

Study on Functions and Problems in Intercultural Translation

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Abstract: Based on the function of translation and the problems in its application, this paper takes the English translation of Chinese words in the vocabulary list of "Bridge: Practical Chinese Intermediate Course" (3rd Edition) as study target, and analyzes its shortcomings from the perspectives of meaning, word formation, grammar, etc. With this, some suggestions are raised to solve relevant problems.

Translation is a cultural exchange activity of human beings. It tries to transcend different cultures, The tradition of discourse enables the communication and exchange of ideas and cultures of all groups. Huang Jinyan defines translation as "translating all kinds of words contained in a language's discourse. Information is analyzed and appropriately integrated into the discourse structure of another language so as to reach the linguistic activity of interlingual equivalent transmission. (Huang Jinyan,1998:117-118) Translation is premised on affirming the translatability between languages. Huang Jinyan studies the translatability between languages from the perspective of information transmission mode. He believes that the process of interlingual information transmission consists of two stages: the transmission of the source language and the transmission of the target language. The key to the translatability of the language lies in the letters received by the translator using the source language.

It is difficult to reach "equivalence" in translation between languages. Huang Jinyan believes that translation requires the equivalence of information in communication, and some redundant information need not be preserved in the target language, and the equivalence of discourse information is constrained by discourse structure. This makes translatability between different languages possible.

1. Functions and Problems of Translation in Teaching

The application of translation in second language teaching can be traced back to grammar translation, which is also the first teaching system in the history of second language teaching. In the teaching of Chinese as a foreign language, Liu Xun believes that grammar-translation teaching has the characteristics of "teaching with the translated vocabulary list and taking sentences as the basic unit of teaching and practice". It emphasizes the mastery of grammar rules, pays attention to the development of students' intelligence, to better cultivate reading ability and translation ability of students. Up to now, grammar-translation teaching still plays a role in teaching some courses of Chinese as a foreign language, such as comprehensive courses and translation courses. He Rui

(1998) summed up the advantages of grammar translation teaching. First, it is easy to understand and absorb Chinese by comparing the mother tongue with Chinese, thus improving the accuracy of learning vocabulary and grammar. Second, it reduces the difficulty in the early stage of learning Chinese and increases students' interest in learning Chinese. Cheng Chunjun believes that this teaching approach can make it easier for foreign students to understand and master the knowledge points of another language, especially in the explanation of vocabulary, which can explain the meaning of words concisely and comprehensively. Translating Chinese words with English words can sometimes connect the meaning of the word directly and avoid detours. However, due to the differences in external forms and internal structures between different languages, the one-to-one correspondence of words is rare except for professional terms. Lu Jianji pointed out that when foreigners learn Chinese words, there are some problems, such as overlapping meanings, different collocations of corresponding words in the two languages, different usage of words, differences in emotional colors, stylistic colors and usage occasions of words, etc., which are caused by the problems of simplified correspondence, piling up of so-called "corresponding words" and complicated interpretation in classroom teaching and teaching materials. Wan Yiling believes that understanding the meaning of Chinese vocabulary only from the mother tongue of foreign students without understanding the difference between the two is not helpful for students to accurately understand the meaning of Chinese vocabulary, thus resulting in errors. Moreover, it is not conducive to the improvement of the Chinese level of foreign students, relying on the mother tongue and unable to understand Chinese thinking, which is not conducive to the establishment of Chinese language sense. Therefore, it is proposed to eliminate students' conventional thinking of making a direct connection between the source language and the target language, use less mother tongue for translation, and explain Chinese in Chinese. We are investigating the English translation of "Bridge: Practical Chinese Intermediate Course (3rd Edition)" (hereinafter referred to as "Bridge"). "Bridge" is a set of intermediate Chinese backbone teaching materials widely used in domestic Chinese teaching as a foreign language. The new words in the teaching materials are annotated in the following ways: Chinese vocabulary, Chinese pinyin, English interpretation and HSK vocabulary level. When examining the new word list of "Bridge", we choose "Modern Chinese Dictionary" (7th edition) (hereinafter referred to as "Modern Chinese" and "Oxford Advanced English-Chinese Dictionary" (8th edition) based on the problems of unequal meaning in the English translation of Chinese words. We intend to make a comparative analysis of the semantics and pragmatics of Chinese new words and English translated words in "Bridge", and on the basis of meaning, we will fully consider the context of the text and break down the simple correspondence method.

2. Classification and Analysis of English Translation of Chinese Words

For some professional terms and single-meaning Chinese words in the new word list of Bridge, translation of English words can achieve correspondence, and more often, the meaning of Chinese and English words does not correspond. Due to improper translation of English vocabulary, learners cannot accurately understand and master the Chinese vocabulary. The English thinking mode behind English vocabulary is easy to mislead learners, thus causing errors in the semantic and pragmatic uses of Chinese vocabulary.

2.1 Problem analysis in semantic relations

The purpose of English translation of new word lists in teaching Chinese as a foreign language is to enable learners to better understand the meaning of words and to master the usage of words. However, in our investigation, some English words are not accurate. The most prominent

manifestation is that the English words do not match with Chinese words in meaning. When discussing the polysemy of English vocabulary, Wang Shuying (2010) thinks that the polysemy of vocabulary is influenced by non-linguistic factors, such as social and cultural factors. New words and new meanings emerge one after another and are influenced by language itself. The development and change of language itself bring about changes in meaning and part of speech. When translating Chinese words, one is easy to find that the scope of meaning is not corresponding. Either the scope of meaning of English translation words is larger than that of Chinese words, or the scope of meaning of English translation words is smaller than that of Chinese words. The following will analyze these kinds of situations respectively.

