

# *Translation Strategies and Modernity of the School of Mandarin Ducks and Butterflies: Recreation of Foreign Novels in China*

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**Abstract:** Under the environment of globalization, the re-creation of foreign novels in China is both a way of intercultural communication and an important manifestation of the modernization process of Chinese literature. However, the existing studies on re-creation have many deficiencies in translation strategies for specific literary genres, especially in terms of emotional transmission, literary value, and cultural adaptation. Taking the connection between the translation strategy of the "School of Mandarin Ducks and Butterflies" and modernity as a starting point, this paper comprehensively evaluates the translation techniques of the "School of Mandarin Ducks and Butterflies" used in the re-creation of *Gone with the Wind*. The results show that the "School of Mandarin Ducks and Butterflies" has significant advantages in emotional communication, with an average score of 90.075 points, reflecting two major characteristics: emotional resonance and natural expression. From the perspective of literary value, this strategy has a significant role in improving the level of literature and art. In addition, in the study of cultural adaptability, the School of Mandarin Ducks and Butterflies's handling of culturally specific elements scores 95.3 points, which is higher than other traditional translation methods.

## 1. Introduction

In today's global economic integration, cross-border cultural exchanges have become an issue that cannot be ignored. As an important school of modern Chinese literature, the "School of Mandarin Ducks and Butterflies" has important significance for the translation and reconstruction of ancient Chinese novels with its unique artistic form and theme. However, there are few academic studies on this school in terms of its translation strategy and modernity, especially the lack of discussion on its "dialogue" and "integration" with the contemporary world. The current research status of this issue is a one-sided understanding of translation strategy and a superficial understanding of modernity. This paper analyzes its re-creation process in the modern context and its cultural consciousness and creativity through an investigation of the diverse and complex

translation skills of the "School of Mandarin Ducks and Butterflies".

A major feature of this paper is to examine the foreign literature translated by the "School of Mandarin Ducks and Butterflies" from a new perspective, and its reflection and shaping of modernity. Through a detailed analysis of specific texts, we can see the cultural choices, language innovations and "localization" of the concept of "modernization" reflected in its translation process. This paper analyzes the translation of foreign literature such as *Gone with the Wind*, discusses the uniqueness of the "School of Mandarin Ducks and Butterflies" in terms of expressing emotions, literary value and cross-cultural transplantation, and compares and analyzes it with classical translations. This paper believes that "School of Mandarin Ducks and Butterflies" has significant advantages in terms of emotional depth, language style and mastery of specific cultural elements, and provides useful inspiration for China's re-creation and cross-cultural communication.

## 2. Related Works

In recent years, there has been an increasing amount of research on cross-language and cross-cultural translation strategies and literary reconstruction. Nugent Folan explored the concepts of self rewriting and self deconstruction by analyzing Gertrude Stein's marginalization in Samuel Beckett's autobiographical writing discussion[1]. Coşofan studied the rewriting of monsters and female identity, revealing the redefinition of gender and identity in literature[2]. Pham and Do had rewritten world literature through juxtaposition, providing a new perspective for the decolonization of comparative literature in Vietnam[3]. Kirca explored the traces in postcolonial rewriting from the perspective of postmodern historical philosophy[4]. Zhang studied the language characteristics and translation strategies of agricultural English [5], while Wang and Zhou discussed the translation strategies of public signs [6]. Gregor explored the correspondence between Cesare Pavese and Anthony Chiuminato, and proposed the concept of collaborative translation strategies [7]. Cao and Liu studied English Chinese subtitle translation strategies from the perspective of translation communication studies [8]. Rooyani and Hataminejad examined the recreation of Arash mythology in the field of nationalist literature from a sociological perspective [9]. Jooyaeian and Khoshsaligheh studied a translation solution for localization of professional electronic games in Iran [10]. These studies used methods such as text analysis, comparative research, and cultural studies, and the results showed that translation strategies not only involve language conversion, but also involve the reconstruction of culture, identity, and historical concepts. However, although these studies provide valuable perspectives for understanding translation strategies in this paper, existing literature is still insufficient in exploring translation strategies of specific literary genres such as the "School of Mandarin Ducks and Butterflies" and their relationship with modernity.

