

Research and Practice on English Idioms Teaching in Translation Class from The Perspective of Clutural Image

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Abstract: The field of chunk research has been widely concerned. According to the theory of chunk teaching, language is composed of grammatical chunks with fixed form and meaning. These chunks are memorized and stored in the brain as a whole in the form of patterned collocation, fixed or semi fixed phrases and idioms, without any grammatical analysis. Chunk approach advocates that second language acquisition should imitate the process of first language learning, that is to say, second language learners should first learn the textual meaning of modular chunks in their real language environment, and analyze and summarize their existing structure and grammatical meaning in the textual environment. With the help of statistical software package, this study adopts the statistical methods of opposite sample test and paired sample test for the statistical data of experimental sweet, post control group and experimental group, and draws the following conclusion: in the process of Chinese-English translation, the more blocks students use, the higher their translation performance. Chunk teaching method has a positive impact on the expression of Chinese-English translation, which to a certain extent reduces the vocabulary and grammar errors in translation; chunk teaching method can reduce the understanding errors in English-Chinese translation and enhance the accuracy of English-Chinese translation.

1. Introduction

Language is the carrier of culture. Any language reflects its corresponding culture. English and Chinese are two completely different language systems, reflecting two completely different cultural systems. Idioms are a unique and fixed way of expression formed in the use of a language. The idioms discussed in this paper are generalized, including idioms, proverbs, allegorical sayings, allusions, etc. They are implicit, humorous, serious and elegant. They are not only concise, but also vivid, interesting and give people a kind of enjoyment of beauty. There are a lot of idioms with strong cultural characteristics in both English and Chinese. Due to the different historical and cultural background, geographical environment, customs and habits of different nationalities, the idioms produced by them carry different cultural meanings and give people different cultural interpretations.

Translation refers to the activity, process or result of turning one language into another [1-2]. The process of translation is understanding and expression[3-4]. It can be seen that the research objects of pragmatics and translation are both language understanding and language expression [5-6]. Therefore, pragmatics is very suitable to be introduced into translatology. Through pragmatics, we can better interpret the information in the source language, and then correctly reproduce the information in the target language, while achieving the best effect of translation [7-8]. Although pragmatics theory and translation theory can not be fully applied in College English translation teaching for the time being, these theories can effectively guide teachers to reflect, so as to inspire students and cultivate students' pragmatic ability in preparing lessons [9-10].

This study analyzes the cultural connotation of English Idioms from the aspects of living habits, geographical environment and historical allusions, and puts forward the corresponding translation principles and methods, that is, first of all, to accurately convey the implied meaning of the original

text, to give consideration to the image meaning and literal meaning of the original text in the absence of cultural conflict, and to correctly convey the commendatory and derogatory meaning of the original text according to the specific context. Therefore, it puts forward specific translation methods such as literal translation, free translation, literal translation plus annotation, literal translation plus Association, free translation plus deformation.

2. Proposed Method

2.1 Specific Principles and Methods of English Idiom Translation

Translation theorists at home and abroad have different views on translation standards. Yan Fu put forward "three difficulties in Translation: faithfulness, expressiveness and elegance" Lu Xun's main point of view on translation standard is: "all translation must take into account two sides, one is to make it easy to understand, the other is to maintain the richness of the original." American translation theorist Eugene Nida's translation concept is: "translation is to accept the language to reproduce the language equivalent closest to the original information - first in terms of its meaning, then in terms of its style." Although the emphases of these claims are different, the central point is that the translation should be faithful to the original, convey the meaning of the original accurately, and maintain the style and style of the original. In the translation of idioms, the following methods can be adopted:

(1) Literal translation. Literal translation is a way to retain the rhetoric, national and local color of idioms in the translation without violating the target language norms and causing wrong associations. As an integral part of human development, the cultures of all ethnic groups have common parts. Due to the similarities in people's feelings, social experiences and attitudes towards objective things, there will be a small number of the same or similar idioms in English and Chinese idioms. These English and Chinese idioms have the same or similar literal meaning, image meaning and implied meaning, and their actual meaning is basically the same, which can be translated mutually.

(2) Free translation. Some idioms have very strong cultural significance. Literal translation can not convey its cultural connotation. It is easy to change and impose the translated culture on the original culture. Adding too many words is no different from interpretation. In this case, free translation should be adopted. As we are familiar with the idiom "when in Rome, do as the Romans do." if it is translated literally, it is difficult for readers to understand why it is Rome rather than other places. In fact, the meaning of this sentence is "do as the Romans do". We should adopt the method of free translation.

