Research on the Pragmatic Skills of Eco-translation in College EFL Teaching

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Abstract: Linguistic proficiency is a crucial component of linguistic communication ability, and eco-translation is a helpful overarching principle for teaching translation. The ability of college EFL learners to fully exploit the subjective processing dynamics of the translator and realize translator-centered competence while addressing translation issues based on a certain cognitive level and language is referred to as eco-translation linguistic skills. An important objective of EFL English instruction is to foster the all-encompassing linguistic competence of pupils. The eco-translation pragmatic skills of senior students can be enhanced by the scientific blended teaching mode and the teaching of eco-translation principles, which serve as a reference for the improvement of the comprehensive pragmatic skills of senior English.

Keywords: Eco-Translation; Pragmatic Skills; College EFL Teaching

1. Eco-translation pragmatic skills

The term pragmatic skills describe the capacity to comprehend how to use language in particular contexts and to utilize language effectively to achieve a goal (Thomas, 1983). The ability of students to perceive and interpret socially suitable speech efficiently and accurately, as well as to select and export the information successfully, is referred to as pragmatic competence. "Learning to use" is one of the ultimate aims of foreign language training. The objectives of "learning to utilize" and "learning to live" are also served. As a communicative discipline, English helps students learn how to utilize language effectively to accomplish a variety of cognitive and semantic expressions as well as communicative goals. The foundation of communicative competence is linguistic competence.

Eco-translation is an interdisciplinary approach to eco-translation research proposed by Chinese scholar Hu Gengshen, focusing on "translation with a purpose" and "translator-centeredness", emphasizing the interaction between cognitive subject and cognitive tool, as well as the harmony of linguistic dimension, communicative dimension, and cultural dimension. It emphasizes the interactive relationship between the cognitive subject and the cognitive tool, and the harmonious unity of the linguistic, communicative, and cultural dimensions. Translation, language, culture, human beings, and the natural world are closely linked and form a chain of correlations that are interactive and progressive. The linguistic behavior should be directed and not isolated, but in harmony with other themes, and the organic whole should manifest the progressive diffusion of the human cognitive field and the evolutionary iteration of the cultural and natural view. Eco-translation language ability refers to the ability of students, based on certain cognitive expansion and basic language ability, to deal with translation problems without mechanical English-Chinese translation, but to give full play to the active attributes of subjective processing of the translator to achieve the coordination of language, culture, and communication, so as to produce a translation with "temperature".

2. Analysis of the learning situation of EFL learners' eco-translation pragmatic skills

2.1 Cognition of pragmatic competence

Students' pragmatic competence can be measured in terms of understanding the intention of the oral speaker, perceiving the intention of textual representation, discourse self-expression, and textual representation. The Chinese English Proficiency Inventory breaks down the ability into three dimensions: behaviour, condition, and criterion, behaviour includes students' understanding of opinions, feeling of attitudes, perception of emotions, and cognition of intentions; common social situations are regarded as "condition", and the real semantic meaning that the communicator wants to express is "standard". For higher EFL learners, the minimum standard should reach the requirements of Level 3 of the Chinese English Proficiency Scale. They should be able to understand the direct and indirect expressions of language in daily life communication scenarios and be able to express their communicative intentions accurately, with fluent, appropriate, and effective language activities. The examination of translation ability is not limited to translation questions on subjective topics but is embedded in all aspects of English learning.

2.2 Current status of eco-translation pragmatic skills

The translation pragmatic competence of English-Chinese translation is closely related to students' examination passing, essay writing, job hunting, and communication. The eco-translation pragmatics is different from the traditional translation requirements but emphasizes the translator's subjective consciousness and adaptive selection ability. From the survey, it can be seen that some higher education institutions do not offer professional courses on translation pragmatics, and the teaching of translation science only relies on a small amount of class time in the comprehensive course of "University English". The teaching guideline still focuses on the accuracy of translated texts, while the eco-translation pragmatics focuses on the translator's cognitive choice, and the focus is on the subject rather than the object.

