

**MODERN VECTORS OF SCIENCE
AND EDUCATION DEVELOPMENT
IN CHINA AND UKRAINE**

中国与乌克兰科学及教育前沿研究

Harbin Engineering University

State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"

Educational and Cultural Center "Confucius Institute"

Odesa, Ukraine

Harbin, the People's Republic of China

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ISSN 2414-4746

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2024
ISSUE № 10

ISSN 2414-4746

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University named after K. D. Ushynsky”**

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**2024
ISSUE № 10**

Odesa, Ukraine

Harbin, the People’s Republic of China

This international journal, as a periodical, includes scientific articles of Ukrainian and Chinese scholars on the problems of Sinology, Cross-cultural Communication, Pedagogy and Psychology: contemporary review. Odesa, Ukraine.

Issue № 10

South Ukrainian National Pedagogical University named after K. D. Ushynsky

Odesa, Ukraine, 2024

Harbin Engineering University

Harbin, the People's Republic of China, 2024

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Modern vectors of science and education development in China and Ukraine (中国与乌克兰科学及教育前沿研究): International annual journal. – Odesa: South Ukrainian National Pedagogical University named after K. D. Ushynsky, Harbin: Harbin Engineering University, 2024. – Issue 10. – 390 p.

The ninth issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevant issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish and Korean languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment and military actions in Ukraine; post-COVID-19 pandemic challenges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

ISSN 2414-4746

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Recommended for press

by the Academic Council
(Minute #15 dated 25 April 2024),
South Ukrainian National Pedagogical
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FOREWORD

Ukraine – China: scientific vectors of further academic cooperation

We would like to bring to your attention the tenth issue of the international periodical “MODERN VECTORS OF SCIENCE AND EDUCATION DEVELOPMENT IN CHINA AND UKRAINE” dedicated to the 12th anniversary of the Education and Culture Centre “Confucius Institute” on the platform of the State institution “South Ukrainian National Pedagogical University named after K. D. Ushynsky” and Harbin Engineering University. This journal is devoted to the Ukrainian-Chinese cooperation in the educational, scientific and cultural spheres; it provides support for the programs of our states aimed at implementing joint scientific research, academic mobility of students and scholars, as well as the exchange of cultural heritage.

The editorial board of the journal is doing everything possible to assist in the development and further elaboration of concepts, various pedagogical technologies that allow influencing young people and training national humanitarian elites for our state and China; and Ushynsky University undertakes all opportunities to actively participate in this process. The practice of constructive cooperation guarantees the success of academic ties between representatives of many countries of the world and has serious grounds to acknowledge the entry of Ukraine into the European and Oriental scientific and educational space, the foundation of which being the achievements of domestic and foreign scientists in the fields of linguistics and professional education in accordance with the challenges of the time, economic legal and socio-political strategic vectors of cooperation with the states of the West and the East. The demand for the journal in scientific circles, its authority among the educational intelligentsia, postgraduate and undergraduate students and those who want to feel in unity with like-minded people, prove that the journal has found its reader.

At the moment, linguistic alongside didactic problems of teaching foreign

languages in secondary and higher school, topical issues of general and comparative linguistics, modern developments in the fields of translation studies and sinology, problems of profession-oriented training of future specialists under conditions of modern multicultural space, historical and philosophical determinants enabling the development of a linguistic personality in a multilevel education system do not lose their relevance.

The contribution of scientists to the development of the above areas has granted the achievement of a new level of international educational cooperation, outlined promising vectors for further multipolar interaction with the countries of the world and specified the optimal modes of interaction between participants in the global science- and education-related space.

Taking this opportunity, we want to thank our partners for their cooperation and their contribution to the development of the theory and practice of profession-oriented training intended for future specialists in a multicultural space. We hope that the initiated discussions on topical issues of philology and the training of specialists in the modern space will continue contributing to the formation of a unified scientific space through the integration of the leading experience of domestic and foreign scientists.

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UDC: 37.016:81'243(045)

Б23

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EFFECTS OF MODERN TECHNOLOGY ASSISTED FOREIGN LANGUAGE LEARNING AND CLASSROOM TEACHING ON DEFOSSILIZATION

***Abstract:** This paper aims to compare the roles of modern technology-assisted language learning (MTAFLL) and classroom teaching (CT) in addressing language fossilization. CT has advantages in providing corrective feedback, high-quality input, and affective feedback, while MTAFLL provides learners with effective learning experiences through sufficient qualified input, personalized learning, intelligent feedback, and simulated real language environments.*

***Keywords:** fossilization, modern technology assisted learning, classroom teaching, interlanguage, defossilization.*

Introduction

In today's era of rapid advance, information technology and smart technology are increasingly penetrating various fields, including education. At the same time, classroom teaching methods are constantly evolving and adjusting. While striving for more efficient and personalized learning approaches, people are beginning to explore how to integrate modern technology with classroom teaching to promote innovation and development in education. Foreign language teaching (FLT) has undergone an evolution from the initial traditional classroom teaching to computer assisted instruction (CAI), from computer assisted language learning (CALL) to network assisted language learning (NALL), and now to AI assisted language learning (AIALL). With the continuous development and application of technology, FLT will continue to

experience more innovation and change.

In FLT, as well as in Second language acquisition (SLA), fossilization is still confronting researchers, second language (L2) teachers and foreign language teachers after half a century's endeavor. As Larsen-Freeman concluded, "it defies easy definition, description, and explanation" (2006). Researchers attributed this line of inquiry to Selinker, in whose seminal work, he "coined two terms that are fundamental to the field of SLA: 'interlanguage,' which describes the learner's developing L2 competence, and 'fossilization,' the end of that process of development" (Finneran & Han, 2019). Researchers in SLA and language teachers attend to and define this developmental stagnation in different ways, analyze the causes of interlanguage fossilization from various perspectives, and explore possible means of defossilization based on these causal variables. In this paper, fossilization is used to describe the state of stabilization in the development of learners' interlanguage. The roles of modern information technology and smart technology, and classroom teaching in the defossilization process are compared, aiming to explore how to organically integrate classroom teaching and technological means to raise the efficacy of defossilization.

Addressing Environmental Factors Leading to Fossilization

Environmental factors in language learning environments can contribute to language fossilization. Factors leading to fossilization include lack of corrective feedback, insufficient input, poor input quality, and lack of instruction among others. (Han, 2004).

Corrective feedback can prevent fossilization on the premise that there is genuine interaction and communication between learners and feedback providers, ensuring that learners not only understand the content of corrective feedback but also notice the discrepancy between corrective feedback and the language structures they produce.

CAI is one of the earliest forms of computer applications in FLT, which use computer software to provide students with language learning materials such as glossary, grammar exercises, and listening exercises. Due to lack of individual learning experience and interaction, these systems are unable to provide corrective feedback. CALL provides students with various more resources, including speech recognition,

intelligent dialogue systems, and multimedia learning materials. The term *instruction* is upgraded to *language learning*, reflecting the increase in learners' autonomy in this approach. CALL systems allow students to learn at their own pace and according to their needs, introducing more interactivity and personalized learning experiences, while providing immediate feedback and correction.

The demand for interaction has led to the development of NALL system based on network platforms. Students can communicate with teachers and classmates through online courses, audio-video conferences, and virtual language practices to promote interaction competence. The use of network platforms in FLT partially compensates for the deficiencies of previous technologies with its virtual cognitive and emotional corrective feedback. Classroom FLT exhibit outstanding privilege in providing facial expressions, gestures, and intonation among other emotional feedback to learners.

Insufficient input and poor input quality are two other reasons leading to fossilization. Some SLA researchers (e.g., Gass and Lakshmanan, 1991) compared the language input of children acquiring their mother tongue with that of L2 learners. They observed that the language input for mother tongue acquisition is simple and accurate, while the quality of language input for L2 learners varies. Similarly, the native language environment can provide sufficient and authentic input, whereas the input situation in SLA environment, especially in foreign language learning environments, differs, with an abundance of ungrammatical and non-target-like input produced for communicative purposes. Hence there is possibility that input from teachers in quantity and quality and the grammatical correctness and contextual appropriateness of peer discourse cannot be guaranteed. These problems can be addressed through the vast databases of modern technology. ChatGPT, one of the AI assisted language learning (AIALL), can simulate the experience of conversing with a real person, not only relying on databases to provide rich authentic language input, ensuring the quantity and quality of input but also providing personalized language learning support.

Environmental factors leading to fossilization also include lack of explicit instruction. Explicit instruction is an essential method that allows learners to rapidly acquire language through their robust cognitive abilities. SLA differs from native

language acquisition in that rare learners' ultimate attainment match that of native speakers (Han & Odlin, 2006), with the only advantage being that humans can rely on universal cognition in learning the rules of the target language. In general SLA environments, where the target language is one of the official languages, there is rarely any metalinguistic explanation accompanying input and output of the target language, which is assumed to lead to fossilization. In modern technology assisted foreign language learning, there exist the same problem as the learners exercise their autonomy and make their choice. Even in AIALL adept at personalized learning, the results vary depending on the quality of the prompts posed by the learners.

Classroom FLT has clear objectives, during which metalinguistic descriptions and explanations of target language structures are provided and learners attention is directed to language form. However, overlearning (Lightbown, 1983) and transfer of training may disturb the natural frequency of the overlearned structures in target language and lead to fossilization. In other words, while classroom teaching can facilitate the mastery of metalinguistic knowledge, it also requires a well designed teaching plan to avoid misleading learners' cognition through overlearning.

The rise of corpus research provides solutions to the above problems in classroom FLT. Corpora facilitate foreign language learning by providing vast amounts of authentic language data. By analyzing the language data in corpora, learners can identify language patterns and rules, understand the frequency, collocations, and meanings of language structures and pragmatic information in language use, and improve communication skills. Robert Poole (2018) introduced methods for using corpora to assist English language learners in his book "A Guide to Using Corpora for English Language Learners." If corpus learning methods can be effectively and reasonably integrated into classroom FLT, learners can enjoy the advantages of planned, targeted, and communicative classroom teaching, as well as access to a large amount of authentic language input and quantitative data on various aspects of language structure usage, which is an effective method for defossilization.

Addressing Fossilization Caused by Cognitive Factors

Cognitive factors leading to fossilization include insensitivity to input,

insensitivity to input-output discrepancy, lack of attention, influence of the native language, and lack of opportunities to use the target language.

Some developmental psycholinguists (e.g., Gleason and Ratner, 1998) argued that humans lose their unbiased perception of language by the age of one and “perceptual loss is a consequence of the infant’s continued interaction with her language.” Ellis (2006) expressed similar observation that the minds of L2 learners are “already tuned and committed” to their first language. Lack of unbiased cognition to target language exposure gives rise to insensitivity to input and input-output discrepancies. This aligns with speculation of Han (2013) who asserted “Fossilization is inspired by an L1 - relativized mind.”

There are other explanations for learners’ insensitivity to input and input-output discrepancies. Research on SLA order (e.g., Pica, 1994) has shown that acquisition occurs in a certain order and not all target structures are equally available to learners. Theoretically speaking, textbooks and other teaching materials are supposed to be organized according to the acquisition order in order to enhance learning. Learning materials fail to observe the rule of acquisition order not only waste time and energy of learners, but also bewilder the learners by disturbing their pace. By the same token, Teachability Hypothesis proposed by Pienemann (1985) also provides reasons why learners are insensitive to certain inputs.

The rigorous teaching plans in classroom FLT, following the acquisition order, thus have significant advantages in addressing learners’ lack of sensitivity to some unprepared language structures. Foreign language teachers can select materials and teaching content according to the acquisition order and flexibly adjust teaching plans based on the characteristics of different learners. Sensitivity to input-output discrepancies can also be enhanced through corrective feedback in face to face communication and writing correction, which cannot be achieved in foreign language learning assisted by new technologies in which input chosen by learners cannot guarantee its “learnability.” Even AI that claims to provide personalized learning experiences in FLT is of limited facilitating help, as the quality of the information provided by AI, such as learning content and methods, depends on the quality of

prompts from learners.

In addressing fossilization caused by influence of first language, teachers sharing the same first language with learners “can more readily identify potential sources of difficulty for their students and provide more effective, individualized instruction” (Finneran, 2019). With the awareness of first language transfer, teachers can address learners’ lack of attention to some language structures by increasing the frequency of target structure occurrences and enhancing the saliency of target structures, achieving the goal of defossilization.

Lack of opportunities to use the target language is also a factor leading to fossilization. Foreign language learning methods assisted by modern technology (such as ChatGPT) can provide more opportunities to use the target language. Intelligent speech recognition technology allows students to practice dialogue with AI through voice input, thereby improving oral communication skills and increasing opportunities to use the target language. Although human-computer dialogue may have issues such as authenticity, it at least solve the problem of lack of opportunities to use the target language to a certain degree.

Dealing with Fossilization Caused by Socio-Emotional Factors

Satisfaction of communication needs, lack of cultural adaptation, and identity factors such as acculturation can also lead to language fossilization.

Skehan (1998) suggested from a psychological perspective that L2 learners have a natural tendency to focus on language meaning while neglecting language form. As learners age, they gradually acquire more communication strategies, use more schematic knowledge, and express the most meaning with the least language. The social context of communication also provides clues (role relationships, power status, background, topics), allowing learners to achieve basic communication without focusing on language form, which leads to fossilization.

In classroom interaction, communication needs could be met while learners’ attention being directed to forms under the guidance of teachers. Although AI has the potential to provide immediate feedback and correction, the interaction between AI and learners still follows the principle of communication priority. Put it another way, if

learners do not request it, AI will infer the meaning of learners' speech, neglecting language form, especially errors in learners' production. If communication goal is achieved, output is verified and learners either ignore language output or incorporate incorrect output into their knowledge system, leading to fossilization.

Modern technology assisted foreign language learning and classroom FLT do not fundamentally differ in cultural adaptation and identity. In both methods, there is no substantial difference in social and psychological distance between learners and the target language speaker community, which also distinguishes foreign language learning from SLA. However, the personalized learning experience in technology assisted foreign language learning is more conducive to cultural adaptation and makes it easier for learners to integrate into virtual communication relationships and reduce social and psychological distances. AI also faces some challenges and limitations. For example, AI cannot provide paralinguistic emotional feedback, emotional support and encouragement, establish trust and emotional connection between teachers and students, or stimulate students' enthusiasm and motivation for learning the way teachers do in classroom. Therefore, the application of AI in FLT also requires educators and students fully tap its potential and advantages in defossilization.

Conclusion

In FLT, language fossilization is a common and urgent problem. Modern technology assisted language learning and classroom FLT play different but complementary roles in defossilization. In addressing fossilization caused by environmental factors, cognitive factors, and socio-emotional factors, classroom FLT and technology assisted language learning reveal different but important potentials.

Modern technology assisted language learning, such as the application of AI technology, provides personalized learning experiences, rich learning resources, and instant feedback mechanisms, which help address issues such as inadequate input and insensitivity to input, facilitating development of interlanguage of learners and preventing fossilization. Versatile as it is, modern technology is not able to completely replace human teachers.

In contrast, classroom FLT has unique advantages in establishing emotional

connections between teachers and students, providing emotional support, and cultivating students' critical thinking. Teachers can adjust teaching methods promptly based on student feedback and, through proper arrangements of teaching plans and selection of teaching materials, help prevent the occurrence of fossilization by addressing learners' lack of sensitivity to some unprepared language structures.

In summary, modern technology assisted language learning and classroom FLT have their own advantages in preventing fossilization and can complement each other, jointly promoting the defossilization of foreign language learning. Therefore, establishing a comprehensive and flexible teaching model, combining modern technology assistance with classroom instruction, will help improve development of learners' interlanguage and achieve the goal of defossilization.

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现代技术辅助外语学习与传统课堂教学“去石化”作用比较研究

摘要： 本文旨在比较现代技术辅助语言学习与课堂外语教学在解决语言石化问题中的作用。文章从环境、认知、心理和社会情感四个方面分析了语言石化的形成原因，然后对现代技术辅助语言学习和课堂外语教学在解决石化问题中的作用进行了比较和探讨。课堂外语教学在提供纠正性反馈、高质量输入和情感反馈方面具有优势；而现代技术辅助语言学习则通过个性化学习、智能反馈和模拟真实语言环境等方式为学习者提供更有效的学习体验。综合利用现代技术和教学方法，将有助于更好地解决语言石化问题，推动外语教学的创新与发展。

关键词： 现代技术辅助学习；课堂外语教学；语言石化；去石化作用

DOI:

UDC: 378:37.011.3-051:373.2(045)

Б48

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**MULTICULTURAL EDUCATION IN THE PROFESSION-ORIENTED
TRAINING OF PRE-SERVICE EDUCATORS OF PRE-SCHOOL
EDUCATION INSTITUTIONS**

The article presents a theoretical analysis of the problem related to polycultural (multicultural) education in the profession-oriented training of pre-service educators of pre-school education institutions; the approaches of scientists to the definition of the phenomenon “polycultural (multicultural) education” within a multicultural society have been summarized; the essence of multicultural competence in the training under focus has been specified; a set of multicultural background knowledge, skills, abilities, value orientations necessary for living in a multicultural society has been revealed; a survey of applicants majoring in 012 Pre-school education was conducted after their pre-school practice at establishments of pre-school education to determine the state of multicultural competence development; substantiation of the pedagogical conditions for the development of multicultural competence of pre-school educators has been figured out as perspectives of further research.

Keywords: *polycultural (multicultural) education, profession-oriented training, pre-service educators of pre-school educational institutions.*

In today's globalized world, in the context of Ukraine's integration into the global European space, the problem of tolerant interaction with representatives of different cultures is gaining importance. The consequences of these processes are reflected in the need to prepare a person for life in a rapidly changing multicultural society which increases as a result of the openness of borders, the forced migration of people under conditions of a full-scale Russian-Ukrainian war, and the establishment of international relations. The need for tolerant coexistence of ethnic and national communities requires a reform of the education system, which will allow taking into account national (ethnic) differences, value orientations in accordance with the requests of ethno-cultural groups of the population, will correspond to world trends in the content of profession-oriented training of pre-service educators of pre-school education institutions possessing an appropriate level of multicultural competence.

Thus, the task of modern training intended for future specialists of pre-school education is to form their ability to work within a multicultural society, to establish interaction with representatives of different cultures, to have practical skills of intercultural communication, to raise children's respect for different cultures.

The substantiation of the need for the development of multicultural education in Ukraine is also reflected in normative and legal documents, in particular, the Constitution of Ukraine, the Laws of Ukraine "On Education" (2017), "On Higher Education" (2014), "On Pre-school Education" (2001), the Strategic Plan of the Ministry of Education and Culture of Ukraine until 2027 (2024), the Basic Component of Pre-school Education (2021), etc.

Thus, in the strategic plan of the Ministry of Education and Culture of Ukraine until 2027 [1], it is noted that education in Ukraine should prepare citizens for active participation in the globalized world based on the principles of tolerance and intercultural communication [1].

The problem of multicultural education and the formation of multicultural competence of specialists is highlighted in the works of Ukrainian (N. Borysko, N. Velychko, T. Veretenko, O. Dubasensuk, I. Kozubovska, R. Kravets, O. Popova,

L. Sultanova, et al.) and foreign scholars (J. Baxter, J. Banks, J. Graf, A. Cutler, J. Lei, S. Stempleski).

In order to substantiate the essence of the concept “multicultural education”, let us turn to terminological sources.

In the International Encyclopaedia of Education, the concept “multicultural education” is defined as a pedagogical process in which two or more cultures that differ in linguistic, ethnic, national or racial characteristics coexist [2].

The Ukrainian dictionary of foreign terms interprets the defined phenomenon as a component of general education aimed at better understanding of other cultures, establishment of partnership relations, achievement of mutual understanding between representatives of different cultures, education in the spirit of non-violence and religious tolerance [3].

According to N. Shulga, multicultural education is education that corresponds to the principle of cultural pluralism, recognition of the equality of all ethnic and social groups, and non-discrimination of people based on national or religious affiliation, gender or age [4].

In the viewpoint of L. Sultanova, multicultural education is a component of the modern system of higher education aimed at forming a “person of culture” capable of working with knowledge, with different types of thinking, with ideas of different cultures [5, p. 33].

Scholars (O. Bezpalko, T. Veretenko) note that multicultural education saves from cultural illiteracy, stereotypes and prejudices, silencing “uncomfortable” questions. The leading goals of multicultural education, in compliance with the scholars, are: meeting the educational needs of representatives of all ethnic groups; preparing young people for life within a multi-ethnic society. The above particularities determine the observance of pedagogical tasks, namely: knowledge of the history and culture of person’s native compatriots; understanding of the diversity of cultures in Ukraine and the world, understanding and internal acceptance of the equality of peoples and the equality of their cultures, fostering a positive attitude to cultural differences as a factor in the progressive development of world civilization and self-

realization of an individual; fostering a positive attitude towards cultural differences, which ensure the progress of all humanity and contribute to self-realization of an individual; creation of conditions for the integration of students into the cultures of other nations; development of abilities and skills of productive interaction with representatives of different cultures; formation of positive value orientations of an individual towards the cultural heritage of Ukraine and other nations; creating a multicultural environment as a basis for the interaction of an individual with elements of other cultures; formation of the student's ability to personal cultural self-determination [6].

Thus, most scientists agree that multicultural education is the acquisition of knowledge about the culture of one's country and other countries of the world for spiritual enrichment, tolerant attitude towards representatives of other cultures, formation of practical skills and abilities of intercultural communication.

In the study, we consider the phenomenon "multicultural education" as mastering a certain range of abilities and skills with the help of which a pre-service educator of a pre-school educational institution can successfully communicate with partners of other cultures both in everyday and professional contexts.

As for the structure of multicultural education, it should, in our opinion, include cognitive, linguistic, ethical and professional components that are interconnected.

1) The cognitive (basic) component – assumes that would-be teachers of pre-school education institutions have knowledge of the history and culture of their people; the diversity of cultures in Ukraine and the world; it is aimed at fostering a positive attitude towards cultural differences.

2) The linguistic component – is aimed at mastering specific linguistic features and differences that exist between representatives of different cultures, taking them into account in the process of communication; prevention of ambiguous language expressions, communication barriers.

3) The ethical component – involves the understanding by pre-service pre-school educators of the ethical norms that exist among representatives of different cultures and taking them into account in the process of communication.

4) The profession- and activity-centred component – is the abilities to apply acquired knowledge in various situations of profession-oriented communication, to establish productive interpersonal interaction with representatives of different cultures.

The importance of multicultural competence for a pre-service preschool educator is also reflected in the professional standard “Educator of a Pre-school Education Institution” [7]. The Document emphasizes the formation of cultural competence, which includes the ability to show respect and value Ukrainian national culture, to respect diversity and multiculturalism in society; to express national and cultural identity [7].

Let us consider what the implementation of some elements of multicultural education looks like in practice in the training system of students majoring in 012 “Pre-school Education” at Ushynsky University.

According to the curriculum and educational and professional program of specialty 012 “Pre-school Education”, first-year students study such academic disciplines as: “Ukrainian language for professional orientation”, “Foreign language for professional orientation”, “History of Ukraine and Ukrainian culture”, “Philosophy”, “Introduction to the specialty”, etc. Table 1 presents the content of the educational disciplines that ensure the formation of multicultural education of pre-service pre-school educators.

Table 1.

Contents of educational disciplines that ensure the formation of multicultural education of pre-service pre-school educators

№	Title of an academic discipline	The contents of the academic disciplines
1.	Ukrainian language for professional orientation	Basic units of communication. Language interaction. Normative, communicative, aesthetic aspects of intercultural communication. Communication barriers. Language culture in foreign language communication
2.	Foreign language for professional orientation	The connection between language and society. Speech activity. Verbal communication peculiarities of representatives of different cultures. Morphology and syntax in an intercultural context
3.	History of Ukraine and Ukrainian culture	The essence and content of the concept “culture”. Functions of culture. The structure of culture, its forms; the role of

		national culture in society. Ukrainian culture in the context of the world culture. The main cultural regions of the world. Cultural and national movements in Ukraine
4.	Philosophy	Philosophical concepts of culture, language, thinking, dialogue as philosophical categories. The formation of a scientific worldview from the perspective of understanding the intercultural environment. Moral and aesthetic values, their role. Global problems of modernity in an intercultural context
5.	Introduction to the specialty	The study of the main principles of modernization of preschool education in the intercultural context. Academic mobility of pre-school educators. The purpose and tasks of fostering a culture of international communication. Sociocultural upbringing and development of preschool-aged children in different countries. Social education values of representatives of different cultures

The analysis of the methodological support for multicultural education in the process of professional training of pre-service pre-school educators showed that sufficient attention is paid to this issue in institutions of pre-school education. In addition, inter-subject, integrated connections are observed between academic disciplines, which contributes to the systematization of knowledge, an integrative way of thinking, since the learning of one discipline is based on the knowledge of the previous one.

Practice plays an important role in the process of profession-oriented training intended for pre-service pre-school educators. During the course of work-placed pedagogical practice in preschool-aged groups in preschool age groups, the students paid much attention to the ability to establish interpersonal interaction with children, parents, educators on the basis of humanistic personal qualities, such as sincerity, openness, pedagogical tact, tolerance, empathy; value orientations of the future educator, which he/she chooses to solve professional tasks under conditions of intercultural interaction; the ability to imagine oneself in the place of some other person, to accept his/her worldview, to understand his/her intentions and actions.

In order to determine the proficiency state of multicultural competence among pre-service educators of preschool educational institutions, we conducted a survey of the third-year students majoring in 012 “Pre-school Education” after they had undergone work-placed pedagogical practice in kindergartens in groups of pre-

schoolers.

Let us analyse the obtained results.

Regarding the survey question “What difficulties did you experience during the work-placed practice?”, the majority (63.2%) of students noted that they experienced difficulties in establishing interpersonal interaction with parents; 37.2% felt insecure about their actions; 28.4% of students do not have enough practical skills of interpersonal communication within a multicultural educational environment of the institution of pre-school education.

The next question was aimed at finding out what skills and abilities of working within a multicultural educational environment the students acquired during the pedagogical practice in the institution of pre-school education. The received answers proved that 45.6% of the students learned how to solve communicative tasks in difficult, unpredictable situations of profession-based communication; 32.5% – to establish a benevolent style of relations with children and parents; 23.4% – followed the culture of speech and the rules of etiquette communication according to the situation.

To the question “Do you consider yourself prepared to work within a multicultural environment of a preschool education institution?”, we received the answers as follows: 34.2% of students consider themselves “completely prepared”; 55.6% – “insufficiently prepared”; 10.2% – could not definitely answer this question.

The analysis of the questionnaires proved that the students have sufficient theoretical knowledge and developed practical skills that allow them to act in various situations of professional communication within a multicultural environment.

Summing up, we can say that multicultural education is an important task of professional training intended for pre-service pre-school educators and is considered as a pedagogical process aimed at deepening students’ multicultural knowledge, skills, practical abilities, value orientations necessary for life in a modern multicultural society, and is implemented in their ability to effectively solve profession-oriented tasks in the process of interaction with representatives of different cultures. The formed multicultural competence will allow the pre-service pre-school educators to effectively interact with all participants of the educational process in an institution of pre-school

education, to realize the importance of transmitting culture to the future generation through their assimilation of reliable scientific knowledge, the formation of a positive attitude towards both their ethnic group and representatives of other peoples and their cultures.

The perspectives of further scientific research are seen in the substantiation of pedagogical conditions for the formation of multicultural competence of pre-service pre-school educators.

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文章对学前教育机构职前教育人员专业定向培养中的多元文化教育相

关问题进行了理论分析；总结了科学家在多元文化社会中界定“多元文化教育”现象的方法；明确了重点培养的多元文化能力的本质；在学前教育机构对012级学前教育专业的申请者进行学前实习后，对他们的多元文化能力发展状况进行了调查；作为进一步研究的视角，对学前教育工作者多元文化能力发展的教学条件进行了论证。

关键词：多文化教育；以专业为导向的培训；学前教育机构的职前教育者。

DOI: <http://doi.org/10.24195/2617-6688-2020-1-10>

UDC: 373.2

Г 20

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**FORMATION OF SPEECH AND ETHNIC PERSONALITY OF FUTURE
PRESCHOOL EDUCATION SPECIALISTS UNDER CONDITIONS OF
ETHNO-CULTURAL AND INTERCULTURAL COMMUNICATION**

The article characterizes different types of speech personalities of future preschool education specialists who will have to work with “children of war”, who have different levels of Ukrainian speech development from high (mostly children from large cities) to low or elementary (children of parents belonging to ethnic nationalities (Southern and Western regions of Ukraine)) ones. An urgent task of educational institutions of professional pre-higher (pedagogical colleges) and higher education (pedagogical universities) is the formation of the speech and linguistic, and speech and ethnic personality of future specialists in preschool education, who are called upon to act as mediators and facilitators, using educational and protective speech of influence on the psyche of the child between the child and the existing disturbing, social situation in which a child is temporarily living.

关键词：语言人格、言语人格、言语和语言人格、“战争儿童”、学前教育专家、跨文化和跨种族交际。

介绍。乌克兰是一个有着千年历史的爱好和平、遵纪守法的国家。

在不断建设主权、民主、公民多民族国家的过程中，乌克兰将少数民族和少数民族的教育资产纳入乌克兰社会的公共政治、文化教育和精神文化生活作为优先考虑的因素。乌克兰未来公民的教育，载入立法和规范性法律框架（乌克兰宪法、《教育法》、《学前教育法》、《乌克兰少数民族法》等）。乌克兰的官方语言是乌克兰语，所有民族教育机构都必须学习乌克兰语。

文献综述。

在乌克兰统一的文化和语言空间中，存在着多种具有自己的语言和文化传统的地区民族群体。在西方，这些人是 Hutsuls、Boiks、Lamkas 和 Poleschuks；南部 - 保加利亚人、加告兹人、摩尔多瓦人等。

正如 V. Kononenko 所指出的，在和平生活的条件下，乌克兰方言的分化并没有显著影响乌克兰人的相互理解，也没有破坏单一的文化和语言空间（Kononenko, 2008）。乌克兰宪法（第 53 条）保障不同民族的公民本着民族传统的精神接受教育和抚养的权利，尊重国家语言、我国不同民族的语言和文化，学习他们的母语。乌克兰公民人格教育概念的指导原则是文化整合和多元文化主义，它规定在种族间宽容、尊重其他文化代表的基础上进行人格教育，主要是在儿童的日常生活中，学生、他们的家长、所有乌克兰公民，这促进了发言者之间的相互理解，促进种族间空间中和平生活条件下的无冲突共处。

结果与讨论。

在乌克兰，侵略国发动的全面战争已经持续了两年，造成了可怕的后果：教育机构、住宅楼、民族文化古迹被毁，每天都有人死亡，学龄前儿童也被毁。遭受战争后果最严重的人。

新一代儿童出现了一—“战争儿童”，他们是流离失所的儿童、“难民儿童”、不得不住在地下室、防空洞里的孤儿、已经失去亲人而被迫离开的儿童他们的家

园、亲戚、朋友，并与成年人一起“逃亡”到乌克兰其他更安全的城镇或邻近的欧洲国家。这些孩子不仅被剥夺了自己的家乡，而且被剥夺了平时的民族、民族方向的言语环境，惯常的民间游戏、歌曲、小民俗流派，以及惯常的学前教育机构环境。由于国家的特殊关注，流动儿童大多被安置在流动地（城市、乡镇）的幼儿园，或组建临时中心，对不同年龄段的儿童进行流动儿童教育和抚养，不同的文化、不同的民族对他们来说都是陌生的。成年人，通常是师范学院和大学学前教育学和心理学系的学生，参与与此类儿童的工作。

此类儿童需要在乌克兰各城市和地区的教育机构以及临时建立的团体和中心参与儿童工作的成年人（家长、教育工作者、学生实习生）的特别关注和特殊态度。V. Sukhomlynskyi 认为，成年人与流离失所儿童合作的主要手段是“话语的教育力量”，我们认为，也是那些与战争儿童交流的人的“言语保护力量”。

因此，对学龄前儿童受惊的、残缺的心理产生保护性的、教育性的、积极的影响，只能通过特殊教育教师形成语言言语、以种族为导向的人格，熟悉与“儿童”合作的方法。战争儿童”类别。

未来教师的语言人格形成问题在乌克兰从多个方向进行了研究：多元文化空间中语言人格形成的理论方面（A. Bogush、N. Holub、O. Horoshkina、O. Gryndjuk）、L. Matsko、M. Pentylyuk 等）；在多元文化环境中对学生进行教育（O. Hryva、I. Loschenova、I. Melnyk、O. Chaika、S. Yakubovska 等）；比林斯的跨文化学习（V. Doroz 等）；培养未来特殊教育教师在多元文化教育环境中从事专业活动（T. Atroshchenko、V. Butenko、O. Dobosh、S. Kondratyuk、A. Olodka、E. Stepanova 等）。科学家揭示了“多元文化主义”、“多元文化教养”、“多元文化训练”、“多元文化人格”等概念。马蒂斯认为，多元文化主义是在多民族社会的条件下保存和整合个人的文化身份，从而允许不同民族之间形成宽容的关系并培育种族间交流的文化（马蒂斯），1999）。

科学家（O. Dobosh、A. Solodkoi、E. Stepanova 等）的研究探讨了未来幼儿教育教师在多元文化、跨种族环境中与儿童交流的多元文化准备。科学家强调需要培训未来的学前教育专家，以便在多种族、社会文化和多语言环境中与儿童

一起工作。

O. Dobosh 认为，未来幼儿教师的多元文化教育是其专业教育的一个组成部分，旨在在同化本民族文化的基础上，同化其他文化的文化和教育价值观，掌握特殊的社会教育学知识。与多民族学龄前儿童合作的技术。作者宣称需要对未来的教育工作者进行特殊培训，培养具有跨文化交流能力的学生的多语言个性。

O. Dobosh 认为，未来学前教育专家的多元文化培训是一个复杂的、多方面的过程，需要根据具体的社会文化和教育条件和环境，初步了解其目标、任务、内容、每个阶段的实施技术。多博什，2019）。

值得注意的是，在任何多语言、跨种族的学前儿童群体中，教师作为跨文化、民族文化交流的组织者的语言（多语言）人格占据着主导地位。

本文的目的是表征教育者和其他受教育者的“语言人格”、“言语人格”、“语言-言语人格”、“言语-道德人格”提名的内容；明确对未来学前教育专家言语和语言人格形成的积极影响因素。

应该指出的是，语言教学科学中的语言人格形成问题并不是一个新问题，这个问题在乌克兰已经被许多科学家研究过（F. Bacevich、G. Bogin、A. Bogush、L. Matsko、M.彭蒂柳克等）。

我们将阐述对乌克兰个别科学家的“语言人格”现象的看法。马茨科认为，语言个性是语言意识、民族语言世界图景、语言知识、能力和技能、语言能力和才干、语言文化和品味、语言传统和语言的概括形象。时尚（Matsko，2006）。

L.斯特鲁哈内茨对“语言人格”的理解给我们留下了深刻的印象。她认为，语言人格是指完全了解语言，自觉地、创造性地掌握语言，将语言在民族文化语境中感知为精神内核，将语言作为自我创造、自我创造的有机手段的说话者。 - 肯定和自我表达，发展智力和情感意志的机会，作为一个人在某个社会中社会化的手段（Struganets，2000）。

我们认为，语言人格是高度发达的人格，是民族言语和人类普遍文化的载体，完美地拥有社会文化和语言遗产；在多元文化空间中用母语、国家语言和其他语言自由交流，在与不同类别人群的跨文化交流过程中充分运用所获得的多

元文化知识、口语技巧和技能。

我们认为，对于学龄前儿童的教师来说，仅仅熟悉语言理论和语言文化是不够的，口语能力和技巧尤其重要，即产生所学语言规范和规则的能力。在沟通的过程中，形成说话的个性，无论是对于未来的特殊教育教师，还是 ZDO 的毕业生。

A. Bogush、O. Trifonova、O. Kiselova（语言学方面）和 L. Kalmykova（心理语言学方面）相信学龄前儿童有必要形成言语人格。因此，学前教育专业毕业生需要形成语言言语人格和民族言语人格。

根据 O. Trifonova 的说法，学龄前儿童的言语个性是一门学科的综合素质，其中形成了所有类型的言语（语音、语法、词汇、对话、独白）、艺术言语）能力，拥有反映他对世界的语言图景的语言概念，知道如何在各种交际和言语情境中自由表达自己（Trifonova, 2013）。

我们了解未来学前教育工作者的言语和语言个性，作为专家（演讲者），他们完美地掌握规范的乌克兰语、文学演讲及其专业方向，在与学前班儿童、同事和家长的交流和演讲活动中积极运用所学的语言概念孩子们。

为了使乌克兰境内（或境外）临时多民族集体中的战争儿童与教育工作者（教育工作者、教师）之间相互理解，有必要在未来的教育工作者中形成散发着仁慈、仁慈、爱的言语和民族人格。对孩子来说，正义、诚实、宽容、良知，尊重孩子的个性、他的民族言语、与孩子用方言民族言语交流过程中行为的稳定性。

维斯诺沃克。

我们将跨种族和跨文化交际理解为说话者用国家语言和母语进行交流的综合能力，说话者对民族语言（或方言民族语言）的宽容态度，这促进了说话者之间的相互理解，尊重民族-乌克兰多语言环境的民族文化。我们认为特殊教育教师的言语民族人格是一位熟悉乌克兰各民族的民族文化、言语礼仪细节、服装、食品和家居用品的个人名称的演讲者，他在与某个种族的孩子交流的过程，表现出对特定种族的习俗和传统的兴趣和兴趣。

在乌申斯基大学，学士学位学生学习必修课程“学前教育机构中的乌克兰

民族学”并进行实习。还开发了学生选择的教育内容“乌克兰的多民族文化”。

我们希望学前教育学和心理学系的毕业生能够与“战争儿童”（流离失所者、难民等）找到共同语言。

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DOI:

UDC: 81'25:811.111:791.229.2:791.634.2(045)

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**A STUDY ON THE ENGLISH TRANSLATION OF THE DOCUMENTARY
LIFE MATTERS ANTI-EPIDEMIC SPECIAL PROGRAM FROM THE
PERSPECTIVE OF THE SKOPOS THEORY (EXCERPTS)**

Abstract. As mass medium continue developing, documentaries have become an essential way for countries to spread their own national culture. Therefore, the subtitle translation of documentaries is particularly important in the process of cultural communication. Life Matters Anti-Epidemic Special Program is a documentary produced by China, mainly focusing on the great contributions made by medical personnel in the fight against the epidemic. It helps people to realize the severity of epidemic and the danger facing the medical staff, and presents a sense of humanity in the fight against COVID-19.

Keywords: *subtitle translation, Documentary, SkoposTheory*

The translation task of this paper is one of the episodes of *Life Matters Anti-Epidemic Special Program--Letters from Wuhan*. In addition to rich medical terminology, the documentary also includes daily doctor-patient conversations. In the process of translation practice, in order to make the translation of the original text conform to the expression habits of the target language, the translator can present the translation fluently and faithfully under the guidance of Skopos Theory. In addition, to solve the difficulties encountered in the translation of vocabulary and long sentences, the translator used several translation methods, such as omission, amplification, conversion, splitting, restructuring and combining. Finally, the translator hopes this

paper can provide reference for subtitle translation of other similar documentaries.

Keywords: *subtitle translation, Documentary, SkoposTheory.*

1. Introduction

With the vigorous development of world civilization and the deepening of international cultural exchanges, documentaries have gradually become an important tool for countries to spread their own cultures and expand their cultural influence. China has also repeatedly emphasized the need to implement the culture “go abroad” strategy, strengthen the country’s international communication capabilities, promote cultural exchanges between China and other countries through various channels, and strive to create a credible, lovely, and respectable image of China. More and more excellent documentaries have emerged in China to demonstrate our country’s spirit of the times, technological development, and cultural prosperity. In order to promote Chinese culture to go global and tell Chinese stories well in the world, documentary translation has also become a top priority. However, due to the lack of professional subtitle translation companies in China, most of them are translated by private subtitle groups or translation enthusiasts, so the translation quality is far more satisfactory.

In light of the global background of the COVID-19 pandemic and the current shortage of medical types in the documentary market, this paper selects two episodes of subtitles from the documentary *Life Matters Anti-Epidemic special program* as translation practices, *Letters from Wuhan*. The document is jointly planned and produced by the Shanghai Municipal Health Commission and Shanghai Radio and Television Station. From the perspective of medical staff struggling to fight the COVID-19 pandemic, the documentary tells the vivid stories and touching details of medical staff and patients in Wuhan and Shanghai. Under the guidance of Skopos Theory, in order to make the translation conform to the characteristics of the target language, the translator adopts specific translation methods according to the characteristics of the original text, such as splitting, converting, saving translation, splitting and regrouping, etc., and analyzes some typical words and sentences.

The documentary fully reflects the Chinese government’s belief that life is Paramount and the Chinese people’s profound tradition of benevolence. The translation

of the documentary will help fully show China's image as a responsible major power and improve the country's international communication ability. At the same time, the translator consulted various video websites on the Internet and found that this episode had not been translated. It is hoped that this paper can fill the gap in the translation of medical epidemic prevention documentaries and provide reference for other similar content.

2. Skopos Theory

The three principles of Purpose Theory include Skopos Rule, Coherence Rule and Fidelity Rule.

Skopos Rule is the core of translation behavior, which emphasizes that the translation should be able to function in the culture of the translated language according to the expectation of the receiver, that is, the purpose of translation determines the whole translation process. Coherence Rule requires that the translated text be coherent within the language, i.e. readable and acceptable, to ensure that it is understood by the receiver. This includes taking into account the cultural background and linguistic habits of the target audience to ensure that the translation is fluent and natural. Fidelity Rule emphasizes that the translation should be as faithful as possible to the meaning and style of the original text. This includes retaining the vocabulary, grammar and rhetorical devices of the original text, but it does not mean translating word for word, but making appropriate adjustments according to the linguistic habits and context of the target culture.

3. Case study

Skopos Theory proposed by Reiss is the guiding principle of the C-E translation report. Under the direction of this prospective, the translator makes an in-depth analysis of the documentary from two aspects, namely, lexical and syntactic translation.

3.1 Lexical translation under the Skopos Theory

Vocabulary is the smallest unit of language, and the choice of word meaning directly affects audiences' understanding of the whole document. Therefore, the correct choice of word meaning directly determines the quality of translated works. In the process of translation, translators strive to fully understand every word of the original text, consult relevant professional terms, and improve the accuracy of the translation

from the most basic language units.

3.1.1 Conversion for verb phrases

Generally speaking, in the process of Chinese to English translation, some sentences can be translated word by word, while some sentences cannot be because of the different ways of expression between Chinese and English. Therefore, some words in the original text need to be converted to make the English translation smooth and natural.

Example 1:

Source Text: 靠按压，靠输血，靠打肾上腺素都难以为继。

Translation Text: Compressions, blood transfusions, and adrenaline injections are all difficult to sustain.

Analysis: Due to the differences in grammar and habits between English and Chinese, it is hard to directly reflect the original meaning of Chinese in English, and the translation must be changed accordingly while ensuring that the meaning of the original text remains unchanged. In this sentence, when analyzing the three verb phrases “靠按压”，“靠输血” and “靠打肾上腺素”，the translator instinctively wants to translate literally, but considering the three principles of Skopos Theory and the English writing habits, the translator chooses to translate these three verbs into nouns, which can not only make the translation faithful to the ideological content of the original text, but also conform to the expression of the translated language.

Example 2:

Source Text: 反复填压，反复寻找

Translation Text: Iterative filling and searching

Analysis: In the process of Chinese to English, the transliteration of verbs into nouns is a very important part. Chinese usually uses verbs to express actions, but this is not the case in English, which is expressed in a variety of ways. The conversion of the two verb phrases “反复填压” and “反复寻找” into adjective-modified noun phrases not only conforms to the writing habits of the translated language but also conforms to the principle of fluency in Skopos Theory.

3.1.2 Omission for synonyms

In the process of Chinese-English translation, the translator should try her best to avoid repetition. If a word needs to be repeated in a sentence or several connected sentences, she should either replace it with a pronoun or use the method of sparing translation to avoid repetition. Omission is a translation method corresponding to application, that is, deleting words that do not conform to the thinking pattern, language habit and expression mode of the target language to avoid redundant translation.

Example 3:

Source Text: 我们在这里也跟您的女儿一样，来照顾您，来安慰您，来帮助您，好不好？

Translation Text: We are here just like your daughter to take care of you, OK?

Analysis: In the translation process, the translator omitted the words “安慰” and “帮助”, leaving only “照顾”. Because in this context, the phrase “take care of” already includes the meaning of “comfort” and “help”. If translator insist on translating “comfort” and “help”, the translation will become tedious and redundant. Moreover, in line with the Skopos Theory, the translator abides by the coherence rule and purpose rule to improve the readability of translation text and consider the language pattern of targeted audiences.

3.1.3 Amplification for logical conjunctions

Amplification refers to the addition of words that do not appear in the original text but are already contained in the actual content in translation according to the meaning of the original context, logical relationship, syntactic characteristics and expression habits of the target language. Due to the significant difference in sentence structure between Chinese and English, logical connectives in English sentences are often very obvious, while in Chinese, on the contrary, many connectives are implicit in two sentences and are not clearly stated. Therefore, in the process of C-E translation, the translator should add logical connectors appropriately according to the meaning of the context to ensure the accuracy of the translation.

Example 6:

Source Text: 一般我们说大概正常人是 200，她差的时候只有连 10 个都不到。

Translation Text: Generally speaking, about 200 for a normal person, but when she's poor she only has less than 10.

Analysis: In the process of translation, the translator adds the connective “but” according to the logical relationship of the context. Chinese sentences have no clear logical relationship between each clause. However, in the process of Chinese-English translation, logical words must be reflected. Although there are no obvious conjunctions in these two sentences, there are implied meanings of transition and contrast. Therefore, the translator chose to add the conjunction “but” to highlight the logical relationship between the two sentences. At the same time, it also conforms to the purpose principle in Skopos Theory. The translator should start from the perspective of the target audience to make the translation easier to be accepted by the target audience, so as to better spread Chinese culture.

3.2 Syntactic translation under the Skopos Theory

Under the guidance of Skopos Theory, the translator found that the original text is characterized by loose structure, redundant content, mostly flowing sentences and unowned sentences, which is a very typical Chinese style. Therefore, in order to make the translation conform to the language habits of the target audience and conform to the writing habits of English, the translator adopts three methods of splitting, reorganization, and merging to deal with the long and difficult sentences in the Chinese. In the process of translation, translators always keep in mind the three principles of teleology, and strive to provide a fluent and vivid and natural translation of the target language audience.

3.2.1 Splitting for long and complicated sentences

Complex long sentences have multiple structures, multiple layers of meaning, and complex relationships between sentences. This Chinese-specific sentence structure is loose but the meaning expressed is uniform. When translating complex long sentences, the translator chooses to split the long sentence into multiple independent sentences, and according to the syntax, appropriately add related words, generally without

adjusting the word order.

Example 9:

Source Text: 感染科,呼吸科,重症医学科等等,这些领域的顶尖专家,在红区内外,日夜职守,协同作战,这种医疗力量的大集结,在平日里鲜少看到,却反映了这座城市保卫生命的决心。

Translation Text: In the Red Zone, these top experts who come from Infectious diseases department, Internal Medicine Department, Critical Care Department works effortlessly and builds synergy. This mass gathering of medical power, rarely seen on weekdays, reflects the city's determination to defend life.

Analysis: This sentence is mainly about the gathering of top medical forces, reflecting the determination of the city of Shanghai to defend life. After analyzing the sentence structure and figuring out the logical relationship between the sentences, the translator chooses to split the original text. It is not difficult to see that the structure of the original text is loose and the logical relationship is not obvious, so when translating such a statement, the splitting method can be used to extract effective information and achieve the purpose of efficient and accurate translation of the original text.

3.2.2 Restructuring for non-subjective sentences

Restructuring refers to the process of Chinese to English translation, in order to make the translation fluent and more consistent with the narrative habits of the target language, on the basis of getting a clear understanding of the structure of the text of the source language and the meaning of the source language, completely get rid of the word order and sentence form of the source language and recombine the sentences.

Example 11:

Source Text: 稳定血压,对症治疗,面对危重症新冠肺炎患者,听起来简单,但对在红区具体执行的医生来说,却像走钢丝

Translation Text: In the face of critically ill COVID-19 patients, stabilizing blood pressure, symptomatic treatment, these operations sound simple, but for doctors who perform specifically in the red zone, it is like walking a tightrope.

Analysis: As Chinese is a paratactic language, subjects are often missing in

sentences. English, on the other hand, is a hypotactic language, requiring an explicit translation of the subject. In the process of translating the sentence, the translator found that it is very loose and had no obvious subject. In addition, the translator believes that the sentence is meant to convey “it is very difficult for doctors to treat COVID-19 patients.” After analyzing the sentence, the translator chooses to take “面对新冠肺炎” as adverbials and “医生” as the subject of this sentence, and then logically integrate the short Sentences in Chinese into one long sentence.

Conclusion

Through this translation task, under the guidance of Skopos Theory, the translator has completed the translation of the original text and analyzed the characteristic sentences in the original text. In the process of translation, the translator successfully solved the difficulties encountered and accumulated rich translation experience, which laid a good foundation for the future translation work.

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目的论视角下纪录片字幕翻译研究——以《人间世》抗疫特别节目为例

摘要. 随着传播媒介的不断发展,纪录片逐渐成为各国传播本民族文化的重要载体,因此纪录片的字幕翻译在文化传播过程中尤为重要。《人间世抗疫特别节目》是中国拍摄的抗击疫情的纪录片,该片以奋战在疫情一线的医护人员为主体,帮助人们了解疫情传播的严重性和医护人员工作的危险性,展现了人们在与病毒作斗争时闪耀的人性光辉。

本文节选了该纪录片中的一集字幕翻译作为翻译任务,主要内容为《武汉来信》。在翻译实践过程中,为了使原文本的翻译符合目的语的表达习惯,译者以莱斯的功能目的论为理论指导。在上述理论的帮助下,译者才得以流畅忠实地将译文呈现出来。

通过本次翻译实践,译者对中英文之间的差异有了更加深刻的认识。在英汉互译过程中,应当遵循合适的翻译理论,选取适当的翻译方法将译文处理的流畅自然。译者也积累了大量医疗类型文本的翻译经验,较大提升了译者的翻译水平。最后,希望本篇翻译实践报告能为其他同类型纪录片的字幕翻译提供参考和借鉴。

关键词 字幕翻译; 纪录片; 目的论

DOI:

UDC: 808.545:811.111:303.723:004.946.5(045)

Д83

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A CORRELATION ANALYSIS BETWEEN CHINESE COLLEGE STUDENTS' RHYTHM OF ENGLISH READING ALOUD AND THEIR VIRTUAL LANGUAGE ENVIRONMENT

***Abstract:** Chinese is a syllable-timed language, while English is claimed to be stress-timed. Thus, there are many different speaking patterns between Chinese and English. This paper aims to analyze the virtual language environment variables that affect college students' rhythm of English reading aloud. This paper concentrates on the positive correlation factors that affect the reading rhythm of college students and puts forward several aspects that should be focused on in English rhythm training for Chinese college students.*

***Keywords:** rhythm; second-language learners; virtual language environment*

I. Introduction

Language is the embodiment of culture and an indispensable tool for daily communication. It is worth mentioning that language speaking proficiency is usually affected by many suprasegmental features, such as rhythm, speech rate and stress. Different languages have evolved different speaking patterns. To be specific, rhythm refers to a strong, repeated pattern of movement or sound in speaking. Previous studies have proved that stress-timed and syllable-timed are two basic types of rhythm in languages. English belongs to stress-timed, while Chinese is claimed to be syllable-timed. Being influenced by Chinese, few students can realize the importance of rhythm in English. Moreover, due to the less concern on oral English education in China, most Chinese college students are equipped with good grammatical and lexical competence

but poor oral ability. It's widely known that language environment is indispensable in teaching. With the help of contemporary technology, the application of virtual language environments becomes more and more extensive. This paper focuses on the rhythm of English reading aloud and attempts to find out the factors that affect Chinese college students' rhythm in English reading aloud in a virtual language environment.

The present paper has been divided into four parts. The very first part deals with the research background, the research method, and its significance. The second chapter is concerned with the methodology used for this paper, mainly including research methods, research question and data collection. In this part, research methods such as questionnaire conducting, quantitative analysis method and speech analysis software will be introduced. Chapter three presents the findings of the research, focusing on the three key themes. The overall Chinese college students' oral English competence is illustrated. The positive factors that influence Chinese students' rhythm of English reading aloud are claimed. Besides, priorities for oral English practice are stated. The fourth part is conclusion. This chapter summarizes research conclusions and points out limitations.

II. Research Methodology

This paper aims at studying the differences between Chinese learners' and Native speakers' English speaking rhythm patterns so as to find out the factors that affect English reading aloud. This chapter will explicitly introduce research questions, research methods, including subjects and instruments and data collecting procedures.

2.1 Research Question

This research paper mainly consists of three parts: firstly, it's to label voice recordings with acoustic analysis software (Praat), and the results are computed with PVI formula in Excel. Secondly, the cohort was divided into two groups according to rhythm patterns, namely group A and group B. Thirdly, the contributing factors concluded from the questionnaire are summed up, and suggestions for improving the rhythm of English reading aloud can be proposed.

Research question: What are positive virtual language environment factors on Chinese college students' acquisition of rhythm of English reading aloud?

2.2 Research Methods

In this part, the components of the participates will be illustrated from the aspect of gender. And instrument, specifically, the PVI formula and questionnaire will be introduced.

2.2.1 Subjects

This paper aims at finding out the virtual factors that influence students' rhythm of English reading aloud. The reading recordings are collected from students between 17 and 21 years, including both English major and non-English majors. The initial sample consists of 118 in total, and 110 of them are complete and used in further research. More detailed, the 73.7% of the respondents are female. Males compose 29 of the subjects and take up 26.3% in total. The information is indicated in Table 2.1.

Gender	Male	Female
Population	29	81
Percentage	26.3%	73.7%

Table 2.1 The Distribution of Subject

2.2.2 Instruments

In the first step, quantitative analysis is used. Totally, 110 voice recordings are visualized with acoustic analyzing software (Praat) mainly by listening. Each recording contains three English sentences, and each word in these sentences is labeled according to consonants and vowels. Annotation results are saved as separate TextGrid files. Then, the statistics are computed in Excel with the Pairwise Variability Index (PVI). PVI is an acoustic measurement put forward by Low, Grabe and Nolan, and it is based on the differences between successive vowel duration.

The formula for the PVI put forward by Low et al. is as follows:

$$PVI = 100 \times \left[\sum_{k=1}^{m-1} \left| \frac{d_k - d_{k+1}}{\frac{(d_k + d_{k+1})}{2}} \right| / (m - 1) \right]$$

In this formula, d refers to the vowel duration and m represents the number of syllables in the sentence. Later, a scatter plot is formed based on the results. Secondly, a short questionnaire is designed to ascertain the participants' pre-phonetic basis and

collect virtual environment factors.

2.3 Data Collection

There are 110 samples used in the research in total, and each of them was required to read a part of an English passage aloud. To make sure the diversity of the samples, there are three utterances. Next, these voice recordings were labeled according to consonant and vowel in acoustic software, Praat. Table 2.1 is the Praat picture in terms of labeling. The standard is shown in Figure 2.2.

The	campfire	activity	got	cancel	ed.
C	V	CVCCCVV	VCCVCCV	CVC	CVCVC

Table 2.1 The Standard of Labeling the Voice Recordings

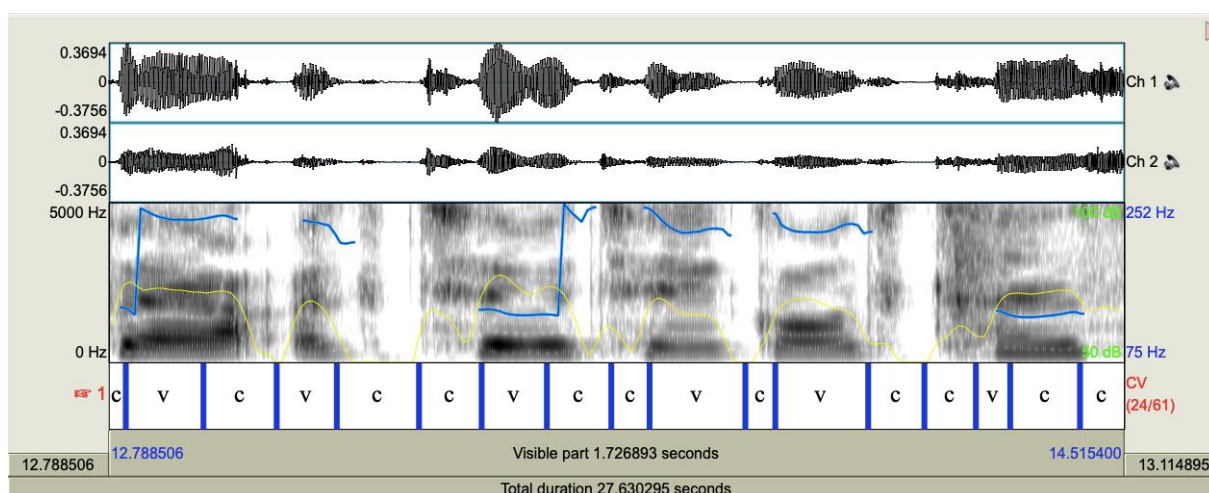


Figure 2.2 The Labeling Process

Each sample was checked twice to make it more accurate and confidential. The results were computed in accordance with the Pairwise Variability Index (PVI) in Excel. These recordings were used as standard data in comparison.

In addition, 119 copies of questionnaires were sent to participants through Wechat, containing 27 questions in each. The main purpose of the questionnaire is to know students' pre-phonetic basis.

III. Results and Discussion

In this chapter, the data collected will be analyzed with questionnaires.

3.1 Data Analysis Results Based on PVI

There are total of 110 voice samples. According to different rhythm patterns, these recordings are divided into two groups, according to different rhythms. This system of

classification allows for a clear comparison. In Figure 3.1, the ordinate NPVI-v refers to the differentiation of vowels, and the abscissas RPVI-c represents the differentiation of consonants without taking the speech rate into consideration. The results obtained from the preliminary analysis are shown in Figure 3.1.