Most of the studies that have been conducted focus on exploring translators' translation strategies in general, while in-depth analyses of specific genres are relatively rare. In particular, the connection between translation strategies and modernity of the School of Mandarin Ducks and Butterflies, a major school of contemporary Chinese literature, has not been well explored. Using this as an entry point, the paper examines how the authors of the School of Mandarin Ducks and Butterflies achieved the localisation of their own cultural and modern consciousness through the translation of foreign novels. Through this study, the paper not only provides a new perspective for understanding the translation practice of the School of Mandarin Ducks and Butterflies, but also contributes a new theoretical framework for the discussion of the relationship between translation strategies and modernity.

### 3. Methods

#### 3.1 Data Collection and Sample Selection

In order to ensure the depth and breadth of the study, this paper will use a variety of ways to collect data, focusing on the original English text of the original novel *Gone with the Wind* and the Chinese version translated by the School of Mandarin Ducks and Butterflies translators. The English and Chinese translations of the original text of *Gone with the Wind* are comprehensively collected through libraries, the Internet and publishing organisations to ensure the authenticity and truthfulness of the translations. In addition, this paper also collects commentaries and historical background materials about *Gone with the Wind*, as well as the writer Margaret Mitchell's biography and other auxiliary materials for its further study [11-12]. In terms of corpus selection, this paper focuses on the Chinese versions of *Gone with the Wind* translated by translators of the School of Mandarin Ducks and Butterflies, and selects typical translations from them, taking into account the school's translation characteristics and the environment of the times. In addition, this paper studies the sales, reader reviews and media reviews of *Gone with the Wind* in different countries to explore its impact on cross-cultural communication [13-14].

#### 3.2 The Re-creation of *Gone with the Wind* under the School of Mandarin Ducks and Butterflies Translation Strategy

The translation strategy of the School of Mandarin Ducks and Butterflies focuses on the emotional rendering and artistic aesthetics of the text, and strives to reconstruct it and culturally re-create it under the premise of remaining faithful to the original work, so that it can be reborn. In this paper, we will specifically apply the School of Mandarin Ducks and Butterflies translation strategy to the re-creation of *Gone with the Wind* in terms of emotional deepening, linguistic beautification, cultural integration, narrative innovation, linguistic modernisation and reader orientation. Figure 1 shows the re-creation method under the School of Mandarin Ducks and Butterflies strategy:



Figure 1: The re-creation method under the strategy of School of Mandarin Ducks and Butterflies

In order to re-create *Gone with the Wind*, this paper will explore and apply the English translation of the "School of Mandarin Ducks and Butterflies", a method that emphasizes the retention of the literary and artistic characteristics of the original text, the intensification of the expression of emotional color and the Poeticization of the language, and in the process organically combines contemporary aesthetics and cultural factors in order to resonate with contemporary

readers. This approach emphasizes the preservation of the literary and artistic characteristics of the original text while strengthening the expression of emotional colour and the poeticization of language. This paper uses *Gone with the Wind* as an example, and strengthens the emotional expression in the novel through the selection of words and sentence changes, so that people can have a deeper understanding of the emotional changes of the characters and understand the ideological implications of the novel [15-16]. In view of this, this paper adopts the translation method of the "School of Mandarin Ducks and Butterflies", carefully re-creates the original text, and enhances the emotional expression ability of the paper in terms of word selection and sentence changes, so that readers can more deeply experience the emotional fluctuations of the characters and experience the emotions in it. Various rhetorical methods such as metaphor and symbolism will be used to enhance the artistic beauty of the language and make the translated text have higher literary value. On the basis of a full understanding of the unique elements of the source language, and taking into account the social background and expectations of the contemporary audience, the translation process appropriately incorporates elements of contemporary culture that are compatible with it, so as to achieve cross-cultural communication and understanding. In order to make the paper conform to the expression of modern Chinese language, under the premise of guaranteeing the quality of the translation, some words and sentences are appropriately modified to make it conform to the linguistic norms of the modern language and to enhance the ease of communication of the paper. According to the narrative characteristics of the School of Mandarin Ducks and Butterflies, the narrative method of the original novel was innovated, such as changing the perspective, changing the tense, rewriting the plot, etc., so as to make the novel more glamorous and more contemporary.

