

## Optimization of English Long Sentences Translation Skills Based on Relevance Theory

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**Keywords:** Translation; Relevance Theory; Long and Difficult Sentences

**Abstract:** Translation is the work of manipulating a language, that is, the process of replacing text in another language with text in one language. One of the specific problems encountered in translation practice is the translation of English long sentences. Relevance theory is a cognitive pragmatic theory that has great influence in recent years. Relevance theory regards translation as a process of cognitive reasoning, emphasizing that the cognitive environment of each other should be able to show or show each other. It has universal guiding significance in communication, semiotics, and human behavior. This paper combines relevance theory with daily translation practice and illustrates the translation steps and skills of long and difficult sentences in EST. In the teaching of English translation, only language in a specific context can express its special meaning. We should constantly deepen our Chinese culture and choose the best translation methods and expressions. The translator should strive to improve the contextual effect of the translation, reduce the reasoning efforts of the target readers, and make his translation have the best relevance.

### 1. Introduction

Translation is an operation of language, that is, the process of substituting one language text for another. With the rapid development of science and technology, the demand for Chinese translation of long and difficult English sentences is also increasing [1]. One of the specific problems encountered in translation practice is the translation of long and difficult English sentences. Relevance theory of communication and cognition, as a relevance theory of pragmatic translation theory model, is attracting increasing attention from both Chinese and Western translation theorists and has become a new research hotspot in pragmatics [2]. Translation is a cross-cultural way of communication, and relevance theory, a cognitive theory guiding communication, has a strong explanatory power for translation [3]. Teachers need to adopt an effective teaching mode in the process of teaching students to achieve the desired teaching effect [4]. Modern linguistics can provide theoretical basis and research mode for translation studies. Because modern linguistics is no longer limited to the study of the language itself, but expands the horizon to the communicative function of context and language [5]. The translation of English long sentences is one of the "bottlenecks" in the translation of English long sentences, and has been plagued by scientific English translators. The relevance theory has a powerful explanatory power and guiding role in the translation of long sentences in science and technology English.

In order to input more practical talents into the society, in undergraduate English, the school has set a variety of professional directions. The translation direction has placed high demands on students [6]. Polysemy can't make a veritable explanation for these meanings, and the monotheistic view can't face the problem of polysemous words. This requires us to find a pragmatic theory to explain the different meanings of these modal verbs in use [7]. Relevance theory is a cognitive pragmatic theory that has great influence in recent years. Its influence has far exceeded the field of pragmatics, and has universal guiding significance in communicology, semiotics, and human behavior [8]. Relevance theory can provide a basis for this. It adopts the viewpoint of single semantics and discourse interpretation and processing in relevance theory. According to the principle to obtain different understanding of these modal verbs [9]. The teaching method based on relevance theory, taking into account students' mastery of theoretical knowledge and practical

application ability, meets the practical requirements of translation teaching. This paper combines relevance theory with daily translation practice to illustrate the translation steps and skills of long and difficult sentences in English for science and technology.

## 2. Materials and Methods

Relevance theory is a cognitive theory as well as a communicative theory. Translation is a cognitive activity as well as a communicative activity. They have good compatibility. For the listener, the degree of relevance depends on the contextual effect of the utterance and the efforts made in dealing with the utterance. The operation of linguistic symbols or language communication defines context as "a psychological structure" from a cognitive point of view. Relevance theory's language communication model, code model and inference model can well explain the translation process. If the contextual effect is stronger, the less effort is made to deal with the utterance, the stronger the relevance is. On the contrary, the weaker the correlation is. In order to arrange the level of long sentences reasonably, determine the word order regularly and emphasize the relevant components appropriately. It is necessary to adopt some special grammatical means. In language communication, the subject's assumptions about the world are stored in the brain in the form of conceptual representations that constitute the cognitive context for processing new information. For the hearer, communication is a process of reasoning [10]. That is, according to the express information of the speaker and the cognitive environment of the speaker, the relevant specific context is extracted. Since the cognitive environment varies from person to person, the reasoning of the same discourse often leads to different implicit results.

Relevance theory teaching highlights the self-construction of learners' translation ability, and calculates the composite score mean and positive ratio. The difference is the composite score difference, and the composite score is compared with the mean and positive ratio as shown in Table 1.

Table 1 Comparison of average scores and positive ratios

Stage	1	2	3	4
Positive ratio	0.418	0.654	0.586	0.658
Mean value	0.445	0.503	0.645	0.761

The monosemy view holds that modal verbs are monosematic, and the reason for the obvious ambiguity lies in the different understanding of the dialogues. If the translation view of code pattern is semantic, then the translation view of inference pattern is pragmatic. This point of view itself does not provide a satisfactory explanation of how to understand the meaning of modal verbs. Cognition, as a psychological term, involves people's ability and process of choosing, receiving, processing, understanding and storing information. Relevance theory regards language communication as an ostensive-inferential process. The study of translation from the perspective of relevance theory can highlight the cognitive characteristics of translation. The original text, as an explicit act, should reflect the best relevance. As the reader of the original text, the translator must try to grasp the best connection embodied in the original text and make reasoning on this basis. When translating a long sentence, you must understand the structural relationship of the original sentence. Then, on the basis of understanding the content of the original text, according to the logical level, the Chinese habits are combined again. In the process of code-switching, relevance plays a key role, which determines the choice of related factors such as translation information and form.

The statistical results of the index parameters evaluated by the translation level of English long sentences are taken as the research object, and data clustering and information fusion processing are performed. The test results of the indicators are given in Figure 1.

