

Application Research on the Teaching Methods of English Translation in Higher Vocational Colleges from the Perspective of Pragmatics

Hu Guorui

Chongqing Vocational Institute of Engineering, Chongqing 402260, China

Keywords: Pragmatics perspective; higher vocational; English translation; teaching method; application; research

Abstract: Pragmatics is the subject matter of language comprehension and application. Its main study object is the specific discourse in a particular situation. Pragmatics pays attention to how learners can master English knowledge in context. The process of English course teaching in higher vocational colleges pays more attention to the training of grammar and pays less attention to the teaching of pragmatic functions of language itself, that is, it pays more attention to language acquisition and pays less attention to the cultivation of the output function of language. In this case, the English communication ability of higher vocational students cannot be substantially improved.

1. Introduction

In recent years, international economic trade and cultural exchanges and cooperation have become more frequent with the process of economic development and social progress. In this context, the training of professional translators with economy application abilities becomes more important. However, most of the current translators major in English, which is obviously impossible to meet the needs of the fast-growing mass market. This requires the implementation of relevant policy measures to strengthen the improvement of the teaching methods of English translation in higher vocational colleges and to cultivate students' English translation ability on the basis of meeting the country's actual development needs of translators.

2. Relevant contents of pragmatics

2.1. Pragmatics

Pragmatics is the study of the contextual meaning used in dialogue or the communicative meaning of discourse in specific contexts, especially the study of the correct way to understand the language and use the language in different language communication environments. It is necessary not only to study the correctness and error of the wording and phrasing, but also to determine whether the use of language in a specific context is appropriate in the application of language. There is a close connection between English teaching and pragmatics. Pragmatics is a new type of discipline. It has gradually become a popular subject of linguistics for decades development, and has received extensive attention. Pragmatics came into being as an independent discipline in the 1970s. It mainly studies the actual using situation of language. And the comprehension of a particular discourse in a particular context and the use of language to accurately express meaning are the main content of the study.

2.2. The main research content of pragmatics

Pragmatics is a branch of linguistics developed in the 1970s. The research object of linguistics is the application of language. The relationship between pragmatics and grammar, pragmatics and psycholinguistics have gradually become an important part of the research in the development of pragmatics. The study of pragmatics consists of seven parts: context, presupposition and relevance theory, etc. Pragmatic principle includes cooperative principle and principle of co-ordination. And a comprehensive and profound comprehension of pragmatics plays an important role in language

teaching and communication. It also has an important impact on the improvement of the teaching methods of English translation in higher vocational colleges [1].

3. The application of pragmatics theory in English translation

3.1. The application of context in English translation

Context refers to the various factors that influence the communicators of speech. There is a close correlation between communication and early warning. Pragmatics is also often viewed as context. The context includes not only the customs and differentiation of the country or the nation, but also the connection of a word and the context. Language is characterized by variability and comprehensiveness. It also involves a rich background, making language laws more difficult to be understood. While, context is an important factor in the formation of these characteristics. Pragmatics attempts to study the meaning of discourse in different contexts and accurately understand its relevant principles and norms. Translation studies also hope to clarify the laws in language communication on the basis of the laws in the language. This also makes the context have a prominent influence in the process of English translation, which enables translators to comprehensively examine the language they encountered from the aspects of macro-world and micro-language elements.

3.2. The application of cooperative principle in English translation

In the 1960s, the famous American linguist H.P. Grice proposed the cooperative principle of conversation and analyzed the meaning of conversation. He believes that the words of each communicator throughout the conversation need to be consistent with the purpose and direction of the conversation in the process of language communication. Therefore, in order to achieve a specific goal, there is a need for tacit understanding between the speaker and the listener. And both sides must abide by the relevant principles. He believes that this principle is the basic principle of conversational cooperation. However, in the process of actual communication, people cannot strictly adhere to the cooperative principle and its related standards due to various factors. The value of the cooperative principle is not to help us analyze the specific conditions of people to adhere to the used principles, and to derive the true meaning that the speaker wants to express according to the literal meaning[2].

3.3. The application of pragmatic meaning in English translation

Translation is to translate the meaning. The meaning of the discourse contains both literal and implicit meanings. The perfect translation not only needs to convey the semantics of the original text, but also reveals the implicit meaning. To a large extent, translation is a way of cultural communication. The more effective way is to try to balance the pragmatic reservation and expression, thus demonstrating the metaphorical and cultural characteristics of the language. The pragmatists use the word implication to express the contrast meaning of the words in real conditions, so as to solve the problems rooted in cross-cultural translation of languages rooted in specific cultures, which has become a relatively perfect theory in the current development of pragmatics. Generally speaking, the pragmatic implication of language includes the metaphorical meaning of language and the cultural characteristics of language, which makes the connotation of language difficult to be understood simply. Even readers in the same culture can't understand the implications of all languages. Therefore, the most difficult and most important thing for translators is to convey the original meaning of the language to the readers. And this is consistent with the terminology in pragmatics. The translation of pragmatic implications has gradually become the core issue of pragmatic translation, and it has important enlightenment significance for the transmission of cultural connotation of idiom in cross-cultural translation.

