The Application of Pedagogical Translation and Translation Teaching in Second Language Acquisition

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Abstract:

To that date, second language acquisition is one of the important topics in global linguistic research. Researchers have found that the varied application of the pedagogical translation method in teaching translation is progressing. However, more work still needs to be done in the design of translation teaching. Therefore, the research topic of this paper is the application of pedagogical translation and translation teaching in second language acquisition. The research methodology of this paper is as follows: firstly, the literature is collected, and secondly, the literature findings are analyzed and applied. It is significant for improving students' language ability and comprehensive quality. Teachers should fully utilize pedagogical translation and design reasonable teaching activities to promote students' second language acquisition. In general, students' diversified use of various translation methods and multifaceted consideration of cultural background is of non-negligible significance in improving the quality of translation and promoting cross-cultural communication. Translation is the conversion between languages and the exchange of cultures and ideas. We should constantly strive to improve our translation skills, and that positively contributes to second language acquisition.

Keywords: Translation, Teaching, Second Language Acquisition.

1. Introduction

As globalization accelerates and international exchanges become more and more frequent, second language acquisition has become an important topic in education. In the process of second language acquisition, pedagogical translation and translation teaching, as commonly used teaching tools, have an important impact on developing students' language proficiency. However, according to the current research, the number of E-Prime-based second language acquisition studies in China during 2011-2020 shows a trend of „steep increase - steep decline"[1]. In this paper, clarifying the concepts and focuses of pedagogical translation, translation teaching, and second language acquisition is imperative.

First of all, pedagogical translation refers to teaching a foreign language in which teachers help students understand and master the language by translating the original language into the target language. This approach is especially common in the early stages of language learning, and the focus can help students build language concepts and improve comprehension. Moreover, translation teaching refers to the fact that through systematic translation training, students can enhance the accuracy of language expression and better understand and adapt to commu-nication in different cultural contexts. It focuses on developing students' translation skills and cross-cultural communicative competence. The objective of translation teaching is to cultivate students' comprehensive ability and literacy in English, most notably through students' listening and speaking ability; only when the teaching objectives are formulated and targeted strategies are implemented in teaching will students' translation ability be truly enhanced [2]. Finally, second language acquisition is learning a second language in addition to the mother tongue, which has now become an independent social discipline, and its research value is self-evident. Its influence on English translation students comes from many aspects, and it is crucial to establishing correct learning concepts and forming good learning habits. Therefore, university English translation teachers should scientifically analyze the positive effects of second language acquisition on students and apply it to specific teaching to enhance students' English application ability [2].

An in-depth study of the application of pedagogical translation and translation teaching in second language acquisition has an outstanding following implication:

For one thing, it helps us better understand the effectiveness and scope of application of these two teaching methods and provides a scientific basis for teaching practice.

Besides, the study can explore how to optimize the teaching design of teaching translation and translation teaching and improve the teaching effect. This is of great significance for cultivating talents with high-level bilingual ability.

According to the existing research, it is proved that our country has only formulated the syllabus for English majors but not the syllabus for translation courses[3]. And there are misunderstandings in the understanding of university English translation teaching. Many university English teachers and students think that as long as they can pass the hearing and reading/writing tests and a certain amount of vocabulary, the translation level will improve naturally. There is no unified planning for translation teaching, a lack of systematic, and a lack of teaching materials suitable for university English translation teaching, and the content of teaching remains at the stage of vocabulary memorization and phrase practice. In terms of time, one of the five weekly English classes is devoted to listening teaching, and the remaining four are used for intensive reading and extensive reading. At the same time, almost no time is available for teaching and practicing translation knowledge, which can only become an accessory to intensive reading and extensive reading classes. The English-to-Chinese questions in CET 4 and CET 6 exams rarely appear, and the operationalization of the grading standards is relatively poor, making it difficult to attract the great attention of teachers and students. Teachers engaged in translation teaching not only need to have excellent bilingual ability, linguistic theory, and teaching theory but also have rich translation experience. Many foreign language teachers in universities are still unable to meet this standard. Therefore, at the present stage, most universities' English translation teaching is still laissez-faire.