After completing the re-creation, through questionnaire survey, readers' feedback and experts' comments, the effect of the re-creation on many levels, such as emotional expression, literary value, cultural adaptability, etc., is studied, and a comparison with the classic translation is made in order to validate the effectiveness and innovation of the Mandarin ducks and butterflies school of translation strategy in the translation of modern literature.

### 3.3 Data Encoding and Thematic Analysis

In this paper, the completed translations are first entered into NVivo, then a new entry is created, and then independent nodes are generated for each translation. Open coding is the process of identifying key concepts, words and phrases in a text by carefully interpreting the text as a whole or in segments. In NVivo, the main concepts are labelled as codes and are assigned to the corresponding nodes. The goal of open coding is to identify more primitive codes by categorizing a large number of primitive codes, thus laying the foundation for future research. With the open coding, this paper will move on to the spindle coding phase. In this phase, these codes will be compared, correlated and analyzed, and their intrinsic relationships and patterns will be discovered [17]. In NVivo, codes are structured by creating tree nodes to build more macroscopic objects. The main axis coding aims to group the raw codes into larger categories that respond to the important concepts and topics in the paper. Finally, the code sections are selected to extract the topics and models that are most closely related to the topic, centred on the research question. The query functions in NVivo were used to filter and compare the associations of the nodes and procedures in the network to identify important topics and patterns. Selective coding was done to allow for a more detailed analysis, focusing on those codes and topics that best explained the research question.

## 4. Results and Discussion

### 4.1 Experimental Design

An empirical study was conducted to investigate the effectiveness of the translation strategy of the School of Mandarin Ducks and Butterflies in the adaptation of *Gone with the Wind* by comparing it with the classical English translation method. The experimental design aims to examine the differences in several dimensions, such as emotional communication, literary value and cultural adaptability, and to compare the effectiveness with that of the traditional translation method. The School of Mandarin Ducks and Butterflies version has made greater innovations in emotional rendering, linguistic beautification, cultural fusion, narrative innovation, and linguistic modernity, while its classic translation pursues more of the original's connotations and style. In order to ensure the smooth progress of the experiment, this paper will conduct sampling among the research subjects to ensure the representativeness of the research subjects. At the same time, this paper will also judge the two translations in terms of the emotional depth of the text, the artistry of the language, the cultural appropriateness, and the general feeling of the readers.

### 4.2 Emotional Conveyance

In order to assess the effect of the School of Mandarin Ducks and Butterflies translation strategy in the re-creation of *Gone with the Wind* in terms of emotion conveying, this experimental design includes: selecting readerships with different cultural backgrounds and distributing School of Mandarin Ducks and Butterflies translations for reading; and using the Likert Scale as a tool to assess the depth of emotion, empathy and naturalness. The data obtained for the score of the degree of emotional conveyance (total 100 points) are shown in Figure 2:

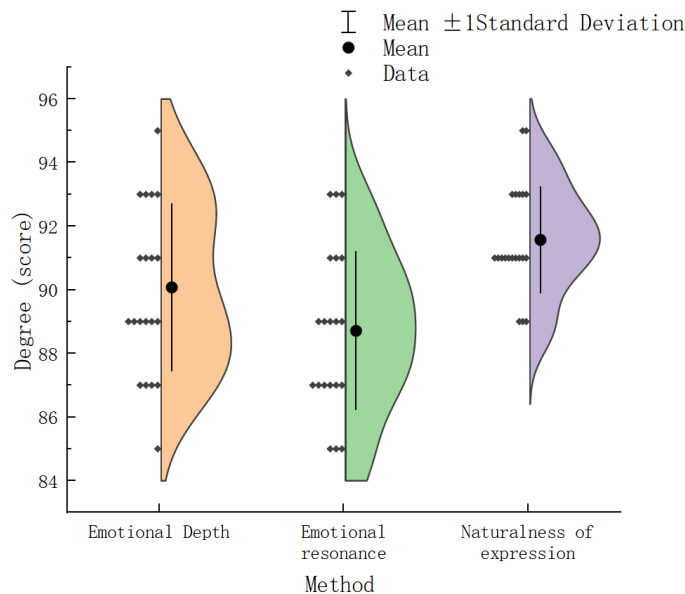


Figure 2: Scores for degree of emotional communication

Data analyses show that when assessing the effect of the School of Mandarin Ducks and Butterflies translation strategy in conveying emotions in the re-creation of *Gone with the Wind*, its emotional depth, emotional resonance and expressive naturalness are all highly rated. Specifically, the mean value of emotional depth was 90.075 points, indicating that most readers thought the translated version did an excellent job in conveying the emotions of the original text; the mean

value of emotional resonance was 88.71 points, which to a certain extent could reflect that readers were able to empathize with the emotions in the text at a deeper level. While naturalness of expression had the highest mean value of 91.57 points. Looking at the data for the minimum and maximum values, the ratings for emotional depth ranged from 85.9 to 94.8, emotional resonance from 84.2 to 92.9, and naturalness of expression from 88.6 to 94.4. These data reflect that although there are some individual differences, overall readers' evaluations of the translated version are positive and highly consistent. The gap between the minimum and maximum values also reveals that different readers may have nuanced sensitivities and preferences for emotional communication. Such a translation technique not only gives a new lease of life to local Chinese re-creation, but also plays a positive role in promoting international exchange and the worldwide dissemination of literature. Through this in-depth data analysis, this paper can see that the School of Mandarin Ducks and Butterflies translation strategy can bring a new and fascinating reading experience to contemporary readers without losing the essence of the original text.

After analyzing the quantitative data in depth, in order to further understand the readers' nuanced feelings and deeper experiences of the School of Mandarin Ducks and Butterflies's translation strategy for conveying emotions in the re-creation of *Gone with the Wind*, this paper has conducted the statistics of the open-ended interview distribution results data, which are presented in Figure 3:

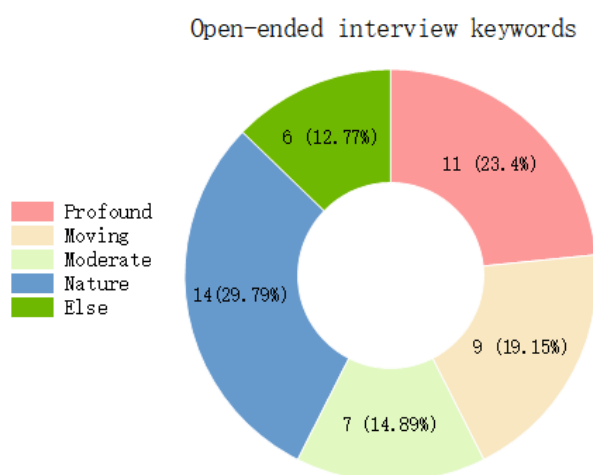


Figure 3: Open-ended interview distribution results

The data in Figure 3 shows that readers have multiple levels of feelings about the School of Mandarin Ducks and Butterflies's translation strategy for conveying emotions in the re-creation of *Gone with the Wind*. The categories of "profound" and "moving" have a total of 20 readers, accounting for 42.55% of the total, showing that a large number of readers feel that the translation has achieved a high level of emotion and can stir up their feelings. The category of "natural" has the largest number of readers, with a total of 14 readers, accounting for 29.79%, which reflects that most readers think the translation is fluent, fluent and easy to be accepted. The category "moderate" accounts for 14.89% of the readers, indicating that a considerable number of people felt that the emotions are expressed just right, without being too intense or too bland.

