

Research on Translation Teaching in College English from the Perspective of Relevance Theory

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Abstract: In recent years, translation teaching has become an important part of college English teaching and a translation skill that college students must master. Relevance theory is a close integration of cognition and context, which can guide college students to carry out translation activities and effectively improve their English translation skills. Relevance theory can also improve the system construction of English subjects and the quality of English teaching. Through an objective analysis of the basic concept of relevance theory, the relationship between relevance theory and English translation teaching, and the practicability of college English translation teaching from the perspective of relevance theory, this paper puts forward effective strategies for college English translation teaching from the perspective of relevance theory.

1. Introduction

Relevance theory has a positive effect on improving the effectiveness of college English translation teaching. Therefore, in English translation teaching, teachers should insist on seeing college students as the main body, guide college students to deeply understand the connotation, application methods and significance of relevance theory, lead college students to accurately understand and master English translation skills, and improve the level of college students' English translation.

2. The Basic Concept of Relevance Theory

Relevance theory originated in the 1980s, and its main idea is that language should be understood from the perspective of communicative nature of language, which requires the establishment of organic connections between different languages in thinking to achieve the purpose of effective translation^[1]. Relevance theory mainly redefines language communication, the understanding of words, the cognition of style of writing and the voice and so on from the perspective of communication and cognition, so as to deal with the way of language communication properly and accurately and convey the best and true thoughts and feelings of the original text from the perspective of art. However, context is also the main factor influencing English translation. The overall function of context has been placed in a relatively important position by relevance theory mainly because only when English translation activities are carried out in a reasonable and appropriate language environment can the most accurate translation results be achieved. Relevance theory is to closely connect two different languages through special forms in translation activities, and to translate one language into another language through stylistic transformation, so that the whole translation process presents the reasoning and transformation process of verbal communication. As a special language communication behavior, English translation is closely related to human's thinking mechanism. It is a process in which languages are interrelated. Translators carefully read the language environment of works, and constantly strengthen thinking cognition and language conversion while translating. In English translation, because the original work clearly conveys the overall content and thoughts and feelings of the author, the translator should carefully think, and accurately understand the content of the author's thoughts and infer the real intention of the expression. Translators should choose appropriate relevance points and integrate, process, transform and process the information of the original works through literal

translation, free translation, foreignization translation, reverse translation, grammar conversion, addition and subtraction of words, word transfer, long sentence splitting and other translation methods and techniques. At the same time, translators should fully understand the author's intention and purpose by combining the language environment, connecting the author's living period, the historical background and the context of the whole work. Meanwhile, translators should pay attention to the accuracy of the grammatical tenses and the accuracy of the translation of words and sentences, so as to further achieve the ultimate goal of English translation.

3. The Relationship between Relevance Theory and English Translation Teaching

Relevance theory promotes English translation teaching. In essence, relevance theory fundamentally requires us to improve the quality of English translation teaching in colleges and universities. Its main functions are: English translation teaching can not only teach college students the basic translation strategies, but also can improve students' translation ability. Relevance theory regards translation as the process of encoding-conversion – decoding. It helps to reveal college students' English cognitive level, gives full play to the subjective initiative of college students so that students can do accurate and high-quality translation activities; On the other hand, college English translation teaching provides a necessary cognitive model for college students' English translation activities. Relevance theory focuses on establishing the balance of translation. There are differences among different language environments, so the relevance theory is here to better remove the barriers between different languages and achieve the organic balance of translation activities in different contexts. The goal is to achieve the pertinence and integrity of translation activities. Applying relevance theory to English translation teaching can cultivate the keen thinking ability of college students, improve the accuracy of translation activities, and play an important role in improving the level of English teaching in colleges and universities.

4. The Practicability of College English Translation Teaching from The Perspective of Relevance Theory

The practicability of relevance theory in college English translation is mainly reflected in the following aspects: It is beneficial to enhance the creation of translation courses, improve the environment of English teaching, strengthen the construction of college English subject system, and improve the practical operation ability of college students' English translation; Applying relevance theory to college English translation teaching is conducive to guiding college students to accurately understand the author's intention, promoting the mutual conversion of two different languages, greatly narrowing the gap between target language and English, and further realizing accurate translation; It can effectively solve the problems such as inference bias, inference errors or inaccuracy in traditional English translation. Under the guidance of English teachers, college students can flexibly use all kinds of English translation methods and skills to achieve the most effective target of English translation; It helps improve the fluency and accuracy of students' English translation, and guide students to consciously learn English native culture and local customs. It is also helpful for promoting the integration and communication of different culture, arousing their interest in English translation, cultivating college students' communication level of language, revealing their translation subjectivity, and motivating their translation initiative; Applying relevance theory to college English translation teaching is helpful for college students to read different works in different stylistic environment and interpret the basic connotation and essential meaning of works. It can also help college students break out of the limitations of English grammar and vocabulary, give play to the effectiveness of English translation reasoning, inject cultural cognition into translation teaching, endue English works with brand new translation concepts, and broaden the horizon of college students' English translation.

