

Research on College English Teaching Strategies Based on the Functional Translation Theory

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Abstract. The objective of the paper is to illustrate some teaching principles and strategies based on the functional translation theory for English teaching in China. On the one hand, cultural differences between source and target languages must be fully considered during the translating process. On the other hand, the translation should be seen as the intentional, interpersonal and cross-cultural activity. Teachers should cultivate students' cross-cultural awareness so that students can improve their comprehensive literacy of both English and Chinese. Students should grasp the skills with which they make translation more purposive, coherent, understandable and credible.

1. Introduction

1.1. The Concept of the Functional Translation Theory

The essence of the functional translation theory is to present the translation function based on the ability of using the translator's own language through the analysis of a translator's thinking. Its core theory is divided into two kinds of skopos theory and the behaviorist theory. The skopos theory is that translation is based on the original text studying intentionally through the cross-cultural translation. This kind of translation mainly expresses that the translation does not necessarily reflect the purpose of the translator's own intention; Behaviorism holds that translation is based on the interaction between the translator and the content and determines the translation contents by combining certain conceptual theories with behaviorism. Functional translation, on the other hand, believes that translation is a kind of interactive behavior of interpersonal communication, which involves the translator's recipient of the language contents. [1]

1.2. The Motivation of the Functional Translation Theory

The functional translation is the one that regards the target language as the center, pays attention to the translator's subject status, and fully combines the language and its cultural background.[1]

1.3. The Fundamental Principles

1.3.1. The Principle of Purposiveness

In accordance with the source translation contents, the principle of purposiveness is to lay emphasis on a certain purpose according to the translator's language ability combined with the historical situation of targeted contents. If the recipient uses the translation for communication, the translator should use the same communicative mode for translation, which highlights the purpose of translation.[5]

1.3.2. The Principle of Coherence

The principle of coherence is that the translation itself needs to ensure continuity. In the process of translation, the translation function should be based on the content of the translation materials and the translator's understanding. When the function is determined, the translation should be carried out according to a clear purpose and ensuring continuity. The translated contents should be coherent, fluid, and practical. For example, in some business communication, negotiation is widely used in which case the translator needs to process the relevant information in combination with the scene and the culture of the recipient in translation, while ensuring coherence and intention, and achieving complete expression of ideas.[5]

1.3.3. The Principle of Fidelity

Fidelity is to maximize the joint to express the ideas of the source translation. In the process of translation, a translator should take vocabulary application characteristics, writing techniques, etc. in the source contents as the main elements to follow. In addition, the authenticity and integrity of the translation should be ensured in accordance with the elements of the principle of purposiveness and coherence. In practice, due to cultural differences between the translator's native language and the target language, the translator cannot ensure that the translation does express exactly the same as the source language. Thus, the principle of fidelity happens to fill this gap of differences. To make sure the language structure is not destroyed, the translator can appropriately increase or decrease the contents of the translation to ensure the fit and fluency of the translation.[5]

1.3.4. The Principle of Coordination

Coordination means that the original author, the translator and the recipient need to establish an effective connection in order to realize the effectiveness and value of the translation. On the basis of the recipient's demand, the translator should hold the rigorous attitude and coordinate writing style, cultural background and translation purpose to ensure that the artistic value of the translation. The translation can be adjusted flexibly so as to reveal the cultural connotation.

2. Current Teaching of the English Translation in Chinese Colleges

2.1. Problems of English Learning

Due to the differences in regional culture, educational background, and their own characteristics, college students also have the different ability in English learning. In the teaching of the English translation, some students are unable to carry out English translation due to insufficient vocabulary and grammar knowledge reserves. These phenomena have increased the difficulty of English translation teaching. In order to improve teaching quality, we must first solve these problems in order to realize teaching innovation.[4]

2.2. Problems of Textbooks

For many years, it is easy to find that English translation teaching material is obsolete and insufficient. It seriously hindered the innovation and development of English translation teaching. The ideal textbooks should renovate the vocabulary of statements and be more concise and culturally characteristic. The traditional teaching mode to cultivate students' basic English ability is out of date. Being engaged in translation needs a large number of search data. Therefore, students get to know more updated information when they have to complete an enormous translation practice.

2.3. Problems of English Teaching

Nowadays college English translation teaching still uses the out-of-date teaching mode. Thus, the teaching effect is not good. Teachers dominate the teaching contents and direction, and the traditional teaching mode limits the teacher and the students' creative thinking and exploration spirit in the form of public classes, greatly reducing the interactive teaching, which makes English translation teaching cannot cater to the characteristics of the modern English teaching.[2]

3. The Strategies of Functional Translation

3.1. The Coherence of Translation

Based on functional translation theory in college English teaching, teachers' guidance to learners should achieve coherence. First of all, in English translation teaching, teachers should follow the student-based teaching philosophy to reflect the status of students' subjects in class and let them use different translation methods to improve the effectiveness of translation. Flexible translation combined with translation content lays a solid foundation for improving their coherent translation capabilities. Secondly, in translation teaching, teachers should guide students to translate the content of articles or sentences in context, so that they can clearly grasp the purpose and function of this English translation, thereby improving students' coherent translation ability and comprehensive translation. Take the translation of the English sentence "Her irritation could not withstand the silent

beauty of the night." as an example. students first fail to translate in context, and it is difficult to grasp the tricks of continuous translation. They translate the sentence as "Her worries can't stand the quiet beauty of the night.". Such a meaning is not very clear, and it lacks artistry in the context of this sentence. Teachers should guide them to try to combine the context of the sentence and understand the purpose and coherence of translation, then instruct students to understand the sentence as "the beauty of the quietness of the night makes her troubles disappeared". In this way, the translation is smoother, more coherent and more vivid. It also fully reflects the artistry of the language and achieves the coherence of functional translation.

3.2. The Purposiveness of Translation

Teachers should present the purposiveness of functional translation for college students to bring out innovative ideas. In English teaching, we should pay attention to the cultural characteristics and thinking logic of the language to ensure the accuracy of the English translation. First of all, teachers should abandon the traditional translation teaching mode so that students realize that English translation doesn't convey just literal meaning, but demonstrate some purposes, reflecting the level and diversity of English translation. Secondly, after understanding the purpose of translation, students are guided to combine the initial translation and the second translation with the source text, highlight the accuracy of functional translation and improving the translation ability of college students in this process. Thirdly, teachers instruct students to determine and grasp the context of translation, to promote an effective grasp of functional translation, to enrich their translation experience, and to keep in mind how to show the purpose of functional translation in English translation. Taking the translation of "This product is good." as an example. If the Chinese "good" in the sentence is simply translated as "good", it reflects that the context is very bland, and people cannot perceive the "good" of "this product" In this respect, the translation is ambiguous. At this time, the teacher can guide the students to clarify the purpose of the sentence and try to replace the "good" in the sentence with "useful", which shows that "this product" is practical. This kind of translation method makes students appreciate the beauty of functional translation, and also makes them understand that different modifiers can be used skillfully, doubling the translation effect, and inspiring their enthusiasm for the English translation.

4. Conclusion

In summary, the teaching of the English language in China, to some extent, doesn't has any prominent focus, which means the skills of listening, speaking, reading, writing and translating are being taught on an equal basis. Translation teaching is not given enough attention. There is a rule to follow when we say that translation is the core and foundation of learning for college students. College English teachers should use functional translation theory in class. Based on functional translation theory, English teachers should enable students to master functional translation skills, improve the comprehensive ability of translation so that students enhance the overall level of translation.

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