(3) Literal translation with notes. As we mentioned above, most English idioms contain allusions or originate from a certain historical event. If we translate them directly, it is difficult for readers to understand them. If we translate them freely, we will lose their cultural connotation. Therefore, we should adopt the method of literal translation and annotation, which can not only preserve their cultural characteristics but also facilitate readers to understand, but also enable us to understand more western cultural knowledge, Expand our horizons. If we translate "Mercury fig" into "Mercury fig", it is difficult for most readers to understand its meaning. It is said that the idiom originated in the Roman era, which means that the Romans gave the first batch of figs to mercury to express their gratitude. Therefore, the idiom usually contains the meaning of "the first batch of achievements obtained". So we can translate "Mercury fig" into "Mercury fig" (the first batch of achievements).

(4) Literal translation and association. We all know that there are many differences between English and Chinese cultures. Maybe they have the same meaning, but their expressions are not necessarily the same. Therefore, in this case, we need to adopt the method of free translation and association, so that readers can easily think of the Chinese idioms they are familiar with. For example, there is no mistake in translating "he who laughs at crossed men should walk very straight." but we can think of the Chinese idiom "he is not right.". So we can translate it into "those who laugh at other people's hunchbacks have to straighten themselves out first". It can not only

convey the basic meaning of English idioms, but also find the corresponding Chinese idioms, which is easy to understand.

(5) Free translation plus deformation. Although English idioms and Chinese idioms sometimes have the same meaning, their styles and images are totally different. When we do translation, we have to make adjustments, which can not only convey its basic meaning, but also conform to the target culture and practical practices. For example, "one swallow does not make a summer.". There is no corresponding part in Chinese idioms. Although "one flower is not a spring" and "one tree is not a forest" have the same meaning as it, they can't show the style and image of English idioms at all. But on this basis, we can turn it into "one swallow does not make a summer", which not only accurately shows the meaning of English idioms, but also conforms to the writing style of Chinese. The English idiom "no smoke without fire" can also be translated into "no smoke without fire".

3. Experiments

3.1 Experimental Materials and Tests

Class one of the 35 students was determined as the control group, and class two of the 35 students was the experimental group. They have just passed the college entrance examination, which means they should have 3000-4000 English words. The experiment lasted for a semester. At the end of the previous experiment, two tests will be carried out, i.e. pre-test, post test, control group and experimental group. At the beginning of the semester, both groups of students have to take a pre-test to find out whether their English learning level is the same or not. The purpose of the post test is to collect the final results, so as to compare the two results and test both the control group and the experimental group. Shanghai foreign language publishing house is used as the textbook of comprehensive skills course 1. The contents not taught in the experiment of experimental materials are extracted from Volume I. The translation before and after the test will be provided to non participants in advance to prove the validity and reliability before the experiment. There was no significant difference between pretest translation and post test translation. They had the same difficulty in the control group and the experimental group.

3.2 Experiment Content

Lexical Approach

Content: Title: Attitude is everything

Main Teaching Objectives:

- (1) Study the new words and useful expressions in Unit one
- (2) To grasp the main idea and the structure of the text (Attitude is everything).
- (3) To team about and master the chunks appeared in the text.

3.3 Test Steps

Step1: Students are asked to go through the text quickly.

Step2: Teacher introduces some key words and usefiil expressions in unit one, both including Section A and Section B and teacher should explain some points if it is necessary

Step3: Students are asked to review and memorize the useful expressions appeared in the unit one as listed out above.

Step4:

(1) Ask students to do translation exercises after class and use the useful expressions appeared in the unit one repeatedly in order to consolidate and enrich their storage.

(2) Ask students to practice the expressions of greetings and introduction in pairs so as to let them master them all.

4. Discussion

4.1 Analysis of English Idiom Translation Teaching

Before the experimental study, it is necessary to conduct a questionnaire survey on the current situation of Vocational College Students' English learning to find out the factors that affect their English learning, so that teachers can find the main obstacles that hinder students from improving their translation ability. After clearly understanding the current problems of students, teachers can design appropriate teaching procedures and strengthen the effective ways of training courses, which is helpful to find a more effective teaching method vocabulary method. The results show that 81% of the students think that in English learning, their learning is phrase restriction and vocabulary, and they think that the word formation and frame pairs of sentences should be translated. Most of the students, to be exact, 93% said that they had never heard of the concept of "lexical chunks", while "lexical teaching method" was implemented from their former teachers. The experiment shows that 72% of the students are willing to accept the teaching method to improve their translation ability.

Table 1. Descriptive Statistics of Scores in Two Groups Before

group	N	Minimum	Maximum	Mean	Std.Deviation
Control Group	35	45	92	70.66	11.862
Experimental group	35	53	89	70.63	10.553

According to the data in Table 1, there is no significant difference between the two groups in the application of lexical approach before the experiment, which is 70.66 and 70.63 respectively.