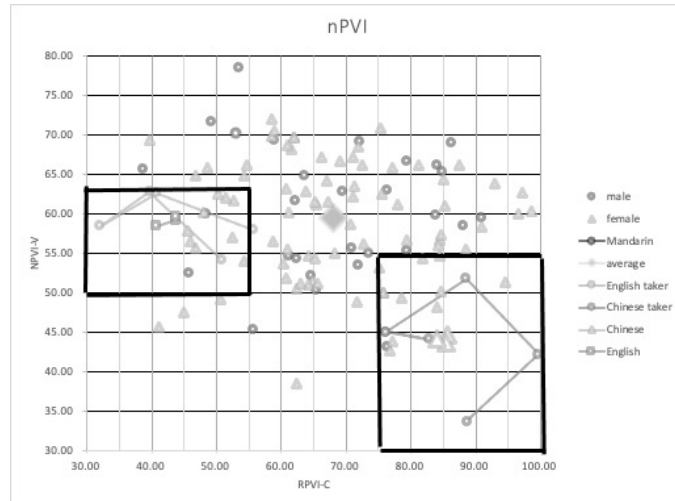


Fig.3.1 The NPVI Value of the Collected Voice Recordings

As can be seen from the Figure 4.1, in terms of English, the NPVI-v ranges from 50 to 63, and the RPVI-c ranges from 30 to 55; for Chinese, the NPVI-v of ranges from 30 to 55, and the RPVI-c ranges from 75 to 100. Samples in these ranges will be extracted. Thus, there are 10 voice recordings that are stress-timed, and it accounts for 9.1% of the total. These samples are called group A in this paper.

There are 11 voice samples closed to syllable-timed, which takes up 10% of the total. These samples are named group B.

Other than these, the coordinates of the average value are also accumulated. The average value of the NPVI-v on the ordinate is 59.43, and the average value of the abscissa RPVI-c is 68.04. It shows that the discrepancy between native speakers' rhythm and Chinese learners' mainly lies in the abscissa. In other words, the consonant duration. Thus, in the next part, the present paper shall find out reasons for the difference.

3.2 Correlation Analysis Based on Questionnaires

Through the questionnaire, the information related to the subjects' pre-phonological basis is collected. After comparing group A and group B, there are five factors, which can be divided into two types: positive factors with a high correlation or

low correlation.

3.2.1 Factors with High Correlation

In the questionnaire, there are mainly three positive factors. Firstly, it can be argued that extracurricular tutoring is prominent in shaping college students' rhythm of English reading aloud. Among the 10 samples in group A, 70% of the total have ever attended extracurricular tutoring. In group B, it accounts for 27.3% of the total.

Secondly, according to the research results, watching original English films is shown to have a great influence. In group A, there are 8 students who regard watching English movies as an effective way to improve their oral English. However, in group B, only 1 student holds the same opinion.

Thirdly, according to the sensitivity to subtle phonetic differences, among the 10 students in group A, 1 student thinks that he can clearly perceive any phonetic gaps between Chinese and English. It deserves to be mentioned that in group A, no one thinks he or she has low sensitivity to phonetic differences. Among the 11 samples in group B, 5 students believe that they can identify. In contrast to group A, there is 1 student who says he or she cannot recognize any phonetic differences.

3.2.2 Factors with Low Correlation

In addition to the three factors above, there are two more factors that exert a positive impact but with low correlation.

Firstly, taking foreign teachers' courses can affect students' rhythm. Among the 10 students in group A, 5 had taken foreign teachers' classes, accounting for 50%. Among the 11 students in B group, 5 had taken foreign teachers' classes, accounting for 45.5%.

Secondly, because of the current situation of English studying, Chinese universities rarely have access to direct English language environment.

3.3 Priorities to Improve Students' Rhythm of English Reading Aloud

Another goal of this paper is to provide college students and teachers with suggestions on English reading aloud. The strategies will be given from two aspects: internal and external.

3.3.1 Internal Aspects

The internal reasons will be discussed from two perspectives. Firstly, from the perspective of students, and secondly, from the aspect of teachers.

First of all, in terms of students, emotional factors, such as confidence, self-requirement and self-practice should be taken into account. Students should build up self-confidence and motivate themselves. Secondly, college English teachers should, on the one hand, improve their rhythm of English reading aloud. On the other hand, create a better English environment by adopting new teaching theories and technologies. The questionnaire shows that over 50% of the students don't think their teachers' oral English has exerted a positive influence on them.

It's true that this result contains strong subjectivity. But it cannot be denied that teachers' oral English performance is the model and can be imitated by students subconsciously. Thus, in order to improve students' rhythm of English reading aloud, college English teachers should make their spoken English more native and insist on teaching in English.

What's more, new methods should be used. The prominent problem of oral English education in China is the lack of an English-speaking environment. According to the research data, 100% of the students think their poor oral English is due to lack of practice.

Thus, they need more chances to practice oral English in class. After class, more spoken assignments should be arranged. Besides, the lack of professional skills is another problem. Over 70% of the students think they don't know how to practice oral English correctly. Thus, teachers should adopt a new teaching system. Except simply explaining phonetic symbols, some suprasegmental features, such as stress, intonation, and rhythm, should be taught in advance. In this way, Chinese students can learn oral English systematically.

3.3.2 External Aspects

Compared to internal factors, external aspects focus on modern technology. Firstly, visual teaching methods should be applied in college English classes. The process of English practicing could not only be acoustic but visual. In this paper, Praat is used to label vowels and consonants so as to compare the rhythmic differences between

Chinese and English. It's obvious that visual comparison is more direct and clearer. Therefore, teachers can use these kinds of software to help students find out disparities between them and native speakers. Secondly, English classes can be combined with other subjects. For example, the beat of music and the rhythm of English have features in common. Therefore, music can be used in class to train students' rhythm of English reading aloud.

IV. Conclusion

The paper is designed to find out factors that influence Chinese college students' rhythm of English reading aloud. Three findings are summarized in this paper. Firstly, Chinese college students' oral English has remained features from native English in vowels but remains features from Chinese. Secondly, there are five positive factors that influence the rhythm of English reading aloud. The five virtual language environment factors are listed in order of their correlation. Thirdly, four aspects are emphasized in this paper in order to improve the rhythm of English reading aloud. These suggestions are claimed from internal and external aspects.

However, the first limitation of this paper lies in the total amount of the subjects. There are 110 available samples. Thus, these samples are not enough to represent the level of rhythm of English reading aloud for all Chinese college students. What's more, the diversity of the subjects is limited. The analyzing result might vary if more non-English major students can be involved. Thus, the result is only responsible for samples in this paper. Secondly, each subject only reads three sentences. And the paper failed to collect negative factors in chapter three. In spite of its limitations, this paper certainly adds to EFL learners' understanding of the rhythm of English reading aloud. Thirdly, the labeling mainly depends on listening, which also affects the research results. A future study could assess long-term effects by adding more samples, such as students from different colleges and majors. More information in the questionnaire can be covered for more findings.

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中国大学生英语朗读节奏与其虚拟语言环境的相关性分析

摘要. 语言是文化的内核和必不可缺的交流工具，大学生作为社会发展中最活跃的成分，具备良好的英语口语交流能力十分重要。汉语与英语在朗读节奏上十分不同，本文旨在对影响大学生英语朗读节奏的虚拟语言环境因素进行分析。本文重点关注对大学生朗读节奏产生影响的正相关因素，并提出未来的大学英语口语朗读节奏中应该注重培养的方面。本文通过使用 Praat 语音分析软件，对采集的语音样本与标准样本进行比对，得到了两组具有代表性的朗读节奏数据。此外，根据上述问题，研究者设计了相关调查问卷，对 110 名学生进行调查。通过差异量数分析法结合调查问卷，本文共得出五个正相关因素。在本文研究的因素中，课外辅导对大学生英语朗读节奏的影响最大。就论文中阐述的中国大学英语口语存在的问题，本文也提出了相应的培养侧重点，如可使用可视化语音分析软件等。在缺乏真是语言环境的情况下，本文或对大学生英语朗读节奏的提高有一定的参考意义。

关键词: 韵律；二语习得者；虚拟语言环境

DOI:

UDC: 81'25:81.82:001.891.3(045)

Д79

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翻译过程中词义选择的探究

摘要: 通过大量的翻译实践以及翻译文本的欣赏与研究，本文发现翻译并不是简单地将每个词汇的意思从字典中照搬过来，然后组成一句话。翻译的过程中，每个词汇意思的选择都有一定的依据，词义选择的恰当，文本的可阅读性就高；反之将影响读者对文本的理解。所以要依据不同的状况，对词汇做出恰当分析。本篇主要分析，在翻译过程中遇到的一些词汇依据不同的文本类型，文本内容，文化背景等做出词义选择的案例。以期能够为翻译过程中遇到的词义选择问题提供一些建议和方法。

关键词: 词义 文本类型 文本内容 表达习惯

引言：汉语与英语在词汇的选择与表达上存在一些差异。这些差异可能是因为不同的文化，社会背景等导致，同时这也与中文和英文的表达习惯有关。差异的存在不可避免，而译者的任务就是将一种语言能够自然的转换为另一种语言，实现两种语言，两种文化之间的沟通。所以译者在翻译的过程中要谨慎地对待两种语言之间存在的各种差异，实现文化的沟通。本篇主要分析翻译过程中词义的选择。

1 词义的选择要依据文本类型

不同的文本类型中，同一个词会有不同的释义。一些常见词汇在不同的领域会有截然不同的意思，而如果我们照本宣科，不对词义做任何改变，则会使译文一团乱，不具有可读性。例如：**chip** 在日常生活中是“碎片”，在计算机领域是“芯片”，在机械工程领域则是“切屑”。

例 1 Many “field” or travelling salesmen have been replaced by cheaper telephone salespeople.

译文：许多“现场销售员”或是“巡回销售员”已经被更低廉的电话销售所取代。

分析：上述例句中“field”一词，常用意思为“田地，牧场，学科，领域”等，而本篇文本类型与经济，商务相关，所以译者需要查阅“field”一词在这一领域的相关释义，在此应为“现场销售员”。同样对于“travelling salesman”，不可直译为“旅行销售员”，在此应为“巡回销售员”。

例 2 The Fed established new lending programs, and approved large purchase of government securities and mortgage-related securities.

译文：美联储建立了新的放款计划，并批准大量购买政府有价证券和抵押相关的证券。

分析：上述例句中“security”一词，常用意思为“安全，保护，保护措施”等，而在经济文本中，“security”一词多见为“抵押品，债券”，在上述例句中，如果译者不考虑其在经济领域中的意思，依旧将其译为“安全”，则译文会不忠实于原文。

在翻译过程中，对于涉及某一领域专业知识的文章，译者要多了解其文化背景，不可闭门造车，要了解其专业术语，做到准确翻译，不可误译。

2 词义的选择要依据文本内容

一篇文章会有一个大的主题，整篇文章会围绕这一主题展开，因此在翻译的过程中，如果遇到词汇感觉好像与本篇内容格格不入，那就需要对词义进行重新选择。

例 1 Reports of the death of the salesman have circulated since the first dotcom boom.

译文：自第一轮互联网热潮兴起以来，关于推销员失业的报道层出不穷。

分析：上述例句中“death”一词，在平时日常生活应用及翻译过程中，我们常将此词译为“死亡”或“……之死”，而在本例句中，将其译为“失业”。“death”

一词本身并没有“失业”的意思，这里则是我们依据整篇内容所讲的关于销售一职从被忽视到逐渐被重视所得知，如果直译为“推销员之死”，在整篇文章中会有所突兀，导致上下文之间衔接不畅；也会造成不解，读者可能无法理解到是将“失业”比作为“死亡”。

例 2 At Twitter he is going even further, tossing out product ideas on his own Twitter feed, polling the audience for their views and offering real-time commentary on how things are going. And Twitter itself is a platform on which everyone else—users, ex-employees, the people who founded the firm, policymakers and pundits—weighs in publicly to say how things are going. There is not much of an inside to talk of.

译文：在推特上，他甚至更进一步，他在自己的推特上抛出产品创意，调查观众的观点，群众就事情的进展提供实时评论。推特本身就是一个人人在用的平台：用户、前雇员、公司创始人、政策制定者和专家，都可以公开发表意见，说明事情的进展。没有太多的内幕可言。

分析：上述例句中出现“going even further”，本意是“走得更远”，而根据例句中后半部分内容，我们可以得知此处并不是表面的“走得更远”，而是“进一步地/更进一步”。以及第三句中出现的“inside”，本意是“内部，内侧，或在...内”，如果照搬词典意思为“没有太多内部可言”，会导致读者产生误解，“内部”是“内部员工”还是“内部操作”，所以此处应该将其译为“内幕”，与前文在推特上公开讨论，形成对比。

即便面对熟悉的词汇，我们也不能草草了之，一笔带过，而是应该依据上下文选择最合适，最贴切的词义。

3 语义空缺时词义的表达与解释

英语，长期以来作为国际通用语言，已成为大部分国家的第二语言。这也导致我们在做英译汉时，不能清晰地知道这是出自哪一国家，也就无法准确定位到其文化背景。在了解涉及文化传统，思维方式，价值观念，宗教信仰等知识时，读者容易出现盲区，此时译者不仅要将其字面意思翻译出来，还应向读者做出适

当注解。

例 1 “If all that heat hadn't been taken up by the ocean, we'd all be living in Death Valley conditions by now,” says marine-conservation biologist Callum Roberts at the U.K.'s University of York.

译文：英国约克大学的海洋保护学家卡鲁姆罗伯特说：“如果这些热量没有被海洋吸收，我们如今可能生活在死亡谷的环境里。”（死亡谷，位于美国加州的沙漠谷地，峡谷两岸，悬崖绝壁，地实险恶，是北美洲最低，最干旱的地区）

例 2 It is as if Thanos had decided to try his hand at business.

译文：这就好像灭霸在商界打了个响指一样，马斯克裁掉了一半的员工。（灭霸是美国漫威动画中的反派，意图消灭世界上半的人类。）

分析：上述例句 1 中出现“Death Valley”一词，通过了解此词意思为“死亡谷”。但在汉语的认知范围内，没有关于“死亡谷”的概念，即中英文出现了词汇不对等的状况，读者无法理解原文中作者传达的意思。所以在此时，译者需要将“死亡谷”这一概念，对读者做出相应的解释。同样例句 2 中出现“Thanos”一词，词义为“灭霸”。“灭霸”一词本身词义没有问题，但在不了解读者对于美国动画了解情况的基础上，译者需要对“灭霸”一词做出解释。同样在本句中“try his hand at business”，没有将其直译，而是依据“灭霸”这一人物形象，将其最深入人心的动作与之相结合，并对这一动作做出解释。

在词汇不对等的情况下，译者需要对超出读者语境范畴的词做出相应的解释，使读者了解其文化背景，理解文章传达的意思，做到对读者友好，我想这是一篇好的译文应具备的。

4 词义的选择应尽力符合目的语的表达习惯

翻译过程中，我们不可避免的要面临归化与异化的选择，很难有一篇译文能够做到完全的归化或异化，但是我认为，在翻译过程中，在忠实于原文的基础上，应尽力符合目的语的表达习惯。翻译的目的之一是为了将一种语言转换为另一种语言，实现文本内容在另一种语言中的学习，研究与探讨。

例 1 Each time something bad happens, I can choose to be a victim or choose to

learn from it. I choose to learn from it.

译文：每当事有不顺时，你可以选择自怨自艾也可以选择吃一堑长一智，我选择后者。

分析：以上例句在理解方面没有任何的障碍，但是如果只是直译，将其译为“每当有坏事发生时，你要成为一个受害者还是从中学学习呢？我选择后者。”这一表达毫无汉语的美感可言，是带有“翻译腔”的译文。而例句的译文则在忠实原文的基础上，选用了汉语的常用表达，以及体现汉语美感的四字成语，这样的译文实现了原文基础上的二次创作。

例 2“.....the paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the operation room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes, I read ‘he’s a dead man.’ I knew I needed to take action.”

译文：“……医护人员非常好，他们一直告诉我，你会化险为夷的。但是他们把我推进手术室时，我看到医生护士表情凝重，我吓坏了。他们眼里仿佛写着‘他无药可救了’”。

分析：上述例句中，“he’s a dead man.”被译为“他无药可救了。”比起直译的“他是个死人。”这一表达更为贴切，更加符合汉语的表达习惯。汉语是一种较为委婉的语言，且汉语中对于“死”字颇为讳忌，在医院中，这一字更是极少提及。无论是上述例句中的“化险为夷”还是“无药可救”，都能展现译者的翻译水平及翻译素养。

正如前人所说：翻译是戴着镣铐在舞蹈。译者并不仅仅是文字转换这一角色，译者同时也是创作者。在忠于原文的基础上创作，展现目的语的美感与流畅，提高文章的可读性。

5 同义不同词

汉语与英语对于同一事物的印象也是不同的，因此会出现两个词表达的意思相同，但具体用词却不对等。此处主要以中英文对于动物的不同印象为例。

例：as timid as a rabbit（兔子） 胆小如鼠

a drowned rat (老鼠) 落汤鸡
like a rat (老鼠) in the hole 瓮中捉鳖
like a duck (鸭子) to water 如鱼得水
as stupid as a goose (鹅) 愚蠢如猪

分析：以上示例，展示了中英文对于不同动物的认识。在中文中，我们常常认为老鼠是胆小的，而英语中，则认为兔子是最胆小的。中国人常常认为猪是愚蠢的，蠢笨的。而英文中，则认为猪是一种很聪明的动物，最笨的动物是鹅。这些俗语在翻译的过程中如果不考虑其文化背景，简单的直译过来，是一种不够地道的表达。

在翻译过程中，我们要注意一些俗语的处理，要考虑中英文不同的文化背景，对细节处理到位，实现译文的地道表达。

综上所述，在翻译过程中我们要谨慎地对待词义的选择。词义的选择并非是译者的随意发挥，而是要有所依据，依据不同的文本类型，文本内容，表达习惯，文化背景。译前做好准备工作，查找相关资料，做好背景调查。译后有反思，有总结。复盘自己的译文，查漏补缺，实现译文的不断完善。

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AN EXPLORATION OF WORD MEANING SELECTION IN THE TRANSLATION PROCESS

***Abstract:** Through a lot of translation practice and appreciation and research of translated texts, this paper found that translation is not simply copying the meaning of each word from the dictionary and then forming a sentence. In the process of translation, the choice of the meaning of each word has a certain basis, and the proper choice of the meaning will make the text more readable; On the contrary, it will affect readers' understanding of the text. Therefore, we should make an appropriate analysis of vocabulary according to different situations. This paper mainly analyzes some cases in which words are chosen according to different text types, text contents and cultural backgrounds. In order to provide some suggestions for the problem of word meaning selection encountered in translation.*

***Keywords:** word meaning, text type, text content, expression habits*

DOI:

UDC: 81'25-051:316.454.52:004.8/9:005.336.2(045)

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THE CONSTRUCTION OF THE TECHNICAL COMPETENCE OF TRANSLATORS IN THE ERA OF ARTIFICIAL INTELLIGENCE

***Abstract:** The booming development of artificial intelligence technology has ushered humanity into a new era of big data. The massive amount of data in the era of big data has led to significant changes in the translation industry, and the significance of translators is facing the possibility of being dissolved. Therefore, it is necessary to adapt to the times and enhance one's technical capabilities to cope with this challenge. The technical application ability of translators refers to their understanding and application ability of translation technology and tools in translation practice. The era of artificial intelligence (AI) has put forward new requirements for the technical application ability of translators. Starting from the demand of the language service industry for translators, this paper analyzes the requirements of the artificial intelligence era for the technical application ability of translators, points out that translators in the artificial intelligence era should have the abilities of computer application, information retrieval, terminology management, post translation editing, project management, and provides a development path for the technical application ability of translators, in order to provide reference for translators to calmly cope with*

the impact of artificial intelligence and achieve sustainable development.

Keywords: *artificial intelligence; technical competence; language services*

备注:本文是哈尔滨工程大学区域国别研究共建专项阶段性成果（项目名称：沙特军事动态研究）

1.Introduction

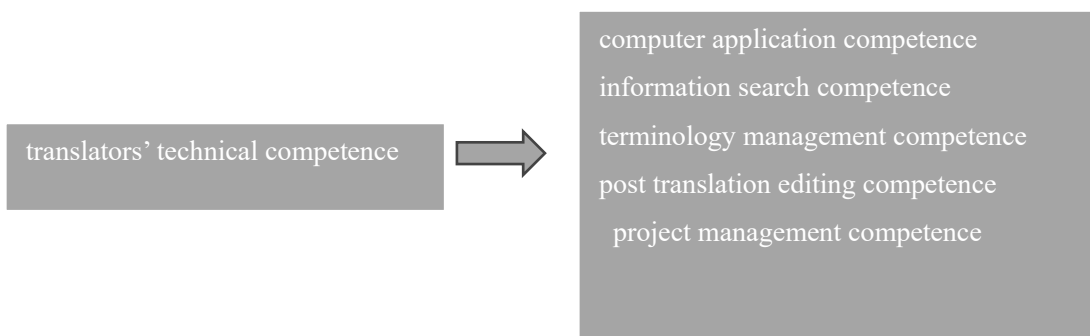
Artificial intelligence and big data have triggered an information storm. [1] “The translation industry has been the first field to be changed in this information storm. Translation has achieved a transformation from “individual” to “crowdsourcing” and from “human translation” to “deep human-machine translation”. In the era of artificial intelligence and big data, the translation industry has changed the traditional mode of pure manual translation and started a comprehensive information transformation of the industry. Specifically, the application of technologies and tools such as machine translation, computer-aided translation software, and cloud-based translation memory has gradually taken a dominant position in the translation industry. Translators no longer rely solely on dictionaries or simple computer software technology to assist translation, but use large corpora and massive cloud-based translation memory to translate. In the era of big data, the information transformation in the field of translation can be described as comprehensive, with significant changes taking place in translation business platforms, the use of translation tools, and translation processes.

Driven by artificial intelligence, big data, and cloud computing technology, translation technology and tools for the language service industry have rapidly developed and been widely applied. Technology-driven practice has become a significant form of the language service industry. According to the survey data released by the China Translation Association in the 2019 China Language Service Industry Development Report, machine translation is widely used in the language service industry. 41% of language service providers surveyed frequently use machine translation, while 45% of language service practitioners surveyed indicate occasional use of machine translation. In the 2018 China Language Service Industry Development Report released by the China Translation Association, only 9.7% of language service

users do not use translation technology, and nearly 90% of language service users choose different types of translation technology tools. Currently, language service providers require applicants to be proficient in using one or more computer-aided translation tools when recruiting translators and translation project managers. If applicants do not possess this skill, they will not be able to survive in the language service market. Translation tools have become the weapon on which translators rely for survival, and technical competence has become the basic skill on which translators rely for survival.

2. The requirements for translators' technical abilities in the era of artificial intelligence

With the widespread application of machine translation, more and more translators are beginning to view tool or technical skills as an organic component of translation competence. The position of technical competence and technical thinking in the evaluation of translator's competence in the new era is becoming increasingly prominent. The technical competence of a translator cannot be simply equated with translation competence. By analyzing job or project recruitment notices that require translators' technical competence, it can be found that translators in the new era should possess the following technical competence:



▲ Chart 1. translators' technical competence
(Gao Bei, Zhou Wei)

In recent years, translation technology has become a cutting-edge topic in the field of translation research domestically and internationally. "In the context of the big data era, there has been significant innovation in the landscape of translation practice, and the degree of technicalization is increasingly deepening."^[2] "Translation technology is

a highly interdisciplinary field.”^[3], “Translation technology has become an inevitable fate for translation practitioners.”^[4] Therefore, broad and proficient translation competence is one of the essential abilities for translators in the era of big data.

2.1 Computer application competence

Computer application competence refers to the translator’s competence to use commonly used computer functions and software, mainly including the operation of various computer software, various text processing, and text format conversion. The translator needs to master the basic use methods of the computer operating system, such as text editing optimization, spreadsheet statistics, electronic presentations, multimedia, Internet and other basic knowledge as well as information security knowledge, including the installation and use of common software under the Windows operating system, switching between different input methods, network security software and word processing and other operations. Translators should also master the format conversion of complex texts, such as using Abby Fine Reader optical recognition tools to scan documents, convert scanned files or images into word files, or convert PDF format files into word files.

2.2 Information search competence

In the era of big data, data is growing exponentially. The characteristics of these massive amounts of data are complexity, diversity, irregularity, lack of standards, or inconsistent standards. However, it is not difficult to find that the biggest advantage of these big data compared to sample data is that they have a huge space for data selection, allowing for multidimensional and multi angle data analysis. In such a vast amount of data, translators naturally cannot rely on their brains or a few notebooks to record, store, and distinguish. In the face of vast amounts of data, how to quickly and effectively find target information requires translators to have high information search competence, that is, “search intelligence”^[6]. Making good use of search technology has evolved into an important competence that translators should possess in the Internet age. Some even consider search intelligence to be equally important as intelligence and emotional intelligence.

2.3 Terminology management competence

With the increasing globalization of the world economy, international exchanges are becoming more frequent, social division of labor is becoming more refined, disciplinary and professional divisions are becoming more detailed. Tons of terms have emerged in various industries of society. These terms, because they belong to different industries and are used by different groups, pose great difficulties for translators, especially when facing translation projects with large tasks, strong professionalism, and tight time constraints. Therefore, terminology management has emerged, and it has become an essential part of language services and plays an increasingly important role in translation practice in every aspect of translation practice. The importance of terminology management determines that translators must master terminology management techniques, including collecting, describing, processing, storing, editing, presenting, searching, maintaining, and sharing terminology. Only when translators have the competence to manage terminology, can they achieve accurate and consistent terminology in translation projects, and truly ensure the quality of translation.

2.4 Post translation editing competence

With the continuous progress of science and technology and Internet technology, artificial intelligence is becoming mature, computer-assisted translation software and cloud translation memory are innovating, iterative progress is increasingly frequent, and performance is increasingly improved. Translators can use the network, artificial intelligence, computer-assisted translation software and cloud translation memory to achieve rapid translation of texts, but the translation versions cannot reach the level of manual translation by professional translators. In order to achieve a balance between translation quality and efficiency, and to exploit the advantages of human-computer interaction to the full, post editing has emerged, which has become an actively adopted translation implementation method in the translation service industry. In the face of the transformation of translation project implementation methods, translators have to master the principles, strategies, methods, tools, and processes of post editing. Only with high post editing abilities, can they meet the high standards and strict requirements of massive data translation in the era of artificial intelligence.

2.5 Project management competence

Project management competence refers to the competence of a translator (project manager) to not only manage the pre–translation, mid–translation, and post–translation stages of a translation project, but also to properly coordinate relationships with clients, team members, and other stakeholders, achieving high-quality task completion. Translators should fully demonstrate their professional competence and customer awareness in the process of communicating with clients, be familiar with the translation market, industry needs, and bargaining trends, possess marketing strategies, seek target customers, clarify customer needs and expected goals, be familiar with the post editing process, interpret post editing reports, determine budgets and quotations, and other abilities. This competence requires translators (project managers) to possess managerial thinking, to be familiar with core knowledge in the field of translation project management (such as project integration, project progress, project resource management, etc.), to have the competence to integrate individual translation tasks, accurately evaluate project risks from multiple perspectives, and develop corresponding risk response measures.

3. Development path of translator’s technical competence

The cultivation of translator’s technical competence has become an important issue in the cultivation of translation talents, and requires the joint efforts of relevant parties to cultivate the professional talents that the language service industry truly needs. In the following part, we will explore the development path of translator’s technical competence from four aspects.

3.1 Updating Traditional Translation Cognitive Concepts

The competent department of translation education and talent training units should keep up with the times, social development and scientific and technological progress. It also needs to update their understanding of traditional translation, pay attention to the development needs of the industry and the new requirements of national language strategy for translators. It is necessary to actively expand the integration and application scenarios of intelligent technology in translation teaching practice, and guide students to correctly use translation technology tools. High-level composite translators who understand language, culture, technology, and profession should be

effectively cultivated.

3.2 Emphasize the construction of post translation editing courses

Currently, the teaching of post translation editing in academia is usually integrated into the curriculum of translation technology courses as a specific section, and few universities offer related courses as independent courses. Higher education institutions should clarify the gap between the personal qualities of current students and the actual needs of the industry, and work together with enterprises to establish an integrated “industry academia research” mechanism for the cultivation and research of post translation editing talents, jointly creating high-quality courses for post translation editing. Establishing a market-oriented translation teaching model is necessary to cultivate high-level, application-oriented, and professional translation talents in order to meet the needs of economic and social development. The project research is based on the CAT (computer-aided translation) translation teaching platform, relying on translation teams and translation projects. This research can design and implement a task-driven training platform to enhance students’ translation competence. students should be divided by role and complete translation tasks according to the practical process of commercial translation projects. Through translation practice, students can quickly master relevant professional skills, become familiar with commercial translation processes, and improve their competitiveness in providing translation services.

3.3 Strengthening the digital technology literacy of teachers and students

As the main body of translation teaching and practice, translation teachers and students should adapt to the digital living environment and be familiar with the application of intelligent technology in translation practice. Teachers should not only cultivate students’ language competence, but also focus on developing their abilities in tools, strategies, services, and management. Students should actively utilize the teaching resources and online resources of the school, and strive to improve their skills in tool operation, corpus application, and complex document analysis required for post translation editing practice. Translators in the AI era need to have good translation technology application skills, actively learn and apply translation techniques and tools,

understand and familiarize themselves with translation management techniques, improve translation efficiency, and enhance translation quality.

3.4 Emphasize the construction of ethical standards for translation technology

At the national level, efforts should be made to accelerate the construction of a technology ethics system and provide macro policy guidance. Industry associations should assist in regulating the technical and ethical norms of diverse actors, monitoring and evaluating data and technical risks and hidden dangers. Enterprises should establish internal ethical rules and regulations to enhance employees' awareness of technical ethics. Universities should actively guide teachers and students to establish a correct understanding of the technical capabilities of translators, correctly understand the advantages and disadvantages of machine translation and translation tools, pay attention to responsibility attribution and intellectual property protection, and enhance risk assessment and risk response capabilities.

4. Conclusion

In the era of artificial intelligence, technologies such as big data, cloud computing, and deep learning have had a profound impact on the language service industry. On the one hand, the increasing intelligence of translation technology has brought opportunities for the improvement of the quality and efficiency of human translators. On the other hand, technologies such as machine translation and speech recognition may replace certain tasks of translators and pose challenges to their survival and development. At the same time, the language service industry has increasingly high requirements for the technical competence of translators. In terms of the problems in the recognition, use, and learning of translation skills, how to further popularize translation technology and enable translators to better master translation technology has become a problem that the translation industry and academia must face. In the translation ecosystem, enterprises, universities, associations, clients, and translators should all pay attention to the cutting-edge development of translation technology, deepen the promotion and popularization of translation technology, talent cultivation, and research and development work, and jointly promote the innovative development of translation education and research in the era of artificial intelligence.

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人工智能时代译者技术能力构建研究

摘要：人工智能技术蓬勃发展将人类带入一个全新的大数据时代。大数据时代的海量数据引发翻译行业巨变，译者存在的意义正面临被消融的可能，因此需要顺应时代提升自身技术能力以应对这一挑战。译者技术应用能力是译者在翻译实践中对翻译技术和工具的理解和应用能力，人工智能（AI）时代对译者技术应用能力提出了新要求。本文从语言服务行业对译者的需求出发，分析人工智能时代对译者技术应用能力的要求，指出人工智能时代译者应具备计算机应用能力、信息检索能力、术语管理能力、译后编辑能力、项目管理能力等，并给出了译者技术应用能力发展路径，以期为译者从容应对人工智能冲击，获得可持续发展提供参考。

关键词：人工智能；技术能力；语言服务

DOI:

UDC: 81'25:811.581:001.8(045)

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A STUDY OF THE TRANSLATION METHODS OF CULTURE-LOADED WORDS IN CHINESE WHITE PAPER—A CASE STUDY ON CHINA'S ARMED FORCES: 30 YEARS OF UN PEACEKEEPING OPERATIONS

***Abstract:** This paper selects the Chinese white paper China ' s Armed Forces: 30 Years of UN Peacekeeping Operations to make a study of the translation methods of the Chinese culture-loaded words in Chinese white paper. Based on Eugene A. Nida ' s classification of culture, culture-loaded words are commonly divided into five categories: material, ecological, social, linguistic and religious culture-loaded words. For culture-loaded words from different cultural fields, different translation methods should be chosen. And the translation of culture-load words in Chinese white paper should balance both cultural and information transmission. If it cannot do both, priority should be given to the information transmission.*

***Keywords:** culture-loaded words; translation methods; Chinese white paper*

正文:

I . Introduction

In this Chinese white paper, many culture-loaded words carry the traditional Chinese culture, play an important role in the whole expressions to the readers, and better the comprehension of the readers. The translation of these culture-loaded words is vital to reflect China's international status, UNPKOs achievements, and China's

manner toward world peace and development. In the translating process, the translation of culture-loaded words becomes arduous and complicated, and it is more prone to get semantic deviation and some other problems.

Eugene A. Nida’s classified culture into five features, which are material, social, culture, religious and linguistic. This paper uses the white paper China’s Armed Forces: 30 Years of UN Peacekeeping Operations published in 2020 as the research object to study the translation methods of culture-loaded words in Chinese white paper.

II . Classification and Translation of Culture-Loaded Words in China's Armed Forces: 30 Years of UN Peacekeeping Operations

Totally, there are 34 culture-loaded words in this white paper, including 19 social culture-loaded words (SCL), 11 linguistic culture-loaded words (LCL), 3 material culture-loaded words (MCL), 1 religious culture-loaded word (RCL), and no ecological culture-loaded words (ECL).

Table 2 The number of Culture-Loaded Words in each category

Culture-Loaded Words	Number
SCL Words	19
LCL Words	11
ECL Words	0
MCL Words	3
RCL Words	1

2.1 Translation of Social Culture-Loaded Words

SCL words refer to the Chinese customs and social situation.

Table 2.1 Examples of SCL Words

No.	The source text	The target text	Translation method
1	人类命运共同体	A community with a shared future for mankind	Literal Translation
2	把人民的利益放在第一位	Always put the people’s interests first	Literal Translation
3	中国国防部维和中心	The Peacekeeping Center of the MND of the PRC	Literal Translation
4	中国国防部维和事务办公室	The Peacekeeping Affairs Office of the MND of the PRC	Literal Translation

5	共同、综合、合作、 可持续的新安全观	common, comprehensive, cooperation and sustainable security	Literal Translation& Omission
6	中国质量、中国速 度、中国标准	China's quality, speed and standards	Literal Translation& Omission
7	百年未有之大变局	Profound changes unseen in a century	Free Translation
8	人民英雄	The national honorary title of People's Hero	Free Translation
9	全心全意为人民服务	Serving the people is the fundamental purpose	Free Translation
10	新冠肺炎疫情全球大 流行	COVID-19 pandemic	Free Translation
11	建设持久和平、普遍 安全、共同繁荣、开 放包容、情节美丽的 世界	Build an open, inclusive, clean, and beautiful world	Free Translation
12	共商共建共享的全球 治理观	The vision of global governance based on extensive consultation, joint contribution and shared benefits	Free Translation
13	结成对子	Run a twinning project	Free Translation
14	师	Force	Free Translation
15	运输连	Transport companies	Borrowing
16	工兵分队	an engineer unit	Borrowing
17	维和工程兵大队	An engineer unit to UNTAC	Borrowing
18	工程建筑营	Engineer battalion	Borrowing
19	中国国家主席	Chinese President	Borrowing

2.1.1 Literal Translation

Literal translation is a translating process that the grammar structures of two languages are converted similarly, while all the words are translated separately (Newmark 46). “Building a community with a shared future for mankind” is a worldwide initiative put forward by President Xi Jinping. “人类命运共同体” becomes a hit and is broadly recognized by the international society. Its translation “a community with a shared future for mankind” contains the basic connotation of this propose, and in this respect, both Chinese and western cultures share common ground.

In consequence, the reader does not have any difficulty understanding. Some specific name like “中国国防部维和中心” “中国国防部维和事务办公室” are supposed to use literal translation to clear their basic meaning. “The Peacekeeping Center of the MND of the PRC” and “the Peacekeeping Affairs Office of the MND of the PRC” are the best translation to clear every detail. In these translating cases, the most immediate is the most appropriate.

2.1.2 Literal Translation plus Omission

It is not enough for some SCL words with only literal translation. “共同、综合、合作、可持续的新安全观” means a new concept of security with common, comprehensive, cooperating and sustainable features, but its translation is “common, comprehensive, cooperation and sustainable security” without the omission of “新” and “观”. That’s because these two characters have already been contained in these four adjectives. Compared with the former concept of security, these four adjectives are totally new standards. The omission of its “new” effectively avoids redundance. “中国质量、中国速度、中国标准” is a standard for China in many fields. Its translation has an omission of “China’s”, which makes the translation concise.

2.1.3 Free Translation

Free translation refers to the translation based on the general idea of the original text, rather than translating word for word (Newmark 46-47). “百年未有之大变局” is an expression to describe the situation that people meet together now. The translation “profound changes unseen in a century” use free translation, particularly in “未有” and “变局”. The translation of the two words are “unseen” and “changes”. They do not use the original meaning in Chinese, but make a little bit change to show that the situation full of changes has not been seen for a long time. The translation satisfies the demand of concise and expresses all the points as well. “共商共建共享的全球治理观” is a principle and theory of governance put forward by President Xi Jinping in his report to the 19th National Congress of the CPC. Its translation uses “extensive” “joint” and “shared” three adjectives to translate “共”. The whole translation “the vision of global governance based on extensive consultation, joint contribution and shared benefits”

also makes “共商共建共享” both standard and content of the vision with the clause expressing passive “based on...”. “师” is a kind of military formation, and there are about 10,000 soldiers in a “师”. The corresponding word in English is “Division”. But the translation uses the word “force” plus the number of troops to denote. This translation explain “师” in details of numbers and establishment. To sum up, the free translation in social culture-loaded words completes the transformation of two languages for the same meaning, and makes China’s policies and voice be understood well by the world.

2.2 Translation of Linguistic Culture-Loaded Words

LCL words refer to special expressions and idioms of a language.

Table 2.2 Examples of LCL Words

No.	The source text	The target text	Translation method
1	言必信，行必果	Take concrete steps to honor their promises	Free Translation
2	协和万邦	Harmony among all nations	Free Translation
3	和合共生、以和为贵、与人为善	The philosophy of upholding peace, harmony, cooperation and common development	Free Translation
4	天下情怀	Wellbeing of humanity	Free Translation
5	枪林弹雨	A raging storm of gunfire and artillery bombardment	Free Translation
6	巾帼风采	The talent and professionalism	Free Translation
7	世界大同、天下一家	Living in a harmonious world where everyone belongs to one and the same family	Free Translation
8	大道之行也，天下为公	A just cause should be pursued for the common good	Free Translation
9	先天下之忧而忧，后天下之乐而乐	One should put concern for the wellbeing of other people before personal interests	Free Translation
10	同呼吸、共命运、心连心	Remain close to the people	Free Translation& Omission

11	“和”文化	peace	Free Translation& Omission
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2.2.1 Free Translation

Free translation usually needs to change the structure and expression of the source language text. “天下情怀” is translated as “wellbeing of humanity”. In China, “天下” means the whole world under the sky, including all people, materials, civilizations, etc. Since ancient times, the Chinese people have had the concept of putting people first. Thus, “天下” can briefly be translated to humanity. “情怀” is not just “feelings” from the outside. When it is combined with nouns, it means the strong concern and responsibility of something. According to the specific context, this LCL word should express the concern about the wellbeing of humanity. “先天下之忧而忧，后天下之乐而乐” is written by Fan Zhongyan, a famous poet in the Northern Song Dynasty. This sentence shows the poet’s concern for the future of his motherland, expresses the poet’s great political ambition and responsibility to put the interests of the country and nation in the first place. Therefore, the translation gets the basic and vital view of this sentence.

2.3 Translation of Material Culture-Loaded Words

MCL words refer to all the achievements created in human society, including actual things and virtual network products.

Table 2.3 Examples of MCL Words

No.	The source text	The target text	Translation method
1	中国蓝盔	China’s Blue Helmets	Literal Translation
2	汉语	Chinese language	Free Translation
3	一等功	First Class Merit by the Chinese military	Free Translation& Amplification

2.3.1 Literal Translation

“中国蓝盔” actually is China’s peacekeeping troops. United Nations peacekeeping troops must wear blue helmets or berets, so they are also called “blue helmets”. The blue helmet becomes their typical sign. This kind of translation vividly

reflects the characteristics of UN peacekeeping troops, and also points out their representative object.

2.3.2 Free Translation

It is well known that “汉语” is Chinese language. It obviously has something to do with the Han Dynasty in Chinese history. However, the reason why the people do not use other prosperous dynasties such as Qin and Tang is that, the cultural community of Chinese people was formed during the Han Dynasty, which is the time that people gradually recognized a unified identity. It is better use free translating method to translate “汉语”, which is “Chinese language”, because foreigners do not know the historical and cultural origins of China very well. Literal translation may cause misunderstandings.

2.3.3 Free Translation Plus Amplification

First class merit is a kind of military reward for the recipient who has significant influence in the army or has made significant contributions to the army. The word “功” in “一等功” is not literally translated into “honor” or “contribution”, but “merit”. This translation method is intended to express both the good character and significant contribution of the recipient. It is a kind of praise. It is different from medals or honor titles of other countries.

2.4 Translation of Religious Culture-Loaded Words

RCL words carry a nation’s religious belief, value concept and the basic world outlook.

Table 2.4 Examples of RCL Words

No.	The source text	The target text	Translation method
1	天人合一	Unity of man and nature	Free Translation

In Chinese culture, sometimes “天” is not the blue sky as usual, but refers to the whole country or the whole world. Ancient Chinese took “天” as the operating center of the world, and all of actions should follow the will from “天”. In the modern times, human actions are supposed to conform to the laws of nature. Therefore, “天人合一”

is translated as “unity of man and nature”. Such free translation correctly reflects the philosophy of the ancient Chinese.

III. Conclusion

After the above analysis, we can see that the translation methods used in Chinese white paper with Chinese military culture has its special selection and application tendency, also specific translation norms. First, the selection of translation methods in Chinese white paper should consider the cultural field represented by culture-loaded words and the cultural history contained in culture-loaded words. Second, when translators consider the translation of culture-loaded words, they are expected to ponder on balancing both information transmission and cultural transmission. Third, about the balance of cultural transmission and information transmission, information transmitting function should be considered first than cultural one. In the translation of culture-loaded words in Chinese white paper, clarity and conciseness are always supposed to be considered and put in the first place, and the presentation of cultural connotations in culture-loaded words should also be properly considered.

This paper mainly focuses the common and applicable translation methods of culture-loaded words in Chinese white papers. This paper enriches the text types involved in culture-loaded words translation methods study. It also provides suggestions for the translation of culture-loaded words in Chinese white papers and available translation methods. It is hoped that future research can broaden relevant fields and provide more applicable translation methods of culture-loaded words in various text context.

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中国白皮书中文化负载词的翻译方法研究——以《中国军队参加联合国维和行动30年》为例

摘要: 本文选取《中国军队参加联合国维和行动30年》这一白皮书的内容,并对这篇白皮书中文化负载词的翻译方法进行研究。文化负载词的翻译不仅要符合其源语言的本意,也要考虑目标语言的读者所处的文化环境。根据奈达对文化的分类,文化负载词普遍被分为五类,分别为物质、生态、社会、语言和宗教文化负载词。本文旨在探究政府白皮书中文化负载词的翻译方法,并总结两方面结论,一是对于不同文化领域的文化负载词应选用不同的翻译方法,二是对于政府白皮书中文化负载词的翻译应兼顾其文化传递和信息传递作用,若两者不能兼顾,应优先考虑政府白皮书的信息传递需求。

关键词: 文化负载词; 翻译方法; 政府白皮书

DOI:

UDC: 81'322.4:81'276.6:355:811.581(045)

Г57

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军事文本中机辅翻译的不可译现象及翻译策略研究

摘要: 军事文本方面的研究还在少数, 近些年来研究都集中在军事文本翻译与计算机翻译技术相结合, 而不可译也一直集中在文学作品中的讨论, 本文将二者有机结合, 探讨军事文本中机辅翻译的不可译现象, 进行翻译策略研究, 为军事文本的翻译研究贡献一份力量。

关键词: 不可译 译后编辑 翻译策略

1. 引言

军事文本的翻译一直以来都是重要话题, 给国家增益, 而随着翻译工具的不断发展, 机辅翻译工具也应用于军事文本翻译上。本文以 Naval engineering in 21st century——《21 世纪的海军工程》为分析文本, 使用机器自动翻译与人工译后编辑的方式, 分析军事文本在机辅翻译中遇到的不可译现象, 并给出翻译策略。

2. 文献综述

2.1 军事文本翻译综述

军事翻译从文体上可分为军事文学文体和非军事文学文体两大类。军事文学文体包括军旅文学、战争小说传记等, 非军事文学文体包括军事外交文书书、军事指挥作战理论和策略、武器装备操作使用手册、军事条令条例等。(程浩等, 2011) 一直以来, 从事军事文本翻译研究的学者不在少数, 研究切入点也在不断改变。在十五年前左右, 翻译研究主要以俄语的军事材料为文本进行分析, 如于鑫(2011)对俄语军事术语的翻译, 后期逐渐转向以美国的军事文本进行翻译研

究。而在后期的进一步研究中，研究主要集中在两方面，分别是机辅翻译视角下的翻译研究以及不同军事类型文本的翻译特点及策略研究。沙磊（2018）对孙子兵法中的术语进行分析研究，邵振阳和张军（2019）对军事类文本的特点进行总结并给出相关的翻译策略。而机辅翻译方面的研究涉及多个领域，如神经机器翻译研究（郭望皓等，2021）与基于军事平行语料库的人机结合翻译策略（黄金柱等，2016）等，但是并没有研究涉及到军事文本机辅翻译的不可译现象，本文将在方面进行深入研究，以 *Naval engineering in 21st century*——《21 世纪的海军工程》为例，分析军事文本机辅翻译中的不可译现象，并进行翻译策略研究。

2.2 不可译研究综述

学界以往对于可译性与不可译性的研究大都是从语言结构、词义范围以及文化差异等角度进行探讨的。（朱安博等，2022）法国翻译学家乔治·穆楠（1963）也认为“翻译是有限的”，他认为“翻译中存在着许多障碍，这些障碍制约着翻译的可行性。”1965年，英国翻译理论家卡特福德正式提出了“可译性不可译性”这一对概念，将翻译中的不可译性分为语音翻译、字形翻译、语法翻译及词汇翻译四类，并从语言可译性和文化上的不可译性两个方面进行区分。卡特福德（1965）认为，语言的不可译性是指译语没有与源语文本相对应的语言形式特征。这种不可译性主要体现在两个方面：第一，在源语言中的两个或两个以上的词汇或语法单位共用一个语言形式；第二，语言中出现的一词多义现象在译入语中难以找到相对应的语言结构和语言形式。而所谓文化的不可译性是指源语言文本中功能方面，相关的语境特征在译入语中是不存在的。我国古代著名僧人玄奘在进行佛经翻译中，也曾提出过“五不翻”，即秘密故、多义故、此无故、顺古故、生善故。

（马祖毅，1984）不可译性方面的相关研究在过去聚焦于不可译性是否存在这个问题上，陷入一种二元对立的状态。后期的研究将重点更多的放在了具体的语言现象上，探析其不可译性，并且更多的是从文学层面进行不可译性的研究，如李英军（2011）对翻译中的隐喻进行分析研究，张宏伟（2016）对中文诗歌音韵美进行不可译研究分析。这些研究将可译性与不可译性看作对立的两极，而朱安博等（2022）则分析了不可译性的程度深浅，探讨翻译在语言系统各层次的可译性

与不可译性的程度问题。当代学者 Emily Apter(2019)认为,不可译性有着更积极的价值,例如,它可以阻止教育和出版单一语言化的压力。但是这些研究更多的都停留在文学层面,非文学文本中的不可译现象涉猎甚少。本文将以 *Naval engineering in 21st century*——《21 世纪的海军工程》为分析文本,来分析非文学文本中军事文本的不可译现象。

3.案例分析

本文以 *Naval engineering in 21st century*——《21 世纪的海军工程》为分析文本,该文本由美国交通研究委员会 (TRB) 出版,该委员会是美国国家研究委员会下属的六个部门之一,在美国重要科学和技术上的问题上提供技术支持,委员会的主要目标是领导美国的交通创新以及在研究和信息交换方面进行客观的,跨学科和多通道的交流。本文是美国交通研究委员会发布的 306 号报告,旨在对美国的海军与海军工程的现状进行研究,提出解决措施。本文将使用机器自动翻译与人工译后编辑的形式进行翻译,探索军事文本在机辅翻译中的不可译现象并进行翻译策略分析研究。

3.1 直译

例 1 Conclusion 8: Because the content of ONR's research portfolio is strongly influenced by researcher proposals, infrastructure needs for the portfolio tend to be determined by availability.

结论 8: 由于美国海军研究局研究组合内容深受到研究人员提案的影响,基础设施需求的组合往往由可用性决定。

例 1 中“availability”被译为了“可用性”,这是一种直译的方法。显然,可用性是一个意义高度集中的名词。在英语名词化是一种普遍而复杂的语言现象,该现象之所以普遍是因为英语属于静态语言,更倾向于用名词来表达。(杨艳, 2023) 所以,在中文译文中使用“可用性”如此意义高度集中的名词,不符合目标语的语言习惯。但是,此处依旧采取此种译法的原因是,译文如若按照目的语习惯将其完全翻译,不仅使得累赘,而且口语化痕迹太重,不符合军事文本的文体。这就是文体风格的不可译性,汉语目的语对于意义高度集中的语言没有对应的语言

采用，因此译者会采取直译的方法。由于在我国的发展中，非文学的学科很多都需要学习国外的知识技术，因此对意义高度富集的名词直译也逐渐成为目的语读者期待中的文体风格，但是这其实是最初文体风格不可译的体现。

3.2 零翻译

例 2 The committee's assessment of the NNR-NE began by comparing ONR's activities since 2001 with the specified actions that would be taken to fulfill the NNR-NE.

译文 1 委员会对 NNR-NE 的评估首先就是，将海军研究局自 2001 年以来的活动与为完成 NNR-NE 将采取的具体行动进行比较。

译文 2 委员会对国家海军对海军工程任务的责任的评估首先就是，将海军研究局自 2001 年以来的活动与为完成国家海军对海军工程任务的责任将采取的具体行动进行比较。

例 2 中我们可以看到两个译文，译文 1 采取了零翻译的翻译方法，保留原文“NNR-NE”的形式，不进行翻译，译文 2 对原文的“NNR-NE”含义进行展开并翻译。可以看到，译文 1 相较于译文 2，更利于目的语读者理解。20 世纪前半叶，现代汉语白话文的定语结构发生了重要变化，其中明显的标志之一是定语长度增加，名词中心杂修饰成分增多。这些变化很大程度上受了西文的影响，尤其是受翻译的影响(王力,1943/1985;Kubler, 1985;王克非,2002;秦洪武、夏云,2017)。然而，现有研究较少关注这一变化产生的原因和形成过程，翻译汉语在特定时期方式影响现代汉语定语结构变化，虽满足了现代汉语白话文表达复杂思想的需要，但翻译汉语中的定语过度冗长、拗口，不符合汉语的习惯与认知规律。(赵秋荣、王克非，2020)因此，译文 2 定语过长必然是不合时宜的，因此我们选取了译文 1 的翻译方法。这也是因为英汉之中语法结构所造成的不可译现象，在翻译过程中为了达到更好的阅读效果，语法的不可译使得译者选取了零翻译的翻译方法。

3.3 音译

例 3 Force Technology; Icosystem Corporation

译文 1 福思力智科技公司；爱柯系统公司

译文 2 力量科技；生态系统公司

例 3 中给出的是两个公司名称的汉译，上述的译文是经过网络搜索得到的官方译文，但是也是采取了音译的翻译方法。如果在军事文本中，译者遇到公司名称，但是中文的目的语语境中没有这一说法，那么译者就需要采取音译的翻译方法，因为这类词语在中文中没有对应的实体，也是不可译的范畴，源语语境与目的语语境中无法得到一一对应，而直译则会如译文 2 中所述，抹去源语的独立性，使得目的语读者向已知的事物靠拢。只有使用音译的翻译方法，才能在目的语读者脑海中植入一个新概念，确保原语在目的语语境中的空缺。

4.结论

本文根据 *Naval engineering in 21st century*——《21 世纪的海军工程》为文本，分析机辅翻译遇到的不可译现象，译者采取了三种翻译方法，即直译、零翻译与音译，用来解决翻译中遇到的文体风格不可译、语法结构不可译以及目的语空缺的不可译。但是正如前文所说，由于原语的不可译性，译者不得不采取了一些其他的翻译方法来缓解这种不可译性。但是，随着时间的发展与语言的变化，目的语读者慢慢开始接受这种独特的翻译风格，并且给予一定的翻译期望，以至于原先存在的不可译性的缓慢消亡。正如前文中所说，现代汉语白话文的定语结构发生了重要变化，很大程度上受了西文的影响，尤其是受翻译的影响。（王力,1943 /1985;Kubler, 1985；王克非,2002 ;秦洪武、夏云,2017) 从中我们可以得知，不可译性不是一成不变或者两级对立的状态，而是不断变化的过程。

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**A STUDY ON THE UNTRANSLATABILITY AND TRANSLATION
STRATEGIES OF MACHINE-ASSISTED TRANSLATION IN MILITARY
TEXTS**

***Abstract:** Research in military texts is limited. In recent years, the studies have focused on the combination of military text translation and computer translation technology, and the untranslatability has also been focused on the discussion in literary works. This paper combines the two organically, explores untranslatability of machine-aided translation in military texts, and carries out the research on translation strategies to contribute to the research on translation of military texts.*

***Keywords:** untranslatability, post-translation editing, translation strategy*

DOI:

UDC: 003-044.337:37.091.12.011.3-051:811.111:004.8(045)

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AN ANALYSIS ON THE WAYS OF CHATGPT TO IMPROVE THE ACADEMIC WRITING ABILITY OF COLLEGE ENGLISH TEACHERS

Abstract: *The emergence of artificial intelligence, led by ChatGPT, has subversively changed the way of production and use of human knowledge, which has a far-reaching impact on the field of academic writing, especially the main force of academic writing, college teachers. Therefore, this study explores the functions of ChatGpt in the field of academic writing, and analyzes the ways in which ChatGPT can improve the academic writing ability of college English teachers. It is found that ChatGPT, a new artificial intelligence, can help college English teachers with its powerful intelligent text generation and literature search functions. At the same time, college English teachers can improve their academic writing ability through the three ways empowered by ChatGPT: ubiquity of learning styles, visualization of potential information, and high efficiency of repetitive work. This study can provide some insights for college English teachers' use of ChatGPT.*

Keywords: *academic writing; ChatGPT; college English teachers; artificial intelligence*

1. Introduction

As the main force of scientific research and teaching students, the academic ability

of college teachers is crucial, and their writing ability is especially concerned, not only about their personal professional learning and scientific research ability, but also closely related to the quality of English teaching and the enhancement of the level of talent cultivation. Therefore, research on academic writing of college English teachers can to a certain extent promote the professional development of college English teachers and enhance the influence of college English teachers in the academic world. At present, international studies on academic writing of college English teachers focus on the significance of academic writing for teachers' personal growth and professional development. For example, academic writing provides teachers with opportunities to express themselves, gain the satisfaction of academic recognition, and improve their credibility and authority (Whitney et al., 2012); academic writing is an important way for teachers to reflect on their own professional practice ability (Rathert & Okan, 2015). In China, relevant studies mainly focus on analyzing and exploring the factors affecting college English teachers' participation in academic writing, such as: the requirements for promotion and scientific research, the difference between teachers' academic training background and accumulation of practical experience (Meng Chunguo, Chen Liping, and Zheng Xinmin, 2018), and insufficient time for scientific research due to heavy teaching tasks (Ren Wei, 2018); based on a variety of influencing factors, some studies have proposed that enhancing the strategies to enhance the academic writing engagement of college teachers, for example, formulating diversified criteria for teacher evaluation and title promotion (Wen Qiufang, Zhang Hong, 2017), emphasizing the cultivation of research methodology (Zhang Hui, Zhang Songsong, 2018), and other various ways. In order to promote the improvement of teachers' academic writing ability, scholars have combined their efforts to propose a variety of ways, however, the development and progress of the times also affects teachers' academic writing ability in the same way.

A large-scale language model called ChatGPT (Chat Generative Pre-trained Transformer) released by the American artificial intelligence company OpenAI in November 2022 has led to the unprecedented development of generative artificial intelligence technology, which marks the beginning of a new era of human-machine

co-existence. Because the text generated by ChatGPT is able to achieve the existence of a near real person in terms of content arrangement, logical structure, and emotional expression, it will undoubtedly have a great impact on the academic research of English teachers in colleges and universities. For this reason, this article analyzes the functions of ChatGPT in participating in academic writing from the perspective of artificial intelligence, represented by ChatGPT, and explores the paths for artificial intelligence to improve the academic writing ability of college English teachers. It provides certain suggestions for how college English teachers can better move towards a new era of human-machine interaction in their academic research.

2. The functions of ChatGpt in participating in academic writing

In academic writing, compared with the traditional artificial intelligence technology, the help provided by the new artificial intelligence ChatGPT mainly lies in the intelligent text generation function and literature search function, the emergence of these two functions has given energy to the academic circle.

2.1 Text generation function

ChatGPT's powerful text generation function not only makes a comprehensive breakthrough in terms of content, logic, integrity and emotional value, but also makes people feel that it is no longer a machine, but an existence that is very close to real people from the way of thinking to the habit of expression (Wang Jianlei, Cao Huimeng, 2023). For a chatbot to generate text that resembles human expression "from the inside out," it needs to have natural and fluent language reorganization and integration capabilities. ChatGPT's ability to reach new heights in text generation lies in the unique mechanism behind it. The natural language generative model relied on by ChatGPT is a language model with powerful computing power based on Transformer architecture. Compared with the previous Recurrent Neural Network (RNN) algorithm for natural language processing, Transformer can call hundreds of billions of parameters. An efficient design architecture understands and interprets the depth of the user's needs to generate "highly complex response text" in a manner close to human natural language (Brady D. Lund & Ting Wang, 2023). Therefore, the text generated by ChatGPT can not only be close to the existence of real people in expression, but also can generate

highly condensed and thoughtful text after reading a wide range of data in a short time. For college English teachers engaged in scientific research, ChatGPT's intelligent text generation function can undoubtedly greatly improve their academic writing efficiency, which can reorganize fragmented information into natural, smooth and coherent knowledge. This is of great benefit to English teachers in the pre-writing stage to determine the topic, the drafting stage to draw up the outline, and the revision stage to give opinions.

2.2 Literature search function

Any research cannot be carried out without the reading of literature. Researchers need to read a large number of literatures in their field, and a large number of literatures will emerge every period of time, which requires researchers to timely read literatures and grasp the key points, so as to keep pace with the progress of the discipline frontier. The reading, digesting and understanding of a large number of literatures have put a certain pressure on college English teachers who have their own teaching tasks. However, the emergence of artificial intelligence led by ChatGPT will greatly alleviate this situation, and one of the reasons why it has become a "wave darling" is that it uses the AIGC large model. Previous small models only learn application data for specific scenarios, so their capabilities are limited. However, the large AIGC model used by ChatGPT has a huge amount of training data. In order to make ChatGPT more anthropomorphic, OpenAI trained it with 45TB of data and nearly 1 trillion words. That's about 13.51 million Oxford Dictionaries (Yuanchuan Science and Technology Review, 2023). Therefore, with the support of large models, ChatGPT can help scholars quickly search relevant literature on a specific topic, extract abstracts and sort them into literature reviews, which greatly improves researchers' productivity.

