

A Study on the Strategy of Compiling Chinese-Korean Translation Textbooks for Undergraduates in Colleges and Universities

Jin Lianhua

Department of Applied Korean, Humanities College, Northeast Normal University, Changchun 130117, Jilin Province, China

jinlianhua@216.com

Keywords: Strategies, compiling translation, knowledge text, Korean translation textbooks

Abstract: In recent years, with the increasing demand for translation education, various kinds of Korean translation textbooks have emerged in the market and are used in the Chinese-Korean translation classes of various universities. However, compared with the prosperity of this textbook publishing market, many textbooks in practical use cannot fully meet the needs of teaching. From the perspectives of translation theory, knowledge and text compilation, this paper re-explores the specific problems of Korean textbook compilation and puts forward some effective and feasible compilation strategies.

1. Introduction

"Translating textbooks is the most important basis for teachers to design and implement teaching activities, and also the intermediary and means for students to gain curriculum experience." (Tao Youlan, 2006) With the increasing demand for Korean translators in the job market, translation teaching in the master's and undergraduate stages of Korean translation has been paid more and more attention, which puts forward higher requirements for the construction of translation textbooks. In recent years, Korean experts and teachers in Colleges and universities have published various translation textbooks and used them in translation classes at undergraduate level. The quality of textbook writing is directly related to both teachers and students in teaching behavior, and has a far-reaching impact on teaching effect. This paper mainly discusses the strategies of compiling textbooks in accordance with the reality of undergraduate teaching from the two major areas of translation textbooks, namely translation knowledge and text compilation.

2. Arrangement of Translation Knowledge

For a long time, translation knowledge, as an effective means to improve translation ability, has occupied a large proportion in all kinds of textbooks. But its content is mainly linguistic knowledge, especially the simple listing of the results of comparative study of linguistic structure. For example, the similarities and differences between Chinese and Korean words, the structure comparison of single and complex sentences, etc., and the translation examples are all words, phrases or sentences out of context. Although it is helpful for students to understand grammar knowledge, translation of language structure is not a real translation. Translation is a process of meaning transformation, continuous recreation and information processing through repeated choices. Traditional textbooks can not cultivate students' translation awareness or improve their translation ability effectively. They can only let students master the corresponding translation forms of individual vocabulary, sentences and sentence groups.

To solve these problems, we must first understand the composition of translation knowledge. Translation knowledge can be divided into three modules: linguistic knowledge, pragmatic knowledge and cultural knowledge. Language knowledge can be further divided into three parts: vocabulary, syntax and rhetoric. Traditional translation textbooks mainly focus on vocabulary and

syntax in linguistic knowledge, but lack rhetoric, pragmatics and cultural knowledge. In translation practice, rhetoric, pragmatics and cultural knowledge are no less important than lexical and syntactic knowledge. It is impossible to complete translation work only on the basis of lexical and syntactic knowledge. Therefore, language, pragmatics and culture should be paid equal attention to in compiling translation knowledge. At the same time, we should step out of the comparative mode of linguistic structure in structuralist linguistics and systematically summarize translation difficulties from the perspective of translation needs. At this point, the Peking University Edition textbook processing is reasonable, but the content is scattered in different units, lack of systematization, it is difficult for students to apply the translation knowledge to various types of text translation flexibly. Therefore, we believe that translation knowledge should be separated into units. Teachers can freely explain translation knowledge before text translation according to actual needs, or for specific translation problems encountered in text translation, interpolate interpretation of translation knowledge and do corresponding translation exercises. In this way, the translator, as well as the translator teachers and students, can determine appropriate macro-translation strategies and appropriate micro-translation strategies for specific texts through detailed preparation for source text analysis. (Zhu Xiaoxue, 2010)

Translation is a practical course. Students should find problems in translation practice and seek solutions and skills to them. However, the current translation textbooks deal with translation methods and techniques in the same way over and over again, so that students will be accustomed to accepting existing conclusions and will not think actively, and it will be difficult to develop creative thinking mode. The compilation of exercises also requires students to deal with individual vocabulary and sentences according to specific translation skills. In the long run, students have formed stereotyped misconceptions in translation. When they independently complete translation tasks, their thinking is rigid, and it is difficult to break through the constraints of language and rise to the level of meaning transformation. Therefore, we can try to derive translation methods and techniques through skillfully designed exercises or thinking questions, that is, "thinking first, then concluding", rather than giving conclusions first and then demonstrating them through examples.

