

Analysis of the Current Situation of Translation Textbooks for Korean Majors in Undergraduate Colleges and the Setting of Teaching Objectives*

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Abstract—With the increasing demand for non-general language translators in the market, many colleges and universities have set up Masters of Translation and Interpretation major one after another, and started translation teaching from the undergraduate stage. However, the development of relevant textbooks is far from meeting the needs of teaching at all levels, which also leads to many teachers having to prepare their own teaching materials when teaching this course. Based on the above situation, this paper makes a special analysis of the Korean-Chinese translation textbooks published in recent years at the undergraduate level followed by collating their respective advantages and disadvantages, and on this basis, the author puts forward a set of effective teaching objectives, which can serve as a reference for the compilation of translation textbooks by referring the teaching objectives of other non-general languages and the theory of functional translation.

Keywords—undergraduate Korean major; textbook analysis; teaching objectives

I. INTRODUCTION

Xu Jun and Mu Lei pointed out in Introduction to Translation Studies: "Traditional translation textbooks usually

start from the linguistic level characterized by proceeding from words and sentences to introduce various translation techniques such as word addition, word subtraction, sentence breaking, reorganization, orthogonal translation, reverse translation, literal translation, free translation and so on. Later, textual translation and translation of various styles are added, but they are still not separated from the fetters of the linguistic level." There are many Korean translation textbooks published in recent years, each with its own distinct characteristics, but the compilation style is still not completely out of the traditional mode.

II. CURRENT SITUATION OF TRANSLATION TEXTBOOKS FOR KOREAN MAJORS

In order to understand the current situation of translation textbooks for Korean majors, this paper summarizes the translation textbooks published between 2009 and 2017 at the undergraduate level, which are as follows.

TABLE I. THE TRANSLATION TEXTBOOKS PUBLISHED BETWEEN 2009 AND 2017 AT THE UNDERGRADUATE LEVEL

Type	No.	Book Title	Editor	Press	Publishing Year
One-way	1	Korean-Chinese Translation Course	Li Longhai/Li Chengmei	Shanghai Foreign Language Education Press	2009
	2	Korean-Chinese Translation Course (Third Edition)	Zhang Min/Piao Guanghai/Jin Xuanxi	Peking University Press	2012
	3	Chinese-Korean Translation Course (2nd Edition)	Zhang Min/Jin Xuanxi	Peking University Press	2013
	4	Chinese-Korean Translation Course	Wu Yumei	Shanghai Foreign Language Education Press	2016
Two-way	1	Korean-Chinese Inter-translation Course	Li Yuhua/Sun Jinqiu	Dalian University of Technology Press	2009
	2	Chinese-Korean and Korean-Chinese Translation	Cai Tiejun/Huang Lei/Jin Jing	Heilongjiang Korean National Publishing House	2010
	3	Chinese-Korean Inter-translation Course	Zhang Min/Zhang Na	Peking University Press	2013

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As shown in "Table I" above, Korean translation textbooks are mainly divided into two categories: one-way translation (4 texts) and two-way translation (3 texts). One-way translation includes Korean-Chinese translation (2 texts) and Chinese-Korean translation (2 texts). Most of the editors are front-line teachers in colleges and universities.

From the content of the textbook, it can be divided into three categories: linguistic units (mainly vocabulary and sentences), thematic discourse and both. Among them, one-way1 and two-way 2 are the first category; one-way2, one-way3 and two-way1 and two-way3 belong to the second category; and one-way 4 is the third category.

The first kind of textbooks takes vocabulary, sentences and sentence groups as translation materials. The textbooks can be divided into two modules: translation skills and language unit translation. In the part of translation techniques, various translation methods, such as literal translation and free translation, are introduced. Language unit translation is mainly divided into two parts: word translation and sentence translation. The translation methods of special vocabulary and sentence in two languages are introduced, and the research results of structuralist comparative linguistics are largely adopted. The advantage of this kind of textbooks is that by introducing the translation methods of various language units in detail, students can systematically grasp and deepen their understanding of the structural differences between the two languages. However, the overemphasis on the translation of words and sentences makes the whole textbook look more like a comparative linguistics textbook, which is not conducive to the real translation teaching, but also easy for students to enter the misunderstanding of the translation of words and sentences.

The second type of textbooks is based on different types of texts. According to the publishing houses, they can be further divided into two sub-categories: Dalian University of Technology Press textbooks (hereinafter referred to as Dalian University of Technology edition) and Peking University Press textbooks (hereinafter referred to as Peking University edition).