College English teachers can input keywords in ChatGPT while obtaining literature materials, and ChatGPT can use its document crawling function to search the massive document library, helping researchers scan and summarize thousands of articles and abstracts in a few seconds, so as to carry out a comprehensive literature review. This can save English teachers a lot of time and efforts when doing academic writing, freeing them from repetitive labor and allowing them to focus on more

pressing research tasks.

3. The ways of ChatGpt to enhance the academic writing ability of college English teachers

The creation and development of a new technology does not happen overnight, but gradually, ChatGPT as an emerging technology, although there may be some shortcomings, but we should look at the problem from the perspective of development, and positively treat and use ChatGPT and other artificial intelligence, give full play to its strengths, and reasonably avoid its shortcomings. For English teachers in colleges and universities, artificial intelligence represented by ChatGPT will push teachers to go further in academic writing and improve their academic writing ability, which is manifested in the following three paths:

3.1 Generalization of learning mode

The research related to literary disciplines cannot be separated from the input of knowledge. Learning can broaden our horizons, extend the width and thickness of life, and draw inspiration from it; In addition, learning can also improve our thinking ability, reading requires the brain to work constantly, so that they have judgment, imagination and cognitive abilities that "algorithms" do not have. In conclusion, in the era of rapid development of science and technology, with the development of artificial intelligence, big data and other technologies, a lot of repetitive work will be replaced by technology, while reading and learning is always the foundation and guarantee of liberal arts research, so college English teachers should establish the concept of lifelong learning and improve their awareness of academic writing.

The emergence of artificial intelligence has greatly influenced and changed our daily life, replacing simple and repetitive labor while changing people's work and learning mode from fixed to ubiquitous, which helps college English teachers realize the state of learning everywhere and all the time, and promotes them to make full use of fragmented time for reading and learning. The digital and intelligent revolution has contributed to the ubiquity of learning modes, which do not have to be bound by time and space in the traditional sense. For example, English teachers in colleges and universities can use electronic devices to read classic literary works such as novels and

essays, as well as read and analyze articles from domestic and international academic journals, and use online platforms to access a variety of information resources to build up their knowledge. Lifelong learning is a prerequisite for the improvement of writing ability, and massive reading is a way to realize this prerequisite, and the advent of the artificial intelligence era has made people's reading and learning methods free and convenient. As for foreign language teachers in universities with heavy teaching tasks, reading and learning can be integrated into their daily lives in various ways, which can to some extent improve their academic writing abilities.

3.2 Visualization of potential information

From a traditional point of view, the speed of scientific research production can be described as "Iron pestle ground into a needle", that is, the speed of academic production and research is very slow. With the development of artificial intelligence and other new technologies in recent years, human knowledge production has undergone subversive changes, and the pace of updating and iteration has accelerated. Knowledge has a certain timeliness, its value will be weakened or reduced with the passage of time, for this reason, the "knowledge half-life" argument emerges. According to estimates, the half-life of knowledge before 1950 was 50 years, and the half-life of knowledge in the 21st century averaged 3.2 years, and only 1.8 years for IT senior engineers (People's Daily, 2018). It is clear that the rate of knowledge "fission" is very fast nowadays, and the increment of human knowledge is increasing exponentially, and we are in the era of "information explosion".

As a scientific researcher, we must constantly update our knowledge to keep pace with The Times, but in the face of ever-changing mass information, it is inevitable that we do not know where to start, and it is more difficult to achieve "all-inclusive". However, the "introduction" of artificial intelligence such as ChatGPT can effectively reduce this pressure on researchers, ChatGPT's algorithms and data analysis capabilities are extremely powerful, and can extract the hidden, unknown and effective information from the data ocean, and present well-organized and logical potential information to the eyes of the researchers, which can help them to visualize potential information. More importantly, extensive human-computer intelligence collaboration

will form innovation clusters, learning and abstracting laws from a large amount of raw data through the intrinsic structure of deep learning, helping researchers to understand more detailed professional knowledge in related fields, further digging into the potential theoretical mechanisms, expanding the innovation knowledge map, and then forming new knowledge forms (Zhu Shijiang, 2023).

Relying on the path of potential information visualization, AI can optimize the academic writing of English teachers in colleges and universities, which can focus on the following stages. In the pre-writing stage, English teachers can use ChatGPT to collect and analyze the content related to the writing topic, and through the powerful algorithmic function of ChatGPT, the main hotspots of the topic can be sorted out for the teachers, which can help the teachers to efficiently grasp the hotspots of the current research, find out the research gaps, and establish the research direction for their own academic writing; in the drafting stage, ChatGPT can be used to optimize the academic writing of college English teachers based on its In the drafting stage, ChatGPT, based on its trained data and huge database, can generate writing outlines for teachers, providing insights and opinions for academic writing; in the revision stage, teachers can send their completed papers to ChatGPT that will carry out intelligent evaluation and give certain modification suggestions, which can be carried out in multiple rounds until the teacher obtains a satisfactory paper. In this process, ChatGPT visualizes the potential information in the text and acts as a writing assistant, which not only assists the teacher in completing a satisfactory essay, but also helps to further improve the teacher's academic writing ability.

3.3 High efficiency of repetitive labor

General human labor can be divided into repetitive labor and creative labor. Repetitive labor to maintain the human economy and social development of simple reproduction and expansion of reproduction. Creative labor is to explore, discover, and use human knowledge, skills, means, materials, tools that have not been used to create a new product or a new mode of production, so as to engage in the production of goods with higher efficiency labor (Feng Li, 2008). In scientific research, the output of excellent results is mainly due to innovative labor, but repetitive labor is also

indispensable in the whole process and almost throughout the entire scientific research process. Due to the high proportion of repetitive labor, researchers often spend too much time and energy, compared with the final return, it can be said that the "cost-effective" is extremely low. Based on powerful algorithmic models and massive data training, ChatGPT can automatically complete tasks according to users' needs with a high processing speed. Compared with the previous human to complete these repetitive labour, ChatGPT will take less time, and the results produced will be more accurate. Therefore, for English teachers in colleges and universities, they can use ChatGPT to complete the basic repetitive labor such as data retrieval, literature collection and numerical calculations in academic writing, which not only saves unnecessary time, but also makes the results obtained through ChatGPT more accurate, which makes the "cost-effective" greatly improved. In the process of using ChatGPT, teachers only need to be responsible for conveying commands, and ChatGPT can provide immediate responses, which greatly reduces the labor costs of teachers. In this way, teachers can have more time and energy to focus on creative labor, as creative labor is the source of human knowledge, truly driving scientific progress and empowering the improvement of their academic writing abilities.

4. Conclusion

ChatGPT subversively changes the way of human knowledge production and use, gradually penetrating into different industries and fields. As international academic exchanges become increasingly close, English, the universal language of the world, is the foundation and guarantee of academic exchanges, so English teachers in colleges and universities are increasingly responsible for their academic writing skills. At the same time, in response to the call of the state to promote Chinese culture to go global, college English teachers should play an exemplary leading role, constantly improve their academic writing ability, and dedicate themselves to promoting the construction of a community of human destiny. To this end, this study focuses on the academic writing ability of college English teachers in the new era of human-computer coexistence, studies the functions of ChatGPT in academic writing, and then analyzes that artificial intelligence can help college English teachers improve their academic

writing ability mainly through three ways: generalization of learning mode, visualization of potential information, and high efficiency of repetitive work.

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ChatGpt 提升高校英语教师学术写作能力的路径分析

摘要：以 ChatGPT 为首的人工智能的出现，颠覆性地改变了人类知识的生产和使用方式，这对学术写作领域产生了深远的影响，特别是学术写作的主力军——高校教师。因此，本研究对 ChatGpt 在学术写作领域发挥的功能进行探究，并分析 ChatGPT 提升高校英语教师学术写作能力的路径。研究发现，新型人工智能 ChatGPT 能够依托其强大的智能文本生成功能及文献搜索功能为高校英语教师提供帮助。同时，高校英语教师可以通过 ChatGPT 所赋能的学习方式泛在化、潜在信息可视化、重复劳动高效化三种途径来提升自己的学术写作能力。本研究能够为高校英语教师对 ChatGPT 的使用提供一定的思路和建议。

关键词：学术写作；ChatGPT；高校英语教师；人工智能

DOI:

UDC: 81'25:811.111-581:791.634.2(045)

J155

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ON THE DOMESTICATION OF THE ENGLISH-CHINESE SUBTITLE TRANSLATION WITH *THE BIG BANG THEORY* AS A CASE

Abstract: *In the context of cultural globalization, many American dramas have been introduced to China and have attracted widespread attention from the Chinese people due to their unique cultural background. The American sitcom *The Big Bang Theory* is a big hit in China, and its subtitle translation plays an important role as a medium between the audience and the content of the sitcom. The subtitling team has used a lot of strategies of domestication in order to give Chinese viewers the same aesthetic experience and feel the American humour. For translators, they should capture the current hotspots in time so as to meet the needs of Chinese audiences; for English learners, they should be good at thinking about the differences between Chinese and Western cultures so as to better realize cross-cultural communication. This paper attempts to take some English-Chinese subtitles in *The Big Bang Theory* as cases, by analyzing the three strategies of quoting idioms and Internet buzzwords in the subtitles, as well as the localized translation. Meanwhile, it focuses on the application of the strategies of domestication in translation and exploring how domestication translation can enable viewers to better understand the humour and culture in the American dramas, which will be widely used in the future translation practice bringing about valid and suitable methods and strategy for translation work*

and researches.

Keywords: subtitle translation; domestication; *The Big Bang Theory*

1. Introduction

As one of the important carriers of American cultural dissemination, American dramas are showing a global flow in the context of cultural globalization. American dramas have been developed in China for more than 30 years, from the earliest introduction of *Garrison's Gorillas* and *Growing Pains* on Chinese TV, which triggered a great interest in American dramas among the Chinese people. Later, American dramas represented by *Prison Break* and *Friends* really started the trend of American dramas nationwide [2, p.25-26]. Until now, American dramas are even more loved and respected by the younger generation as a unique film and television culture. However, due to the differences of languages, Chinese subtitles must be provided before the introduction of a movie to help Chinese audiences understand the content of it and clear the language barrier. Therefore, the importance of subtitle translation as a medium between the audience and television programs is obvious.

In the practice of subtitle translation, translators often adopt various translation strategies to make the translation more fluent. When translating, if the translator only adopts the word-by-word translation method and does not relate to the context and cultural background, the translation will be too rigid and lack vividness and interest. Therefore, the importance of domestication strategy in subtitle translation practice is self-evident. The Chinese subtitles of the American sitcom *The Big Bang Theory* use a lot of domestication translation strategy to translate the original text in a way that the audience can understand and accept. In this way, the Chinese audience can achieve almost the same aesthetic experience as the English audience, and successfully enjoy the American humor, so as to further understand the American culture.

2. Definition of Domestication and Subtitle Translation

2.1 Domestication and Foreignization

The concept of domestication can be traced back to 1813, which was put forward by the German scholar Friedrich Schleiermacher in *On the Different Methods of*

Translating together with the strategy of foreignization, that is to say, either the translator moves the reader to the author or the translator moves the author to the reader. Thus, for Schleiermacher, the goal of translation lies in the approximation of two persons and in enabling interpersonal comprehension [6, p.91]. Later, in 1995, Lawrence Venuti, a famous American translation theorist, further developed these two concepts in his book *The Translators Invisibility: A History of Translation*, in which he corresponded the first method to foreignization and the second method to domestication. He stated that domestication is when the translator brings the reader into the home culture, while foreignization is when the translator brings the reader into a foreign culture [5, p.811].

In short, when using the domestication strategy, it is necessary to take the reader as the center and translate the original language into the language used by the readers, so that they can get a better reading experience. Foreignization, on the other hand, is author-centered by the translator, so the linguistic features of the original language need to be retained so that the reader can experience the charm of the language and culture of other countries.

2.2 Subtitle Translation and Its Features

Subtitle translation is the translation of foreign language movies and TV series from their source language into the target language of the local audience. As a medium between the audience and the content of the drama, subtitle translation not only has the commonality of translation, it also has some unique features [1, p.39].

First of all, subtitling has temporal and spatial limitations. Since each line of subtitle lasts about 2 to 3 seconds, it requires the subtitle team to try their best to be as concise as possible when translating, and to present an accurate translation for the audience within the limited time. Secondly, due to the different education levels of the public, the subtitle translation should be easy to understand and have local characteristics, avoiding the use of overly written language, which may affect the audience's viewing experience. Finally, the differences between Chinese and foreign cultures should be noted. Especially in American dramas, there are often a lot of American humor words that are not known to the Chinese. When dealing with these

special words, in order to make the target language audience understand their meanings, it is necessary for the translator to transform them into language forms that the target language audience can understand. Thus, the domestication strategy is of great advantage.

3. The Application of Domestication in Subtitle Translation of *The Big Bang Theory*

The Big Bang Theory premiered in 2007 and ran through 2019 with 279 episodes over 12 seasons. The show tells the funny story of two genius physicists, Leonard and Sheldon, and their friends. It is critically acclaimed for its humor, intelligence, and unique insights into science. Effectively translating such American humor into subtitles that are easy for Chinese people to understand can be difficult. That's why the translators adopted a domestication strategy. English-Chinese subtitle translations in *The Big Bang Theory* can be categorized into the following three types: references to idioms, the use of Internet buzzwords, and localized translation.

3.1 References to idioms

As an excellent traditional culture of China, idioms contain Chinese language characteristics. Most of these idioms are within seven Chinese characters and are concise and condensed, which will play the role of a finishing touch when applied to subtitle translation. The subtitle team of *The Big Bang Theory* quotes a lot of idioms, which not only conforms to the expression habits of the Chinese language, but also allows viewers to understand the content of the plot and at the same time appreciate the traditional Chinese culture.

Example 1:

Amy: I meant compared to the real-world applications of neurobiology, theoretical physics is... what's the word I'm looking for?... hmm, *cute*.

The version of *cute*: 小巫见大巫.

Amy and Sheldon are engaged in different fields of research, and each believes that their field is the most valuable, so they have a heated debate. Amy, who has a PhD in neurobiology, expresses her disdain for Sheldon's theoretical physics, which she considers to be too "*cute*", and it is also refuted by Sheldon. In most cases, "*cute*" is

meant to describe something that is lovely. But in this context, it should be extended to mean naive and worthless. Therefore, it would be apt to translate it with “小巫见大巫”. This idiom means that one is far inferior to the other in comparison. The use of idiom for domestication translation makes the expression more condensed.

Example 2:

Sheldon: *Mourning the inevitable is a complete waste of time.*

The version: 人生自古谁无死. [8, p.149]

Sheldon's childhood idol, Professor Proton suddenly died. Instead of mourning, he perversely refuses to attend his funeral. So he uses this line to show his girlfriend Amy his reasoning. The poem quoted by the translator, “人生自古谁无死”, was written by Wen Tianxiang, a national hero of the Song Dynasty. The meaning of the poem is that since the beginning of time, people are bound to die, which conveys the author's noble sentiment of keeping his faith. This not only expresses Sheldon's subtle emotions, but also makes the translation more vivid and humorous. A simple word-for-word translation would have lacked emotional color and failed to highlight Sheldon's rebellious personality.

3.2 The Use of Internet Buzzwords

Internet buzzword is a kind of language formed and circulated on the network. It is a kind of language mainly characterized by popularity with the network as the carrier. Internet buzzword is a mutually agreed language expression among netizens, and it is also the seasoning of the current fast-paced and boring life. Most of the audience groups of American dramas are young people, and the introduction of Internet buzzwords can easily cause their resonance and recognition [7, p.140]. At the same time, it also adds a certain comedic color to the language.

Example 3:

Leonard: Maybe I *embarrass* her.

Sheldon: You're *embarrassing* me right now.

The version of *embarrass*: 囧

Sheldon wanted to team up with Leonard to fly a kite, but Leonard wasn't in the

mood for fun. He was worried and asked Sheldon why his girlfriend Penny didn't want him to meet her friends. He guessed that it was caused by the fact that he was making other guys feel embarrassed. However, Sheldon thinks that at this point Leonard is interfering with their teamwork and embarrassing him. "Embarrass" is translated as "囧", which makes it very funny. The Internet buzzword "囧" means depressed, helpless, or embarrassed. Because the character "囧" looks like an expression of sadness, netizens quickly associate it with various negative emotions and use it to describe the state of being in a difficult or embarrassing situation. In general, "囧" is not only a word used to express complex emotions, but also a phenomenon reflecting contemporary social mentality and cultural trends. Therefore, it is very appropriate to use "囧" to describe the mood of Leonard and Sheldon.

Example 4:

Penny: I'm gonna be their fun Aunt Penny who gives them candy, and teaches them swear words and tells them stories about what a *weirdo* their mother is.

The version of *weirdo*: 奇葩

Amy tries to persuade Penny to give up the idea of not having children. She believes that only by becoming a mother can she realize the true meaning of love. Also, she accuses Penny of betraying her and should have accompanied her in becoming a mother. Penny, on the other hand, reassures Amy that she will still be there for her even if she has children. Moreover, Penny says that she will also satirize to Amy's children that her mother is a *weirdo*. The word "*weirdo*" originally meant someone who was strange, but in this context it is translated as "奇葩". The word was used to refer to flowers that were unique and beautiful, but was later used as a metaphor for unusual works of literature or characters with distinctive personalities. Amy is an eccentric scientific genius, so the buzzword "奇葩" is not only humorous, but also easy to understand.

3.3 Localized Translation

The so-called localized translation means that the subtitle translation should be in line with the language habits of Chinese people, and should not be a simple direct translation based on the literal meaning only. It needs to be contextualized so that

Chinese viewers can understand and accept it. Eugene A. Nida in his book *Language, Culture and Translating* points out that translation is an exchange between two cultures. For a real successful translation, knowing two cultures is more important than grasping two languages, because words become meaningful only in its effective cultural background [4, p.140]. Therefore, when translating subtitles, translators should take into account the context and adopt localized interpretation strategies, so that Chinese audience can easily understand the meaning of the original lines.

Example 5:

Howard: Hey, buddy. What brings you to my little *slice of hell*?

The version of *slice of hell*: 寒舍.

Leonard is feeling very self-conscious about dating the girl Howard likes without permission. He was planning to meet Howard to board the door and apologize, hoping to be forgiven by Howard. When Howard opens the door, he doesn't act pleasantly when he sees Leonard and asks why he came here. Translating one's home as “寒舍” is a kind of self-effacement and has a strong Chinese traditional culture. Self-effacement is an important form of etiquette that reflects the Chinese cultural trait of modesty and prudence. Specifically, the term “寒舍” is used in Chinese to refer to one's home in a modest way, implying that the conditions at home are limited, although this may not be the case in reality. This self-degrading expression is actually a social strategy to win the respect or understanding of the other party by showing one's modesty. Appropriate localization in translation can better convey the cultural connotation and emotional color of the original text, and at the same time ensure that readers of the target language can smoothly understand and accept the translated content.

Example 6:

Leonard: I bet that bit killed at *The Chuckle Hut*.

The version of *The Chuckle Hut*: 相声秀.

Sheldon told Leonard a philosopher's joke, and Leonard had this to say about it. “*The Chuckle Hut*” is a funny American variety show, so it is not well known to Chinese

audience. And because it is a niche TV program, there is no official translation in China for the time being. “相声” is a kind of Chinese folk rap opera, characterized by humor and wit, and performed mainly through verbal means. The subtitle team has flexibly translated it into “相声秀”, which not only does not affect the original meaning of the sentence, but also allows Chinese viewers to understand the plot better. The other available translation, “搞笑俱乐部” (Funny Club), is also a naturalized adaptation of this foreign term, but is far less localized than “相声秀”.

4. Conclusion

Through the analysis of the above three applications of domestication in English-Chinese subtitle translation, it can be seen that the domestication strategy has the advantages of vividness, flexibility and entertainment, and plays an important guiding role in subtitle translation. Subtitle translation has unlimited creativity because the subtitle team uses witty, humorous, and understandable language and adopts the domestication strategy and other translation methods. Without these strategies, the translation would lose its charm. It is the right translation strategies that make the translation more accurate and vivid.

The world today is in an era of cultural diversity, and it is inevitable that there are cultural differences between countries. However, it is worth mentioning that the use of domestication strategy should be appropriate and standardized, and should not be overused. Moderate domestication can be the icing on the cake and bring better viewing experience to the audience. On the contrary, excessive domestication will lead to a lack of exoticism in the works, and prevent the audience from experiencing foreign humor and culture [3, p.252]. Therefore, in the practice of subtitle translation, the subtitle team should not only try to convey the national image and cultural characteristics of the original language, but also take into account the acceptability of the readers and the readability of the translated text. In this way, it can thus promote the communication and integration of different cultures.

English-Chinese subtitle translation has also been getting rid of the stale and taking in the fresh. It spreads the English culture, reflects the pulse of the times and combines

the characteristics of reality, and the change and development of this language is closely linked to the turnover of the times. Therefore, it puts high demands on translators to follow the pace of the times, capture the current hotspots in time, and be refreshing within the limited subtitle space to meet the needs of Chinese audience.

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英汉字幕翻译中的归化策略研究——以《生活大爆炸》为例

摘要: 文化全球化背景之下，很多美剧被引进中国，并因其特有的文化背景引起国人的广泛关注。美国情景喜剧《生活大爆炸》在国内大热，其字幕翻译作为观众和剧情内容的媒介，发挥了重要作用。字幕组大量采用了归化翻译策略，以期中国观众能够得到相同的审美体验，感受到美式幽默。作为译者要紧随时代的步伐，及时捕捉时事热点，从而满足中国观众的需求；作为英语学习者，应善于思考中西方文化的差异，从而更好地实现跨文化交际。本文尝试以美国情景喜剧《生活大爆炸》中的部分英汉字幕为例，通过分析字幕中引用典故、网络流行语，以及本土化传译的三种策略，着重研究归化策略在翻译中的应用，并探讨归化翻译如何让观众更好地理解美剧中的幽默与文化，在日后的翻译实践中加以运用，为翻译工作及研究带来适用的方法与策略。

关键词: 字幕翻译；归化；《生活大爆炸》

DOI:

UDC: 001.8:005.591.61:327:796.038(81+510)(045)

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RESEARCH AND ENLIGHTENMENT OF BRAZIL'S DIVERSIFIED SPORTS DIPLOMACY STRATEGY

Abstract: *Brazil's sports diplomacy strategy is that the government regards sports as a diplomatic tool to enhance the country's image, promote cultural exchanges, expand international cooperation and promote economic growth. As a sports power, represented by world-renowned projects such as football, beach volleyball and judo, sports are not only an important part of Brazilian culture, but also a key element in its foreign policy. However, domestic research on Brazil's sports diplomacy strategy is still insufficient. This paper tries to start from the diversity of Brazil's sports events, draw lessons from its achievements and experience in sports diplomacy, and analyze and refine the enlightenment to China's sports diplomacy. This is of great reference value for China to enhance its cooperation with other countries, use sports activities as a soft power for cultural exchanges and national image building, and play a more constructive role in the promotion of diplomatic lines on the stage of international affairs.*

Keywords: *Sports diplomacy strategy; Brazil; China's sports diplomacy*

注：论文依托“2023年科技创新区域国别横向项目：基于交际翻译理论的巴西多元化体育外

1 Background of Brazil's Diversified Sports Diplomacy Strategy

Brazil, a multicultural country with a population drawn from across the globe, has earned the moniker “kingdom of football”, reflecting the nation's deep-rooted passion for sports. The country's sports industry continues to expand, owing not only to the diversification of its sports initiatives but also to extensive government support and investment in sports infrastructure.

1.1 The History of Development in Brazil's Sports Industry

Brazil's sports industry has a rich and extensive history, stemming from the colonial period when sports were brought to the region as a cultural import by European colonists. The late 19th century, coinciding with the establishment of the Brazilian Empire, marked a turning point as sports began to garner increased attention and support. A significant milestone in the modern development of Brazilian sports occurred in 1904 with the publication of the first Brazilian sports encyclopedia, encompassing a wide array of sports such as football, tennis, swimming, and hockey. This marked the inception of public recognition for athletes. Subsequently, the founding of the Brazilian Sports Federation in 1909 laid the groundwork for the evolution of Brazilian sports. In continuity, the establishment of the National Sports Federation in 1914 further cemented the construction of sports organizations and individual sport federations. In 1937, the Brazilian government integrated sports into the purview of the Ministry of Education, underscoring the significant role of sports in social development. The establishment of the Brazilian Ministry of Sports in 1995 heralded a new era of rapid growth for Brazil's sports industry. Over time, the country's sports sector experienced continuous expansion with substantial government investments in sports facilities and event organization, further propelling industry development. Additionally, sports brands and the sporting goods industry flourished in Brazil, injecting renewed vitality into the nation's sports sector. Brazil has further boosted the industry's growth by hosting high-profile international sporting events, such as the Olympics and the World Cup. Presently, Brazil's sports industry continues on a path of steady expansion, with sports culture deeply integrated into people's lives.

Various sports enjoy widespread public support and have a solid foundation, receiving robust backing from both the government and private enterprises.

In essence, Brazil's sports industry has undergone sustained development and growth, gradually shaping a diverse development pattern and asserting itself as an indispensable component of the Brazilian national economy.

1.2 The Diversification of Brazil's Sports Programs

Brazil boasts a vibrant sports culture, with football, basketball, and volleyball reigning as the country's most beloved and highly skilled sports. Football, in particular, holds the distinguished title of the "national sport" of Brazil and is deeply ingrained in the country's history. The national football team has garnered international acclaim, clinching at least three FIFA World Cup Championships (in 1958, 1962, and 1970) and achieving legendary status with the introduction of the innovative "4-2-4" formation during the 1958 World Cup. Beyond being a mere pastime, football is a source of national pride, with children commencing their love for the game as early as seven or eight years old and myriad football clubs - both professional and amateur - saturating the nation with unwavering zeal for the sport. The iconic journey of Brazilian footballer Pelé, rising from a street football team to international stardom, epitomizes the enduring impact of the sport.

Moreover, basketball and volleyball hold significant sway among Brazilians. The Brazilian national basketball team clinched the FIBA World Cup title twice, in 1959 and 1963, while securing a commendable fifth-place finish in the 1980 Moscow Olympics. Similarly, volleyball enjoys widespread popularity, transcending age and gender barriers. Whether in well-equipped stadiums or impromptu games on the beaches of Rio de Janeiro, volleyball is a constant presence. The Brazilian men's and women's volleyball teams showcased their prowess by securing fifth and seventh places, respectively, in the 1980 Moscow Olympics.

At a broader level, each state in Brazil hosts its own state leagues or championships, actively participating in intercontinental and international competitions. This not only elevates the standard of various sports, such as athletics, sailing, surfing, and swimming but also fosters the flourishing development of the

sports industry. The diverse array of sports programs, coupled with the populace's fervent passion for athletic endeavors, collectively propels the thriving growth of Brazil's sports industry.

1.3 Support from the Brazilian Government and International Sport Events

Brazil boasts over 4,000 sports venues of various kinds, providing highly advantageous conditions for broad public participation in sports activities. These facilities not only meet the daily needs for sports but also allowed Brazil to successfully host many important international events, including the first South American Games (1922) and the fourth Pan American Games (1963) in the past few decades. These world-class events showcased Brazil's passion for sports and its significant position in the international sports community.

Brazil's sports facilities are widely recognized on a global scale, with football stadiums being particularly renowned. The country has over 300 football stadiums nationwide, with 27 accommodating more than 45,000 spectators, five of which can hold over 100,000 people, totaling over 5 million seats. The Maracanã Stadium, located in Rio de Janeiro, the second-largest city in Brazil, is known as the "Soccer Temple" and is one of the largest sports venues in the world. The entire stadium has 155,000 official seats, including 200 seats in the grandstand and 87 in the VIP box, and can temporarily add more seats if needed to accommodate over 200,000 spectators. These modern, numerous, and widespread football facilities showcase Brazil's outstanding standards in sports to the world.

At the same time, by successfully hosting international sport events, Brazil's position on the world sports stage continues to rise, forcefully advancing sports diplomacy and expanding its international influence. Rio de Janeiro, through the carefully constructed "Soccer Temple" Maracanã Stadium, not only injects new vitality into the city's development but also further spreads its reputation worldwide, becoming an important bridge connecting Brazil and the world. Overall, the construction and utilization of these sports facilities showcase Brazil's image as a sports powerhouse, while also opening up new avenues for its cultural exchange and international cooperation.

2. Features of Brazil's Sports Diplomacy Strategy

Brazil's sports diplomacy is not only a way of communication, but also an important means to enhance national image, promote cultural exchanges, expand international cooperation, and promote economic development. It is intertwined with Brazil's national development strategy, with sports as the medium, showing Brazil's soft power and cultural charm on the international stage.

2.1 Sports Diplomacy Highly Linked to National Development Strategy

As an important form of diplomatic practice, sports diplomacy is closely intertwined with a country's overall development strategy. It not only reflects a nation's soft power but also serves as a global conduit for the dissemination of its culture and values. Taking Brazil as an example, the country's development strategy for sports diplomacy has gradually evolved and formed a unique path alongside historical changes. From the enactment of the first Sports Law in 1941 (Decree Law N.3.199/41) to the promulgation of the "General Sports Law" in 2023, the evolution of Brazil's sports legal system not only reflects changes in national policies but also signifies the enhancement of freedom and protection in the sports field.

In the 1940s, under the influence of international political dynamics and ideologies, Brazil's "1941 Sports Law" was formulated with clear government intervention and traces of fascism. The sports policy during this period emphasized comprehensive government control over sports activities, requiring sports clubs and activities to strictly adhere to government guidance and arrangements, with severe restrictions on freedom within the sports arena. Subsequently, although the "1975 Sports Law" (Law N.6.251/75) was introduced to update the sports law in 1975, it was still constrained within the framework of state intervention due to the influence of the military government at the time.

Entering the 21st century, with changes in the international environment and societal development, the Brazilian government began to realize the importance of sports and its close connection to the country's image and international relations. Especially after successfully hosting major international sports events such as the World Cup and the Olympics, the Brazilian government strengthened the updating and

enhancement of the legal framework for the sports industry. The “General Sports Law” promulgated in 2023 not only integrated all legislation related to sports but also emphasized the protection of athletes’ rights, intellectual property, and commercial rights. This signifies a major advancement in Brazil’s sports laws and policies, not only ensuring the healthy development of sports activities but also promoting the prosperity of the sports industry.

This series of legal reforms not only brought rapid development to Brazil’s sports industry but also provided a solid legal foundation and support for Brazil’s sports diplomacy strategy. Through the global language of sports, Brazil has successfully shaped a positive, enthusiastic, and open international image, effectively disseminating its culture and values, and enhancing the country’s international status and influence. Therefore, it can be said that the evolution and improvement of sports laws are not only a reflection of Brazil’s recognition of the importance of sports at the legal level but also a microcosm of the development of its sports diplomacy strategy.

2.2 Significance of Brazil’s Sports Diplomacy Strategy

2.2.1 Enhancing National Image

Large-scale sports events undoubtedly serve as an important stage for showcasing a country’s culture, enhancing its national image, and strengthening global influence, as well as a key moment for promoting global outreach. By hosting world-class sports events like the Olympics, a country can display its rich cultural traditions, core values, and sportsmanship. This not only establishes a positive national image within the international community but also brings unprecedented international prestige and attention to the country. Brazil has successfully showcased its diverse culture and values through a series of carefully planned sports activities and competitions, while also highlighting the country’s profound love for sports and its unique interpretation of the Olympic spirit.

A noteworthy example is the 31st Summer Olympic Games held in Rio de Janeiro in 2016, marking a significant milestone in Olympic history. Rio’s victory over strong competitors such as Chicago, USA, and Madrid, Spain was attributed to Brazil’s robust economic growth at the time, as well as the new Olympic ideology represented by Rio,

which successfully influenced the voting trend. This victory not only symbolized Brazil's economic strength but also embodied the pursuit of "internationalization" and "diversification" in Olympic sports.

Brazil's successful hosting not only proved its ability to host large international events but also, through initiatives like personalized and innovative award ceremonies, showcased Brazil's unique charm and open, free-spirited national character. As the first country in South America to host the modern Olympic Games, Brazil successfully demonstrated its unique cultural face and the achievements of its sports diplomacy strategy through this globally acclaimed event. This not only greatly enhanced Brazil's status on the international stage but also deepened the world's understanding of Brazil, its sports spirit, and cultural diversity, undoubtedly bringing far-reaching positive impacts to Brazil's international image and influence.

2.2.2 Promoting Cultural Exchange

Cultural exchange and mutual learning promote the flourishing development of diverse cultures, and sports, as part of cultural attributes, plays an undeniable role in this. Throughout history, sports activities have embodied the spiritual connotations of various cultures, serving as important means of cultural dissemination. Through the implementation of sports diplomacy strategy, such as hosting sports competitions and exchange activities, Brazil actively promotes cultural exchange and understanding among different countries, enhancing friendship and cooperation.

In Brazil, football is a mainstream cultural way of life. For Brazilians, football is not just a sport but also a cultural symbol. Brazilians have a passion for football; to them, those who don't play football and don't understand football can hardly integrate into society. They consider football as one of the world's cultural heritages, and people everywhere can be seen playing football - even in the favelas, children make their own footballs, brimming with love for the sport. Many internationally renowned football players began their careers in Brazil.

Defeat in football matches has profound effects on Brazilian society. In the 1954 World Cup, the heavily favored Brazilian team was eliminated in the semifinals, causing considerable social upheaval. The players were angry and fearful, but upon

their return to Brazil, they received a warm and understanding reception from the president and the fans, which saved them from the shadow of failure. The victory in the 1958 World Cup brought infinite pride to Brazilian society, deepening their love for football and leaving a profound mark on the tenacity of the Brazilian football spirit.

This football culture also plays an important role in Brazil's sports diplomacy strategy, promoting exchange and understanding between different cultures. Through football and other sports activities, Brazil has transmitted its unique culture to the world, while also embracing the essence of other cultures, promoting friendly exchanges between the international community.

2.2.3 Expanding international cooperation

Brazil's sports diplomacy strategy is committed to advancing the development of sports and promoting international cooperation. Through various means, Brazil promotes cooperation and exchanges between itself and other countries in the field of sports. By attracting athletes and spectators from around the world, Brazil provides an important platform for international sports exchange, promoting communication and cooperation between different countries.

Additionally, Brazil engages in sports exchange activities, including athlete training and sports technology exchanges, to strengthen cooperation and communication with other countries. This contributes to the development of the global sports industry and projects. Brazil also conveys the concept of sports diplomacy through diplomatic channels to encourage other countries to promote international relations through sports exchange, aiming to build a closer international sports cooperation partnership.

Furthermore, by hosting events and participating in sports exchanges, Brazil's international image and influence in the sports arena have been elevated. This not only attracts more international cooperation and investment but also contributes to promoting international economic and trade cooperation. Brazil's promotion of its sports culture, such as football and beach volleyball, to other countries enhances cultural exchanges and expands the scope of international cooperation, promoting cross-cultural exchange and integration.

2.2.4 Promoting economic development

Brazil's sports diplomacy strategy leverages sports events and activities to stimulate the growth of tourism, the sports industry, and related sectors, thereby fostering economic expansion and job creation. This approach has a multifaceted positive impact on the economy.

Firstly, sports tourism is a vital component of Brazil's economy. Hosting prestigious international sports competitions, such as the World Cup and the Olympics, serves as a key driver for attracting a large influx of international tourists to Brazil. Consequently, these events bolster the development of Brazil's tourism industry and contribute to the prosperity of complementary sectors like local accommodations, dining establishments, and tourism services, ultimately enhancing the overall tourism industry ecosystem.

Secondly, the advancement of the sports industry plays a pivotal role in promoting economic growth. Brazil actively seeks to attract international sports brands, sponsors, and investors to the country, with the aim of bolstering the domestic sports industry. This collaborative effort not only facilitates the introduction of advanced management concepts and technologies, but also spurs innovation in sports products and services, ultimately raising industry standards. Concurrently, the thriving development of the sports industry generates increased job opportunities and economic benefits for Brazil, infusing new vitality into economic and social development.

Furthermore, Brazil proactively engages in cooperation with other countries in sports education and scientific research exchange, with the goal of enhancing its own sports education standards and research capabilities through the introduction of advanced foreign sports educational concepts and research achievements. These efforts not only benefit the development of Brazil's domestic sports industry, but also provide significant support for technological innovation and talent cultivation in related sectors, ultimately carrying far-reaching implications for economic development.

3 Inspiration of Brazilian Sports Diplomacy to China

By drawing on the experience of Brazil, China can play a more active and constructive role in international affairs through active international diplomatic efforts,

promote the construction of a community of shared future for mankind, and build a more just and reasonable international order.

3.1 Strengthening Cooperation and Exchanging with Other Countries

Through sports diplomacy, Brazil has established wide-ranging cooperation with other countries. China can also enhance friendly exchanges and promote multi-sectoral cooperation with other countries through sports collaboration.

Firstly, hosting international sports events and activities is an important way for China to engage in cooperation and exchange with other countries. China can regularly host international events such as football matches, track and field competitions, and the Olympic Games. These events not only attract participation from other countries but also provide valuable opportunities for cooperation. Hosting these sports events will facilitate valuable opportunities for sports cooperation and cultural exchange between China and other countries, bringing the countries closer together.

Secondly, China can engage in more frequent sports diplomacy and exchange activities, such as through joint sports exchange projects, friendship matches, and collaborative training programs. These activities will contribute to promoting sports exchange and cooperation between China and other countries, enhancing international friendship, and aiding mutual understanding through the common language of sports.

Additionally, China can send sports delegations to visit other countries for sports exchange visits. This approach will strengthen exchanges and cooperation with other countries while showcasing China's sports prowess and level. This method will aid in promoting mutual understanding and facilitating sports and cultural exchange between countries. Furthermore, personnel training and technology exchange are important means for close Sino-foreign sports relations. China can jointly promote cooperation projects with other countries in sports technology and talent training, strengthening the exchange of skills and experience in the sports field, and enhancing the overall level of sports in various countries.

Through these measures, China can strengthen cooperation and exchange with other countries through sports diplomacy, promote sports diplomacy cooperation, and make sports an important link for promoting international friendship and cultural

exchange, thus contributing to enhancing Sino-foreign cooperation and understanding. These efforts will not only help China gain more opportunities and resources on the international sports stage but also contribute to building a more harmonious and trustworthy international cooperation system.

3.2 Promoting Cultural Exchange through Sports

Through sports diplomacy, China can utilize various forms of sports events and exchange activities to promote the dissemination and exchange of Chinese culture on the international stage, enhancing other countries' understanding and awareness of China.

Firstly, China can jointly organize various international events with Brazil, such as international conferences, art exhibitions, and sports events, to showcase the cultures of both countries to a broader international audience while promoting cooperation and exchange between the two nations on the international stage.

Furthermore, China can leverage modern information technology and online platforms to establish a China-Brazil cultural exchange platform, showcasing Chinese traditional culture, modern culture, and technological development in forms such as text, images, and videos, providing the Brazilian public with a more vivid understanding of Chinese culture.

Moreover, China can provide support for some cultural and artistic projects in Brazil, such as funding artistic creations and cultural exchange activities, to promote cultural exchange and cooperation between the two countries. Additionally, China can collaborate with Brazil in the cultural industry, such as jointly developing cultural products, and investing in cultural industry projects.

Through these approaches, similar to Brazil's sports diplomacy strategy, China can promote cultural exchange, strengthen cultural exchange and cooperation between the two countries, and enhance understanding and friendship between their people. It is essential to emphasize the diversity and inclusivity of cultural exchange, respecting different cultures and values, promoting mutual understanding and respect among different cultures. Additionally, China can further promote cultural exchange and friendly relations between the two countries by strengthening exchanges and

cooperation in areas such as education, tourism, and technology. These exchanges and cooperation in these areas can not only promote mutual understanding and friendship between the two peoples but also lay a solid foundation for cooperation in various fields such as economy, politics, and culture between the two countries.

3.3 Enhancing National Image and Soft Power

Brazil has successfully enhanced its national image and soft power through sports diplomacy. China can learn from this experience, using sports as a window to showcase Chinese culture, values, and sporting spirit, thereby increasing international recognition and respect for China. China can actively participate in international sports organizations, strengthen exchanges with other countries, and increase voting rights to enhance China's influence on the international sports stage. Additionally, China should strengthen its strategies for cultivating sports talent by enhancing sports talent training and exchange programs to cultivate more outstanding athletes and coaches, thus improving China's sports strength and soft power. Furthermore, China can use sports events for cultural promotion, sharing China's excellent traditional culture and modern achievements in civilization with the world, thereby enhancing its national image and soft power. Through these ways, China can continuously enhance its sports strength and soft power, showcasing its achievements and contributions in the sports field while actively participating in international sports organizations and activities, promoting global sports exchange and cooperation. This not only helps strengthen China's influence and discourse power on the international sports stage but also promotes the development and prosperity of the international sports industry.

4 Conclusion

In this paper, we have delved into Brazil's diversified sports diplomacy strategy and emphasized its significant relevance in enhancing national image, promoting cultural exchange, expanding international cooperation, and fostering economic development. Through an analysis of the development history of Brazil's sports industry, government support, and diverse sports projects, we have gained a deep understanding of how the Brazilian government utilizes sports as a diplomatic tool to drive national development and international cooperation. Furthermore, we have also

examined the insights Brazil's sports diplomacy strategy holds for China, suggesting that China can draw from Brazil's experience to enhance its national image and soft power through sports diplomacy, promoting international cooperation and cultural exchange.

By thoroughly researching Brazil's diversified sports diplomacy strategy, we have gained a deeper understanding of the potential of sports diplomacy. As a cultural language that transcends borders, sports possess immense integrating power, helping countries better showcase their image on the international stage and promote friendly relations and cooperation among nations. Brazil's experience tells us that sports diplomacy not only enhances a country's soft power but also fosters economic development and social progress.

In conclusion, our study offers profound insights, guiding us to better comprehend and utilize sports diplomacy. In the future, we hope that China can draw from Brazil's experience and flexibly employ sports diplomacy in international affairs to enhance its national image, promote international exchange and cooperation, thereby empowering China to play a more vital role on the world stage.

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巴西多元化体育外交战略研究与启示

摘要: 巴西体育外交战略是该国政府将体育作为提升国家形象、促进文化交流、扩大国际合作及推动经济增长的外交工具。作为一个体育强国,以足球、沙滩排球和柔道等全球知名项目为代表,体育不仅是巴西文化的重要组成部分,还是其外交政策中的关键元素。然而,针对巴西体育外交战略的国内研究尚显不足。本文力图从巴西体育项目的多样性出发,借鉴其在体育外交方面的成就与经验,并从中分析提炼对中国体育外交的启示。这对于中国在增强与其他国家的协作、利用体育活动作为文化交流和国家形象塑造的软实力、以及在国际事务舞台上发挥更为构建性作用的外交路线推进中具有重大的参考价值。

关键词: 体育外交战略; 巴西; 中国体育外交

DOI:

UDC: 81'06:81'243(045)

J155

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**ENHANCING HIGH-QUALITY DEVELOPMENT OF FOREIGN
LANGUAGE DISCIPLINE WITHIN THE FRAMEWORK OF NEW
LIBERAL ARTS**

Abstract: *In the context of the advanced stage of higher education's high-quality development, this paper examines the foreign language discipline from six dimensions: enhancing political awareness, emphasizing connotative growth, aligning with national strategies, addressing regional demands, fostering reciprocal communication, and innovating management practices. It aims to identify new roles and directions for the foreign language discipline within the new liberal arts framework, generate novel breakthroughs and growth opportunities for its scientific advancement, and contribute to the discipline's rapid and high-quality progression.*

Keywords: *new humanities; foreign languages; education; discipline development*

In the context of the advanced stage of higher education's high-quality development, this paper examines the foreign language discipline from six dimensions: enhancing political awareness, emphasizing connotative growth, aligning with national

strategies, addressing regional demands, fostering reciprocal communication, and innovating management practices. It aims to identify new roles and directions for the foreign language discipline within the new liberal arts framework, generate novel breakthroughs and growth opportunities for its scientific advancement, and contribute to the discipline's rapid and high-quality progression.

At this advanced stage of higher education's high-quality development, the foreign language discipline is tasked with embracing the new development philosophy. It must maintain a holistic approach, fortify forward-thinking, engage in comprehensive planning, and strategic organization. The focus is on identifying the discipline's new role and pathways within the context of the new liberal arts. It seeks to discover points of integration and growth that align with the university's strategic development objectives. This involves a coordinated effort to foster the integrated advancement of discipline construction, team formation, talent development, scientific research, and internationalization efforts. By reinforcing the commitment of foreign language professionals, the project aims to support national initiatives for strengthening the country and serving local economic growth, seize emerging opportunities, and guide the faculty towards achieving novel breakthroughs and development.

(1) Elevate political awareness and harness party building's leadership in foreign language education development

Drawing on the foundation of national first-class majors and courses, provincial-level first-class courses, and the establishment of teaching teams for the "Three Advancements" demonstration courses in Heilongjiang Province, there is an aim to establish a comprehensive framework for ideological and political education within foreign language courses. This approach intends to develop a unique brand of ideological and political education in these courses, foster exemplary instances of ideological and political education through courses, teaching excellence, and demonstration classes, and thoroughly execute the essential mission of moral education across all dimensions, stages, areas, and personnel involved.

(2) Prioritize connotative development, innovate, and spearhead the swift

advancement of foreign language disciplines

Accelerate the establishment of disciplines within the college, using the application for doctoral programs in primary disciplines as both the initiation and focal point. Emphasize benchmarking and execution as crucial steps, pinpoint the intersections with the university's strategic development plan, concentrate on the principal areas of discipline and major construction, and commit to a scientifically accurate path of connotative development.

Enhance disciplinary team development and continuously elevate the teaching and research capabilities of faculty. Building upon the solid foundation of existing team structures, further integration of innovative disciplinary teams is encouraged, along with nurturing team leadership, refining the disciplinary framework, and establishing research groups characterized by a strong collaborative ethos.

Leveraging regional and national strategies as a pathway for breakthroughs, and grounded in the national "maritime power" strategy, this approach involves actively conducting comprehensive research on pressing issues in defense-related areas, aiding in resolving literature challenges within these sectors, and offering vital linguistic support. Through the proactive establishment of maritime think tank platforms, academic exchange hubs, and industry-academic research collaborations, it is possible to significantly enhance the quality of talent development, steadily refine the structure of curriculum systems across different specializations, and produce high-caliber international foreign language professionals for the "maritime power" strategy.

Proactively establish four core disciplinary directions and define their distinctive characteristics; enhance the structuring of tiered teams within the discipline, categorizing specific criteria for various ages, professional titles, educational backgrounds, publications, and projects; Initiate academic research with provincial and ministerial level projects as the foundation, progressively augment the number of projects sanctioned by the National Social Science Fund, and bolster financial support for academic leaders and emerging talents; Strive to increase both the quantity and quality of publications in prestigious international academic journals.

(3) Support national strategy and develop elite foreign language professionals

Utilizing the development of foreign language discipline teams and student innovation practice platforms, the focus is on transitioning towards a demand-driven approach in foreign language education. The aim is to nurture strategic, high-level, multidisciplinary foreign language talents, thereby more effectively meeting the strategic development requirements of both the nation and society.

(4) Focus on regional needs and enhance the efficiency of social services

Based on the internationalization needs of regional economic growth, support for significant international competitions, major international exchange events, the language requirements for internationalization of institutions and organizations, and the enhancement of regional talent's proficiency in foreign languages, targeted and specialized language training services will be provided. This effort aims to broadly extend the scope of training and social services offered.

(5) Enhance bilateral communication and advance towards premier internationalization

Proactively develop cooperative ties with universities ranked in the top 100 globally for languages and literature, fostering faculty research collaborations and student exchanges. Establish inter-university exchange programs and initiate master's and doctoral collaborative projects; explore applications for International Education Master's programs; and actively organize significant domestic and international conferences to boost the academic stature of the discipline.

(6) Innovate management system, embrace reform, achieve breakthroughs, and pursue excellence

Determine the foundation for system enhancement and aim to align the college's efforts with the broader progress of the institution. Address the critical challenges hindering discipline development, advance the reform of basic academic organizations, refine job evaluation and appointment processes, encourage professional and technical positions, and offer performance-based allowances. Enhance the college's support infrastructure, transform challenges into opportunities for growth, and foster the rapid, high-quality, and superior advancement of foreign language disciplines.

The future is approaching, and foreign language educators must understand the

evolving role of foreign language disciplines within the new liberal arts framework. They should precisely identify changes, adapt scientifically, embrace innovation, and fully advance the distinctive, high-quality development of foreign language disciplines.

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新文科背景下推动外语学科特色高质量发展

摘要：立足高等教育高质量发展新阶段，从提高政治站位，坚持内涵发展，服务国家战略，瞄准区域需求，促进双向交流，创新管理体制六个方面，探索新文科背景下外语学科新定位和新出路，培育学科发展新的突破口和增长点，助力外语学科快速高质量发展。

立足高等教育高质量发展新阶段，外语学科需贯彻新发展理念，坚持系统观念，加强前瞻性思考、全局性谋划、战略性布局，着力找准新文科背景下外语学科新定位和新出路，找准与学校发展战略布局的结合点和增长点，统筹推进学科建设、团队建设、人才培养、科学研究、国际化等各项工作一体化发展，强化外语人使命担当，助力国家强国战略和服务地方经济发展，乘势而上，推动学院取得新突破、新发展。

关键词：新文科，外语，教育，学科发展

DOI:

UDC: 81'25:659.126:659.44:001.8(045)

J193

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A STUDY ON TRADEMARK TRANSLATION STRATEGIES FROM CROSS-CULTURAL PERSPECTIVE

***Abstract:** As a communication medium, business English plays as a pivotal role in international communication and cooperation, among which trademarks translation plays as a significant part. A good trademark can stimulate consumers' desire to purchase and help enterprises become outstanding in the fierce international competition. Therefore, trademark translation is of great significance in expanding the sales market of products for an enterprise. However, while paying attention to translation rules, translation of trademarks should also take into account cultural diversity. This paper summarizes translation principles and specific manifestations of cultural differences. Meanwhile, the paper explores the trademark translation strategies and methods from the cross-cultural communication perspective. It is believed that this essay will be helpful for trademark translation.*

***Keywords:** trademark translation; cultural diversity; foreignization strategy; domestication strategy*

1. Introduction

“Trademark, the name or other symbol used to identify the goods produced by a particular manufacturer or distributed by a particular dealer and to distinguish them from products associated with competing manufacturers or dealers(陈晓瑾, 2022:

176).” As a product of commodity economy, trademark plays as an active role in promoting commodities in the international trade. Under the current conditions of our country, strengthening trademark management is of great significance in standardizing the translation of the name to protect trademark rights, prompting producers to ensure the quality and maintaining the reputation of the goods. It can also protect the legitimate interests of consumers and promote the development of market economy(胡开宝&陈在全, 2000: 34).

A good trademark contains profound meaning and can leave a good impression on consumers. In the fierce market competition, a good trademark is closely related to the survival of the brand, but it must also bring great pressure to the personnel engaged in trademark translation. It is by no means an easy thing to transform a trademark from one language to another, and to preserve its original style, flavor and connotation.

2. Trademark Translation Principles

Trademark Translation is the bridge connecting marketers and consumers. The ultimate purpose of various trademarks is to promote sales and to exploit markets. To achieve this purpose, a good trademark should be attractive enough so as to arouse the curiosity of potential consumers. As an effective tool to persuade customers to buy the products, a trademark should at least fulfill principles as below.

2.1 The Informative Principle

Trademarks are effective business cards for producers and goods. Most trademarks would provide consumers with some information about the products, such as the information of the place of production, the material used for the products, the function of products, the name of the producer or even target consumers etc(姜妹, 2014: 67). At the same time, trademarks can make consumers know the source of products and services.

2.2 The Advertising Principle

Instantly advertising can even form and lead a fashion, encourage and persuade consumers to purchase certain products. A good trademark and its translation represent as effective forms of advertising, which can not only promote sales but also spread the

cultural information. To some extent, a creative trademark and translation can lower the cost of sales, because the creative trademark can deeply impress customers and highlight the characteristics and functions of products by itself. Customers may bear them in mind at the first sight and choose the products with the trademarks without hesitation when needed.

2.3 The Protecting Principle

Legally, a trademark is the only protected name registered in the product domain. By obtaining a trademark from a licensing authority, usually a government agency, you can protect the brand from being used by others. For owners, a trademark provides protection, ensuring that they have the exclusive right to use the trademark to identify goods or services, or to authorize others to use the trademark in exchange for payment(李毓, 2018:106).

2.4 The Localization Principle

When translating a trademark, the national and cultural characteristics of the target market should be respected first. While attaching great importance to the cultural differences of the target market, there should be no ambiguity in the political significance, religious belief, moral concept, value orientation and other aspects of the translated trademark. The study of trademark translation must firstly study the potential national culture, living habits and social customs in order to avoid cultural conflicts, which may lead to the failure of trademark translation.

2.5 The Aesthetic Principle

In today's increasingly fierce commercial competition, in order to make consumers like producers' products and obtain psychological satisfaction, it requires the aesthetic characteristics in the design and naming of trademarks. That is, the translation of trademarks should note the beauty of sound and artistic conception. Only under the premise of ensuring the beauty of sound and artistic conception, the trademark will enter the psychology of the consumer public, so that they can be associated with good things and formed a sense of identity for the product. In short, a successful trademark is a successful "work of art".

3. Trademark and Culture

Trademark translation is not just a simple conversion between two languages, but more of a language and cultural exchange. It is basically a reflection of different social and cultural backgrounds, rather than a word-for-word mechanical conversion from one language to another.

Culture is of great importance in brand naming. And a trademark is to appeal customers, to satisfy both their physical and emotional needs, thus, to promote the sales. Yet, culture is a very comprehensive concept, and it has its own characteristics with regard to brands. From the formation of trademarks, it is obviously that almost all the trademarks reflect, to some degree, some cultural factors. As the unity of social physical formation and spiritual formation, brands are also the combination of both consuming psychology of modern society and trends of cultural values. Brands and culture are integrated into each other. Most brands are the carriers of culture. They embody a wealth of connotations of culture, through which their value is enhanced; on the other hand, culture is transmitted through brands. These two aspects supplement and complement each other, not even one of the two aspects can be dispensed with.

4. Strategies in Trademark Translation

In the international commodity circulation, trademark translation plays an extremely important role. Excellent trademark translation makes the product icing on the cake, easy to be accepted by consumers in the target market and plays as a great role in commodity sales. In trademark translation, domestication and foreignization, which seem to be opposite, are both ways and strategies to achieve cultural information exchange through the conversion of language questions. Therefore, in the process of trademark translation, the emphasis should be placed on whether the translated name can be accepted by the readers from the perspective of consumers, and the strategies of domestication and foreignization should be applied flexibly to achieve the desired effect.

4.1 Domestication

Domestication refers to the translation strategy that adopts a fluent and unobtrusive style in the translation process. It fully processes the originally difficult translation effect, integrates more national language meanings, and accurately

expressing its original meanings. It has richer and more substantial brand language connotations, so as to minimize the foreign language text's strange and distant feeling to the target language readers. It believes that the target language or the target readers should be the destination of the translation. So Domestication advocates smooth translation. When the readers read the translation, they may feel just like reading the native language articles (Newmark, 2001: 13). This theory is more widely used in trademark translation.

4.2 Foreignization

Foreignization refers to the translation process in which the vocabulary, sentence patterns, grammar, and cultural features of the source language are introduced into the target language unchanged, thus completely breaking the inherent tradition and balance of the target language. Foreignization in trademark translation can digest and absorb many types of foreign languages, establish a communication bond between some different types of language systems, enrich the national language system, and improve the national cultural connotation (Nord, 1998: 474). If foreignization is properly used, it will create unexpected and wonderful effects, especially to meet the needs of young consumers in different countries.

4.3 The Combination of Domestication and Foreignization

In trademark translation, it is necessary to use an appropriate method to convey the meaning and connotation of the original trademark. Eugene Nida, an American translation theorist, believes that the translation refers to reproducing the information of the source language with the closest and most natural equivalent from semantics to style. “The reader of the translation should be able to understand and appreciate the translation in essentially the same way as the reader of the original. (Nida, 1969: 209)” In trademark translation, the translator should express the meaning of the trademark expressed in the source language with the target language. In order to achieve such functional equivalence, traditional methods such as transliteration and literal translation sometimes cannot fully achieve the effect of translating trademarks into target language. On the basis of literal translation and transliteration, more methods, including zero translation, Chinese Pinyin translation, conversion and so on, should be

adopted based on different situations.

5. Methods of Trademark Translation

As a significant bridge between the product and customers, the trademark is an intangible asset to the company it belongs to, and it could be even more important than the product itself (Steiner, 2001: 595). When a company wants to make a successful step into the international market, it is essential to firstly translate the trademark of the product into the target language.

5.1 Literal Translation

Literal translation is one of the most popular translation methods in international trade. Literal translation mainly focuses on the logic based on the norms of the original language, preserving the cultural and emotional elements contained in the original language, so as to make the translation result more suitable to the actual culture of the original language (Wilss, 2001: 29). Through Literal translation, the brand of commodity translated can not only fully reflect the basic function and characteristics of the commodity, but also fully show the foreign cultural elements, which has good market effect. Generally speaking, if the meaning of the original trademark name has no negative meaning in the target language, the literal translation can be adopted. It is worth paying special attention to that translation should achieve, especially, localization principle.

For example:

(1) Source language: 熊猫香烟 (cigarette)

Target language: Panda

Analysis: Panda is the national treasure of China and is loved by not only Chinese people, but people from all over the world. The translation of this trademark, “熊猫” into “panda”, not only reflects its noble taste, but also contains people's affection(于伟, 2021: 17).

(2) Source language: Pioneer (electrical appliance)

Target language: 先锋

Analysis: This logo translates as “pioneer”, which is easily make people to associate

it with the first-rate quality, technology and nature of this product.

The above examples shows literal translation can remain the characteristics of original trademarks, easy to make consumers arouse association, leave a good impression on the products. So it is adopted in many situations as an efficient technique in translating trademarks.

5.2 Transliteration

Transliteration is a commonly used method in trademark translation. Generally speaking, the main object oriented transliteration method is the foreign word with incomplete meaning. When the original trademark does not have a complete meaning, under the condition that it does not violate the language norms of the target language or cause wrong association or misunderstanding, according to the pronunciation of the original trademark name, this method of translation refers to selecting words in target language similar to the pronunciation of original language. This method is simple and easy to translate, which can not only retain the beauty of the original charm and the exotic flavor of the goods, but also may greatly attracts the attention of consumers.