As it was testified in previous chapters that the lexical chunks do contribute to the improvement of translation competence, so it is necessary both for students and English teachers to shift more attention from the traditional learning strategy and language teaching method to the chunk-based approach. The teacher should raise the awareness of lexical chunks. Even though students have been exposed to lexical chunks during their English study, they are unaware of the concept of it. They do not theoretically know about the chunk teaching approach, and just spend a great deal of time reciting individual words without knowing how to use them and how to put them into a sentence. So obviously it is necessary to raise students' awareness of lexical chunks. The more likely the input they will contribute to intake, which means that teachers should help learners develop an understanding of the kinds of chunks found in the texts they meet and teachers need to take a lot of efforts intentionally to remind the student of the importance of chunks as well as the real environment they used in order to make sure that students focus on their language output results.

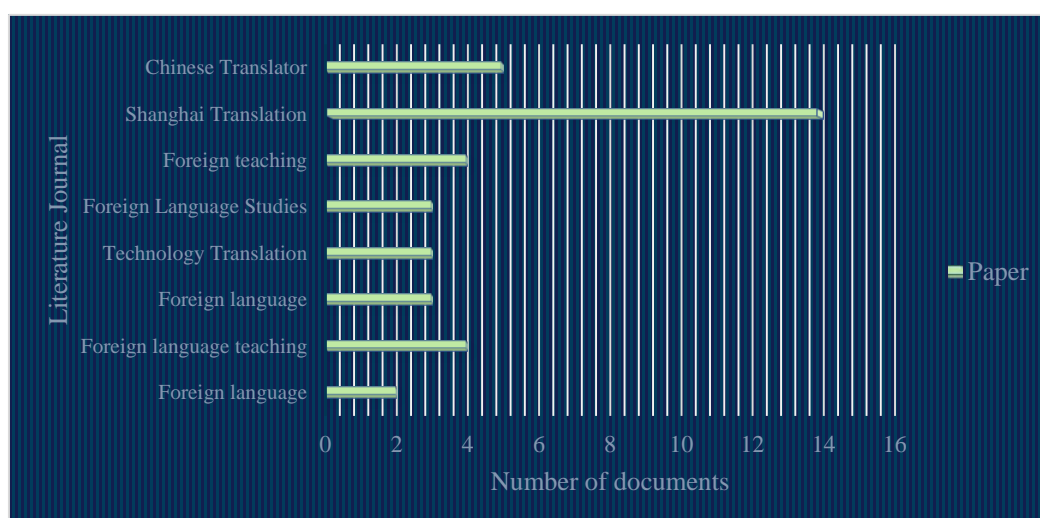


Figure 1. Statistics of translation documents related to foreign core journals in recent years

The aim of this study is to investigate the roles that lexical chunks play in the translation competence, specifically on the translation expression from Chinese to English and the comprehending form English to Chinese for the higher vocational college students. As having been discussed in previous chapters, it is known that the language doesn't just consist of the traditional grammatical rules, but usually compose of a lot of ready-made and fixed / semi-fixed lexical chunks.

Applying the lexical chunks in translation teaching and learning process may bring great benefits to the second language learners. After the experiment including chunk teaching, questionnaire survey and a series of data analysis of pre-test and post-test results and discussion of the comparison, some major findings of this research can be summarized as follows: First of all, lexical approach helps to increase the translation scores and the number of lexical chunks used in translation. The paired sample test in SPSS 17.0 examines the significant difference in translation scores and chunks used in translation after chunk teaching. The mean scores of translation and the chunks used in translation in the post-test are higher than those of in pre-test. And in the post-test of translation from Chinese to English, the language is more idiomatic, fluent, complete and accurate than that in pre-test. In addition, the higher scores of lexical chunks of students in post-test signify that they have more or less got the knowledge of lexical chunks and been able to recognize the meaning of lexical chunks and put them into practice. Second, the language used by students in experimental group is more idiomatic and fluent in post-test and their translation expression from Chinese to English is more coherent and orderly in contrast with student in control group who still pay more attention to memorizing individual words from the glossary or dictionaries and are focused on their vocabulary size and grammar. This indicates that chunk teaching do contribute to students' language proficiency including their ability to produce expressional translations with idiomatic words, fluent sentences and especially well-organized sentence structure.

Conclusion

From the perspective of pragmatics, this study analyzes the cultural differences between English and Chinese idioms, and puts forward that in the translation of English and Chinese idioms, we should first ensure the expression of the implied meaning of the original text, give consideration to both the image meaning and the literal meaning in the absence of cultural conflict, and correctly translate the commendatory and derogatory meaning of the original text according to the specific context. The translator can choose and apply flexibly according to the context and background knowledge. Idioms are not only the rhetorical means of language, but also the concentrated embodiment of various rhetorical means. Only by learning English and Chinese culture, historical background, geographical customs and other knowledge, constantly improving their English and Chinese language literacy and language level, and mastering the translation methods of English and Chinese idioms, can translators be able to easily translate, enhance the brightness of the translation, and make the original easier for readers to understand and accept.

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