Given the above reasons, the status quo of university English translation teaching is worrying. Translation teaching has failed to keep up with the needs of China's economic development and the realistic requirements of many college students, and reform has become a general trend [4]. That is to say, the teaching of translation is carried out according to the syllabus of English majors, so I think there should be a reform in the teaching of translation.

In addition, the methodology used in this study is to analyze the data obtained from previous studies to find out how scholars should effectively combine translation teaching and second language acquisition and how effective translation teaching and pedagogical translation are used in second language acquisition. In conclusion, the study of „Teaching Translation and Translation Teaching in Second Language Acquisition" has both theoretical and practical significance. It will help to improve the quality of second language teaching, cultivate students' translation ability, and adapt to the needs of the globalization era.

2. Organization of the Text

2.1 Translation in Language Teaching

This section will be divided into three sections to illustrate translation teaching. In this part, the research tends to approaches to teaching translation.

2.1.1 Grammar Translation

This is a conventional method of teaching translation that focuses on grammar rules and vocabulary. By comparing the grammatical structures of the source and target languages, it helps students understand and master the basic skills of translation. All teaching methods are created based on the changing social history and learning needs, and the birth of the grammar-translation method is certainly related to the social background and the purpose of people at that time to learn a foreign language. In the Longman Dictionary of Language Teaching and Applied Linguistics, the editors define the grammar-translation method as a traditional method of teaching a written foreign language by using a translation from the mother tongue and a method of teaching and learning activities that focuses on translation and grammar learning [5].

2.1.2 Communicative Translation

It emphasizes translation practice in real communicative situations to cultivate students' communicative ability and language use. Students learn to translate accurately and naturally according to the context by simulating real-life scenarios. According to related research, communicative translation is the translator's effort to make the reader or listener feel the real connotation of the original text as much as possible [6].

2.1.3 Combination of Direct Translation and Intentional Translation

Direct translation refers to translating according to the literal meaning of the original text, while intentional translation pays more attention to conveying the original text's meaning. In teaching, teachers guide students in choosing the appropriate translation method according to the actual situation to make the translation more relevant and fluent [7]. In the relevant literature, it is also clear that direct and Italian translations are the relationship between observing and breaking. This is because, as the name suggests, the direct translation is carried out word by word, sentence by sentence, the traditional habit, and the correct usage, rather than rigidly expressing the thought and emotion of the original work. Intentional translation mainly refers to the breaking of the original language form and also has a relationship with the text because this method utilizes the

form of expression of the translated text to reproduce the beauty of the original text's meaning [7]. Along with the increasing strengthening of China's foreign exchanges, the film and television industry has shown a booming development, and the demand for foreign translation of film and television works has become increasingly significant. "Hi, Mom" is widely acclaimed at home and abroad, inseparable from its high-quality subtitle translation. In this paper, we will discuss how movie subtitle translation can apply the three principles of the theory of purpose, that is, the principle of fidelity, the principle of purpose, and the principle of coherence, to better enable foreign audiences to recognize China, understand Chinese culture, and spread the voice of China [8].

2.2 Instructional Directions for Pedagogical Translation

This part mainly focuses on elaborating and exploring the pedagogical direction of translation teaching.

2.2.1 Introduction of cultural background knowledge

In translation teaching, reading is often indispensable. Studies have shown that reading out of cultural context may lead to students' reading thinking being limited to literal understanding [9]. This, in turn, affects students' translation ability. Therefore, teachers should focus on introducing the cultural background knowledge of the source and target languages in translation teaching so that students can understand the impact of cultural differences on translation and avoid translation errors caused by cultural misunderstandings. Let us look at the following representative practices.

2.2.2 The positioning of the reading course for translation majors should be clarified

The survey of domestic scholars on undergraduate translation major courses shows that the content of reading courses should reflect the differences between translation majors and English majors. The positioning of the reading course for translation majors should be changed from the traditional skill-based course to the humanistic course.

It should not only cultivate students' native language cultivation and foreign language skills but also strengthen the comparative analysis of the native language and the target language from the perspective of the translator's subjectivity, pay more attention to the enhancement of students' cultural literacy and translation consciousness, cultivate humanistic consciousness, penetrate humanistic feelings and nourish the humanistic spirit in the teaching of the subconsciousness [10,11].