For example:

Source language: Marlboro (cigarettes)

Target language: 万宝路

Analysis: This brand, which translates as “万宝路,” may conjures Chinese people up the beautiful fantasy of “rolling fortunes” and immediately attracts the consumer.

The brand of goods translated by transliteration looks simple, but contains a rich sense of rhythm. In translation, the target language that sounds pleasant, looks pleasing and reads smoothly is selected, so that the translation mark is short, concise, catchy, and easy to remember. Using transliteration method is simple and easy, which can not only retain the beauty of the original trademark, but also reflect the exotic flavor of the goods and give people a variety of beautiful associations and tips, which can leave a deep impression on consumers.

5.3 The Combined Method of Literal Translation and Transliteration.

The combined method is the combination of transliteration and literal translation. With the advantages of both, this method can explain the use of the product,

characteristics, and functions, reflect the cultural characteristics, shape personalized marks, and appeal consumer attention. Compared with the traditional literal translation and free translation, this method emphasizes the relevance of pronunciation and semantic association, which reflects the beauty of the sound and of the artistic conception of the trademark.

For examples:

(3) Source language: Hisense (home appliances)

Target language: 海信

Analysis: Hisense actually a combination of the words “high” and “sense”. It not only sounds similar to the original, but also shows a full range of functions.

But the combined methods of transliteration and literal translation in some cases would make the translated trademarks meaningless or confusing, and sometimes those two methods would make trademarks complicated or strange in the target language.

5.4 Zero Translation

With the enrichment of international cross-cultural communication, countries have more understanding of each other. This leads to a common phenomenon in translation, that is, the native language mixed with some foreign words. Zero translation is also called loan translation. It means to use the source language in the target language directly without much translating or changing. This method is always used when the original trademark is very neat, smart, and easy to be understood or remembered, like the initials, numbers etc. However, it is still necessary to pay attention to the localization principle of trademark translation when choosing not to translate. Some trademarks that directly use Chinese pinyin as English words without translation may fail in trademark translation due to cultural differences and other reasons.

For example:

(4) Foreign trademarks: SKII (cosmetics), IBM (computer), AT&T (American Telephone and Telegraph Company)

(5) Chinese Trademarks: TCL (electric appliances), 999 (medicine)

This method is always applied when the products are youth-oriented, which means the target consumers are young, well-educated and have relatively high social

status. That's because these consumers have no difficulty in understanding and accepting the original names. Besides, in some degree, the original flavor could even be more attractive to these people psychologically in showing their different status and taste.

5.5 Pinyin

Pinyin usually means to simply use the Chinese pinyin to translate the trademark as the target language trademark in the process of exporting Chinese goods.

For example:

(6) Source language: 哇哈哈 (beverage)

Target language: Wahaha

This method can promote our country's brand recognition simply.

5.6 Conversion

Conversion usually means that the original trademark name and the target language trademark name are translated without considering transliteration or literal translation, but only select relevant information suitable for marketing from the target language and create a new trademark brand.

For example:

(7) Source language: Wrigley (candy)

Target language: 箭牌

The translation method enables the translator to maximize his imagination and creativity.

5.7 Special Symbols or Made-up Words

In order to achieve publicity purposes, there are also some trademarks, which need to use some special symbols or made-up words to create an image of unique.

For example:

(8) Source language: 特步 (sportswear)

Target language: Xtep

Analysis: X means “negation and rebellion” and step means “future”. These two words together highlight the vitality and beauty of youth.

5.8 Homophony

Homophony does not simply translate according to the pronunciation but makes the translated name similar to the original trademark through the harmonic sound, pays more attention to the ideogram of the translated name, chooses to use those words with beautiful shape and easy to remember, in order to guide the audience to have a positive association, so that they are impressed by the product and have desire to purchase.

For example:

(9) Source language: Dove (shower gel)

Target language: 多芬

Analysis: The American shower gel brand Dove is translated into Chinese translation of the name “多芬” which reflects the smell of fragrance after the bath, making people have a good association.

6. Conclusion

Trademark is not only a literal symbol, but also an economic symbol. Whether a brand can be successful and accepted by consumers determines the future fate of the brand. New, unique, and creative trademarks can quickly attract the attention of consumers, to achieve unexpected, good results. The translated trademark should not only conform to the packaging design characteristics of the original trademark, but should be unique and distinctive, so as to accurately convey the commodity information and achieve the purpose of establishing the brand reputation. Therefore, in the process of translation, translators should fully follow the rules of trademark translation. Based on the objective and practical needs of cross-culture, they should comprehensively use a variety of different translation methods and means, to retain the essence of national language, highlight international characteristics, and accurately grasp the surface and deep cultural connotation of trademarks, so as to enrich the brand image with infinite charm and lay a solid foundation to improve the international competitiveness of commodities and to optimize the economic benefits in international trade. Only in this way can the translator create more excellent trademarks under the condition of today's economic globalization and gain a favorable position in the fierce competition of international shopping malls.

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跨文化视域下商标翻译策略研究

摘要: 在当今全球化的时代, 国际交流与合作日益频繁, 一个好的商标可以激发消费者的购买欲望, 帮助企业在激烈的国际竞争中脱颖而出。因此, 商标翻译对于企业拓展产品销售市场具有重要意义。然而, 在注意翻译规则的同时, 商标的翻译也要考虑到文化的多样性。本文结合具体实例总结了商标翻译过程中所体现的翻译原则和文化多样性的具体表现。本文旨在为未来的商标翻译提供一定的参考。

关键词: 商标翻译; 文化的多样性; 翻译策略

DOI:

UDC: 81'25:791:791.634.2:001.8(045)

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美版《甄嬛传》字幕的英译研究

摘要: 影视作品是文化传播的途径之一, 近年来, 中国古装影视剧不断传入国外, 为外国观众带来了特色的中国文化。在这些作品中, 《甄嬛传》不仅拥有丰富的故事情节, 同时其充满文学色彩和传统文化的台词也令人印象极深。外国影视制作者将《甄嬛传》重新改版, 使其缩减至六集, 成功走向了北美市场。在传播的过程中, 字幕的翻译发挥了极大的辅助作用, 通过不同的字幕翻译策略, 外国观众能够更好地理解影视作品的表义及其文化内涵。本文结合美版《甄嬛传》中特色的台词研究影视作品字幕翻译的语言特点, 深刻剖析字幕的英译策略。

关键词: 美版《甄嬛传》; 字幕翻译; 英译策略

一、引言

《甄嬛传》是近年来宫廷剧中的经典作品, 以其曲折复杂又古香古色的故事情节、多面的人物形象及充满古典和传统文学色彩的台词吸引了大众的关注。剧中的经典台词让人印象深刻, 发人深思。台词常引用俗语诗句, 语言复古考究, 风格非常接近于名著, 同时, 剧中一些物品的名称也十分精致有韵味, 引经据典, 富有传统宫廷的气息。因此, 《甄嬛传》不仅吸引了大量的国内观众, 更是突破重围, 走向北美市场。为了更好地加深外国观众对中国文化的了解, 传播影视文化, 外国影视制作者采用专业的翻译团队对《甄嬛传》的台词进行改版与翻译, 在忠实其原文的基础上, 尽量保留中国传统文学的语言风格和韵味。

影视作品是文化交流与传播的手段之一，在此过程中，字幕翻译发挥了重要的作用。字幕翻译理论家 Henrik Gottlieb 将字幕翻译定义为：在影视作品中，采用不同的语言对文字信息的呈现，通常以一行或多行文本的形式出现在大屏幕上，同时保持与原片对白信息的同步翻译（Henrik Gottlieb, 86）；Díaz-Cintas 则进一步将其定义为：字幕翻译是将不同说话人的原始对话交流以及所有其他通过视觉（字母、横幅、插图）或听觉（歌词、声音）传播的语言信息以书面形式进行的翻译活动（Díaz-Cintas, 344）。在《甄嬛传》传入海外的过程中，字幕的翻译活动尤为重要。专业的翻译团队在对其语言风格进行了分析后，结合异化归化意译直译等翻译策略形成了美版《甄嬛传》的字幕，直观地展示给外国观众，从而使其更容易理解台词的表面意义和所表达的文化内涵，一定程度上促进了中国文化的传播。本文将结合美版《甄嬛传》研究其字幕翻译的策略及其语言特点。

二、字幕翻译的语言特点

字幕翻译是一种高水平、高质量的文化传播活动，随着时代的发展，字幕翻译的难度也在不断加大。由于社会经济和文化事业的发展，我国对外交往迅速扩大，世界各国对中国文化都有了越来越多的了解和认识，中外文化交流也日益频繁。字幕翻译在对外传播中占有重要的地位。

在影视作品中，为了使观众更加深刻地理解主题意义和故事情节等，不仅需要运用对白，而且还需要用字幕来表现影片所要表达的情感和态度。而字幕翻译则是在电影背景音乐和对白的配合下，把原文文字转换成另一种不同种类、不同风格的译法形式。

一般情况下，字幕分为显性字幕和隐性字幕。显性字幕翻译指翻译对作品中的人物的对话的直接翻译；隐性字幕翻译指对剧中需要标注解释的内容信息的翻译，例如对物品，对一些重大事件，节日等的翻译。由于其独特特点，字幕翻译在时间，空间，语言文化等方面也存在许多局限。

字幕翻译的口语性。影视作品的字幕，是对于处在其故事情境下的人物对白的直观翻译，这一翻译既要通顺流畅，又要朗朗上口，接地气，符合观众生活中

的语言习惯。同时，语句也不宜冗长复杂，避免影响观众的理解，大部分字幕都为浅显易懂的口语。

字幕翻译的大众性。影视作品的翻译以观众为中心，因此应该考虑大众的语言水平以及文化素养，以接近观众所处的文化环境，向观众传达剧情，进行文化的跨际传播，对文化进行构建，满足大众的审美趣味。

字幕翻译的文化性。由于不同国家的语言文化和语言习惯不同，在翻译字幕的过程中就要考虑到源语言和目标语言不同的文化背景，进行跨文化的翻译，从而实现不同语言文化的语义对等。

字幕翻译由于拥有以上语言特点，同时在许多方面也存在局限性，一般在时间和空间上有明显的限制。字幕文本依靠具体的影视作品，在翻译时，会在文本内部加入字幕，来辅助观众理解影片内容，通常以单行或双行的形式呈现在影视作品边缘，这表明影视作品的字幕具有空间局限性，其长度一般控制在一句话的长度。在语言系统交换的过程中，由于不同的语言文化和各异的语法，在翻译后，字幕的长度一般都会增加，因此在进行字幕翻译时，要实行特定的翻译策略进行适当删减修正。同时由于影视作品中镜头的切换，不同角色的切换，剧情的转化以及故事情节的冲突呈现，字幕的翻译也受到时间的限制（李大鹏，郑茗馨，77）。

三、美版《甄嬛传》中的字幕翻译策略

字幕翻译的策略主要分为：直译、意译、省略、归化和异化。

所谓省略，就是在翻译字幕时，对一些非必要内容或是不符合译文语言习惯的内容进行省略不译的翻译手段。在一定程度上，省略的翻译方法能够使字幕语言更加简洁的同时也能够使所表达的内容重点更加突出。

(1) 女人多的地方是非多，耍心眼掉眼泪。扮笑脸说是非，表面一池静水，底下却暗潮涌动

More women, more troubles. Too many tricks, too many disputes. Peace surface. Fight beneath.

(2) 还是安答应说左右是个死，才让奴才勒死了算完。

It was Attendant An's idea to have me strangle her and get the job done.

在例句一中，“地方”“掉眼泪”“扮笑脸”在翻译的过程中被省略了，使整个翻译更显简洁且内容完整，并未缺失。如果采用直译的方法，将掉眼泪和扮笑脸翻译出来，外国观众会非常困惑剧中人物的情绪变化之快，同时也会增加翻译的篇幅，将具体的“掉眼泪”和“扮笑脸”省略，直接纳入“耍心眼”和“说是非”的翻译中，使整句台词简洁明了同时没有影响外国观众对该处故事情节的理解；例句二中，译者省略了“左右”的翻译，并未影响原句意思，相反对其省略更能使外国观众有效了解这句话的内涵意义。“左右”在中文中一般表示概数，在翻译这一句话时如果采用直译的方法，翻译成“on the right and left”外国观众则无法理解其内在涵义其实是表示“无论怎样”，因此对该词进行省略翻译能让观众更好理解。

意译是指翻译者在接收到不同的社会文化时，为求与原文语言文化，语言功能的相似性，从而舍弃部分源语言的文化背景。意译，更注重其内涵，从意义出发，只要表达出原文大意，并不要求像直译一样字字句句都如实译出。在无法直接将台词字面意思译出时，则采用意译的方式转译，以求给观众充分展现台词内涵。

(1) 年年岁岁花相似，岁岁年年人不同。

Each year and every year, blossoms return anew. Each year and every year, bloom of youth does not.

(2) 花开堪折直须折，莫待无花空折枝。

One must pick a flower at the prime of bloom, don't wait until the blossoms fade.

(3) 不知学良禽择佳木而栖。

I should have chosen a better master.

例句一是在美版《甄嬛传》中的开头，年老的甄嬛在回忆过去时发出了对时间已逝的感慨，这句诗出自于唐代诗人刘希夷的《代悲白头翁》，意为年年花开，而年年赏花者却大不相同，表达了甄嬛对时光一去不复返的遗憾无奈，也有事物不会因时间儿改变，而人却会因为时间的改变而改变的意味。译者译为“每一年，每一年，花朵都会重新盛开，每一年，每一年，青春之花却不会再開。”其中“花

相似”译为“the blossoms return anew”，展现花儿连年盛开之景，将“人不同”翻译为“the bloom of youth does not”，青春之花不在盛开，表现出甄嬛对物是人非的感触，从而引发外国观众的共情。例句二是出自唐朝时期的一首七言乐府《金缕衣》，意为花开可以折取的时候就要尽管去折，不要等到花谢时只折了个空枝。译者将其译为“在花开的时候采摘，不要等到花谢后再去采摘。”完整地表达出了原词的含义，同时让外国观众能够明白更深的含义：珍惜大好的青春时光，容颜易老，花颜易逝，莫待花谢枝枯。例句三中的曹贵人对甄嬛所说的“良禽择佳木而栖”出自《左传》，原意是指优良的禽鸟会选择优秀的树来栖息，用来指贤良的臣子选择明事理的君主而效忠。译者将其翻译成“我本应该选择更好的主子”，既能够表达其原意中的选择更优秀的人效忠，又能够有效地表现出曹贵人过去与华妃以及曹贵人将来与甄嬛之间的依附关系，这一典故的运用也十分巧妙。

施莱尔马赫认为，归化的意义在于“尽可能不去打扰读者，而让作者去靠近读者”（Schleiermacher, 149），实际上就是使源语言本土化，以目标语者为中心，采用目标语者所熟悉的文化背景知识，并符合目标语者的语言习惯，进行对等翻译的策略。在美版《甄嬛传》中，以下台词采用了归化的翻译策略：

兔子急了也是会咬人的

A baited cat grows as fierce as a lion.

中看不中用的绣花枕头

As she lacks resolve, her beauty is vain and useless.

大理寺少卿甄远道之女甄嬛

Daughter of Zhen Yuandao, Deputy Chief of the Grand Court.

例句三中，大理寺是古代掌管刑狱案件的单位，在现代相当于最高法院。大理寺卿是掌管该类案件的最高级长官，而大理寺少卿则是“卿”的助手，辅佐官员，相当于副长官（马岚，91）。在英语语境中，并没有大理寺，卿，少卿等的表述，外国观众由于不处于中国古代文化的背景下，所以难以理解其内在含义，因此将其翻译为“Deputy Chief of the Grand Court”，译为最高法院的副院长，更

容易为外国观众所理解，在西方文化中，存在最高法院的概念，能够与中国文化中的大理寺相对应。

例句一是一句常用俗语，表面意义为就连兔子这么温和的动物被逼急了生气起来也会咬人，实际上是一种隐喻说法，其深层含义为善良温顺的老实人被逼到了忍无可忍的地步，也会奋力反抗。译者将其译为“一只被当做诱饵的猫也会变得像狮子一样凶猛”通过运用猫和狮子前后的对比，表达出温和的兔子到急眼的兔子的转变，使外国观众更能理解这句俗语的隐喻意义，更符合目的语者的语言习惯。

例句二中，“绣花枕头”在中文语境下，实际上是一种隐喻用法，表义为绣着花纹的枕头，隐喻义指徒有其表却无真才学识的人。如果对该词进行直译，译为“a pillow with an embroidered case”，则会让外国观众非常难以理解人与绣花枕头的共通之处，同时无法理解其隐喻意义。译者将其归化翻译为“her beauty is vain and useless”，直接明了的点出了绣花枕头所暗含的只有外表的美貌，而这种美貌是徒劳的，更符合西方的语言习惯，更容易理解。在美版《甄嬛传》中，存在着许多这样的例子，来自于传统文化的语境，很难被外国观众理解，而译者正是通过归化的翻译方法将其转化为目标语文化，从而达到文化的传播与交流。

所谓异化，施莱尔马赫认为是“尽可能不去打扰作者，而让读者去接近作者” (Scheleiermacher, 149)，实际上就是在翻译的过程中一定程度上保留源语和目标语的语言文化差异，这种翻译方式能够促进跨文化的交流。在美版《甄嬛传》中，以下例子运用了异化的翻译策略：

(1) 曲有误，周郎顾。

The smallest mistake a musician made, Zhou Yu would notice.

(2) 此穴名为合谷穴

This acupuncture point is called hegu point.

例句一的场景是甄嬛在花园里奏曲，偶然遇到皇上，皇上对其曲技进行一番点评后，甄嬛的回复，意在夸奖皇上对音乐的高超理解以及审美能力。周郎来源于《周瑜传》中的“周郎顾曲”旧时意为在听到演奏者弹奏出错时，周瑜都会与之眼神相顾，示意对

方弹奏错误。现在代指精通戏曲之人。译者在翻译这一人物时，并没有对其进行解释介绍，而是采用了异化的手段将其直接翻译成人名周瑜，将有关周瑜的古代文化传出海外，使外国观众对这一人物产生好奇，从而驱使他们去了解这一典故，促进了古代传统文化的海外传播，也增加了翻译中的异域风味。

在例句二中，众所周知，针灸是中国特有的传统文化，是古代采用的愈疾的方式，人体上有许多穴位，不同穴位对应不同的身体器官以及不同症状，随着中国文化的传出，许多外国观众对中医，针灸十分感兴趣。译者直接将穴位“合谷穴”译为“hegu point”保留了源文本的文化，同时吸引了外国观众的兴趣，非常能够促进针灸文化的传播推广。

四、结语

影视作品的翻译在文化传播的过程中发挥着重要作用，在这一过程中对字幕翻译的要求也随之提高，为了更好地促进文化的交流，译者们会采用不同的策略进行翻译以达到更精准且更好让外国观众理解的目的。中国电视剧传出海外，为中国文化的传播带来新生，《美版甄嬛传》则是其中的经典，台词中不仅有诗词诗句，还有大量专属于中国古代文化的名词名称，这些词句的对外翻译，促进了目标语与源语的互通，同时也促进了中西方思想文化习惯的交流。通过对专业译者对字幕的翻译的学习，为今后字幕翻译事业研究与发展提供了经验与技巧，能让更多国产作品走出国门，让更多外国文化走进国门，从而丰富文化的多样性。

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**A STUDY ON THE TRANSLATION OF THE SUBTITLES OF *EMPRESSES
IN THE PALACE***

Abstract: *Film and television works are one of the ways of cultural dissemination. In recent years, Chinese costume films and dramas have been imported into foreign countries, bringing characteristic Chinese culture to foreign audiences. Among these works, *Empresses in the Palace* not only has a rich storyline, but also its lines full of literary color and traditional culture are extremely impressive. Foreign film and television producers have rewritten *Empresses in the Palace* and reduced it to six episodes, which successfully went to the North American market. In the process of dissemination, the translation of subtitles plays a great auxiliary role. Through different subtitle translation strategies, foreign audiences can better understand the epithets of the movie and dramas and their cultural connotations. This paper selects some typical lines in *Empresses in the Palace* as the entry point, through the Chinese-English comparisons, respectively, thoroughly analyzes and researches the application of translation strategies.*

Keywords: *subtitle translation; Translation Strategies; *Empresses in the Palace*.*

DOI:

UDC: 378:37.016:81'243:001.8(510)(045)

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**RESEARCH ON THE CULTIVATION MODELS OF FOREIGN LANGUAGE
TALENTS OF INTERNATIONAL AND REGIONAL STUDIES IN CHINESE
HIGHER INSTITUTIONS**

***Abstract:** The establishment of the International and Regional Studies major in China is a significant reform in the strategic efforts to strengthen education and the discipline. This paper first summarizes the two Chinese universities as cases to reflect on the current state of Cultivation Models of Foreign Language Talents of International and Regional Studies. Based on that, it presents several thoughts and suggestions for promoting International and Regional Studies within the foreign language discipline, as well as the significant importance of conducting research on the cultivation of foreign language talents for specific regions and countries. In terms of education, it is necessary to establish a theory and education system based on the discipline itself.*

***Keywords:** international and regional studies; cultivation of talents; significance and innovation*

During the 18th century, some countries in Europe and America initiated exploratory research on specific global regions and countries, especially those in Asia and Africa. They have established relevant research institutions, which marked the genesis of regional country-specific studies. After World War II, this field has been

further developed in developed countries, and especially the United States has established a comprehensive academic growth and talent cultivation system. A significant number of interdisciplinary talents and associated research outcomes played a unique role in enacting national strategies and protecting national interests, so International and Regional Studies has been an important independent discipline. In the 1960s, Chinese universities and governmental departments consecutively established a series of regional country-specific research institutions. The reform and opening-up policies brought China closer to the world, deepening interactions with other countries, hence making substantial progress in the research and cultivation of talents in International and Regional Studies, which led to the establishment of numerous research bodies and the publication of a plethora of research findings. However, China's International and Regional Studies has not been supported by a separate discipline, lacking systematic academic mechanisms and talent development schemes. These studies have not fully played their roles in serving the nation, so there is vast room for development. Currently, as China's comprehensive national strength and international status rise, its global influence continually expands, and China has become a significant participant in global affairs. In light of the evolving international landscape, the collaborative establishment of the "Belt and Road" initiative, the facilitation of international discourse, the enhancement of global communication, the engagement in worldwide governance, the promotion of initiatives for global development, security, and civilization, and fostering the construction of a community with a shared future for humanity, have become integral to China's strategy for navigating global shifts and ensuring continuous and stable growth. The new circumstances and goals make Chinese have a precise understanding of the global situation, an accurate perception of the external world, the meticulous crafting of international strategies, and a strong advancement of foreign affairs, all of which require profound and comprehensive studies of the various countries and regions around the world. Construction of International and Regional Studies can closely serve national strategic necessities, fostering professionals with comprehensive knowledge of countries and regions, as well as expertise in their fields. So, talent cultivation in

International and Regional Studies has ascended to strategic national heights, which can strengthen these studies, establish the scientific research and educational systems, and bolster talent cultivation efforts comprise significant missions within China's talent strategy. Hence, the study of cultivation models of Foreign Language Talents of Internationalization and Region has been elevated to a national strategic priority. Strengthening research on regional countries, establishing a scientific research and teaching system, and intensifying efforts in talent development have constituted an important task in China's talent strategy.

1 Current Status of Cultivation Models of Foreign Language Talents of International and Regional Studies in China

The interdisciplinary attributes of International and Regional Studies pose greater challenges and demands for talent cultivation in related fields. China's higher institutions are relatively late in engaging in regional and country-specific studies talent cultivation. Through literature review and on-site surveys, facing the urgent necessity for talents in International and Regional Studies, some foreign language colleges and foreign language departments within comprehensive universities have made immediate responses. On one hand, foreign language institutions inherently possess the disciplinary advantage of foreign language and literature, exhibiting expertise in foreign languages, foreign cultures, and international communication; on the other hand, foreign language institutions have played a crucial role in helping China transition from a relatively closed state to an open and successfully integrated presence in the world, and in this period, these institutions have accumulated the successful experiences. The author investigated the talent cultivation models for International and Regional Studies of foreign language talents at a specific foreign language university and a comprehensive university. The following are the details.

At the foreign language university, the cultivation concept for International and Regional Studies of talents is to establish a world-class institution notable for its distinctive global knowledge in the domain of countries and regions, nurturing "multilingual +" outstanding international talents proficient in language, familiar with

countries, and specialized in fields. The cultivation goals underscore an approach centered on "major disciplines, clustering, distinctive features, and internationalization," training talents in regional country-specific studies with a blend of multi-disciplinary theoretical understanding and methodological literacy. Thereby, a series of innovative initiatives have been launched. One is the "Double First-Class" initiative launched by the university in 2017, which has identified the construction of disciplines supported by three primary disciplines: foreign languages and literature, political science, and journalism and communication. This initiative vigorously promotes research on regional countries and nurtures new areas of academic growth. The second is to further enhance the cultivation of talents specializing in International and Regional Studies. For the undergraduate training phase, since 2017, the school has been committed to cultivating "polyglot" outstanding international talents. Here, "polyglot" refers to proficiency in more than two foreign languages, and "+" denotes subject areas related to socio-economic and cultural fields. The third initiative involves the development of a "Strategic Talent Development System" within the Institutes of Excellence. Since 2016, a series of specialized experimental courses have been systematically introduced, including the "Multilingual Regional Country Studies Talent Program," the "Multilingual International Organizations Talent Program," and the "Multilingual Diplomatic and International Affairs Talent Program." These programs are intricately designed to align with regional and national studies, with the explicit intent of fostering the international strategic talent that is critically required by the state.

A hallmark of talent development in International and Regional Studies at a certain comprehensive university is the creation of a nuanced and hierarchical interdisciplinary framework for international talent cultivation, tailored to the divergent strata of undergraduate, graduate, and doctoral education. This framework is meticulously designed to reflect the unique characteristics and demands of disciplines within the realms of both foreign and non-foreign languages. The university promotes the synergistic integration of disciplines across the natural sciences, humanities, and social sciences. It develops stratified goals and schemes for the cultivation of expertise

in regional and country studies, with a pronounced emphasis on nurturing a solid foundation in professional research methodologies and the capacity for cross-disciplinary inquiry, cultivating a formidable network for international scholarly collaboration. The university's approach to cultivating talent in regional and country studies diverges markedly from existing disciplines by placing a pronounced emphasis on the critical role of foreign language skills, especially proficiency in multiple languages. Proficiency in the languages of the respective regions and countries under study is an indispensable component of this innovative framework for talent training in regional and country studies. The institution also collaborates with international partners to develop a globalized curriculum for regional and country studies. It has established extensive platforms for overseas learning and immersive experiences, along with provisions for thorough field research, thereby significantly advancing the international dimension of its talent cultivation efforts.

The training paradigms for talents of International and Regional Studies as implemented by the above academic institutions, demonstrate an integrative approach that imparts knowledge and abilities across three key dimensions: linguistic competence, domain-specific expertise, and regional (country-specific) understanding. Talent cultivated through country-specific and regional studies inherently emerge as multidisciplinary experts. In the current situation, with China's active participation in global governance and its commitment to forging a shared future for mankind, there is a pressing national need for a considerable cadre of versatile talents with linguistically adept, well-versed in country-specific affairs, and in-depth domain expertise.

2. Constructive Ideas for the Establishment of International and Regional Studies of Talent Cultivation Models in Chinese Higher Institutions

From the regional country-specific foreign language talent cultivation approaches of the above higher institutions, it's clear that the discipline of International and Regional Studies requires a systematic construction rather than a collage-style assembly. Innovative approaches must be employed to integrate existing educational and research resources, allowing for comprehensive planning and strategic layout, so

as to establish schemes for disciplinary development. Practically, the primary methodology for theoretical structuring and talent development under International and Regional Studies involves the interconnection and interdisciplinary synthesis of knowledge areas that are traditionally segregated across separate academic fields, which leads to the emergence of novel theoretical and applied systems. Operationally, this necessitates a holistic framework that spans the national framework, institutional echelon, and the realm of disciplinary knowledge, thereby forging a comprehensive, cross-disciplinary talent cultivation infrastructure. International and Regional Studies exhibit a comprehensive intersectoral and interdisciplinary nature. In relation to the extant academic disciplines, the development of International and Regional Studies entails an additive rather than subtractive process; it is oriented towards innovation rather than replacement. This involves the expansion of current disciplines' engagement through diverse methodologies and frameworks, thus leveraging and energizing the intellectual capital inherent in those disciplines. By doing that, the field of International and Regional Studies not only establishes its own academic position but also expands opportunities for the existing faculty. It enables teachers and researchers from various disciplines to engage in interdisciplinary scientific research and teaching on a cross-disciplinary platform, following the logical framework of International and Regional Studies.

In light of the experiences shared by the two universities mentioned in the first part, the following are the author's reflections and suggestions on promoting International and Regional Studies of Talent Cultivation Models within the field of foreign language disciplines.

Firstly, foreign language departments in various universities should allocate resources reasonably in the areas of scientific research, curriculum development, and talent cultivation, based on their actual conditions within the scope of country and regional studies. The departments should select their country and regional research subjects in line with the academic strengths and geographical advantages of their respective universities. Foreign language departments in industry-specific universities (such as those focusing on transportation, agriculture, etc.) may conduct international

and regional studies that complement the university's dominant disciplines. For instance, foreign language departments in universities located in the northeast of China can undertake studies on Northeast Asia, while those in Beijing and Shanghai can take advantage of their metropolitan internationalization to engage in research on major world powers. Finally, foreign language departments at various universities should develop distinct niches in country and regional studies based on their strengths, forming a complementary layout with other institutions to avoid homogenized competition. This approach not only benefits their own development but also better fulfills the strategic needs of the nation.

Furthermore, Schools of Foreign Languages must undergo a strategic shift in cultivating talent for "multilingualism and area studies." A pursuit to create an integrated training model for "multilingualism and area studies" is imperative. These institutions should streamline and make accessible the curriculum resources to allow students from relevant disciplines to engage in extensive multilingual education and acquire foundational professional knowledge necessary for international and regional studies. This framework prioritizes the cultivation of expertise in international and regional studies, with special attention to the interplay between various regions' and nations' histories and civilizations. It seeks to pioneer an interdisciplinary undergraduate talent development model that dissolves the barriers between foundational language skills and specialized professional knowledge and competencies, thereby streamlining the path for prospective graduate-level scholars in interdisciplinary studies of regions and nations. For example, rooted in the disciplines of foreign languages and literature as well as history, this approach ensures that students not only meet the linguistic requirements of their foreign language major but also obtain rigorous training in the discipline of history. The goal is to shape individuals with a solid linguistic foundation, abundant professional knowledge, and strong adaptability, poised to become talents capable of international cultural exchange and potential high-level researchers in their respective academic disciplines.

Third, departments of foreign languages in higher education institutions must actively develop knowledge products in the area of country and regional studies to

service the demands of the market. With the acceleration of China's opening up policy, there is a growing need among Chinese enterprises for knowledge pertaining to foreign domains, yet China academic market is lack of such knowledge. In response to this situation, foreign language departments must catch opportunities, offering international and region-specific knowledge products that align with market needs and their own competitive advantages. By harnessing their geographical strengths, these departments can intensify their research into particular countries or regions, thus supplying society with differentiated and specialized knowledge products. This strategy not only fortifies the social service capabilities of universities but also cultivates a beneficial synergy between academic research and market demand.

In conclusion, universities must ensure that the development of talent in international and regional studies is tightly integrated with the historical and contemporary issues of China and the world. This should be based on a foundation in language, history, and culture, with a central focus on academic excellence. Emphasis should be placed on nurturing students' innovative awareness and capabilities. Initiatives should be directed towards conducting foundational and prospective research on critical issues relevant to key nations and regions across the globe, with the intent to profoundly engage scholars in problem-solving and real-world applications. By fostering a robust accumulation of knowledge and continuous innovation, the aim is to develop new paradigms in international and regional studies in order to strengthen students' multifaceted knowledge base and their capacity for scholarly research. The cultivation of talent in this field should not only incorporate well-established international practices but also distinctly embody China's perspective and the vision of building a shared future for humanity. It necessitates reinforcing students' comprehension of the contemporary world and endeavoring to foster a group of professionals who have a deep understanding of the cultures, histories, and realities of other regions and countries. This is pivotal for supplying the talent necessary for China's progression in these respective domains.

4. The Profound Significance of International and Regional Studies of Talent

Cultivation Models

The research on cultivating foreign language talent of International and Regional studies bears significant implications. It manifests primarily through alignment with national strategic imperatives, support for the development of cross-disciplinary fields, and the resolution of developmental impasses within foreign language disciplines.

Firstly, from a national strategic perspective, research into the International and Regional Studies of Talent Cultivation Models aligns with China's "global governance" concept, the "Belt and Road" initiative, and the talent powerhouse strategy. It aids in providing a talent foundation for the establishment of new international relations for China. With the increasing frequency of China's interactions with the world, there arises new demands for the training of foreign language experts in particular regions and countries; yet there remains a relative shortage of specialists who are well-versed in the Chinese Communist Party and government policies, equipped with a global outlook, knowledgeable about international norms, adept in international affairs, and intimately familiar with the specific conditions or culture of a particular country or region. Engaging in the cultivation of such foreign language professionals can offer powerful talent support for China's endeavors in global governance, national security, cultural dissemination, and the elevation of Chinese international voice so as to implement the strategy on developing a quality workforce in the new era and to accelerate the work to build China into a major world center of professional talent and innovation.

Secondly, from the academic development perspective, research into the International and Regional Studies of Talent Cultivation Models can provide crucial insights for the Ministry of Education to deepen educational reforms and assist in strategic educational planning. This research can serve as a foundational tool for universities to strategize the integration of internal resources effectively and accomplish the interdisciplinary integration envisioned for the modern liberal arts education. Additionally, it can catalyze the progression of academic disciplines. As the field of International and Regional studies is relatively nascent and still in its exploratory stage, it is in urgent need of a substantial infusion of theoretical and

practical support to foster its development and to bridge existing gaps in academic theory. By promoting interdisciplinary research and developing theories in International and Regional studies, a comprehensive framework can be established that incorporates elements from international relations, history, linguistics, comparative education, geopolitics, and other related areas. This multi-disciplinary collaboration aims to facilitate theoretical innovations within the study of specific regions and countries.

Thirdly, from the perspective of foreign language academic disciplines, research into the International and Regional Studies of Talent Cultivation Models is congruent with the prevailing international development trends. This tailored approach to talent development is poised to overcome the current developmental bottlenecks that constrain the progress of foreign language studies in China. And it can also resolve the dilemmas associated with foreign language talent cultivation in accordance with actual demands. Ultimately, it will lay a solid foundation for the establishment of a foreign language talent cultivation framework for International and Regional Studies within the linguistic fields. Additionally, it will furnish both practical and theoretical support for fostering an interdisciplinary educational environment that promotes the convergence and integration of various disciplines, while also providing the necessary underpinnings for the exploration of a distinctive Chinese model of International and Regional Studies of Talent Cultivation.

5. Conclusion

The Cultivation Models of Foreign Language Talents of International and Regional Studies is a service imperative to meet the strategic diplomatic needs of a state engaged in international relations. In this new era, China is set to promote a more expansive, comprehensive, and profound level of global engagement, fostering a new pattern of high-quality development propelled by both domestic and international circulations. The initiative requires higher education institutions to cultivate distinguished scholars in International and Regional studies so as to provide a workforce and intellectual support for international affairs. The cultivation of expertise

in International and Regional studies is not only a matter of pressing urgency but also a long-term commitment of considerable magnitude. Institutions of higher institutions must take a talent-centric, problem-driven approach to explore and establish an internationalized, interdisciplinary talent development system based on linguistic competence.

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摘要：在中国设立区域国别研究专业是加强教育和学科建设战略的重大改革。本文首先以中国两所高校为例，回顾了中国区域国别外语人才培养现状，然后以此为基础，提出了推进外语学科下区域国别专业建设的几点思考与建议和进行区域国别外语人才培养的重大意义，以及在国别区域研究专业建立一个以学科本身为基础的理论和教育体系的必要性。

关键词：国别区域研究专业；人才培养；意义与创新

DOI:

UDC: 37.016:81'243:811.581:37.091.39:659.1(045)

П13

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**TEACHING APPROACHES UTILIZING PROMOTIONAL VIDEOS IN
KOREAN LANGUAGE EDUCATION:
FOCUSED ON UKRAINIAN KOREAN LANGUAGE LEARNERS**

In Ukrainian Korean language education, researchers have tried to study Korean culture education from various perspectives. However, some still find it challenging. Existing cultural education approaches often serve as supplementary tools for practising grammar and vocabulary, offering fragmented information without immersing learners in the richness of the Korean culture. This article aims to propose educational approaches that foster cultural competence, specifically targeting beginner learners of Korean.

The significance of utilizing promotional materials with spiritual themes in education is briefly discussed. Despite being beginners, learners seek to connect their background knowledge and experiences with instructional videos on Korean culture. They aim to understand how their background influences their learning process and explore the potential of using promotional videos to teach Korean culture to beginners.

Keywords: *Ukrainian Korean Language Education, Korean Culture, Korean Language Learners, Promotional Videos, Teaching-Learning Approaches.*

한국어교육에서 영상홍보물을 활용한 교육 방안

- 우크라이나 한국어 학습자를 중심으로 -

1. 들어가기

1.1 문제제기

우크라이나 한국어교육의 역사가 30년을 넘어서고 있다. 그동안 한국어 학습자의 양적인 증가와 다양한 학습 목적에 따른 한국어교육의 교수 방안도 발전을 거듭해 왔다. 예컨대 한국어교육은 언어교육을 기반으로 역사, 정치, 경제, 문화·예술에 이르기까지 여러 측면으로 외연을 확장하였다. 특히 수업에서 사용할 수 있는 여러 유형의 학습 도구들이 등장하였으며, 이 중에는 문학 텍스트를 비롯하여 가요, 영화, 드라마 등의 시청각 자료들까지 다양하다. 그러나 그동안 논의된 문화 교육 방안들이 결국 목표 문법이나 어휘를 연습하기 위한 보조적 위치에 머무르다 보니, 한국의 문화가 가지고 있는 세계를 경험하게 해 주지 못하고, 단편적인 정보 제공에 그쳤다는 한계를 보였다. 이에 더하여 제한된 수업 시간에 학습 목표인 한국어의 어휘, 문법 표현 등을 학습하다 보면, 역사, 정치, 경제, 예술 등 전반적인 사회 문화 분야에 대해서는 상대적으로 학습 자료 및 수업 시간을 확보하기가 어렵다는 점도 지적할 만하다. 이런 문제는 결국 학습자의 흥미를 떨어뜨리게 되고, 언어 교육의 최종 목적에 도달하는 데 어려움을 초래한다.

한국 문화 교육의 중요성을 인식하면 할수록 그에 따라 제기되는 중요한 문제가 있다. 바로, 문화 교육에서 구체적으로 문화의 “무엇을” 가르쳐야 하며, “어떻게” 가르쳐야 하느냐는 것이다(윤여탁, 2013). 한국의 문화를 가르치기 위해서는 한국의 문화를 담고 있는 교수자료를 선정하는 것이 무엇보다 중요하며, 그러한 측면에서 한국의 영상홍보물을 한국 문화 교육의 유용한 자료로 활용할 수 있다. 따라서 이 글에서는 우크라이나 한국어 초급 학습자를 대상으로 하여 문화 능력 함양을 아우르는 교육

방안을 제안하고자 한다. 이를 위해 먼저 영상홍보물의 교육적 의의와 교육 자료로서의 활용 가치를 간략하게 언급하고자 한다. 한국어 초급 학습자들이지만 영상홍보물을 활용한 한국 문화 학습 과정에서 학습자들의 배경 지식과 경험이 영상홍보물과 어떠한 방식으로 연결되는지 확인하고자 한다. 또한 그 배경 지식과 경험이 어떤 양상으로 나타나고 있는지 살펴보고 초급 단계에서 영상홍보물을 활용한 한국 문화 교육에 대한 학습 가능성 및 문제점에 대해 제안하고자 한다.

1.2 연구 대상 및 연구 방법

연구 대상이 된 한국어 학습자들은 우크라이나 U 대학의 한국어 교육을 전공하는 한국어 초급 학습자들로서 13 명(남학생 1 명, 여학생 12 명)이다. 본 수업은 온라인을 통해 이루어졌다. 연구의 대상이 된 영상홍보물은 공익광고협의회(KOBACO)의 “공동체 의식”을 소재로 한 공익 광고이다.

2. 영상홍보물을 활용한 한국 문화 교육의 개황

2.1 한국어 수업에서의 영상홍보물의 이론적 근거

영상이란 “광선의 굴절, 또는 반사에 따라 비추어지는 물체의 모습, 혹은 머릿속에 떠오르는 사물의 모습이나 이미지, 영화나 텔레비전의 화면에 나타나는 상”으로 정의된다(동아 새 국어사전, 2006). 황현탁(1995)은 “영상은 지각의 문제로, 정신의 차원으로, 사회적 커뮤니케이션의 역할로서 매체를 통해 종합되고 해석되며 경험되는 복합성을 지닌다.”고 정의한다. 또한 영상은 대중의 생활(life)이고 삶(lived)이며 문화 (culture)를 의미한다고 할 수 있다 (오세인, 2007). 여기서 홍보(Public Relations)란 다양한 공중과 관계를 맺는 것으로 그 사전적 정의는 “널리 알림 또는 그 소식이나 보도”를 뜻한다(한정호, 2014).

영상홍보물은 광고의 형태이며 영상매체 유형 중 하나이다(장혜림, 송향근, 2019). 영상매체는 사회현상을 충분히 반영할 뿐만 아니라 문화를 드러내고 있으며, 일상생활에 큰 영향을 미치고 있다. 영상매체는 문화를 반영하고 있으며 오세인의 주장에 따르면, “인간은 심리적으로 새로운

생활양식이나 가치관을 받아들이기보다는 양식과 가치관을 유지, 강화하려는 성향”이 높기 때문에 영상매체는 단지 현실을 반영할 때만 효과를 얻을 수 있다(오세인, 2007). 기존의 영상매체의 유형 중에서 그간 한국어 수업에서 주로 활용한 대표적인 유형으로 영화, 드라마, 애니메이션 등을 꼽을 수 있다. 특히, 디지털 기술이 발전하면서 한국어 수업을 설계할 때 수업 자료를 영상매체에서 찾는 경우가 점점 많아지고 있다. 대표적인 예로 드라마나 영화 등을 들 수 있다. 이는 무엇보다 학습자의 관심과 참여를 이끌어내는 데에 효과가 크기 때문이다. 또한 실제 상황 속에서 학습자들이 한국 문화를 발견하고 이에 대한 정보를 얻을 수 있으며, 각 콘텐츠에 담긴 영상텍스트를 통해 읽기와 쓰기, 듣기 그리고 말하기 연습이 가능해지며 수업을 설계하기에 용이하다는 장점도 있다. 아울러 학습자들이 자연스럽게 여러 한국 문화를 이해하는 데 도움을 준다. 그러나 이와는 대조적으로 영상홍보물을 활용한 우크라이나 내 한국어 수업에 관한 연구는 거의 전무한 상태이다.

2.2 한국어 수업에서 영상홍보물 활용의 교육적 의의

영상매체는 각각의 특징과 장단점을 가지고 있지만, 그중에서도 영상홍보물은 짧은 분량에 다양하고 재미있는 소재와 형식을 갖고

있다. 필자가 한국 문화 수업에서 영상홍보물 중에서도 공익 광고를 활용한 수업 방안을 제안하고자 한다. 광고는 마케팅 활동이면서 커뮤니케이션 활동이며 동시에 그 사회의 문화를 드러내 주는 문화적 기구이며 한국어 수업에서 영상홍보물인 공익 광고를 활용한 한국 문화의 교육적 의의는 다음과 같다(우한용, 2003).

첫째, 영상홍보물로서 공익 광고는 복합적인 특성을 보이고 있다. 영상 속 멘트나 대화의 형식으로 나타나는 음성 언어, 자막의 형식으로 나타나는 문자 언어, 모델을 통해 표현되는 몸짓 언어, 효과음이나 음악에 의한 음향 언어, 화면을 통해 드러나는 영상 언어가 융합되어서 이루어지는 것이다(이석주, 2002). 다시 말하자면 영상홍보물에 나타난 언어

표현, 이미지, 음성 등 여러 양식들은 짧고 간단하게 구성되어 있고 또한 적은 분량의 정보를 전달도 중요한 요소이다. 학습자들은 이를 통해 목표 문화나 타문화를 발견할 수 있는 기회를 얻을 수 있고 목표 문화가 특수한 문화이면서도 목표 문화에 대한 이해 능력을 기를 수 있는 자료이다.

둘째, 영상홍보물이 수업에서 수업자료로 활용될 경우 목표언어 자체뿐만 아니라 그 속에서 상호작용(interaction)하는 한국 사회 구성원인 한국인들의 의식, 이념, 행동, 가치 등을 배울 수 있는 실제적이면서도 진정성이 있는 자료(authentic materials) 이면서 문화의 겹침과 보편성을 파악하고 비교 및 대조하는 데 유용한 자료이다(김수정; 남정미 2009).

셋째, 영상홍보물은 문화의 전달 매체이자 문화적 시각을 재생산하다. 매체가 다루는 내용과 한국어 학습자의 특성은 상호문화적 소통을 가능하게 한다. 학습자는 타자의 입장에서 영상홍보물 속 문화를 바라보게 되며 문화적 다양성에 대한 존중과 경험을 활용할 수 있는 기회를 제공한다는 자료로서의 조건을 충족시킨다.

3 영상홍보물을 활용한 한국 문화 교수-학습 방안

3.1 한국 문화 수업을 위한 영상홍보물 자료 선정

한국어 수업에서 활용한 영상홍보물은 한국방송광고공사에서 제작된 영상홍보물로 한정하여 정진은 그 주제를 사회 공동체, 경제 사회.기타, 자연환경, 가정.청소년, 공중 보건.복지, 이상 5 개의 대주제와 각 대주제 하위에 3~11 개의 소주제로 구분하고 소개하고 있다(정진, 2018).

〈표-1〉 한국 방송 광고진흥공사의 공익 광고의 주제별 분류 내용

	대주제	소주제
1	사회 공동체	① 교통안전 ② 나눔·이웃 ③ 다문화 ④ 사회 화합 ⑤ 스마트 기기 바른 사용 ⑥ 안전 ⑦ 언어생활 ⑧ 인터넷 예절 ⑨ 장애인 배려 ⑩ 타인 배려·공공 매너 ⑪ 기타
2	경제 사회·기타	① 국가 경제 ② 국민 의식·나라 사랑 ③ 국가 브랜드 ④ 부정부패 ⑤ 선거 ⑥ 절약·소비 ⑦ 통일 ⑧ 기타
3	자연 환경	① 물 ② 산불 조심 ③ 에너지 절약 ④ 재활용 ⑤ 한강 ⑥ 환경 보전 ⑦ 기타
4	가정·청소년	① 가족계획 ② 가족·대화 ③ 청소년 ④ 폭력 예방 ⑤ 기타
5	공중 보건·복지	① 담배·마약 ② 헌혈 ③ 기타

이 글에서는 우크라이나 한국어 학습자들의 문화 능력 향상을 위한 교육 제재로서의 위에 제시된 영상홍보물의 분류에 따라 김혜진, 김지혜(2019)에서 제시된 영상홍보물의 선정 기준을 참고하여 앞서 언급한 공익광고협의회(KOBACO)의 한국 사회 공동체 «작은 실천»이라는 영상홍보물을 선정했다(김혜진; 김지혜, 2019). 이 영상홍보물을 통해 한국어 학습자가 한국 사회문화의 배경과 맥락을 이해할 수 있는 내용으로 선정하였다. 한 민족이나 국가는 그 사회만의 특정한 사건과 문화적 배경 등을 지니고 있다. 그러므로 한국어 학습자에게 한국 사회 공동체와, 한국인의 정서나 가치관 그리고 문화를 이해할 수 있는 요소를 지닌 영상홍보물을 제공해 줄 필요가 있다.

3.2 한국 문화 수업을 위한 영상홍보물의 내용

아래에서는 한국 문화 교육을 위한 영상홍보물의 내용은 다음과 같다.



(그림 1) 한국 사회 공동체 «작은 실천»

이 영상홍보물을 연구 대상으로 삼은 이유는 다음과 같다. 먼저, (그림 1)과 같이 영상홍보물에는 영상과 음악이 나오고 어린아이와 어른이 대화하는 장면 등이 나온다. 두 주인공의 모습은 다르지만 “안녕하세요?, 감사합니다.”와 같은 표현을 통해 일상생활이 행복해질 수 있고 “대한민국이 멋지고 따뜻한 공동체가 될 수 있다.”는 내용을 담고 있다. 어린 아이든 어른이든 한국 사회 구성원 누구나 처음은 쑥스러울 수 있어도 타인에 대한 관심과 따뜻한 인사가 세상을 더욱더 행복하게 만들 수 있다는 것이다. 한국 사회와 관련된 주제는 학습자에게 한국 문화와 관련지어 학습하게끔 돕는다.

둘째, 학습자들은 영상홍보물 속 주인공들 간의 갈등을 발견할 수 있으며 주인공 간의 갈등을 통해 한국 사회의 모순을 살필 수 있는 기회를 제공한다. 또한 학습자 현재 소속된 사회에 대해 고민해 보고 자신의 배경 지식과 경험을 관련지어 학습하게끔 돕는다.

셋째, 학습자들은 영상 속 주인공(한국 사회 구성원)들과 자신이 속한 공동체의 구성원들과 비교할 때, 학습자 스스로의 모습을 성찰할 기회를 제공할 수 있다. 영상 속 한국 문화의 무조적적인 수용이 아닌, 비판적 입장을 세우고 학습자가 어떠한 가치 판단에 무게를 두고 있는지를 확인할 수 있는 기회를 제공한다.

한국 문화 교육 내용을 주출 하기 위해서 앞서 언급했듯이 1차 수업 때 유튜브(<http://www.youtube.com/>)를 통해 한국 사회 공동체 <작은 실천> 이라는 영상홍보물 시청한 후 새로운 어휘를 제시하고 그 어떤 부가적인 정보나 감상문 쓰기의 방향을 제공하지 않았으며, 제시된 문제에 대하여 한국어로 자유롭게 쓰도록 요구했다.

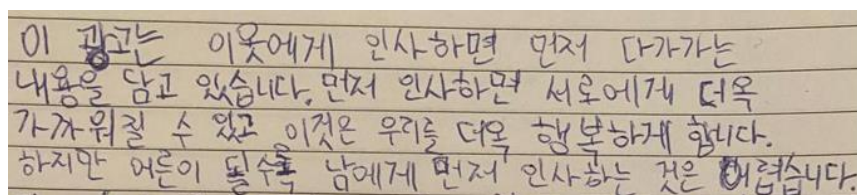
아래에서는 교육 활동에 따라 학습자들이 영상홍보물을 보고 자신의 생각을 감상문으로 표현한 결과물이다.

비디오에서 8세 소녀배우와 88세 한의사 할아버지
 인생 끝밥을 알려주셨어요 이 두 사람은 배우입니다.
 그들은 영상에서 공익광고를 함께 찍었어요 이 영상은
 더 행복한 공동체를 위한 작은 실천을 시작할 것을 추천해요.
 인사하고, 도와준, 서로 먼저 이야기하고, 연의 감정을
 표현해요. “다음을 보내세요. 모두의 하루를 따뜻하게
 합니다. 실제 텔레비전광고로 내는 공익광고의
 비하인드스토리 같아요. 작은 배려가 사회를 좋게 만들어요

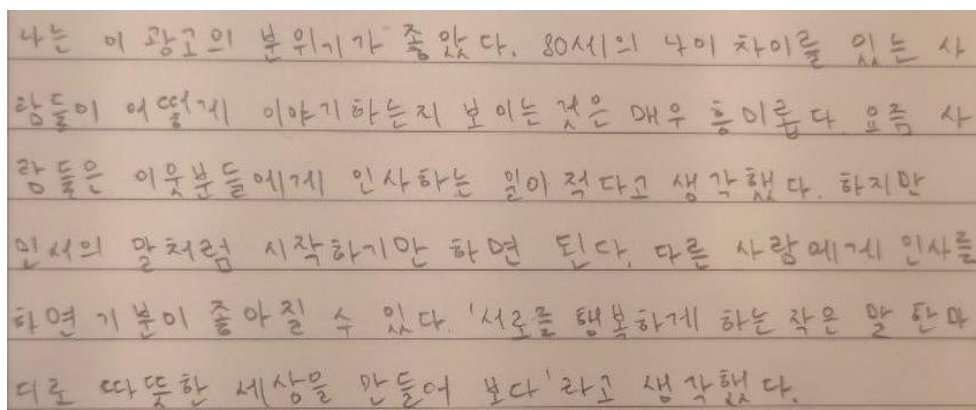
(S-3)에 경우 단편적이고 미숙한 서술을 보이고 있다. 비록 글에서 미숙한 면이 보이지만 교사는 초급 학습자라는 특성을 고려하여 실제 수업에서는 학습자의 생각이나 느낌을 표현할 수 있도록 적극적인 도움을 주어야 한다. (S-3) 학습자는 주로 영상의 내용과 상황을 묘사하는 것에 초점을 맞추어 영상물을 이해하면서 영상 속 문화적 요소를 인식하는 양상을 보이고 있다. “작은 배려가 사회를 좋게 만들어요.”라는 부분에서 학습자가 영상물 내용에 대한 이해를 바탕으로 자신의 배경 지식을 활용하고 있다. “작은 배려”와 같은 진술은 학습자가 이 영상물을 시청함에 앞서 본인 경험에서부터 비롯된 것이다. 학습자는 한국 사회뿐만 아니라 모국어 교육에서도 타인과 배려에 대한 일정한 배경지식을 갖고 있으며, 이를 영상홍보물의 의미를 이해라는 과정에서 적극 활용하고 있음을 알 수 있다. 영상홍보물 두 주인공의 행동 방식과 한국 공동체에 대해 이해의 여지를 열어놓는다는 점이 한국 문화 교육의 내용이 될 수 있다.

이 공익광고를 본 후에 내가 좋은 느낌을 받았다, 나에게
 그 광고에 나온 것이 처음 들은 것이 아니었다, 그리고 나는
 인사를 하는 것이 아주 중요한 것이 한번 더 들었다, 인사하고
 다음을 전하면 모두의 하루가 따뜻해 줄 수 있다,

(S-2)의 감상문 일부분이다. 학습자는 “좋은 느낌을 받았다.”, “인사하기로 마음을 전하면 모두의 하루가 따뜻해 줄 수 있다.”는 영상 속에 관한 내용을 재확인하면서 영상 속 정보를 수용하는 양상을 보이고 있다. 그리고 자신이 받은 느낌에 대해 서술하면서 “인사를 하는 것이 아주 중요한 것”이라는 진술을 통해 영상 속 “언어생활”에 주목하여 자신의 체험과 연계시켜 낸다. 영상호보물 속 내용을 파악해 자신의 경험과 연결시키는 요소가 문화 교육 내용이 될 수 있다.



(S-9)도 마찬가지로 감상문의 일부이다. 학습자는 영상에 나오는 정보를 활용하여, “어른이 될수록 남에게 먼저 인사하는 것은 어렵습니다.”라는 자신의 시각에서 의견을 제시하고 있다. “남에게 인사하는 것”은 어렵지만 학습자가 한국 문화와 연관된 다양한 환경에 적응력을 신장시킬 수 있는 요소도 또한 교육 내용이 될 수 있다.



(S-6)의 감상문 일부이다. 이 학습자의 감상문에서는 “요즘 사람들은 이웃분들에게 인사하는 일이 적다고 생각했다.”는 양상을 볼 수 있다. 여기서 주목해야 할 부분은 학습자가 영상 속 정보를 수용하면서 “민서의

말처럼 시작하기만 하면 된다.”는 자신의 생각을 서술하고 있다. “다른 사람에게 인사를 하면 기분이 좋아질 수 있다.”는 표현을 통해 자신이 가진 지식을 활성화하여 영상 속 가치관을 수용하면서 자신의 경험과 연결해 보고 있다. 이러한 태도는 한국 사회에서만 뿐만 아니라 학습자가 속한 사회에서도 상호의존적 관계성을 키울 수 있는 교육 내용이 될 수 있다고 할 수 있다.

3.3 영상홍보물을 활용한 한국 문화 교수-학습 방안

2 차 수업은 시간 간격을 두고 똑같은 영상홍보물을 시청하게 해 2 차 감상문을 작성하게 하려고 한다. 2 차 수업의 본격적인 감상문 쓰기에 앞서 아래와 같은 학습 활동을 제시하려고 한다. 2 차 수업에서 감상문 쓰기 활동을 실시하려고 한 것은 1 차 수업의 감상문과 2 차 수업의 감상문 내용을 비교·분석을 하여 교육의 효과를 확인해 보기 위한 것이다.

(표-2) 2 차 수업 감상문 쓰기 활동지

2 차 수업 감상문 쓰기 활동지	
학습 목표	<ul style="list-style-type: none"> - 영상홍보물 속 한국인들의 태도에 대한 경험과 자신의 경험을 연결하여 이야기 할 수 있다. - 영성홍보물을 통하여 자문화(자아)를 성찰하고 목표문화(타자)를 이해하며 상호 소통하는 태도를 지닐 수 있다.
학습 활동	<ul style="list-style-type: none"> - 주인공의 태도, 인식, 신념 등이 어떤지 기술하기 - 우크라이나 문화와 비교하여 어떠한 공통점(차이점)이 있는지 기술하기 - 수업을 통해 한국 문화에 대해 새롭게 배운 점이 무엇인지 서술하기

4. 마무리

이 글은 간략한 교수 방안을 제안하는 데 목적이 있어, 영상홍보물을 활용한 학습 전과 학습 후에 우크라이나 한국어 학습자의 한국어 능력이나 한국 문화 이해도에 어떤 변화가 있었는지는 밝히지 못하였다. 앞으로 영상홍보물을 활용한 다양한 교수 방안이 모색되고 교수 효과를 증명하는 후속 연구가 이어지기를 기대한다.

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DOI:

UDC: 378:37.011.3-051:908(5)(045)

П58

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SYNERGISM OF THE METHODOLOGICAL BASIS FOR TRAINING WOULD-BE ORIENTALISTS

The article deals with the issues related to the improvement of the methodological basis for training would-be orientalists. Some key components of the designated methodological basis under modern conditions in Ukraine have been specified (pedagogical approaches, principles and conditions). The author outlines the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation (the rapid development of science, the activation of academic mobility programs, the need for clear regulation and/or clarification of economic and legal relations between partner universities, the strengthening of profession-oriented training of would-be orientalists).

Keywords: *synergism, methodological basis, training, orientalists, pedagogical approaches, pedagogical principles, pedagogical conditions.*

Introduction.

Currently, despite the military actions in Ukraine and post-COVID-19 consequences, Ukraine is actively participating in Eurasian integration into the academic space, which contributes to the accumulation of positive experience, particularly in the education system of our country. International educational and

academic cooperation provides for the development of this field in a multi-vector way.

