Language Chunks Theory and Its Application in College English Translation Teaching

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Abstract: Language chunks theory provides an efficient model for translation teaching and plays an important role in the processing of language information during translation. Based on language chunks theory, this article analyzes the advantages of chunks in English translation teaching, and points out the implementation process of language chunks theory in English translation teaching, including the chunk recognition stage, chunk accumulation stage, and chunk application stage. The proposed strategy of language chunks theory in English translation teaching: guide students to establish chunk awareness, combine explicit learning with implicit learning, accumulate chunks through multiple channels, make full use of chunks in translation practice, and build chunks corpus-assisted English translation teaching. In practical translation teaching, teachers should guide learners to identify, accumulate, and use chunks to improve translation efficiency.

1. Introduction

Translation is an important language skill and an important basis for measuring learners' ability to use the language. Domestic translation teaching has always lacked effective theoretical guidance. There is neither a theory that specifically studies how translation teaching is carried out, nor a systematic teaching method. There is arbitrariness and blindness, often with half the effort with little effect. Therefore, it is imperative to use a more effective translation teaching model based on reasonable theories. As a language acquisition theory, chunk theory, with its own advantages, has become a very effective theoretical guide for translation teaching. The translation process is the process of selecting the most suitable chunks and vocabularies according to the meaning of the original text, the communicative context and objects of the translation, and then connecting them together. Chunk ability is an important sign of language ability. Improving students' chunk ability is to improve Chinese-English translation ability. Language chunks theory provides an efficient model for translation teaching and plays an important role in the processing of language information during translation. In college English translation teaching, chunks should be used as the ideal translation unit, to strengthen productive translation training and teaching, improve students' translation output ability, and promote college English translation teaching reform.

2. Language Chunks Theory Foundation

A chunk refers to a series of multi-word language units or structures that are relatively stable in structure, holistic in form, conventional in semantics, and frequently appear in the language. They are usually stored in humans as a whole in the brain for memory, processing and retrieval.

(1) Classification of chunks. Nattinger & DeCarrico divides chunks into four categories: First, Poly words, fixed phrases composed of more than one word. Such words are divided into phrases, which are used the same as words as a whole, and is the main form of discourse cohesion. The second is that institutionalized expressions mainly refer to language blocks that are immutable, standardized, or stored in the brain as a whole. They have pragmatic functions and can be either complete sentences or fixed sentence beginnings. Third, Phrasal constraints, a phrase frame composed of some fixed words, can fill in or replace the corresponding words or phrases as needed,

and there are certain changes in the language form. Fourth, Sentence builders, which are usually used in written language, are fixed or semi-fixed phrases with functions and forms, commonly known as sentence patterns and frames, which can be filled with content to express various meanings.

(2) Features of chunks: From the definition and classification of chunks, it can be seen that chunks have the following characteristics: first, chunks contain two or more words, which are units larger than a single word. Second, some chunks are the semi-finished product of the language, but it is stored and used as a whole, allowing certain changes internally, so it is more flexible than fixed phrases such as idiomatic phrases and idiomatic phrases. Third, the chunks reflect the conventionality of the language, and it is difficult to base on the vocabulary and grammar learned. The habitual expression generated by rules; the fourth is that chunks have formal integrity and semantic conventions.

(3) The function of chunks. Rosamund Moon believes that chunks have five functions based on the way they provide structure, content, and text: First, the chunks may define topics and convey information. Second, the chunks may express the speaker's content and attitude of the review. The third is the context function, and the chunk is related to the specific locale and some contextual answers. The fourth is the educational function that the chunk can express suggestions, correct values and requirements. The fifth is the organizational function that the chunk has the function of organizing topic and discourse structure.

3. Advantages of Language Chunks in English Translation Teaching

The advantages of chunks in English translation teaching are reflected in the following four aspects:

(1) Improve the accuracy of English translation. In actual English translation teaching, there is often a mismatch, which is the so-called Chinese English. The main reason is to use the Chinese thinking mode to combine English together. A chunk is a combination of lexical meaning and grammatical structure. It has the characteristics of relatively fixed structure and overall prefabrication, and is unanalyzable. Therefore, by using chunk memory translation, it is possible to effectively avoid obtaining the overall translation result by simple addition of word meanings or free combination of individual semantics, reducing the error rate of translation and improving the accuracy of translation.

