

# Research on College English Translation Teaching Model from the Perspective of Context Theory

Zhou Hong

**Abstract**—With the continuous development of modern society, the trend of global economic and cultural integration is becoming more and more obvious. In order to cultivate talents who can adapt to the development of globalization, the National Education Department has strengthened its attention to English teaching reform. English translation itself is an important part and core content of English learning. Relevant research on strengthening translation and other core abilities is also in full swing. When teaching English translation, we can appropriately use the theories related to context teaching as an auxiliary, inject new vitality and vitality into College English translation teaching, and let college English translation teaching embark on the road of specialization. This paper focuses on the College English translation teaching model from the perspective of context theory, hoping to provide some references and suggestions for relevant educators.

**Index Terms**—Context theory, college English, translation teaching, teaching model.

## I. INTRODUCTION

Language translation is not only the conversion of words and sentence patterns, but also the translation of the language environment. The so-called word is unintentional, and the meaning is generated by the environment. Words themselves have no specific meaning. The meaning of words must be put in a specific language environment to be accepted and understood. That is why the same word has different meanings in different contexts. In order for the country to display a good image on the world stage and carry out normal exchanges and communication between countries, it is necessary to grasp the international development trend through the language window, Formulate relevant strategies to deal with it. Whether from the perspective of students themselves or from the perspective of national development, it is necessary to cultivate students' translation ability under the background of College English teaching reform. Therefore, it is necessary to study context theory, which is conducive to improving the accuracy of English translation. In the process of English translation teaching, educators should guide students to read and learn in combination with the above and below, so as to give better play to the efficacy and value of general theory, improve translation skills, master translation skills, and make the cultivation of translation talents more practical.

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## II. THE CONCEPT OF CONTEXT THEORY

The so-called context theory refers to the theory of language environment. Language environment is referred to as context for short, which refers to the realization of language understanding through language communication and the determination of the meaning of specific words and sentences in combination with the context. Language environment can be divided into linguistic context and nonverbal context according to different types. This division can help students understand vocabulary efficiently, grasp the main idea of this article, and achieve the practical purpose of smooth communication. From the perspective of the function of context, the ability of language environment mainly includes restriction function, design function and absolute function. Modern English linguistics believes that the role of context in language translation can not be ignored. There is often a lack of information in varying degrees in English daily learning and translation activities. At this time, if the form of direct translation is adopted, the translation result will be inaccurate, It will also cause great difficulty for readers to understand. If various functions can be supplemented and reconstructed through the context environment and perspective, it can make up for the relevant parts of incomplete information, make the content of reading and translation more accurate, and make readers read more straightforward, simple and clear, so as to obtain better translation effect.

### A. Accelerate the Realization of Teaching Objectives

Generally speaking, College English classroom teaching is a kind of classroom communication activity. Although translation teaching is not as interactive as oral English, teachers and students should strengthen students' understanding and mastery of translation knowledge in the continuous interaction. Students must strengthen the comparison between western culture and Chinese culture. In the comparison between the two, middle school students can clearly see the differences of thinking modes and cultural types behind the language, and gradually improve students' applied translation ability. At present, many college students will have some problems in the process of learning English, that is, they are reading long English texts. The material is that they know every word, but they don't know what it means together. This shows that the application translation ability is not just to know the words and grasp the basic grammar. The use of context theory in Translation Classroom refers to the interpretation of the history, culture and customs of translation materials, These parts are the common components of context, which is of great

significance to the accuracy of translation and the application of translation skills. In short, the context of translation should include all the knowledge behind the subject of English. The combination of context theory and College English translation teaching can not only accelerate the communication between teachers and students, but also help students establish a new perspective of context and ensure that college English translation courses can move forward according to the expected objectives [1]. The teaching of College English translation is a comprehensive collective teaching, which includes students' mastery of vocabulary and the correct use of sentence patterns and grammar. To integrate these skills, we should also build good logic ability and English thinking ability, convert Chinese thinking mode, switch between English and Chinese freely, and show different emotional attitudes and tendencies on the basis of understanding the context of English materials. Therefore, the application and mastery of context theory itself is one of the due meanings and teaching objectives of college translation teaching.