One of the today's Ukrainian feature of the education system is "mosaic culture" as the primary stage of forming the outlines of a universal world culture. Due to the reform of higher education which is taking place in Ukraine at the current stage, changes in value orientations, the expansion of intercultural and academic contacts, it is expedient to transform teaching/learning tools and activities into the plane of multiculturalism, which requires particular improved methodological platform for training would-be philologists and teachers majoring in Oriental and Germanic Studies.

The **relevance** of the study is determined, on the one hand, by scientific, technical and educational progress; on the other hand – by the necessity to adapt the academic and educational environment of Ukraine to the world standards taking into consideration military actions our country is living through.

It is worth noting that academic activities contribute to the realisation of academic mobility programmes within international cooperation with European and Eastern partner countries, which presupposes concluding corresponding agreements and contracts in two languages: English and Ukrainian – with European countries; Chinese and Ukrainian – with the People's Republic of China; English and Korean / Japanese – with the Republic of Korea and Japan, etc. Therefore, knowledge of a foreign language, in particular English, and command of the Ukrainian language at a high level is required from the participants of academic activities in order to avoid potential misunderstandings.

Therefore, we consider the knowledge of English and Oriental languages (Chinese, Korean, Japanese) to be a key to a successful understanding of the content of the documentation, correct navigation in the financial and legal conditions of academic mobility and grant programs.

Thus, **the purpose** of the research is to analyse the ways enabling the improvement of the methodological basis for training would-be orientalists. It implies the solution of the **tasks** as follows:

- 1) to outline the interaction mechanism of factors influencing vectors of tactical and strategic profession-oriented training orientation;

2) to specify pedagogical approaches, principles and conditions contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

These **methods** were used: *theoretical analysis* of the literature related to the issue under study to specify its essence; *systematisation method* of perspective vectors of productive methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

Results and Discussion.

Synergism of the methodological basis for training would-be orientalists is closely interrelated with official documents covering academic, social, educational, and translation spheres. Therefore, it is expedient to highlight the tactical strategic focuses on the designated domains. Since the academic sphere is regulated by normative documents which determine standardised background for the realisation of academic mobility, we are to take into consideration this legal framework made up at the state level of Ukraine alongside international regulations: *The Law on Higher Education* (The Law on Higher Education, 2019), The Law of Ukraine “*On Scientific and Scientific-Technical Activities*” (2016), The joint declaration of the European Ministers of Education “*European space in the field of higher education*” (1999), regulations established by the Commission on Cooperation between the Government of Ukraine and the Government of the People’s Republic of China, the *Agreement between the Government of Ukraine and the Government of the People's Republic of China on scientific and technical cooperation* (1992), the *Agreement between the Government of Ukraine and the Government of the Republic of Korea on scientific and technical cooperation* (1992), the *Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Korea on cultural cooperation* (2004), the *Memorandum on cooperation between the Ministry of Education and Science, Youth and Sports of Ukraine and the Ministry of Education, Culture, Sports, Science and Technology of Japan in the field of education* (2012), etc.

According to the documents, we can define the interrelation of strategic directions of improving the methodological basis for the training of would-be

orientalists in the sphere under focus (Popova: 2022):

1) academic-cooperative (non-conflict) relations between individuals and/or legal entities (for the initiation, support and development of mutual educational and scientific activities in compliance with specific needs);

2) information exchange (for receiving, providing, requesting and processing necessary academic information);

3) the profession-focused goal of training future orientalists-sinologists under modern conditions (see Figure 1).

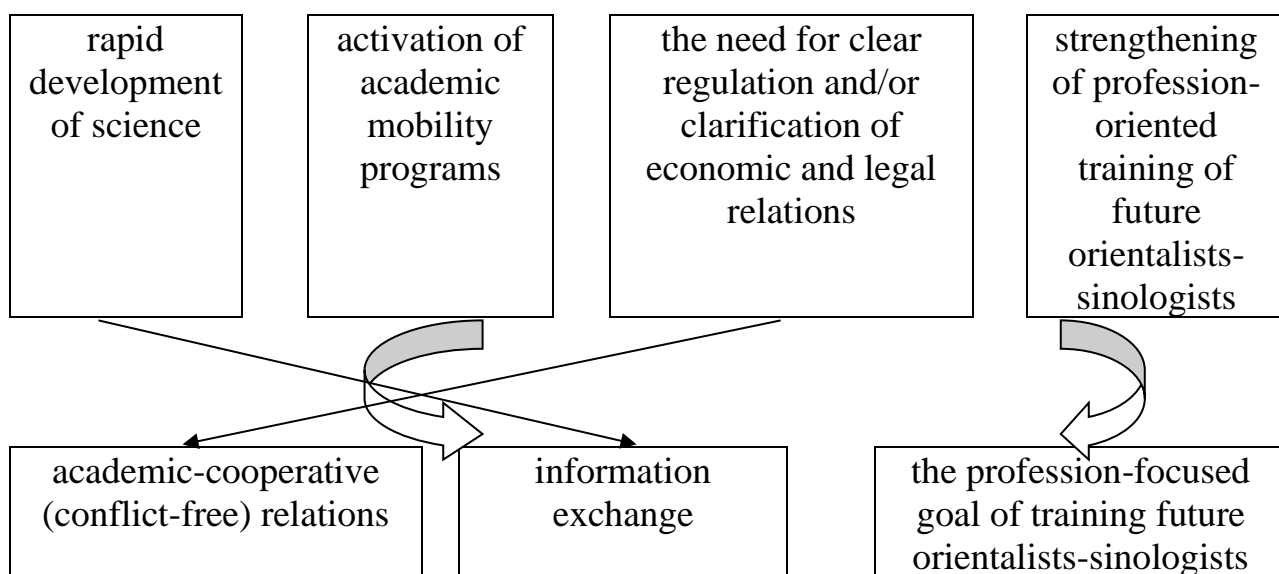


Figure 1. Interrelation of strategic directions of improving the methodological basis for the training of would-be orientalists under modern conditions

In this respect, the phenomenon “**synergism** of the methodological basis for training would-be orientalists” can be defined as an interaction of factors (rapid development of science, activation of academic mobility programs intended for teachers and students, the need for clear regulation and/or clarification of economic and legal relations, strengthening of profession-oriented training of future orientalists-sinologists) in the framework the methodological synergism-centred background, which leads to a combined effect-centred success of the training aimed at would-be orientalists.

The methodological synergism-centred background is associated with:

- pedagogical / methodological approaches;
- pedagogical principles;
- pedagogical conditions

contributing to the improvement of the methodological basis for training would-be orientalists under conditions of the military actions in Ukraine.

A. Pedagogical / methodological approaches

The notion “***methodological approach***” can be interpreted in this way: a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines.

The results of linguodidactic research in the field of the culturological approach to philological education testify the integrity of its components. Thus, the ***culturological approach*** can be defined as a multifunctional mechanism aimed at developing a cross-cultural competence of a would-be orientalist (as a polycultural linguistic personality) within “working” languages by means of the co-study of their mother tongue and (a) foreign language(s) alongside the cultures of ethno-social strata residing on the territories of these countries.

An effective realization of ***the cultural-polyethnical component*** of the profession-oriented speech training aimed at the future orientalists-sinologists requires these conditions:

1) to create special conditions for students facilitating better understanding and comprehension of their nation, the Chinese, Korean and Japanese people, the peoples of the U.K. (the USA); to master spiritual treasury of the Ukrainian, Chinese, Korean, Japanese and British (American) cultures;

2) to create conditions facilitating better understanding and comprehension of the culture of the people minorities who co-reside on the territories of the mentioned countries;

3) to create special conditions for contrastive acquaintance with cultures of the peoples of the world in diachrony and synchrony.

The spiritual and moral vector is directed at:

1) formation of a tolerant attitude to confessional preferences of native speakers, religious diversity of the world;

2) formation of moral consciousness of a multilingual individual: particularization of the understanding of moral ethno-concepts, national principles, ideals, hierarchy of values in the context of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

3) development of moral perception while comprehending different kinds of art.

The linguistic construct of the culturological approach to the orientalist training comprises his / her linguistic skills to reproduce the obtained culturological knowledge in Ukrainian and foreign languages (Chinese, Korean, Japanese, English) at all linguistic levels (phonological, lexical, morphological, and syntactical) observing the cross-cultural communicative etiquette. In other words, the culturological approach presupposes integration of linguistic and culturological (non-linguistic or extralinguistic) factors in the process of teaching a foreign language, theory and practice of translation in the framework of contrastive-comparative evaluation of the afore obtained knowledge about students' native country as well as the country (countries) the language of which they study, China, the Republic of Korea, Japan and Great Britain (the USA) in particular.

The classification determinants of the culturological approach can be represented by these constituents: - culturological outline of the countries, the languages of which they study; - national and cultural heritage; - ethno-mentality; - nationally marked socio-communication; - linguoculturological background.

CULTUROLOGICAL OUTLINE OF THE COUNTRIES comprises these spheres of knowledge:

1. Territorial specificity;

2. The state system of the countries (Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA));

3. Economy of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

4. Population of the countries and their ethnical composition;

5. Religious preferences and confessions of the representatives of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA);

6. Leading Mass Media of the countries.

NATIONAL AND CULTURAL HERITAGE presupposes acquaintance with a layer of national and cultural acquisition every representative of Ukraine, China, the Republic of Korea, Japan and Great Britain (the USA) is proud of, the knowledge of, in particular:

1. Holidays, customs, traditions, realia:

a) Ukraine (holidays: New Year's Day, Orthodox Christmas, Unity Day, Mother's Day (International Women's Day), Orthodox Easter, Holy Trinity Day, May Day Holyday, Victory Day, Day of mourning and remembrance of war victims, Youth Day, Constitution Day, The Day of Knowledge, Teacher's Day; traditional cuisine and dishes: borsch, pampushka, varenyky, halushky, hombovtsi, zrazy, kulish, nalysnyky, banosh, holubtsi, uzvar, *etc.*);

b) China (holidays: 除夕 Chūxī – New Year's Eve, 春节 Chūnjié – The Spring Festival (Lunar New Year), 元宵节 Yuánxiāojié – The Lantern Festival, 清明节 – Qīng míng jié, also known as Tomb-Sweeping Day or Clear Brightness in English, (originated from the Cold Food Festival), 端午节 – The Duānwǔ Jié (also called The Dragon Boat Festival), 七夕節 – The Qixi Festival (literally "The Night of Sevens"), The Mid-autumn festival, 重陽節 – The Chung Yeung Festival (Double Ninth Festival), 冬至 – Dōngzhì (The Winter Solstice Festival), *etc.*; traditional cuisine and dishes: 北京烤鸭 – běijīng kǎoyā (Beijing Duck), 点心 – diǎnxīn (Chinese snack), 炒米饭 – fried rice, 皮蛋 – pídàn or a Century egg, 甲鱼汤 – jiǎyútāng (turtle soup), 饺子 – jiǎozi, 豆腐 – tofu, 面条儿 – miàntiáor (Chinese noodle), 面包 – miànbāo (Chinese bread), *etc.*);

c) the Republic of Korea (holidays: January 1 New Year's Day (1 월 1 일 설날 / 1wol 1il seolnal), Lunar New Year's (구정 / gujeong), Independence Movement Day (독립운동의 날 / doglib-undong-ui nal), Children's Day (어린이 날 / eolin-i nal),

Buddha's Birthday (부처님오신날 / bucheonim-osinnal), Memorial Day (기념일 / ginyeom-il), Liberation Day (광복절 / gwangbogjeol), Chuseok (추석 /chuseog), National Foundation Day (개천절 / gaecheonjeol), Hangeul (Hangul) Day (한글날 / hangeulnal), Christmas Day (크리스마스 날 / keuliseumaseu nal), *etc.*; traditional cuisine and dishes: kimchi (김치), bibimbap (비빔밥), simmered rice cakes – tteokbokki (떡볶이), bulgogi beef (불고기 쇠고기), Korean stew – jjigae (찌개), a Korean-Chinese fusion dish – jajangmyeon (짜장면), samgyeopsal (삼겹살), spicy cold noodle – bibim nengmyun (비빔냉면), Ginseng chicken soup – samgyetang (삼계탕), *etc.*;

d) Japan (holidays: New Year's Day (元旦 / Gantan), Coming of Age Day (成人の日 / Seijin'nohi), National Foundation Day (建国記念の日 / Kenkokukinen'nohi), The Emperor's Birthday (天皇誕生日 / Ten'nōtanjōbi), Vernal Equinox (春分/Shunbun), Golden Week (ゴールデンウィーク / Gōruden'u~īku), Constitution Memorial Day (憲法記念日 / Kenpōkinenbi), Greenery Day (みどりの日 / Midorinohi), Children's Day (こどもの日 / Kodomonohi), Sea Day (海の日 / Uminohi), Respect for the Aged Day (敬老の日/ Keirōnohi), Sports Day (運動会 /Undōkai), Culture Day (文化の日 / Bunkanohi), Labor Thanksgiving Day (勤労感謝の日 / Kinrōkanshanohi), *etc.*; traditional cuisine and dishes: sushi (寿司), sashimi (刺身), grilled eel – unagi (うなぎ蒲焼き / Unagi kabayaki), tempura (天ぷら), buckwheat noodles – soba (そば) and wheat noodles – udon (うどん), grilled chicken skewers – yakitori (焼き鳥), sukiyaki (すき焼き), simmered ingredients – oden (おでん), Miso Soup (みそ汁 / 味噌汁, *etc.*;

e) Great Britain (holidays: Saint Valentine's Day, Saint David's Day, Saint Patrick's Day, Mother's Day, April Fool's Day, Queen's Birthday, Saint George's Day, Easter Day, May Day Holiday, Halloween, Saint Andrew's Day, Guy Fawkes Day, Christmas Day, Boxing Day, New Year's Day, *etc.*; traditional cuisine and dishes: English pudding, meat pie “Beef Wellington”, oatmeal porridge, bacon and eggs, beef

steak, sausages and toasts, English black ale, *etc.*).

2. *Science and education* of Ukraine, China, the Republic of Korea, Japan and Great Britain, *the USA (the structure of the educational hierarchy; information concerning pre-school, secondary and high school educational establishments; information about postgraduate education, scientific degrees; orientation in the main scientific achievements of the countries and scientists, *etc.*).

3. *Traditional art* (the contents and names of outstanding works of art, information about their authors, folk arts, cultural institutions):

a) Ukraine (Ukrainian painting: iconography, secular portrait, (folk) painting, Ukrainian Graphics; Ukrainian sculpture; genre diversity of the Ukrainian song: calendar-ceremonial, household-ritual, everyday, serf life songs; historical songs and ballads; national musical instruments: violin, bandura, psaltery Stolovich, zither, torban, flute, *etc.*; folk arts: Ukrainian rushnyk (towel), Ukrainian embroidery, weaving);

b) China (Chinese national music, opera, drama; national musical instruments: woodwind, percussion (dizi, guan, cymbals, *etc.*), bow (erhu, zhonghu, gaohu, banhu, *etc.*), pluck and hammer strings (guqin, guzhen, liuqin, *etc.*); calligraphy; ancient Chinese writing; Chinese porcelain, *etc.*);

c) Korea (the first mensural notation system called jeongganbo; the “legitimate music” (called jeongak or jeongga) enjoyed by the royalty and aristocracy of Joseon; folk music including pansori, sanjo, and japga; jeongjae (court music and dance) performed for the King at celebratory state events; music and dance connected with shamanic and Buddhist traditions such as salpuri, seungmu, and beompae; and poetic songs beloved of the literati elite such as gagok and sijo; musical instruments: wind instruments such as the piri, daegeum, danso, and taepyeongso; stringed instruments such as the gayageum, geomungo, haegeum, ajaeng, and bipa; and percussion instruments such as the buk, janggu, pyeonjong, pyeongyeong, kkwaenggwari, and jing; painting and calligraphy, pottery, handicrafts, *etc.*);

d) Japan (Japanese music hōgaku, gagaku (court music) or shōmyō (Buddhist chanting); theatrical forms of drama kabuki and Noh; musical instruments: biwa, fue, wadaiko, shamisen, *etc.*; Japanese calligraphy shodo, ikebana; playing a Japanese

DRUM taiko; green tea ceremony; Bonsai trees; woodblock prints Ukiyo-E; Kabuki Theatre, etc.);

e) Great Britain (the Royal Collection "Windsor beauties"; national music of: England (sea shanties), Scotland (waulking songs), Northern Ireland (folk ballads), Wales (male choral singing, folk tunes); national musical instruments of: England (violin, concertino, bagpipe), Scotland (violin, bagpipe, whistler), Northern Ireland (guitar, violin, harmonica, flute), Wales (Welsh harp, harmonica, pibgorn); folk arts: garden-and-park, decorative, Pink stone porcelain, etc.).

4. *Belles-lettres* of Ukraine, China, the Republic of Korea, Japan and Great Britain, *the USA (information about periodization and history of national literature, names and authors of literary works, thematic and genre spectrum).

5. *History of the countries* (outstanding historical events and people, national landmarks, historical and cultural attractions).

THE ETHNO-MENTALITY of the representatives of Ukraine, China, Korea, Japan, Great Britain, *the USA discloses the inner world of native speakers and causal-investigatory factors specifying the main features of their mentality within a communication process.

NATIONALLY MARKED SOCIO-COMMUNICATION deals with stereotypes of verbal and non-verbal communicative behaviour of native speakers (the Ukrainians, the Englishmen, the Chinese, the Koreans, the Japanese) taking into account ethno-mentality of the representatives of a foreign culture or a sub-culture, which is expressed in: a) language (dialectal use of language; differences in vocabulary, grammatical constructions, phonetic peculiarities of speech; specific linguistic and extralinguistic phonation, etc.); b) non-verbal means of communication (language of gestures, kinesic means, symbolic use of signs both in oral and written communication).

LINGUOCULTUROLOGICAL BACKGROUND unites culturological knowledge within Ukraine, China, Korea, Japan, Great Britain / the USA with linguistic means of their reproduction in a particular situation of cross-cultural communication in Ukrainian, Chinese, Korean, Japanese, and English.

There is no doubt that *the culturological approach* lays the person-oriented

foundation for the philologist's professional activity, according to which a specialist himself / herself chooses a way to achieve a goal; the chosen way being adequate to moral guidelines, ideological principles, religious beliefs, ethical and aesthetic considerations and other moral values. Cross-cultural basis of teaching (foreign) languages presupposes the parity of national and non-national cultural values, which enables unimpeded entrance into cultural and professional space.

Another pedagogical / methodological approach to be mentioned is ***the competence-based approach***. There have been elaborated the criteria specifying the main components of orientalist's competence in order to define the level of students' unified professional and language competence development: *linguistic, communicative-and-speech, translatorial discourse-oriented, specific-technological and linguosociocultural competences*. Concrete knowledge and skills fulfil the role of indices-markers specifying certain competence development. Let us consider them in detail.

Linguistic competence is characterized by these indices (Popova, 2016):

- the *knowledge* of linguistic units of a foreign language (languages) and Ukrainian:

- *lexical* (terminology of different spheres, phraseology, realia and other non-equivalent vocabulary within academic and professional spheres according to curricula requirements and training level; knowledge of slight shadows of semantics constituting the meanings of synonyms and antonyms within a certain sphere; knowledge of etymology of lexical units and means of enriching vocabulary of languages a translator works with);

- *grammatical* (knowledge of specificity characterizing connections between grammar and vocabulary, morphology and syntax; knowledge of word-building models and word-changing forms, word's transposition; knowledge of main and auxiliary parts of speech; knowledge of means aimed at expressing modality; knowledge of connection types inside a sentence);

- *phonological* (knowledge of sound composition, types of stress and minimal phonetic units of languages a translator works with; structure and types of syllables in

English (closed, open, quasi-open), Chinese (initials, finals, medials, subfinals, centrals, terminals), in Japanese (a vowel (a, i, u, e, o), a consonant + a vowel (62 combinations), a consonant alone (n, t, s, k, p), a consonant + y + a vowel (33 combinations)), 5 forms of syllables in Korean, including blocks, and Ukrainian (state official language); tone peculiarities; knowledge of intonation peculiarities and its components; knowledge of graphics and transcription rules);

- *knowledge* of functional and stylistic markers (knowledge of functional styles and language genres; the essence of stylistic devices and expressive means; creation means of emphasis and emotional-attitudinal meaning at lexical and syntactic levels);

- *knowledge* of spelling, orthoepy and hieroglyphics rules;

- *practical experience* to identify functionality of linguistic units representing foreign and Ukrainian languages at phonological, grammatical, lexical-semantic and stylistic levels while dealing with oral and written speech;

- *practical experience* to process spelling, orthoepy and hieroglyphics rules;

- *language skills* (lexical-semantic, grammatical, stylistic, phonological) while dealing with oral and written speech;

- *skills* in the use of spelling, orthoepy and hieroglyphics rules.

Communicative-and-speech competence is revealed in its key competencies-components in *listening comprehension, speaking (dialogic, monologic, dia-monologic), reading and writing*.

Translatorial discourse-oriented competence encompasses the skills to deal with various discourses (as well as their genres) and translation / interpretation modes. It is expedient to mention these types of discourses: official documentary, publicistic / journalistic, social and political, scientific and technical, artistic. The translatorial constituent covers these modes: sight interpreting, simultaneous interpreting, consecutive interpreting, translation which can manifest themselves in full (written) translation and abbreviated translation (annotated and abstracted).

Specific-technological competence is an applied competence which enables teachers and translators to perform their professional tasks successfully when performing Machine (MT) and Computer Assisted Translation (CAT); working with

reference-lexicographic / information sources, text processors, software, monolingual and multilingual dictionaries, text editing programmes / software (spelling, grammar, terminology concordance – FileMaker, LogiTerm, MultiTerm, Termex, TermStar, etc.), concordance programmes (Transit NXT); translation memory programmes (TMM), etc.

Linguosociocultural competence unites linguistic, social (soft) and cultural knowledge, skills and abilities.

The afore mentioned competences comprise the professional portfolio of a sinologist-orientalist and contribute to his / her successful practical activities.

B. Pedagogical principles

The methodology of teaching a foreign language is interrelatedly based on ***general didactic principles*** that reflect the specifics of educational activities oriented toward oral and written speech; ***linguistic didactic*** (properly methodological) ***principles***, i.e. initial provisions aimed at interdisciplinary integration of students' knowledge and skills in lexicology and grammar, grammar and speaking abilities, lexicology and stylistics, oral and written speech, speaking and speech culture, interconnected learning of two (several) languages; and ***specific principles*** that determine the particularity of developing each type of speech activity (listening, speaking, reading, writing), mastering linguistic phenomena (phonetic, lexical, grammatical), as well as mastering the skills and abilities of using the acquired theoretical and practical knowledge in profession-oriented situations, involving translating and interpreting within the studied language pairs.

Among the specific teaching / training principles, it is essential to focus on the ones as follows: • *the principle of cognitive-automated mastery of linguistic and communicative skills*; • *the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation*.

The principle of cognitive-automated mastery of linguistic and communicative skills implies a transition from conscious language learning to automation of skills that generate foreign language speaking. This principle provides a proportional ratio of analogy, linguistic sense-intuition, unconscious memorisation, discursiveness.

The training of future sinologists-orientalists in speech activities in a foreign

language which is correlated with the training in intercultural communication as a binary activity – communication and translation – substantiates the use of *the principle of integration of teaching / learning different types of foreign language speech activities and different types of interpretation / translation*. In view of the above, this principle presupposes the integration of training students in various types of foreign language speech activity (listening, speaking, reading, writing – hieroglyphics, pinyin, Latin and Cyrillic alphabets) and various types of interpretation / translation (oral, written, combined).

C. Pedagogical conditions

Pedagogical conditions are associated with a set of interdependent, specially created by the teacher, circumstances (prerequisites) that ensure the synergism of the methodological basis for training would-be orientalists: organisation, monitoring, regulation and interaction of subjects and objects of the teaching / learning process within the realisation of a certain goal under modern conditions in Ukraine.

The two-year experience shows that these pedagogical conditions contribute to students' academic success:

- the presence of positive motivation of students to their learning foreign languages (English, Chinese, Korean, Japanese, etc.);
- interaction of the disciplines constituting the Humanities, Linguistics cycles and profession-oriented tools;
- immersion of students in active independent profession-related activities with authentic texts and foreign speakers;
- implementation of interactive teaching / learning forms;
- future sinologists' / orientalists' awareness (at the level of beliefs) about the importance of profession-related activities in the educational space of intensification of the Ukrainian- British / American / European / Eurasian relations.

It should be noted that the outlined pedagogical conditions are implemented comprehensively, but at each stage a certain pedagogical condition prevails in accordance with the simulated educational context.

Conclusion.

The conducted research allowed us to come to these conclusions:

- The changes in the texts of documents occurring during the 21st century, both linguistically and extralinguistically, are associated with the factors as follows: rapid development of science, activation of academic mobility programs intended for teachers and students, the need for clear regulation and/or clarification of economic and legal relations, strengthening of profession-oriented training of future orientologists-sinologists.

- The notion “methodological approach” is understood as a thematically conditioned, scientifically grounded and practice-oriented aggregate of means and devices facilitating optimization of the general process of the profession-oriented speech training; one of its (training) methodological guidelines. The culturological and competence-based approaches are considered to be the most effective ones in Ukraine under modern conditions.

- The specific teaching / learning principles imply the integration of training students in speech activities (listening, speaking, reading, writing) and translating / interpreting (full, annotated and abstracted).

- Pedagogical conditions should be specially created by the teacher and ensure the synergism of the methodological basis for training would-be orientologists to achieve certain goals.

The perspectives of further research are seen in the study of the means and ways which could contribute to Eurasian academic cooperation.

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培养东方学家培养方法的协同机制

本文讨论了与改进培养未来东方学家的方法论基础的有关问题。乌克兰现代条件下指定方法论基础的一些关键组成部分已经具体说明（教学方法、原则和条件）。作者概述了战术和战略职业导向培训导向影响因素的相互作用机制（科学的快速发展，学术流动计划的激活，合作大学之间经济和法律关系的明确规定和/或澄清的必要性，加强未来东方学家的职业导向培训）。

关键词：协同作用，方法论基础，培训，东方学家，教学方法，教学原则，教学条件。

DOI:

UDC: 81'25:341.18(062.537):17.022.1(510)-047.84(045)

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THE STRATEGIES OF CHINA'S IMAGE CONSTRUCTION IN THE CONTEXT OF MULTICULTURAL COMMUNICATION: A CASE STUDY OF THE ENGLISH VERSION OF THE 20TH NATIONAL CONGRESS REPORT

***Abstract:** Considering the rapid growth of China in the context of multicultural society, this paper integrates translation studies and international communication by analysing excerpts from the English Version of the 20th National Congress Report while using qualitative and quantitative methods. With a focus on foreignization and domestication strategies, it aims to explore the general methodology of publicity-oriented translation to promote China's national image.*

***Keywords:** national image; translation; foreignization; domestication; international communication*

Introduction

As a reflection of the national development in history, national image involves the cognitive process of receivers both at home and abroad through the impact of activities and actions in the name of a nation. It is an indispensable dimension in understanding a country synchronically and diachronically with international

communication as an

important variant, says Yalin Qi (2023). With the national strength of China grown over

“此会议论文受“中央高校基本科研业务费专项资金资助”（新教师科研启动计划），项目编号：3072023CFJ1202

the years, the need for building an accurate and impartial China's national image has become more urgent. However, the dissemination of its culture and concept via international communication has long been disputed over the intention of China to promote these ideas with Chinese characteristics that could lead to the contradiction of different ideologies and Western misinterpretation of socialist development.

Therefore, it holds great significance to achieve the successful communication of any message between China as the sender and the rest of the world as the receiver for China's national image construction. In this process, “self-shaping” as often neglected should be leveraged properly, which takes the proper and effective foreign-oriented translation as a major means, particularly in terms of political discourse. To cater for different cultural tastes, foreign-oriented translation is entitled to serve as a medium for Chinese philosophy promotion and a mirror of China's national image. Given such importance, the academic sector has already conducted much research in this field on translation techniques, strategies, and quality while laying little emphasis on the effect of with regard to international communication. Just as Zhihong Qi (2024) mentions, the studies of international communication and foreign-oriented translation have long been separated from each other with independent research frameworks. Meanwhile, others like Yiwei Zhong (2023) as an example propose that the construction of the national image should also be put in the context of “the other” and root out the cause of external misunderstanding by way of transpositional consideration. Hence, this paper attempts to combine the two disciplines while analysing the official English

version of the 20th National Congress Report and exploring the implementation of China's “going global” strategy within the context of the multicultural society nowadays.

In this paper, we focus on the analysis of the translation effect using the theory

of foreignisation and domestication put forward by Venuti (1995). Based on the textual comparison, the paper provides certain examples with the total amount of the use of the two strategies illustrated by graphs. After identifying the specific mode of translation embodied in the target text, we explain the reason for its application under the guidance of culture and communication theories. Considering the cultural differences between China and the rest of the world, particularly the Western nations, the analysis section pays more attention to the underlying cultural concern in translation. In the end, the paper proposes the appropriate approaches to international communication when China initiates to provide some reference for the built-up and amplification of Chinese voices in the international arena.

Literature Review

According to the retrieval result in CNKI, the studies on translating Chinese publicity-oriented texts can be traced back to the late 1990s and early 2000s. At that period, China was accelerating its steps towards interaction with other countries but facing barriers in communication; as a result, translating became the major method to introduce China and expand its international networking. Given the lack of experience, the main research focus was on how to give a full play to translation. For example, Shixuan Zhang (1997) proposes his expectation on translators of China International Publishing Group (CIGP) so as to fulfil the responsibility of external propaganda in terms of translation, compiling and investigation. Likewise, Youyi Huang (2004) points out the guiding principles in foreign-oriented translation, namely, bridging the cultural gap with consideration of cultural differences and learning the norm of foreign language use to avoid misunderstanding. Later, with the improvement of international status and influence, the statistics suggested an obvious increase in this subject over a decade, the academic discussion has been expanded in all directions concerning translation strategies and translation methods. The main focus lies in the framework of translation studies, while the research topic on international communication or translational communication accounts for a relatively small proportion, as seen in Figure 1.

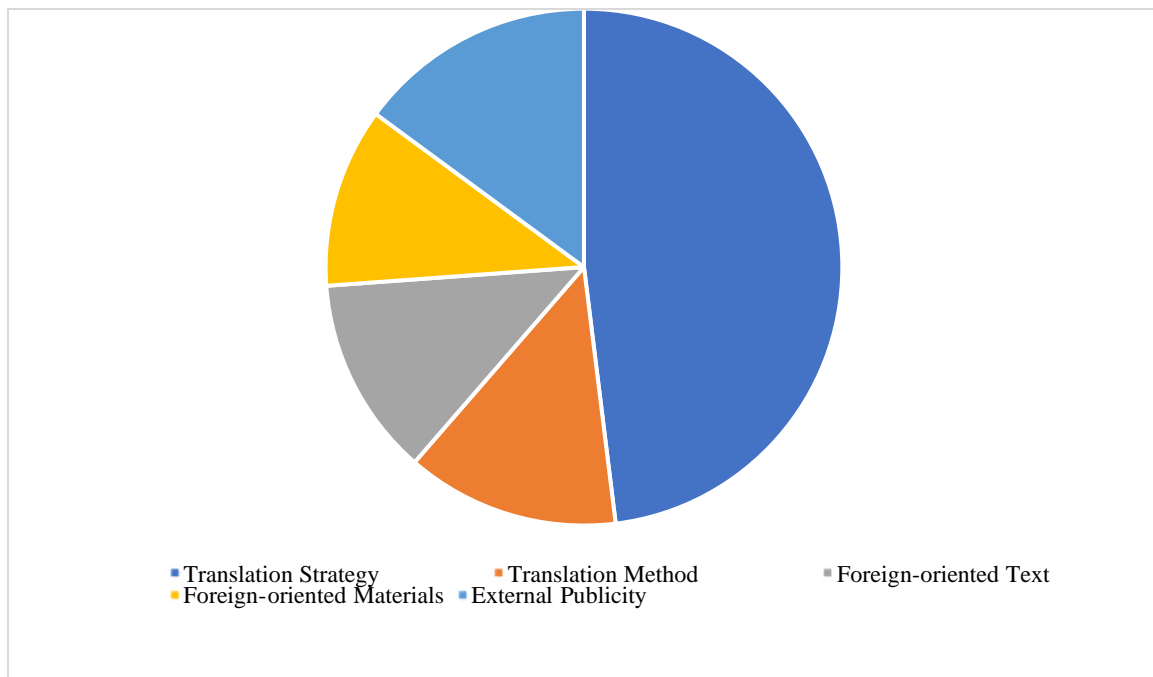


Figure 1. Directions concerning translation strategies and translation methods

As Zhihong Qi (2024) concludes the disconnection between translation and international communication has become a traditional feature with regard to the research of the dissemination of Chinese discourse. Similarly, Li Xiao and Hai Wang (2023) also emphasise that the research on China’s image under the framework of translation studies is not fully developed with little theoretical foundation based on the interdisciplinary studies and so it is the case with interpretation, non-fictional translation, and multimodal translation. Therefore, the paper aims to overcome the limitations in previous studies and combine the two disciplines for a comprehensive description of the methodology of China’s national image construction.

The theoretical foundation of this research, involving foreignization and domestication, has been explored by scholars in China and beyond over the years. As Wenfen Yang (2010) claims, they are two basic translation strategies which provide both linguistic and cultural guidance. As first termed by American scholar Venuti in his book *The Translator’s Invisibility – A History of Translation* (1995), the two strategies are defined as “an ethnocentric reduction of the foreign text to target-language cultural values, bring the author back home” and “an ethnodeviant pressure on those (cultural) values to register the linguistic and cultural difference of the foreign text, sending the reader abroad” respectively. These concepts have brought a

significant change to translation studies. Along this line, Yonamine (2022) conducted research on domestication and foreignization in interlingual subtitling for better guidance in the use of translation strategies. Likewise, Chinese scholars such as Chunling Yun and Xiaobin

Fan (2023) and Haitao Jiang and Fang Bao (2024) explore the two strategies used in the translation of Chinese movies and cultural influences. However, there is still a need to conduct research in the national image construction and external publicity by examining the theory proposed by Venuti in the field of foreign-oriented translation with the ever-changing development of China.

Analysis

Deploying the qualitative and quantitative methodology, we select from the 20th National Congress Report the seventh part (titled “Exercising Law-based Governance on All Fronts and Advancing the Rule of Law in China”) and tenth part (titled “Pursuing Green Development and Promoting Harmon between Humanity and Nature”) as our target materials for their unique importance in external publicity and particular interest raised in the international community. As the investigation of Xiaosheng Gao (2024) finds, there exists some misconception on Xi Jinping thoughts on the rule of law among some US and EU scholars. The misunderstanding makes it more pressing to normalize and strengthen the overseas dissemination of the rule of law with Chinese characteristics. Likewise, Quanxi Li and Chunjuan Ning (2023) discuss overseas scholars’ perception and commentary on Xi Jinping thoughts on ecological civilization and emphasize the significance of the expression paradigm in international discourse. Given the urgency and necessity, we analyse the original texts and the translated texts and present the specific strategies based on the foreignization and domestication spectrum proposed by Ramière (see Figure 2).

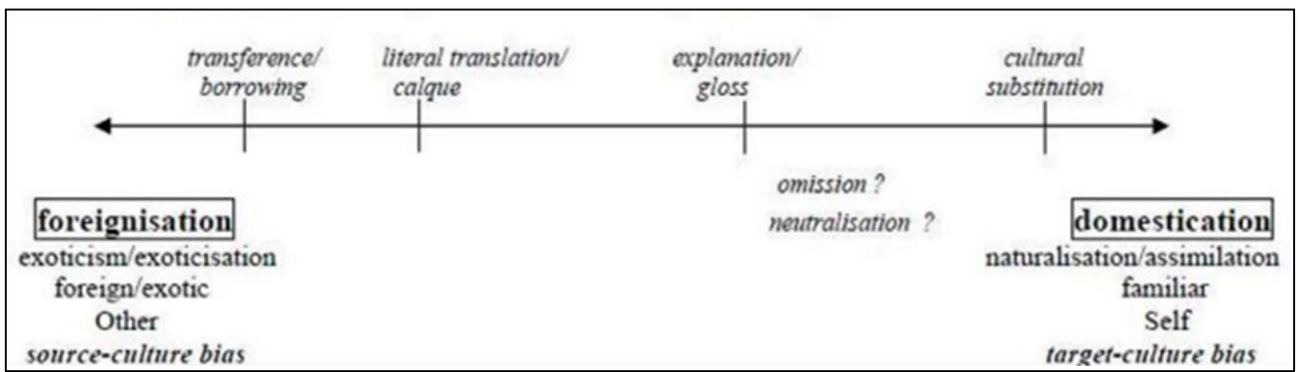


Figure 2. The specific strategies based on the foreignization and domestication spectrum proposed by Ramière

According to Ramière (2019), “translation procedures are distributed along a scale with two poles, usually termed foreignization and domestication, but also referred as to exoticism/assimilation, source/target, foreign/familiar, Self/Other, etc”. Guided by his model, we counted the two strategies reflected in the selected text and the result is illustrated with figure 3.

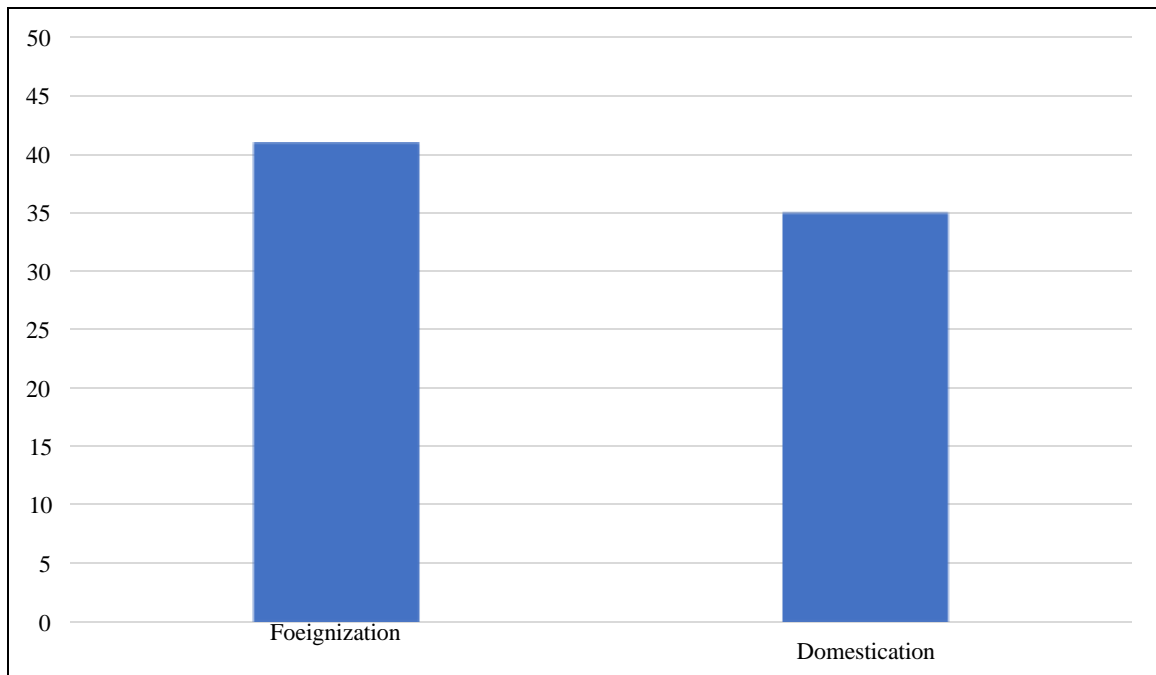


Figure 3. The two strategies reflected in the selected text and the result

Based on the statistics from the manual indexation, it can be found that foreignization is used relatively more than domestication in sentences. However, the two strategies are both used for message communication according to specific requirements and there exists a few sentences with both strategies applied. Meanwhile, the employment of the two strategies exhibits a few features. As for foreignization,

the prominent part is related to the translation of phrases and expressions with Chinese characteristics or rhetorics. Due to unfamiliarity with the national conditions, culture and history of

China, foreign readers often miss the unique information coded in these phrases; e.g., we must uphold and act on the principle that lucid waters and lush mountains are invaluable assets ... (p. 43).

必须牢固树立和践行绿水青山就是金山银山的理念.....

E.g., we must remain firmly committed to the leadership of the Party, to the state system of people's democratic dictatorship ... (p. 35)

坚持宪法确定的中国共产党领导地位不动摇，坚持宪法确定的人民民主专政的国体.....

As these sentences exemplify, the English translation does not express the inner information in an explicit manner, such as abandoning the metaphor and rendering it into the common words “well-preserved environment” used in English, or giving an extra explanation to the special governance system design “people's democratic dictatorship” as a state system led by the working class, based on the alliance of workers and peasants, exercising democracy for the people and dictatorship against enemies, representing a form of proletarian dictatorship practised by the Chinese people. To explore its underlying cause, the relationship between culture and translation merits mentioning. Just as the national strength of China growing, Chinese culture also seeks international representation through external publicity, in which Chinese concepts are put forward appropriately for others to learn and apply into practice. However, just as the difference between Chinese cultures and others mentioned above, the undue interpretation for tailoring to Western expression might impose a negative impact on the understanding of foreign readers. Sometimes, the mode of domestication used for the dissemination of Chinese thoughts is worth reconsidering.

Meanwhile, due to the difference in expression, adding the pronoun “We” is frequently applied in the translation. In many places, the Chinese text tends to omit the subject such as “We”.

E.g., we must give better play to the role of the rule of law in consolidating foundations ... (p. 34).

必须更好发挥法治固根本、稳预期、利长远的保障作用.....

E.g., we will continue to control pollution in a lawful, targeted, and science-based way ... (p. 44).

坚持精准治污、科学治污、科学治污.....

Taking the two sentences as examples, we can find the invisible agent “We” (China) in the original text becomes visible in the translated text. Instead of choosing the passive voice that also omits “We” in the sentence, for example, the fundamental role of the rule of law in securing stability, fostering expectations, and safeguarding long-term interests must be better emphasized (必须更好发挥法治固根本、稳预期、利长远的保障作用), it supplements the agent in the translation. However, the finding of Kaibao Hu and Xujun Tian (2018) defines that the publicity-oriented interpretation usually employs a discourse style that is more objective, with few instances of using personal pronouns for self-reference. Different from the previous widely-used discourse style, the English version of the 20th National Congress Report breaks the translation tradition imposed by the implicit and indirect culture of China and fits into the foreign-side expression. And this feature as a reflection of applied domestication is also part of the outcome of culture-based translation. Other cultures, particularly Western cultures tend to express the information explicitly. Such extroverted cultures like them define the way they receive information as well, so China with a relatively introverted culture should change its way of dissemination to convey in an active and explicit way promoting the image of China as a responsible major country. Foreign readers can easily understand the intention of China’s action while reading these foreign-oriented materials.

Conclusion

To conclude, we find that the approaches to self-shaping national image through translating China’s foreign-oriented texts, particularly in political discourses, can be categorised into two strategies: domestication and foreignization. Considering the

differences between Chinese and other cultures as well as the competition between the major powers, translators leverage them within a reasonable range: foreignization is mainly used to disseminate China's vision and concepts of significance and domestication is mainly used to build China's national image as a responsible major country in the mind of foreign readers. Given their applications, we formulate a proportionate methodology combined the concerns of translation studies and international communication. Different from the early stage of China's overseas promotion when the translation mainly was reader-oriented which served foreign readers to learn about China, the current external publicity should set higher requirements for suitable corresponding formation while retaining the basic rule of meaning equivalence. Moreover, on a broader sense of international communication, a major country like China should also be confident in establishing the narrative of international communication with Chinese characteristics. In this way, the misinterpretation can be resolved and China's national image can be truly reflected.

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多元文化背景下国家形象塑造路径探索——以《党的二十大报告》英译本为例

摘要：伴随中国社会经济快速发展，正确树立国家形象的需求日益迫切。在这一过程之中，外宣翻译发挥着重要的意义和作用。然而，翻译与国际传播两者在研究中长期处于分离状态，相关发现仍有待挖掘。因此，本文以跨学科的视角，采用定性和定量方法对二十大报告英文版的节选内容进行分析，并借助异化和归化理论对总体翻译模式进行总结。基于当下多元文化交流的社会背景，本文旨在探索外宣翻译的基本方法指引，借此积极推动国家形象塑造。

关键词：国家形象；翻译；异化；规化；国际传播

**此会议论文受“中央高校基本科研业务费专项资金资助”(3072023CFJ1202)和“十四五”教育科研课题资助(21DY010611ZB-GX2403)

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CROSS-CULTURAL COMMUNICATION OF SOUTH KOREAN FILMS FROM A GEOPOLITICAL PERSPECTIVE

***Abstract:** Due to geographical location and historical reasons, China and South Korea have engaged in frequent and in-depth cultural exchanges, showcasing noticeable similarities and common origins in their cultures. South Korea's significant geographical position has historically led to numerous geopolitical entanglements. Since the establishment of diplomatic relations in 1992, the exchanges and cooperation between China and South Korea have achieved remarkable success in many areas, with cultural exchange being particularly vibrant. In recent years, many South Korean films and television series have gained international recognition and praise, offering valuable lessons for the "going global" strategy of China's film and television industry. This paper aims to explore the cultural presentations behind South Korean cinema and its characteristics of cross-cultural communication from a geopolitical perspective, intending to provide references and insights for the international development of China's cultural and creative industry.*

***Keywords:** Geopolitics; Movies; Cross-cultural communication*

1. Introduction

Directed by the South Korean filmmaker Joon-ho Bong, "Parasite (Gisaengchung)" not only swept numerous awards within Korea but also garnered universal acclaim on the international stage. At the 92nd Academy Awards in February 2020, Parasite achieved an unprecedented feat by winning four major awards: Best Picture, Best Director, Best Original Screenplay, and Best International Feature Film. This recognition not only elevated the reputation of the South Korean film industry but also drew widespread attention across the Asian cinematic landscape. Embedded with dark humor, the film intricately explores profound social issues such as the wealth gap, unemployment, familial debt, and class stratification, delicately narrating the efforts of an impoverished family to secure employment opportunities in a wealthy household. Cinematic literature serves not merely as an artistic expression but as a reflective mirror of social realities, capturing the zeitgeist and the emotional landscape of the populace. Through a complex web of conflicts and contradictions, the film profoundly unveils the intricate psychology of the lower social strata when confronted with life's adversities, sparking profound contemplation among viewers about societal realities. As a distinctive art form, cinematic literature shares a unique synergy with traditional literary works in conveying deep-seated meanings, adeptly weaving specific ideologies within its narrative. These rich and complex themes do not emerge in a vacuum; rather, they are shaped under the multifaceted influence of socio-economic, political, and cultural forces.

II. The Geopolitical Influences on South Korean Cinema

The foundational theories of geopolitics, as established by Sir Halford John Mackinder, a political geographer, delineate the world into a dichotomy of Land Power and Sea Power. Terrestrial power, termed as the "Heartland" or the historical "geographical pivot," represents the epicenter around which all historical dynamics revolve. In contrast, maritime spaces, encompassing oceans and lakes, are characterized by their fluidity, hence maritime power is inherently mobile. Mackinder posited that the binary struggle between land and sea powers is pivotal for

understanding historical trajectories. His theory was further expanded by Nicholas Spykman (1893-1943), who emphasized the rimlands surrounding the Heartland, asserting, "Who controls the rimland rules the Heartland; who rules the Heartland commands the world." Korea's unique geographical positioning as a bridge between land and sea has historically subjected it to dual pressures from continental and maritime forces. In antiquity, the Korean Peninsula fell under the indirect rule of various empires, such as the Han Dynasty, the Khitans, the Jurchens, and the Mongols, yet it was never fully integrated into their territories. In more recent history, Korea experienced three decades of Japanese colonial rule. Today, Korea is further entangled in the internal strife resulting from the national division of the Korean people. The strategic location of the Korean Peninsula, at the nexus of land and sea, rendered it a focal point of contention between the Soviet and American empires in their quest for Asian dominance. With the support of these superpowers, the Korean nation, once unified, was split along the 38th parallel into two states, divided by differing ideologies and marked by prolonged animosity.

The cultural exchanges between China and South Korea are not insulated from political and geopolitical influences. Regional security situations, bilateral political relations, and changes in relations with other major powers can all impact the scope and depth of cultural exchanges. For instance, since the Obama administration's pivot to Asia strategy, the United States has viewed North Korea's nuclear program as a primary geopolitical risk on the peninsula, leading to the strong deployment of the THAAD missile defense system in South Korea. Before the crisis in 2016, Chinese tourists constituted 47% of South Korea's international tourism market, a vital source of income for Korean businesses. The deployment of THAAD, perceived by China as a threat to its interests and security, led to a voluntary reduction in Chinese tourist visits to South Korea, and the installation of the U.S.'s THAAD elicited dissatisfaction at the national level in China, impacting cultural and economic exchanges to a certain extent. Both Beijing and Moscow consider Pyongyang to hold strategic value in defending their national interests. Although a ceasefire agreement was signed between North and South Korea in 1953, neither side recognizes the other's government as legitimate, each

claiming to be the sole lawful government of the peninsula. Geopolitical risks are inevitable for South Korea, facing complex and profound contradictions stemming from external pressures to internal dynamics, from political and economic challenges to ideological and cultural influences. Throughout the development of Korean culture, influences from Chinese Han culture, Japanese-imposed modernization during the colonial period, and Western civilization led by the United States have all left indelible marks on its cultural landscape. Therefore, from a geopolitical perspective, the cultural exchanges between China and South Korea carry multifaceted meanings and impacts, reflecting mutual attraction and learning at the cultural level as well as cooperation and competition within the geopolitical framework.

III. Implications of South Korean Cinema's Global Success for China

South Korea is a pivotal partner in China's endeavor to elevate its level of international openness, with the deepening of bilateral cooperation in the post-pandemic era bearing significant strategic value. Cinema, recognized as the seventh art form, integrates various arts and reflects the ideologies and emotions of its audience's era, often hailed as humanity's Tower of Babel to the spiritual realm. The dissemination of film and television works has facilitated mutual trust between the peoples of both nations, contributed to the eradication of Cold War mentalities, and played a part in maintaining stability in the Northeast Asia region. This has also offered valuable lessons for the internationalization ("going global") of Chinese films and TV dramas.

Contemporary South Korean cinema, emerging from the unique historical and cultural context of the Korean Peninsula, embodies profound multilayered meanings. Director Kim Ki-duk's "Spring, Summer, Fall, Winter... and Spring" masterfully blends Buddhist Zen with modern culture, not only securing the Blue Dragon Film Award domestically but also achieving international acclaim with awards like the Locarno International Film Festival's Don Quixote Prize and the Las Palmas de Gran Canaria International Film Festival's Best Cinematography Award. The film, rooted in the cultural backdrop of Eastern Zen and integrating a narrative framework of the changing seasons and life cycles, showcases another cultural aspect to the West through its unique cinematographic techniques and deep cultural essence.

In recent years, South Korea's deep collaboration with Netflix has expanded the influence of Korean dramas and films in the United States. For years, South Korea has specialized in the romance genre, infusing it with elements of imaginative foresight, thereby garnering international fame for its romantic dramas. This genre introduces a variety of fresh character types, including love stories between humans and ghosts, aliens, individuals from ancient Korea, immortals, and even between grim reapers and goblins. South Korea's unique societal context also provides ample material for content creation. Korean dramas frequently explore themes such as political elections, religious theology, class stratification, and legal cases. The rich and diverse societal phenomena possess both the uniqueness of the East and the globally ponderable values and issues.

Directed by the acclaimed South Korean director Bong Joon-ho, "Parasite" received universal praise upon its release, sweeping numerous awards in Korea and scoring a high rating of 8.8 out of 10 on China's authoritative film review website, Douban. It also won the Best Foreign Language Film Award at the 44th Japan Academy Prize. The film garnered numerous honors in the East Asian cultural sphere and resonated in the West. At the 72nd Cannes Film Festival in 2019, "Parasite" won the Palme d'Or, marking a historic victory for South Korean cinema. Subsequently, at the 77th Golden Globe Awards, the film was awarded Best Foreign Language Film. "Parasite" achieved a historic breakthrough at the 92nd Academy Awards in 2020, becoming the first non-English language film to win Best Picture. Additionally, it secured awards for Best Director (Bong Joon-ho), Best Original Screenplay, and Best International Feature Film, totaling four major awards. That same year, it received both the Best Original Screenplay and Best Foreign Language Film awards at the 73rd British Academy Film Awards (BAFTA). Furthermore, "Parasite" won the Outstanding Performance by a Cast in a Motion Picture at the 26th Screen Actors Guild Awards (SAG Awards), becoming the first non-English language film to achieve this honor. The accolades for "Parasite" not only signify South Korean cinema's global achievements but also its profound social consciousness, innovative narrative style, and exquisite production quality, garnering high recognition from the international film community.

In "Parasite," the upper class enjoys vast spaces and resources, while the poor are confined to cramped semi-basements. As the story unfolds, class conflicts emerge conspicuously. Ultimately, all art is inherently speculative, and cinema is no exception. The protagonists, the Kim family, ingeniously infiltrate the Park household, securing jobs that perfectly fit their needs. The Park family's villa contains a secret room, isolated and nearly unknown, making everything seem overly coincidental and fortuitous. Despite the plot's speculative nature, it remains deeply connected to reality. The phenomena of class solidification and the widening wealth gap are not unique to Korea but represent a global social challenge. Thus, Bong Joon-ho's allegorical storytelling in this film has elicited profound resonance among global audiences. The use of cinematography and dual narratives, a technique favored by Korean directors, is exemplified in "Parasite," where the narrative of Mr. Park's family serves as a subplot contrasting starkly with the main storyline of the Kim family, intertwining to create a significant contrast in the film's content. In the 2016 film "The Handmaiden," directed by Park Chan-wook, this dual narrative structure is showcased to full effect. The film, adapted from the British author Sarah Waters's novel "Fingersmith," significantly shifts the story's setting to 1930s Korea under Japanese colonial rule, achieving a highly successful localization that imbues the film with an Eastern flavor.

For an extended period, China's cultural and creative industry has operated within a fixed mindset, gravitating towards two distinct phases: either fully embracing Hollywood-style blockbuster production or concentrating on showcasing Chinese culture while neglecting the untranslatable aspects of cross-cultural communication. As a mainstream medium, cinema presents an array of human cultures in a more diverse and inclusive art form, enjoying widespread popularity among the public. Films serve as a crucial platform for ideological propagation, a beloved form of literature and art, and a significant marker of a nation's soft cultural power. The development and prosperity of the film industry are of paramount importance for advancing the construction of a culturally strong socialist country.

The key to international success for films lies in the high quality of their content. China and South Korea share deep historical and cultural ties, with Chinese culture

having a profound impact on the Korean Peninsula throughout history, including in areas such as language, philosophy, and arts. This shared cultural heritage provides a solid foundation for cultural exchanges between the two countries. The rise of Korean Wave culture has not only been warmly received in China but has also promoted the export of Korean cultural products and services. Similarly, China's cultural industry, including films, TV dramas, and music, enjoys a wide audience in South Korea. Therefore, the content creation and market models of South Korean cinema are replicable for China.

Short video platforms like TikTok and Kuaishou are continuously dividing user time, squeezing the living space of long video platforms. Chinese streaming media platforms such as iQIYI, Youku, and Tencent Video have been exploring overseas development in recent years to strengthen their competitiveness in streaming platforms and content in hopes of finding new growth points and attracting more users to expand their commercial space. Their initial focus has been on countries within the Confucian cultural sphere. Given South Korea's years of deep cultivation in the entertainment industry and the highly competitive market in Northeast Asia, many platforms have targeted the populous and vast paid market of Southeast Asia. The international success of South Korean films offers valuable lessons for Chinese entertainment platforms in their "going global" strategy, providing insightful implications for establishing a foothold domestically while expanding globally.

IV. Conclusion

In accordance with the requirements of China's "Fourteenth Five-Year Plan" for the development of the film industry, the country aims to achieve the status of a cultural powerhouse in cinema by 2035. This goal necessitates not only an increase in the capacity for film creation and production but also a greater emphasis on enhancing the international discourse and influence of Chinese cinema. Due to its unique geopolitical factors, South Korea has developed profoundly rich and diverse film content, with non-stereotypical character portrayals and themes that resonate with modernity. It is imperative that we continue to explore the diverse modern values within Chinese culture and devise strategies to strengthen the cultural identity of China. By drawing

on South Korea's successful experiences, China can gain new insights for film creation, thereby continuously enhancing the international competitiveness of its film industry and augmenting its cultural soft power.