(2) Improve the efficiency of English translation. According to Becker and Wray, language semi-finished products such as chunks can sometimes serve as ideal units for language storage and output, not only with relatively fixed grammatical structure restrictions, but also with relatively stable collocation meaning and specially limited pragmatics and surroundings. If students accumulate and master a large number of chunks during English-Chinese translation, they can directly extract and use the chunks of English stored in the brain based on the original text of the Chinese language, or process it a little, so that they can focus on the rules of grammar during the translation stage and sentence structure, without having to waste more time at the word production level.

(3) Conducive to overcome negative mother tongue transfer. The promotion effect of mother tongue to foreign language learning is called positive transfer, and the hindrance effect of mother tongue to foreign language learning is called negative transfer. In the process of English learning, many students usually accumulate a large amount of vocabulary, but in the specific translation process, they cannot use the vocabulary appropriately. Since chunks can be stored and retrieved as a whole, students do not need to temporarily patch up according to grammatical rules and word meanings during translation. They can directly retrieve them from the chunk bank of their own memory, which reduces the translation and processing of some languages in the translation process and overcomes the mother tongue. The influence of negative transfer promotes the authenticity of language in translation expression.

(4) It helps words to be used in the right context. The correct use of words cannot be separated from context. In linguistic communication, the semantic components cannot exist in isolation, but

they are restricted by the context. Chunks are linguistic phenomena that occur frequently. They not only combine grammar and semantics, but also context. Researchers have shown that many words and phrases show a trend in language use and always appear in a specific semantic environment. This is the phenomenon of semantic rhyme. If translators master a large number of chunks and use them as much as possible in English translation, they can ensure the correct context and avoid the phenomenon of semantic rhyme conflict.

4. Implementation Process of Language Chunks in English Translation Teaching

The implementation of chunk theory in translation teaching can be divided into three stages:

(1) Speech recognition stage. The theory of language information processing believes that second language learning is a non-automatic cognitive process of information processing, and usually undergoes input, attention, analysis, memory, and output. Integrate chunk teaching into traditional teaching, and use methods such as "observation, hypothesis, experiment, and explanation" to improve students' awareness of chunk recognition. Using the method of "student self-recognized chunks and teachers' supplement or correction" to improve the students' ability to recognize, remember and use the chunks. At this stage, students gain knowledge of chunks and improve their ability to recognize chunks by paying attention to, identifying, and classifying chunks.

(2) The accumulation of chunks. Students have a lot of contact with the actual language, and they have enough prefabricated chunks and fixed expressions in their heads to learn translation well. In the practice of translation teaching, students are required to identify the chunks in the learned materials based on the content of the chunks taught by the teacher and the vocabulary which they have mastered. Master the chunks by reciting them, and then check and dictate with the group members to master the chunks firmly. Do some practical exercises on translation based on chunks, so that you can master these chunks. At this stage, through the repeated output training of chunks, students' internalization of chunks is promoted.

(3) The use of chunks. Intelligibility output is a key link in language acquisition, which can improve the accuracy and fluency of language use, and promote the automation of language use. Memorize chunks and paragraphs that involve dense chunks in the text, and then dictate and translate the chunks involved in each unit. Students should also be encouraged to accumulate chunks in English learning other than textbooks. The more chunks they master, the more proficient they will be in translation practice. This is because students' initiative and sense of achievement in collecting chunks is also getting stronger and stronger, and their self-confidence and initiative in translation learning will be improved, and translation learning will achieve more results with less effort.