2.2.3 Accumulation of multiple general knowledge about various aspects of culture

According to relevant studies, cultural differences have hindered smooth translation. In other words, students of related majors and workers in related fields should accumulate general cultural knowledge for a long time. This includes linguistic meaning, semantics, idioms, ecological climate, living customs, social system, historical background, and language system [12].

2.2.4 Utilization of network resources

Today's society is dominated by high-end technology, and translation software, artificial intelligence, and various search engines are the ways modern college students tend to search for resources. According to the relevant literature, college students often need to quickly translate information into their studies and lives. However, the traditional way of knowledge accumulation can no longer keep up with the rhythm of knowledge updating. It cannot meet the requirements of translation work in the information age. An excellent translator not only needs to have a high level of English and Chinese language ability but also needs to be able to use the Internet to obtain, store, and extract information, as well as to search and consult. Therefore, university English translation teachers must teach students how to use commonly used online dictionaries, translation software, and translation websites to improve their translation level [4].

2.2.5 Simulation of Practice Conference Operation

Translation is an efficient process of input and then output; teachers, students, and translators in related majors should seek high-quality translation results through continuous exercise. Existing literature also explains the simulation meeting accordingly. Simulation conferences are an important means of interpreting teaching, in which students take turns playing roles in groups to carry out practical training in interpreting. It is particularly difficult to provide interpreting practice opportunities in MTI institutions in western and minority areas. However, simulation meetings provide students with valuable exercise opportunities, enhance their interpreting skills, help them move from the classroom to the profession, and contribute to realizing MTI training goals [13].

2.3 Crucial concerns for pedagogical translation

This section will be divided into five sections to illustrate pedagogical translation. In this part, the research tends to approach pedagogical translation.

By combining these various methods, students can gradually master the skills and strategies of translation and improve their translation ability. There are also many methods of teaching translation, which play an important role in second language acquisition and can help students.

2.3.1 All-round language enhancement

Through all-around language practice, students can consolidate and improve their vocabulary, grammar, listening, reading, writing, and translation skills. Many scholars have similar ideas. According to the existing research, it is known that Swain put forward the comprehensible output hypothesis in 1985, which states, "Learners can expand their mediated language when they express themselves orally or in writing, to find out what they can and cannot do. Secondly, the translation process requires careful context analysis, which helps develop students' discourse comprehension and logical thinking skills [14].

2.3.2 Second Language Vocabulary Acquisition

Students need to choose appropriate vocabulary and expressions according to the context when translating, which can enhance their vocabulary and expressive ability. The reason for advocating this is that some studies have shown that although the research on second language vocabulary acquisition based on domestic corpus has made great progress between 2000 and 2020, there are still some problems. First, the scope of research is narrower, with more written corpus research than spoken corpus. Second, corpus resources based on learners' longitudinal data are scarce, and second language vocabulary acquisition research based on this corpus has a single approach, which only focuses on different learning stages. Therefore, there is still room for exploration of corpus-based second language vocabulary acquisition research, and further research can improve the teaching based on second language vocabulary learners' acquisition characteristics and enrich the existing theories of second language vocabulary acquisition [15].

2.3.3 Other Multiple Benefits

Teaching translation can also help students familiarize themselves with different languages' linguistic habits and cultural backgrounds and enhance their knowledge and mastery of linguistic diversity. In addition, the error analysis and correction process in translation practice can make students more keenly aware of the problems in their language learning and make targeted improvements. Finally, a continuous teaching translation practice can also cultivate students' translation skills and strategies and improve their translation level and efficiency.

2.3.4 . Cultivating cross-cultural communication skills

Teaching translation exposes students to texts of different cultural backgrounds and develops their intercultural awareness and communicative competence. It is concluded from related studies that translation is closely related to second language acquisition and intercultural communica-

tion in both micro and macro aspects.

2.3.5 Micro and Macro

In the former case, translation is to compare the sentences, grammar, rhetoric, etc., of two languages and realize the reproduction of the meaning of the source language in the target language according to the characteristic conversion; in the latter case, translation is to compare the culture, thinking, and concepts behind two languages. By comparing cultural and thinking differences, second language learners can better understand the target and source languages. This understanding helps learners to learn the second language efficiently, find out the rules, and improve the comprehensive quality of the language. At the same time, cross-cultural communication promotes communication among countries in politics, culture, and economy. Translation builds bridges for communication among countries and enables people of different countries to better understand the language and culture of other countries, which is a mutually beneficial process. However, good translation cannot be separated from the language environment and cultural context, and only through careful study, rational use of the second language, and continuous innovation can the three be combined and mutually promoted [16].