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地缘政治视角下的韩国电影的跨文化传播

摘要： 由于地理位置和历史原因，中韩两国在文化领域展开了频繁而深入的交流，在文化层面拥有高度的相似性和共同起源。韩国由于其重要的地理位置在历史上导致了众多地缘政治的纠葛。自1992年建立外交关系以来，中韩之间在众多方面的交流与合作均取得了显著成就，特别是在文化交流方面活跃度尤为突出。近年来，许多韩国电影和电视剧国际上获得认可和好评，为中国影视行业的“出海”战略提供了可供借鉴的成功经验。本文旨在从地缘政治的角度探讨韩国电影背后的文化展示及其跨文化交流的特点，旨在为中国文化创意产业的国际发展提供参考和启示。

关键词： 地缘政治学； 电影； 跨文化交际

DOI:

UDC: 37.091.33-028.16:811.111:377(045)

B17

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以课堂活动改善课堂心理环境提升大学英语口语教学

摘要: 通过丰富多样的英语口语课堂活动，改善课堂心理环境，是实现英语口语学习目标的有效手段和重要途径。本研究以哈尔滨工程大学82名一年级非英语专业本科生为研究对象，应用实验教学的方法，采用口语测评的手段，研究灵活多样的课堂练习模式对于学生英语口语准确性、流利性、和语音面貌是否有明显的提高。

关键词: 课堂活动；课堂心理环境；英语口语；英语教学

引言

近年来，全国各个高校的大学英语教学都不断地反思、探索、尝试、创新和改革当中。以往形式单一的精读课已经不能满足大学英语教学大纲的要求，于是大学英语口语课不再是英语专业学生的专利，也进入了非英语专业本科生的课程设置中。我们以往的英语课堂教学模式是以教师为中心，教师讲授词汇知识、讲解语法、带领学生操练句型，然而教师付出的心血与体力却与学生的英语实际交际能力不成正比，可以说沿用传统的精读课堂的教学模式在口语课堂上是行不通的，无法大幅度高效提升大学生的英语口语交际能力，将来学生走到工作岗位也无法顺利地使用英语进行实际交流。

针对新形势下英语课堂的这些教学问题，教师和学者们都在打开思路，一方面保留传统教学模式中行之有效的部分，另一方面积极探索尝试新的教学理念

和方法，改变以教师为中心的单一教学模式，形成英语教学新模式百花齐放的良好局面。

笔者之前就影响学生英语口语能力提高的重要因素做过相关研究，研究结果表明主要的影响因素包括：产出性词汇量不足，课程设置不合理，教育考试制度，以及学生心理因素等。

本研究旨在通过采用多样化的课堂活动，改善课堂心理环境，帮助学生克服各种阻碍英语口语提升的负面心理，使得学生乐于勇于使用目的语参与课堂学习与练习，在学习中获得进步的乐趣，增强提高的信心，助力学生长期的学习与提高。

一、课堂心理环境

课堂心理环境，是指在课堂教学中影响学生认知效率的师生心理环境。良好的课堂心理环境是教学得以顺利进行的基础，也是有效地促进学生学习和提高教学质量的重要条件。

影响课堂心理环境的主要因素中，课堂教学方式占据影响因素的首位。良好的课堂教学方式能够调动学生的积极心理，优化课堂心理环境，激发课堂教学活力，提升课堂教学的水平。相反，单一、落后的课堂教学方式，导致学生面对教师提问心理压力较大，唯恐出错，不能充分畅所欲言。不仅给学生带来焦虑、心理压力和困惑，还会降低对英语课堂学习的积极性。更大的弊端在于，课堂时间之内，能参与口语练习的学生人数非常有限，无法达到口语课堂的教学效果。

建立良好的课堂心理环境，可以从课堂教学方式改革入手，着力变成为以学生为本的课堂教学方式，采取科学合理的课堂教学方式组织口语课堂的训练活动，激发学生提升口语能力的主动性与热情，在主动训练的过程中高效提升英语口语能力。

二、研究对象和研究过程

本研究以哈尔滨工程大学 2020 级 82 名工科专业的本科生为研究对象，学生分别来自核学院、自动化学院、机电学院和材化学院，分别属于两个英语教学班，入学分数相近，属于同一分数段，男生 76 人，女生 6 人。

两个教学班中一个作为实验班，另一个教学班作为对照班。两个教学班英语口语课采用完全相同的教材，完全相同的授课内容，相同的教学课件，教学也由同一位教师担任，课后作业完全相同，最终考核方式也完全一致。

两个教学班的英语口语教学唯一的不同在于：对照班课堂口语练习采用原有的传统模式，即自愿发言，教师点名发言，同桌讨论三种形式；而实验班课堂口语练习采用多样化的形式来进行，在三种传统形式基础之上，采用自我陈述、小组汇报、与教师私聊、用手机录音上传等形式完成。

本研究时间持续 16 周（一个学期），实验教学主要包括教学实验和数据采集二部分。教学的总体过程中进行了二次数据采集，依次分别是：实验教学之前的口语测试（第 1 周），实验教学之后的口语测试（第 16 周）。测试使用的工具是大学英语四级口语能力水平测试试卷以及相应的评分标准。

1、实验前测（第 1 周）

实验前测的目的是为了检测实验班和对照班英语口语的初始口语成绩是否基本持平，为了保证实验教学效果的信度和效度。实验教学开始实施之前，也就是二个教学班（实验班和对照班）开课的第一周，分别对二个教学班进行口语测试。测试使用大学英语四级口语真题同一套题目，二个班均由同一位教师根据大学英语四级口语测试评分标准来计分。四级真题话题贴近学生生活，可以帮助教师客观便捷地了解学生的英语口语水平。口语测试结果采用 Excel 软件进行收集、归纳和总结。

2、实验教学（1-15 周）

英语口语实验班课堂练习模式，在保留传统三种课堂练习模式的基础之上，采用多种丰富新颖的模式完成。

第一种，自我陈述。教师提供课堂口语练习话题之后，规定学生在五分钟之内准备一个一分钟的讲话，讲话的容量要求分为三个等级：A 等 18 个单句，B 等 13 个单句，C 等 9 个单句。句式的复杂程度随着学期的进行逐渐提升：第一个月不做特殊要求，简单句即可；第二个月，要求学生一分钟的讲话中至少使用一句复合句；以此类推，第三个月，复合句达到二句；第四个月，复合句达到三

句。学生按照要求口头准备 5 分钟之后，教师使用计时器计时一分钟，学生大声进行自我陈述，同时自己给自己记住陈述的单句数量和复合句数量，一分钟之后计时器响铃，陈述结束，学生把自己的成绩（单句数量和复合句数量）上报教师登记在在册。在实施过程中笔者发现，自我陈述是一种对中国学生特别适合和行之有效的课堂口语练习模式，主要的优点是，一是自我陈述帮助学生克服害羞心理，摆脱面对老师和其他同学说英语的心理压力，不怕出错，在反复练习中不断提升自己，达到畅所欲言；二是自我陈述帮助学生看到自己一步步的进步，无论是句子的数量还是质量都在不断地增长和提高，看得见摸得着的胜利的喜悦会极大地激发学生的学习热情，坚定学习的信心；三是教师能够在短短几分钟时间里，同步完成全班几十名学生的口语练习与测试，极大地提升了课堂口语练习的效率，摒弃了传统的一人说多人听甚至开小差的课堂局面。

第二种，3 人小组汇报。教师提供课堂口语练习话题之后，由同桌 3 人组成小组，同个人陈述一样，也是要求学生在五分钟之内准备一个一分钟的讲话，语句的要求同个人陈述的要求一致，同样分为 A B C 三等，也同样有复合句的要求。不同点在于，个人陈述最后是自己说自己统计句子数量，三人小组汇报最后是向同组的其他二位组员陈述并由他们统计句子数量然后上报教师。3 人小组汇报也是特别适合中国学生的课堂口语练习模式，主要的优点如下：一是 3 人小组汇报使得学生在小范围内展示自己的英语口语，小组只有三个人，又都是熟悉的同学，所以心里压力较小，学生不必担心出错或说得不好丢面子；二是 3 人小组汇报有助于同学之间取长补短，在互听互学中增长语汇、拓宽思路、提高语言组织能力；三是有了同组同学的监督，促进极个别惫懒的学生积极跟进课堂，参与课堂活动，克服了个人陈述中某些学生浑水摸鱼滥竽充数的个别现象。

第三种，与教师私聊。在学生准备课堂某个话题陈述的过程中，教师在教室中徘徊巡视，这样无形之中就会促进所有的学生积极投入课堂口语活动的准备和练习中。同时，教师一边走动巡视，一边可以某些同学一对一地闲聊相关话题，交流看法。学生的选择可以是随机的；也可以是选择某些准备的比较充分的同学，他们往往乐于向老师展示，从中获得教师的肯定与成功的喜悦，激发更大的；

还可以选择一些稍微落后的同学，他们在老师一步步发问、引导、鼓励下，构建语句，回答问题，获得提高英语口语的信心，摆脱畏难情绪。同时，与教师私聊还可以和全班展示结合起来，私聊中教师发现哪位同学的发言充实有趣，就可以直接把麦克风递给他，给他一个向全班展示的机会，充分调动他的学习热情，他的优点也会对全班有一个引领示范作用。另外在于学生的私聊中，能够拉近教师与学生的距离，其实教师私聊的对象往往不是一个学生，而是该学生周围的一圈同学，在亲切无拘无束的聊天中，在教师言语、眼神的鼓励下，学生加强了对于教师的信任感和亲切感，更加乐于加入课堂活动。

第四种，手机录音上传。教师提供课堂口语练习话题，学生五分钟准备等步骤都与之前的个人陈述做法相同，对语句数量和质量的要求也一致。但是在最后陈述的一步，学生不但要一边自己陈述一边统计句子数量，还要同时打开自己的手机录下自己一分钟的陈述，录音之后上传到班级 qq 群当中。这样做的好处在于：一是由于学生知道自我陈述 5 分钟之内必须完成准备，必须上交 1 分钟的口语陈述，因此在这样适度压力的情况下，会认真准备，努力完成，避免出现偷懒松懈的状况；二是我国学生大都注重面子，注重在老师和同学心目中的形象，手机上传的陈述老师同学都能听得到，因此学生会格外认真对待力求做到“拿得出手”；三是通过手机上传语音这种方式，教师可以在课后了解所有学生的口语状况，进步情况，另一方面学生之间也可以互相学习语汇，在隐形的竞争与互助中共同进步。

对照班的教学与实验班的教学安排高度一致，教材、课件、教师、课时安排，课后作业、教学进度以及考核方式与实验班完全相同，唯一不同之处在于：实验班采用多样化的课堂口语练习模式，而对照班沿用传统的课堂练习模式，即自愿发言，教师点名发言，同桌讨论，这样保证了实验教学结果的有效性与可信性。

3. 实验后测（第 16 周）

为期一个学期 15 周实验教学结束之后，与实验前侧相同的二名教师对实验班和对照班分别进行英语口语考核。考核的题目与实验教学前测一样，都来自大学英语四级口语考核真题，考核的流程及评分标准，均按照大学英语四级口语考

核的流程和评分标准来执行。考核结果录入 Excel 软件，以方便对实验班和对照班的实验数据分别进行统计、观察、分析与比较。

三、实验数据统计

实验前测与实验后测除了按照大学英语四级口语测试的评分标准评定学生英语口语的总分之外，还评定每个学生的英语口语流利性分值、准确性分值和语音面貌分值等三项细化分值，用以观察实验教学的效果。

1. 实验前测结果

在开学的第一周，由二位教师实验教学开始之前对二个班学生进行进行口语测试。总成绩由三部分构成：口语流利性（40%），口语准确性（40%），口语语音面貌（20%），合计 100 分。

表 1 实验前测结果

	流利性均值	准确性均值	语音面貌均值	总分均值
实验班	19	18	13	50
对照班	20	17	12	49

实验前测结果看来，此时实验班和对照班的英语口语成绩基本持平，英语口语水平无明显差距，符合实验要求。口语流利性，对照班高于实验班 1 分；口语准确性，实验班高于对照班 1 分；口语语音面貌，实验班高于对照班 1 分；口语总分实验班高于对照班 1 分。

实验后测结果

为期一学期 15 周的实验教学结束之后，在第 16 周最后一节课上，分别对实验班和对照班进行第二次英语口语测试，测试试题仍然采用大学英语四级口语测试真题，仍然由担任实验教学前测的二位教师执行测试。评分标准和分数构成与实验教学前测相同，仍然由流利性分值（40%）、准确性分值（40%）、口语语音面貌分值（20%）三部分构成总分 100 分。

表 2 实验后测结果

	流利性均值	准确性均值	语音面貌均值	总分均值
实验班	36	25	16	77
对照班	25	22	16	63

表 3 实验前后结果对比

	流利性提高	准确性提高	语音面貌提高	总分提高
实验班	17	7	3	27
对照班	5	5	4	14

实验教学前后结果对比可以清楚地看到，实验班和对照班的英语口语水平经过一个学期的学习都获得了较大幅度的提高。口语总分上，实验班提高了 27 分，对照班提高了 14 分；口语流利性方面，实验班提高 17 分，对照班提高了 5 分；口语准确性方面，实验班提高了 7 分，对照班提高 5 分；语音面貌方面，实验班提高了 3 分，对照班提高了 4 分。

实验结果表明，通过丰富多样的课堂口语练习，实验班比对照班的英语口语提升更加显著，尤其是在口语流利性方面。

四、实验结论

为期 15 周的实验教学实验证明：丰富多样的课堂口语练习活动能够改善课堂心理环境，显著提升学生的英语口语能力。

具体分析如下：

丰富的口语课堂教学活动，既是知识交流、能力提升的过程，也是情感交流的过程。认知心理学研究表明，学生的学习既是认知性学习，也是情感性学习，情感交流是优化课堂心理环境的纽带。

传统单一的课堂教学方式中，教师一本正经，严肃严格提问单一学生，学生会产生疏离、胆怯、畏惧和逆反心理。

反之，丰富的口语课堂教学活动生动有趣，让学生乐于参与、勇于表现，会引起学生情感上的共鸣，缩短教师与学生的心理距离，消减学生心理压力，去除负面心理，口语学习效率就会大大提高。

同时,学生在口语进步中体会到“学以致用”的成就感,进而增强英语口语能力提升的动力,激发学生的学习兴趣与热情,也帮助学生以高昂的热情投入到其他学科的学习中去。

另外,丰富的口语课堂教学活动对于学生语音面貌没有显著地提高作用。学生语音面貌的提高需要专业的语音纠正才能实现,通过纠正、巩固、训练才能形成良好的语音面貌。

本项教学实验对象人数较少,实验周期较短。但本教学实验结果显示,丰富的口语课堂教学活动,能够改善课堂心理环境,有助于提升学生英语口语能力。

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**IMPROVING THE CLASSROOM PSYCHOLOGICAL ENVIRONMENT
THROUGH CLASSROOM ACTIVITIES TO PROMOTE COLLEGE ORAL
ENGLISH TEACHING**

***Abstract:** Improving the classroom psychological environment through various oral English classroom activities is an effective means and important way to achieve the goal of oral English learning. In this study, 82 first-year non-English major undergraduates in Harbin Engineering University were selected as the research objects. By using experimental teaching methods and oral assessment methods, this research studied whether flexible classroom practice modes can significantly improve students' oral English accuracy, fluency and pronunciation.*

***Keywords:** classroom activities; classroom psychological environment; oral English; English teaching*

DOI:

UDC: 81'25:81.373.46:629.5:004.8-047.44(045)

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**AN ANALYSIS OF THE APPLICATION OF ARTIFICIAL INTELLIGENCE
IN THE TRANSLATION OF SHIPBUILDING ENGINEERING ENGLISH
TEXT - TAKING CHATGPT AS AN EXAMPLE**

Most of the translations of shipbuilding engineering English are carried out manually or by using Computer Aided Translation (CAT) software, but such traditional translation methods have disadvantages like inefficient translation. Artificial intelligence, as a new emerging technology, has made up for the defects of traditional translation methods. Meanwhile, as a generative artificial intelligence, ChatGPT has demonstrated the formidable vitality. By analyzing the text characteristics and AI development, this research focuses on the application of artificial intelligence in the

translation of shipbuilding engineering English text and the comparison of ChatGPT's translations with those of the Chinese version textbook published by Shanghai Jiao Tong University Press. Our research suggests that when tasked with translating Engineering Scientific and Technical (EST) texts, ChatGPT exhibits proficiency in several key areas. These include handling specialized terminologies after training, maintaining sentence structure integrity, and preserving coherence and logic within discourses. However, it's worth noting that ChatGPT also presents certain limitations. Specifically, it may face challenges in accurately rendering some specific words and adhering to the unique styles of certain languages. This nuanced understanding of ChatGPT's advantages and disadvantages aim to shed light on the possibilities and challenges of applying AI in the translation of specialized technical content, specifically within the domain of shipbuilding engineering.

Keywords: *Shipbuilding Engineering English; Translation; Artificial Intelligence; ChatGPT*

Introduction

In traditional translation process, especially in the field of English for Science and Technology (EST) texts, human translation and computer-aided translation (CAT) played the key role (Xu and Guo, 2015). Machine Translation (MT), a burgeoning technology, has seen substantial growth and wide application in translating Engineering Scientific and Technical (EST) texts (Cui and Li, 2015). The field of translation has been notably galvanized by the advent and proliferation of Artificial Intelligence (AI), a cutting-edge technology that has become a focal point of discussion in recent years. The integration of AI into our lives has introduced profound transformations, shaping not only the way we live but also how industries operate. By harnessing the power of AI, dramatic enhancements in work efficiency have been achieved, liberating human labor to a significant degree and propelling a shift towards greater productivity. Furthermore, AI has paved the way for an influx of novel business prospects. Smart manufacturing and smart home solutions are prime examples of such opportunities, marking a new era where enterprises can capitalize on AI-driven

innovations to grow and thrive. As generative artificial intelligence models like ChatGPT gather momentum, there has been an increase in their applications in various fields including translation. Compared with traditional translation methods, AI has a faster translation speed and a relatively high accuracy rate. ChatGPT, as another major milestone in AI, has gradually transformed AI content recognition into AI content output with its huge data search capability, deep text recognition capability and efficient content generation capability (Shen and Liu, 2023), positively affecting many processes of translation. As a result, the position of human translators in the translation industry is in jeopardy. While AI translation offers numerous advantages, it is important to acknowledge its limitations. While it may appear to pose a significant threat to the human translation industry, there are still shortcomings in the AI translation process. Specifically, translations in specialized fields often cannot solely rely on AI and necessitate the expertise of professional human translators.

The field of shipbuilding and maritime transportation is highly technical, with numerous specialized terms and vocabulary, making it challenging for humans to translate effectively and efficiently. The application of AI in translation is expected to improve the quality and speed of translation and reduce the workload on translators.

In this study, the characteristics of shipbuilding engineering English text and the development and application of artificial intelligence are discussed. Segments of the book “SEA LOADS ON SHIPS AND OFFSHORE STRUCTURES” were chosen as the analysis material and compared ChatGPT’s translations with the translated text of the Chinese version textbook published by Shanghai Jiao Tong University Press, aiming to analyze the advantages and disadvantages of artificial intelligence like ChatGPT in translating shipbuilding engineering English text. By analyzing the performance of ChatGPT translation in lexical, syntactic and discourse level, this study is intended to summarize the positioning and development direction of human translators in the era of artificial intelligence. Ultimately, research guidance and reference are provided for future researchers who are interested in studying and exploring the potential of AI development, especially in the field of translation.

2. Features of Shipbuilding Engineering English Text

Lexical, syntactic and discourse are three typical perspectives generally analyzed when it comes to the field of translation or second language acquisition (Danzak, 2011). The features of shipbuilding engineering English text will be discussed from these three aspects in the following part.

2.1 Lexical Features

Shipbuilding engineering is an interdisciplinary field of linguistics and shipbuilding, emphasizing practicality, knowledge, and professionalism. It falls within the realm of scientific and technological English and exhibits distinctive features of such a domain. For example, in the “Chinese English Translation of Scientific and Technological Guidelines”, it is mentioned that “there is no person, formal tone, objective and accurate statement, standardized language, simple style, accurate content, clear organization, logical nature, practicality, and strong technical terminology” (Feng, 2001).

Firstly, the shipbuilding engineering vocabulary is highly professional. These terms are not commonplace words; rather, they are used within distinct, specialized fields associated with maritime construction and design. Words such as “bulkhead”, “keel”, or “starboard” might be alien to those outside the industry but serve as a *lingua franca* for those within the field. This professional lexicon allows experts to communicate complex ideas and intricate details efficiently and precisely. For translators tasked with interpreting these terms, a simple word-for-word translation may not suffice due to the precision and context-specific nature of such vocabulary. Instead, translators must equip themselves with a comprehensive understanding of shipbuilding engineering as a subject. This not only involves familiarizing themselves with the terminologies but also comprehending the underlying principles, techniques, and concepts of the trade. In this way, they can ensure accuracy in translation while retaining the essence and specificity of the original message.

Secondly, shipbuilding engineering often employs compound words. Compounding is a prevalent process in many languages, including English, and it plays a significant role in technical languages like that of shipbuilding engineering. There are primarily three forms of compound formation: compounding, addition, and

overlapping. Compounding involves combining two separate words to create a new term. Addition refers to forming a word by adding a prefix or suffix to a base word. Overlapping, on the other hand, involves the merger of parts of two or more similar or identical words to form a new term, such as “shipshape”. The use of compound words adds another layer of complexity to translating shipbuilding engineering vocabulary. They cannot always be translated directly or literally, as their meanings often rely heavily on context and specialized knowledge. Translators must, therefore, have a deep understanding of both the source language and the specific field to accurately interpret and convey these compound words.

2.2 Syntactic Features

The accuracy, conciseness and objectivity of EST documents can be achieved by some syntactic characteristics, such as the extensive use of passive voice, long and complicated sentences, etc. (Li & Li, 2015). EST texts mainly describe and discuss scientific discoveries or facts. As a type of scientific English, shipbuilding engineering is no exception. (Zhou, 2010).

Another distinctive syntactic trait is the frequent employment of passive sentence structures (Zhou, 2010). According to the statistical research by Swales, J. (1990), in EST documents, the passive voice is employed with at least one-third of the predicative verbs. The substantial use of passive phrases satisfies the standards for objectivity, compactness, and coherence in source text materials. The passive voice is a common tool in shipbuilding engineering English texts, used to underscore the recipient of an action or to highlight specific components or systems. The passive voice is used to make the sentence more objective, emphasizing the roles and relationships of the different components of the ship. By using the passive voice, the shipbuilding engineering English text highlights important components in the design, construction, and operation of the ship, making the reader pay more attention to the function and performance of these parts.

Furthermore, a notable hallmark of shipbuilding engineering is its intricate sentence composition featuring complex and extended structures (Li, 2017). Lengthy and intricate sentences in English denote intricate structures containing diverse clauses,

each modifying distinct elements. Generally, these sentences exceed a word count of 20 words.

2.3 Discourse Features

The objectivity, compactness and coherence of ES materials can be further enhanced by the discourse features of EST, such as logical and structural integrity, clear expression, and context-dependent language.

Shipbuilding English text is logical and structural integrity. Shipbuilding engineering English text is presented in a clear structure and logical organization. This ensures that the information is sequenced and presented in a way that is both comprehensible and relevant, facilitating the reader's organized assimilation of the content.

The language of shipbuilding English text is concise and clear. These texts tend to utilize language that is succinct and unambiguous. This approach aids in the precise conveyance of information, minimizing any potential for confusion or ambiguity. By employing concise sentence structures and making clear lexical choices, the clarity and accessibility of these texts are enhanced.

Shipbuilding engineering English texts are notably context-dependent. The comprehension of shipbuilding engineering English text usually depends on the reader having relevant background knowledge and context understanding ability. This is because shipbuilding engineering English involves specific ship types, ship equipment or ship operating environment, requiring readers to possess a grasp of the corresponding professional knowledge and contextual information.

In the course of its development and evolution, EST exhibits its own distinctive characteristics. It is unquestionably beneficial for ST personnel to comprehend the features of EST that set it apart from standard or literature English. It is important to keep in mind, nevertheless, that EST's qualities are relative rather than absolute. To put it another way, EST shares many traits with literature or standard English, but these traits are emphasized in EST. On the other hand, EST frequently appropriates literary expressions to heighten the impact of language (Li& Li, 2015).

3. Development and Application of Artificial Intelligence in the Field of

Translation

In the previous section, we extensively discussed the characteristics of shipbuilding Engineering English text, including lexical features, syntactic features and discourse features, which play a crucial role in translation and document handling within the field of shipbuilding engineering. However, with advancing technology, artificial intelligence is gradually being applied in the field of translation. This section will focus on the development and application of artificial intelligence in the field of translation. By analyzing the potential and challenges of AI technology in translation, we aim to explore how this technology can improve the quality and efficiency of translating Shipbuilding Engineering English text.

3.1 Development of AI in the Field of Translation

The concept of Artificial Intelligence was first proposed by John Mc Carthy at the Dartmouth Conference in 1956, and after a long period of development, its connotation has been greatly enriched and expanded.

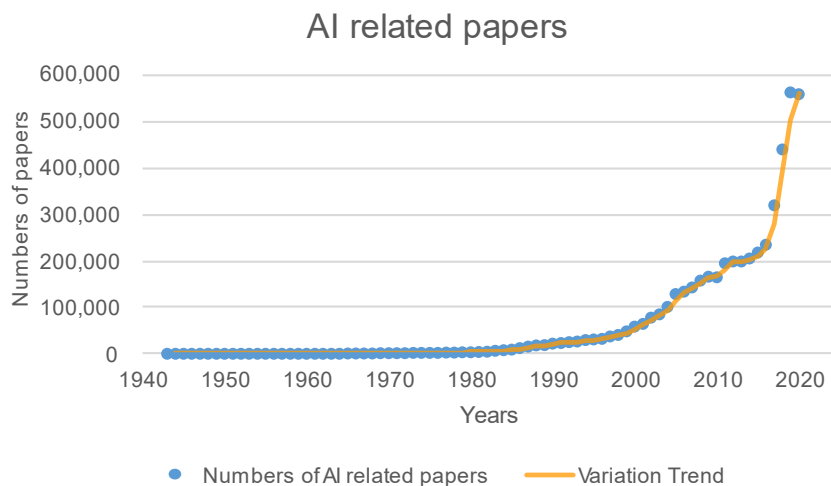


Figure 1. The number of AI related papers published in Google Scholar from 1940 to present

We used Google Scholar database to present the number of papers published from 1943 to the present with the keyword “AI Development” and plotted the figure 1. The horizontal coordinate is the year, and the vertical coordinate represents the approximate number of papers published in that year, so we used this graph to analyze the development of AI research.

At the beginning of the development of artificial intelligence, it was with the help

of the initial understanding of the mechanism of the human brain that the first climax of artificial intelligence was initiated. In 1958, the American scholar Frank Rosenblatt proposed the perceptron (Frank, 1958), which is a single-layer neural network model with variable parameters. This was the first time that humans expressed the learning functions they possessed in the form of an algorithmic model, and it is the prototype of today's neural networks. From the early work of Allen Newell, Herbert A. Simon, Wang Hao and others in machine theorem proving to the invention of the induction algorithm in 1965 by J.A. Robinson (Robinson, Alan John, 1965). These works were the spark for the second surge in AI research in the early 1980s. The early years of the 21st century saw significant advances in natural language processing and speech recognition, with applications in healthcare, financial services and customer service. The era of Big Data has also brought advances in machine learning algorithms that can process vast amounts of data.

In recent years, deep learning technology has revolutionized the field of AI by enabling the efficient training of complex neural networks. From Google's release of the 340 million-parameter BERT model in October 2018, OpenAI's release of the 175 billion-parameter GPT-3 model in May 2020 (Wang and Zhang, 2023), to Beijing Zhiyuan Artificial Intelligence Research Institute's release of the 1.75 trillion-parameter "Wudao 2.0" model released by Beijing Zhiyuan Artificial Intelligence Research Institute in June 2021, and Ali Dharma Research Institute achieved the first commercialized trillion multi-modal model in China with only 480 GPUs in June 2021, all of which indicate that today's AI is heading towards the "intelligent energy" industrial model.

Looking ahead, as technology continues to rapidly evolve and open up new application scenarios for AI-powered tools and systems, AI, as one of the key frontier technologies, is bound to free human hands in the development of the Industrial Internet (Gao, 2022).

The development of AI in translation can be traced back to the middle of the last century. In the middle of the 20th century, AI translation technology was formally introduced under the auspices of advanced technological development and the

invention of computers. During this period, the practice of AI translation took shape, but did not achieve widespread development. In 1946, Eckert and Mauchly of the University of Pennsylvania manufactured the world's first electronic computer ENIAC (Feng, 2018), providing a solid material foundation for the innovation of translation technology. In 1949, Warren Weaver formally proposed machine translation with electronic computers in the memorandum "Translation" (Joos M, Locke W N, Booth A D., 1956). 7th January 1954, Georgetown University in the United States, in collaboration with the International Business Machines Corporation, the world's first machine translation experiments, to achieve a simple Russian to English. After this until the 1960s, a boom in artificial intelligence research was launched in many countries.

In the mid-1960s, machine translation was not well supported due to limited computing power and storage space, and artificial intelligence programs did not have simple reasoning capabilities, so research progress was in a slow pace. It was not until the 1970s, when scientific research was generally strengthened and people's dependence on technology gradually increased, that the exploration of AI translation attracted renewed attention. During this period, researchers found that the translation in AI translation is not smooth, partly because there are more than lexical differences between different languages, there are also differences in grammatical structure (Feng, 1997), so during this period, most of the machine translation is the primary consideration of syntactic analysis, based on the linguistic rules, the development of the rule-based machine translation (Feng, 2018). At the end of the 1970's, the study of AI translation is gradually pragmatic, a large number of practical machine translation systems appeared. Although the quality of machine translation is still problematic, AI has achieved better practical results in specific fields (Hu and Li, 2016).

Since the 1990s, AI translation technology has developed vertically, achieving the real maturity of translation technology and the construction of the theoretical system of translation technology. Researchers have introduced corpus tools on the basis of rule-based machine translation, which is conducive to AI translation to achieve the strategic goal shift (Gao and Zhao, 2020).

In recent years, a neural machine translation system based on “deep learning” has emerged. Deep learning was proposed by Hinton et al. in 2006 to achieve higher accuracy and performance in dealing with model analysis and classification problems (Hutchins J., 2010).

At present, the improvement of machine translation level has become the focus and hotspot of research. AI algorithm translation, as the most advanced tech, adopts the unique neural network structure to model the whole process of translation, so as to ensure the accuracy of machine translation results. AI algorithm can simulate the human brain to analyze and decode sentences, and use the context information to judge the translation object organically, and generate high-quality translation (Cheng, 2021). ChatGPT has also been widely used in the field of machine translation. In translation tasks, ChatGPT can understand and learn the grammar rules, vocabulary & expression methods of various languages through extensive corpus training which then allows it to perform automated translations. Compared with traditional machine translations ChatGPT maintains high accuracy while also having better contextual understanding & expressive abilities. Therefore, ChatGPT has broad application prospects in the field of translation, and will continue to be improved and optimized in the future.

3.2 Application of AI in Translation

Technologies such as deep learning, machine learning, and neural networks in the field of AI have driven the progress of machine translation (Zhou and Wang, 2020). With the gradual maturity of AI translation and machine translation tech, it has been widely used in several aspects as shown in Figure 2, and has brought significant changes to these fields.

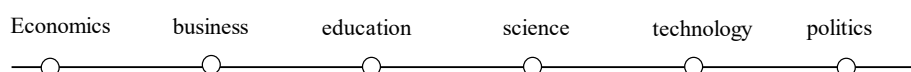


Figure 2. Application areas of AI translation

Artificial Intelligence translation has made great contributions in the economic field. In terms of economic forums and conferences, AI translators have demonstrated great advantages and strong impetus in both interpretation and translation. Machine interpreting technology is emerging, for example, Youdao Simultaneous Interpreting,

which can meet the daily interpreting needs. The application of machine interpretation can save the expenses of hiring human interpreters and renting equipment, and reduce translation costs (Wang and Liu, 2021). In addition, text translation technology is also becoming more mature. For example, the content of documents can be quickly known by using translation software such as Youdao Translator. In addition to effectively reducing translation costs, these technologies have triggered new economic growth points. For example, the Youdao Translator software is equipped with paid human and AI translation options, which will attract stakeholders to purchase due to its convenient translation function.

The advantages of AI translation in promoting diplomacy, cross-cultural communication and cultural transmission among countries are also becoming more and more prominent. Different countries mostly communicate politically by conducting diplomacy. Translation, on the other hand, is considered to be an important means of spreading values, promoting inter-country communication, and enhancing national image (Wu and Jiang, 2021). Communication between countries and international organizations can be facilitated with the help of AI translation to improve translation efficiency and reduce translation errors.

AI translation also has a great deal to do in spreading world culture. For a long time, due to different languages, it is difficult to promote the excellent culture of each country and even each region. Different language speakers can quickly and effectively understand the content of the target language text by means of AI translation. With the help of AI translation, writers can also innovate the form of writing and try cross-language writing.

In the field of education, AI translation also plays an important role. The continuous development of AI translation has impacted the existing teaching mode and learning mode, and has promoted the updating of the teaching mode and learning methods while improving the interest of the classroom and students' interest in learning (Chen, 2017). In translation teaching, AI university English translation teaching based on cloud services and computer-assisted translation has led to changes in English teaching at the current stage of higher education (Zhang, 2019). Existing studies have

provided insights from the level of teaching concepts, teaching methods, etc., with the hope that AI translation can be deeply integrated with teaching in future teaching practice, and that brand-new projects, such as the construction of AI translation laboratories, are expected to appear and develop in translation teaching and practice.

4. Application and Evaluation of ChatGPT Translation in Shipbuilding Engineering English Text

Based on the above-mentioned development of AI and the features of shipbuilding engineering English text, we will introduce specific texts to compare the translation from ChatGPT and the published book, thus discussing the advantages and disadvantages of ChatGPT in translating shipbuilding engineering English text.

4.1 Translation Process of ChatGPT Translation

As examples, we have chosen specific chapters from the book “SEA LOADS ON SHHIPS AND OFFSHORE STRUCTURES”, along with its Chinese version, which was published by Shanghai Jiao Tong University Press. Since its publication, this version of the translation has been used as a teaching reference for undergraduate of ship and ocean engineering in higher education, and at the same time for scientific and technical personnel engaged in ship and ocean engineering research, design and operation, so it is safe to say, this book is authoritative enough as an amenity for analysis in this study.

We chose GPT 3.5 as the translation method to analyze the selected text from lexical, syntactic as well as discourse perspective. We input the selected English content into ChatGPT and provided it with translation instructions. To evaluate GPT’s understanding of English words, phrases, sentences, and paragraphs, as well as its ability to discern ambiguous sentences in Chinese, we compared the expression in the manually proofread Chinese edition of the book, which is publicly available, with the translation produced by ChatGPT from various viewpoints. We also explored ChatGPT’s ability to query for terminology. After an evaluation (Colina,2008; Castilho, et al, 2018), we concluded that using ChatGPT for translation work can help us complete translation tasks faster and more accurately, improving translation efficiency.

4.2 Advantages of ChatGPT Translation in Shipbuilding Engineering English Text

Considering the features of shipbuilding engineering text analyzed above, the advantages of ChatGPT in translating shipbuilding engineering English texts will be represented from three levels: terminologies, sentences and discourses.

4.2.1 Terminologies

Shipbuilding engineering English text often involves a large number of professional terms and vocabulary, making it necessary to perform multiple queries during the translation process to obtain the most accurate translation. Based on this difficulty, we referred to the “English-Chinese Noun, Technical Term Comparison” section at the end of the Chinese version of the book, and inputted the English terms from the comparison table into ChatGPT for querying.

The “English-Chinese Noun, Technical Term Comparison” glossary at the end of the Chinese book provides about 350 term translations. We input these 350 terms into ChatGPT in batches of about 30 each time and instruct ChatGPT to perform term translation queries. After comparing the term translations provided by ChatGPT with those given in the glossary, we found that without inputting a large amount of text for ChatGPT training, in the first batch of 30 terms, 12 of the translations given by ChatGPT were completely consistent with those in the glossary, with an accuracy of about 40%. As the number and content of inputs increased, the accuracy of the final group of term translations reached 84%. As is shown in figure 3, a steady growth of the accuracy can be found after inputting a large number of terms in this field.

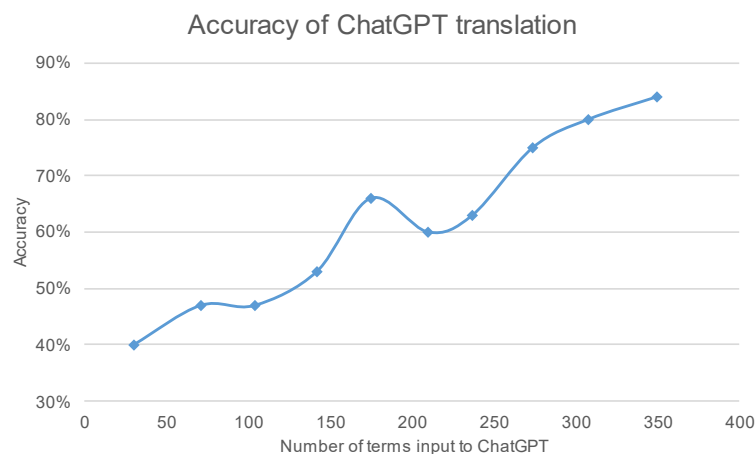


Figure 3 The accuracy of ChatGPT translation increased as the number of input

terms accumulated.

Subsequently, we selected some terms and inputted them one by one into GPT for queries. As can be seen in figure 4 and figure 5, here we take “barge, motions and loads”, and “springing” as examples. The corresponding translation given in the book for barge, motions, and loads is “驳船，运动和载荷” (p249), and for springing is “弹振” (p257). The explanations given by ChatGPT are as follows:

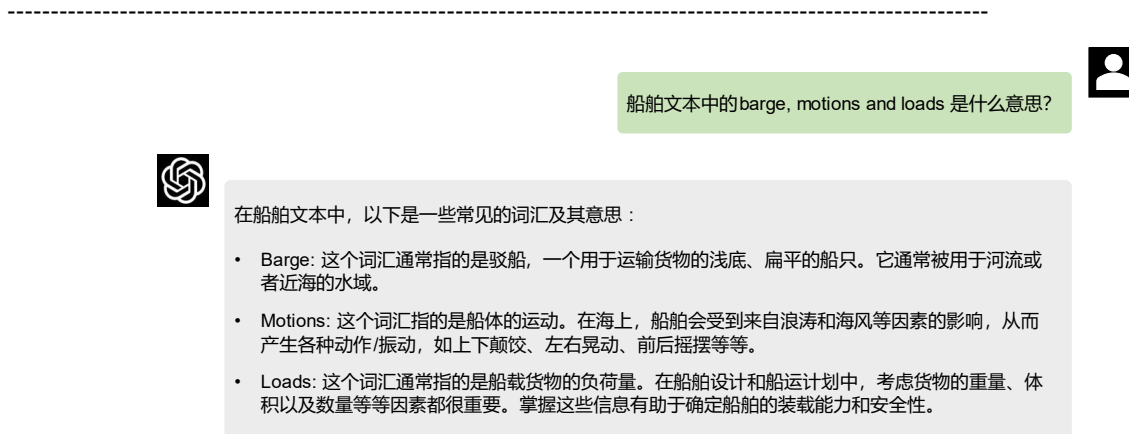


Figure 4. ChatGPT’s explanation for “barge, motions and loads”.

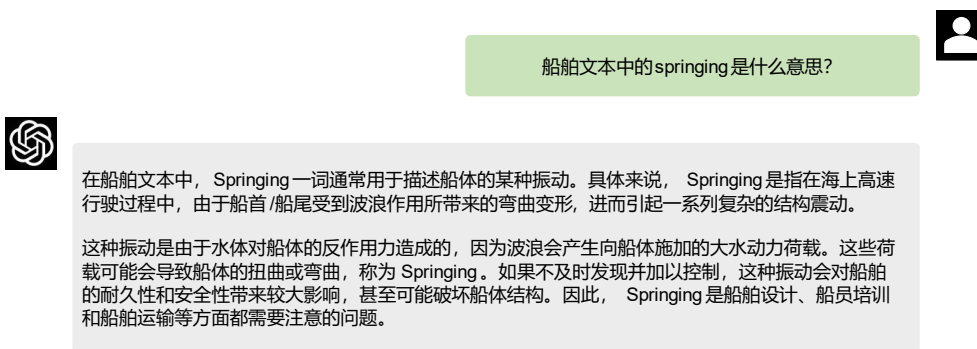


Figure 5. ChatGPT’s explanation for “springing”

After comparison, we can easily find that the translations and explanations given by ChatGPT are completely accurate, indicating that ChatGPT can help us understand the meanings of these terms very well. Therefore, when translating, ChatGPT can help us improve the efficiency and accuracy of translation after training by inputting more relevant contents.

4.2.2 Sentences

When it comes to sentence translation, ChatGPT’s advantages are also evident. In

shipbuilding engineering English text, there are many non-personal subject sentences, complex sentences, and long sentences. In the translation process, ChatGPT's strengths in analyzing syntactic structures and accurately grasping the relationships and connections between different sentence components can be well demonstrated. Therefore, ChatGPT is particularly suitable for translating shipbuilding engineering English text with their unique language features. For example,

Table 1. The comparison of ChatGPT translation and the translation in the book
(Example 1)

Example 1	If the flow has not separated when $\omega t = \pi/2 + a$ i.e. When the force according to Morrison's equation (see equation (7.1)) is only due to drag forces, it is assumed that the flow separation has no impact on the drag forces
Translation 1a	如果当 $\omega t = \pi/2 + a$ 时流动仍未分离, 即当 Morison 公式 (见式 (7.1)) 中物体所受的力只有阻力时, 则假设流动分离对阻力没有影响。
Translation 1b	如果在 $\omega t = \pi/2 + a$ 时流动没有分离, 即当根据莫里森方程 (见方程 (7.1)) 计算的力只由阻力产生时, 则假定流动分离不会对阻力产生影响。

This sentence has over 40 words, and the main sentence is “it is stated that the flow separation has no influence on the drag forces”, while “if” and “when” guide the adverbial clause respectively. After comparison, we can easily find that the translation by ChatGPT is almost identical to the version given in the book. This indicates that ChatGPT has strong ability and high efficiency in handling such sentences, and it has very obvious advantages compared with human translation.

Table 2. The comparison of ChatGPT translation and the translation in the book
(Example 2)

Example 2	From an ideal point of view full-scale tests are desirable but expensive and difficult to perform under controlled conditions.
Translation 2a	从理想的观点来看, 实尺试验是合意的, 但是昂贵并难以在可控条件下操作。
Translation 2b	从理论上讲, 全尺寸试验是理想的选择, 但成本昂贵, 且难以在受控条件下进行。

After inputting a large amount of shipbuilding engineering text into ChatGPT, its

translations for some expressions have become increasingly accurate. In addition, an important difference between English and Chinese is that English prefers passive voice while Chinese prefers active voice (Lian, 1993, P86-103). In the above example, we can see that translation 2a excerpted from the published book still uses the passive voice, while translation 2b by ChatGPT has converted the passive voice in the original sentence to active voice, which conforms to the expression habits in Chinese.

In example 2, we can find that unlike the translation given in the published book in Translation 1, ChatGPT used a series of short sentences to process this sentence. Compared with the translation given in the book, ChatGPT's translation is clearer, and “全尺寸试验是理想的选择” in Translation 2 is more consistent with Chinese expression habits than “从理想的观点来看，实尺试验是合意的” in Translation 1. Moreover, the expression “but expensive and difficult to operate under controlled conditions” is clearer than “but expensive and difficult to operate under controllable conditions,” presenting two parallel conditions in a clearer way for readers.

4.2.3 Discourses

ChatGPT exhibits a strong contextual understanding ability in the process of translating scientific and technological texts. Unlike ordinary translation software such as Youdao Translation, Baidu Translation, etc., ChatGPT uses a large-scale language model based on sufficient training. GPT models are decoder-only models that use the same parameters to process the context and the source as a single input for generating the next output (Hendy, A. et al, 2023), which makes it possible for ChatGPT to “understand” the context and meaning of an entire paragraph or passage. This kind of understanding enables ChatGPT more accurately translate specific words and sentences in articles or paragraphs, as well as common technical terms. Trained with a deep learning algorithm, ChatGPT can constantly adjust itself and improve translation quality based on actual usage. This means that it can constantly learn and refine its models from unprecedented real data, improving its ability to process paragraphs and texts while translating more efficiently and even accurately. This understanding can also help ChatGPT translate specific vocabulary, sentences, and common scientific and technological terms in articles or paragraphs more accurately. Through deep-learning

algorithms for training, ChatGPT can continuously adjust and improve the translation quality according to actual use. This means that it can continuously learn and improve its model from unprecedented real data, while effectively enhancing its ability to process paragraphs and chapters, achieving more efficient and precise translation. For example;

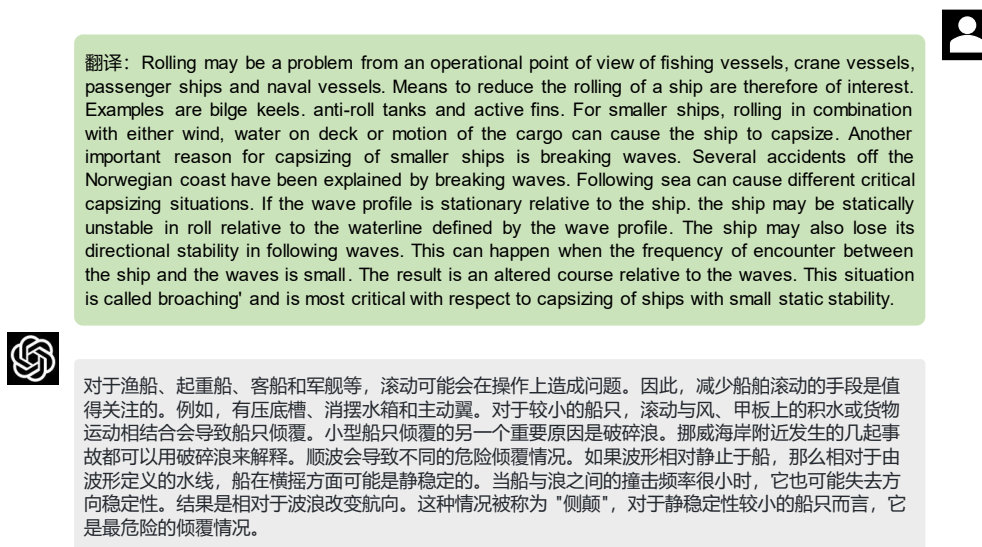


Figure 6. ChatGPT’s translation of the paragraph.

In the figure 6 shown above, we chose a long paragraph as input for ChatGPT. We can see that there are no obvious connective words such as “therefore” or “for example” in the original text. Unlike traditional machine translation, which lacks context and logical connections (Xie, 2023), ChatGPT pays attention to inherent logical connections in the text when translating this passage. It organizes logical relationships in the original text, such as causal relationships, enumeration relationships, and conditional relationships, and appropriately supplements them during the translation process, such as using “因此” in the second sentence, indicating that ChatGPT has a significant advantage in organizing logical relationships.

4.3 Disadvantages of ChatGPT Translation in Shipbuilding Engineering English Text

ChatGPT requires continuous optimization based on a large amount of training data and specialized domain knowledge to meet the translation requirements of the specialized domain. Because language involves rich cultural backgrounds and factors, machine translation all needs to be flexible and adaptable with the characteristics of

the business domain to achieve better results. In the following content, we will analyze ChatGPT’s disadvantages from the perspective of inaccurate meaning and inappropriate style.

4.3.1 Inaccurate Meaning

Despite the desirable accuracy of ChatGPT translation, it is not immune to translation errors. We have selected some examples to illustrate its inaccuracy in some translations.

Table 3 The comparison of ChatGPT translation and the translation in the book
(Example 3)

Example 3	The ballast tanks are used to adjust the vessel's stability and draught.
Translation 3a	配载水舱被用于调整船舶的稳定性和吃水深度。
Translation 3b	压载水舱被用于调整船舶的稳定性和吃水深度。

In the above example, ChatGPT’s translation of “ballast tanks” as “压载水舱” may not fully capture the depth and nuances of this term, as “ballast tanks” can refer to containers on a ship that are used to adjust stability and draft by adding or pumping out water. “压载水舱” usually only refers to specific types of “ballast tanks” such as “fuel oil ballast tanks” in oil tankers. In contrast, human translation correctly translates “ballast tanks” as “配载水舱” by emphasizing the term’s actual role in a ship to adjust stability and draft, through a deep understanding of the context and background knowledge. Therefore, ChatGPT’s translation in this example has limitations and needs to be combined with professional background and knowledge, as well as contextual information, to provide a more accurate translation of technical terminology. Human translation can consider more comprehensive information and provide more accurate and appropriate translations for ambiguous terms in language.

Table 4. The comparison of ChatGPT translation and the translation in the book
(Example 4)

Example 4	In the deep water, both horizontal pipes and vertical brackets, if present, will be subjected to wave slamming load.
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Translation 4a	在深水中，水平的管道和垂直的支架都可能受到海浪猛撞载荷的影响。
Translation 4b	在深水中，水平管道和垂直支架（如果存在）都可能受到海洋猛烈撞击的影响。

ChatGPT translated “slamming” as “violent collision” without the concept of “load”, which may lead readers to misunderstand the meaning of the sentence. In the field of ocean engineering, wave slamming is a very common type of load, which refers to the dynamic pressure of waves on structures, rather than just “collision” or “violent collision”. Therefore, when translating, “wave slamming load” should be treated as a whole to ensure the accuracy and professionalism of the translation.

This example illustrates a fundamental challenge of machine translation in professional fields, which is to obtain the correct terms and ensure accuracy and consistency. ChatGPT has strong ability to continuously learn and update, but it cannot understand the differences in meaning and context between different languages like human translation, and convert them into corresponding translations. In machine translation, in-depth understanding and training are required for each professional term to ensure accurate and error-free translation.

4.3.2 Inappropriate Style

As mentioned above, though the advantages of ChatGPT translation in discourse level is quite obvious, the disadvantages still exist. Another disadvantage is located at the style. The disadvantage of words can be replaced by translators in a rather efficient way, but that of style would cost lots of time. we provided some examples in the following part.

Table 5. The comparison of ChatGPT translation and the translation in the book (Example 5)

Example 5	Panel methods are based on potential theory. It is assumed that oscillation amplitudes of the fluid and the body are small relative to cross-sectional dimensions of the body.
Translation 5a	面元法基于势流理论，并假设流体振荡和物体摇荡的幅度与物体的横截面尺寸相比为小量，且忽略流体分离的影响。
Translation 5b	面板方法基于势流理论，假定流体和物体的振动幅度相对于横截面尺寸较小，忽略流动分

离的影响。

Table 6. The comparison of ChatGPT translation and the translation in the book (Example 6)

Example 6	Since the hydrodynamic forces due to potential flow effects become small other physical effects are important. In this case viscous effects matter.
Translation 6a	由于势流效应引起的水动力变小,其他的物理效应就显得重要。在这种情况下,黏性效应不可忽视。
Translation 6b	由于势流效应产生的水动力力变小了,其他物理效应就变得重要了。在这种情况下,粘性效应是有影响的。

According to Example 5, translation 5a and 5b give different expressions when translating the proportions. “小量” and “较小” can demonstrate the differences in style. Actually, “较小” is quite more common than another in the context of target language, which means that the word tends to be more oral. “小量” is the opposite, uncommon in the context, and the addition “量” was only used in EST texts. Besides, translation 5b also distinguishes “流体振荡” and “物体摇荡” from “流体和物体的振动” in translation 5a, which shows the specialized knowledge the machine translation cannot acquire. Besides, in Example 6, the whole sentence in translation 6b tends to be more moral than that in translation 6a, which can be shown through the oral words like “了” and “的”. The usages of oral words in translation 6b are more frequent in that in translation 6a. Therefore, the disadvantage in style by machine translation is very common because machine translation like ChatGPT is more likely to good at the translation of the informal texts and their target readers are ordinary people. Therefore, it is deficient in translating EST texts, let alone ship English texts where the terminology and the style cannot be translated accurately.

Despite ChatGPT’s high processing speed and cost-effectiveness, it has a long way to go to replace human translation services in marine engineering and other specialized fields. In the actual marine translation, ChatGPT needs to improve the translation quality and accuracy based on human assistance, using deep learning and

other technologies, combined with professional knowledge in the field of marine engineering.

5. Conclusion

In this study, we analyzed the performance of ChatGPT in translating shipbuilding engineering English text and found that utilizing this AI technology can significantly improve translation efficiency and accuracy. After training, ChatGPT effectively translates technical terms and vocabulary related to shipbuilding while also handling sentences and paragraphs with ease. However, it is important to note that limitations exist in ChatGPT's ability to accurately translate EST texts where terminology and style are challenging to convey. As such, the quality of translations may depend on text input size and language complexity.

While recognizing the advantages and disadvantages of AI translation, it is crucial to acknowledge the essential role that humans play in proofreading and post-editing processes, leveraging their strengths to enhance the accuracy of translations. Nonetheless, ChatGPT remains an excellent tool for improving the speed and consistency of translations for those requiring shipbuilding engineering English text translations. Researchers in the field can take advantage of ChatGPT's effectiveness to conduct further studies.

However, this study still has some limitations. First, the availability of data is insufficient. Currently, we lack access to the latest version of ChatGPT, making our study of upgraded features insufficient due to insufficient data availability. Second, the selected text is not sufficient in quantity. We only selected one book in this field as the analysis material for the study, and the types of ship texts involved are rather homogeneous. Third, the training in ChatGPT is insufficient. Due to the time constraint, we were not able to input a very large amount of ship text content to ChatGPT for training. Therefore, there is still room for improvement in the accuracy of social workers in the translation process. In response to these limitations, further research and exploration should be conducted to provide research ideas and guidance for possible future related studies.

The findings of this research provide compelling evidence for the immense

potential of AI technology in the field of translation. By leveraging artificial intelligence, we can revolutionize the way translation tasks are approached and overcome challenges in a wide range of domains. Overall, this research showcases the vast possibilities that lie ahead in utilizing AI technology for translation and solving complex tasks across different domains. With continued advancements, AI has the potential to transform global communication, foster cross-cultural understanding, and drive innovation in an increasingly interconnected world.

Acknowledgment

The author acknowledges the support of OpenAI and its ChatGPT.

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人工智能在船舶英语文本翻译中的应用分析——以 CHATGPT 为例

船舶英语翻译大多采用人工翻译或计算机辅助翻译 (CAT) 软件,但这种传统翻译方法存在诸如翻译效率低等弊端。人工智能作为一种新兴技术,弥补了传统翻译方法的缺陷。同时,作为一种生成式人工智能,ChatGPT 也展现出了强大的生命力。本研究通过对文本特点和人工智能发展的分析,重点探讨了人工智能在船舶英文文本翻译中的应用,并将 ChatGPT 的译文与上海交通大学出版社出版的中文版教材的译文进行了对比。我们的研究表明,在翻译科技英语 (EST) 文本时,ChatGPT 在几个关键领域表现出了熟练的能力,其中包括在经过训练后处理专业术语、保持句子结构的完整性以及保持论述的连贯性和逻辑性。不过,值得注意的是,ChatGPT 也存在一定的局限性。具体来说,它在准确呈现某些特定词汇和遵循某些语言的独特风格方面可能会面临挑战。通过对 ChatGPT 优缺点的细微理解,我们希望了解将人工智能应用于专业技术内容翻译,尤其是船舶领域的可能性和挑战。

关键词: 船舶英语; 翻译; 人工智能, ChatGPT

DOI:

UDC: 81'25:791:008(510)-048.53(045)

B17

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**THE STUDY ON THE STRATEGY OF PROMOTING TRADITIONAL
CHINESE CULTURE TO GO GLOBAL THROUGH THE TRANSLATION OF
FILM AND TELEVISION WORKS**

***Abstract:** Traditional Chinese culture , the wisdom and essence of Chinese civilization, is the root of the Chinese nation, and plays a vital role in the process of cultural exchanges and mutual learning between China and the West. As an important medium for overseas dissemination of traditional Chinese culture, film and television works shoulder the important mission of shaping and disseminating China's national image to the outside world. The export of film and television works enhances the understanding of Chinese history and culture around the world. Excellent film and television works reach the world through translation as a bridge. This study first analyzes the characteristics of the language in film and television works, and then summarize the translation strategies from language and culture perspectives. Finally, opinions and suggestions are put forward to develop the students' translation skills and overall abilities to adapt to the rapid development of the film and television industry and the new trend of overseas dissemination of film and television works.*

***Keywords:** traditional Chinese culture, film and television works, translation, overseas dissemination*

I. Traditional Chinese Culture

Traditional Chinese culture is the wisdom and essence of Chinese civilization, its profound

and inclusive cultural connotations shows unique value in today's international community. Traditional Chinese traditional culture includes the following core contents.

1. Integration of Yin and Yang

The basic philosophy of "Yin and Yang" means that everything in the world contains a unity of opposites, and the opposing parties are also unified for they can also transform into each other under certain conditions. The inspiration given by the "Yin and Yang" ideology is that we should be prepared for danger and always maintain awareness of crisis when we are in an advantageous position; on the contrary, when we are in adversity, we should establish self-confidence and dare to strive in order to achieve final victory.

2. Unity of Heaven and Man

The concept of "unity of heaven and man" explains the relationship between humans and nature. Human society and nature are interconnected and interdependent, they form a unified entity and harmoniously coexist with each other. Although Chinese believe that humans can conquer nature but this merely refers to overcoming difficulties and natural disasters. Human beings must protect the natural ecological environment. Therefore, natural resources should be used properly and ecological balance should be maintained so that the earth can become a harmonious home of nature and men.

3. The Doctrine of Neutrality and Mean

The concept of "Neutrality and Mean" guide people to handle social issues and interpersonal relationships. "Harmony" is the core concept of Chinese national culture. It requires different things coordinate, coexist, and promote each other when they come together. China has always adhered to world peace and committed to promoting the construction of a community with a shared future for mankind. The doctrine of "Mean" advocates that problems should be dealt with fairly and impartially. So it is necessary that every country and family improves moral cultivation.

II. Traditional Chinese Culture in Film and Television Works

In recent years, traditional Chinese culture, such as opera and tea art,

traditional festivals, poetry and songs, calligraphy and painting, music and dancing, horticulture and architecture, martial art and Chinese medicine, has permeated into film and television works and impressed foreign audiences. Some film and television works incorporate traditional Chinese cultural concepts such as patriotism, selflessness, and striving for progress and help foreign audiences understand the spirit power of Chinese culture.

The classical Chinese martial arts film “Hero” not only won the box office champion of Chinese films that year, but also was named the first of the top ten best films in the world by Time Magazine in the United States. The film created artistic beauty and impressed the audience deeply for the elements of traditional Chinese culture, such as Chinese chess, calligraphy, palaces, martial arts, costumes, and sceneries. The story took place in the Warring States period, when seven states competed for hegemony, and the years of war made it hard for the people to live. Several heroes would sacrifice their lives to seek peace for the people, revealing the heroic spirit of ancient Chinese heroes who cared for nation and people. It also inspired people to think about the peace of the contemporary world.

The film “The Wandering Earth” is known as “the pioneering work of Chinese science fiction films” and contains the spirit of traditional Chinese culture of family, heroism, dedication, homeland complex and the spirit of international cooperation. At the same time, it is also a concrete manifestation of President Xi Jinping’s concept of building a community with a shared future for mankind.

The television works also attracted widespread attention. While popular with millions of families in China, “The LifeLong Journey” was purchased by Disney for overseas distribution rights, telling the world about China's magnificent history of reform and development and the bitterness and hardships of ordinary people.

The overseas dissemination of film and television works vividly displays Chinese culture for foreign audiences, and enhances the understanding of Chinese

history and Chinese culture among people around the world.

III. Translation of Chinese Film and Television Works

Film and television works act as an important medium to promote the overseas dissemination of traditional Chinese culture and shape a great national image in the international community. Translation plays an important role in the overseas dissemination of Chinese film and television works. Compared with the translation of literary works, the translation of film and television works has some difficulties due to the characteristics of the film and television language.

1. The Characteristics of Film and Television Language

1.1 Comprehensive. Film and television language is more like an audiovisual language, which can combine music, subtitles, sound, and images together to convey information and express emotions from different perspectives.

1.2 Instantaneous. Readers can repeatedly study the text while reading literary works. However, the language of film and television works is fleeting, readers have no time for thinking and they can only give up if they can't understand the lines in short time.

1.3 Spoken language. Written texts are mostly literary language, while film and television language is generally a simple daily spoken language, which is short, vivid and easy to understand.

1.4 No annotation. Annotation could be very useful in literary works if there are parts that readers cannot understand; while film and television works cannot use lots of annotations to help the audience understand. Film and television works are mainly expressed through the combination of sound and subtitles and subtitle could not be very long.

2. Translation Strategies

The language characteristics of film and television works decide the choice of translation strategies. Translators need to work on both language and culture to improve the quality of translation.

