

How to Cultivate Students' Cultural Pragmatic Competence in College English Translation Teaching

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Abstract: Chinese students have been learning English translation since primary school, and English translation has appeared in education and teaching in the form of main subjects or compulsory courses until they enter the university. Even in the current form of education, great attention is paid to the teaching and research of English translation, and sufficient time is given for students to learn English. However, students' cultural language ability is not expected. There are many reasons for this result, some of which are related to students themselves, and some are related to learning methods.

Keywords: College English; Translation Teaching; Cultural Pragmatic Competence

1. Introduction

With the innovation and progress of society, China has paid more and more attention to the teaching and research of English translation. Students gradually know the importance of English in internationalization and take the initiative to strengthen their own learning. As far as domestic colleges and universities are concerned, although a large number of students have obtained CET-4 and CET-6 certificates during their college years, and their scores are also high, they are still unable to communicate with foreigners. For some English majors, it is sometimes difficult to communicate with international people.

2. An analysis of pragmatic competence

Pragmatic competence refers to the ability to use language in social situations. Only with a strong pragmatic ability, can there be no obvious mistakes in communication. Pragmatic competence is a foreword to ensure a certain amount of communication and discussion with others. For many English learners, especially for non-English majors, they often forget the impact of pragmatic competence on their learning in the process of English learning. They think that after learning the basic knowledge of English, they can use oral English skillfully and flexibly to communicate and discuss. At present, in the practice of English teaching and research in colleges and universities, teachers generally only pay attention to the teaching and explanation of basic English knowledge, ignoring how to cultivate students' pragmatic ability. Students can only learn the knowledge in textbooks without rules, can not ensure whether they can use it or not, and lack the ability to choose the appropriate expression language in a specific environment, which leads to high scores and low ability, and can not learn and use it flexibly. Therefore, in the practice of college English teaching and research, educators should innovate the old teaching and research model, and use flexible teaching forms, so as to stimulate students' interest in learning, improve students' autonomous learning ability, and cultivate students' pragmatic ability. First of all, due to the influence of Chinese, students will unconsciously carry some Chinese in the translation process. For example, when they translate "Entrance" and "Exit" of the mall, they often translate it into "Way In" or "Way Out", which is actually "Entry" and "Exit". In addition, there are great differences between domestic and foreign cultural backgrounds. For example, when visiting patients in hospitals, Chinese people will say "drink plenty of water", but when visiting sick foreigners, it may be puzzling. In China, the most important mode for students to learn English is the content in the textbooks and the knowledge taught by the teachers in the classroom. Although the country has also adopted a lot of innovations and changes in the textbooks, the content in the textbooks is still based on the foundation and lacks the focus on cultivating pragmatic competence. Moreover, educators' teaching and research practice in the classroom is basically explained in accordance with the textbook sequence. Compared with the basic

knowledge, educators often neglect to cultivate students' pragmatic competence.

3. The Enlightenment of college English translation teaching and research on improving students' cultural pragmatic competence

3.1 Trying to overcome the obstacles in cross-cultural communication in order to reduce pragmatic failure

In cross-cultural verbal communication, social and cultural awareness is a key factor in human communication ability. In different historical and cultural backgrounds, people have different ways of talking or speaking habits. Social and cultural understanding and historical and cultural comparison should also be an important part of foreign language teaching. Therefore, according to the classroom teaching of different class types, teachers should consciously improve students' humanistic awareness. For example, in oral practice, while students learn to use sentence patterns, teachers also need to introduce students to the cultural context applicable to the sentence, as well as the social and cultural reasons involved, so as to avoid pragmatic errors in actual communication. Due to the lack of cultural background knowledge, pragmatic errors will make the audience feel rude and weak or even malicious attacks, resulting in the failure of language communication. In English intensive reading and extensive reading courses, the introduction of folk customs, literature, religion, etc. should be added.

3.2 Understanding the characteristics of language structure and enhancing the application of oral communication skills in English

Teachers should create more situations in the classroom so that students have time to use their familiar oral materials, carry out some activities in the classroom and carry out various operations around the teaching content in the classroom. After students have mastered the basic knowledge of language, they can carry out imitation dialogue and written operations according to the context created by the teacher. To successfully use language for communication, simple knowledge is not enough, and we must also learn the corresponding pragmatic skills. The application of pragmatics in foreign language teaching can not only help students understand the basic form and structure of language, but also help students judge the correct and flexible use of discourse.

4. How to train learners' pragmatic competence in college English translation teaching and research

4.1 Creating a real language environment

When carrying out translation teaching and research, English teachers can first provide students with some cross-cultural communication context. Educators need to make full use of the English explanation mode as far as possible to ensure that students can enrich their English classroom experience through full English.

4.2 Pragmatic knowledge should permeate translation

Even though the source of English teaching and research practice in colleges and universities in China comes from textbook resources, when translating English resources, educators can enrich the content of pragmatic knowledge in the text to be translated, make students understand the situation in which the knowledge to be learned should appear through teaching, and guide students to know the background and pragmatic provisions of the article when translating the article. At the same

time, in the process of translation, we should integrate English and Chinese, understand the differences between them, and prevent mistakes in future use. Finally, it summarizes the errors that students make in the process of translation, analyzes the causes of the errors, and teaches the students the causes of the errors, so as to check and make up the mistakes, continuously improve the students' cognition of English usage, further increase the students' enthusiasm for English learning, and further improve the effectiveness of efficient English translation classes.

4.3 Recruiting foreign teachers as teaching assistants

College teachers will know teachers from various countries, including many foreign teachers who stay in China, when they study and study. Due to the influence of their mother tongue and environment, domestic teachers will inevitably have limitations in teaching translation. Therefore, English teachers can invite foreign teachers in the classroom to help them complete the classroom teaching, and do not necessarily require foreign teachers to be in the specific classroom, but also carry out assistance in the form of multimedia. In this way, we can not only enrich the students' classroom experience, but also find some of our shortcomings through the interactive discussion between students and foreign teachers, so as to better increase our pragmatic competence.

4.4 Paying attention to the input of Western cultural background

In the process of college English teaching and research, teachers can recommend movies or books with English subtitles to students to increase their comprehensive English strength and pragmatic competence. At present, college students' lack of pragmatic competence is mainly reflected in their lack of understanding of Western cultural traditions and customs. For example, there are many gaps and differences between China and foreign countries in the aspects of politeness, apology and thanks. For example, in the process of translating an article about expressing apology, the words "apology", "regret" and "excuse" have the meaning of "apology" even when translated into Chinese, but there are great differences in the meaning of pragmatics: when interrupting others' speech or disturbing others, they usually use "excuse"; When expressing their own recognition of mistakes, they will use apology; When showing regret, regret will be used. Therefore, by fully understanding the foreign cultural background and searching for different cultural differences, we can more effectively increase our translation level and pragmatic ability, enable students to have a clear understanding of learning English, and constantly improve their enthusiasm and interest in learning English.

5. Conclusion

The cultivation of pragmatic competence is the key and difficult point in English teaching. The ultimate goal of learning English is to use English. Therefore, in the whole teaching activities, from the compilation of teaching materials, to teachers' teaching, to students' learning, it is necessary to cultivate students' pragmatic competence from different levels. While carrying out translation teaching and research, educators also need to constantly study strategies and paths that can improve students' pragmatic competence, better cultivate students' pragmatic competence, and to a large extent improve students' core English literacy.

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