

The Optimal Design of English Translation Teaching in the Process of Understanding and Re Understanding

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ABSTRACT. *This study first analyzes the subjectivity of translation under the guidance of epistemological theory from three aspects: scope or background, perspective and detailed degree, and then discusses translation teaching in English curriculum from two aspects of explanation method and evaluation method.*

KEYWORDS: *Understanding - re understanding, English translation teaching, Optimization design*

1. Introduction

The translation teaching method based on the theory of construal re construal can effectively improve students' translation level by improving students' cognitive processing ability; the translation teaching method based on the theory of construal re construal can effectively improve students' interest in translation. The research shows that translation is a dynamic process of psychological cognition, and understanding is one of the most important cognitive ways of decoding and encoding. In the translation teaching based on the process of construal and re construal, the four criteria (scope, perspective, salience and detail) run through the text analysis, text fidelity and coherence in translation, improving the cognitive ability of students in the translation process, and greatly improving the translation ability and interest of students in the experimental class. Based on practice, this paper puts forward some suggestions to improve the efficiency of translation teaching for English majors.

2. Translation Subjectivity under the Guidance of the Theory of Construal

2.1 Scope or Background

As mentioned above, scope refers to the configuration of activated conceptual content, which provides us with background knowledge to understand expressions. In addition to having the same encyclopedia knowledge, due to different personal experience, there will be different reactions. This explains why different people will adopt different ways of understanding the same thing due to their different experiences or background knowledge, thus forming different results of understanding. In many cases, even if the translator knows the source culture well, due to cultural differences, when reconstructing the image of the original word, the translator can only make adjustments to play its main role in the translation process. Taking two versions of Wang Wei's "mountain dwelling in autumn dusk" as an example, this paper tries to see the following two translators' handling of the same artistic conception in the poem, such as: "the bright moon and the pines are shining between each other, and the clear spring and the stone are flowing up.". This poem depicts the beautiful scenery of the mountain village and the simple style of the residents in the evening after the autumn rain and the early clear. It shows the poet's feeling of homestead and contentment for the life in seclusion. Take a look at the two translators' translation of these two sentences:

Yang Xianyi: Bright moonlight falls through pines, Clear springs flow over stones.

Xu Yuanchong: Into the forest of pines the moon sheds her light, Over the glistening rocks the spring water glides.

Wang Wei once wrote "Ode to the four sages on the economy" once praised the noble sentiment of the two sages and hermits, saying that "there is no evil wood for resting Yin, and water will be clear.". The poet himself is such a noble minded man. Isn't this "Qingsong under the moon" and "Qingquan on the stone" exactly the ideal realm he pursues? Yang Xianyi put "bright moon", "bright sunlight" and "clear spring" respectively at the beginning of the sentence in order to strive for the corresponding tone beauty of the original poem. At the same time, the images of "Qingsong under the moon" and "Qingquan on the stone" that the author wants to highlight

are first rushed into the readers' vision. At this time, "Qingsong" and "Qingquan" become a window for readers to explore the poet's mood. However, in order to truly understand the implication of Qingquan and Qingsong, readers must use the background knowledge of the poet's mind expressed in the song of the four sages in Jishang. Xu Yuanchong's translation is based on the meaning of the original poem, which shows the scene the author wants to express in detail, and gives the readers certain space and opportunity to associate the original author's intention. Yang's translation is a little too straightforward, and a little less elegant than Xu's[1].

2.2 Visual Angle

Perspective refers to the starting point or angle of people's observation of things. As we all know, different observers' descriptions of the same thing or situation will have different observation results due to different angles. Therefore, in the process of translation, the translator can carefully read the original text and figure out what angle or emotion the original author stands or wants to express when expressing a certain situation or scene. Only in this way can the original version be more authentic. Next, we will take Liu Zongyuan's Jiang Xue as an example to further understand the translator's subjectivity in the process of translation. The original text is as follows: birds of thousands of mountains are flying away, and people of thousands of paths are disappearing.