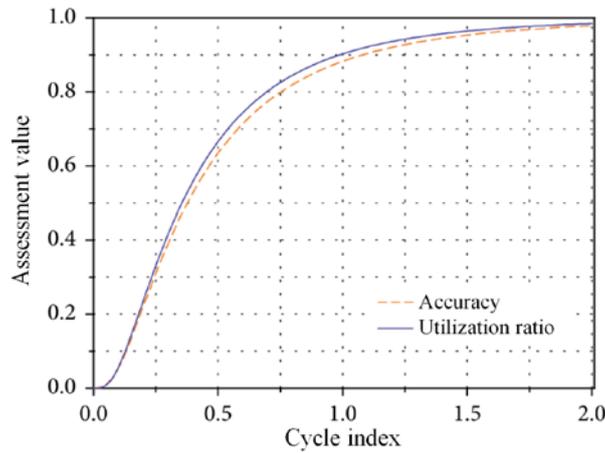


Fig.1. Evaluates test results

### 3. Result Analysis and Discussion

Relevance theory emphasizes that context can be acquired and organized, which means that context information can be acquired in specific situations. Relevance theory tries to explain the role of information processing mechanism in human brain in interpersonal communication, not just the text itself or the process of text production. The translator should find out the best form of expression and strive to increase the contextual effect of his translation. In order to reduce the target reader's reasoning efforts and make the best relevance explicit. When translating long and difficult sentences in EST translation, literal translation and free translation should be combined according to the characteristics of EST. If the metaphorical mapping of the root meaning is within the cognitive category, then we have reason to believe that all modal verbs can be used in the cognitive category by means of this mapping. Relevance theory provides a theoretical framework for the implementation and research of translation, which broadens the practice space of translation research. According to the relevance theory, we can better understand the original text. While ensuring the basics of English translation teaching, we should pay attention to the practicality of English, and thus improve the professional ability and professional quality of students.

In the process of translating talents, colleges and universities can integrate network and related theory to assist teaching, introduce translation project management mode into classroom, simulate translation company's translation project management mode, implement translation teaching and training, and enable learners to master the ability of professional translation. . Designers must even delve into the shape and structure of each detail in order to fully build a three-dimensional model. In the software teaching, the improved correlation theory design efficiency is compared with the improvement before, and the comparison effect is shown in Figure 2.

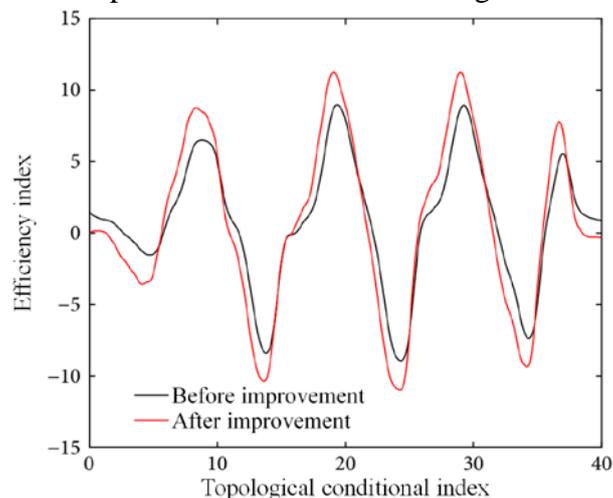


Fig.2. Comparison before and after improvement

The English analytical thinking method makes English have a heavy form and clarify the language rules of the relationship between each sentence component. In some cases, the meaning of the root and the meaning of the understanding are partially or completely integrated. When we understand these words with modal verbs, they will cause the roots or the implicit meaning of the modality, rather than the meaning of the modal verb itself. In order to achieve the communicative purpose and effect of translation, the translator should fully consider the intention of the source language writer and the cognitive context of the target reader. Use appropriate translation methods to make the translations the best relevance. In the long and difficult English style, the use of nominal structures, infinitives, etc., will make the logical relationship more tight and more accurate. In the teaching of English translation, only language in a specific context can express its special meaning. That is to say, English has different meanings in different contexts. We should grasp the best relevance embodied in the original sentence and give full play to our subjective initiative and creativity on the basis of accurately inferring the deep meaning of the original sentence. The application of Relevant Context Theory to the study of translation of Chinese-English proverbs plays an indispensable role in the study of translation theory and translation practice.

#### **4. Conclusion**

The processing of long and difficult sentences is a difficult point in EST translation, which requires certain steps and skills. Relevance theory regards translation as a process of cognitive reasoning, emphasizing that both sides of communication should be able to reflect or reflect each other's cognitive environment. Relevance theory is actually a process of seeking relevance in guiding scientific and technological translation and reconstructing the coherence of the translated text. As a special verbal communicative act, translation involves the dynamic inference process of brain mechanism. In the stage of expression, it is sometimes unnecessary to stick to the structure of the original text, but in translation, it is necessary to stick to two points: faithfulness and expressiveness. Guided by relevance theory, students should be guided to understand the dynamic translation process. Therefore, the identity of the translator is clearly defined, and the subjective initiative of the learner in the translation process must be re-adjusted to improve the contextual effect of the translation. Not only should we strive to improve our English, pay attention to learning translation skills and sum up our own practical experience in translation, but we should also continue to deepen our Chinese language training. Use the best translation methods and expressions, strive to improve the contextual effect of the translation, reduce the inference efforts of the target readers, and make the best translation of their own translations.

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