

Study on the Method to Reform English Translation Teaching under the Guidance of 4Es Standard

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Keywords: 4Es Standard, English Translation, Reform and Teaching

Abstract: Translation standards have always been the focus of the Chinese translation community, but the business English translation standards seem to be discussed too much. After studying the common translation standards, this paper proposes the 4Es standard of business translation, which is the equivalent of the original and the translation in terms of semantic information, stylistic information, cultural information and business efficacy, and demonstrates this. The author believes that the 4Es Business English Translation Standard focuses on measuring the equivalence of business English translation in information, especially the equivalent of business functions. The business effectiveness of the translation is the ultimate goal of business English translation.

1. Introduction

In the 21st century, science and technology have developed rapidly and international exchanges have become more frequent. Professional foreign language talents, especially translators, have new requirements in terms of quality and quantity. The translation teaching community has realized that traditional translation teaching methods can no longer satisfy the situation. The need to recognize the challenges that high-tech informatization poses to translation teaching. As Lu Siyuan and Wu Qijin said: "The current translation teaching and translation of oral and interpreting talents in higher education institutions cannot keep up with the development and needs of our society. In many aspects, there is a need for reform."

2. English translation standards

The relationship of "4Es" is, first of all, to achieve semantic information equivalence. Semantic information includes surface semantic information and deep semantic information. Then, under the premise of semantic information equivalence, the stylistic information needs to be equal, especially when the original stylistic information is very prominent. Semantic information equivalence and contextual information equivalence are the most basic level of equivalence in business English translation. On this basis, if the original text carries cultural information, the translator must unconditionally try to maximize the transmission of this cultural information in the original language into the translated language. The fourth "E" is conditional on the first three "E". If the first three "E"s have any "E", the fourth "E" is the commercial effect of the original text and the translation. Business performance is difficult to achieve. On the other hand, semantic information equivalence and stylistic information equivalence must be subject to cultural information equivalence. In other words, when there is a contradiction between the equivalence of semantic information and the equivalence of cultural information and the equivalence of cultural information, it is necessary to use cultural information to be equal to the overall situation, with the aim of equalizing business functions. It must be stated that cultural information is not always carried by the language. In other words, cultural information is sometimes not carried in the original text. At this time, the translator naturally does not have to consider the cultural information to be equal.

3. The direction of translation teaching reform

The organization of translation teaching moves from micro to macro. In the past, translation

teaching focused on language and language training, neglected the cultivation of students' ability to ingest information, and turned the translation process into a process from language to language, which simplified the three-segment of "original--thought---Chinese". Into the "original - Chinese" two paragraphs. The translation classroom should focus on cultivating students' multi-faceted abilities, and should make practical teaching more systematic. Focusing on learners and focusing on stimulating students' enthusiasm for learning. Teachers should consider the students' needs, interests, specialties and weaknesses to organize class discussions and stimulate students' creative thinking. It is necessary to positively evaluate students' excellent translations, cultivate students' self-confidence in translation, and strive to maximize the subjective initiative of students, instead of allowing students to passively accept the teacher's task of "and unique, correct" translations, as in traditional teaching methods. . The “teacher-centered” teaching model is a “student-centered” teaching model.

The content of the textbook should be combined with society and culture. At present, there is no authoritative translation textbook approved by the national translation community. Some translation materials either focus on grammatical analysis in a single sentence, the content is simple, and it flows through empiricism; or the theory is too strong, far beyond the acceptance of students. Ability leads to students' fear and boredom. Most translation textbooks focus on skill training, and the theoretical construction is relatively thin. Some write from the perspective of linguistics, some from the perspective of literature, and some from the perspective of literature and art, all of which are suspected of partiality. Pay attention to the use of modern information technology such as the Internet. The development and application of modern information technology such as corpus and computer network technology have brought challenges and changes to translation teaching, mainly in the transformation of translation concepts, the diversification of teaching methods, the development of translation courseware and the construction of classroom network environment. Including the development of translation basic knowledge and basic skills teaching software, the establishment of multidisciplinary translation corpus, learners personal corpus. In short, the use of modern information technology is considered to be the only way to improve the efficiency and quality of translation teaching and training. Conduct an assessment of the effectiveness of the teaching. The translation course is a skill class that is closely combined with theory and practice. The test should also be based on this and choose the appropriate test method. Current translation testing methods generally fall into two categories: translation and interpretation. However, as a way of disseminating information across cultures, students should be placed in the practice of translation, create a scene test method, give full play to the students' translation ability and give objective judgment. During the test, the teacher should have the appropriate standards, the content should meet the needs of the syllabus, be suitable for the needs of the students, and reflect the true translation level of the students.

4. English translation features and 4ES standards

In recent years, business English has developed rapidly and its content has become more and more extensive. Business English has more significant commercial characteristics. Different translation methods should be adopted according to different texts and environmental conditions. For example, when translating a company profile, the translator must first understand the specific textual meaning of the introduction and company product promotion, and fully demonstrate its business function characteristics in the translation statement. For example, when translating legal documents in the field of business English, it is necessary to realize that legal text is different from advertising text, and has stronger binding and normative characteristics. Therefore, when conducting business English translation, it is necessary to make full use of the 4ES translation standard so that the translated text reflects the information and the business function.

