

# An Analysis of the Influence of Chinese Strategic Transfer on College English Translation Teaching

Zhongping Liu, Yi Lai

Gannan Normal University, Jiangxi, Ganzhou, 341000

**Abstract:** This paper mainly discusses the influence of Chinese strategic transfer on college English translation, make analysis on the influence of positive and negative Chinese transfer on translation teaching, and propose solutions to promote the development of China's translation field and promote the cultural exchange between China and other countries.

**Keywords:** Chinese; Transfer; College English; Translation

DOI: 10.47297/wspiedWSP2516-250078.20220608

With the progress of economic internationalization, exchanges around the world are getting closer and closer, and translation has become an important means of communication in different languages. The translation work is not only to translate English into Chinese and introduce foreign culture, but also to promote the excellent Chinese culture to the whole world, so in the process of translation, we should not simply explain words, but correctly interpret different languages by understanding cultural background and customs.

## 1. Causes of Chinese Transfer Phenomenon

### *(1) Differences between Chinese and western cultures*

The Chinese nation has been influenced by Confucian classics in the five thousand years of cultural heritage, so the daily language will be more euphemistic and modest. As for the praise from others, Chinese people will modestly say “不敢当，不敢当，没有，没...” while foreigners will generously say “thank you” to accept the praise from others; when people are separated from their friends in Chinese transfer phenomenon, Chinese people will say “慢走”. However, if they say “go slowly” to foreigners, then they can't understand.

---

**About the author:** Zhongping Liu(1980-12), Male, Han, Place of Birth: Ji'an, Jiangxi, School of Foreign Languages, Title, Lecturer, Master Degree, Research: English Teaching Methodology.

Yi Lai(1982-09), Female, Han, Place of Birth: Ganzhou, Jiangxi, School of Foreign Languages, Title, Lecturer, Master Degree, Research: British and American Literature.

## ***(2) Different Chinese and Spanish language families***

The world Chinese language can be distinguished into four main language families, including Indo-European languages, Sino-Tibetan languages, Semito-Hamitic languages and Altaic languages, while English belongs to the Indo-European languages, and Chinese belongs to the Sino-Tibetan languages. They belong to different languages, so in terms of structure, English is good at using long sentences. When the interrogative pronoun “what/where/why/when” is used to connect, several sub sentences are also used to express the meaning of the sentence, so people often see that three or four lines of English do not carry a comma, but in modern Chinese, the sentences are separated by commas, semicolons, and stops; Logically, English pays attention to the beginning and the end, just like a tree with dense branches, which is composed of trunks, branches and leaves. Therefore, when understanding the meaning of English, you must first pull out the leaves, and then find out the trunk of the sentence before you can correctly understand the long sentences in English. In Chinese, just like the connection of bamboo, every word will be separated by commas, and there are fewer direct connectives with the sentences; In terms of language characteristics, Chinese words are dynamic sentences, while English words are static languages.

## **2. Current Situation of College English Translation**

### ***(1) Imperfect teaching conditions***

In college English textbooks, long reading texts account for a large proportion, and the texts contain many new words. In the teaching process, due to the imperfect language facilities in many colleges and universities, there are still many limitations in teaching, and the hardware facilities cannot keep up, which greatly reduces the teaching effect. In addition, the professional level of college teachers is limited. Although the translation teachers in colleges and universities are all English majors, their academic conditions and comprehensive ability have met the requirements of teaching in colleges and universities, but since the native language of college teachers is not English and they have not studied in English-speaking countries, their ability to master English language is still limited, and they may be able to translate from English to Chinese, but their ability to translate Chinese into English is not enough. Especially in the face of classical Chinese and ancient poetry, they can not correctly express the connotation of ancient Chinese.

### ***(2) Regarding translation teaching as English learning***

Teachers fail to clarify the main function of translation teaching, mistaking translation teaching as an English teaching and putting it in the classroom where students waste a lot of time and energy to correct their grammatical errors and problems with sentence patterns, or splitting sentences into individual words for

memorization, focusing on the words. Students mistakenly treat translation courses as if they are learning English, and class time is spent on memorizing words and grammar, neglecting the content of translation. The translation course is an important aid to English teaching, in other words, the translation course is also an extension of English major teaching. Translation is not only the mastery of English, but also the mastery of translating from Chinese to English and from English back to Chinese, so that we can flexibly grasp two completely different discourse systems.

### ***(3) Lack of understanding of foreign cultures***

There are great differences between Chinese culture and foreign culture, so it is necessary to have an in-depth understanding of other countries' living habits, common sense, historical events and social status when translating, so that when translating, we can use different story contents to convey the same idea. For example, when introducing the story of Qin Shihuang's unification of the six countries, we can use the allusions of Napoleon's war in Europe for comparison. Although they were all war territories, the difference was that Napoleon finally failed, and China was unified with the efforts of Qin Shihuang. When greeting people, Chinese people prefer to ask “ 去哪里? 做什么? 吃了吗? ” But in the understanding of foreigners, these are privacy related issues, and they are unwilling to disclose them. Therefore, greeting methods often start with weather, environment, etc.