#### *B. Help Students Learn Efficiently*

The application of context theory in College English translation teaching is conducive to helping students learn efficiently. The most important part of language learning is to correctly understand the text and sort out its logical context when learning the language. The main purpose of College English translation classroom is not only limited to the understanding of interpersonal dialogue, but also the language environment generated by interpersonal communication. Especially in face-to-face positive communication, the understanding and capture of the language environment is particularly important. In the process of English translation, it is not only necessary to convert English characters into Chinese characters, nor is it just necessary to decode and transmit language information. More importantly, it is necessary to judge its theme and essence through logical analysis and contextual reasoning. Therefore, the introduction of context theory into College English translation classroom can enable students to strengthen the interpretation of the relationship between the English translation text and the original text, and also understand the true meaning of the original language from a deeper perspective [2]. The real learning of English translation is not only to convert English into another language, but also to consider the differences between Chinese cultural background and Western culture from a cross-cultural perspective. In the process of context learning and understanding, students can fully capture the essence of cross-cultural learning and cultural concepts, and adopt appropriate learning ideas and attitudes to interpret and repair them, so as to realize the efficient operation of College English translation classroom.

### III. CURRENT SITUATION OF COLLEGE ENGLISH TRANSLATION TEACHING

At present, the current situation of College English translation teaching in China is not optimistic. The state has strengthened the training of talents in higher education,

which promotes the continuous reform and adjustment of College English teaching structure. We must reasonably use context theory to participate in college translation teaching and build a new pattern of efficient English translation teaching. However, due to the influence and interference of various factors at the specific operation level, the teaching mode adopted in College English translation teaching in China is still relatively old and the methods are relatively backward. Generally speaking, teachers' translation teaching only requires students to convert a certain English text or Chinese text, either English to Chinese or Chinese to English, which is also a common form of translation training. In fact, the course form of College English translation is far from limited to this. This method only emphasizes the examination oriented skills and students' written examination ability, but fundamentally ignores the original intention and practical value of English translation [3]. On the other hand, Chinese is the mother tongue of Chinese students. Of course, people communicate in Chinese in their daily life. Although the English translation course has systematically trained students' translation skills, it is still unable to form a good language feeling around them and around them without the guidance of the language environment. In the setting of teaching objectives in some colleges and universities, there is no professional English applied translation course at all. At the same time, there is no separate space in the syllabus to explain how to cultivate the applied translation ability. Therefore, the way and angle of setting up courses are highly arbitrary, and schools can arrange freely according to their own actual situation. This leads to a certain degree of uncontrolled phenomenon. Some teachers will instill some text translation or sentence translation in the process of translation, but the main purpose is to test whether students can correctly understand sentences and articles. Its purpose and direction are not aimed at mastering the ability of applied translation, which deviates from the training goal of English applied translation talents to a great extent. Therefore, it is lack of accumulation of English translation context in practical learning. In translation, too much attention is paid to skill but not to the overall feeling, resulting in the translated text being too stiff, not smooth and uncomfortable to read, ignoring the connotation and ideological meaning of the English language text itself, reflecting the disadvantages of exam oriented education and ignoring the cultivation of students' comprehensive ability.

### IV. COLLEGE ENGLISH TRANSLATION TEACHING MODELS AND STRATEGIES FROM THE PERSPECTIVE OF CONTEXT THEORY

#### *A. Judging Emotional Orientation in Combination with the Overall Context*

In College English translation teaching, the use of context theory needs to combine the overall context and context environment to judge the emotional orientation of sentences. English pays attention to not only meaning but also emotion, of course, Chinese is the same. Therefore, in translation, we should not only find the key words in sentences for language

