

# Research on College English Translation Teaching Based on the Perspective of Pragmatics

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**Abstract:** English translation teaching is an important part of college English teaching. In the process of English translation teaching, students have insufficient understanding of the cultural background and customs of Western countries, and it is difficult for them to effectively convert the English word order, which makes it difficult to translate English into Chinese and not conform to the expression habit of the target language, thus reducing the translation efficiency. This paper makes discussion on the specific teaching of college English translation based on the perspective of pragmatics.

## 1. Introduction

With the continuous development of economic globalization, trade between countries is constantly frequent. As a common language in internationalized trade, the instrumentality of English is becoming more and more obvious. Pragmatics is mainly to study the meaning of language and explore the usages and techniques of language in specific contexts. Pragmatics involves a wide range of disciplines. It mainly studies the social customs, cultural background and communication context behind the language. In a broad sense, context refers to the environment in which language communication is applied. Any language in different contexts will have different meanings. Pragmatics research mainly uses context as the core theory and has important guiding significance for English translation practice. The study of English translation from the perspective of pragmatics has a profound impact on English translation teaching.

## 2. The basic meaning of pragmatics

Pragmatics is a key component in the linguistic research process. It mainly studies the use of language and deepens the study of language understanding. It mainly includes two concepts of semantics and context. Pragmatics takes language as an important research object. It analyzes the language and the derived semantics in a specific context and deeply interprets the connotation of language. Language is a cumbersome process of information transmission, reception and interpretation. And factors such as cultural background, social background and context should be fully considered in the process of language interpretation. Only on the basis of obtaining information correctly can the translation be more accurate[1]. Therefore, in the process of college English translation teaching, pragmatics should be rationally integrated to deepen the effect of English translation.

## 3. College English translation teaching based on the perspective of pragmatics

### 3.1. The application of principle of equivalent effect in college English translation

Equivalent effect is a new method of translation theory. It is mainly a means to translate pragmatic meanings by the contrast between the two languages according to the specific context in the process of English translation. In the process of translation, more emphasis is placed on the integration of lexicon, semantics and grammar so as to preserve the original meaning of the translation content to the maximum extent. Replacing translations with natural content for optimal

translation effect. For example, the Chinese language "好好学习，天天向上" is not translated into "good good study, day day up", but translated into "study hard and make progress everyday." This can translate the meaning contained in the original context to the maximum extent, so as to achieve the purpose of communication and exchange. The equivalent conversion of languages can realize cross-cultural communication in the true sense[2].

### **3.2 The application of the cooperative principle in college English translation**

The cooperative principle in pragmatics is a principle that both parties of communication must follow in order to achieve communicative purposes in the process of language communication. The main purpose of English translation is to present the language of both parties in a complete and meaningful dialogue. In the process of English translation, the standards in the cooperative principle are authenticity, clarity, relevance, and cooperation. The meaning of the translation of the same word is different in different contexts. In the process of English translation, the difference of the language environment should be paid attention to translate the meaning the original text truly expresses.

### **3.3 The application of politeness principle in English translation**

The politeness principle in pragmatics includes generosity, praise, appropriateness, humility and compassion. In the process of college English translation teaching, the politeness principle has a very important theoretical guiding significance for the smooth development of English communication activities. According to the principle of consistency, translators should pay attention to the differences between cultures. From the perspective of the principle of appropriateness, people must consciously protect their rights and interests in the process of communication, which puts forward higher requirements for the appropriateness of language communication, and requires euphemistic expression of emotion in the process of translation[3]. According to the principle of compassion, in the process of English translation, it is necessary to use the past tense of modal verbs to reasonably express, and the expression of subjunctive sentences can also be used to fully demonstrate the principle of compassion.

## **4. Strategies for college English translation teaching based on the perspective of pragmatics**

### **4.1. Deepening the study of students' cultural knowledge**

In the process of college English translation teaching, in order to effectively improve the translation ability of college students, teachers should be proficient in the relevant knowledge of pragmatics and deepen the study of students' Chinese and Western cultural background knowledge. Culture has a profound impact on English learning. First, deepening the study of customs and background knowledge will help students better understand cultural differences. Second, it is beneficial for foreign language learners to understand the customs and habits of other countries and to conduct learning activities from the perspective of target culture. Third, deepening the study of language and culture can help strengthen the connection between classes to help language learners better understand the connection between languages. Meanwhile, before the English translation activities, college students should systematically understand the cultural background of Western countries, which is conducive to improving students' translation ability. In the actual translation process, students have insufficient grasp of the background knowledge of Western countries and insufficient mastery of English and American culture. Therefore, in the process of English translation teaching, teachers should explain the relevant cultural background about translation materials in a targeted manner to help students to better understand the differences between Chinese and Western cultures and to improve students' translation proficiency. In the process of translation teaching, teachers should explain the differences between Chinese and Western cultures, and make English-Chinese contrasts in combination with actual contexts to help students fundamentally understand the differences between Chinese and Western cultures and to enhance students' translation ability[4].

