

# *Analysis of English Translation Skills from the Perspective of Intercultural Communication*

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**Abstract:** This paper mainly focuses on the analysis of English translation skills from the perspective of cross-cultural perspective. Based on the current situation of high school education, it first analyzes the importance of English translation. Secondly, it establishes English translation and exchanges vocabulary links and correctly cites vocabulary. Combining cultural knowledge and ethnic differences to translate English into three aspects and explain how high school students master English translation skills from a cross-cultural perspective, with the purpose of providing relevant reference materials for relevant research.

As a high school student, she has a strong interest in English translation. The author believes that with the continuous reform of education and teaching, the society and the state have attached great importance to high school English teaching. It is especially important for high school English teaching activities to cultivate students' English translation ability, especially in the context of the development of intercultural age. High school students are key to developing cross-cultural competence. Based on this, all high school students need to intensify their own English translation ability, establish their own cross-cultural English translation awareness, strengthen their own English translation skills and provide convenient conditions for future growth and development. The following is the author's own recommendations on English translation skills in a cross-cultural context<sup>[1]</sup>.

## **1. The importance of English translation**

English translation is a dialogue mode between China and foreign countries, which plays an important role in cultural communication and communication. Nowadays, the era has entered the stage of economic globalization. The status of English in the international are gradually increasing and the exchange activities between China and foreign countries are gradually increasing. Therefore, the educational goal of English translation is to adapt to the development needs of the social era and lay the foundation for China to achieve modernization. For high school students who are educated in English, cross-cultural English translation ability can better contribute to society and the country. Only high school students can understand the importance of cross-cultural English translation and they can learn English knowledge and skills and improve themselves. Enrich yourself and do what you can for the country. Based on this, the country needs to provide an in-depth English translation course, so that those who have great ambitions in their hearts can improve their English translation

ability, thereby increasing the overall level of intercultural communication and English literacy. In order to achieve this goal, we need to find English translation skills and improve the quality of teaching from the perspective of high school students themselves. There are great differences between English and Chinese in terms of language expression, structure and cultural background. Therefore, as long as you deal with language, you can't circumvent cultural factors. Some cultural words such as idioms, allusions and common language are incomprehensible without relevant cultural background. There are also some things that are unique to a particular culture. There is no corresponding word in another language culture. The translation needs to be created and the difficulty is greater. Sometimes the two cultures also create conflicts, which in turn puts the translator in a dilemma. Therefore, the study of intercultural perspective translation skills is particularly important<sup>[2]</sup>.

## 2. Sino-British cross-cultural specific performance

### 2.1. Differences in thinking style

The way of thinking is the way in which thinking activities take place and the unity of thinking activities and thinking functions. Westerners are accustomed to the object-oriented way of thinking, that is, the whole world as an external object to study; the Chinese are accustomed to the non-objective way of thinking, that is, "Heaven and Man" is the most basic way of thinking<sup>[3]</sup>. The difference between Chinese and Western culture is shown in Figure 1.

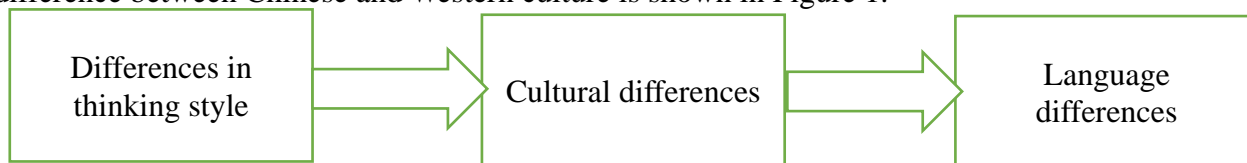


Figure 1 Difference between Chinese and Western culture

### 2.2. Cultural differences

British cultural anthropologist Taylor said that the so-called culture is a complex collection of knowledge, beliefs, art, morals, laws, customs and other abilities and habits that other members of society can obtain. There are great differences between China and Britain in terms of historical geography, religious practices, values, literature and art and social etiquette.

### 2.3. Language differences

Chinese and English differ in terms of sound, shape, meaning, lexical, syntactic and grammatical. Mainly manifested as word system differences, word formation differences, word preference differences, word meaning, order differences, syntactic structure differences and syntactic expansion mechanisms.

## 3. English translation skills from an intercultural perspective

### 3.1. Establish English translation interchange vocabulary links

A famous English scholar has said such a sentence: English translation is not only to translate certain words in the original English text, but to use the brain to present ideas that are intended to be expressed in the English language, so high school When designing the English translation teaching link, the students should establish an ideology of English translation and exchange and use the

thinking to translate and examine English. At the same time, students need to avoid the basic mistakes of English translation due to weak vocabulary. When high school students participate in the English translation activities organized by teachers, they should understand the differences in English translation from the perspective of cross-cultural perspective, summarize the effective translation skills in English and complete the English translation activities. First, students can independently analyze the part of speech of English words, such as nouns, pronouns, etc., to find the corresponding phrases or sentences. Second, pay attention to the difference between English and Chinese and find the best translation vocabulary in line with practice. Third, when students are faced with difficult English translation training, students should mobilize their enthusiasm for learning and devote themselves to English teaching activities. Based on this, establish English-translated interchangeable vocabulary links, cultivate their own English knowledge application ability and better promote cross-cultural communication process<sup>[4]</sup>. English translation skills from a cross-cultural perspective are shown in Figure 2.

