translation Studio in our university is conducted under the guidance of Bandura's Self-efficacy and Thorndike's three main rules of learning in the hope of strengthening students' translation learning.

3.1 Construction of Hui Da Translation Studio

"Quality-oriented cooperative translation teaching method" proposed by Mackenzie is a form of the workshop teaching method. Taking the form of group work, the members share out the work and cooperate with each other. The teacher is a member of the group but does not have the authority of truth" (Mackenzie 16). Szczyrbak believes that strong operability and distinct practicality of

translation workshop teaching is to help students train a lot and rethink the steps involved in language and non-language processing in the translation process (Szczyrbak 71). In order to train students as application-oriented talents, teachers in Guangdong Tianhe College organized to establish Hui Da Translation Studio.

Hui Da Translation Studio consists of school teachers, enterprise instructors, and students. School teachers are responsible for instructing students to carry out daily work and training, and enterprise instructors for the training of practical translation materials. According to the ability and characteristics, students are divided into several groups act as chief auditor, intermediate translator and primary translator. The general workflow of the studio is as follows: Members in liaison department accept tasks -- intermediate translators translate tasks -- chief editors of translation department review the drafts -- the instructors review the drafts -- the tasks are finished. In this thesis, the practice of tourism texts for the tourism translation corpus in Hui Da Translation Studio will be surveyed under the mode of translation workshop.

3.2 Analysis of tourism translation practice under Behaviorist Learning Theory

Students in Hui Da Translation Studio collect and translate the introduction to all the popular tourist attractions in the nine cities and two districts of the Guangdong - Hong Kong - Macao Greater Bay Area as the translation texts. In order to conduct a better study, the feedback from students is collected and analyzed by questionnaire survey conducted in 22 members of Hui Da Translation Studio.

3.2.1 Self-learning Efficacy Theory: self-expectation before translation practice

It's reported that all the students expect to improve their learning ability and tourism translation ability before participating in tourism translation practice. The Self-learning Efficacy Theory proves that self-efficacy expectation affects learners' efforts in translation practice and improves their efforts level in translation practice. What's more, when faced with the new translation content, all the students expressed their willingness to try to use their existing knowledge to translate it. Before the formal translation tasks are launched, students in the studio will analyze the translation omission and mistranslation in the introduction to English version of scenic spots collected, mainly as misused words, improper expressions, grammatical errors or mistranslation of names of the travel attraction.

For instance, "promotional material" is a typical example of misused words, a more acceptable translation is "Brochures". In the English introduction to the Hastert village of Huizhou, an introduction of Huizhou "the traffic is all round, the traffic is convenient, the South has the Huibo riverside highway along the river, the North has Huizhou Avenue", among which the word "has" is used improperly, a better version is "The traffic is convenient and links in all directions. There is Huibo riverside expressway in the south of Hastert village, Huizhou Avenue in the north." As to grammatical errors have been found in the introduction to Daya Bay Mangrove City Wetland Park, "The park have became the citizens' and tourists' favorite place," subject-predicate inconsistency occurring. By analyzing and summarizing problems in the existing translations in advance, students have gained relevantly successful experiences, which further enhances their self-learning efficacy and facilitates their practice and learning of tourism translation better.

3.2.2 Law of Readiness: preparation before translation practice

The survey results shows that all the students have made full mental preparation and reserved enough time to complete the task before engaging in the tourism translation practice. At the same time, 95% of the students say that they had mastered some tourism translation skills before the

translation practice. Thorndike's Law of Readiness shows that learners can master the content of tourism translation more freely when they are prepared for a learning activity. Therefore, students who make full arrangement can master the knowledge and skills of tourism translation in the practice.

3.2.3 Law of Exercise: Repeated Application of Tourism Translation Skills in Tourism Translation Practice

The Law of Exercise means that repeating the certain connection that the learner has formed correctly in practice will effectively enhance this connection. After survey, we can find that 85% of the students think that they have learned the new skills and knowledge about tourism translation in this tourism translation practice. Furthermore, 95% of the students said that in the practice of tourism translation, the translation skills they have learned have been practiced repeatedly. The translation skills involved in these tasks are similar, so as the number of tasks increases, the usage of the same translation skill also increases. The situation in which the same translation technique appears in different texts occurs frequently in this practice. In the continuous learning and applying, Thorndike's Law of Exercise is used.

3.2.4 Law of Effect: Error Correction in Tourism Translation Practice

It's reported that 95% of the students thought that the mistakes they made in the process of travel translation were corrected. In fact, the tourism translation practice in Hui Da Translation Studio is completed by its members, and then a group-approved translation is submitted to the chief auditor by the group discussion. After the preliminary review, the problem with grammar and language expression are revised. Thus the purpose of timely error correction was achieved. Moreover, through the group discussion, these questions will be reflected to other students. At same time, students can discuss the problems that occur commonly in the translation process. Therefore everyone in the group learns skills and makes progress together. Finally, in order to guarantee the translation's quality, the versions will be submitted the completed translations to the teachers and experts for review. According to their suggestions, the translation is modified and input into the system to build tourism English corpus. After that, this translation practice has come to a complete end.

3.3 Students' feedback

In order to further verify the effectiveness of the translation workshop mode in the practice of tourism translation, the author sets up five related questions in the second part of the questionnaire. According to the survey results, 95% of the students believe that the translation workshop mode is effective for English translation learning, and it is mainly shown in the following three aspects:

Firstly, students' language and text comprehension ability has been improved. Exposed to the English introductions to different travel attractions with great similarities in language expression and connotation, students are easier to master similar expressions and handle the relevant texts in future study and work.

Secondly, students' ability of translation appreciation and translation evaluation has been improved. Students believe that their knowledge and ability of tourism translation learned in the studio can promote them to learn other courses. As a branch of translation, proficiency in tourism translation knowledge has a positive effect on learning other types of translations. Meanwhile, translation learning is a part of English learning, so proficiency in translation knowledge has a positive effect on English learning accordingly.

Finally, most students think that the knowledge they have learned in the translation studio can be

applied to future work. In other words, the knowledge learned in the translation studio is professionally and socially pragmatic. In the translation studio, most of the students deal with the translation of applicable styles such as tourism English, which facilitates students to cope with future work.

It's demonstrated through Hui Da Translation Studio and the feedback from the students in terms of Behaviorist Learning Theory that the translation workshop mode is indeed effective in tourism translation learning, which is expected to have feasible and shed positive influence on students' academic study in the university and their forthcoming professional work in the society.

4. Conclusion

In the analysis of the tourism translation practice of Hui Da Translation Studio, it is proved that the translation workshop mode based on Behaviorist Learning Theory is effective in tourism translation learning. The translation studio has built a platform for students who are interested in translation studies to learn from peers, and also provides them with an access to different translation texts. Through the way of group discussion and the teachers' direction to improve student's practice frequency and help the students correct mistakes, the translation workshop can improve the self-efficacy of the students in translation learning, and ultimately improve the students' translation ability.

Acknowledgement

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