### 4.3 Literary Value

In order to further assess the effectiveness of the School of Mandarin Ducks and Butterflies translation strategy in the re-creation of *Gone with the Wind*. Literary value is an important criterion for measuring the artistic achievement of a literary work, which involves a number of dimensions

such as the depth of the work's theme, characterisation, plot construction and language style. The data in Table 1 demonstrate the assessment results of these dimensions:

Table 1: Evaluation of literary value

Statistical indicators	Topic depth (score)	Mission shaping (score)	Plot structure (score)	Language style (score)
Mean	88.1	89.39	89.22	90.645
Minimum	80.8	84.2	85.8	85.4
Maximum	93.7	92.9	92.8	95.7
Mean square error	4.195486296	2.452259967	2.20706998	3.342465998

In terms of mean values, all four dimensions received high ratings, showing that the translated versions were positively evaluated in terms of conveying literary values. In particular, the linguistic style, with a high score of 90.645, shows that the translation is highly accomplished in the use of language and is able to convey the literary flavour of the original text well. The mean value for thematic depth is 88.1, indicating that the translated version is able to successfully convey the core themes and deeper meaning of the original work. The mean value for characterization is slightly higher at 89.39, indicating that readers generally agreed that the translated version does a good job in characterization and development. The mean value of plot construction is 89.22, indicating that the translated version performs well in maintaining the original's plot coherence and appeal. Looking at the minimum and maximum values, this paper shows the range of variation in ratings. The maximum value of 95.7 and the minimum value of 85.4 for linguistic style shows that although most readers rated linguistic style highly, there is some variation. The mean square error shows the degree of dispersion in the ratings, with linguistic style having the largest mean square error of 3.342465998, which could mean that ratings of linguistic style vary widely and subjectively between readers. These data emphasize the advantages of the Mandarin translation strategy in maintaining the artistry of a literary work, while also pointing to possible differences in evaluation between different readers. Through these analyses, we can better understand the impact of different language skills on translation, thus better guiding the practical application of translation.

#### 4.4 Cultural Adaptability

This paper examines how different translation methods produce different effects in different language environments from the perspective of cultural adaptation. The data in Table 2 demonstrates the performance of the School of Mandarin Ducks and Butterflies translation strategy in comparison with other traditional translation methods in terms of cultural adaptability:

Table 2: Comparison of cultural adaptation

Cultural adaptation assessment (score)	Butterfly pie	Planning translation	Foreignization translation
Culturally specific elements processing (score)	95.3	88.3	78.2
Context adaptation (score)	92.1	83.8	83.7
Humor and slang conversion (score)	87.1	79.9	77.4
Use of cultural annotations	84.9	86.7	76.3
Adaptation to tasks and roles (score)	92.4	82.7	73.2

The data in Table 2 clearly show that the School of Mandarin Ducks and Butterflies's translation strategies have different linguistic adaptability in different linguistic environments. In the dimension of "treatment of culturally specific elements", the School of Mandarin Ducks and Butterflies scores

95.3, which is significantly higher than the 88.3 of standardized translation and the 78.2 of heterogeneous translation, showing its flexible and innovative use of specific cultural elements. Similarly, in the dimensions of "Contextual Adaptation" and "Task and Character Adaptation", School of Mandarin Ducks and Butterflies also leads the way with scores of 92.1 and 92.4, highlighting its high degree of adaptability to different cultural backgrounds and characterization. As a new translation method, the School of Mandarin Ducks and Butterflies translation strategy can effectively improve the translator's adaptability to different cultural backgrounds, especially to different linguistic environments. Through this strategy, the Mandarin Duck and Butterfly School adopted the writing style and elements of Chinese novels, and made appropriate adjustments and adaptations to Western novels, so that the translated novels won the favor of Chinese readers at that time[18].

## 5. Conclusion

Taking *Gone with the Wind* as an example, this paper explores the application of the School of Mandarin Ducks and Butterflies translation strategy in re-creation and its fusion with modernity, and conducts a systematic study of the School of Mandarin Ducks and Butterflies in the adaptation of the novel in terms of three aspects: emotional expression, literary value and cultural adaptation. It is found that the School of Mandarin Ducks and Butterflies strategy has obvious superiority in enhancing the emotional resonance of literary works, improving the level of literary art, and enhancing the ability of cultural adaptation, which can well overcome the problems of cultural barriers and lack of emotion in traditional translations. However, there are great subjective differences in everyone's understanding of the genre, and more in-depth research is needed for each type of audience. Future research could also build on this by expanding the field of study and deepening the understanding of scholarly discussion with a view to facilitating cross-cultural communication and creativity to a greater extent.

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