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Analysis on application of pragmatic translation skill structure model in translation teaching

Lijuan Song
School of International Education, Henan Institute of Engineering, Zhengzhou, 451191, (CHINA)

ABSTRACT

As the core content of pragmatic translation teaching research, pragmatic translation skill is closely correlated with translation technique and operational field. Viewed from the current English teaching situation in colleges and universities, translation skill is not cultivated as an independent language competence. Moreover, its research is insufficient. On account of this, the author first gives an introduction to pragmatic translation skill and pragmatic translation skill structure model in this paper. On this basis, the author also analyzes the application of pragmatic translation skill structure model in translation teaching.

KEYWORDS

Pragmatic translation skill; Structure model; Translation teaching; Application.

INTRODUCTION

The common so-called skill refers to the competence for applying one's practical knowledge and experience to achieve intended target. However, competence is recessive and difficult to be explained in words. Competence can be transformed into skill while engaging in relevant activities. Compared with competence, skill can be operated, imitated and imparted. Competence represents certain individualized psychological characteristics, while skill is served as specific representation of competence. Competence and skill are connected with each other through practice. In the next paragraph, a brief introduction is first made to pragmatic translation skill.

BRIEF INTRODUCTION TO PRAGMATIC TRANSLATION SKILL MODEL

Pragmatic translation skill model mainly refers to the competence for applying relevant practical knowledge and experience in engaging into various pragmatic translation activities. Except literary translation, any other translations of practical writings belong to pragmatic translation which is featured by persuasiveness, informedness, utilitarian and anonymity. The main function of pragmatic translation text is to pass on industrial information and emphasize the transmission effect of information. It is necessary for translators to master certain industrial knowledge, and prompt the original text to give play to its original communicative effect. Compared with literary translation laying emphasis on conveying the author's emotions and pursuing for new forms of art and beauty of language, pragmatic translation attaches more importance to the transferring effect of information. However, information transfer and its effect are main characteristics[1] of pragmatic translation skill, as shown in Figure 1.
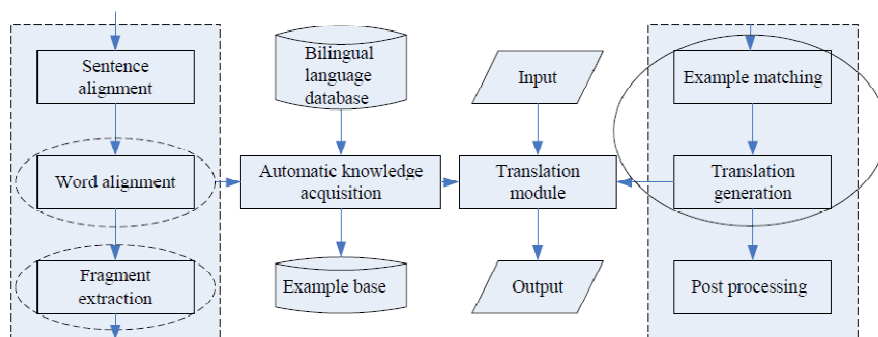

Figure 1: Structure of EBMT experimental platform

In pragmatic translation activities, which factors constitute pragmatic translation skill? According to relevant foreign scholars, translation competence mainly includes bilingual competence, transfer competence, tool competence, strategic competence, psychological - physiological mechanism. Among all competences, the core competence is strategic competence. A few foreign scholars propose that translation competence is mainly composed of cultural competence, discourse competence, transfer competence and theme competence, and that transfer competence plays a whole role in maintain various competences unified and harmonious. Hereto, domestic scholars hold different points of view. Some scholars think that translation competence consists of language competence, transfer competence, aesthetic judgment and cultural competence, while some other scholars think that translation competence includes personality coordinative competence, cultural competence, ability of thinking, tool competence, strategic competence and language – discourse - pragmatic competence. The other scholars summarize translation competence as communicative competence, language competence, cognitive competence and strategic competence[2].

Although scholars at home and abroad have different cognitions towards translation competence at present, it can be generally summarized as two aspects: knowledge and operation. Knowledge includes cultural knowledge, translation knowledge and bilingual knowledge, while operation includes communication, transformation, personality coordination, aesthetic appreciation and cognition. Application of translation competence is pragmatic translation skill. Pragmatic translation skill includes various different knowledge and operations, and it lays particular emphasis on integration and application of knowledge operations in various practical translation activities.

