

Study on the application of context in college English translation teaching

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Abstract

With the constant development of China's social economy, college students are expected to have higher comprehensive quality. Meanwhile, English translation ability, as one of the necessary capacities in reading English articles, becomes one of the key items in cultivating college students' English skills. Under such background, this paper provides a specific analysis of approaches to improve the college English translation teaching. In the process of college English translation teaching, the actual features of English shall be fully considered to conduct study on the application of context in college English translation teaching. Furthermore, several specific countermeasures to promote the application of context in collage English translation teaching is are summarized. Based on these measures, it is to maintain the unique cultural connotation of English articles and promote the standardization development of English translation in the process of applying context to college English translation teaching.

Keywords: context, college translation teaching, application study

1 Introduction

In China, the initial study on context application in college English translation teaching is in 1967. With the increasing exchange between China and foreign countries, the English translation standardization work is also experiencing a continuous progress [1, 2]. In recent years, with the publication of more and more standardized translation dictionaries [3, 4], the study work of context application in college English translation teaching has made remarkable achievements, which has undergone three main stages, namely, experience accumulation, theoretical research and standard development. However, no scheme about the context application in college English translation teaching that is acceptable by all sides has been developed yet [5]. In this context, this paper will study the context application in college English translation teaching from the teaching point of view, and corresponding formulas and study methods will be adopted for study.

First, the normal distribution analysis method is used to analyze whether the context application in college English translation teaching is reliable:

$$f(x) = \frac{1}{\sqrt{2\pi}\sigma} \exp\left(-\frac{(x-\mu)^2}{2\sigma^2}\right). \quad (1)$$

Second, t-test is used to check whether the context application in college English translation teaching is reliable:

$$t = \frac{|\bar{d} - \mu_d|}{s_d} = \frac{\bar{d}}{s_d / \sqrt{n}}, \quad v = n - 1. \quad (2)$$

2 Analysis of the status of college English translation teaching

Currently, the interaction of China's collage English translation teaching is merely formalized, most of which is lack of substantive content between students and teachers in class.[6-8] However, such formalized interaction between students and teachers in class cannot achieve the effect of inspiring students, not to mention the enlightenment of deeper thinking activities of students. The main reason for this phenomenon is that the dialogue form between students and teachers is singular which is absolutely dominated by teachers [9, 10]. As a result, it not only inhibits the learning initiative of students but also is inconsistent with the teaching mode advocating the dominant position of students who will be inactive in participating in class study. Therefore, in English class teaching, the students' dominant position must be highlighted to give full play to the role of context in college English translation teaching. Only in this way can students be offered with enough space to show their talents. Of course, there are many other problems in English teaching, which requires our further exploration and study to change the existing interactive mode between students and teachers, so as to give full play to the students' initiative. As is found by survey, most students tend to have keen interest in the context application in college English translation teaching.

3 Measures of context application in college English translation teaching.

3.1 THE INTERACTION BETWEEN STUDENTS AND TEACHERS SHALL BE EQUAL

Students hold the view that the words and deeds of teachers shall never be offended, and this mentality has been deeply rooted in the mind of middle school students, which,

however, will lead to the unequal interactive even if there is interactive. Apparently, such unequal interaction is very limited in helping students, which is not conducive to cultivate students' innovation ability at all. For this concern, teachers shall take an amiable and friendly attitude towards the questioning and communication of students, and they shall also encourage bold questioning of students to eliminate their unequal pressure, thus promoting the application of contextual cues in English teaching.

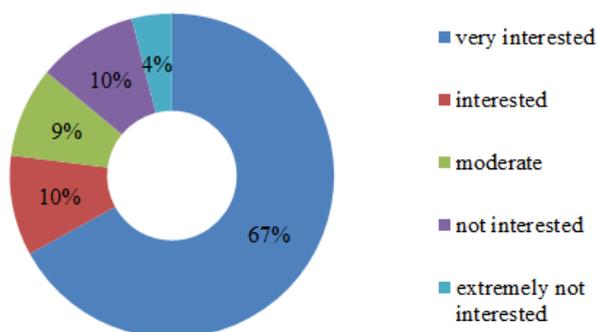


FIGURE 1 Students' interest degree in context application in college English translation teaching

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3.2 THE ENLIGHTENMENT OF CONTEXT FOR STUDENTS' MIND ACTIVITIES SHALL BE FULLY CONSIDERED

While carrying out English contextual cues, the enlightenment of context for students' mind activities shall be fully considered, especially the inspiration of correct view of value for students. As has been demonstrated by the existing English teaching practice, contextual cues teaching method is very suitable for middle school English teaching, which can not only cultivate students' question resolving ability but also boost their diversified intelligent development. Of course, we shall also realize that higher requirements are imposed on the teaching concept, teachers' quality and students' competence while using contextual cues in English teaching. Therefore, in the real English teaching process, we shall conduct timely completion for weaknesses in current English. Therefore, it is critical to give full account of the context inspiration in the thinking

abilities of students. By far, the students' satisfaction degree for context-based translation method is shown in Figure 2.