2.1 Language

From the linguistic perspective, the comprehensive feature of film and television language means that while listening to dialogue, the audience also watch the visuals. Therefore, translators should ensure that the length of the translation matches the actor's mouth shape. This requires the translation to be clear and equivalent to the original text in length. The language of film and television is instantaneous, so the translation should be concise and clear, thus the audience could understand at once. Spoken language is commonly used in Film and television works, so translators should avoid obscure sentences. Non-narration makes the film and television translation harder. In order to help the audience better understand the plot, annotations about important events or historical backgrounds can be inserted when there is no dialogue, and narration can also be added appropriately. Translators have to use their language knowledge and creative thinking to achieve semantic and functional equivalence in translation.

Eg: 正者无畏，勇者天行。

Translation1: The righteous are fearless, while the brave walk in the world.

Translation 2: There is no fear, but a brave man。

This is a line from the military film “Operation Red Sea”. Translation1 is too long and not synchronized with the speed at which the characters speak. Translation 2 is concise and easy to understand. It faithfully expresses the brave spirit of the Chinese Navy in defying hardships and dangers.

2.2 Culture

From the cultural perspective, the significant differences between the East and the West in terms of history, culture and social customs lead to differences in languages. Translators should choose proper methods to solve semantic defaults and conflicts caused by cultural differences.

Domestication and foreignization are commonly used translation methods. Domestication is the process that the translation is closer to the language habits and thinking patterns of target audiences. Domestication helps foreign audiences better understand and appreciate film and television works. Foreignization requires the

translators strive to preserve the language and cultural characteristics of the original text, as well as the author's writing style, so that audience can feel the exotic atmosphere of the original text. Foreignization preserves or reflects the ethnic characteristics and language styles of foreign countries for audience.

Take a line from film “The Eight Hundred” as an example.

Eg: 一个人一个命，家里牌位早就立好了。

Translation 1: Everyone has his own fate. My family memorial tablet was prepared a long time ago.

Translation 2: Each man has his own fate. And mine is to fight to death!

The Chinese word “牌位” has Chinese cultural characteristics. Translation 1 preserves the original image of the wooden tablet for memorial. However, western culture does not have the custom of setting up wooden plaques to commemorate the dead, so Translation 1 cannot be well understood by the audience. In Chinese culture, “prepare a tablet” means death. Translation 2 achieves semantic equivalence and expresses the determination of soldiers to fight until death as well.

IV. Conclusion

Film and television works go out to the world through translation as a bridge, and translation plays a crucial role in the overseas dissemination of Chinese film and television works. This essay proposes three suggestions to enhance the ability of translators to adapt to the new situation of overseas dissemination of film and television works.

1. Promote the discipline construction and reform. It is necessary to clarify teaching objectives and cultivate compound translation talents who are proficient in foreign languages and media knowledge. In foreign language colleges, selective courses like Film and Television Appreciation and film and television translation could be offered to help students understand more about the professionalism of film and television industry. At the same time, some media or film and drama colleges could offer language translation courses to improve the foreign language proficiency of the students who major in film and television and cultivate excellent film and television translation

talents.

2. Strengthen the cultivation of the teaching staff. Teachers should first recognize the complexity and difficulty of translation activities. The ones who are interested in film and television translation teaching can update their professional knowledge through further learning, research, training, or undertaking translation projects so as to develop their translation abilities and apply the latest knowledge to translation teaching practice. They could provide students with more practical translation content at school.

3. Expand interdisciplinary exchanges. Film and television translation requires students to have both translation skills, and a certain understanding of culture, art and media as well.

Students should be encouraged to participate in academic exchange activities related to traditional Chinese culture, foreign literature, film and television media. They can engage in practical film and television translation activities or intern at translation studios. Students should develop their language advantages and professional skills to promote the overseas dissemination of traditional Chinese culture and build a good international public opinion environment for China.

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影视作品翻译推动中国传统文化“走出去”战略研究

摘要：中国传统文化是中华文明的智慧结晶和精华所在，在中西方的文明交流与互鉴过程中都发挥至关重要的作用。影视作品作为海外传播中华传统文化的重要媒介，肩负着构建中国叙事体系，对外塑造和传播中国国家形象的重要使命。影视作品的海外输出增进世界各国人民对中国历史、中国文化的理解。优秀的影视作品是通过翻译这个桥梁而走向世界的，翻译在中国影视作品的海外传播方面起到重要的作用。本研究首先概述了影视作品的语言的特点，其次从语言和文化两方面总结归纳影视作品翻译的策略，最后对影视翻译人才的培养提出建议，全方位培养学生的翻译能力和综合能力，以适应影视作品海外传播的新形势。

关键词：中国传统文化，影视作品，翻译，海外传播

DOI:

UDC: 82-845:811.111-581:316.77(045)

B17

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CHINESE-ENGLISH PUNS AND TRANSMISSION OF CULTURAL VALUES IN CROSS-CULTURAL COMMUNICATION

Abstract: *This paper investigates how Chinese and English puns convey cultural values in cross-cultural communication. The paper first examines the features of puns and explores how Chinese and English puns reflect cultural values and beliefs related to family and daily life. Additionally, this paper analyzes how cultural differences in humor, language use, and communication styles can affect the interpretation and reception of Chinese and English puns by individuals from different cultural backgrounds. While Chinese and English puns can convey cultural values in a unique and nuanced way, their interpretation and reception can be influenced by cultural differences. Therefore, it is crucial to be aware of these differences to promote effective communication across cultures. In summary, this paper contributes to the understanding of how Chinese and English puns can be utilized to convey cultural values in cross-cultural communication, and provides insights into the importance of cultural context in interpreting and using these puns effectively.*

Keywords: *pun; cross-cultural communication; cultural values; cultural differences*

1. Introduction

In today's era of globalization, intercultural communication is becoming

increasingly important and common. With the acceleration of globalization, contacts and exchanges between different countries and cultures have become increasingly frequent, which has made cross-cultural communication an important part of people's daily life. In this context, language, as a central tool for communication, acts as a bridge connecting people from different cultures. As two representative languages, Chinese and English carry rich cultural connotations and values. In cross-cultural communication, Chinese and English puns have attracted widespread attention as a special linguistic phenomenon. A pun refers to a form of linguistic expression with multiple meanings that conveys a wealth of information and humor through the clever use of linguistic ambiguity and polysemy. It is used and expressed differently in Chinese and English, reflecting ideas, beliefs and social habits in different cultural contexts. Many scholars have studied puns. Xue Bing and Li Yuee studied puns in advertising starting from pragmatic principles and basic aesthetic theories [1, P. 35-36]. Wang Jinbo and Wang Yan studied the pun translations of place names and personal names in the two English complete translations of "Dream of Red Mansions", and pointed out that the translation method of pun fully reflects the translation ideas and strategies of translators [2, P. 53-57]. Qian Shaochang discussed the translation of puns that often appear in film and television films, and based on the author's practical experience in translating Chinese and foreign film and television films, he believed that puns are actually untranslatable [3, P. 17-20]. From a rhetorical point of view, Zhang Bing compares the translation of puns in the two versions by taking the two English translations of Journey to the West as an example [4, P.01-08].

However, there are still many gaps in the study of puns in the field of intercultural communication, and this paper aims to explore the transmission of cultural values between Chinese and English in intercultural communication with the purpose of better transcending language and cultural barriers and promoting mutual understanding and respect between different cultures.

2. Concepts and Characteristics of Chinese-English Puns

As a linguistic phenomenon, puns have unique characteristics and charms, and can convey multiple meanings and trigger a sense of humor through clever use of

language. As two representative languages, Chinese and English have rich cultural connotations and expressions. Therefore, Chinese and English puns play an important role in cross-cultural communication.

2.1 Definition and Basic Features of Puns

A pun, as a special rhetorical device, refers to a form of linguistic expression with multiple meanings and ambiguities. “Puns are the clever and conscious use of homonyms or polysemy in language to give certain words or sentences a double meaning in a particular context” [2, P. 53]. It skillfully uses the ambiguity of language, the homophony of speech and the combination of words to achieve the purpose of provoking the listener to think and produce humorous effects. Puns can give words and language richer connotations and expressions. The basic characteristics of Chinese and English puns are as follows:

Polysemy: Some of the components of a pun often contain multiple meanings, resulting in different interpretations and understandings through different contexts and perspectives of understanding. This polysemy makes puns richer in language. With the polysemy of puns, people can express different meanings in the same language. In terms of this characteristic, English puns usually achieve a sense of humor, while Chinese puns focus more on the expression of meaning.

Ambiguity: Pun ambiguity refers to the ambiguity or uncertainty of a linguistic form when expressed. The listener needs to understand and interpret the true meaning of the pun according to context, background, and cultural environment. This feature of puns usually requires people to have some knowledge of the speaker’s cultural background, otherwise it is difficult for them to realize the speaker’s underlying intent.

Homophonic effect: Puns often take advantage of phonetic homophonic effects, such as similar but different pronunciations are used to create humor or produce multiple meanings. This homophonic effect makes the pun more engaging and interesting. Homophony is one of the most striking features of puns. Even without enough knowledge of the speaker’s cultural background, it is often easy to get the potential meaning of homophonic puns.

Through polysemy, ambiguity and phonetic homophony, Chinese and English

puns convey multiple meanings and evoke a sense of humor through clever use of language, which can make language more interesting and humorous, enhancing the effectiveness and experience of communication.

2.2 The Differences in Polysemy and Ambiguity of Chinese-English Puns

There are some differences in polysemy and ambiguity between Chinese and English puns. First, in terms of linguistic structure and expressions, Chinese puns often create rich polysemy through the combination, splitting and transformation of words, creating humorous effects with similar glyphs and phonology. While English puns, on the other hand, pay more attention to the homophonic effect of speech and the polysemy of words. For example, “Time flies like an arrow; fruit flies like a banana”. This pun makes use of the multiple meanings of the word “fly”, the former indicating the rapid passage of time, and the latter referring to an insect. Fruit flies do like to stare at fruits like bananas.

In addition, the difference in cultural backgrounds between Chinese and English also affects the polysemy and ambiguity of Chinese and English puns. On the one hand, English puns pay more attention to the humor and wit of language, often expressed through puns, humorous metaphors and irony. Chinese puns, on the other hand, are often closely related to the philosophical thoughts, idioms, two-part allegorical sayings, and historical allusions of Chinese culture, conveying profound cultural connotations and values, covering a wealth of cultural knowledge and symbolism. Traditional Chinese New Year paintings also often use puns to please a good omen, such as 年年有余（鱼）、岁岁（碎碎）平安.

Thus, in Chinese and English, there are differences in the polysemy and ambiguity of puns, reflecting the perceptions and values of different cultural backgrounds. Knowing and understanding the characteristics of Chinese and English puns is important for cross-cultural communication and cultural exchange, and helps to enhance understanding and interaction between different cultures.

3. Chinese-English Puns and Cultural Values

As a form of language, puns not only reflect the linguistic characteristics of a particular culture, but also convey the values, attitudes and beliefs of that culture. As

two representative languages, Chinese and English contain different cultural backgrounds and values. Understanding the relationship between Chinese and English puns and cultural values helps to gain a deeper understanding of the mindset and social concepts of different cultures.

3.1 The Values of Family Reflected in Chinese and English puns

Family is an important environment for cultural inheritance and value formation. In Chinese culture, the family is seen as the nucleus and the relationship between the family is very close. Chinese and English puns, as a unique form of language expression, not only play an important role in daily communication, but also reflect cultural values in the family. Chinese and English puns are frequently used in the family, and behind it is the emphasis on intimacy, or to express emotions in a humorous and witty way, strengthening the emotional bond between family members. Many puns can be found in some of the more famous advertising words. “Advertisers tend to use homophonic puns because they have a funny, humorous, playful, and funny language style that enhances the persuasiveness and appeal of the ad” [5, P. 49]. A Chinese advertising pun is “××核桃粉，代代传真情”，The audience or listener will naturally understand that by purchasing this walnut powder, you can pass on the beautiful and sincere feelings to the next generation, so that this beautiful relationship can be passed on from generation to generation. Second, viewers and listeners may also understand “generations” as “packages”. Then their understanding of this advertising slogan becomes “bags of walnut powder will convey the manufacturer’s good wishes to the majority of consumers and other sincere feelings.” The English and Chinese puns also reflect the importance attached to the idea of family collectivity. In Chinese culture, “family” and “emotions between family members” are often mentioned topics. Puns are often used to express concern for the family. For example, “××电梯，上上下下”. On the surface, this sentence describes the up and down operation of the elevator, but in Chinese culture, up and down can also refer to the whole family, reflecting the importance of the concept of community in the family in China. Such puns are widely used in families, emphasizing both the importance of family and the solidity of family relationships.

Chinese and English puns also reflect the attitudes of family members in their social roles. The social roles and responsibilities of family members vary from culture to culture. There is an interesting pun dialogue in English. “Son: Dad, what does gay mean? Dad: It means being happy. Son: So are you gay, Dad? Dad: No, son. I have a wife.” This pun creates an atmosphere that is completely different from Chinese puns. Gay has many meanings, one is the meaning of “happy” mentioned by Dad in the dialogue, but more often, we also interpret the word as “a couple of lovers who are both men”. Dad’s answer both indicated that he was not gay and implied that he was not happy. But it can be seen that the father wants to protect the child’s innocence.

In short, Chinese and English puns reflect cultural values in the family, involving attitudes such as intimacy, filial piety, and social roles. Through humor and wit, puns strengthen the emotional bond between family members, emphasize respect and care for elders, and convey an emphasis on family roles and responsibilities. The use of puns in the family helps maintain family harmony and imparts and reinforces cultural values.

3.2 The Values of Life Reflected in Chinese and English Puns

Many puns contain a philosophy of life. Chinese puns containing the philosophy of life often come from the wisdom of ancient people. For example, “授人以鱼不如授人以渔”. This is a famous saying from ancient Chinese Taoism, emphasizing the importance of cultivating self-directed learning and creativity, reflecting the wisdom of Chinese culture that focuses on education. English puns also convey philosophy of life in Western culture. When watching English movies or American dramas, if we pay attention to their lines, we will find many puns, either for humorous effects or to convey life philosophy. There is a saying in Kung Fu Panda: “Yesterday is history, tomorrow is a mystery, but today is a gift. That is why it’s called the present.” The two meanings of “present” are used here to teach us to cherish the present. European and American countries often use polysemy like this to create puns. There may be such traffic warning signs on U.S. highways, which read “Better late than the late”. The “late” means both “tardy” and “deceased”. By combining the word polysemy with the speed of driving and life, the importance of traffic safety and life safety is emphasized. Another famous

and humorous example, “An apple a day keeps the doctor away”. This sentence can be explained as: eating an apple a day will keep the doctor away from you. But with the development of the times, people have gradually discovered another meaning: playing the Apple mobile phone every day will make you farther and farther away from the doctorate. That is to say, playing mobile phones often will make people waste time. This pun is also often used by today’s young people to tease each other. From this point of view, both Chinese and English puns can play a role in conveying the values of life. The life values conveyed through puns are often thought-provoking, easy to resonate with people, and leave them a deep impression.

4. Cultural Differences and Pun Interpretations

The interpretation and understanding of Chinese and English puns are also influenced by the cultural background and knowledge of the language user. The same pun may be interpreted and understood differently by people of different cultures. This section will explore cultural differences in humor, language use, and communication styles, as well as their impact on the interpretation and acceptance of Chinese and English puns.

4.1. Differences in Cross-cultural Humor with Pun Understanding

Cross-cultural humor refers to differences in humorous expression and understanding in different cultural contexts. “Puns are the main vector of humor, and many humorous languages are based on such puns” [6, P.52]. Due to cultural diversity, there are differences in the understanding and expression of humor among cultures, which has an impact on the interpretation and acceptance of puns. Humor is often associated with a specific socio-cultural context. Social customs, historical events, cultural symbols, etc. in different cultures can affect the theme and meaning of humor. Therefore, humorous expressions may be accepted and understood differently in different cultures. Moreover, different languages and cultures have different grammars, vocabulary, and expressions. Humor often relies on the flexible use of language, puns and figurative devices such as metaphors. Different cultures may have different understandings and uses of these rhetorical devices, leading to misunderstandings or failures in humorous expression. English puns often use sarcasm and humor to elicit

laughter. For example, “Your brain has two parts, your left brain has nothing right, your right brain has nothing left.” This pun is seen in English culture as an expression of humor and sarcasm. However, in other cultures, especially those who are not native English speakers, it may not be possible to understand the puns and humor, leading to the ineffectiveness of humor. Chinese puns also have their own unique way of expressing humor. For example: “腊月里的萝卜——冻(动)了心”. This is equivalent to the popular cheesy pick-up lines now. However, in other cultures, the hidden meaning and humor may not be understood due to the lack of understanding of the Chinese cultural background and Chinese, resulting in the interpretation of the pun and the humorous effect not being conveyed. To sum up, in intercultural communication, it is very important to develop sensitivity to different cultures. Understanding the history, social customs, values, and humorous expressions of the target culture can help to better understand and interpret the pun. Secondly, the understanding of puns should be interpreted from multiple angles. Consider different cultures’ contexts, language practices, and rhetorical styles to gain a fuller understanding. Above all, in intercultural communication, timely communication and explanation are very important. If the other party is confused or misunderstood about the humorous effect of the pun, the pun and humor can be explained in a timely manner to promote mutual understanding and acceptance.

4.2. The Impact of Language Use and Communication Style on Pun Acceptance

Language use and communication styles have an important impact on the acceptance of puns as they relate to aspects such as the way speech is expressed, tone, speed of speech, and non-verbal communication. The impact of language use can be explained in terms of language expression, tone and intonation. Different languages have different expressions and rhetorical devices. Some languages may prefer to use puns and metaphors, while others prefer direct expressions. This difference in language expression can affect the acceptance and understanding of puns. For example, in English, “You’re pulling my leg” is a common pun meaning “you’re kidding,” where “pulling my leg” is a metaphorical expression here. However, in some other languages, there may not be a similar pun expression, so understanding this sentence can be

difficult. Tone and intonation play a key role in the communication of puns. They can convey additional meaning through changes in voice, speed of speech, and emphasis on intonation. There may be differences in the use of tone and intonation in different languages and cultures, affecting the acceptance and understanding of puns. In some languages, the use of a specific tone and intonation can indicate humor, sarcasm, or ridicule. However, if the same sentence is expressed in a different tone and intonation, the recipient may not understand the pun and humorous meaning.

People from different cultures often have different communication styles, which can also have an impact on pun acceptance. “The personal intent of the pun user is achieved through bizarre syntactic structures” [7, P.28]. People in Anglo-American countries are usually more inclined to communicate face-to-face, speaking more bluntly and boldly. Europeans and Americans usually do not deliberately hide their emotions and intentions when talking, and the puns used are usually closely related to the context and personality of the speaker at that time, making it easier for people to understand. However Chinese due to the influence of traditional Chinese culture, their thinking is more restrained and reserved, and the use of puns is mostly due to reasons why they dare not express their hearts too much, and the recipient needs to consider many aspects when understanding, such as the speaker’s personality, preferences and daily habits. And, in addition to language, non-verbal communication also has an impact on the acceptance of puns. Nonverbal signals such as body language, facial expressions, and eyes can convey additional information and emotion. Non-verbal communication styles and habits in different cultures can also affect the acceptance and understanding of puns, which requires a deep understanding of the cultural background and customs of the target country before intercultural communication.

5. Conclusion

As a special form of linguistic expression, Chinese and English puns are characterized by multiple meanings and cultural nuances. It conveys humor and provokes thought through the double interpretation of words or hints of meaning. At the same time, Chinese and English puns also reflect values in different cultural backgrounds, such as family concepts and life philosophies. Second, cultural

differences in humor, language use, and communication styles have an important impact on the interpretation and acceptance of Chinese and English puns. Different cultures have different understandings and preferences for humor, depending on the culture's values, history, and social context. Differences in how language is used can also affect the interpretation and understanding of puns. Differences in communication styles can affect how puns are accepted and interpreted. In intercultural communication, understanding and respecting these differences is key to ensuring that puns are effectively communicated and correctly interpreted.

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跨文化交际中中英文双关语对文化价值观的传达

摘要: 本文从跨文化交际的角度探讨了中英文双关语对文化价值观的传达。本文首先分析了双关语的概念、中英文双关语普遍存在的特性以及对家庭和人生价值观的传达。此外, 本文还分析了幽默、语言使用和沟通方式等方面的文化差异如何影响来自不同文化背景的人们对中英双关语的理解和接受。虽然中文和英文双关语可以以独特而微妙的方式传达文化价值观, 但对双关语的理解可能会受到文化差异的影响。因此, 了解这些差异以促进跨文化的有效沟通至关重要。总之, 本文有助于理解如何在跨文化交际中利用中文和英文双关语来传达文化价值观, 并深入了解文化背景在有效解释和使用这些双关语方面的重要性。

关键词: 双关语; 跨文化交际; 价值观; 文化差异

DOI:

UDC: 37.015.31:[316.75+32]:378.4(510):377.8:81'243(045)

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微叙事赋能中国高校外语课程思政的机理与路径研究

摘要: 在中国高等教育高质量发展阶段如何进一步提升高校外语教学课程思政效果? 微时代的微叙事具有不同于宏大叙事的鲜明特征, 可以有效赋能中国高校外语课程思政。微叙事赋能高校外语课程思政的机理表现在六个方面, 即课程思政实施过程中的参与度、接受度、贴合度、覆盖度、实感度和灵活度。微叙事赋能高校外语课程思政的具体实施可遵循以下路径: 更新教学理念、拓展教学主客体、丰富教学内容、强化信息技术手段、以微叙事的即时传播性联接外语课程思政第一、第二课堂。

关键词: 课程思政; 微叙事; 赋能

引言

中国高校课程思政建设业已进入高质量发展阶段, 外语课程作为高校课程体系的重要组成部分, 在课程思政建设方面取得了重要进展, 成为中国高校“大思政”育人格局中不可或缺的一环。纵观国内外语课程思政的相关研究可以发现, 目前研究主要聚焦于外语课程思政的本质内涵、对策建议、教学实践、教材设计和人才培养等方面, 在立德树人内涵、外语课程思政元素挖掘、实施路径以及评价等方面有较丰富的论述。目前研究的普遍共识是, 教师是推进外语课程思政建设的关键, 提升外语课程思政效果需要更新教学理念、借用信息技术等手段、灵

活使用各种教学方法、联合发挥第一课堂和第二课堂作用，同时要结合学校特色定位开展课程思政建设（张明芳，2022；王雪梅,霍炜，2021；陈娟，2023）。综上所述，中国高校课程思政建设进入高质量发展阶段后，要想不断提升外语教学的课程思政效果，就必须抓住“理念创新、师资水平提升、教学内容改革、教育手段信息化、课堂内外衔接以及特色建设”等几个关键环节。在思考如何一体化推进上述几方面工作的过程中，值得注意的是，借助目前逐渐得到广泛关注的微叙事理论能够有效满足一体化推进的要求，从而赋能中国高校外语课程思政教学。

一、微叙事的内涵和特征

当“叙事学”被广泛运用到文学、历史、考古、艺术、语言、传媒等人文学科领域并被普遍接受之后，叙事不仅成为一种学科方法论范畴，还成为一种对社会生活再描述的日常理论（潘天波，2017）。所谓叙事，是运用一系列口头的、符号的或行为的要素来告诉人们发生的事件。叙事通过特定的话语逻辑来赋予事件以联系和意义，帮助人们理解和认知事件，其本质是对于意义的建构和编码。与传统的话语形式相比较，叙事聚焦于特定的语境，包含叙事主体、时空、政策主张和对于未来的预见与反思等（周庆安,刘勇亮，2022）。

法国哲学家利奥塔（Jean-Francois Lyotard）将叙事分为宏大叙事（grand narratives）与小叙事（little narratives）。宏大叙事聚焦于国家、集体和社会层面，是理性化、结构化、系统化的叙事，旨在揭示事物的总体内涵，搭建宏观的逻辑和意义框架；小叙事关注社会个体的生产生活，是平民化、具体化、碎微化的叙事，通过微观框架展现个体话语与集体话语的关系（曹晔阳，2021）。

随着人类社会进入移动互联、数字沟通、高速传播、时空不限的“微时代”，一种以微为美、平民大众、平等多元的“微文化”逐渐形成（李平，2023）。小叙事越来越受到重视。在微时代背景下，类似微博、微信、客户端、公众号、微小说、微电影、微视频、微宣讲、微党课等叙事方式陆续登场，这种叙事被称为“微叙事”。

微叙事是指微时代中凭借新媒体技术在较短时间内达成对某一事物的故事

描述或意义表达，是当下叙事范式发展的新样态。微叙事以其独有的阐释张力与表达优势日益消解传统的“宏叙事”功用，成为主导日常生活叙事和社会交际的新兴知识传达范式。

当今社会，文化传播或话语交流正在从大众传媒时代“大而全”的宏大叙事模式向主体性凸显的“小而精”微叙事模式转型。与宏大叙事具有的主题性、抽象性、目的性、完整性、连贯性、统一性和在场性等特点不同，微叙事具有微观性、主体性、具体性、多样性、互动性和即时性等“快捷精简”的特性。微叙事逐渐渗透到人们生活的方方面面，呈现出八个方面的主要特征：主体多元化、内容碎片化、视角微观化、手段个性化、媒介开放化、互动亲民化、时空即时化、情境随机化等（周丽，2018）。

二、微叙事赋能高校外语课程思政的机理

与高校工科专业课主要讲授理工科专业科学技术知识等内容相比，外语课程具有特殊性（肖琼，黄国文，2020）。由于语言是文化的载体，外语课程在教授学生掌握和使用一门外国语言的同时，也在传播这种语言背后所属国家的文化，甚至包括一些与我们国家和民族完全不同的价值观念和文化理念。所以，外语课程思政除了具有高校其他专业课程思政所共有的特征之外，也具有其特殊性。

高校外语课程思政要把价值观引领与语言学习和应用有机地结合起来。在回答“培养什么人、怎样培养人、为谁培养人”的根本问题方面，外语课程不仅不能回避，相反应该直面问题，正面回答。在高校外语课程思政育人中，更应当把价值观引领摆在重要的位置，帮助学生认识文化差异；在牢固树立道路自信、理论自信、制度自信和文化自信的基础上，客观、思辨地审视和评价外语教学及教材中的思想文化内涵；在拓宽学生国际视野的同时，更加深刻地理解构建人类命运共同体的意义；在帮助学生走出国门、交流合作的同时，更好地表达中国的理念和方案，向世界讲好中国故事，推动中国文化走出去，让世界了解中国。

针对当前高校外语课程思政育人的特殊性，微叙事的主要特征比较契合当前学生的微认知特点、适合教师的微讲述要求、迎合多媒体教学的微传播趋势，有利于配合高校外语课程思政育人的实际需要。微叙事在提升课程思政话语质

量、增加学生参与深度、丰富话语传播途径、形成润物无声育人效果等方面，能有效赋能高校外语课程思政。其形成机理如下（李平，2023）：

微叙事主体多元化提升课程思政实施过程中学生的参与度。传统课堂采用的多半是“教师讲学生听”的叙事方式，这是一种相对封闭的单向度线性表达方式。微叙事改变了传统课堂单一主体（教师）叙事的方式，所有参与者（教师和学生，或者类似故事主人自身、记者等其他叙事者）都是微叙事主体，而且他们在课堂上的角色是不停变化的。比如，外语教师开启一个叙事主题，学生通过讨论和修改完善等方式回复，同时又是一次叙事发起，如此循环往复，用一种彼此有“约”的特殊方式拉近与话语受众之间的距离。此外，通过搭建与共享各式各样的新媒介平台，例如雨课堂、智慧树、腾讯会议、微信公众号等，教师和学生、其他参与者在话语内容的生产者 and 消费者角色之间处于灵活切换的状态。在这一过程中，学生们也成为微叙事主体。学生不是置身事外或被动接受，而是作为主体参与其中，从而提高了外语课程思政的参与性和互动性。同时，在思政育人内容传播过程中，可以利用新媒体交互性强的优势，外语教师和学生之间可以实现双向交流，互相探讨、互相学习、互相修正，并在互动反馈中将微叙事主题引向深入思考。

微叙事内容碎片化增强课程思政内容的接受度。单纯地使用宏大叙述的话语方式，比如讲道理、满堂灌，容易让课堂陷入昏昏欲睡的僵化中。道理是鲜活的、由一个个微小的故事支撑起来的。一方面，微叙事通过短小精悍的叙事文本，累积叠加成一个较大的“严密性”叙事故事走向；另一方面，微叙事以“隐喻式”图文传达，即通过多媒体的途径将篇幅较长的句段转化为“短频快”的隐喻性阅读，使育人道理在故事中不自不觉被接受，有利于实现“润物无声”的育人效果。

微叙事视角微观化提升课程思政内容的贴合度。微叙事可以以小见大，叙事内容可以选取身边现实、当前社会中的热点话题等，从这些小切口引入话题，将育人的大道理融入其中，从而更加贴近实际、贴近生活、贴近学生。微叙事用“大白话”讲清“大道理”，把“书面语”讲成“知心话”，将“天下事”讲成“身边事”，让课程思政如盐在水，价值引领水到渠成。根据师生情况、外语学习内容和效果等，

微叙事话语灵活使用文字、语音、视频、音乐、图片、动画、等手段，或几种手段整合使用，用学生身边耳熟能详、生动鲜活的案例和实实在在的数据将道理和思想形象化、直观化，从而增加课堂育人的情绪价值、吸引力和感染力。

微叙事媒介开放化扩展课程思政育人的覆盖度。微叙事是伴随新媒体产生而形成的一种话语叙事体系。现有的各种媒介为微叙事提供了良好的交流和互动平台，使得微叙事无处不在。比如，充分整合融媒体的力量，借助 VR、AR、AI 等可视化技术，借助移动通讯媒介比如短视频平台等，构建场景式互动平台，将原本抽象的价值理念或成长成才道理形象生动地展现出来，让学生沉浸其中去体验和认知，从而增强外语课程思政育人效果。

微叙事时空即时化提升课程思政的实感度。信息化时代，微叙事无时不在。在外语课程思政教学中，可以通过及时推送和现场直播等手段，解决学生们因生活节奏快带来的“时间短缺”问题，做到见缝插针育人，也解决学生们因空间阻隔带来的“不在场”问题，让学生了解国际国内重大活动、重大政策、重要事件如身临其境，增强真实性和感染力。

微叙事情境随机化及互动亲民化提升课程思政的灵活度。微叙事在课程思政教学中的作用并不亚于正面灌输的宏叙事，因为微叙事所具有适时性、简约性与便捷性等能产生巨大的亲和力。微叙事可以穿插在课堂上，也可以提前放在课前预习中，还可以留置在课后作业和扩展阅读内，自由联接第一课堂和第二课堂。微叙事还可以发挥其对学生的碎片时间的消解与整合功能，突破课堂教学时空的限制，让学生随时随地、自由自在阅读，让育人工作课上课下、全天候进行。

当然，微叙事的上述特征可能导致叙事话语过度娱乐化、媚俗化、肤浅化和碎片化的倾向。因此，在高校外语课程思政内容的实施过程中，要高举育人责任，自觉思政意识，注意防止和避免微叙事蜕变为形式化、庸俗化的宣传口号和纯粹性的图文修饰，更不能丧失其政治性、理论性与思想性。

三、微叙事赋能高校外语课程思政的基本路径

从当前的实践来看，微宣讲、微视频、微党课、微信、微博、公众号等微叙事手段已经得到广泛的应用，但如何在高校外语课程思政教学中有效融入微叙

事话语，还是一个崭新的课题。运用微叙事赋能高校外语课程思政教学需要遵循一定的路径。

（一）以微叙事理念更新外语课程思政教学理念

相较传统的课程教学，课程思政教学本身在教育理念、教学方法和课程观等方面具有先进性（张敬源,王娜, 2020），但更多地具有探索性。为了更好地推进课程思政建设，高校有必要将微叙事理念引入外语课程思政教学过程中，在理念上以微观性补充主题性，以具体性拓展抽象性，以互动多样性丰富完整统一性，在操作中以多元化主体拓展教学主体，以细微碎片化内容丰富教学内容，以开放个性互动的媒介强化教学技术手段，以随时互动的优势联接第一第二课堂。在此基础上通过不断的吸收、更新和迭代，达到引领和指导外语课程思政教学的目的。

（二）以微叙事主体拓展外语课程思政教学主客体

一般认为，教学过程的主客体是教师和学生，教师和学生的教学互动共同完成教学过程。教师是决定外语课程思政效果的关键因素。首先，要发挥微叙事主体多元化的特征，不断拓展外语教师利用新媒介开展课程思政微叙事的意识和能力，包括：强化课程思政是教师和学生的双向互动而不能局限于单向灌输；理解微叙事的诸多特征并有效应用；有效发起课程思政微叙事议程（主题）和回馈学生发起的微叙事议程并予以正确引导的意识和能力；驾驭课程内容、课程思政和微叙事内容的能力等等。其次，充分选择利用其他合适的、恰当的课程思政微叙事主体队伍。比如：新闻播报员、评论员、演讲者、事件亲历者，甚至是自媒体人或虚拟叙事者等。再次，培养打造学生成为课程思政微叙事的提供者和参与者，使师生在良性互动中增强育人效果。

（三）以微叙事内容丰富外语课程思政教学内容

进入信息化时代，海量的资源成为高校外语课程思政取之不尽、用之不竭的素材。教学素材选择具有相对较大自主性和灵活性是外语课程的一个优势。但这个优势对外语教师甄别、遴选、使用微叙事素材的能力提出了更高要求。首先是保证素材内容的正确性。重点是围绕政治认同、家国情怀、文化素养、宪法法治意识、道德修养等甄选微叙事素材。其次是保证素材内容的吸引力。外语教师要

设置能吸引眼球、便于互动的、与教学内容密切相关的微叙事议题，要善于与日常生活、人类情感、当前流行或热门的话题相结合，善于将潜藏在民众生活中间的俗文俚语、典故故事、诗文隐喻甚至网络潮语运用起来，让“学习语境下的娱乐”与“娱乐语境下的学习”愈加融合。再其次是保证素材内容的传播性。采取更为简约化、灵活化的方式来安排微叙事情节，采用“文字+图片”、“文字+视频”、“文字+表情”等各种形式的混合符号文本，以图文并茂的方式完成教学内容的理论微叙事。再次要保证素材内容的互动性。选取学生感兴趣、高度关注、涉及利益的微叙事素材，或者对学生具有挑战性、成就感的微叙事素材，或者体现学生存在感、价值实现的微叙事素材。最后要保证素材内容的针对性。要结合外语课程的特点，选择具有鲜明的外语学科特色的素材，帮助学生辨别西方文化中的精华和糟粕，形成关于西方文化的批判性认识，增加外语课程的广度、深度和温度。

（四）以微叙事媒介强化外语课程思政信息化技术手段

使用现代信息技术，通过数字化智能化革命不断提升高校课堂教学质量是当前教育教学改革的主流做法。很多高校大力推广使用了“雨课堂”“智慧树”等在线教学智慧平台并取得较好效果。在此基础上，高校可以进一步整合新媒体、自媒体和互联网社交平台等全媒体，构建全时段、全方位、全过程、全要素的新媒介体系。

研究认为当前高校外语课程思政教师的授课方法主要是教师讲解、教师提出问题让学生探究、教师借助他人之口传递信息等三种类型（张庆华，2022），教师在如何把握思政元素融入课程的程度以及自然融入的技巧方面还需要大力提升。针对上述问题，高校外语教师可以广泛借用社会上普遍使用的各类微视频等新媒介平台，打造属于自身课程特色的微叙事媒介，来提升课程思政教学效果。比如，有的外语教师把 TED 演讲类视频作为课程思政的素材，展现英国人对中医的推崇，使学生更以中国传统医学为荣，从而实现价值引领的目标。同时，外语教师还要积极参与课堂教学方法改革，采用数字化教学手段，探索实施教学方式的改革和创新，在课前、课中和课后加强数字化微叙事素材的使用，以弥补传

统课堂教学方式的不足，从而构建出课程思政独有的微叙事模式。

（五）以微叙事的即时传播性联接外语课程思政第一、第二课堂

在外语课程思政微叙事主体和微叙事内容均有保证的前提下，如何让课程思政育人内容入耳入心，则需要突破传统课堂教学在时间、空间和形式方面的叙事局限，发挥好微叙事媒介的作用，打造好、主导好并应用好一批导向正确、具有较强影响力的新型微叙事媒介，创新、丰富高校外语课程思政育人的方式、方法和途径。这是由外语习得必须是全天候学习的独特性决定的。学生学习外语不能仅仅依靠课堂上有限的学习，更多地是依赖课后的日常学习和使用，外语课程思政可以做到学生学习进行到何时何处，价值引领工作就做到彼时彼处。这需要高校外语教师不仅要做好课堂内课程思政的价值引领，还要有效地联接好第一课堂和第二课堂的价值引领。发挥微叙事无时无处不在、随时随地可看、见缝插针地碎片化阅读等特征，通过外语课程思政建立的独有的全天候媒介，教师将相应的学习素材推送到同学手中，从而打破课堂内外的界限。

四、结语

不断提升高校外语课程思政育人质量是中国高等教育高质量发展的内在要求，也是中国高校提升人才自主培养能力的必然要求。微叙事具有适应时代发展的独特特征，针对中国高校外语课程思政的特殊性，应用微叙事理论赋能外语课程思政，在提升课程思政话语质量、增加学生参与深度、丰富话语传播途径、形成润物无声的育人效果等方面可以形成特殊的优势。遵循微叙事赋能高校外语课程思政的基本路径，有助于在开展课程思政教学的过程中理解微叙事的内涵、培养应用微叙事的意识和能力、创新丰富微叙事素材、善用微叙事媒介，从而不断提升中国高校外语课程思政育人质量。

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**ON THE MECHANISM AND PATH OF MICRO NARRATIVE
EMPOWERING IDEOLOGICAL AND POLITICAL EDUCATION IN
FOREIGN LANGUAGE COURSES IN CHINESE UNIVERSITIES**

***Abstract:** How to further enhance the ideological and political effects of foreign language courses in universities during the high-quality development stage of higher education in China? The micro narrative in the micro era has distinct characteristics that are different from grand narratives, and can effectively empower the ideological and political construction of foreign language courses in Chinese universities. The mechanism of micro narrative empowering ideological and political education in foreign language courses in universities is manifested in six aspects, namely participation, acceptance, suitability, coverage, and actual experience, flexibility. The specific implementation of micro narrative empowering ideological and political education in foreign language courses in universities can follow the following paths: updating teaching concepts, expanding teaching subjects and objects, enriching teaching content, and strengthening information technology means, connecting the first and second classrooms of ideological and political education in foreign language courses through micro narrative and instant communication.*

***Keywords:** course ideological and political education; micro narrative; empowerment*

DOI:

UDC: 37.015.31-027.541+159.182.13(045)

B29

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REGIONAL DEVELOPMENT AND GLOBAL TALENT CULTIVATION

***Abstract:** This paper delves into the intricate relationship between regional development and global talent cultivation, emphasizing their significance in driving sustainable economic growth and innovation. It highlights the historical evolution of these domains, influenced by industrialization, urbanization, and technological advancements, and the impact of globalization on shaping the current landscape. The paper argues for a holistic and integrated strategy that combines education, policy-making, and industry collaboration to foster a skilled workforce capable of contributing to the global market. It explores successful regional initiatives, such as Silicon Valley's technology ecosystem and Singapore's strategic talent development, to draw lessons for effective talent cultivation. The paper also discusses the challenges and opportunities presented by technological changes and globalization, advocating for innovative educational models, corporate strategies for talent attraction and retention, and the importance of lifelong learning. Ultimately, it calls for policymakers and educators to embrace these insights and invest in global talent cultivation as a cornerstone for regional prosperity and innovation.*

***Keywords:** Regional Development Strategies; Global Talent Management; Economic and Social Trends; Technological Innovations and Challenges*

1. Introduction

Regional development refers to the economic, social, and political processes that enhance the quality of life and economic well-being of people in specific regions. It

involves strategies aimed at reducing regional disparities and promoting balanced growth across different areas. Global talent cultivation, on the other hand, is the process of identifying, nurturing, and utilizing human skills and abilities on an international scale to meet the demands of the global economy.

The alignment of regional development with global talent needs is crucial for ensuring that the workforce is equipped with the necessary skills to contribute to and benefit from the global market. This synergy is essential for fostering innovation, driving economic growth, and enhancing competitiveness.

This paper will explore innovative and practical approaches to regional development and global talent cultivation. It will argue that a holistic and integrated strategy, which combines education, policy-making, and industry collaboration, is key to achieving sustainable growth and development.

2. Historical Context

The past century has witnessed significant shifts in regional development trends, largely influenced by industrialization, urbanization, and technological advancements. The early 20th century was characterized by the concentration of economic activities in industrialized cities, leading to urban growth and the development of metropolitan regions. However, this also resulted in pronounced regional disparities and the neglect of rural areas.

The evolution of global talent cultivation strategies has been shaped by the changing dynamics of the world economy. In the initial stages, the focus was on developing a skilled labor force to support the manufacturing sector. As the economy transitioned towards services and knowledge-based industries, the emphasis shifted to higher education and specialized skills training.

Globalization has had a profound impact on both regional development and talent cultivation. The increased mobility of goods, services, and people has created a more interconnected world, where talent can be sourced from anywhere, and regions must compete on a global stage. This has led to the rise of global cities and the need for regions to develop unique value propositions to attract and retain talent.

In conclusion, the historical context of regional development and global talent

cultivation reveals a complex interplay between economic forces and human capital. The lessons learned from the past century provide valuable insights into the strategies that can be employed to navigate the challenges and opportunities of the 21st century.

3.Current Regional Development Trends

In the contemporary global landscape, regional development is increasingly influenced by a complex interplay of economic, social, and technological factors. The part delves into these trends, showcases case studies of successful initiatives, and examines the pivotal role of government policies and international cooperation in fostering global talent in line with regional growth.

3.1 Economic Trends

The global economy is increasingly interconnected, and regional development is influenced by a myriad of economic factors. Technological advancements have enabled the rise of the digital economy, creating new opportunities for regions to attract investment and foster innovation. The shift towards a knowledge-based economy has placed a premium on human capital, making the development of a skilled workforce a priority for regional growth.

Silicon Valley serves as a prime example of successful regional development driven by a high concentration of technology companies and a robust entrepreneurial ecosystem. The region's success is attributed to its ability to attract and retain global talent, foster innovation through research and development, and maintain strong networks of venture capital.

3.2 Social Trends

Social trends such as urbanization, demographic shifts, and the rise of the middle class in developing countries are reshaping regional landscapes. Urban areas are becoming hubs of economic activity and innovation, while rural regions are exploring ways to capitalize on their unique assets.

Bangalore, India, has transformed into a global IT hub, leveraging its pool of engineering talent and favorable government policies. The city's development has been marked by the growth of IT parks, a vibrant startup culture, and international partnerships that have positioned it as a leading destination for technology firms.

3.3 Technological Trends

Technological advancements are at the forefront of regional development. The adoption of Industry 4.0 technologies, such as the Internet of Things (IoT), artificial intelligence (AI), and robotics, is enabling regions to enhance productivity and competitiveness. Moreover, the transition to green technologies is opening up new avenues for sustainable development.

Germany's Industrie 4.0 initiative exemplifies the integration of cutting-edge technologies into manufacturing processes. The initiative has spurred collaboration between industry, academia, and government, leading to increased efficiency, innovation, and the creation of high-quality jobs.

3.4 Role of Government Policies

Government policies play a crucial role in shaping regional development. Policies that support education, infrastructure, and innovation can create an environment conducive to growth. Additionally, governments can facilitate international cooperation to leverage global expertise and resources.

Singapore's Smart Nation initiative demonstrates the impact of forward-thinking government policies. The initiative aims to harness technology to improve citizens' lives, create economic opportunities, and build a connected society. It includes investments in digital infrastructure, R&D, and partnerships with global tech leaders.

3.5 International Cooperation

In an increasingly globalized world, international cooperation is essential for regional development. Collaborative efforts can lead to the sharing of best practices, access to international markets, and the attraction of foreign direct investment (FDI).

The ASEAN Economic Community (AEC) is a regional initiative aimed at creating a single market and production base within Southeast Asia. The AEC encourages economic integration, promotes the free flow of goods and services, and enhances regional competitiveness.

In conclusion, the current regional development trends underscore the necessity for a holistic approach that integrates economic, social, and technological dimensions. By learning from successful case studies, implementing effective government policies, and

fostering international cooperation, regions can develop sustainably while nurturing the global talent essential for future prosperity.

4. Global Talent Cultivation in the Modern Era

The modern era has ushered in a dynamic shift in the landscape of global talent needs. As industries evolve and new sectors emerge, the demand for a diverse and highly skilled workforce has become paramount. This shift is not just about the number of talents available but also about the quality and adaptability of the skills they possess.

4.1 The Changing Landscape of Global Talent Needs

In the modern era, the demand for talent has become increasingly globalized. As businesses expand their operations across borders, the need for employees who can navigate the complexities of international markets and cultures has grown. This shift has been driven by several factors, including technological advancements, economic globalization, and demographic changes.

4.1.1 Technological Advancements

The rapid pace of technological innovation has created a demand for new skill sets, particularly in the fields of artificial intelligence, machine learning, and data analytics. As automation and digitalization transform industries, workers must adapt to new tools and processes.

4.1.2 Economic Globalization

The integration of global economies has led to a more interconnected business environment. Companies are looking for talent that can understand and leverage these connections to drive growth and innovation.

4.1.3 Demographic Changes

Aging populations in developed countries and youth bulges in developing regions are affecting the availability and type of talent. Organizations must consider these demographic trends when planning their talent acquisition and management strategies.

4.2 Innovative Educational Models for Talent Cultivation

To meet the changing talent needs, educational institutions are exploring innovative models for cultivating global talent. These models emphasize not only technical skills but also soft skills such as cross-cultural communication, adaptability, and problem-solving.

4.2.1 Experiential Learning

Hands-on experiences, such as internships and co-op programs, allow students to apply their knowledge in real-world settings, making them more attractive to potential employers.

4.2.2 Online and Blended Learning

The rise of online education has made learning more accessible and flexible. Blended learning models, which combine online and in-person instruction, cater to diverse learning styles and schedules.

4.2.3 Lifelong Learning

As the half-life of skills shortens, the concept of lifelong learning has become critical. Educational programs are increasingly offering opportunities for continuous learning and upskilling.

4.3 Corporate Strategies for Attracting and Retaining Global Talent

Corporations are also adapting their strategies to attract and retain the best global talent. These strategies focus on creating an inclusive work environment, offering competitive benefits, and providing opportunities for career growth.

4.3.1 Inclusive Work Environment

Companies are striving to create workplaces that are diverse and inclusive, recognizing that a variety of perspectives can lead to better decision-making and innovation.

4.3.2 Competitive Benefits

To attract top talent, corporations are offering benefits that go beyond salary, such as flexible work arrangements, health and wellness programs, and opportunities for professional development.

4.3.3 Career Growth Opportunities

Employees are more likely to stay with a company if they see a clear path for advancement. Corporations are investing in leadership development programs and mentorship initiatives to help employees reach their full potential.

In conclusion, the cultivation of global talent in the modern era requires a strategic approach that considers the changing landscape of talent needs, embraces innovative educational models, and implements effective corporate strategies. By doing so, organizations can ensure they have the skilled workforce needed to thrive in an

increasingly competitive global market.

5. Synergy between Regional Development and Talent Cultivation

In an era where knowledge is the main currency, the synergy between regional development and talent cultivation has become increasingly significant. This essay aims to dissect the intricate relationship between the two, exploring how regional development strategies can be leveraged to nurture talent and, conversely, how a skilled workforce can propel regional growth and competitiveness.

5.1 The Role of Regional Development in Talent Cultivation

Regional development is a multifaceted concept that encompasses economic growth, infrastructure enhancement, and social progress. It is the bedrock upon which talent cultivation must be built. By providing state-of-the-art facilities, funding research and development, and fostering a culture of innovation, regions can attract and cultivate a pool of talented individuals. For example, Silicon Valley's success is not merely a result of individual brilliance but a concerted effort in creating an ecosystem that values and nurtures talent.

5.2 The Impact of a Skilled Workforce on Regional Competitiveness

A region's growth is inextricably linked to the quality of its workforce. Skilled professionals drive innovation, improve productivity, and enhance the quality of services and products. They are also more adaptable to changes, such as technological advancements and shifts in the global economy. A region that can boast a highly skilled workforce is more likely to attract foreign investment, encouraging a virtuous cycle of growth and development.

5.3 Strategies for Cultivating Global Talent

To become a nexus of global talent, regions must implement strategies that go beyond traditional education and training. This includes creating an environment that supports lifelong learning, cross-disciplinary collaboration, and entrepreneurship. Regions should also focus on attracting global talent by offering competitive benefits, a high quality of life, and opportunities for professional growth. Furthermore, regions can establish themselves as global talent hubs by promoting cultural diversity, which is often a key attractor for international professionals.

The synergy between regional development and talent cultivation is a cornerstone of modern economic strategy. By fostering an environment conducive to learning and innovation, regions can not only enhance their own growth and competitiveness but also contribute to the global economy. As the world becomes increasingly interconnected, the regions that succeed will be those that can effectively harness the potential of their human capital.

6. Challenges and Opportunities in Regional Development and Talent Cultivation

In the dynamic interplay between regional development and talent cultivation, several challenges and opportunities emerge, shaped by the forces of technological advancements and globalization. This section explores these elements, aiming to provide a comprehensive and innovative perspective on the future of regional growth and talent development.

6.1 Barriers to Aligning Regional Development with Talent Cultivation

The synergy between regional development and talent cultivation faces several barriers that can impede progress. One of the primary challenges is the educational system's inertia in adapting to the dynamic needs of the regional economy. Educational institutions often struggle to keep pace with the rapid technological changes, resulting in a workforce that is ill-prepared for the evolving job market. This skills gap is exacerbated by the lack of coordination between policymakers, educators, and industry leaders, leading to a misalignment of objectives and resources.

Another barrier is the disparity in economic development across regions, which can create a brain drain effect. Talented individuals tend to migrate towards more developed areas in search of better opportunities, leaving their home regions deprived of the human capital necessary for growth. This imbalance poses a significant challenge for policymakers aiming to foster equitable regional development.

6.2 Opportunities Arising from Technological Advancements and Globalization

Despite these challenges, there are substantial opportunities for aligning regional development with talent cultivation, primarily driven by technological advancements and globalization. The digital revolution has introduced new ways of learning and

working, enabling regions to overcome traditional barriers. Online education platforms, for instance, offer access to quality education regardless of geographical location, allowing for the cultivation of a globally competitive workforce.

Globalization has also facilitated the exchange of ideas and best practices across borders, enabling regions to learn from each other's experiences in talent development. This interconnectedness can lead to more harmonized approaches to education and training, tailored to the needs of the global economy.

6.3 Future Predictions for Regional Development and Talent Cultivation Synergy

The future of regional development and talent cultivation is likely to be shaped by the continued integration of technology in all aspects of life. Regions that can effectively leverage technology to enhance education and skill development will be better positioned to attract and retain talent. Moreover, as the global economy becomes increasingly knowledge-based, regions that prioritize innovation and creativity in their development strategies will likely see greater success.

In conclusion, while there are challenges to aligning regional development with talent cultivation, the opportunities presented by technological advancements and globalization offer a pathway to overcome these obstacles. By embracing innovation and fostering a culture of lifelong learning, regions can build a resilient and skilled workforce that can adapt to the demands of the future economy.

7. Case Study Analysis

The synergy between regional development and global talent cultivation is a critical driver of economic growth and innovation. This in-depth analysis examines regions that have exemplified this synergy, providing a comprehensive look at their strategies and the lessons that can be gleaned from their experiences.

7.1 Silicon Valley: Fostering a Global Talent Magnet

Silicon Valley's success as a global talent magnet is the result of a deliberate strategy that combines education, culture, and economic opportunity. The region's universities not only provide a world-class education but also foster a spirit of entrepreneurship. This is complemented by a vibrant startup culture and a plethora of venture capital firms ready to invest in innovative ideas. The result is a self-sustaining

ecosystem where talent from around the world converges to innovate and collaborate.

7.2 Singapore: Strategic Vision in Talent Development

Singapore's strategic vision in talent development is evident in its comprehensive approach to education and professional growth. The government's initiatives, such as 'SkillsFuture', are designed to build a resilient workforce capable of adapting to the ever-changing demands of the global economy. Singapore's focus on lifelong learning and skills mastery has made it a model for other nations seeking to enhance their human capital.

7.3 Bangalore: Capitalizing on Educational Infrastructure

Bangalore's rise as an IT hub is closely linked to its robust educational infrastructure. The city's numerous engineering institutions have become the foundation for a highly skilled workforce, which in turn has attracted multinational corporations seeking technical expertise. The government's support for IT parks and special economic zones has further incentivized companies to invest in the region, creating a virtuous cycle of growth and development.

7.4 Finland: Pioneering an Education-First Strategy

Finland's education-first strategy has been pivotal in its development. The Finnish education system, known for its high standards and innovative teaching methods, has produced a workforce that is creative, critical, and collaborative. This has been a key factor in Finland's ability to compete in the global economy, particularly in technology and design.

7.5 Germany: Technical Excellence through Vocational Training

Germany's commitment to technical excellence is reflected in its vocational training system, which is regarded as one of the best in the world. The dual system of education, which combines apprenticeships with classroom learning, ensures that students are well-prepared for the demands of the industrial sector. This approach has been instrumental in maintaining Germany's reputation as a manufacturing powerhouse.

7.6 South Korea: Education and Innovation as Pillars of Growth

7.6.1 South Korea's emphasis on education and innovation has been central to its economic success. The nation's rigorous education system and substantial investment

in R&D have fostered a culture of innovation that has propelled South Korea to the forefront of various technological fields. The government's active role in supporting startups and small businesses has also contributed to a dynamic and competitive economy.

7.7 Switzerland: Precision and Innovation in Talent Cultivation

Switzerland's precision and innovation in talent cultivation are exemplified by its high-quality education system and strong apprenticeship programs. The country's focus on precision engineering, pharmaceuticals, and finance has created a demand for a highly skilled workforce. Switzerland's educational institutions and private sector collaborate closely to ensure that the talent pipeline meets the needs of these industries.

8. Synthesis of Best Practices and Lessons Learned

8.1 The analysis of these regions highlights several best practices:

- A thriving ecosystem that promotes innovation and entrepreneurship is essential.
- Strategic government vision and policies play a crucial role in talent development.
- Educational infrastructure is a key component in building a skilled workforce.
- An education system that emphasizes quality and innovation can drive economic competitiveness.
- Vocational training that combines practical and theoretical learning prepares students for industry needs.
- A strong focus on education and R&D is vital for fostering a culture of innovation.
- Collaboration between education and industry ensures that talent development aligns with economic needs.

In conclusion, the synergy between development strategies and talent cultivation is evident in the success stories of these regions. The lessons learned from their experiences underscore the importance of a holistic approach that encompasses government foresight, industry-academia collaboration, and a commitment to lifelong learning and innovation. As globalization continues to reshape the economic landscape, these insights become increasingly relevant for regions looking to enhance their competitiveness and economic vitality. The future of development hinges on the ability to nurture and harness global talent effectively.

9. Innovative Approaches to Regional Development and Talent Cultivation

In an era marked by rapid globalization and technological change, regional development and talent cultivation have become pivotal in shaping the economic destiny of nations. The interplay between local initiatives and global trends is creating a dynamic environment where innovative approaches are not just beneficial but necessary for sustainable growth.

9.1 Emerging Trends in Regional Development Smart Specialization Strategies (S3)

Regions are increasingly adopting Smart Specialization Strategies, which involve identifying and prioritizing unique areas of competitive advantage. This approach leverages local strengths to foster innovation and drive economic transformation.

9.2 Circular Economy Models

The circular economy is gaining traction as a model for sustainable regional development. By maximizing resource efficiency and minimizing waste, regions can create a resilient economic system that supports long-term prosperity.

9.3 Collaborative Ecosystems

Inter-regional and cross-border collaborations are forming ecosystems that pool resources, knowledge, and innovation. These networks are crucial for regions to remain competitive in a globalized economy.

10. The Role of Technology and Innovation

10.1 Digital Transformation

Digital technologies like AI, IoT, and blockchain are revolutionizing industries. Regions that embrace these technologies can unlock new growth pathways and enhance their economic profiles.

10.2 Data-Driven Policymaking

Big data analytics is empowering regions to make informed decisions. By understanding patterns and trends, policymakers can craft strategies that are more responsive to the needs of their constituencies.

11. Talent Cultivation in a Globalized World

11.1 Global Talent Acquisition

The hunt for talent has gone global, with strategies focusing on attracting skilled

individuals from across the world. This approach helps fill skill gaps and brings diverse perspectives to local industries.

11.2 Inclusive Talent Development

Inclusive strategies ensure that talent cultivation benefits all segments of society. By providing equal opportunities, regions can harness the full potential of their populations.

11.3 Lifelong Learning and Upskilling

As the job market evolves, continuous learning becomes essential. Regions that promote upskilling and reskilling can maintain a workforce that is adaptable and ready for future challenges.

12. Recommendations for Policymakers and Educators

12.1 For Policymakers

- Develop policies that encourage innovation and entrepreneurship.
- Invest in infrastructure that supports the digital economy.
- Create an environment that attracts and retains global talent.

12.2 For Educators

- Integrate global competencies into the curriculum.
- Foster partnerships with industry to provide practical experience.
- Encourage cultural exchange programs to broaden students' horizons.

Innovative approaches to regional development and talent cultivation are essential in today's interconnected world. By embracing technology, fostering collaboration, and nurturing a diverse talent pool, regions can position themselves for success in the global economy.

13. Conclusion

In conclusion, the intricate dance between regional development and global talent cultivation is pivotal for the sustainable progress of societies. As we have explored, the synergy of these two facets can lead to a dynamic workforce, driving regional competitiveness and growth. The historical context and current trends underscore the transformative power of aligning talent strategies with regional needs. Innovative educational models and corporate strategies have emerged as beacons of progress,

illuminating the path forward. However, challenges persist, and it is the collective responsibility of policymakers, educators, and industry leaders to navigate these waters with foresight and agility. The case studies provide a blueprint for success, showcasing the profound impact of strategic integration.

As we stand on the cusp of a new era, it is imperative that we embrace the opportunities presented by technological advancements and globalization, forging a future where regional development and talent cultivation are harmoniously intertwined. Let this be a clarion call to action for all stakeholders to invest in the cultivation of global talent as the cornerstone of regional prosperity and innovation.

