

Research on Strategies for Improving Pragmatic Competence in College English Translation Teaching from the Perspective of International Communication

Qian Liu

*School of Foreign Studies, Anhui Xinhua University, Hefei City, Anhui Province, China
liuqian11051204@163.com*

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Abstract: It is an important task for college English teaching in the new era to tell Chinese stories well and improve the ability of international communication. This paper explores strategies for improving pragmatic competence in college English translation teaching from the perspective of international communication. Based on the analysis of the current situation of pragmatic competence training in college English translation teaching under the background of international communication and the necessity of improving pragmatic competence in college English translation teaching, this paper puts forward some strategies, such as integrating culture into classrooms, enriching teaching methods and improving teaching evaluation system. The improvement of college students' pragmatic competence is of great importance to promote the international communication of Chinese culture and build a civilized and progressive national image and enhance the cultural confidence and national pride of college students.

1. Introduction

The report of the 20th National Congress of the Communist Party of China proposed to “enhance the influence of the transmission of Chinese civilization, and adhere to the position of Chinese culture, refine and display the spiritual symbols and cultural essence of Chinese civilization, accelerate the construction of Chinese discourse and Chinese narrative system, tell Chinese stories well, spread Chinese voices well, and show a credible, lovely and respectable image of China.” The topic of “How to tell Chinese stories well in foreign languages” has been studied by many scholars. In the current globalized environment, English, as an international common language, plays a key role in the field of international communication. It is far from enough to tell Chinese stories well and communicate them to the outside world only by relying on English majors. College students are the main force of international communication, so the translation teaching of college English courses is a top priority. College English education should not only focus on the improvement of students' language skills, but also cultivate students' cultural understanding and communication ability, and enhance students' awareness of international communication. The teaching objectives of college English courses should closely align with the demands of international communication,

enhance students' language expression ability and cultural cognition level, and enable them to understand and adapt to the contexts and subtle differences of different cultures. International communication refers to the process of information passing between people with different cultural backgrounds across national boundaries. In this context, the goal of college English translation teaching is no longer limited to language conversion, but emphasizes the cultivation of students' pragmatic competence. However, there are many deficiencies in college English teaching, so it is necessary to study how to improve students' pragmatic competence.

2. Current Situation of College English Translation Teaching from the Perspective of International Communication

2.1. Reduction of Class Hour and Compression of Credit

Reducing the class hours and compressing the credit of College English, which is a public basic course, has become a general trend of curriculum reform in colleges and universities. Taking Anhui Xinhua University as an example, college English courses in the first semester of freshman year are offered for 10 weeks, with 4 class hours per week, and there is total 40 class hours of theory and practice only in one semester. In class teaching, reading, grammar and listening are also taken into account, and the teaching time of translation is even a drop in the water. In addition, the reduction of class hours leads to the limited time for students to learn English in class, which greatly affects the cultivation and improvement of English ability. Besides, the reduction of class hours leads to insufficient depth and breadth of translation teaching, and students cannot learn translation content in depth. Translation teaching is usually interspersed in comprehensive courses, and it is difficult for students to cultivate and train their translation theory and practice.

2.2. Emphasis on Reading and Writing over Listening and Speaking

College English teaching in colleges and universities in China is still dominated by traditional teaching methods. Teachers generally focus on language knowledge learning and grammar system construction in class. Students have few opportunities to participate in language communication activities in real contexts, and their oral expression ability is weak, so it is difficult to cultivate pragmatic competence. The traditional exam-oriented education makes students pay more attention to the scores of CET-4 and CET-6, rather than considering oral communication and expression. At the same time, the textbooks of college English courses are mainly comprehensive tutorials, and the translation content is mostly in the after-class exercises. At the same time, the textbooks of college English courses are mostly comprehensive courses, and the translation teaching resources come from the after-class exercises of comprehensive courses or the examination questions from CET-4 and CET-6. It is difficult for students to access translation resources other than books or papers, which is out of step with the needs of the times.

