

Analysis of College English Translation Teaching Based on Cultural Equivalence

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Abstract: Culture is pluralistic and ubiquitous. If the translated text cannot be compared with the culture of the source language, it is difficult to translate the essence of the source language, and convey the content of the source language. In order to translate successfully, it is necessary to master two cultures. The College English teachers should pay attention to the cultivation of students' awareness of cultural equivalence, ensure the integrity of the source language information and improve the quality of the translation. The students should not only master the differences between English and Chinese language expressions, but also have an in-depth understanding of the culture of the two countries, so as to improve their intercultural communication skills and English translation ability through code-switching and sufficient structure. Based on years of teaching experience in college English and translation studies on cultural equivalence, this paper puts forward some teaching experience in this field, hoping to provide reference for English teachers in translation teaching.

1. Introduction

One of the reasons for the difficulties in English translation is cultural differences. Language can convey culture, and translation can be used to communicate between cultures, so as to have a thorough understanding of English and Chinese culture and attach importance to cross-cultural communication. It is the responsibility of every college English teacher to constantly raise the awareness of cultural equivalence among college students and help them overcome the obstacles in the translation process. The following is a discussion of college English translation teaching strategies based on cultural equivalence.

2. Problems in the teaching of college English translation:

At present, there is still room for improvement in college English translation teaching in China. There are many misunderstandings in English teachers' teaching concepts of translation courses. They fail to apply the novel teaching concepts to translation teaching, which makes the translation in English class very stiff. Teachers explain the translation according to the corresponding Chinese meanings without grasping the translation methods. The students will be confused when they encounter some long difficult sentences or English sentences with rich cultural connotations. Some English teachers are not mature enough in the translation teaching concept, believing that students only need to translate synonyms to complete the translation. If students cannot understand the sentence, it shows that students' vocabulary reserve is not enough. Therefore, English teachers will ask students to recite a large number of words. However, from the perspective of students' actual translation, although they know the part of speech and meaning of words, they do not know how to translate them smoothly. The division of sentence components is not clear, and students' translation ability cannot be effectively improved.

According to the survey data, 52% of the students think that the English teacher's translation ability is general, 18.6% of the students think that the English teacher's teaching ability is poor, and can't point out the students' clear learning ability to improve their translation ability, 15% of the students are not clear about the concept of Chinese and Western culture in the process of translation. Their English teachers are not fully engaged in the introduction of Chinese and Western cultures. Therefore, students lack understanding of the interactive knowledge of Chinese and Western

cultures and Chinese and Western languages.

3. Strategies for promoting college English translation teaching from a cultural perspective

3.1 Improve the translation quality of English teachers

English teachers are the guide for students to strengthen their English ability. Although students have learned English in the stage of compulsory education, college English is the reinforcement of basic English, and students still need to make greater efforts to complete college English learning. English teachers should constantly improve their translation ability and quality, introduce novel educational concepts into translation teaching, and share their translation experience from learning and teaching with students. With the acceleration of social development, there is a greater demand for talents with excellent English ability. Therefore, English teachers should not only help students improve their theoretical knowledge of English, but also enhance their learning experience from the perspective of culture, so that students can perform better in translation.

English teachers should have an in-depth study of the differences between Chinese and English cultures and languages and should learn from the religious beliefs, geographical environment, thinking habits and other aspects of the country of origin and the country of target language. Culture is learned. Only by understanding the evolution of culture can we know why it is like today, so that students can be more comfortable and vivid when translating articles on relevant topics. Schools could create bilingual classrooms for students, with native English speakers teaching students, and allow students to understand translation skills from the very nature of English learning. Foreign teachers are very good at summarizing and elaborating the translation process. Under the influence of teachers, students can also imitate translation, so as to effectively improve students' English thinking ability and help them find English translation skills. After proper practice, students' English translation ability can be effectively improved.