ANALYSIS ON PRAGMATIC TRANSLATION SKILL STRUCTURE MODEL

In brief, pragmatic translation skill structure model refers to the three-dimensional structure formed by knowledge, operation and comprehensive application. The three aspects form a system of their own, and consist of knowledge system, operating system and comprehensive application system. Knowledge system provides necessary knowledge reserves. Operating system is composed of various translation behaviors and operations. Both systems are served as the basis for pragmatic translation skill structure model. Comprehensive application system organically integrates knowledge with various

operations, puts them into practice, and finishes pragmatic translation in various practical translation activities. Comprehensive application system is a key factor of pragmatic translation skill structure model.

Knowledge system

This system mainly includes basic knowledge, specialized knowledge and industrial knowledge. ① Basic knowledge includes bilingual knowledge, trans-cultural knowledge and world knowledge, while bilingual knowledge is the basis for pragmatic translation. Bilingual knowledge includes source language, target language, vocabulary, discourse, grammar, pragmatics and other language knowledge. Trans-cultural knowledge refers to moral laws, religious arts, beliefs, etiquette and manners and customs unique to nations of both languages. World language refers to conventional cognition and experience towards the nature and human society. ② On the one hand, specialized knowledge refers to theoretical knowledge, translation principles & methods and translation summaries related to translation. On the other hand, it indicates the knowledge about how to collect and use different reference books and other resources[3]. ③ Industrial knowledge is a necessary element of pragmatic translation skill. It mainly refers to specialized knowledge in the specific industrial field as well as the knowledge about laws, tourism and advertisement in common industrial fields (as shown in Figure. 2).
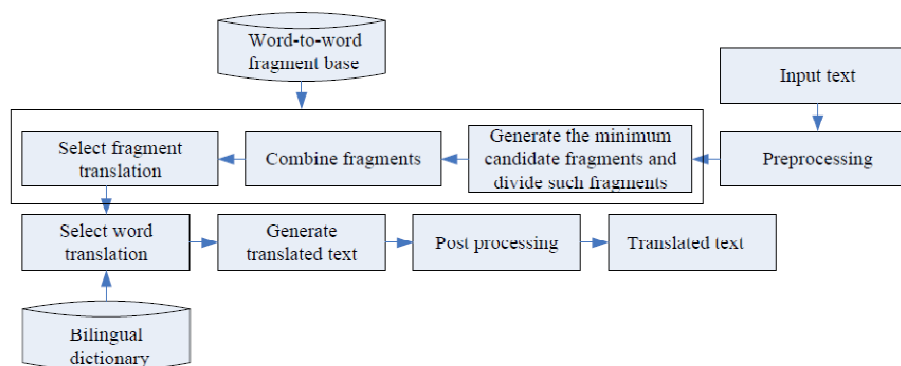

Figure 2: Flow of EBMT model

Operating system

This system mainly includes cognitive thinking operation, bilingual conversion operation and regulation control. ① For cognitive thinking operation, translator Wang Yin pointed that the cognitive basis for translation is multiple interaction participated by cognitive subjects on the premise of experiences in real world. Under the circumstance that the translator completely understands various meanings of discourses in the source language, the translator tries his best to translate the source language into target language. Therefore, the basis for translation is to "understand the meaning of discourse in source language". Specifically, cognitive thinking operation includes memory, analysis, comparison, reasoning, judgment, prediction, amendment, processing, imagination and other steps. With respect to main channels to acquire information, the cognitive level can be improved by practical trainings. ② Bilingual conversion operation refers to a kind of activities involving conversion of form and content of two languages and formation of translated text. Transfer competence can be described as psychological conversion mechanism between reception of original text and recreation of translated text and cognition of laws for conversion of language texts. It can represent transfer competence of a translator. Specific operation objects include both language and culture. Conversion of language refers to conversion of words, sentences and discourses and use of free translation, literal translation and other translation techniques. Conversion of culture refers to the application of domestication and dissimilation. Conversion operation is the most complicated and the most important activity[4] in the whole translation process. ③ Regulation control refers to personality coordination, communicative regulation and self-assessment connecting the whole translation activity. Personality coordination can assist a translator in smoothly finishing translation according to the purpose of translation.

