

The Practical Strategies of English Translation Education under the Theory of Functional Translation

Cheng Yao

International School of Hubei Polytechnic University, Huangshi 435003, China

ABSTRACT. *At Present, in Order to Adapt to the Global Economic Integration and Promote the “One Belt and One Way” Economic Development, China Needs a Large Number of Translation Talents to Participate in the National Construction and International Integration. College English Translation Teaching is the Cradle of Training Translation Talents, and it is Incumbent on Us to Undertake This Task. Based on the Research of Functional Translation Theory, This Paper Discusses the Research and Practice of Functional Translation Theory on College English Translation Teaching for Non-English Majors from the Perspective of Research Significance, Application Prospect and Specific Research Content and Methods.*

KEYWORDS: *Functional translation theory; College english translation teaching; Intercultural communication*

1. Introduction

1.1 College English Translation Teaching Can Train Translation Talents to Adapt to the Economic Development of the Times

With the development of global integration and the construction of “one belt and one road”, our country has been increasingly communicating with other countries in different fields. The construction and development of various industries require a large number of highly skilled translators. Translation has become the bridge and link of China's foreign and international exchanges. Although a large number of translation talents are trained in College English major every year, they still can not meet the market demand for translation talents. This requires Promoting College English translation teaching in all universities. Through the popularization and promotion of College English translation teaching for non-English majors, more translation talents of different majors will be cultivated to promote the communication and integration between China and the world. It is imperative to enhance China's discourse power in the world[1].

1.2 College English Translation Teaching Can Improve Students' Cultural Quality and Promote Cross-Cultural Communication

In English Chinese translation, students can translate the original text accurately only if they have some knowledge of the politics, economy, history and culture of the country involved in the original text. Therefore, students must understand the cultural differences of different countries and absorb the essence of foreign advanced culture, so as to promote the cultural exchange between China and the West and deepen the friendship between countries[2].

1.3 College English Translation Teaching Can Improve Students' Translation Ability

CET-4 and CET-6 are designed to promote the implementation of College English syllabus, measure college students' English ability objectively and accurately, and serve for the improvement of the teaching quality of College English courses in China. In order to improve the requirements of College Students' English comprehensive ability, the 2013 CET-4 and CET-6 test questions were reformed: the translation test part changed the most and the difficulty was greatly increased, from the original five single sentence Chinese-English translation to one paragraph Chinese-English translation; the translation length of CET-4 was 140-160 Chinese characters, and that of CET-6 was 180-200 Chinese characters, accounting for 15% of the total score. With the change of the question type, the emphasis of our teaching will be adjusted accordingly[3].

1.4 College English Translation Teaching Can Improve the Teaching Ability of College English Teachers

Translation teaching occupies a large proportion in the teaching of English majors and has been paid attention to. However, due to the limited class hours, the lack of teachers' level, the lack of attention of the school and the small proportion of examinations, the Non-English Major College English translation teaching has not played its due role. Some teachers don't teach translation theories and techniques at all or almost at all, and sometimes they just touch on them. At present, it also coincides with the comprehensive revision of College English textbooks in our university, which makes the teaching materials more difficult and translation exercises more frequent, from sentence translation to paragraph translation. It is imperative to find a suitable way for non-English majors to improve their translation ability as soon as possible[4].

2. Functional Translation Theory

From the 1950s to the 1960s, translators mainly studied translation from the perspective of linguistics. They regarded language as idiom code and translation as

language operation. In the 1970s, the theory of functional translation began to rise, and the leading figures were K. rice, H. J. fimir, C. Nord, J. H. mantali, etc. Functional translation theory is based on communication theory, behavior theory, discourse linguistics and discourse theory. Since the emergence of functional translation theory, the direction of translation has changed a lot, that is, from the former translation theory which emphasizes form and equivalence to the translation theory which emphasizes function and socio-cultural factors. The key points of functional translation theory are: first, the interpretation and elaboration of the essence of translation; second, the analysis of the role of the participants in the translation process; third, functional translation theory no longer makes endless arguments between literal translation and free translation on the basis of equivalence theory, but from the function and purpose of translation, emphasizes that a specific purpose requires the adoption of corresponding translation strategies and methods. The theory of functional translation has got rid of the shackles of equivalence theory and holds that translation is a purposeful process of information transmission, which is essentially a kind of cross-cultural communication activity. It emphasizes the translator's subjective initiative and opens up a new exploration path for the western translation theorists with linguistics as the mainstream[5].

3. Specific Research Contents and Methods

3.1 Research Contents

(1) Research on the Influence of Students' Psychological Factors on Translation

The inaccuracy of what students have learned in translation has a negative impact on the psychology of learners. Therefore, when they encounter new words, difficult words, long sentences and difficult sentences, they tend to have a fear and even take a distant attitude. We should cultivate students' cultural concept of translation and guide them to form positive and rational learning motivation and correct learning attitude. Especially for some non-English major college students, they need to combine their major, let them feel the importance of English translation, experience the fun of two languages transforming each other, and finally achieve the teaching goal of English translation.