3.2 Cultural equivalence teaching in code switching

The task of translation teaching in college English is to enable students to master translation skills, independently apply translation theories, expand students' cultural career, and make them realize the differences between Chinese and western cultures. Therefore, English teachers should ask students to solve problems through translation, so that students can establish correct translation views and cultural attitudes, and know how to deal with different cultures. In the process of reading, students need to use translation skills to reflect cultural knowledge and phenomena in the context of the article, but if without such experience, it is difficult for students to grasp the information behind the semantics, resulting in errors in understanding the reading content. Therefore, before carrying out translation teaching activities, English teachers should indoctrinate students with corresponding cultures so that they can understand the connotation of these cultures and make their translation process smoother.

For example, when the students read the passage, "Again, the Russian army retreated to safety, Napoleon had a clear path to Moscow, but the occupation of the city became an empty victory. "The English meaning of this sentence is that the Russian army once again evacuated to a safe zone, Napoleon's army smoothly entered Moscow, but the victory of occupying the city seems meaningless. In this English translation, the English teacher should remind the students to pay attention to the asymmetry of the English-Chinese interactive translation. When appropriate, the students can translate in the way of free translation, reflecting the artistic conception of the sentence. If the students use the literal translation method to translate, then "a clear path to" in the original sentence may be translated into a clear route, and "an empty victory" may be translated into an empty victory. Such translation does not reflect the principle of "elegance". There is no transplanting of heterogeneous culture in the translation, which makes people not understand the translation after reading. English teachers should guide students to correctly decode the order and structure of the English language, dig into the denotation meaning of "a clear path to" and "an empty victor", and express the logic of translation clearly. So students can translate "a clear path to"

in the form of an adverb phrase, which can be translated as “smooth”, “empty” can be understood as “meaningless”, so that the semantic glue effect can be reflected.

3.3 Cultural equivalence teaching in structural reorganization

In the process of English translation teaching, English teachers should create two cultural environments for students. The culture has the characteristics of homogeneity and heterogeneity. Different forms can express the same cultural content. English teachers can extract the differences between the thinking modes and translation structures in English and Chinese, and organize these characteristics for students, and give examples to improve students' understanding. English teachers can achieve cultural equivalence through structural transformation and innovation. There is a certain connection between Chinese and English culture. Students should combine these two ways of thinking and different characteristics organically, find the commonness between language and culture, and transform the structure of translated language.

For example, when students translate this sentence, “I realized, swallowing hard, that about half of them had since died-so they were forever beyond any possible expression of gratitude from me.” From this sentence, we can understand that English is the first to express the results and then express the reasons, which is exactly the opposite of our Chinese expression. “Since” is the key information in a sentence, and then we divide the main part of the sentence. After that, we change the structure of the sentence and adjust the word order, so that students can clearly understand the information conveyed by the sentence. In order to make the students to better classify the sentence trunk, teachers need to make the students understand the characteristics of the English language expression, make the students master the characteristics of the various clauses and key information, after repeated contact, students are able to quickly composition label statement translation, thus improve the efficiency and quality of English translation. Through cultural compensation, structural innovation can be carried out in the process of translation. English teachers should emphasize the heterogeneous characteristics of Chinese and English culture, and transplanting the expression of source language in the way of cultural compensation, so as to make the translation language display the principle of faithfulness, expressiveness and elegance. When the 1040form appears in the sentence, the English teacher will introduce the American tax culture to the students, so that the students can relate it to the tax system, and understand that the 1040form is a kind of tax form of the Internal Revenue Service.

To sum up, in English translation, the non-isomorphism of translation language and the homogeneity and heterogeneity of culture require us to implant culture into another language expression on the basis of cultural equivalence. English teachers should make full use of teaching materials to cultivate students' awareness of cultural equivalence, enhance students' critical thinking ability of English and Chinese language, improve their thinking ability of cultural factors, and effectively improve college students' English translation ability by means of code-switching and structural restructuring. English teachers can extract English translation methods suitable for their students from the above analysis, so as to provide better translation learning methods for students.

References

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