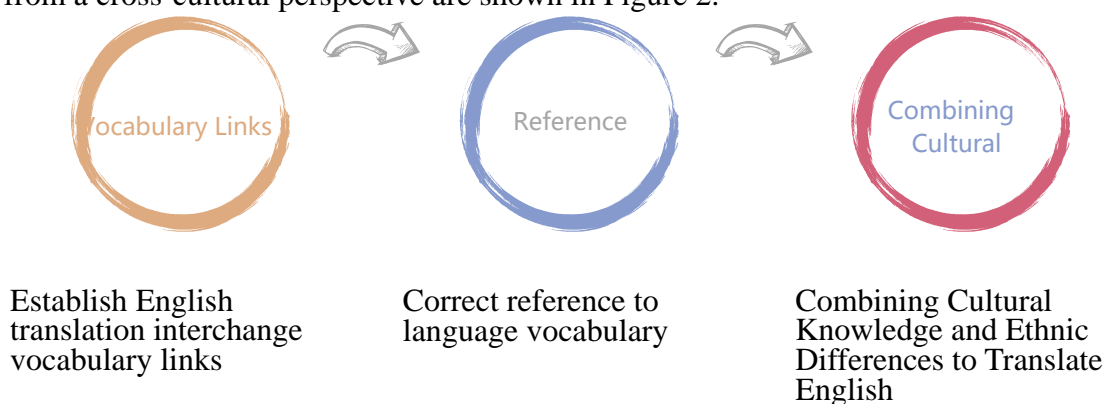


Figure 2 English translation skills from a cross-cultural perspective

### 3.2. Correct reference to language vocabulary

In order to develop English translation skills, high school students need to correctly quote language vocabulary. Based on correct language conversion, high school students have confidence in learning English translation and earnestly study English translation skills to enhance their intercultural competence. Therefore, high school students need to be good at translating foreign languages into simple sentences that are easy to understand and understand, but it should be noted that easy-to-understand sentences are not the most common simple sentences in English, but sentences with certain emotions. That is to create a situation that expresses one's own emotions and allows others to accept a certain language. For example, some Chinese students may directly talk about certain emotions when they conduct cross-cultural communication with foreign students, making the recipients feel uncomfortable or undermining the mood of those who receive the information. At this time, Chinese high school students can think about the following. Express your inner feelings in a euphemistic, easy-to-accept language and build a good communication bridge with others. High school students need to pay attention to the use of vocabulary when learning English translation in a cross-cultural context, because different countries have different opinions and expressions for different vocabulary. For example, in Western countries, the word "white" in white represents God or an angel. It is a symbol of nobleness and purity. But in China, white represents mourning, that is, it has a tragic meaning. The funeral of China is made of white. Lord, expressing mourning and nostalgia for loved ones. Therefore, Chinese students need to fully understand the different meanings of vocabulary used in different countries in the process of

cross-cultural communication and use language to communicate with foreign people<sup>[5]</sup>.

### 3.3. Combining cultural knowledge and ethnic differences to translate English

Because of the variety of English translations from a cross-cultural perspective, it is very flexible, so English has many types of translation skills, but no matter which kind of English translation, students need to use language rigor when using English knowledge for cross-cultural communication. Based on sex and precision, use reasonable language to express your thoughts and prevent serious mistakes in communication. For example, high school students themselves should improve their English translation ability in propaganda and news. In the process of translation, they should consider the other's physical and mental development characteristics and translate the language with cultural knowledge and ethnic differences. The clothing Gabrielle Chan brand is Chanel, meaning forever. Classic, so high school students need to fully understand the different cultures in different places and avoid conflicts in communication. In addition, literary-type articles, Chinese students translated into foreign languages, need to organize language according to the differences in local living environment, so that foreign people can understand the meaning they want to express, if Chinese students just want to convey the great spiritual and cultural charm of China to foreign communicators. You can make full use of emotional vocabulary to achieve a good desire for cross-cultural communication. Therefore, the translation of English is combined with cultural knowledge and ethnic differences, so that students can communicate with foreign communicators with certain information, not only correctly express their inner thoughts, but also profoundly absorb foreign culture and improve the country's own core competitiveness.

### 4. Conclusion

In summary, high school students develop their own cross-cultural English translation ability to promote their comprehensive literacy improvement. At this stage, high school students should thoroughly study English translation knowledge and skills, apply English knowledge to social practice and find cross-cultural communication. English translation skills, through the establishment of English translation and exchange of vocabulary links, the correct reference to language vocabulary, combined with cultural knowledge and ethnic differences in English translation, etc. continue to strengthen their cross-cultural communication capabilities and contribute to the social and national modernization.

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