4. The teaching method of English translation in higher vocational colleges from the perspective of pragmatics

4.1. Focus on learning relevant background knowledge of culture

Translation is not only a language activity, but also one of cultural activities. The translators need not only to be equipped with bilingual competence but also bicultural competence. Most scholars believe that the translator's bicultural ability is more important than the bilingual ability for successful translations, and the language can only be significant in the culture in which it is used. Cultural differences are significant obstacles in the translation process. The main obstacle to translation is the difference between the two cultures. It is difficult when there are some self-evident contents in one culture to be explained in another culture. People in different cultural backgrounds also have different modes of thinking. If a thing has different meanings in the original culture and the translation culture, the translator also needs to first perceive the difference when reading the original content, and make cultural adjustment or add remarks according to the original intention in the process of translation, instead of directly translating without explanation[3].

For example, in English translation, the dragon in Chinese culture is always a symbol of sacred auspiciousness, but in the Anglo-American culture it is a representative of evil. This kind of cultural difference also requires special handling during translation. When the cultural equivalence between the translator and the author is relatively the same in the process of translation, the translator can make more accurate comprehension and translation about the original text. In the process of translation teaching, teachers need to pay attention to the cultivation of students' cultural literacy, to help students to narrow the cultural perception gap with authors and English-speaking countries, and to make students realize the meaning contained in the language. If the translator fails to understand or perceive the cultural differences between the East and the West, it will occur that the translator fails to effectively adjust the culture in the translated text, and the quality of the translated text will also be adversely affected.

4.2. Try to create a contextual learning environment and atmosphere

In the process of communication, both sides hope to achieve their own communicative goals. And this requires that both communicators have the same background knowledge or pragmatic premises. With the common knowledge or pragmatic premise, the content that both sides of the conversation have understood can be saved when communicating, so as to improve the communicative efficiency of the communicators. Context is the basic conceptual content of pragmatics. Any language is closely related to context. The semantics of words and sentences are not fixed, and they will change significantly as the context changes. Therefore, context analysis is an important part of translation. When teachers are teaching English translation, they need to create specific contexts for students according to specific situations, so that students can experience the changes of the translation of words and phrases in different contexts, and clarify the diversified translations reflected in the changing context[4].

For example, when the same meaning is expressed in different contexts, there are different ways of expression. The same expression will have different semantics in different contexts. To be able to translate accurately requires translators to have a sensitive sense of context, so as to make correct judgments, and accurately translate texts that are consistent with context on the basis of self-judgment. In English translation teaching, teachers need to encourage students to thoroughly discuss and analyze the original text, and encourage students to translate in multiple versions. Finally, select the expressions that are the closest to the original meaning and the most consistent with the target language of the translation in the process of comparative analysis[5].

4.3. Improve students' ability to flexibly adjust the different word order of Chinese and English

It is often difficult for students to understand the English-Chinese content in the translating teaching. And Chinese-English translation also be of this feature. The Chinese language that

Chinese do not understand and English that the British do not understand are the result of distorted translation. In this case, most of the reasons are that there are obvious differences in word order and sentence structure between English and Chinese in the process of expression. While, students do not adjust the word order and sentence pattern of the original text to the corresponding expression form of the target language when translating. Instead, they convert the original characters into the target characters word by word. Translation is not to convert one language into another language mechanically, but to present the same meaning in another language creatively after decoding the meaning expressed in the language. This process is not only the conversion of the original text word by word, nor the subversive understanding of the original sentence, but the creative language conversion processing on the basis of the original meaning unchanged. The translation obtained in this case is the final product of this conversion. The language wording and expression of the translation also need to be consistent with the language habits of the target language. And the appropriateness should be promoted. Otherwise, there will be obvious translation traces and even the phenomenon that the language fails to express the meaning. Teachers should be able to effectively improve students' ability to flexibly adjust the different word order in Chinese and English in translation teaching.

5. Conclusion

The application research on the teaching methods of vocational English translation from the perspective of pragmatics has an important influence on the current English translation teaching in vocational colleges. Translation teaching is an important part of English teaching in higher vocational colleges. However, the current higher vocational colleges have not paid much attention to the content of translation teaching, nor have they formed a relatively course teaching system. Students' pragmatic awareness and cultural awareness should be trained in English translation on the basis of combining pragmatics theory with college English translation teaching to guide students' translation practice. Teachers need to improve their own ability, not only need to pay attention to the teaching of pragmatic and cultural knowledge, but also pay attention to the cultivation of students' translation ability. At the same time, they need to use reasonable evaluation criteria to test the teaching effect and construct a higher vocational English translation teaching system that can meet the social needs [6].

References

- [1] Chunhua Mao. Research on Business English Translation Teaching from the Perspective of Intercultural Pragmatics [J]. The Guide of Science & Education, 2018(10):124-125.
- [2] Xiuli Sun. On the Application of Functional Theories of Translation in English Translation Teaching in Higher Vocational Colleges [J]. Comparative study of cultural innovation, 2018, 2(29):94-95.
- [3] Liya Fang. Study on translation process in college English translation teaching under pragmatics [J]. English Square, 2018(09):117-118.
- [4] Hongjuan Li. Training of English Translation Practical Personnel in Higher Vocational Colleges [J]. Think Tank Era, 2018(36):277+279.
- [5] Li Zhang. Analysis of the Integration Practice of Pragmatics Theory in English Translation Teaching [J]. Journal of Higher Education, 2018(17):110-112.
- [6] Jinbao Wang. On College English Translation Teaching from the Perspective of Pragmatics [J]. Course Education Research, 2017(45):134.