(2) Follow the Translation Principle of Combining Appropriate Translation Theory with Translation Practice

According to the principle of functional theory, starting from the function and purpose of translation, it emphasizes that a specific purpose requires corresponding translation strategies and methods. Let students know the latest translation theories and skills, such as adding words, ellipsis, repetition conversion, transposition, sentence segmentation, long sentence segmentation, etc. It is necessary to cultivate students not only to use translation theory flexibly in translation practice, but also to have more translation space and reduce the blindness of translation. Guide the students to start with the text structure, analyze the cohesion between sentences and paragraphs, the relevant meaning and the coherence of logical thinking, grasp the

theme and central idea of the full text, and break through the obstacles of macro understanding.

(3) Training Students' Translation Ability in Intercultural Communication

Translation is a kind of conversion activity between two languages and a communication activity between two cultures. Students must not only understand the language characteristics of their native language, but also master the cultural significance, customs and social beliefs contained in English. Let students understand the three major differences between Chinese and English, that is, the difference in thinking mode (English re integration, Chinese re integration; English object awareness, Chinese subject awareness), cultural differences (historical culture, geographical culture, religious culture, custom culture), language differences (part of speech system, word formation, word meaning, word order, syntax). When we are teaching the translation of unit 4, Volume 2 of New Horizon College English published by FLTRP, we can combine it with the long-standing Chinese Tanabata Festival when we are teaching the origin of Valentine's day in the West. By understanding the differences between Chinese and Western cultures, students can easily improve their intercultural translation ability[6-7].

3.2 Research Method

During the preliminary preparation, we will adopt the research method to conduct investigation and research and master the first-hand information. Based on the study of the previous translation achievements, the theoretical level of teachers is improved through theoretical comparison. When teaching translation in class, we will adopt the translation case analysis method to carry out translation practice, and summarize the research content. The teacher should elaborate on the translation theory, choose the translation subjects suitable for the students' level, stipulate that the students can translate on the spot by consulting the materials within a certain period of time, and discuss in groups according to the actual ability of the students. Each person evaluates the translation and reference translation of the members of the group, finds out the gaps and delicacies, and lays the foundation for the next step of translation. After the group discussion, the results of the discussion will be presented in the form of oral translation, and the teachers and students will comment on the translation. According to the results of discussion or comment, the students make the second revision in the after class time and hand it to the teacher for review within the specified time. According to the translation materials of all the students, the teacher finds out some representative problems and focuses on them in class, so that the students' translation ability can be further improved. Teachers should also give students homework, which can make up for the lack of classroom practice, and can also cultivate the teaching concept of student-centered autonomous learning[8].

4. Conclusion

To sum up, College English teachers should constantly update their own teaching

concepts, re position their position in English translation teaching, and actively innovate the corresponding translation teaching methods to meet the needs of contemporary college students in English translation learning. At the same time, teachers should also pay attention to the main position of students, create a wider space for students to learn English translation, and make contributions to the cultivation of practical translation talents to meet the requirements of the times.

References

- [1] Chen Xinyan, Shao Hua (2019). Academic English translation under the guidance of functional equivalence theory. *English teacher*, vol.19, no.19, pp. 50-53.
- [2] Peng Yan, Huang Ning (2019). A practical study of College English translation teaching based on functional translation theory--a review of the comprehensive course of agricultural science and technology English. *Chinese melon and vegetable*, vol.32, no.7, pp.80
- [3] Bao Lei (2019). Translation of ESP from the perspective of functional equivalence theory. *English teacher*, vol.19, no.2, pp. 6-9.
- [4] Zhao Dandan, Liu Shuangli (2018). Research on the application of cross border classroom teaching under the guidance of functional translation theory. *Journal of Shandong Agricultural Engineering College*, vol.35, no.12, pp.155-156.
- [5] Gong Xuan (2018). Syntactic study of medical English translation under the guidance of functional equivalence theory. *Continuing medical education*, vol.32, no.12, pp. 58-59.
- [6] Liu Zongxian, Xu Ruisong, Wang Qing (2018). Cultural transmission of Chinese-English translation of tourism texts from the perspective of functional theory. *Journal of Guangxi Normal University for nationalities*, vol.35, no.5, pp.86-88.
- [7] Yang Huiwen (2018). Applied translation research from the perspective of functional equivalence theory. *Education modernization*, vol.5, no.26, pp.111-112.
- [8] Zhang Yuchuan (2019). Translation studies in government documents from the perspective of Functional Equivalence Theory -- Taking the government work report 2018 as an example. *Journal of Kaifeng Institute of education*, vol.39, no.5, pp.63-64.