

Original Research Article

Cultivation of Students' Cultural Pragmatic Competence in College English Translation Teaching

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Abstract: The effective way to cultivate college students' cultural pragmatic competence is to put forward detailed operational measures at the micro level of classroom teaching mode. The awareness of cultural pragmatics throughout the whole teaching process can be awakened by adopting cultural contrast teaching method, task-based teaching method and practical teaching method. In addition, it is also necessary to put forward macroscopic requirements on classroom teaching management, so as to strengthen students' English communication ability and consolidate knowledge. This paper analyzes in detail the effective strategies of cultivating students' cultural pragmatic competence in the process of efficient English translation classroom teaching from the following three aspects, namely constructing diversified teaching methods, enriching students' knowledge reserve with the support of knowledge and theory, and rationally selecting and compiling English teaching materials.

Keywords: College English; Translation Teaching; Cultural Pragmatic Competence

1. Introduction

Cultural pragmatic competence refers to that college students should possess the competence to make good use of language and cultural context and solve problems in learning during participating in language learning activities. Culture and language are closely related, therefore, language learning is inseparable from the support of culture. Starting with psychology and linguistics, this paper studies the external social and cultural system of language learning. The relationship between the external cultural system and the internal process of language processing can constitute the main element of the social and cultural view in language learning. Moreover, the information and knowledge contained in culture are quite extensive and profound, as well as in a dynamic process of change. To learn English well, college students should first understand the cultural information behind the language.

2. Constructing diversified teaching methods

2.1 Teaching method of cultural contrast

In the process of English classroom teaching, teachers can apply specific classroom teaching methods of the comparison between modern culture and traditional culture, and the comparison between Chinese and Western cultures to promote the teaching efficiency, improve college students' learning quality, and effectively cultivate their cultural

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pragmatic competence. Through adding the comparison between British and American cultures in classroom teaching, it can effectively strengthen students' memory of these cultures, and then they can better understand the differences and connections between British and American cultures. Meanwhile, the comparison between Chinese and Western cultures can deepen students' understanding of the concept of culture. It can broaden students' view of study to teach them English language in an extensive cultural background. On the other hand, the comparison between traditional culture and modern culture will attract students to place themselves in the long course of history, thus understanding the dialectical relationship between social development and accumulation of language and culture in detail^[1].

2.2 Task-based teaching method

This teaching method originated in 1980s. It is mainly about that driven by real scenario, college students learn English collaboratively and autonomously in conversation and discussion while completing tasks and solving problems, which is based on the creationist theory. This teaching method is composed of post-task, pre-task and task ring. To obtain effective results of this kind of teaching method, the prerequisite is that English teachers should reasonably arrange tasks. The previous boring teaching method that students only listen to teachers should be effectively changed, so as to cultivate students' adaptability and thinking ability during learning English, thus effectively improving the cultural pragmatic competence of college students^[2].

2.3 Practical teaching method

To cultivate students' cultural pragmatic competence, college English teachers need to integrate students' cultural practice activities and language practice activities effectively through various teaching modes, so that students can not only experience English culture well, but also acquire language skills, thus making them feel more deeply.

3. Enriching students' knowledge reserve with the support of knowledge and theory

Language ability is the premise and foundation of cultivating students' cultural pragmatic competence. Standard pronunciation and intonation, solid grammar knowledge and rich vocabulary are all necessary conditions for classroom teaching of English translation. Therefore, it is necessary to be familiar with basic skills and language knowledge. Translation theory can provide students with a rational understanding of translation, with which students specifically analyze the target works, skillfully apply translation strategies and skills, thus truly achieving the effect of killing two birds with one stone. In the process of English translation classroom teaching, it is necessary for teachers to guide students to identify basic translation skills, such as sub-translation, additional translation and re-translation, and guide practical activities on the basis of theory^[3].

While mastering the basic knowledge of translation, students should also be taught about knowledge related to religious culture and folk culture in English translation class. On the basis of correct translation, mistakes that do not conform to the norms should be appropriately reduced. It is widely known that translation needs to be combined with many disciplines. Students need to master the knowledge of grammar to ensure the accuracy of English translation, and also need to acquire knowledge of local history and humanities, dialect habits and customs. To sum up, in addition to mastering translation theories, students should also enrich their knowledge reserve with various culture knowledge^[4].

The purpose of improving students' language ability is to effectively cultivate their cultural pragmatic competence. It should be known that possessing language ability is not equal to good communicative ability, instead, communicative ability is the further upgrade of language ability. Therefore, in the process of classroom teaching, English teachers should not only cultivate students' language ability, but also cultivate their communicative ability. As there are cultural differences between English and Chinese, teachers should guide students to place themselves between these two cultures and understand them in a higher, wider and profound view, and enhance students' awareness of cultural pragmatics. English teachers should prepare lessons fully before class. Specifically speaking, they should learn more about cultural pragmatics and basic theories, apply scientific theories to guide English teaching correctly, learn more

about the cultural backgrounds of different countries, so that they can introduce the local conditions, customs and historical humanities of different countries to students, and strengthen students' understanding and mastery of the culture of target countries. Under the background of different cultures, it is necessary to effectively convey the purpose and intention expressed in the content to be translated according to the actual situation^[5].

4. Reasonably selecting and compiling English teaching materials

In the process of selecting and compiling English teaching materials, teachers should fully consider the effective integration of cultural information of language skills and comprehensive training of students. For junior students, learning English is often based on the training of language skills, so English teachers should pay attention to the effective improvement of students' speaking, listening, writing and reading skills. In addition, when selecting and compiling English listening teaching materials, teachers should focus on cultural information and adopt listening teaching materials with cultural background, so that students' language application ability can be well developed^[6]. Furthermore, teachers need to pay attention to the actual cultural context generated by the conversation in the teaching materials. As discourses are the most practical and many valuable discourses are all derived from the cultural context, it is just meaningless and has no practicality if spoken conversation is separated from the specific cultural context, which will affect the cultivation of students' cultural pragmatic competence. As for intensive reading, teachers should select articles that contain traditional culture as materials. In classroom teaching, students' language ability can be effectively improved through English teachers explaining and students reading repeatedly, which will also enable students to acquire the knowledge of traditional culture well.

5. Conclusion

In the traditional English classroom teaching, teachers always pay too much attention to the cultivation of students' language skills, while ignoring teaching of culture, which can have a certain impact on education. The cultural pragmatics competence is the ability of students to use foreign cultural information comprehensively, so that they can carry out and participate in language practice activities. Therefore, in the efficient English translation classroom teaching, it is necessary to improve students' cultural pragmatic competence and enhance their knowledge application ability.

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