conversion, but also judge the emotional tendency of English materials, so as to assist the smooth progress of English translation teaching. In the process of daily learning, educators need to guide students to strengthen the cultivation of language sensitivity, cultivate language sense through key words, or quickly capture key parts through language sense, and find out the emotional direction of English materials. In this way, if they encounter unknown vocabulary or lack of corpus information in the process of interview or examination, they can also be filled automatically. Have a general understanding of the overall structure and framework of the translation materials. Specifically, in the first aspect, educators can lead students to memorize and recite words that may become key words, such as the English word "indifferent" in different, which appears on many occasions to express a neutral attitude. Of course, this word is not commendatory or derogatory. It just expresses that there is no strong emotional orientation. There are many words similar to indifferent, For example, impressive and neutral, these words can be used in some contexts to have the same meaning as independent, but some words have certain emotional tendencies that need to be paid attention to. For another example, the word suspicious indicates a skeptical attitude. Once the author uses this word in the text material, he should have a general understanding of the general meaning and emotional tendency of the whole article, indicating that the author is skeptical about the views of the article. This skepticism is generally evaluated as negative and negative attitude, at least without making any supportive remarks.

Second, educators can lead students to strengthen the memory of synonyms and antonyms. There are many antonyms and synonyms in English, and the usage of these words is somewhat different from that in Chinese. For example, antonym interrogative sentences can also be called additional interrogative sentences. In English, they are usually combined in the form of declarative sentences and interrogative sentences. It indicates that the questioner is not fully sure and needs to be further confirmed by the respondent. Therefore, if reflective interrogative sentences appear repeatedly in the application materials, The translator should understand that the author does not agree with or oppose a certain point of view, but just needs to seek external support and solutions [4]. It can be seen from here that the language environment is very important for language translation. The language environment itself is the cultural and emotional tendency hidden between the lines. The emotional characteristics shown in English sentences are also a part of the language environment. In College English translation teaching, we must strengthen the content learning of vocabulary details and sentence details, so that students can experience the different meanings of words in different contexts.

### *B. Cultivate Students' Thinking Ability in Combination with Context*

In order to achieve good translation learning results, students should not only master translation skills, but also have good thinking and dialectical ability, and fully and flexibly apply context theory to college English translation teaching. Educators need to keep the attention of speculative ability at all times. In classroom teaching, we should pay attention to the explanation of English culture. The importance of English culture to English translation is

self-evident. It can not only help students understand the differences between Chinese culture and English cultural circle from a cross-cultural perspective, but also help students understand the problems that Chinese thinking cannot solve from another perspective. Therefore, if we want to infiltrate and combine context theory and English teaching with each other, It is necessary to introduce and tell the language background and relevant information that may be involved in the language materials to the students before the beginning of translation teaching, so that they can understand the differences between Chinese and English in thinking and culture, understand the differences and differences between them, and experience the correct forms and principles of English vocabulary and English grammar. For example, dog, an animal, generally means derogatory words in Chinese idioms, such as "dog leg" and "wolf heart and dog lung". However, in English translation materials, the word "dog" generally means "loyal person". Most of the commendatory words can also mean "lucky dog". Combining the differences between eastern and Western languages to strengthen the understanding of context, educators can appropriately create a different language environment for students according to the different needs of corpus translation, so that students can realize that the same word may also express different meanings in different language environments. In addition, educators should also cultivate students' adaptability and on-the-spot thinking ability. After all, the most common occasions of translation activities are simultaneous interpretation and on-the-spot translation, and the cultivation of adaptability is particularly important. For example, the classic English sentence "I love you once, I love you twice, I love you more than beans and rice." The translation of this sentence can not be directly translated into "I like you once, I like you twice, I like you more than beans and rice", but should be translated into "love at first sight, goodbye and fall in love". Translation should pay attention to faithfulness, expressiveness and elegance. Students can improve their translation ability and translation level through the combination of context training.

### *C. Enrich the Traditional Teaching Ideas*

The word context was put forward in the last century. Once the context was put forward, its connotation and extension are constantly changing. So far, the context theory has begun to expand and improve gradually. By introducing context theory into College English translation teaching, educators should help college English translation teaching activities usher in a new pattern and breakthrough in methods and paths from the perspective of context, and inject new vitality into the concept of College English Translation Teaching [5]. In the research works of foreign scholars, context has been defined as the environment for language communication, which is also the basis of context theory. In addition, the cultivation of applied translation ability can help students understand the differences between eastern and Western cultures from a cross-cultural perspective and cultivate college students' English application ability. Students must strengthen the comparison between western culture and Chinese culture. In the comparison between the two, middle school students can clearly see the differences of thinking modes and cultural types behind the language, and gradually improve students' applied translation ability. At present, many college students

will have some problems in the process of learning English, that is, they are reading long English texts. The material is that they know every word, but they don't know what it means together. This shows that the application translation ability is not just to know the words and grasp the basic grammar. It's not so simple. The application translation ability is not a simple language switching and conversion, We must combine the national cultural information and thinking mode information behind the text to act on the complete text content [6].