Dalian University of Technology edition chooses several texts as teaching units from seven "different knowledge domains" such as tourism, management, society, science and technology, economy, political diplomacy and literature. Each unit is divided into five parts: translation skills, translation texts, translation appreciation, exercises and common sense. The translation skills section introduces literal translation, free translation and other translation methods; each unit consists of 2-3 texts with one text as a lesson and each lesson first divides the text into several paragraphs. Under each paragraph, there are lexical annotations, translation analysis, and reference translation. Parsing part mainly introduces the translation methods of individual syntactic structures from the linguistic knowledge level. This set of textbooks uses complete texts as translation materials, but it has the following shortcomings: difficult texts, vague classification criteria, repetition of similar texts, lack of integration of translation knowledge and translation

practice, lack of translation evaluation, and too single exercise form.

At present, Peking University edition is the most widely used textbook in translation course in domestic universities. It is divided into three textbooks: Chinese-Korean Translation Course, Korean-Chinese Translation Course and Chinese-Korean Inter-translation Course. The textbook combines with the actual teaching weeks of domestic universities and establishes 16 classes based on textual style. Each lesson consists of six parts: textual model, vocabulary annotation, reference translation, correctness and error analysis, translation knowledge, translation exercises, translation assignments and reference materials etc. Compared with other textbooks, the texts selected in this set of textbooks have practical features, clear classification criteria and gradual difficulty, taking into account the needs of translation teaching and employment market. The translation knowledge appended to this set of textbooks is more practical, and the analysis of corrections and errors truly reflects the mistakes that Chinese students are prone to make in translation. But there are also the following shortcomings:

(1) Part of the text types are repetitive, and some of the texts too difficult for the undergraduate students' translation ability; (2) the arrangement of translation knowledge is too loose, lack of systematicness, and the combination of translation practice is not close enough; (3) the translation evaluation only analyses the wrong sentences, neither the overall analysis of the translated text nor the excellent translation evaluation; (4) the unit style consisting of four parts: text model, vocabulary annotation, error analysis and reference translation only focuses on the presentation of results, while ignoring the effective use of translation process and strategies, methods and tools, especially lacking of source text analysis, search materials and parallel text analysis modules, which are very important in translation process and strategies (especially in reverse translation).

The third kind of textbooks can be divided into six parts according to the knowledge module: translation theory, language contrast, translation methods and techniques, vocabulary translation, sentence translation and text translation. The textbook integrates translation theory, translation methods and techniques, translation practice, and each module has a clear teaching focus. Several thinking questions are set up in the text translation section to guide students to analyze the text. The translation analysis is also carried out from both macro and micro perspectives, thus enabling students to grasp the translation comprehensively. However, vocabulary translation and sentence translation account for the majority of the text, while the rest of the chapters account for a small proportion, which is seriously inconsistent with the arrangement of teaching hours in textbooks.¹This large-scale introduction to the translation of

¹ The teaching hours stipulated in this textbook are hours for translation theory (introduction), 2 hours for comparison between Chinese and Korean languages, 4 hours for translation methods and techniques, 8 hours for vocabulary translation, 8 hours for sentence translation and 16 hours for text translation.

linguistic units tends to lead students to misunderstanding of one-to-one translation of vocabulary and sentences, and then to bring this understanding into the practice of text translation, which makes it difficult for them to break away from the constraints of language in the process of translation.

Looking at the above analysis of various textbooks, it can be found that although each textbook tries to combine translation theory with practice in order to effectively improve students' translation ability, it has not yet stepped out of the traditional translation textbooks which emphasize language knowledge over translation, emphasize regulations over description and give examples after conclusions (Liu Tingzhang, 1994). Therefore, on the basis of a detailed analysis of the existing materials, it's necessary to learn from the strong point of each other and refer the latest translation theory to design a more reasonable and more suitable student-centered translation materials.

III. THE SETTING OF TEACHING OBJECTIVES OF KOREAN TRANSLATION TEXTBOOKS

Before discussing the teaching objectives, the textbooks should be positioned at different levels and the curriculum setting should be understood. The textbook of this study is "Translation Course for Senior Foreign Language Majors with Zero Starting Points for Undergraduates", and translation courses are generally arranged in the 6th or 7th semester of the undergraduate course. The teaching idea is to fully embody the student-centered teaching idea under the restriction of the existing teaching conditions. In the arrangement and selection of textbooks and the design of exercises, it's essential to respect the law of learning to the greatest extent.

First of all, it's important to understand the guiding principles of the current syllabus for translation course, but at present there is no unified Korean syllabus published. Each university can only formulate its own syllabus according to its own teaching needs. Therefore, this paper draws lessons from the teaching syllabus for Russian majors with a long history of professional development.

In the Syllabus for Russian Majors in Institutions of Higher Learning (2011)², the course of translation and interpretation(translation) is set up as follows: "the purpose of translation and interpretation course (translation) is to make students master the basic theory of Russian-Chinese and Chinese-Russian translation and the methods and techniques of dealing with the translation of various vocabulary and grammar phenomena by teaching translation methods and techniques of different styles and contrasting and analyzing the differences between Russian and Chinese languages. It requires the translation to be faithful to the original intention, fluent in expression and able to reflect the linguistic features of various styles.