3. Text Compilation

3.1 Text Types

The texts of translation textbooks are divided into texts and exercises. Zhu Xiaoxue and others put forward the following eight principles for discourse selection: applicability, authenticity, content, difficulty, type, length, interest, timeliness/reality. These eight principles are not necessarily embodied in every text, but they should be fully examined in the selection and processing of texts and exercises. In addition, many scholars (Zhu Xiaoxue, Christine Durierrx, Maria Gonzalez Davies) have pointed out that texts need to be processed in order to meet the teaching objectives.

According to the current textbooks, Li Yuhua and Sun Jinqiu's Korean-Chinese Translation Course (2009) is divided into seven parts: tourism, management, society, science and technology, economy, political diplomacy and literature, and Zhang Min and Jin Xuanxi's Chinese-Korean Translation Course (2013), the second edition, is divided into resumes, invitations, congratulations and speeches according to the genre of the texts. There are 16 parts: speech, news, editorial, commentary, statement, introduction, thesis, regulation, contract, narrative, prose, script, novel, poetry, etc.

We tend to adopt the second classification method for the following reasons: (1) from the degree of difficulty to the degree of difficulty, the second classification method achieves from easy to difficult, step by step, in accordance with the law of learning; (2) from the practical point of view, the second classification method fully takes into account the students' academic and employment needs. However, this arrangement has its unreasonable parts, mainly reflected in: (1) similar texts such as congratulations, speeches and speeches, as well as editorials and comments; (2) some texts are difficult and unsuitable for undergraduate students with zero starting point, such as laws, fiction,

poetry, etc.; (3) too many texts, and the design of 2-4 class hours exceeds the teaching hours of translation course. The amount of load does not accord with the reality of translation teaching for undergraduate students, which is not conducive to students' learning.

Therefore, taking into account the factors such as students' language proficiency, teaching hours and employment needs, we reduce and integrate texts on the basis of the second classification. The texts originally divided into "congratulations, speeches (speeches), speeches" are integrated into "speeches" and "news, editorials, comments" into "news". Four types of texts, such as "laws and regulations, papers, novels and poetry", which are difficult to meet the language competence of undergraduate students, are deleted. Finally, seven types of texts are left: resume, invitation letter, speech, news, introduction (tourism/medical treatment), contract and script. In this way, teachers can make full use of the limited class hours to explain and practice each lesson in the use of textbooks.

In addition to texts, textbooks also need to compile a large number of exercises. The purpose of writing exercise texts is mainly to improve translation ability through targeted practice. Therefore, exercise texts should focus on different translation skills, including language, culture, cognitive, functional, philosophical/poetic and other levels of practice. Only through a large number of multi-level and multi-angle targeted exercises can students gradually acquire translation ability and cultivate translation awareness.

3.2 Text Translation Process

The current textbook of Korean translation, which is based on text, first arranges "lexical annotations" after the model text, which are used to indicate the corresponding translation forms of important words and expressions in the source text. We believe that giving the corresponding translation that can be directly used in the target text is not only not conducive to students' active learning, but also misleading students into thinking that querying vocabulary is the first step in translation. Students should actively seek the corresponding translation form of the source text in practice, and learn to use various translation methods and tools in this process. The direct prompting of the corresponding translation form in the textbook will enable the students to take it directly without thinking about how to find the translation form that best reflects the meaning of the source text. Even the authoritativeness of the textbook will make some students think that the only correct translation form is the prompting of the textbook.