## **4.2. Creating a good learning situation**

In the process of English translation teaching, it is necessary to create a good language situation for students. Situation is an important basic condition for the development of language activities and a core concept in pragmatics. Situation plays a supplementary role in deepening language understanding in English translation activities. A special language environment gives a special meaning to language. If the translation activity leaves the situation, it loses the fundamental meaning of translation[5]. Therefore, in the process of teaching English translation, teachers should create a situation that is relevant to students' real life and fits the environment in which they use English according to the requirements of specific courses and the needs of the teaching process, so that students can feel the influence of different language environments on English translation. Only in this way can the students' translation skills be effectively improved. In order to effectively improve students' translation level, students' enthusiasm for English translation must be stimulated to alleviate students' classroom anxiety. In class activities, some students worry that their translations are wrong, and then comes the anxiety of fear and tension. The emergence of this phenomenon is inseparable from the teacher's teaching attitude. Therefore, in the process of English translation teaching, teachers should guide college students to establish self-confidence in English translation, create a good English translation environment for students, leave enough room for students to think, help students reduce the burden of English learning, and improve students' interest in English translation, and allow students to fully participate in the teaching activities of English translation. This is of great significance to improve students' English translation ability[6].

## **4.3. Attaching importance to the subject status of students**

In the past English translation activities, teachers over-emphasized the instillation of theoretical knowledge, emphasized the standard answer, did not consider the true feelings of students, which could not meet the individualized requirements of students' learning. If teachers neglect the problems students encountered in English translation, they can not take effective teaching activities to guide students to improve their translation skills. In traditional English translation teaching classes, teachers do not arrange corresponding critical translation activities, which suppresses the development of students' individuality and is not conducive to the formation of students' translation thinking. Therefore, it is difficult to improve the teaching effect of English translation. In translation learning activities, students' personality development is suppressed, resulting in students' low interest in translation, passive acceptance of textbook knowledge explained by teachers and lack of independent thinking, which is not conducive to the development of English translation teaching activities. Therefore, in order to cultivate students' English translation ability, it is necessary to create a good translation environment for students to reduce the learning pressure of students and to stimulate students' internal motivation.

In the English translation teaching classroom, teachers should guide students to develop good habits of independent thinking and learning to question, and strengthen communication activities between teachers and students. First, the student's thinking is susceptible to other factors from outside. Teachers should encourage students to innovate actively and think boldly. Secondly, teachers should leave enough space for students to think to practice their independent thinking ability in their teaching activities. In this way, students will form the habit of independent thinking in the face of translation, which is conducive to breaking the thinking stereotype and helping students better launch English translation activities. Students' inquiry ability can be effectively exercised in this process, and their critical thinking ability can be enhanced, which is conducive to students' better development of English translation activities. However, in English translation classroom activities, teachers attach importance to the explanation of textbook and neglect teaching feedback[7]. Even if students have other ideas for translation, they will be confined to a certain space, the creative thinking can not be exercised and it is difficult to improve their English translation ability. In order to enable students to have good English translation ability, teaching methods must be actively innovated to encourage students to actively question. All students have the potential to question. This requires teachers to effectively tap and stimulate students' problem

awareness to promote the development of students' English translation ability. In the process of English translation teaching, teachers should learn to use the means of setting up questions to better cultivate students' problem awareness, attaching full importance to the subjective status of students and letting students fully participate in English translation activities.

#### **4.4. Deepening the development of students' innovative thinking**

Translation is not only to convey the relevant information of the original, but also to express the image information of the original. Therefore, in the process of English translation, students should also effectively apply relevant image thinking and logical thinking, and students' use of pragmatic cognitive models should be scientifically guided[8]. In addition, English translation is not a simple process of mechanical repetition, but a process of artistic re-creation. Therefore, in English translation activities, teachers should use the pragmatic cognitive model as the basic material condition to deepen the students' innovative thinking ability, actively encourage students to create innovative translation consciousness, and allow students use different teaching methods through different dimensions to launch comprehensive and innovative thinking, aiming to cultivate students' innovative thinking ability, improving students' English translation ability and deepening students' inspiration in the translation process.

### **5. Conclusion**

In summary, English translation is a cross-cultural language communication. Putting English translation work into effect is the key to ensuring the smooth development of foreign trade. In the process of English translation, not only the conversion between languages, but also the differences between cultural backgrounds should be considered. From the perspective of pragmatics, it is necessary to provide a new perspective for English translation, constantly perfect English translation, deepen the practice of English translation and improve college English translation ability purposefully. In the process of English translation teaching, teachers should give full play to the students' role and create a good translation situation for students to deepen students' translation ability.

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