Comprehensive application system

The general structure of techniques applied in the research in this paper is mainly shown in Fig.3. The training process of translation model includes the following three steps: i) acquire all probable translation candidates; this process is achieved through the translation space search algorithm; ii) search for the optimal translation candidate among all translation candidates; corrected BLEU indexes are used for the evaluation of translation quality; and iii) extract characteristics, establish training dataset and train the model. This system includes two parts: coordinative knowledge system and operating system. Comprehensive application system is the core part of pragmatic translation skill structure model, and its main function is to integrate knowledge system and operating system, establish practical skill translation, and then finish various works of pragmatic translation. Operation needs to be supported by knowledge, so as to separate knowledge system, operating system and comprehensive application system. It is mainly considered from the perspective of convenience for research and narration. Actually, the three aspects are closely associated with each other (as shown in Figure. 3).
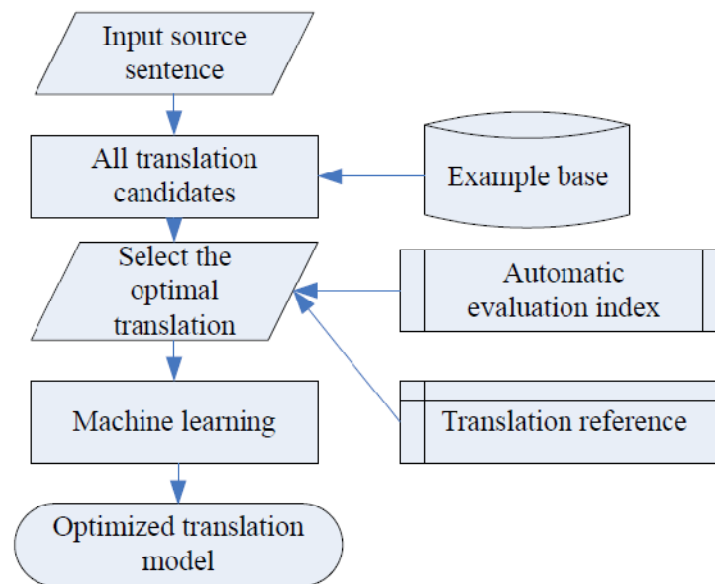
Figure 3: EBMT structure of machine based learning

     The operational flow of comprehensive application system is goal → evaluation → plan → implementation. In the link of goal, it is necessary to specify pragmatic translation task. To be specific, it refers to the type of translation text and the effect of translated text[5]. Contents and requirements related to the translation task are objects of evaluation. After the evaluation, it is necessary to activate various knowledge reserves, perform effective operations and establish the translation implementation plan. In the specific implementation process, it is necessary to guarantee close coordination between knowledge and relevant operations, so as to establish a good pragmatic translation skill structure model.

APPLICATION OF PRAGMATIC TRANSLATION SKILL STRUCTURE MODEL IN TRANSLATION TEACHING

Establish knowledge system

     ① Continuously accumulate textual knowledge, trans-cultural knowledge and world knowledge about bilingual application; insufficient textual knowledge will directly reduce the quality of translation. With business English major as an example, students are required to not only learn about English intensive reading, extensive reading, listening, speaking and other courses but also learn about reading of bilingual practical writings and knowledge about writing and master writing skills of business letter, business card and other application styles. At the same time, cross-cultural communication, newspaper and periodical reading and other similar English courses can be offered to enrich translators' cross-cultural knowledge and expand their views of world knowledge. In the specific teaching process, it is necessary for teachers to promptly update teaching materials, fire students' thirst for knowledge, and appropriately guide students to broaden their scope of knowledge and accumulate exotic cultural knowledge[6]; ② accumulate theoretical translation knowledge, occupational translation knowledge and tool knowledge; translation courses should not be limited to basic translation theories. Instead, translation courses should be continuously developed. At the same time, teachers should introduce more occupational translation knowledge, available reference books in the translation process and relevant knowledge to students. Parallel translation text is beneficial for translators to find out solutions for difficulties in the pragmatic translation process. The most important thing for students is to acquire rich resource knowledge, and understand correct use methods of reference books; ③ accumulate industrial knowledge; it is an important element of pragmatic translation skill, and mainly based on industrial bilingual knowledge courses. Translators should not only learn about industrial knowledge but also learn about various bilingual expression methods. In the design process of specific courses, both breadth and depth of industrial knowledge should be taken into account. Besides, it is also necessary to truly reveal relevant language expression conditions and demonstrate characteristics of bilingual languages under the condition of industrial background.