2.3. Weak Awareness in international communication and pragmatics

Generally speaking, college English courses in colleges and universities run for two academic years. After the completion of college English courses, students' English learning continuity will also decline. Non-English majors generally do not pay enough attention to college English courses, and they have little enthusiasm for learning, and seldom pay attention to the output and input of translation, basically aiming at passing the final exam and CET-4 and CET-6. Compared with the teaching of other English skills, the teaching mode of translation is relatively simple, basically staying in the stage of students' practice and teacher's explanation, lacking interaction and interest,

unable to arouse students' attention and interest in translation, and students rarely practice translation questions independently after class. The enthusiasm for English competitions is not high, which also reflects the students' weak awareness of international communication and pragmatic awareness.

3. The Necessities to Improve the Pragmatic Competence in College English Translation Teaching from the Perspective of International Communication

With the continuous enhancement of China's comprehensive national strength, the international spread of culture is becoming more and more frequent. Strengthening international communication capacity is an important development strategy of our country. It is the mission of contemporary college students to tell Chinese stories well, spread Chinese culture and promote exchanges and mutual learning between Chinese and foreign civilizations. Foreign language education in colleges and universities is an important way to train talents for international communication. Wang Xiaoling [2] pointed out that language is the main carrier of culture and the most basic and powerful tool in international communication. College English courses play an important role in promoting college students' participation in international communication.

Pragmatic competence refers to the ability of language users to understand and use language appropriately according to the context. In translation teaching, pragmatic competence is embodied in language communication competence, which coincides with the national goal of training college students to tell Chinese stories well. As a language tool, teachers need to think about how to upgrade language from "tool" to "thought carrier", improve the language expression ability and cultural cognition level of college students, and help them grow into English talents to meet the needs of international communication.

In the context of international communication, translation is not only a simple language conversion, but also cultural communication and exchange. Good pragmatic competence helps students to understand the norms of language use in different cultural backgrounds and avoid cultural conflicts and misunderstandings. Good pragmatic competence helps students to understand the norms of language use in different cultural backgrounds and avoid cultural conflicts and misunderstandings. As an important part of language communication competence, pragmatic competence is one of the basic goals of college English teaching. However, Chinese students' pragmatic competence is relatively weak [2]. Chen Xinren et al. [5] pointed out that there is a phenomenon of "emphasis on theory and ignorance on practice" in current foreign language pragmatic teaching in the Chinese context, and only a few studies have explored the cultivation of pragmatic competence (such as Chen Xiaohui and Shang Fengmei [6]).

4. Strategies to Improve the Pragmatic Competence in College English Translation Teaching from the Perspective of International Communication

4.1. Integrating culture into class teaching and widening the teaching content

College English teaching is not technical teaching, but to cultivate students' pragmatic ability and improve their comprehensive quality. In addition to teaching methods, content innovation is also the key to improve college English education. Traditional English teaching materials can no longer meet the needs of students in international communication, so they need to innovate in content [1]. Based on the teaching material, the teacher could combine with the unit theme with timely integration of Chinese traditional culture content. It is of great significance to integrate Chinese excellent traditional culture into college English translation teaching, which can not only improve students' cultural literacy, but also expand the breadth and depth of students' thinking, so

that students can learn more in the process of translation. It has rich cultural connotation and conveys the original meaning more faithfully. The excellent traditional Chinese culture is a rich cultural resource with a long history and unique values.

English translation teaching integrated with excellent traditional Chinese culture can provide students with more in-depth cultural edification, so that they can better understand and experience the connotation and spirit of excellent traditional Chinese culture. Taking the Integrated Advanced English Course 1 unit 4 *Text A Shame to Have Shame* of New Era University as an example, when teaching this unit, teachers can supplement the translation of traditional Chinese food and the differences between Chinese and foreign food cultures to enrich students' knowledge reserve and content input. In practice classes, teachers can introduce hot topics and teach translation methods and translation theories. At the same time, teachers can design diversified teaching activities, such as comparative analysis of translated texts, appreciation of film subtitle translation, etc., to enhance students' interest in English learning [7].