## **3. The Influence of Language Transfer on College English Translation**

### ***(1) The influence of positive Chinese transfer***

Chinese transfer involves many aspects of the English language components. Chinese transfer exerts a subtle influence on translators, making them present different actual performances, showing specific learning effects, and representing the specific impact of differentiation. In English-Chinese translation teaching, the basic characteristics of Chinese at the level of sentence structure, phrases and basic grammar rules have a certain impact on the development of learners' specific learning activities. Translation learners who use Chinese will have different performances in the process of translation work. In the process of translation teaching, teachers only use English sentence structure to analyze for students. In the process of teaching, students with Chinese as their mother tongue are not easy to understand the structure of English sentences, nor can they think with the thinking of learning Chinese. They will be unable to understand the long English sentences, and can not grasp the main body and meaning of them in place. Students have learned Chinese for a long time and have a deep understanding of Chinese, but English is not used as their mother tongue for daily communication. Their

understanding of English reading is limited to word translation and grammar recitation, because in English learning, most English teachers will let students pay attention to the key words of sentences, and students form a sentence in their brain through their understanding of the key words. However, this method is obviously not enough in translation. Therefore, in college English translation teaching, teachers should combine students' thinking habits and use Chinese to express English sentence structures.

### ***(2) The influence of negative Chinese transfer***

When translating English, we use the Chinese way of thinking to understand English sentences, and simply translate English into Chinese without correct interpretation according to the fixed phrases and collocations of English. English vocabulary is often polysemy, so when translating, it should be analyzed in combination with the context and the actual situation. For example, the word "tube" is translated into "管道", but for this sentence "she goes to work by tube", we should translate it into "她搭乘地铁去工作" rather than "她乘着管道去工作". There are also some sentences similar to Chinese sayings, such as "there is egg on your nose", which, if simply taken literally, will be translated as "你的鼻子上有一个鸡蛋". However, after consulting the materials, we can learn that the true meaning of this sentence is "你出洋相了". If the students only rely on the meaning and experience of the words to translate the sentences, they may really get an egg on their nose. Therefore, in the process of translation, when we doubt that something does not conform to common sense, we should consult relevant materials in time, use the Internet or relevant books to understand common sayings and local idioms in English. When translating ancient Chinese poetry into English, we should pay attention to the fact that the authors of ancient poetry will place their emotions in the scenery and use many images in the poetry, so we should correctly express the sentences of ancient poetry, and screen out the phrases to be translated in combination with the English sentence structure. For example, Li Qingzhao's Ci: "寻寻觅觅, 冷冷清清, 凄悲哀惨戚戚" can be translated into "I look for what I miss, I know not what it is, I feel so sad, so dear, so lonely, without cheer" in English. It can be seen that the English interpretation is not a simple translation of Chinese, but a translation of ancient poetry into English words.

## **4. Conclusion**

To sum up, in the process of learning English, it is inevitable to be influenced by Chinese transfer, but in college English learning, students and teachers only focus on the understanding of English grammar and English words, but ignore the influence of Chinese transfer on translation, and use the positive feedback effect of Chinese transfer to learn translation well. However, translation is not only to

translate English into Chinese, but also to translate Chinese into a language that foreigners can understand. In the process of translation, in addition to reading English books or English poems, we should also focus on profound understanding of Chinese culture and ancient poems so that we can translate accurately and without mistakes.

## References

- [1] Xia Sicong, Peng Ying, Wang Haili. “A Study on the Application of Language Transfer Theory in College English Grammar Teaching”[J]. *English Square*,2021(16):110-12.
- [2] Shi Yi. “A Study on Strategies to Improve College Students’ English Writing Ability Driven by English Translation”[J]. *Journal of Beijing Institute of Graphic Communication*,2021,29(02):112-15.
- [3] Lu Ying, Deng Changyong. “The Influence of Chinese Strategic Transfer on College English Translation Teaching”[J]. *English Abroad*,2020(16):109-10.
- [4] Fu Rong, Hu Dongping. “Research on the Cultivation of Cultural Translation Ability in College English Translation Teaching under the Strategy of “Culture Going Out””[J]. *Journal of Mudanjiang College of Education*,2019(02):42-44.
- [5] Bai Kun. “The Phenomenon of Negative Native Language Transfer in College Students’ English Translation Practice and Its Countermeasures”[J]. *Journal of Changsha Aeronautical Vocational and Technical College*,2012,12(04):38-40+66.