3. Principles of developing the pragmatic skills of eco-translation

3.1 Translator-centric principle

Students fully understand the role they play in the translation process in order to achieve good translation output. Students should recognize the relationship between the translation subject and the translation ecological environment when dealing with translation tasks. The subject consciousness and dominant role of the translator is the core and productive force of translation activities. The production relationship can be understood as the interaction between the translator and the translation ecological environment, while the translation ecological environment covers many aspects of the source language culture and the target language expression, which is the "translation ecological environment" in the eyes of the translator. Students' awareness of the elements of translation ecological environment and the handling of the interaction are the cornerstones of translation activities. The "principle of overall association" in eco-translation theory can be understood as the interaction between the translator and the translation ecological environment, both of which are parts and together constitute the overall event. The teaching under the guidance of translator-centered theory integrates students' sensory judgment and perceptual cognition into the translation process, fully emphasizing students' subjective role, including independent learning, self-cognitive improvement, self-evaluation, and reflection, which is in line with the "student-centered" teaching mode.

3.2 Survival of the fittest principle

As the subject of translation, students have to both "adapt" and "choose", which is a reflection of the ecological interaction between the cognitive subject and the cognitive tool and requires the translator to achieve a dynamic balance. Selection refers to guiding students to obtain the identity of "translation subject" through scientific teaching design activities and selectively determining translation output; "adaptation" refers to the translator's adaptation to the translation. Adaptation stands for the translator's adaptation to the ecological environment of translation, which can be concretely understood as the students' clarification of translation requirements, selection of translation terms and genre specifications, and selective adaptation to the

processing of texts. The purpose of adaptation is to adapt to the local context, to make optimal choices, and to maximize rational motivation under the limited knowledge and cognitive level. In contrast, "selection" means retaining the best expressions and realizing the superiority of the inferior. The best translation is the one with the highest degree of "integration and adaptation selection". For example, when teaching a unit of New Applied College English, the topic of which is filial piety, teachers can post a pre-class light discussion: dimensions of filial piety through Cloud Class and U Campus in the introductory session, and write down your ideas and upload them to the assignment module. In the in-class input session, you can review the strengths and weaknesses of the pre-class activities and discuss the theme of the unit " filial piety and heritage" in depth.

3.3 Multidimensional conversion principle

Under the principle of dynamic balance and overall correlation, students are instructed to focus on realizing the unity of linguistic dimension, communicative dimension, and cultural dimension in their translation practice. The adaptation and selection of language dimensions mean consolidating the linguistic foundation of the source language and target language and strengthening the basic training of English for students, from words to syntax. The cognitive unification of the cultural dimension means to fully recognize and understand the cultural similarities and differences between the source language and the target language to avoid ambiguities and misinterpretations. It is important to place specific translation activities in the macro cultural dimension. The requirements of the communicative dimension point directly to the linguistic goal, that is, to guide students to pay attention to the communicative intention, and to pay attention to the existence of "meaning beyond words" and the real purpose of communication, in addition to linguistic information conversion and cultural connotation transmission. Only by integrating the dynamic balance of three-dimensional transformation and realizing the overall correlation between cognitive subject and cognitive tool can a translation with a high level of eco-translation discourse be output. The teaching training in the context of eco-translation discourse can improve students' intercultural communication ability, information processing, and selection ability, judgment and discernment ability, and analysis and problem-solving ability. Thus, they will have the ability to think scientifically. Students will be able to improve their scientific and humanistic literacy and will be guided to establish correct ideological values so that they will have the ability to promote their growth and advancement.

4. Conclusion

The principle of "post-event punishment" in eco-translation can be applied to the practical teaching of higher education, where each stage of translation activities should be manipulated and actively governed by the translator, with adaptive selection, elimination of weaknesses and retention of strengths, and three-dimensional transformation. The classic cases in the introductory and driving sessions and task work sessions before class are selected and reviewed in class, with rich and varied evaluation methods, such as mutual evaluation among groups and common evaluation by teachers and students, to strengthen the awareness of easy mistakes and the learning of excellent cases. Teachers can develop teaching content and teaching strategies in a more targeted way. Combined with various online teaching and support platforms, they can understand personalized learning analysis, optimize teaching design, make full use of the advantages of blended teaching mode, expand extra-curricular activities to improve students' eco-translation and language skills in all aspects, and help students improve their comprehensive language application ability.

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