Translation 1: A hundred mountains and no bird, A thousand paths without a footprint;

Translation 2: O'er mountains and mountains no bird is on the wing; On thousand lines of the pathways there is no footprint.

Due to the different perspectives of the translator, the two versions of Jiang Xue have different linguistic effects. The poem "Jiang Xue" is the poet Liu Zongyuan's expression of his political frustration. The image of the fisherman in the poem is just the reflection of the poet's own image, which shows the poet's feelings of being clear and indignant. The poet uses the words "thousand mountains" and "ten thousand paths" to pave the way for the following two sentences of "lonely boat" and "cold fishing". Although the two versions have the same beauty in meaning expression, they have different effects in form grasping due to different angles of observation. Translation one deals with "hundred mountains" and "no birds" as parallel structures, while translation two deals with them as adverbials of place. Obviously, translation 2 is more in line with the emotional image of the original poem in form. In this way, readers will be more close to the style and characteristics of the original[2].

2.3 Specificity

The so-called detailed degree refers to that when people recognize something, they will always consciously process the information content expressed in terms of adding or deleting. When the translator refines the form of language expression in the original language, the information translation of the original text tends to be detailed, specific and clear; on the contrary, it tends to be brief in the translation, and the information expressed is relatively abstract and general. The same example can still be found in the translation of jiangxue. In translation 1, "a hundred mountains" and "atousand paths" correspond to "thousand mountains" and "ten thousand paths", respectively. However, in translation processing, the language habit close to the target language readers is adopted, which does not exactly express the two concepts of "thousand" and "ten thousand" in the original poem. Because the translator knows that these two expressions are exaggerations of the poet, which have rhetorical effects. Therefore, on the basis of being close to the meaning of the original poem as much as possible, and taking into account the reception and cognitive ability of the target language readers, the translator has skillfully dealt with it as the above-mentioned effect, giving full play to the translator's subjective initiative in dealing with the details. Compared with the first version, the second version is more close to the charm of the original in the expression of meaning and effect. "Thousand mountains" and "ten thousand paths" are translated into "o'ver mountains and mountains" and "on thoughts and lines of the pathways", respectively. Compared with the first translation, the trace of the detailed grasp and handling is lighter, which may be to pursue the effect consistent with the original as much as possible. However, it is not as simple and easy for the target readers to understand as translation one [3-5].

3. Translation Teaching in English Course

3.1 Explanation Method

There is no reference translation for the text. Students are required to preview and translate the text. On this

basis, teachers focus on the analysis of reading comprehension and translation expression of difficult sentences and long sentences. Students examine and revise their own translation according to what teachers say, and find out the understanding deviation and expression error. In a class with a small number of students, students can also be required to perform oral translation in the classroom, and teachers can analyze and explain in time according to the translation situation [6].

3.2 Review Method

The text has a reference translation. Students are required to understand the text in combination with the translation during the preview, and analyze the gains and losses of the translation in the original understanding and translation expression. On this basis, the teacher makes a detailed analysis of the key sentences and their reference translations, points out the problems existing in the understanding and expression of the translation, analyzes the causes of the problems, introduces the possible translation techniques, and finally gives the correct translation as far as possible [7].

4. Conclusion

Translation is an important part of foreign language teaching and one of the basic skills of English learners. However, the implication of language

Translation is one of the most difficult parts in foreign language learning because of its rich cultural information, profound cultural connotation and its semantic, syntactic and pragmatic heterogeneity. Therefore, the study of translation teaching has attracted the attention of scholars. Scholars at home and abroad have conducted theoretical and empirical studies on translation teaching from many perspectives, but few scholars have studied translation teaching and learning from the perspective of knowledge understanding. It is rare to systematically explore how to effectively carry out empirical research on translation teaching in the classroom environment. Therefore, it is of great theoretical and practical significance to study the teaching of foreign language translation under the framework of construal theory.

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