The first step in the process of text translation is not to look up the corresponding forms of the translated text in a dictionary, but to prepare for translation, such as analyzing the source text, consulting the source language and the relevant materials of the target language. Students should learn to apply discourse analysis theory to pre-translational analysis of the source text and to establish thematic awareness by referring to parallel texts of the target language. Therefore, it is necessary to design appropriate thinking questions after the text, guide learners to do pre-translation work, such as text analysis, reference to translation corpus, and establishment of professional corpus. The translation knowledge problems encountered in text translation can be referred to individual translation knowledge units and exercised accordingly.

Translation evaluation is also an important translation ability. Students can master various translation methods through comparative analysis of different translations. Therefore, the textbook should leave some reflective questions after the translation so that students can make comments or make a comparative analysis of the different translations of the same source text. The evaluation of translation should include the evaluation of mistranslation, but also the evaluation of good translation. The existing textbooks are almost uniformly misinterpreted and analyzed. Some common translations are listed. The following is a detailed review. It is necessary for students to find errors in the process of translation, including errors in source language comprehension and translation editing, so as to effectively reduce repetition of similar errors. But we should let students see more good translations. Through the analysis of good translations, we can find more possibilities of translation. In the future translation practice, we should think comprehensively and comprehensively so as to make the translation more effective.

4. Conclusion

From the two parts of translation theory and translation knowledge compilation and text compilation, we discuss how to compile a Korean translation textbook that meets the needs of undergraduate students. In the part of translation theory and translation knowledge, we believe that we should avoid relying too much on the results of comparative linguistics in grammar-based textbooks in the past, nor should we distribute translation theory and knowledge equally behind each discourse unit, but concentrate on basic and typical theories and knowledge, and combine them with corresponding practice texts, so that teaching can be more targeted. And teachers can also choose teaching according to the actual needs of teaching, so that the whole teaching process is more flexible, more attention to the actual needs of students.

Textbook style "should better convey the information of textbooks, enhance the interaction between teachers, students and textbooks, and promote the accumulation of students' translation knowledge and the improvement of their translation ability." (Zhuang Zhixiang, 2007) A good translation textbook should reasonably arrange texts according to students' foreign language proficiency, decide the type of texts selected according to students' employment needs, set curriculum units according to the teaching hours of the subject, consider the characteristics of strong practicality and practical operation ability of translation courses, and should respect the rules of translation work to arrange the teaching contents of each unit.

Acknowledgement

Fund Project: Social Science Research Project of the 13th Five-Year Plan of Jilin Provincial Department of Education, Research on the Construction of Translation Textbooks for Korean Majors in Colleges and Universities (Project No. 516: Jilin Textbook [2016]).

References

- [1] Zhu Xiaoxue, Gao Lixi, Liu Xuehui, Wang Jingping. Translation Theory and Practice - Functional Translation Teaching Theory of Interpretation and Translation [M]. Beijing: Peking University Press, 2010.
- [2] Kirsten Malmkj R. Translation in Undergraduate Degree Programmes [A]. Translation. School of Knowledge Publishing, Korea Foreign Studies University, 2016.
- [3] Maria Gonzalez Davies. Multiple Voices in the Translation Classroom: activities, tasks and projects [A].
- [4] Jiang Qian, He Gangqiang. Introduction to Translation [M]. Shanghai: Shanghai Foreign Language Education Press, 2008.
- [5] Sun Yanjie. Current Situation and Reflections on Korean Translation Textbooks in China [J]. Fourth Korean Translation Teaching and Research Symposium, 2016.
- [6] Zhuang Zhixiang. Construction of Translation Major in China - Problems and Solutions [M]. Shanghai Foreign Language Education Press, 2007.
- [7] Tao Youlan. Construction of English-Chinese-English Translation Textbooks under the Skopostheorie of Translation [J]. Foreign Languages, 2006 (5).
- [8] Tao Youlan. Textbook Construction for Translation Major in China: From the Perspective of Eco-translatology [J]. Foreign Languages, 2012 (3).
- [9] Zeng Jianping and Lin Minhua. On the Problems of Translation Textbooks and the Compiling System [J]. Chinese Science and Technology Translation, 2010 (4).