5. Effective Strategies for College English Translation Teaching from The Perspective of Relevance Theory

5.1 Guide the students to understand the communicative intention and master the methods of college English translation

Relevance theory considers translation as a dynamic cognitive process^[2]. Teachers should guide students to fully understand and master the intention of language communication and convert information symbols between native language and English language, so that college students can complete English translation activities independently. Due to the objective differences between the target language and the source language in the actual application, there will be varying deviation in the conversion of information and data between the two languages. College students are usually affected by this factor, especially when they understand the original author's intention, there will be unclear reasoning intention, biased inference, and even asymmetric information between the translation and the original intention of the article. Therefore, in the college English translation teaching, teachers should cultivate students' divergent thinking ability, guide college students to master translation skills, utilize scientifically the methods of translation, enhance the relevance between the language information, make the intention of the translator coincide with the original author's intention, so as to achieve the conjunction of the original and the translation, further improve the practical level of college students' English translation. While translating, college students should carefully search for the author's real thoughts, accurately grasp the author's feelings and the language environment of the original text, understand the real connotation of the work through words. They should understand the ideological content behind the work, and truly highlight the authenticity and emotion of the work. At the same time, college students should pay attention to the full understanding of the relevant context of the work, learn to connect the context, break through differences of language and culture in different countries, carefully find out the hidden content of the text, truly infer the author's true intention, and effectively achieve the ultimate effect of English translation.

5.2 Attach great importance to the analysis of English context and actively broaden the English horizons of college students

In the specific English translation activities, college students should carefully analyze the content of the text according to the relevance theory and the current language environment and make scientific reasoning on the author's original intention. At the same time, college students should closely link the target discourse with the language environment, and effectively process, modify, refine and polish the language of the work, so that the English translation can fully conform to the author's intention and the original appearance of the work. College students should attach great importance to the speculation and analysis of English context, scientifically use relevance theory, skillfully combine with the context of language environment and analyze paragraph content according to the object change of language communication. They should also interpret the language environment pointedly, deeply and objectively process the language habits and language content of the target language, so that the correlation of English language can be fully realized, and the original goal of English translation can be achieved. Teachers should take the initiative to broaden students' learning horizon, bring social and cultural knowledge into the cognitive context, and take the training of students' language communication mode, social and cultural awareness and language taboos as the focus of teaching^[3]. Teachers should guide college students to accurately understand the original text from a macro perspective, carefully find the correlation between the original text and the context, and truly understand the context effect of the work through the objective analysis of the context of the work. College students should strengthen the analysis of context, enhance the contrast between different languages, accurately understand the works, and truly infer the author's intention. They also need to boldly break through the limitations of English vocabulary and grammar, skillfully use translation skills and methods, connect the language environment of the whole article, and interpret the connotation of the work word by word, so as to achieve the ultimate

goal of college English translation.

5.3 Clarify the differences between cultures and guide college students to use translation skills accurately

Due to the cultural and historical differences in different countries, Chinese and English grammar, sentence patterns and vocabulary are different. Therefore, in college English translation teaching, teachers should firstly teach college students to clarify the historical roots and main characteristics of different language cultures, especially the differences of the type of writing, voice and language expression. Only by fully understanding and mastering the historical background of different cultures can college students better engage in English translation activities. In teaching, teachers guide college students to familiarize themselves with the historical and cultural characteristics of different countries and the development of language and culture by teaching the humanistic history, ethnic customs and social and economic culture of different countries, thus laying a solid foundation for English translation activities. Secondly, Teachers should teach college students to read the full text carefully, relate the context in the translation process, try to break the limitation of the traditional vocabulary and grammar teaching, give full consideration to the cultural factors, and select more appropriate words and sentence patterns to make English translation more accurate, flexible and close to the original intention of the author. Last but not the least, with the guidance of teachers, college students should be diligent in practicing and read the full text. They shouldn't simply use the free translation method. Instead, they should better use the translation skills and strategies science, accurately and reasonably infer the expression of sentences, better improve the English translation level.

5.4 Highlight the subjectivity of college students' translation and stimulate their enthusiasm in English translation

Reasoning has become an important translation skill in the current English translation activities, because only by knowing the full text and the context can the translator effectively analyze and judge the main intention of the article, and finally convey the author's thoughts and feelings to the readers. Translation teaching and relevance theory are closely related to each other ^[4]. Relevance theory plays an active role in the whole process of English translation. It can effectively help college students to interpret the full text, understand the author's creative intention, analyze the way of language expression and strengthen the comparison between the two languages, so as to translate the original text more smoothly and accurately and enhance the overall effect of English translation. Relevance translation can help students understand problems and find specific solutions ^[5]. In English curriculums and teaching activities, teachers should adhere to focus on college students, give full play to the subjectivity of college students, cultivate students' divergent thinking and creative thinking ability, scientifically set English translation teaching content, teach scientific translation skills and methods, and improve the effect of the rational use of teaching resources. On the basis of understanding the original text, college students accurately analyze and think about the content of the work, fully understand the creation environment of the work, scientifically infer the author's intention of expression, choose appropriate and accurate words, so as to maintain the complete consistency between the original text and the translation, and present the accurate English translation effect. At the same time, teachers should guide college students to give full play to the initiative of English translation and improve the subjectivity of English translation. In the process of English translation, college students should take the initiative to collect a large number of relevant background material of the work, seriously study and understand the author's creative environment, creative process and creative purposes, in order to better master the skills and strategies of English translation for obeying the original intention and bringing out the characteristics of its fluency and accuracy, so as to realize the ultimate goal of college English translation.

6. Conclusion

To sum up, from the perspective of relevance theory, colleges and universities should clarify the

differences between cultures, guide students to understand communicative intention, attach great importance to English context analysis, and highlight the subjectivity function of college students' translation. They should also stimulate the interest of college students in English translation, help them master the strategies of English translation, guide them to use translation skills accurately, actively broaden their English horizon, and comprehensively improve their English translation skills.

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