Analysis on the BTI Teaching Process Oriented by Cultivating Critical Thinking

Yue-hong WEI

English Department, North China Electric Power University, Baoding, Hebei, China

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Abstract. Undergraduate education for translation is divided into the stage of basic language knowledge and ability and the stage of translation knowledge and skills. The study explores the relationship between teaching methods and curriculum coordination in the stage of basic language knowledge and skills training by taking the college students majoring in translation in the first year as the research object and the cultivation of the critical thinking ability as the direction. The purpose is to provide a good reference and guidance for teaching at the basic stage of translation.

Introduction

There are more and more universities where Bachelor of translation and interpretation has been set up. To the end of 2015, the number of schools which have set up bachelor of translation and interpreting had reached 206. Bachelor of translation and interpreting has become a new and applicable foreign language major popular in the society and among students. However, this major has also encountered many difficulties in the development process. On the one hand, the demand for high-quality professional translation talents is increasing with the development of the society; on the other hand, the higher education schools with undergraduate translation do not have clear understanding of the major issues as the concept of talent training, professional orientation, training objectives, curriculum setting, teaching principles and so on.

The basic education and the professional education for the cultivation of undergraduate students in translation major are consistent with each other. The ability of translation and interpreting at professional education stage is on the basis of bilingual ability at basic education stage; the training of bilingual ability at the basic education stage also regards the ability of translation and interpreting at professional education stage as the goal. It is required to be properly handled in the professional courses to lay a good and solid bilingual foundation, grasp the characteristics of translation, reflect the requirements of the basic skills of translation in the language training and improve language ability continuously in the translation skills training and correctly deal with the relationship between language skills training and translation skills training. (Zhong Weihe, 2011) However, from the perspective of the current status of research at home and abroad, the scholars pay more attention to the professional education of translating and interpreting ability, namely the undergraduate education and postgraduate education while the convergence between the stage of basic education and professional education is neglected. Development of translating and interpreting ability for undergraduates majoring in translation cannot be improved overnight, but it is based on the bilingual ability. The basic stage is actually a preparation process for improving the ability of translation and interpreting of students while the professional education stage aims at improving the practical ability of translation and interpreting of students.

Since the end of twentieth Century, the critical thinking ability has been highly valued in western countries and it has become an important goal of western university education. Therefore, the systematic speculative teaching models and methods are formulated. However, in China, the systematic, targeted, reasonable and orderly training which aims at cultivating students' critical thinking ability from the aspects of listening, speaking, reading, writing and translating is still insufficient. Furthermore, the traditional teaching methods for English major, especially the language teaching in basic stage often highlights the training of language skills in terms of its
teaching objectives, teaching content, teaching methods and evaluation system while it ignores the cultivation of students’ ability to think and analyze. Consequently, many students majoring in English have symptom of "critical thinking ability being absent" with poor logical thinking ability. So it is difficult for them to judge something by analyzing, comparison and generalization, which is the basis for them to obtain the creative view and effectively solve problems. "Strong logical thinking ability" is also one of the training objectives for undergraduates majoring in translation in “Teaching requirements”. Translation is a technology and an art. The work of a translator is like creating of arts, which contains a large number of technological activities and thinking. Thinking ability is an indispensable part of translation ability while the cultivation of thinking ability is a long process which should go through the whole training stage of students majoring in translation. In the basic stage, except for strengthening the students’ bilingual ability, the logical thinking ability should be subtly penetrated in each course for students, which paves the way for students to quickly meet the various requirements of training of interpreting and translating ability for improving of thinking ability.

For junior students majoring in translation, they must be guided and trained when transiting from English learning stage in high school to professional English learning in college. In terms of how to cultivate the students’ ability to think and analyze, the reasonable classroom task must be designed in English teaching for students majoring in translation and the teaching handle for cultivating the critical thinking ability must be created, namely, the reasonable and effective education concept and activities in classroom. This study provides practical reference and basis for the implementation of teaching based on thinking and analyzing in the basic stage of undergraduate translation. Furthermore, it is of positive significance in promoting the teaching based on thinking and analyzing and reforming in the basic stage of undergraduate translation.

Analysis on the BTI Teaching Process

Subjects

In this study, 27 students college students majoring in translation in the first year are taken as the research object. All of them are freshmen without professional English training and their English learning experience is just limited to general English courses in high school.

Research Questions

Translation is not simple language conversion, but the process of thinking activities. As the executor of the translation activity, the translator has its his subjectivity, therefore, the logic analysis is an indispensable thinking process in translation activities. In the teaching process of translation, the cultivation of students’ critical thinking ability should be the highlight so that the courses in the basic stage are able to get rid of language learning level which mainly includes the cognition, understanding and application and pay more attention to the training of analysis, evaluation and innovation abilities. So how to cultivate students' critical thinking ability in basic stage of undergraduate translation courses is what we should resolve in this research.

In this study, the intensive reading, listening, extensive reading, writing and other basic courses are taken as the examples to discuss on the ways of cultivating students' critical thinking ability through classroom teaching from the perspective of improving students' consciousness of thinking and analyzing. Then, it further explores the mode of cooperation among courses in the basic stages and the comprehensive enhancement of the students’ critical thinking ability so as to lay the foundation for cultivating the critical thinking ability in professional stage. So the way to explore the cooperation mode in the process of cultivating students' critical thinking ability in the basic stage is another concern in this research.

Research Plan

This study makes critical review of the theory and practice of critical thinking ability at home and abroad and analyzes the relevant literature. Then, based on observation and measurement of
cultivation status of critical thinking ability for students majoring in translation, it implements speculative educational intervention by combining with the characteristics of foreign language teaching. This research is carried out in four semesters which goes through two school years including grade one and grade two.