4.2. Enriching teaching methods and learning channels

The teacher could break through the traditional teaching style, taking the student as the center, enriching the teaching methods. Teachers can combine hot current events and select translation cases to teach in class to enhance the connection between class and real life. Secondly, in order to improve students' oral expression ability, students in the class can be divided into groups, combined with unit topics, and members of each group can be organized to have oral communication.

To settle the problem of reducing class hours, mixed teaching can be adopted, and online teaching platforms such as Rain Classroom can post learning tasks and organize students to study by themselves after class. Full play should be given to the advantages of online platforms and digital resources to expand students' learning channels. For instance, by making use of online courses, learning management systems, electronic textbooks, etc., the teacher can provide students with more abundant learning resources and learning experiences.[4] With the advancement of college English teaching reform, English learning is no longer limited to the classroom, and the second classroom has become an important position to improve students' comprehensive English ability. Teachers can actively expand the teaching time and space, and promote translation knowledge through laboratory practice courses.

4.3. Strengthening the awareness of international communication and pragmatics

In real life, many college students lack the awareness of international communication. They think that international communication is the business of relevant Party and government organs and communication institutions, and has little to do with themselves. They fail to position themselves as a member of international communication. [3] In response to the needs of the times, college students should consciously enhance their awareness of international communication, clarify their status as the main body of communication, and contribute their share to the international communication of China's influence.

At present, the evaluation system of college English translation teaching is mainly based on the final evaluation, which usually measures students' learning results through the final examination. This way of evaluation focuses too much on the result, and ignores the performance of students in the learning process, such as class participation, homework completion, and independent learning. Therefore, translation learning can be promoted through evaluation and competition. The combination of online evaluation and offline evaluation, formative evaluation and terminal evaluation could be combined and pragmatic competence be brought into the scope of evaluation. Students should pay more attention to English learning and international communication by improving the teaching evaluation system.

At the same time, the class should focus on promoting the speech competitions held by FLTRP and Higher Education Press, encourage students to participate in more competitions, improve their external communication ability, and further strengthen students' pragmatic awareness from the perspective of international communication. Furthermore, in classroom teaching, teachers can also ask students to analyze the differences in the coverage of the same event by BBC and CGTN, and understand the expression methods in different cultural backgrounds. For instance, when it comes to criticism, Western media may be direct and sharp, while Chinese reports tend to be more tactful. In the translation practice section, teaching activities such as Model United Nations(MUN) and international business negotiations can also be organized to enable students to learn how to express their viewpoints appropriately and avoid cultural conflicts in real scenarios.

5. Conclusions

Translation teaching, as an important part of college English courses, plays a significant role in cultivating talents with an international perspective and cross-cultural communication skills. This study explores how to enhance pragmatic ability in translation teaching in college English courses from the perspective of international communication, emphasizing the importance of in-depth understanding of Chinese culture by teachers and students in terms of teaching content, teaching methods, teaching concepts. Through teaching practice and innovation, not only have students' pragmatic abilities been enhanced, but also their understanding and expression ability of Chinese culture have been strengthened.

Against the backdrop of deepening globalization and China's increasingly elevated international status, telling China's story well and spreading China's voice to the world have become the key tasks of higher education. Educators in the future need to pay more attention to enriching and innovating the teaching content and methods of translation, and at the same time, focus on enhancing students' pragmatic awareness and international communication awareness. Only in this way can a comprehensive, rich and inclusive learning environment be created for students, enabling them to confidently showcase Chinese culture in international exchanges and become true global citizens.

Against the backdrop of deepening globalization and China's increasingly elevated international status, telling China's story well and spreading China's voice to the world have become the key tasks of higher education. Educators in the future need to pay more attention to enriching and innovating the content and methods of translation teaching, while also focusing on the content and methods of translation teaching.

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