

图书基本信息

书名：<<建构主义的项目式翻译能力培养研究>>

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## 内容概要

《建构主义的项目式翻译能力培养研究》运用建构主义教育理论，结合项目式教学法，建立一种新的翻译教学模式。

该模式是以项目为驱动，学生为中心，提高翻译能力为最终目标，通过协作式学习的试验教学证明其有较强的可操作性。

此研究还详细描述了该项目的具体实施步骤，对有志改革传统翻译教学的教师提供参考。

《建构主义的项目式翻译能力培养研究》适合广大高校开设翻译课程的授课教师、英语专业学生及相关专业领域的研究者们。

## 作者简介

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Interpersonal Communication Skills and Translation Resources Management , followed by Physical and Psychological Conditions , Training , Working Attitudes and Behaviors , and finally Quality Management Skills , In addition , although the students have not made remarkable overall improvement of the sub-competence of Working Attitudes and Behaviors , their working attitudes do show considerable improvement; for example , they are more modest and cooperative in their work. However , their working behaviors are still undesirable in that they are not sensitive to their own rights , especially their deserved payment , since they regard the project as training and not a business activity. In Quality Management Skills , the students have failed to make remarkable progress for two reasons : ( a ) they are generally competent and can produce a good quality TT without much reliance on those skills , and ( b ) they are constrained by the objective conditions such as failure to receive feedback information from the client. ( 3 ) There is a statistically significant difference in TQ measurement collected at the first stage and those collected at the second stage. In addition , the mean value for each item of TQ at the second stage is larger than that at the first stage , which signifies an improvement in the students' translation quality. The students have made remarkable progress in the quality of their translated text , which testifies to the positive effect of an authentic translation experiences in cultivating engineering students TC. ( 4 ) There is a positive correlation between TC and the quality of the translated text , though with some TC components including B3 ( Visits to the Factory and Workers ) , C5 ( Keeping the Latest Information of the Translation Project ) , D3 ( Attitude towards the Payment ) and G2 ( Awareness of Further Training in Translation Theories ) , the correlations are low and not statistically significant , possibly due to the limited size of the subject group. Ethics ( Component C ) , Interpersonal Communication Skills ( Component F ) and Translation Resources Management ( Component B ) are the top three with a significant positive correlation with the quality in the translated texts. 7.2 Beyond the research questions : pedagogical implications of the study Findings of the present study have the following implications for translation teaching , especially applicable for EFL students , though directly related to ESL students as well. ( 1 ) Though market-oriented TC is an important component of overall translation competence , its development is largely overlooked in the traditional translation classroom. To meet the needs of a growing translation market , it is imperative to incorporate this training into translation teaching , which , traditionally has been characterized 'by a primary concern for the transfer of linguistic items and the study of related translation principles and methods. An awareness and recognition of this should be the starting point of any change or reform in curriculum , course plan , materials. ....

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