2.1.1 The larger range of English lexical meanings than that of Chinese lexical meanings.

2.1.2 The smaller range of English lexical items than that of Chinese lexical items.

"Break up" corresponds to "divide up" and "break up" in two common meanings, because "break up" has two meanings: 1) separation, separation; 2) ending a love relationship or a husband-and-wife relationship while "divide up" means "divorce" and "break up" means both "break up" and "divorce". It can be said that the meaning of "parting" is wider than "divorce."

2.2 The improper translation caused by different word-formation features of English and Chinese words

The problem of improper treatment of morphemes in Bridge is as follows: (1) The world (name) field: People in the art field did not say a word. (Lesson 5, text example) Oxford example: all of them are experts in their chosen fields.)

In Chinese, "field" is generally not used alone, but a morpheme and cannot be regarded as a word. As a morpheme, "field" is generally not used alone, while "field" as an English word can be used together with words indicating occupation and work, or can be used alone. The morpheme can be put into a new word and explained with English words, which will lead to errors. Similarly, the text labels "rate" and "source" as "suffix", which is to admit the fact that such words are not used alone but are translated with an English vocabulary that can be used alone. Chinese learners often use "rate" and "source" as independent words, thus causing errors.

2.3 Analysis of problems from grammatical relations

Chinese vocabulary and English vocabulary have different parts of speech. We can see that the Chinese prepositions are mostly translated as English verbs; Chinese verbs are translated by English prepositions, adjectives or verbs; Chinese adverbs are mostly translated as English verbs, and other words such as Chinese nouns, adjectives, conjunctions, pronouns are mostly translated by English adverbs. The part of speech of vocabulary is different, and its usage is often different. For example, the Chinese word "Gui" in lesson 4 is used as a verb in the text, indicating that the action has not caused the corresponding result". The sentence in the text is "Anyway, Chen Jing can't help but look in the left hand direction". The English translation of this word is "(used between identical verbs) anyway".

3. Collocation and usage are different

Wan Yiling once mentioned that the different usage of words is reflected in the different collocation. For foreign students, they often use English translation of Chinese vocabulary as the reference to form words and sentences. Learners often apply the collocation of English vocabulary

to Chinese vocabulary, which leads to errors. Some function words, such as "er" and "ze", can only be translated into English when they are translated into English because the meaning of the word is grammaticalized but has no lexical meaning. Such interpretation is not an ideal interpretation. On the one hand, students cannot understand the usage of the function word from a short sentence of mother tongue interpretation. On the other hand, such interpretation falls into the trap of complicated interpretation and rigid interpretation, which seems to explain a lot of things, but in fact, students cannot grasp it at all. In addition, some function words are interpreted with one or two specific English words, and there are mainly two problems: first, the part of speech of the Chinese function word is different from that of English words, which often indicates that the usage of the two words is different and is easy to cause errors, such as the function word "况且". The definition of its usage is: "used in front of the last clause, it means furthermore, and is mostly used to supplement the explanation. "上海地方这么大, 况且你又不知道地址, 一下子怎么能找到他呢?" From this, we can see that "况且" means furthermore. On the other hand, its English translation word "moreover", which is an adverb, is similar in meaning to "besides" and has the meaning of supplement rather than furthermore, and is often used in sentences to mean juxtaposition. Function words, which have different original usage, are easily confused when translated with the same English vocabulary.

4. Suggestions on Problems in Translating Chinese Words into English

4.1 To limit the meaning of words

Lu Jianji (1987) once said that some words can only be matched to corresponding words, such as most numerals, which generally do not cause misunderstanding of meaning. It is not enough to match some words only to the corresponding words. Besides the corresponding words, there should be restrictive and explanatory explanations. In the interpretation of new words in Bridge, the semantic range of English and Chinese words does not correspond to each other, because the interpretation of new words does not well limit the meaning of words, especially those Chinese words and English words which have different first meanings and are considered synonymous only in some contexts. When English words are translated, the basic meaning of the English word is often the first reaction. If supplementary and explanatory words are added to the English interpretation of Chinese words, not only the corresponding English words are directly used for interpretation, but also modifiers are added. This is helpful for students to master the collocation usage of words.

4.2 Translation conforms to the characteristics of language vocabulary

This point is mainly aimed at translation problems caused by different lexical features between Chinese and English. For example, when dealing with Chinese words and morphemes, one should take Chinese into account.

The way of thinking of Chinese learners and the influence of negative transfer of mother tongue should be reduced as much as possible.

4.3 To pay attention to the correspondence between words

Although there is rarely a one-to-one correspondence between words in different languages, they are translated too casually. For example, English and Chinese words have different parts of speech, different collocations, etc.

It is advocated that when choosing English words to translate Chinese, English words with the

same part of speech as Chinese words should be chosen, and the same usage should be another element deserving attention.

5. Conclusion

Translation plays a certain role in teaching Chinese as a foreign language, especially in vocabulary teaching. Proper translation of Chinese words into English is beneficial to learners. Grasp and apply Chinese vocabulary quickly so as to improve the proficiency of Chinese. Vocabulary teaching is a major focus of teaching Chinese as a foreign language. The teaching of new words needs the help of translating words. The accuracy of translating words affects Chinese learners' grasp of the meaning and usage of Chinese words. Only after mastering Chinese words can they gradually fulfill the communicative purpose.

Inaccuracies do exist in the process of translating new words into English. English vocabulary is mostly polysemy, which has caused a potential difficulty in translating Chinese vocabulary. In translating Chinese vocabulary from English vocabulary, there is very little one-to-one correspondence. There are differences in meaning, emphasis, emotional color, cultural connotation, etc. The English translation of new words should find an appropriate correspondence between the two different languages. There is no one-to-one correspondence between different languages, but in the actual context, the correspondence of word meaning exists, and context is especially important in understanding word meaning.

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