2.3.6 Deepen the understanding of the original language

In translation, students need to carefully analyze the meaning and logic of the original text to deepen their understanding of the text. Therefore, students' knowledge of grammar must be firm, and it is mentioned in the relevant literature that English sentence structure and sentence types are complex and diverse. Not only should they identify the exact meaning of each word in the sentence, but they should also analyze the sentence's structure according to grammar so that they can master the sentence components and sentence patterns [17].

3. Summary

In brief, pedagogic translation plays a multifaceted role in second language acquisition and significantly improves students' language proficiency and comprehensive quality. Teachers should fully use the advantages of teaching translation and design reasonable teaching activities to promote students' second language acquisition. This study explores in depth the methods of teaching translation and the role of teaching translation. We come up with the following results by applying and analyzing these methods. Firstly, grammar translation plays an important role in translation accuracy and language structure, helping us to better understand and convert the grammar and vocabu-

lary of the source language. The knowledge of grammar enables students to learn and understand the grammatical structure of a foreign language systematically and improve grammatical accuracy. Students' translation skills are also practiced through a lot of translation. Students can improve their translation skills, including vocabulary selection, sentence structure transformation, etc. Reading comprehension and grammar-translation help students understand and analyze the sentence structure of a foreign language text to better understand its content. Consolidation of language foundation for beginners, grammar-translation can help them build up the foundation of the language and familiarize themselves with vocabulary and grammar rules.

Secondly, communicative translation focuses on the fluency and naturalness of the translation to make it more in line with the expression habits of the target language and easier for readers to understand. Of course, this method pays attention to the accurate conveyance of information to ensure that the translation can correctly express the original text's meaning and avoid semantic misunderstanding. Depending on the background and needs of the audience, communicative translation can adjust the style and language of the translation to make it closer to the cultural and linguistic background of the target audience. Improving communicative effect helps to realize effective communication and exchange in a specific communicative situation. Considering cultural differences, the communicative translation method can better deal with culture-specific expressions and conventions and reduce cultural misunderstandings.

Thirdly, the combination of direct and intentional translation retains the original text's meaning while making flexible adjustments according to the specific situation to achieve the best translation effect. In other words, direct translation can retain the original text's grammatical structure, vocabulary, and sentence order more accurately so that the translated text is closer to the original text in form. On the one hand, through direct translation, the basic meaning of the original text can be conveyed to the readers so that they can have a direct understanding of the content of the original text. At the same time, for some contents with cultural characteristics or specific terminology, direct translation can retain the cultural elements of the original text so that readers can understand the cultural background in which the original text is located. On the other hand, intentional translation pays more attention to the natural fluency of the translation. It translates according to the target language's context and expression habits, making the translation easier to understand. It can better adapt to the linguistic environment and cultural background of the target language and make the translation more in line with the readers' reading habits. Through intentional translation, the original text's deeper meaning and hidden meaning can be more accurately conveyed, avoiding ambiguity or misunderstanding that may be brought about by direct translation.

Fourthly, understanding the cultural background is the key to accurate translation, which can avoid the cultural misunderstanding mentioned in the third point and make the translation closer to the cultural background of the target language readers. By applying these translation methods, we can improve our language ability, enhance our ability to understand and adapt to different cultures, and lay a solid foundation for cross-cultural communication.

Fifthly, a deep understanding of the original text enables us to convey the author's intention and message more accurately and ensure the translation's quality and accuracy. However, translation is a complex process requiring appropriate methods for specific texts and translation purposes, accumulating experience, and improving language literacy. Future research could further explore translation practices in different fields and genres and the impact of emerging translation technologies on translation.

In summary, pedagogical translation and translation teaching in second language acquisition can synthesize all kinds of translation methods and consider the cultural background, which is of non-negligible significance to improve the quality of translation and promote cross-cultural communication. Translation is the conversion between languages and the exchange of culture and ideas. We should continually strive to improve and reflect our translation skills in pedagogical translation and translation teaching to positively contribute to second language acquisition.

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