Firstly, the cooperation model for the basic courses should be created and the whole teaching outline should be formulated at the beginning of each semester. And then, the convergence methods and activities among the basic courses should be studied which will be feedback and summarized at the end of the semester. In this way, they may learn from others' strong points and close the gap and provide reference for teaching arrangements of the next semester. The research process involves reading, writing, listening, pronunciation and grammar courses for undergraduate translation. In this way, it is possible to unify the teaching objectives, regulate the teaching materials and activities and unify the evaluation system;

Secondly, the teaching task for cultivating the critical thinking ability should be designed. According to the above teaching outline, the research team of the project will make collective discussion and research on teaching activities to cultivate students' critical thinking ability and monitor the development degree of the students' critical thinking ability in the teaching activities. According to the characteristics of each course, it aims at cultivating students’ ability to find problems, analyze problems, solve problems and evaluate the process and effect of solving problems. The process must be monitored, timely intervened and regulated by teachers so as to cultivate the students’ ability for comprehensive analysis, logical thinking, evaluation and judgment.

Thirdly, the teaching process is objectified. On the basis of the above development and observation point of ability to think and analyze, the student's critical thinking ability should be evaluated regularly. In the research process, the tools for measuring the ability to thinking and analyze are used to implement the objective evaluation and monitoring. Then the observation highlights of teaching activities will be adjusted moderately.

Finally, the learning process is externalized. In each term, the standardized management system for student archives is established to keep the records of the students' learning process. After the research project, the reflection and conclusion must be made. With the help of the students' reflective journal, classroom observation and interviews for teachers and students, the teaching effect is timely verified.

Discussion

The cultivation of the critical thinking ability is introduced into translation teaching so as to stimulate students to think critically and creatively in the process of learning. In the teaching activities of basic stage, a variety of means should be adopted to realize the qualification of classroom teaching, based on which, students' logical thinking will be mobilized. Finally, they will analyze and solve the problems by using their ability to think and analyze. Moreover, it may enable students to construct a more flexible method to obtain knowledge and more productive thinking method, as well as obtaining a high level of thinking skills. Such critical thinking, creative thinking and problem solving skills lay the foundation for the cultivation of translation and interpreting skills.

In this study, the courses in the basic stage for students majoring in translation are regarded as an indivisible organic part. Likewise, in the process of cultivating students' ability to think and analyze, a cooperation model of basic courses should be constructed to cultivate students' critical thinking ability comprehensively and multiple multidimensionally.

Taking interpreting as an example, interpreting process involves the stripped speech discrimination ability, information analysis ability, information generalizing ability, short-term memory ability, logical thinking ability and so on. The stripped speech discrimination ability can be penetrated into listening classes in the basic stage of undergraduate while the information analysis ability, information generalizing ability, short-term memory ability, logical thinking ability and so on are closely related to reading and writing courses in basic stage.
Except for the common goal for courses in the basic stage of undergraduate-training the students' bilingual ability, job division and cooperation are also demanded. Each course should formulate a set of scientific training objectives suitable for students majoring in translation. In terms of the selection of teaching materials, a series of teaching materials for undergraduates majoring in translation should be selected. The kind of ability to be cultivated in each course should also be designed in a unified way in terms of selecting the teaching methods.

Conclusion

The cultivation of the critical thinking ability is an important goal of English education. Cultivating students' critical thinking ability is vital to improve their language abilities, humanistic quality, cross-cultural ability and autonomous learning ability. The research on critical thinking ability is still in preliminary stage in China, so far, the research of the authorized domestic and foreign scholars mainly highlights the design of measurement tools which conforms to the actual situation of college students in our country, theoretical framework for cultivating the critical thinking ability for students majoring in foreign language and so on. There is rare case for the systematic teaching mode which is conductive to cultivate the ability to think and analyze. The research carries out investigation and analysis of status and influence factors of critical thinking ability for undergraduate students majoring in translation, then a series of reforms for curriculum objectives, curriculum setting, teaching methods, valuation system and so on are carried out for undergraduate translation in the basic stage so that it will be conductive to cultivate the students' ability to thinking and analyze. At the same time, by referring to the ways and teaching methods put forward by the previous researchers which are conductive to cultivate the ability to think and analyze, it will preliminarily form teaching mode which is conductive to cultivate the ability to think and analyze. And then it is applied to the specific teaching process with the new teaching objectives, selection of teaching materials, curriculum setting and teaching methods. Finally, the scientific nature and effectiveness of this teaching model is verified through the teaching practice and a series of evaluation methods so as to build a relatively-completed, highly-effective teaching mode for cultivating the ability to think and analyze.

The teaching process has transformed the traditional teaching practice and explores the English classroom teaching mode which is conducive to the cultivation of students' ability to thinking and analyze in the new situation. The cultivation of the speculative critical thinking ability is regarded as an important goal for English teaching in basic stage of undergraduate translation. In this way, the technology courses and knowledge courses will be endowed with characteristic thinking and analyzing so as to guide the students to learn English by thinking and analyzing and learn how to think and analyze speculatively from English learning. At the same time, the critical thinking ability is integrated into the system of basic courses so that the cultivation of critical thinking ability will be standardized and systematized.

The teaching process has transformed the language acquisition level on which the traditional basic courses are featured by perception, understanding and application. Then, it highlights the cultivation of the ability to analyze, evaluate and innovate. In this way, the language learning will be endowed with characteristic of thinking and analyzing. Ultimately, the reasonable transition between the basic courses and professional courses will be realized by improving the ability of translation as the guidance and innovating course construction of translation undergraduate in the basic stage.

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References