Chinese and foreign experts and scholars have made many studies on translation standards. Most scholars believe that the standard of 4ES is the flexible equivalence of information, which is Dynamic Message Equivalence, which mainly includes Equivalence of stylistic message of source language, semantic message of source language, cultural message of source language, business effect of Source language and language. This concept is used in business English translation,

mainly in the context of cultural and artistic information equivalence, linguistic information equivalence, cultural information equivalence and business function equivalence. From the perspective of relationship, the 4ES standard is embodied in the realization of textual information equivalence on the basis of surface and deep meaning equivalence. However, when the 4ES standard is applied in the actual translation process, it is impossible to achieve complete equivalence of information. This is because when information is transformed, part of the information is usually lost, especially in the translation process of two different languages. "Code conversion", resulting in the loss of information. Therefore, based on the 4ES standard, business English translation can use a part of the translated language to maximize the purpose of business function equivalence. The 4ES standard includes four aspects: semantic information equivalence, stylistic information equivalence, cultural information equivalence, and business function equivalence. First of all, from the perspective of semantic information, the information usually contains various contents such as stylistic structure, culture, and business information within the text. Semantic information is the main carrier of information, and it can realize the delivery function for various information. In terms of content, semantic information can be divided into two types: surface information and deep information. The surface information structure mainly refers to the meaning of parsing the entire segment or sentence based on the literal meaning. The deep information structure is to deeply explore the information contained in the text, which requires translators to have strong professional skills and a wide range of knowledge. Secondly, from the perspective of stylistic information, in the process of information dissemination, it is necessary to fully exert the carrying effect of stylistic information. When conducting business English translation, it is necessary to ensure that the translated text is not incomplete due to the loss of information. If you use clothing accessories as an analogy, people need to wear different types of clothing on different occasions, just as different translation methods are needed for different styles. The translator should pay attention to the format and specific information of the target text, and avoid the translation content from the original text.

5. Contents of translation teaching reform

The study works are practical materials, but the current demand for translation talents is not limited to the field of literature and art. Therefore, this "single translation" training must be turned to "full translation" training. On the one hand, the translation content should be wide, on the other hand, the translation It is necessary to be able to adapt to the multi-faceted needs of translators in China's reform, opening up, and economic construction. The lack of compound and applied translation talents has become an indisputable fact. Single foreign language professional knowledge and basic skill-based translation talents have shown an incompatibility with the market. Translation courses must adapt to this change, improve translation teaching methods, and adapt to occupations. Requirements for translators.

The comparison of changed words is chapter analysis. The construction of translation theory based on comparative linguistics pays attention to the grammatical comparison of two languages at the level of words and sentences. Text linguistics, discourse analysis theory and cultural translation theory shift the perspective from a sentence-centered model to a model that emphasizes the overall discourse, focusing on cultivating students' awareness and ability to grasp the overall discourse. This requires teachers to be based on the overall discourse, combined with in-discourse and non-discourse factors to teach translation strategies and explain the basic skills of translation.

From the "viewing results comparison method" to the "process teaching method." The "Results Comparison Method" is a prescriptive teaching model that emphasizes the results of translations. Students are often in a passive listening position. "Process Teaching Method" emphasizes that translation is a non-linear, exploratory generation process, with a focus on students. The task of the teacher is to inspire and guide students to analyze and understand, and to guide the monitoring. And counseling students to modify the translations themselves and compare them with each other. Introduce cognitive framework into factual reality teaching. Translation teaching is best carried out in a real or imitative translation environment, reducing the distance between classroom teaching and

actual translation. Only by enhancing the purpose and pertinence of teaching can it be beneficial to improve the efficiency and quality of translation classroom teaching. Contemporary linguistic studies have shown that language ability is a part of cognitive ability, and the use of language is inseparable from human cognitive activities. Translation teaching must pay full attention to the law of cognitive activities.

Adopt modern information technology such as network and multimedia. In addition to traditional oral translation and various translation techniques, translation basic skills include the ability to use computer equipment and network equipment to serve translation practice. The use of modern information technology is considered to be the only way to improve the efficiency and quality of translation teaching and training. Optimize the structure of the test questions and strengthen the test effect. In order to strengthen the test effect, especially in the teaching stage where the theoretical knowledge is more intensive, in addition to the previous English-Chinese translation and Chinese-English translation, the reform can also be carried out according to the needs, such as translating the translation into a whole translation and translating the Chinese painting line. Part of the combination of questions and so on. For the translation ability test, on the one hand, we should examine the quality of the students' translation, on the other hand, we should also check the translation speed. The content of the test questions should be combined with professional characteristics in order to be compatible with the training objectives and professional requirements.

6. Conclusion

To build a translation teaching model, we must also pay attention to the quality training of students in guiding ideology. Because of the foreign language talents needed for the development of the national economy, no matter what type, they are required to have a higher personal quality. Specifically, they all need to have a good native language and foreign language basic skills, broad knowledge, rich cultural knowledge and high communication skills. From this point of view, the role of translation teaching can not be ignored, because the comprehensive characteristics of the translation course itself enables the application and practice of all the students' knowledge and all language skills, and is improved and improved in the process of application and practice. . If we can pay attention to strengthening the quality training of students in the guiding ideology and reflect them reasonably and scientifically in the teaching practice, the professional quality and language skills of the students will undoubtedly be gradually improved.

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