² This syllabus is the second edition edited in the year of 2011. The provisions of the syllabus are not necessarily fully in line with Korean majors because of different language classification. Therefore, it is only for reference.

The above syllabus provides translation lessons from the following three aspects.

- The teaching content refers to the teaching of "translation methods and techniques of various styles", but the teaching methods and techniques are mainly comparative linguistic knowledge, including vocabulary and grammar. Therefore, in general, translation course serves language teaching rather than improving translation ability.
- Emphasizing the faithfulness and fluency of translation, while ignoring other translation criteria, so that the criteria are too single to meet the requirements of actual translation practice.
- The theory is only vaguely referred to as "basic theory", but what theory should be included in the basic theory is not specifically elaborated, so it is easy to cause confusion in teaching and textbook compilation.

From the above analysis, it can be seen that the provisions of the syllabus for translation course are still not beyond the linguistic level, and the translation criteria are single, which cannot reflect the needs of modern translation development in a timely manner. It belongs to "teaching translation" rather than "translation teaching" in the real sense.

Based on the theory of functional translation, Zhu Xiaoxue and some others argue that the goal of translation course is not to impart knowledge of foreign languages and cultures, but to acquire the skillful techniques needed by translators to translate a source text into a target text appropriately.

- A confident interpretation of translation tasks
- Effective source text analysis
- Purposeful access to research
- Quickly understand new things and enter new fields
- Assess the needs and expectations of clients, authors and recipients with certainty
- Choose appropriate translation strategies accordingly
- Skillfully edit pages, paragraphs and fonts

Although the cultivation of these seven abilities is important in the education of professional translators, some of them do not conform to the reality of foreign language majors at home and abroad. For example, the fifth one is very difficult to achieve at the undergraduate stage. Moreover, the premise of this formulation is that students must have rich knowledge of the language and culture of their mother tongue as well as foreign language. At present, the mother tongue knowledge of senior Korean majors is still acceptable, but the mastery of Korean language and culture knowledge is insufficient.³Therefore, in compiling Korean

³ The students' Korean proficiency in the 6th and 7th semesters of Korean majors should reach the level of Grade 5 and Grade 6 of the Korean

translation textbooks, it's wise to not completely ignore the imparting of foreign language knowledge and some linguistic and cultural knowledge shall be set up.

Supplementing and choosing the teaching syllabus of Russian major and Zhu Xiaoxue's stipulations on teaching objectives and combining with the orientation of teaching materials accompanied by the actual situation of teaching, the author draws up the following teaching objectives:

- Translation theory: master basic translation theories, such as translation definition, translation history, translator's literacy, evaluation criteria, etc.
- Linguistic and cultural knowledge: Continue to improve foreign language competence and master the linguistic and cultural knowledge of Chinese and Korean comparative linguistics, including vocabulary, syntax, rhetoric, pragmatics and culture.
- Translation competence: basic competence in translation, including source text analysis, access to materials (including dictionaries, parallel texts, etc.), translation skills, information technology (retrieval, corpus, machine-assisted translation), and evaluation of translation competence.
- Employment needs: make use of the above theories and knowledge to translate different types of texts (mainly practical ones) needed to complete work independently or in collaboration.

Under the guidance of the above-mentioned teaching objectives, the following will discuss how to integrate these four aspects into each teaching unit organically when compiling textbooks, so that students can consolidate language knowledge, acquire certain translation ability and reflective ability through learning textbooks, laying a solid foundation for future professional translation or further study of MTI.

IV. CONCLUSION

A good textbook helps to add many hues to teaching and promote teachers' teaching level as well as students' learning efficiency, which improves teaching effect a lot. By analyzing the current situation of the textbooks and finding out their advantages and disadvantages, a comprehensive grasp of the current situation of the translation textbooks between China and Korea can be gained. At the same time, it is found that setting up a clear teaching objective is the prerequisite for compiling textbooks. "If we define the teaching objectives at each level and the curriculum, we can compile textbooks for different purposes, different readers and different teaching concepts." (Xu Jun, Mu Lei, 2009) If the orientation is too vague or too broad, the content of the textbook will lose its pertinence, which is not suitable for the actual teaching needs. Therefore, it's necessary to analyze

the teaching objectives from different perspectives and draw up a suitable teaching objective for undergraduate students. It is hoped that it can play a reference role in compiling Korean translation textbooks.

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Competence Examination. However, many errors in vocabulary and grammar can still be found in the students' translations. Therefore, most of the students' foreign language proficiency has not reached the level that can completely exclude language level training and concentrate on professional translation teaching.