5. Application Strategies of Language Chunks in English Translation Teaching

In practical college English teaching, the function of chunks has exceeded the scope of grammar and vocabulary description. The corpus ability directly reflects the students' language ability, which plays a significant role in the effectiveness, accuracy and appropriateness of students' English translation. In order to effectively promote college English translation teaching, the application of language chunks theory in English translation teaching is as follows:

(1) Guide students to build awareness of language blocks. Many students just use memorizing words and master translation skills as the core tasks of translation learning. However, they still cannot use vocabulary accurately in translation practice. One of the reasons is to ignore chunk learning. Therefore, in the initial stage of translation teaching, teachers guide students to learn translation skills and methods, and gradually shift their focus to the attention and absorption of chunks. Teachers pay attention to improving students' chunk awareness, clarify the status of chunks in English learning, guide students to build chunk awareness, use chunks as the main language input form, consciously cultivate students' sensitivity to chunks, and stimulate chunks Interest in learning, gradually improving the ability to identify chunks, and lay the foundation for the use of chunks in

the translation process.

(2) Explicit learning is combined with hidden learning. Research shows that in Chinese English classrooms, explicit learning and implicit learning both have a positive impact on chunk acquisition. Explicit learning helps knowledge acquisition and implicit learning helps knowledge use. Explicit acquisition and implicit learning are differences between different target chunks of sexual acquisition, and the factors leading to the differences are extremely complicated. In the process of English translation teaching, teachers can use explicit and recessive methods to carry out chunk teaching to improve students' chunk awareness and ability to use. Specific methods include explaining the types and functions of chunks, guiding students through cooperative exploration and data-driven learning methods, identifying the function of chunks in language materials, and guiding language production training in specific contexts.

(3) Accumulate chunks through multiple channels. According to the relationship between language input and output, quality input can drive quality output. English learning lacks a linguistic environment. Therefore, translators need to consciously accumulate vocabulary, store it in the brain as a whole, strengthen it regularly, and strengthen the accumulation and mastery of vocabulary. It can accumulate chunks in two main ways: "intentional learning" and "collateral learning." "Intentional learning" refers to conscious learning, and recitation is an indispensable means. On the basis of strengthening memory, the learned chunks are internalized into psychological chunks. "Collateral learning" is an effective way to master a large number of vocabularies. During reading or listening, through understanding the rich context, a large amount of vocabulary knowledge is acquired to form a psychological corpus.

(4) Make full use of chunks in translation practice. The generation of target texts does not use grammar to combine isolated vocabulary, but organically combines blocks of speech to form a discourse suitable for communicative situations. First, translation exercises require students to translate sentences and paragraphs with the chunks provided to test the effect of internalizing and absorbing chunks. Then, semi-free translation training is provided to students in parallel essay materials, which require removing, classifying, store and memorizing the chunks in the material, and making full use of the chunks in the material in translation exercises. Then, free translation exercises, students boldly use the accumulated chunks. It is also necessary to distinguish between fixed parts and variable parts in some chunk structures, and creatively use the variable parts in chunks to allow students to understand that some chunk structures are both limited and flexible.

(5) Construct corpus corpora to assist English translation teaching. The corpus theory is developed in the study of corpus linguistics. A corpus refers to a large-scale electronic text library that has been scientifically sampled and processed. It is the basic resource of corpus linguistic research and the main resource of empirical language research methods. With the development of corpus linguistics, researchers have found that up to 80% of corpus words repeatedly appear in a certain sequence, showing periodic sequence characteristics. The corpus can be used as a database for students' self-learning, as well as a teaching aid. It provides students with a large number of fixed or semi-fixed, clear-cut words that can be directly applied to translation expressions. And with sufficient vocabulary and word block input, students can reduce pragmatic errors, and promote correct translation output.

6. Conclusion

Translation teaching attaches importance to the role of chunks, and guides students to identify chunks, accumulate chunks, and use chunks, which plays a vital role in improving the efficiency of translation teaching and improving learners' translation level. The storage of chunks should be prior to the course. The chunk theory should be infiltrated into the entire English teaching process, and the chunk teaching should be used as a guide. In this way, the students' sense of chunks is already strong when the translation course is opened. The ability to memorize and build chunks, teachers effectively use chunks in translation teaching, and gradually improve your own chunk bank. The vocabulary varies from person to person; however, each one has a prefabricated corpus. Students are encouraged to establish a personal corpus. Under the premise that the personal corpus is

relatively mature, students will start communication and expand their respective corpus. Compiling word block dictionary to assist English translation teaching is also an effective method. This work requires not only the single effort of translation practitioners, but also the cooperation and guidance of linguists and the improvement of various mechanisms.

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