Establish operating system

     Translation courses shoulder the task to establish operating system. In the design process of specific courses, we should keep theory and practice in close correlation, guarantee a comprehensive system, reveal key points, and promote students to fully master various operations probably used before, after and in the process of translation in various translation activities. In the teaching process, teachers can implement specialized trainings for relevant operations in virtue of finishing various tasks. The establishment of operating system can not be separated from specific translation practices. Therefore, translation practices are required to achieve certain requirements in both time and strength during translation teaching. At the same time, translation practices in class should be organically combined with extracurricular translation practices, so as to

guarantee the effect of translation teaching. During translation practices in class, teachers should give full play to students' dominant positions in establishing skill structure model, prompting them to learn in translation and translate in learning.

At the same time, extracurricular translation practices and social practices should be organically combined. Moreover, students should be provided with certain opportunities to actively finish translation tasks. For instance, vocational colleges promote the mode of "combination of learning with working", and spare no effort to establish cooperation platforms between college and enterprise. Thus, students are provided with channels for extracurricular translation practices, and promoted to master operation methods in different types while accomplishing translation tasks, as shown in TABLE 1.

TABLE 1: Comparison of experimental results

		BASELINE	**Paper method**
Closed test	BLEU5	0.79	0.94
	BLEU3	0.83	0.95
	BLEU1	0.93	0.98
Open test	BLEU5	0.57	0.64
	BLEU3	0.62	0.71
	BLEU1	0.81	0.91

Establish comprehensive application system

The process of establishing comprehensive application system refers to the targeted and ordered promotion of the integration of knowledge and operating systems step by step in various links from selection and evaluation of pragmatic translation tasks to preparation and implementation of plan. For the establishment of this system, it is necessary to show authenticity, comprehensiveness and applicability of pragmatic translation tasks, and divide into three links to indicate different integration degree between knowledge system and operating system and to represent various development stages of pragmatic translation skill[7]. The analysis on constructions of various characteristics is shown as TABLE 2.

TABLE 2 : Analysis on Constructions of Various Characteristics

		All characteristics	**Word characteristics excluded**	**Phrase characteristics excluded**	**Sentence characteristics excluded**
Closed test	BLEU5	0.94	0.87	0.70	0.83
	BLEU3	0.95	0.90	0.75	0.83
	BLEU1	0.98	0.95	0.92	0.91
Open test	BLEU5	0.64	0.51	0.52	0.62
	BLEU3	0.71	0.58	0.61	0.70
	BLEU1	0.91	0.79	0.82	0.90

① Primary stage: translators can completely comprehend the original text, obtain language, cultural and industrial information contained in the text, fully master necessary translation techniques and occupational translation knowledge, and prompt organic integration between cognitive operations in knowledge system and operating system; ② intermediate stage: translators can skillfully apply relevant translation techniques and strategies, rationally convert bilingual relations among words, sentences and sentence groups, and prompt organic integration between cognitive and conversion operations in knowledge system and operating system; ③ advanced stage: translators can appropriately regulate translation, communicative purpose and other contents in the translation process, so as to finish translation tasks of applied texts in different types and prompt all integrations between knowledge system and operating system (as shown in TABLE 2).

CONCLUSION

Pragmatic translation skill is the inevitable result from various knowledge and operations. It is a comprehensive skill with knowledge and operation having a style of their own and closely correlated with each other. Comprehensive application system is served as a bridge for the integration of knowledge and operation. Moreover, comprehensive application system plays a key role in establishing pragmatic translation skill. It is a systematic long-term project to cultivate pragmatic translation skill, which needs harmonious development of knowledge system, operating system and comprehensive application system. For the arrangement of relevant courses, therefore, we should make rational plans to realize mutual dependence, and establish various systems in different steps and with emphasis in different degrees. On this basis, we should also give full play to coordinative functions of operating system and comprehensive application system and strengthen the

training for in-class and extracurricular pragmatic translation practices, so as to guarantee the successful establishment of pragmatic translation skill.

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