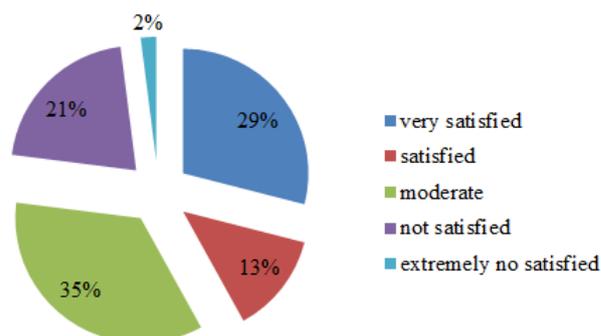


FIGURE 2 Students' satisfaction degree towards context-based translation method

4 Specific study content of context application in college English translation teaching

Through the study on context application in college English translation teaching, it is conducive to elaborate the unique characteristics of English articles more effectively and improve the translation accuracy, which is of great practical significance in promoting students' translation level. Under such circumstance, this paper will discuss the study on context application in collage English translation teaching from three aspects.

4.1 STUDY ON CONTEXT APPLICATION IN COLLEGE ENGLISH LITERAL TRANSLATION TEACHING

In carrying out literal translation in college English teaching is conducive to remaining the original meaning of English and keep the connotative cultural ideology of English to the maximum degree. This is a translation way that can hold the original connotation of English for the most. Currently, context application in college English literal translation teaching has been applied by many scholars. Specifically speaking, the study on context application in college English literal translation teaching is mainly concentrated in the translation process of basic English terms. In order to prove the effectiveness of context application in college English literal translation teaching, specific literal translation cases will be given below:

By using literal translation method, “中医术语经络学说” can be translated into “meridian and collateral theory”, “先天之精” can be translated into “innate essence”, “五行学说” can be translated into “five elements theory”, and “阴阳平衡” can be translated into “yin-yang balance”. In the process of context application in college English literal translation teaching, there are many vocabularies containing strong English cultural features which own corresponding distinct cultural connotation. Therefore, only a few translation methods can interpret the real meaning of these vocabularies effectively. In this case, in order to ensure the standardization effect of English translation, the contextual approach is generally applied to the translation. For example, “热邪传里” can be translated into “pathogenic heat passing into the

interior”, “津亏血瘀” can be translated into “fluid depletion and blood stasis”. These cases directly make use of the context to translate English into the corresponding Chinese, while maintaining the original English cultural features to the maximum extent. Relevant formula study approaches are also applied to study:

The unit conversion way can be adopted to check there the influential factors by literal translation is in line with the actual translation needs:

$$\Delta t = \varphi \times \frac{(T_1 - t_2) - (T_2 - t_1)}{\ln \frac{T_1 - t_2}{T_2 - t_1}}. \quad (3)$$

4.2 STUDY OF CONTEXT APPLICATION IN COLLEGE ENGLISH FREE TRANSLATION TEACHING

Free translation applied to college English translation teaching aims to get rid of the original language forms and language expression styles in English articles to directly express the meaning in Chinese. In general, free translation is based on the difficulty of translation by literal translation, which is considered an effective supplementation and improvement means of literal translation. Generally, rhetorical devices are applied to the process of free translation of English articles.

Because the English theoretical system is exclusively owned by English culture, which is significantly different from the English cultural system in the English cultural theory and English translation practice. This will make it likely to cause misunderstanding by using merely literal translation. In order to effectively avoid the misunderstanding of English connotation in translation, implementing study on context application in college English free translation teaching is very critical, and relevant formulas can be adopted for the study:

$$K_1 = \frac{1}{\frac{1}{\alpha_1} + \frac{1}{\alpha_2} + \frac{\delta}{\lambda} + \gamma}. \quad (4)$$

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4.3 STUDY ON CONTEXT APPLICATION IN COLLEGE ENGLISH TEACHING WITH THE COMBINATION OF LITERAL TRANSLATION AND FREE TRANSLATION

During the college English translation teaching, free translation and phonetic annotation translation shall be combined together for English translation to enhance the accuracy. For instance, the phrase “five zang-organs and six fu-organs” can be translated into “five-zang-organ”. Via the combination of phonetic and free translation ways, the original meaning of English can be conveyed better with the improvement of English reading efficiency.

English translation by combining the phonetic and free translation ways is not just applied to any singular aspect of English translation, it is also widely applied to other fields. (for example, “探戈舞” is translated into “tango”, “卡片” is translated into “card”). These Chinese vocabularies do not exist themselves, but Chinese people have accepted their inherent meaning by phonetic translation as time goes by, which makes them no different from other pure Chinese words. Specific to this situation, we can see that the rational utilization of combining phonetic and free translation means can be helpful for the English article translation, and relevant formula is applied to the study.

R-test is applied to check whether the method of combining literal translation and free translation in college English teaching is in line with the actual translation needs:

$$Re = \frac{du\rho}{\mu}.$$

5 Conclusion

To conclude, the cultural connotation of English shall be fully considered in carrying out study on context application in college English translation teaching process. The “literal translation”, “free translation”, “phonetic annotation means” and “combined phonetic and free translation means” shall be integrated to constantly improve the standardization norm of English translation and promote the English translation level.

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