Different languages have different contexts, which should include two parts and plates: linguistic context and nonverbal context. The context that students need to master in College English translation teaching is also these two parts. In the process of text conversion and Chinese translation of English materials, it is necessary to translate between languages in combination with the contents above and below. It is also necessary to guess the mood according to the characters' language of English materials and convey the characters' psychological activities at that time. Both linguistic context and nonlinguistic context have very important meanings for translation. Students should strengthen their understanding of context, which is the basis for accurate translation and the innovation of the application of context theory. At present, the current situation of College English Applied Translation Teaching in China can be reflected in the following aspects: the first aspect is that the teaching mode is relatively single, English translation has strong comprehensive ability, which requires translators to master solid grammatical skills and theoretical basis, and have a fairly rich vocabulary. It is far from enough to cope with only relying on some translation skills explained by teachers in one hour in class [7].

The reason why the application-oriented translation ability of domestic colleges and universities can not improve is largely due to the lack of construction of teaching staff, the lack of soft power, the difficulty of funds and funding, and the delay in building a translation teaching and training platform. With the progress of modern Internet technology, information technology has gradually penetrated into the field of university teaching and achieved good results. However, the means of translation teaching has not been improved in many aspects. At most, some translation software is used to test the effectiveness of translation, but the resource database is not built with the cultivation of application-oriented translation ability as the core, including off campus translation resources and students' autonomous learning materials, Lack of effective guidance for the cultivation of students' translation ability [8]. The main purpose of integrating context theory in College English translation class is to enable students to understand the central idea and connotation expressed in this paragraph of material, so as to develop their unique feelings and thinking angles of English articles by capturing the meaning of context, This is precisely the marginal content that the traditional English classroom teaching does not pay attention to.

To cultivate students' English application translation ability, educators should change the traditional single and boring teaching mode, adopt heuristic teaching, inquiry teaching, discussion teaching and other teaching templates, and guide students to be good at discovering, analyzing and

summarizing problems in the process of text translation. The whole English teaching process can be divided into three parts: independent translation, mutual evaluation and teachers' comments, These three parts have different emphases and can be used flexibly. Educators should also combine Internet teaching resources and educational means to create a corpus of translation materials for students and transmit them to students through online platforms, so that the cultivation of applied translation ability can form an online learning process with the support of Internet translation software and translation materials, and guide students to actively participate in it [9]. Generally speaking, educators need to expand the connotation and extension of traditional teaching concepts, combine context theory with all aspects of translation teaching, let teachers and students have a common understanding of the language environment, open a new pattern of English translation classroom, and promote the development of English translation teaching in Colleges and universities in the direction of specialization and efficiency.

## V. CONCLUSION

To sum up, from the perspective of context theory, College English translation teaching model should be continuously expanded and improved. In English teaching, educators should find the shortcomings of traditional teaching and improve it, help students understand the differences between eastern and Western languages and cultures from a cross-cultural perspective, strengthen the construction of hardware and software, speed up the change and transformation of teaching mode, optimize the curriculum, clarify the curriculum objectives and improve the practical level of English translation talents [10].

Educators should recognize the importance of context infiltration, accelerate the realization of teaching objectives, open a new pattern of English translation teaching, guide students to judge the emotional direction of the whole article in combination with the overall context, and cultivate students' good speculative ability in combination with the context. It is more important to enrich the traditional teaching concepts with context theory, so that the perception and cultivation of context can become a habit and norm in translation learning.

## CONFLICT OF INTEREST

The author declares no conflict of interest.

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