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区域发展与全球人才培养

摘要：本文深入探讨了区域发展与全球人才培养之间的复杂关系，强调了它们在推动可持续经济增长和创新方面的重要性。文章突出了这些领域的历史演变，这些演变受到工业化、城市化和技术进步的影响，以及全球化对塑造当前格局的影响。文章主张采取全面和综合的策略，结合教育、政策制定和行业合作，培养能够为全球市场做出贡献的技能劳动力。文章探讨了成功的区域性倡议，如硅谷的科技生态系统和新加坡的战略人才培养，从中提取有效人才培养的经验教训。文章还讨论了技术变革和全球化带来的挑战和机遇，倡导创新的教育模式、企业吸引和留住人才的策略，以及终身学习的重要性。最终，文章呼吁政策制定者和教育工作者采纳这些见解，并将全球人才培养视为区域繁荣和创新的基石进行投资。

关键词：区域发展战略；全球人才管理；经济与社会趋势；技术创新与挑战

DOI:

UCD: 81'25:82-1:001.8(045)

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关联理论视域下李清照诗词中的文化负载词翻译研究——以许渊冲和朱曼华英译本为例

摘要: 本文用关联理论为指导,以许渊冲和朱曼华的译本为研究对象,目的是促进中国文化的传播,并加强文化负载词的研究,前人对于文化负载词研究比较多,但是用关联理论分析文化负载词比较少,所以本篇着重了解关联理论对于文化交流所承载的价值。研究方法是,通过文化负载词的几个方面和关联理论相结合来分析两位翻译家对于李清照诗词翻译译本的差异。

关键词: 关联理论; 文化负载词; 李清照诗词; 翻译研究

1.引言

随着中国国际地位的日益提高,中国的文化软实力日益提升,我们日益迫切向外输出中国文化,尤其是英译中国古诗词,由于各个国家文化背景、地理位置等不尽相同,所以会出现各种别的国家有的东西,我们国家没有,反之也是一样的。这些在古诗词中格外的明显,但是为了宣传国家文化软实力,我们要想办法把我们国家独有的这种意象也好,还是说独有的实际物体也罢,给他翻译成英语,并且还能让外国读者能够理解,这种是最理想的程度,但是也是最难的,因为存在着以下两种问题:要么把中国语言文化翻译了出来,但是外国读者没读懂,要么就是外国读者读懂了,但是让美妙的中国诗词失去了原有的意境美。但是现实绝没有那么容易。在这方面许渊冲有着突出贡献,他在古诗英译的实践和理论层面都取得了令人瞩目的成绩(陈奇敏,2012)。朱曼华主要从事翻译研究,成果

卓越。英译李清照名诗词的人太多了，翻译高手也很多，可见李清照对于宋词，往大了说对中国文学史做出了巨大贡献。之所以说她的作品有着巨大贡献，是因为她的作品折射出当时的时代背景，负载着丰富的中华文化内涵，其英译本也有较高的研究价值。

李清照诗词英译有很多译本，翻译高手也很多，尤其是许渊冲的英译本价值最高，但是对于朱曼华的英译本研究比较缺乏，而且，将关联理论和文化负载词相结合来研究李清照诗词英译就更少之又少。所以本文着重来研究关联理论是怎么和文化负载词相结合一起来研究李清照诗词英译的。并且使用关联理论也可以加深国内外读者对李清照诗词的理解，弘扬灿烂的中国文化，拓宽古诗词英译的研究范围。

2. 关联理论

20世纪80年代，法国语言学家 Dan Sperber 和英国语言学家 Deirdre Wilson 提出了涉及交际与认知的关联理论。后来 Ernst August Gutt 推进了相关理论的实践研究，并在1991年出版的《翻译与关联：认知与语境》一书中对关联理论的内涵进行了系统阐述。

由关联理论可知，翻译可以看作一种交际活动，译者从原交际者明示的交际行为中寻找最佳关联性，再把这种关联性传递给译文读者，即把自己的理解传递给译文读者（赵彦春，1999）也就是说，要确保读者能够获得良好的语境效果，不需要耗费太多的精力和时间去思考原作者想要表达的意图。在关联理论中交流双方要使文化知识和隐含意义的传输都更加顺畅。我们在翻译的时候不单单是要寻找对应的表达方式，还要考虑到读者是否能因此获得良好的语境效果。所以我们在翻译的时候要尽可能的将翻译内容与原文保持一致性和相似性。所以我们在用关联理论翻译文章的时候要满足读者的可读性，如果能既照顾原语言的内容和照顾源语言的形式，也能让读者清晰易懂，那这样就更加完美了。我们在运用关联理论的时候，尽量用最小的认知努力来获取最大的语境效果。我们要时刻思考怎么才能让读者不费过多的努力就能够理解译文的效果，所以要想达到预想的效果，对于翻译家来说也有很大的挑战。再一个，文化负载词之所以

叫文化负载词是因为其对于另一个文化语言来说完全是一个负荷，我们翻译者如何用通俗易懂和简明清晰的语言既能向读者传达出应有的意思，又能让读者感受到源语言的美，所以在用关联理论翻译文化负载词时，尤其是宋词等古典诗歌的文化负载词，译者要接受很大的挑战尽量要观众的认知水平和接受能力，确保翻译出来的译文能够在形式上以及内容上让源语言和读者产生关联，也就是说，让他们既能知其意又能感受其美。

3.文化负载词

廖七一（2000）将文化负载词定义为：“标志某种文化中特有事物的词、词组和习语，这些词汇反映了特定民族在漫长的历史进程中逐渐积累的、有别于其他民族的、独特的生活方式。”翻译学家奈达（Nida, 1945:196）将语言中的文化元素分为五类：“Translation problems, which are essentially problems of equivalence, maybe conveniently treated under (1) ecology; (2) material culture; (3) material culture (4) religious culture and linguistic culture”也就是生态文化负载词、物质文化负载词、社会文化负载词、宗教文化负载词和语言文化负载词这五类，中国学者普遍采用的是奈达的理论。我们把文化负载词分成五类，其实也方便我们日后学者在翻译文化负载词时进行分门别类。将文化负载词分类有利于垂直领域的跨文化交流，非常有利于文化传播。本文采取奈达的三个文化负载词分类，分门别类的去翻译李清照的诗词中出现的文化负载词以及他们的翻译方法，这样也可以拓宽文化负载词的研究范围。

4.李清照诗词中文化负载词的探究

关联理论认为，翻译是阐释源语（语内或语际）的一种明示——推理过程（赵彦春，1999），文化负载词的翻译能否真正让读者产生共鸣，就看文化负载词和读者之间的关联程度是否紧密。

本文选取的许渊冲英译文（以下简称“许译”）出自《许渊冲经典英译古代诗歌 1000 首宋词上》《许译中国经典诗词：李清照词选》和《宋元明清诗选》；朱曼华英译文（以下简称“朱译”）则出自《李清照诗词英译全集》。

4.1 生态文化负载词

生态文化负载词是有关于自然、生态的词语。古人在做诗词歌赋的时候都喜欢借景抒情，寓情于景，借助物体来抒发自己的感情，是古人写作的一大特色。

李清照作为古人的代表也不例外，李清照诗词经常借助自然的物体来抒发自己的情感，她的情感深入人心，真实而质朴，使词作更富有感染力。同时，李清照也会把对现实社会的思考和自然景物相结合。这对后世的词坛产生了深远的影响，也激发了后世词人对社会问题的关注和思考。

例一：满地黄花堆积，憔悴损……《声声慢》

许译：The ground is covered with yellow flowers,

Faded and fallen in showers...

朱译：The ground full of flowers in yellow, the withered were wan and sallow.

分析：将“黄花”翻译成“yellow flower”并不能直接传达出其中的悲伤含义，因为这只是一种字面上的翻译。但是，在一定的语境和文化背景下，这种翻译可能会引起读者对悲伤情感的联想和理解。所以在关联理论上来看，读者可能需要花费一定的脑力从语境中去理解黄花到底是什么意思。

首先，黄花在中国文化中常常被用来象征离别、失落和悲伤等情感。例如，在古诗《长恨歌》中就有“黄花慢慢飞舞，秋雨潇潇愁绪”这样的句子，表达了离别和悲伤的情感。因此，如果读者对中国文化有一定的了解，看到“黄花”这个词，就可能会自然地联想到其中的悲伤含义。

其次，即使读者对中国文化不太了解，也可能通过上下文和语境推断出其中的悲伤含义。例如，在一首描述离别的诗歌中，如果出现了“黄花”这个词，读者可能会自然地将其与悲伤联系起来。因此，在翻译时，如果译者能够准确地把握原文的语境和情感，将“黄花”翻译成“yellow flower”也可以传达出其中的悲伤含义。

综上所述，将“黄花”翻译成“yellow flower”并不能直接传达出其中的悲伤含义，但是在一定的语境和文化背景下，这种翻译可能会引起读者对悲伤情感的联想和理解。在翻译时，译者需要准确地把握原文的语境和情感，选择适当的翻译方式来传达其中的含义和情感。

例二：帘卷西风……《醉花阴》

许译：Should western wind uproll,

The curtain of my bower...

朱译: The curtain rolling up, autumn winds blow...

分析:“西风”是一个诗句中常见的表达,意思是“西方的风”。根据上下文和语境的不同,可以有两种可能的翻译方式: "western wind" 和 "autumn winds"。下面是对这两种表达方式的描述。

"western wind":这个翻译方式直接将原文翻译成英文,保留了原文中的“西风”一词。它传达了一种方位和方向,适用于描述风来自西方的情况。这个翻译方式强调了风的方向和地理位置,用于描绘特定的气候或者环境。而英语国家一般都在盛行西风带,所以他们对于 western wind 的理解可能更容易一些,关联性更强。

"autumn winds":这个翻译方式将原文中的“西风”解释为“秋风”。它传达了一种季节和气候的意味,可能适用于描述秋天的风。这个翻译方式强调了风的季节性和与秋天相关的特征,可能用于描绘秋天的景象或者氛围。由于英语类国家没有秋风的观念,所以他们可能不理解秋风意味着什么关联性比较弱。

4.2 物质文化负载词

物质文化负载词与物品的性质及功能相关的词汇(钱亚旭等,2011)。利用关联理论分析物质文化负载词可以从多个角度探索物品和物质在文化中的含义。首先,将物质文化负载词与相关的概念和价值观连接起来,了解它们在文化中的地位。例如,分析“家庭汽车”这一词汇,可以关联到家庭、便利性、社会地位等概念,深入理解这一物品在文化中的角色。

其次,考察物质文化负载词与其他物品之间的关联,建立一个描述物品之间联系的网络。例如,研究“手机”这一负载词时,可以关联回“通讯”、“社交”、“科技”等相关物品,揭示手机在文化中的多重联系和功能。

最后,通过比较不同文化中对于相同物质文化负载词的关联,可以揭示出文化之间的差异和共通之处。比如,“食物”在不同文化中可能与“仪式”、“社交”等概念关联,但具体关联的方式可能因文化背景而异。

例一:只恐双溪舴艋舟,载不动许多愁。《武陵春》

许译: But I am afraid the grief-overloaden boat.

朱译: Only I am afraid the riverboat too small.

分析: 舢舨舟翻译成英文有两种可能的表达方式: "the grief-overloaden boat" 和 "the riverboat too small"。下面是对这两种表达方式的描述。

"the grief-overloaden boat": 这个翻译意味着舢舨舟是一艘被悲伤压垮的船。这个翻译强调船上承载的悲伤和沉重的负担。它可以暗示船上的人们或者船的目的地都有一些令人悲伤的故事或经历。这个翻译传达了一种深情和沉重的氛围, 适用于描述一个悲伤的场景或者一个富有情感的故事。这种译法信息接受者能够理解原文真正的内涵, 因此译文关联性较强。

"the riverboat too small": 这个翻译意味着舢舨舟是一艘太小的河船。这个翻译强调船的大小不足以满足需求或者完成任务。它可能指的是船的载重能力不够, 或者船的尺寸不适合当前的环境或任务。这个翻译传达了一种局限和不足的感觉, 适用于描述一个挑战或者困境的情景没有情感在里面, 所以读者不能够理解原文真正内涵, 因此译文关联性较弱。

4.3 语言文化负载词

使用关联理论分析语言文化负载词时, 可以通过探讨词汇之间的内在联系来深入理解它们在特定文化中的含义和价值。首先, 将文化负载词与相关的概念、价值观、社会结构等连接起来, 建立一个丰富的语境。例如, 分析中文中的“家”一词, 可以关联回“亲情”、“传统”、“责任”等概念, 形成一个文化网络。

其次, 考察文化负载词与其他词汇之间的关联, 建立一个描述词汇之间联系的网络。通过这种方式, 可以揭示出词汇在语言体系中的地位 and 相互影响。例如, 研究“自由”这一词汇时, 可以关联到“权利”、“平等”、“民主”等相关词汇, 展现其在语言网络中的多层次关系。

最后, 通过比较不同文化中对于相同语言文化负载词的关联, 可以发现文化之间的差异和相似之处。这有助于理解文化对于词汇理解和使用的影响, 以及不同文化中对于相同概念的不同表达方式。

这种关联分析为我们提供了更深层次的文化理解, 有助于促进跨文化交流、

翻译和语言教育等领域的研究和实践。

例一：知否，知否？《如梦令》

许译：Don't you know? Don't you know?

朱译：You know? You know?

“知否？知否”是中国古代文学中的一句诗句，意思是“你知道吗？你知道吗？”。根据上下文和语境的不同，可以有两种可能的翻译方式：“You know? You know?”和“Don't you know? Don't you know?”。下面是对这两种表达方式的描述。

“You know? You know?”：这个翻译方式直接将原文翻译成英文，保留了原文的疑问语气和重复的表达方式。它传达了一种询问和确认的意味，适用于一种友好的交流或者对方已经有所了解的情况。这个翻译方式强调了句子中的反复和重复，用于强调某个观点或者加强语气，同时也表达出了凄凉忧愁的情感。

“Don't you know? Don't you know?”：这个翻译方式在原文的基础上加入了否定的语气，意思是“难道你不知道吗？难道你不知道吗？”。它传达了一种惊讶或者责备的意味，可能适用于对方应该知道但却不知道的情况。这个翻译方式强调了一种反问和质疑的语气，用于表达不满或者批评的情绪，对于接受者来说没有上一句关联性那么强。

5. 结论

关联理论通过分析文化负载词，深入揭示了语言和文化之间的紧密关系，为我们理解文化内涵和价值观提供了深刻的视角。通过探索词汇之间的内在联系，关联理论提供了一种系统性的框架，用于解析语言中的文化元素和它们之间的互动。以下是关联理论在分析文化负载词方面的一些重要方面和新成果：

跨文化比较：关联理论为跨文化比较提供了理论框架。通过比较不同文化中对于相同或相似负载词的关联网络，我们能够发现文化之间的差异和相似之处。这种比较有助于深入理解不同文化对于共通概念的理解和表达方式，促进跨文化研究和理解。

情感和价值观分析：关联理论突出了情感和价值观在文化负载词中的重要性。通过分析负载词与情感、价值观等的关联，我们能够更全面地理解这些词汇在文化中的角色。这对于理解文化认同、社会价值观以及情感纽带等方面提供了深刻的洞察。

总体而言,关联理论通过深入分析文化负载词,为我们提供了解语言和文化关系的有力工具。这一理论框架不仅推动了对文化负载词的深入研究,还为实际应用提供了理论基础。在全球化的今天,深入理解语言和文化之间的关系对于促进跨文化理解、交流和合作至关重要。

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**RESEARCH ON THE TRANSLATION OF CULTURE-LOADED WORDS IN
LI QINGZHAO'S POEMS FROM THE PERSPECTIVE OF RELEVANCE
THEORY: A CASE STUDY OF TWO TRANSLATION VERSIONS OF XU
YUANCHONG AND ZHU MANHUA**

***Abstract.** In this paper with the correlation theory as guidance, to Xu Yuanchong and Zhu Manhua translation as the research object, the purpose is to promote the spread of Chinese culture, and strengthen the study of cultural load word, but with the correlation theory analysis of cultural load word is less, so this focuses on understanding the correlation theory for the value of cultural exchange. The research method is to analyze the differences between the two translators in the translation of Li Qingzhao's poems through the combination of several aspects of the cultural load words and the correlation theory. But in general, Xu Yuanchong's translation is more relevant, which is more conducive to the cognitive relevance of the target readers.*

***Keywords:** relevance theory; culture-loaded words; Li Qingzhao's poems; translation research.*

DOI:

UDC: 37.091.33-028.16:811.111-042.2(045)

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**THE COMPARISON AND PRACTICE OF TWO FOREIGN ENGLISH
TEACHERS' TEACHING BELIEFS IN TEACHING SPOKEN ENGLISH IN
CHINA—THE STORIES OF “GARDENER AND TIGER”**

***Abstract:** The teaching beliefs and practice of two foreign English teachers who teach in the same northern college in teaching spoken English are analyzed by the way of ethnography, that is, by the research of their living and working environment. By comparison and observation, their characteristics and constraints in teaching English are discovered. The purpose of the study is to reveal the characteristics of the teaching beliefs of the foreign teachers and shed light on the Chinese teachers teaching belief, so the teaching can be improved.*

***Keywords:** spoken English, foreign teacher, belief.*

Since the existence of English majors, the foreign teachers began to work as a special group in China. They come from different English-speaking countries and have different majors. The role they play in teaching spoken English is indispensable.

The questions of the research are the following:

- what are their teaching beliefs in spoken English?
- Are their classroom practice consistent with their teaching belief?
- What are the constraint factors of the classroom practice?
- What are the differences between the two teachers and what are the enlightenment to other spoken English teachers?

The procedures of the research:

- Observation of all the foreign teachers and narrow down the subjects and get their permission;
- Observation of the chosen two subjects;
- Have semi-structured interview of the subjects;
- Transcript the semi-structured interview;
- Categorize the feedback of the students and the evaluation from the administration.

With the permission of the subjects, their nicknames in the passage are chosen by themselves. The Canadian male teacher always wears the fisherman cap and the green camouflage outfit so the writer gave him nicknames like fisherman, captain. He chose big tree, forest, gardener, annoying, troublesome and controlled-crash as his nickname. Finally, he decided to use gardener. The other man, an American teacher, chose tiger as his nickname.

Table 1. Nicknames and their specificities

Nicknames	Nationality	Gender	Age	Education	Years of teaching	Lessons	The number of students
gardener	Canadian	He said he is not sure	He usually fills his form as mumble. His wife said he is 65.	Bachelor	Varies, he used to be tutor in Canada, then teach 8 years in China	Teach spoken English to the computer major graduate students	29
tiger	American	male	34	Ph. D	2 years	Undergraduate of English-majors	15

Research discovery of Gardener is that his characteristics are: playing video clip; help student learn how to learn English; practice of culture and language. He never uses power point or textbooks at class. He prepares video clips of different themes and he takes a file filled with English proverbs, jokes and short stories to assign to the

students to do pair work.

Table 2. Video clips and their specificities

Period 1	Time (mins)	Period 2	Time (mins)
Video playing and question answering	5	Video playing and question answering	10
Individual practice with a paper slip	30	Students pair work	20
Teacher explaining the English-learning video	10	Video playing and question answering	20
Students pair work	5		

Observation of gardener's lesson:

Gardener usually comes to his classroom earlier than the beginning bell of the class to play interesting video clips for the students. Today he played a funny clip about a ram chasing a motorcycle while passing the attendance chart to the monitor for every student to sign. After the bell rings, everyone is wearing a smile on their face. He raised a question to the class: "Who can describe this video clip?" The students said chasing motorcycle while sitting on their seats. Gardener played the video again and paused to teach us the word ram. Then he played a video about elephants playing soccer. Although students burst into laughter from time to time while watching and listening to the English video, they still could not describe this no subtitle video in English.

After the bell rings, gardener gave each student two to five slips to learn. There are translation of the Chinese idioms, riddles and jokes on the slips. Some students will say the corresponding meaning in Chinese such as throwing a brick to attract jade, catching a leader to catch all the thieves and a riddle like that which room has no window has no door? Gardener let everyone choose the most interesting slip among all the slips given, stand up and teach this slip to the class. While the student is teaching, gardener squatted down beside the student desk and listened carefully. If this student could not understand the slip, gardener would read this slip to the class. There is always someone who could translate or answer the question on the slip after discussing with the student next to them. After this activity, gardener played a video about a British

man teaching how to learn English. There are seven rules about how to learn English effectively. Gardener asked students if they could understand this video and repeated the seven rules. The gardener played another video about a Korean teacher teaching Gangnam style dance in English to show the class it is important to learn the basic knowledge of English and repeat the English to practice it. Then gardener gave out the slips of short stories to the students to do pair work. He required the same story should be told in present tense, past tense and future tense. After this pair work, he did not make the students stand up to show the class their practice. He asked the class if they would like to watch a video or a pair work with slips. The students chose to watch a video, so he played two video clips about making roast ducks and pizza.

Gardener's extracurricular activities are as follows: Gardener organized an English corner twice a week on campus, and he organized an English corner in the provincial library sometimes during the holidays which lasts one and a half hours. He would invite his students and friend who love English. The people who always attend his English corner are students who are from graduate school. Besides that, he would make appointments with the students to chat in English as coffee time. He is very loyal to attending the English corner no matter what weather it is. The English corner will not be close during holidays. Gardener is very punctual and he is always waiting anxiously for other people to come to the English corner before other people arrive.

The comments from the students are: One student said what the teacher taught was useful and the video played was refreshing. The other student said it was a little bit wasting time for every student stand by their seat and teach the class a joke or a proverb. Because one is reading, others could not understand. So, they would do other things.

The comments from other teachers are: It is very touching to see gardener squat down and listen to the students teach the slips at class. He squatted in the narrow space between the desks and listened to students teaching with a trusting heart and expectations. Although not very student can be fully understood by the class, he must squat and stand up for more than thirty times for each student.

Semi-construction interview:

The interview took fifty minutes and the transcription is over five thousand words. In answering the question, how is teaching English as a job? Gardener thinks it can be fun, it can be challenging, it can be very satisfying. Sometimes it varies. Sometimes it is very demanding if there is a student who refuses to learn.

What is the best way to teach English?

Gardener thinks there is a way to help people grow, help their situation get better. He helped engineers and businessmen learn English and have them communicate in groups and practice together. So, the best way to teach English is reading a book, watch short videos and people doing things together because people are shy. Gardener thinks people who learn from a book are false beginners because they have good reading skills and they need to bring up listening and speaking skills. He thinks if one listens to English, he can correct himself. His motto is that you learn how to learn, you get a better learning.

In answering the question what is the role he plays in the class? Gardener thinks he provokes and he finds interesting subjects and students needs and go between wants and needs. He causes cycles but he is neither a director nor a friend. He leads the group he called himself facilitator. He tries not to be a friend but he can be very friendly.

He makes jokes and do things together but he stays out of students' personal lives. Gardener thinks he is like a pest because he constantly pauses the video and asks questions. He thinks the students enjoy this pest.

The barriers of his teaching practice are as followed. Sometimes the students are not willing to talk. If there is something interesting in the video, students will chat and argue with the other students in Chinese. Gardener's biggest fear is that he could not find what students are interested in or the unwillingness of the students to talk or the students taking over the class in Chinese.

Teaching materials gardener use are special. Gardener never uses textbooks. He collects video slips and paper slips and puts them into different categories. Gardener updates the video clips and paper slips. He thinks English jokes are cold jokes and often raptures in culture. If the students can understand the jokes and idioms, they are truly learning English and enjoying English. Gardener often prepares different video clips

for students who came from different majors. He uses devil's advocate to raise questions to the ship-building major students about a ship video. He also thinks students should learn body language of the western country. Gardener knows some basic Chinese and he uses Chinese as lubricate to adjust the atmosphere of the class.

About the relationships with other English teachers. Gardener was invited to train Chinese English teachers. He does not think Chinese English teachers should speak Chinese. He thinks ninety percent of the time should be English-speaking time. In a southern private school, gardener gives ielts spoken English lessons and he said there is no need to learn grammar when learning spoken English. He ended up being criticized harshly by the next-door grammar teacher. Although gardener could not understand Chinese, he was drooping his head like confessing his mistake. Gardener's wife fiercely swore at him after work because she is Chinese and she will take Chinese side forever. Gardener would never say there is no need to learn grammar because he is afraid his wife would poison him in the food.

About the question if he has any dissatisfaction of the school. Gardener would not understand why the foreign languages department building is so close to the administration building because he thinks the closest should be the most important according to Chinese culture.

Tiger likes to be observed because he thinks it helps him to improve his teaching. He often wears orange coat and T shirt because that is the logo of his college where he graduated with a Ph. D. It is a tradition everyone wears orange every Friday. When he arrived in this college, he really wanted to buy the T shirt with the logo of this northern Chinese college. His third child was born in Beijing. Every time the observer enters his classroom, he enthusiastically introduced the observer and told students not to be influenced because the observer is here to watch him not the students. Tiger thinks tiger should be his nickname because tiger can represent his coat color, enthusiastic character and his accent. But he thinks he is losing that accent because he stays long enough in China.

Table 3. Assignments and their specificities

Period 1	Time	Period 2	Time
Quiz	5min	Practice of the handout	7min
Agenda	5min	Jigsaw grouping and practice of modal verbs	
Grammar of attributive clause and practice	7min	Students make up a conversation using modal verb	
Jigsaw grouping and task -preparing	8min	A student from each group came to the blackboard to write this make-up situation using modal verb	
Practice of all the students	15 min	Tiger told a joke	2 min
Audio-playing	5 min	Tiger summarized the difficult points and raising questions	3min
Questions raising and answering of the audio	5 min	Assigning the quiz of next class and the type of question	5min
		Displaying the students' questions and answering	5min

Observation of his lesson is that: At first tiger gave a quiz about last lesson, which includes five choices. He let the students switch their papers to grade and he will check the answers in front of class. Then he showed the agenda for today on the powerpoint which includes learning outcomes, which unit, grammar and which unit of the book “interchange”.

Then tiger gave out handout to the students to distinguish relative clause and non-defining relative clause. Tiger thinks Americans overuse comma. After the practice of telling relative clause and non-defining relative clause, tiger used the jigsaw methods to put the students into three groups. He gave students a movie-making assignment. His requirement is be creative. He encouraged students to come up with as many behind-scene jobs as possible. While students are doing this assignment, he came to every group to assist them. Once a while, he listened a group of students speak and say a word they do not know or say something encouraging. After reminding students there are two minutes left, tiger let every group stand up and share the plot with the class. Obviously, students are familiar with jigsaw grouping method and stood up and formed their group quickly. Tiger came to every group to listen their discussion and everyone's

duty naturally, laughter burst from every group from time to time. The comment and conclusion are made by tiger too.

Subsequently tiger played an audio about modal verbs after let student find the corresponding blank questions in their handouts and prepare to take notes. Then tiger will raise questions about the blank. Each student is encouraged to express their ideas in a whole sentence. When one could not give the right answer, others will be asked.

During the ten-minute break, tiger recommended his favorite Chinese brand peanut to the students. In the second period, tiger used jigsaw method again twice to let student have enough discussion about the modal verb questions on the handout. After the checking the right answer, tiger makes each representative make a sentence and write it on the blackboard using modal verb. If this representative writes it wrong, the other group member can come up and correct it. This topic is about making tea.

After checking the answer, tiger told a joke. His son usually pointed at his bicep then say “look at my gun”. One day, his daughter pointed at her arm and said “look at my tiara!”. Tiger summed up how to use modal verb and told the class about what questions would be in the quiz next class. Then the lesson has several minutes to the end. Tiger showed the questions about him collected from the students from the beginning of the semester. One question is why he came to China to teach. He told the class his several trips to China and his love of China in detail. One student wanted tiger to correct the pronunciation and grammatical mistakes of the students. Tiger said from his childhood, his mother wanted him to be a nice person, which amused the whole class. If students want to be corrected, tiger would do it.

The extra-curriculum Tiger organized is that Tiger invited student to come to his apartment and speak English. His wife and kids love to see the students at any time. During the semester, he will let students sign up in groups and visit his apartment and have dinner. If one of his kids is sick, he would tell the class not to come to his house.

The evaluations of students are Tiger learned “happy face, sad face, exclamation mark, question mark” survey from his colleague to get students’ feedback. Happy face represents what students like about his teaching. Sad face represents what students think the teacher should make some changes about. Exclamation mark represents

comments on his teaching. Question mark represents what questions students have about lessons taught and teaching. Every semester tiger does this survey twice among two English-major classes of fifty students anonymously. One time is one month after the semester begins, the other is the middle of the semester.

Fifty surveys are gathered and analyzed as follows:

Happy faces are given:

All students gave tiger positive comments. The frequent words used are humorous and interesting which appeared 7 times; clear and active appeared 6 times; encouraging and energetic appeared 4 times; good atmosphere and confidence appeared 3 times; helpful and relaxed appeared 2 times; happy and perfect appeared 1 once.

Sad faces are also given:

- About grammar: three students think they have learned the grammar tiger taught at class. There is no need to spend time on grammar at class because it is easy. One student thinks he neglects grammatical mistakes but he gets more praise than he deserves. One student thinks tiger needs to teach more grammar because his or her grammar is poor.

- The speed of tiger's speaking: five students think tiger speaks a little bit fast so they could not understand some words. 3) Idioms: two students think tiger should teach Chinese students to speak like Americans. More idioms should be taught and corrections of Chinese students' pronunciation should be made.

Question mark represents the comments as follows: Most students do not have problems. One wants to know more about mid-term exam. One wants to know the difference between will do and will be doing.

Exclamation mark represents that. Two students want tiger make more use of the blackboard. Two students like to see the agenda for today from the powerpoint very well. One student wants to play a short-time game rather than long-time role-play. One student wants to watch more video clips. One student wants tiger to bring his new-born baby to the classroom to play with them.

Comments from his colleague are as followed. One friendly American supervisor thinks most of the time tiger did his teaching very well but the time distribution of his

talking at class should be reduced so more opportunities of speaking should be given to students.

Semi-structure interview questions and answers are as follows:in answering how to view teaching English as a job. Tiger thinks teaching English in China is a honeymoon to tiger. He obviously enjoys teaching English in China. Chinese food is delicious.

The nature of English teaching for tiger is that Tiger's spoken English lesson consists of seventy percent of speaking and thirty percent of listening or sixty percent of speaking and forty percent of listening. Tiger thinks his way of teaching is interesting, stimulating and energetic. Encouragement and praise should be given often because he is raised this way. His purpose is to create a relaxing and comfortable environment because in this kind of environment learning efficiency is promoted. Tiger uses jigsaw method to put students who are not familiar to each other into same groups so they would have no fear talking to strangers. His favorite activity is having students stand in two lines facing each other to communicate thirty seconds. The students move to change positions so everyone has this opportunity to talk with a different partner. Tiger feels whatever topic is, the method works. Nearly three weeks, tiger organized this activity.

When given the question what the nature of English learning is, Tiger thinks English learning should be comprehensive. Speaking, listening, reading and writing should be improved. The key to learning English is to practice English after class and be brave to communicate with foreigner about any topic. The quality of not being shy and being ready to communicate are very important.

Tiger likes that an ideal teacher is who can adjust himself according to the different situation. In his mind, the fair and flexible teacher is perfect. For example, the grade should be deducted if a student did not finish his or her homework because his or her grandma's funeral. Certainly, any teacher should improve himself.

Learning materials tiger used are the copies some useful chapters from the Cambridge textbook named "Interchange". Some non-English major textbooks arouse his interest, so he often makes copies and uses the audio from them.

Professional development of the two teachers is: Tiger is employed by non-profit American company which sent English teachers abroad. He taught pedagogy and law in American college and get one-month training to get the Tesol certificate. His professional development is from three aspects:

- sharing the teaching material from his American colleagues;
- subscription of the up-to-date Tesol journals;
- the experience he gets and exchanges from the workshop and meeting he attends annually organized by his company.

The factors which influence teaching are as followed:

- The desks are great hinder of his teaching. They are heavy, noisy and impossible to be put into different shapes. He takes efforts to put desks back to the original place.

- Tiger would not like to use the classroom which provides each student a computer on the desk. When he was teaching leadership in the states, he found out students play video games in their computer. That lesson ends up unhappily.

- The greatest fear of tiger is to teach beginners or low-level students. When tiger began to teach English in China, he taught non-English major teachers English. No one talks. Tiger was afraid of silence in his classroom. He began to introduce his family in the first period. The second period, he found these teachers are interested in badminton. So, he ended up talking about badminton for the second period.

Tiger continued his teaching in another university in the same city. That univerisity is closer to downdown. Then after three years, he came back to America to pursue his second PHD. Gardener went back to Canada due to his physical condition.

Conclusion and discovery:

Gardener and tiger both hold the same belief that learning spoken English should have a lot of listening and practice. They both organize activities in class and outside of classroom to have students practice speaking English. Gardener teaches non-English graduate students in a bigger classroom with over thirty students. The motivation of these students to learn and practice is low. There is no computer screen on each student's desk. Gardener tries to arouse the students' interest by playing video clips and incorporates video clips with their major. The paper slips he prepares are rooted in the

difference between two languages and oriented to make students able to bridge the culture difference. Tiger has motivated English-major students who are eager to speak like foreigners. He has no difficulty making students interested in his lesson and practice speaking English at class. His teaching plan expects students to speak English with correct grammar while he is reluctant to correct the students' grammar and pronunciation in person. Gardener teaching plan includes plenty of input such as idioms and colloquial English aiming for students to understand and learn everyday English. The class atmosphere is quite different because tiger's organizing group work more than pair work and individual work. Gardener usually does not make student move due to the layout of the classroom. Chinese students are usually reluctant to talk in English voluntarily in class without stimulation from the teacher. Since all the grammar is learned in high school textbook, Chinese students expect no grammar teaching but new authentic information from native speakers. The language model is set from foreign teachers or the video clips. The thirst for standard pronunciation and unknown idioms and vocabulary is unquenchable.

The enlightenment of the observation is that foreign teachers should be given a lot of freedom to choose the textbook and teaching materials and be able to choose what kinds of students to teach such as students of English-majors or students of non-English major; undergraduate or graduate; the amount of student in one class. The classroom should be designed to fit foreign teachers' need: the bolted-to-ground desks and chairs hinder the way of foreign teachers' teaching greatly. The extracurricular activities such as attending and organizing English corners, open house, western festival celebrating should be encouraged and cooperated with the college. The evaluation should be done in the Chinese administration and sent to them in a diplomatic way. Proper adjustment should be made if Chinese students are not used to their way of teaching. Their way of teaching should be respected and encouraged. The popular teachers should be given a prize just as what popular Chinese teachers get. The cooperation of Chinese teacher and foreign teacher should be promoted because students would love to see English-speaking teachers communicate especially outside of the classroom.

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两位外籍英语教师的口语教学信念的比较与实践——园丁和老虎的中国故事

摘要: 本文用人种志方法分析了两位在中国北方同一所大学里任职英语教学工作的两位外籍男教师。作者采取听课、访谈等方法了解了他们的工作和生活环境。通过比较和观察, 揭示了他们教学中的特点和局限性。本文的写作目的是通过深入了解外籍教师的教学方法, 从而了解他们的教学信念, 进一步提高英语课堂的教学效果。

关键词: 口语; 外籍教师; 信念; 教学方法

DOI:

UDC: 81'25:811.111:35.073.526:001.8(045)

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**A STUDY ON ENGLISH TRANSLATION OF CATEGORY WORDS IN THE
GOVERNMENT WORK REPORT FROM FUNCTIONAL EQUIVALENCE
THEORY**

***Abstract:** China's Government Work Report covers the development status of politics, economy, people's livelihood, diplomacy and culture, and is also an important source of information to understand China's current situation and policies. Recently, many scholars have paid close attention to the study of its translation, and put forward a series of viewpoints and methodologies from various angles. However, whether the English version can accurately express the original meaning remains to be discussed, and related translation problems still exist. Therefore, based on the functional equivalence theory, this paper makes a preliminary study on the English translation of category words in the report, mainly from the lexical and syntactic analysis, and combines the use of some commonly used Chinese category words in government texts in recent years and typical English translation problems, so as to find out some translation problems, and the author will analyze them in the text and give solutions. In a word, solving the problem of category words is helpful to improve the translation quality of government documents, facilitate readers at home and abroad to study major events in China and promote cultural exchanges.*

***Keywords:** Functional equivalence; Government Work Report; Category words; Translation strategy.*

1. Introduction

In this part, the author would like to state the purpose of the topic for the research and point out the significance of this thesis from the perspective of equivalence theory and practice with the most concise ink. Firstly, it gives some brief introduction to the background of the research. Secondly, it places an emphasis on the significance of the research. Finally, it's about the structure of the research.

2. Background of the thesis

China is playing an increasingly important role in the international community. And its political and economic development continues. In recent years, China has remained the top in many ways nationwide. Not only are different countries deepening their exchanges in terms of political interaction and trade, but those countries are also placing more emphasis on cultural exchanges. China also makes a great contribution to exchanges in terms of culture, politics and economy. Chinese government documents are documents released by the government, which are full of handsome and accurate information. They are authoritative documents issued by the Chinese government. Those documents from government are critical channels for domestic readers to understand national affairs and for foreign readers to know about China. In order to help different readers precisely comprehend the *Report* and build an objective impression of China, the translation of documents from government is a great of significance. As an important part of literature, category words are often used in Chinese to refer to something, especially something which expresses the scope of concepts such as behavior. In translation, adequate attention should be paid to phenomena and attributes.

However, the quality of C-E translations of government documents receives no recognition for a long time. Taking following sentence as an example, “十八大精神、十九大精神”, is translated as “the guiding ideology of the 18th National Congress” in the 19th National People’s Congress of the CPC. And “十九大精神” is translated as “the spirit of the 19th Communist Party of China” in People’s Daily Online.

“精神” in both phrases refers to the guidelines and plans communicated at the

conference. However, two completely different translated versions exist here. Which one is the correct one? Here, we translate it based on its concrete context and translate it into “guidelines” rather than “spirit”. This is because the word “spiritual” refers to something about religion, mind and soul. In addition, there are countless problems like this in government documents.

So, it is a require conducting an in-depth study on how to translate government documents from Chinese to English with fixed category words. Based on the theory of functional equivalence, this thesis focuses on the C-E translation of Chinese category terms commonly used in government documents, hoping to provide some help to solve the problems in this field.

3. Significance of the thesis

Government documents are an integral part of China’s diplomacy. Category words, an important part of government documents, are not so easy to be translated. An in-depth study on the C-E translation of these terms has their values. Theoretically, this essay provides a fresh research area for the translation of government documents, especially the Chinese-English translation of category words in various contexts. Being different from the previous studies on government documents from the perspective of discourse genre analysis and discourse analysis, this paper analyzes the C-E translation problems and gives solutions of category terms based on the functional equivalence theory. The first one is that applying the functional equivalence theory to the C-E translation of government documents not only reflects the adaptability of the theory to the texts, but also further the application value of the theory and enriches its connotation. Next, this essay applies the theory to propose a specific scheme for the treatment of categorical terms, which expands the scope of the study. In practice, this paper sheds some light on solving the problems of confusing translations of government documents and irregular translations of categorical terms. By improving the quality of translation, foreign readers can correctly understand the meaning of Chinese government documents and establish an objective attitude toward China.

4. Structure of the thesis

To begin with, this thesis summarizes the current research status of *Report*

translation strategy, then elaborates functional equivalence theory. What's more, through literature analysis, the examples of English translation of category words are collected. Through the analysis of the collected examples, corresponding problems and solutions are proposed. At last, the English translation strategies of Report category words are summarized.

5. Literature Review

5.1 Current studies on *Report* translation in China

This section provides a general literature review of translation studies of taxonomy terms and government documents in China. Since categorical terms are Chinese-specific terms and Chinese government documents are analyzed by Chinese researchers, this part makes an emphasis on studies both at home and abroad. The author finds that previous studies have mainly adopted the strategy of omitting translation category terms and not giving more translation categories based on different contexts, which disregards the value of category terms.

The habit of using category terms in Chinese comes from its own cultural roots. Concepts and categories in Chinese do not have clear definitions. They contain almost multiple aspects, so it is difficult to understand them accurately. Academics have suggested that we need to add some words or omit some words because of the different expressions in two languages.

In addition, using category terms is also a supplementary way. For example, we can't translate “民生问题” into “生计问题” rigidly, because this collocation in China implies some necessities in our daily life. So, we should translate it as “daily needs”, which can fully express its Chinese meaning and suit for abstract English expressions.

5.2 Current studies on *Report* translation abroad

Owing to fact that the *Report* is a kind of Chinese political text that is unique in China, it has been relatively little studied overseas. Just as the Premier of the State Council of China presents the Report on the Work of the Government to the delegates of the National People's Congress (NPC) on behalf of the Chinese government each year, the President of the United States releases the State of the Union Address to Congress each year. The State of the Union differs from the Government Work Report

because the former not only reports to members of Congress in that country, but also allows the President to articulate his or her legislative arrangements and national programs that should be prioritized. To sum up, more attention has been paid to the study of the State of the Union address abroad. There is not much literature abroad that focuses solely on the study of the Government Work Report.

After the 15th century, natural science entered a stage of classifying, analyzing and dissecting nature, predominantly using inductive and mathematical deduction methods based on observation and experiment. The whole is decomposed into parts and classified, and complex phenomena and things are decomposed into concrete details or simple elements. That is why Westerners delve into the origin of everything, analyze the creation and structure of the universe, down to the basic elements and atoms that make up everything, and even the nature and shape of atoms, which is called “atomism”. The Chinese, on the other hand, characterized by wholeness, put forward the “Yuan Qi theory”. The former goes deeper vertically, focusing on the analysis and dissection of things and the study of individuals; the latter spreads out horizontally, focusing on the interrelationship of things and the grasp of the whole. In this way, it seems that in the definition of logical concepts, the Chinese favor the genus concept, and the Westerners favor the species concept. The paradigm word is a way of thinking that responds to the unique properties of an object. Human beings know things from their external characteristics and gradually go deeper into their internal properties to distinguish them from other things.

6. Theoretical Framework

6.1 Introduction of equivalence theory

To have a criterion of translation between the source languages and target languages and then to downsize disparities of them, Nida has proposed the famous translation theory of “dynamic equivalence”, namely functional equivalence, from a linguistic point of view. In this theory, he states that “translation is the reproduction of information from semantics to style in the most appropriate, natural and reciprocal language”. Nida’s definition of translation also suggests that translation is not only lexical equivalence but also semantic and stylistic equivalence, and the message

conveyed by translation has both lexical and deep cultural information. The reciprocity in dynamic reciprocity includes four aspects: (1) lexical equivalence, (2) syntactic equivalence, (3) stylistic equivalence, (4) stylistic equivalence. Of these four aspects, Nida argues that “meaning is the top priority, while form is the latter one”. Form is likely to obscure the cultural meaning of the source language and hinder cultural exchanges. Translators should regard the four aspects of dynamic equivalence as translation principles to accurately reproduce cultural connotations of the source language in the target language.

6.2 Key concept of equivalence theory

As an independent discipline, the first question that should be answered is: what is translation? Traditional translation theories focus on the manifestation of language, and people tend to concentrate on special linguistic phenomena, such as poetic meter, poetic rhyme, wordplay, sentence prose and special grammatical structures.

Theories of translation modern translation theory focuses on the reader’s response to the translation and the contrast between the two responses (the original and the reader of the original, the translation and the reader of the translation).

Nida points out that “translation means reproducing the information of the original language in the most appropriate and natural equivalent in the translated language, from semantics to style”.

In his book *Translation Theory in Practice*, Nida explains that the closest natural equivalence refers to meaning and style.

In *From One Language to Another*, however, Nida goes on to interpret equivalence as referring to function. The “function” of a language is the language can be used in the same way: different languages necessarily have different forms of expression, either in terms of phonology and grammar or in terms of conventions of expression, but they can have the same or similar functions to each other.

Nida divides translations into two types: formal reciprocal translation and dynamic functional reciprocal translation. Formal equivalence in translation means that the translation is centered on the original language, reproducing as much as possible.

Formal equivalence is to focus on the original language and try to reproduce the

form and content of the original text. Functional equivalence focuses on the reader's reflection, reproducing the information in the original language in the closest and most natural equivalence.

The reader can understand and appreciate the original to the same extent as the reader of the original. Nida's formal equivalence requires a strict reproduction of the form of the original language, which is in fact a "word-for-word" or "dead translation".

7. Problems in Translating Category Words

Category words are the words used to express the category, including behavior and phenomenal belongings, and are often used in Chinese to refer to specific means, such as behavior attitude, aspect, way situation, meaning situation, mood and so on. In general, they have no real meaning in a sentence, but are very useful and when used properly can make a sentence flow and be specific. However, one of the main characteristics of English is that it rarely uses verbs. This over-reliance on nouns often leads to abstraction of expression, so in translation, how can we achieve this proper transformation between "concrete" and "abstract"? In his book *Toward a Science of Translation*, Nida, a leading American translation theorist, points out that the natural counterpart closest to the source language message. In order to follow the above principles for the translation, that is to say, the translation should conform to the idiomatic expressions of the target language. And the language of the translation should be fluent, natural and easy to understand, the translator should not directly equate the category words into English in the process of C-E translation but should follow the principle of "dynamic equivalence". Above all, the translator should analyze the collocation structure of the category words to understand the meaning of the whole sentence, and then choose a suitable translation method before translating.

The author concluded many category terms from the 2021 *Report, Xinhua News*, and China Daily. After having a detailed analysis of them, we found three translation problems. The specific problems are: (1) lack of linguistic adaptation selection; (2) lack of cultural adaptation selection; (3) lack of communicative adaptation selection.

7.1 Failure to make linguistically adapted choices

When translating the category words in documents from government, the

translators did not choose the correct English words to make foreign readers really understand the meaning of those documents. Because they do not fully understand, and they do not fully comprehend the meaning of those Chinese collocations, nor can they know about the meaning of the category words during the reading. Therefore, the above is easily misunderstood by other readers. Looking at the following examples:

Example 1: 企业家精神

(1) Entrepreneurial spirit (2015 *Government Work Report*, 2015)

(2) Entrepreneurial spirit (China Daily.com, 2018)

(3) Entrepreneurial spirit (People's Daily, 2018)

(4) Entrepreneurial spirit (People's Daily Ontology, 2018)

“企业家精神” refers to the innovative, risk-taking and cooperative nature of entrepreneurs, the nature of a certain quality possessed by certain people. “精神” here cannot be translated into “spirit”, as it is different from the phrase “spirit of China”. It is also different from “中国精神”, it should be translated into “Chinese spirit”. The “spirit” refers to something related to a person's mind, soul, or beliefs.

Example 2: 慈善事业

(1) Philanthropy (China Daily, 2016)

(2) Charity (Report of the 19th National Congress of the CPC, 2017)

(3) Charitable activities (China Daily, 2019)

In terms of language structure, the translation of examples (1) and (3) is not concise enough because the word “慈善” itself implies that it is a cause. “事业” in this case just indicates its category and has no substantive meaning. However, in China Daily, the translator translates “事业” as “activity and cause” respectively, resulting in semantic redundancy.

Therefore, simply translating it as “charity” can adapt it to the English translation and achieve a balance between the two languages.

Example 3: 犯罪行为

(1) Crime (Xinhua News, 2018)

(2) Crime (People's Daily Online, 2019)

The word “行为” here refers as its category. And “crime” in English means “an illegal act for which someone will be punished by the government”. The word itself already implies that it is an act.

For example, in the 2015 Government Work report, “cracking down on infringements” was translated into “cracking down on violations”, “action” is omitted. These two words represents the same pattern “verb + act”, so it is better to omit it here. and this translation is more suitable for the translation environment, which can produce similar feedbacks from foreign readers.

From analyzing the above linguistic problems in terms of translating category words in documents from government, it is obvious that those problems make foreign readers misunderstand Chinese events and its image. Problems such as the wrong choice of English words and semantic redundancy are evident in these documents. Therefore, there is an urgent need to solve the translation problems of these categorical terms.

7.2 Failure to make culturally adapted choices

In addition to the above examples, which all focus on translation problems without linguistic adaptation choices, related problems are also found at the cultural sector.

That means that the translated versions of some category words cannot be adapted into the English cultural context, because the translators do not understand the context of Chinese collocation. If they do not have a correct and comprehensive grasp of these contexts, they are unable to choose appropriate English terms, which will certainly confuse foreign readers of Chinese government documents, leading to Chinese government documents, or other political or economic issues. Looking at the following examples:

Example 4: 精神文明

- (1) Cultural and ideological progress (C-E Dictionary, 2002)
- (2) Spiritual civilization (China Daily, 2015)
- (3) Cultural and moral progress (Xinhua News, 2018)

Three translations of the term “精神文明” have appeared. Qin Liming (1999) studied the views of two well-educated Anglo-Americans on the term “spiritual

civilization”.

To be honest, “精神文明” in Chinese culture means something cultural and moral other than material things. It demands the government to implement various cultural activities to enrich people’s lives and their mind. And “ideology” refers to a set of beliefs, especially those held by a particular group. Thus, the use of “ideology” is also impractical. Here, by discussing the context of this Chinese phrase, it is more feasible to translate it as “cultural and moral progress” after cultural transformation.

The above examples show that there are several translation problems in terms of the category terms in the process of translating government documents, from a cultural perspective. These problems, such as misunderstanding of the meaning of terms with Chinese characteristics and lack of thorough understanding of these terms, among others, make these important documents not easily understood.

Problems like misread the meanings of terms with Chinese characteristics and not understanding those terms thoroughly enough make these important documents less understandable and accordingly damage China’s image in the international arena.

7.3 Failure to make adaptive choices in communication

In addition to the problem of failure to make linguistic and cultural adaptations, there are some problems in the C-E translation of those category terms in documents from government, namely failure to precisely express the communicative purpose of the speaker. This means that the translated versions do not correctly achieve the communicative purpose of certain categories of terms in each context.

The C-E translation of category terms in government documents also serves a certain communicative purpose, i.e., to indicate the attitude of our country or to promote a certain idea. However, there are serious translation problems that prevent those communicative purposes from being achieved. Looking at the following examples:

Example 5: 工匠精神

- (1) Craftsmanship (*Report on the Work of the Government* in 2016)
- (2) Workmanship (*Report on the work of the government* in 2018)
- (3) Craftsmanship: the spirit of craftsmanship (*Report on the 19th Party Congress*)

To start with, “工匠精神” reflects the professional ethics and professional competence of artisans, and China now strongly advocates and wants to encourage people to work hard and dedicate themselves to their careers. With those actions, our country is calling on their people to hold this belief constantly.

Next, the use of a long sentence is inappropriate in this case. Besides, the translation of versions (1) and (2) choose an unsuitable category word, because the “spirit” means something related to religion, human and mind. If this term is used, foreign readers will misunderstand the communicative purpose here. Therefore, the shorter translation is “craft or craftsmanship”, which is better.

The above example shows that there are many problems with the translation of category terms. Based on functional equivalence, this thesis argues that the translator, as the center of translation, should analyze and select different terms from linguistic, cultural and communicative dimensions, and realize relevant transformations to adapt the translation to the translation environment and the exact words.

8. Solutions to Problems in Translating Category Words

By analyzing the above translation problems in government documents, we can conclude that those problems have the following characteristics under the guidance of functional equivalence theory: at the linguistic level, the translators do not choose English words with semantic equivalence to adapt the translation to the target language environment.

At the cultural sector, the meanings of category terms with Chinese characteristics are always mistranslated. In addition, the understanding of the deep connotations of these terms is often inadequate. On the communicative front, the communicative purpose of a speaker could not be properly expressed.

Therefore, the translator, as a core of translation process, should analyze and choose different skills and methods, and make transformations at the linguistic-cultural and communicative levels to adapt the translation to the appropriate translation context. In this chapter, the author applies functional equivalence theory to explain and classify the application of five commonly used Chinese category terms in government documents in detail. The specific C-E translation scheme is as follows.

8.1 Linguistic transformation

Different cultures have their own language systems, and the meanings and structures of language are always different with others. Thus, for translators, who are at the heart of translation, it is important to study the meaning of terms in depth, rather than just translating based on the literal meaning of terms and sentences. They need to take a deep thinking of the category terms by strictly following the solutions of language translation. This is applied in the following ways.

When it refers to the nature of something, it should be translated into some term with “-ship” as a suffix.

(1) 工匠精神 (The Nineteenth Congress Report)

Workmanship: craftsmanship (The Nineteenth Congress Report)

(2) 企业家精神 (The Nineteenth National Congress Report)

Entrepreneurship (The Nineteenth National Congress Report)

The suffix “-ship” has three meanings. First, it implies a situation, nature, and relationship, such as difficulty, autocracy and friendship. In the next place, it implies an identity and status, such as citizenship. At last, it refers to a craft, as in craftsmanship and craftsmanship. Those two “精神” respond to the need to embody the work ethic and professional competence of the artisan, and the innovative, risk-taking and collaborative nature of the entrepreneur. When Chinese readers see those phrases with meanings such as identity and native status, they react in the same way as foreign readers do when they see the suffix “-ship”. At the linguistic level, the word “skill” can be regarded as “-ship” in English, so when “精神” refers to the nature of things, it can be translated as a category word with the suffix “-ship” after it.

8.2 Cultural transformation

“Translation is the reproduction of the letter of the source language from semantics to style in the most appropriate, natural and reciprocal language”. Nida’s definition of translation specifies that translation is not only the reciprocity in the sense of vocabulary but also the reciprocity in semantics, style. And his statement conveyed by translation is both superficial lexical information and deep cultural information. The

application of this theory is listed in the following.

When indicating a specific arrangement for an event, it is translated as “program”, and “undertaking” specifically refers to the tasks and project in a project or a plan.

Looking at the following examples:

(1) 文化事业 (*Government Work Report*, 2019)

Cultural undertakings (*Government Work Report*, 2019)

(2) 发展残疾人事业 (19th National Congress Report, 2017)

We will develop the cause of people with disabilities (The Nineteenth National Congress Report, 2017)

(3) 加快老龄事业和产业发展 (The Nineteenth National Congress Report, 2017)

Accelerate the development of the cause and industry of the elderly (Nineteenth National Congress Report, 2017)

8.3 Communicative transformation

Different expressions engender different communicative results and influence people’s ideas of things. The English translation of government documents is a significant way for foreign readers to know about China. Therefore, translators should play their central role in translation and strictly follow the scheme of relevant conversions. Its application is as follows.

1. When it refers to a person possessing a certain state of a belief, it should be translated into “spirit”. As the word has religious overtones, it can also refer to people’s thoughts about certain things and properties. Looking at the following examples:

(1) 中国精神 (The Nineteenth National Congress Report, 2017)

Spirit of China (The Nineteenth Congress Report, 2017)

(2) 科学精神 (Nineteenth National Congress Report, 2017)

The spirit of science (Nineteenth National Congress Report, 2017)

The spirit of innovation (*Government Work Report*, 2015)

(3) 丝路精神 (China Daily, 2017)

Silk Road Spirit (China Daily, 2017)

(4) 上海精神 (People's Daily, 2019)

Shanghai spirit (People's Daily, 2019)

2. When it refers to “spatial layout, design or arrangement”, it can be translated as “layout”, for instance:

(1) 大力改善地区发展格局 (*Government Work Report*, 2019)

We will do more to improve the development layout of each region. (*Government Work Report*, 2019)

(2) 形成资源节约型和环境保护型的空间格局(Report of the 19th National Congress, 2017)

A spatial pattern that is resource-efficient and environmentally friendly. “Layout” means “the arrangement of parts of a book page, garden or building, etc.”. In the *Oxford Advanced Learner's English Chinese Dictionary*, the Chinese meaning is “layout, arrangement, design, arrangement” and “development pattern” is an abstract spatial layout. Forming a resource-saving pattern means through rational allocation, efficient and circular use, effective protection and substitution of resources, adapting economic and social development to the carrying capacity of the resources and environment, minimizing the number of pollutants produced and making waste harmless, and building a society in which people and nature live in harmony. Therefore, when conference speakers aimed to give foreign readers a clear understanding of China's development, they should have chosen a more appropriate pairing to convey a more accurate meaning.

9. Conclusion

In this part, the authors will conclude the essay, and illustrate several findings and recommendations for the future research.

Based on functional equivalence theory, by conducting a deep analysis of C-E translations of category words in the corpus related to the 2015-2021 *Report on the Work of the Government*, the 19th Party Congress Report, and Xinhua News, this paper draws several conclusions as follows.

At the beginning, this thesis solves the following translation problems by using functional reciprocal translation theory.

By addressing the above-mentioned issues, it helps to improve the quality of translations of government documents and facilitates readers to study major events and cultures in China. Only when the translation reproduces the style and spirit of the source language from its linguistic form to its cultural connotation can the translation be crowned as excellent. In other words, the target readers must fully understand the meaning of the original language. Therefore, it is feasible to apply this theory to the translation of government documents.

Next, in order to make foreign readers comprehend the connotation of government documents precisely and improve its quality, this essay proposes the following C-E translation solutions based on functional equivalence: (1) language conversion by considering the meaning of terms; (2) cultural conversion by considering the context of terms; (3) communication conversion by considering their intention. Those solutions can effectively solve the translation issues of category words in documents from government.

Finally, it is suggested that future studies can cover more category terms and provide more direct translation skills and methods.

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功能对等理论下《政府工作报告》范畴词 英译研究

我国的《政府工作报告》内容涵盖了政治、经济、民生、外交和文化等各个方面的发展现状, 以及对未来几年的发展规划, 它同时也是了解中国当前形势与政策的重要信息来源。最近几年, 越来越多的学者关注其译本研究, 并从各种角度提出一系列观点和方法论。然而, 其英译本是否能准确表达原文含义的问题却有待商榷, 相关的翻译问题仍然存在。因此, 本文从功能对等理论出发, 对《政府工作报告》的范畴词英译进行初步研究, 主要从词汇和句法两个方面进行分析。并且结合近几年政府文本中若干常用汉语范畴词的使用情况及典型英译问题, 发现范畴词的英译存在一些问题, 对于具体问题作者将会在正文中进行分析并给出解决方法。总而言之, 解决范畴词问题有助于提高政府文件的翻译质量, 便于国内外读者研究中国的重大事件和促进文化交流。

关键词: 功能对等; 《政府工作报告》; 范畴词; 翻译策略

DOI:

UDC: 81'276.1:811.111:159.942:37.091.212(045)

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大学英语口语教学中学生语言焦虑研究

摘要: 学生在大学英语口语教学中出现语言焦虑、影响英语口语输出的现象普遍存在。根据教学观察、学生访谈及教学反思, 本研究描述并分析了学生语言焦虑的表现以及产生的原因。研究发现缺少信心、能力不足、缺乏经验是学生在口语教学中产生语言焦虑的主要原因。针对焦虑的成因提出了营造轻松的教学氛围, 帮助学生建立信心; 引导学生改进训练方法, 逐步提升表达能力及鼓励学生积极参与口语实践, 积累交流经验等教学策略。

关键词: 大学英语; 口语教学; 语言焦虑; 教学策略

引言

培养学生英语口语表达能力是大学英语课程的重要教学目标, 口语教学是大学英语教学不可或缺的组成部分。在大学英语口语教学实践中, 学生语言焦虑现象普遍存在, 极大程度上影响了口语表达效果, 阻碍了学生英语口语水平的提高。重视学生语言焦虑现象, 分析其原因并采取相应的教学策略将有助于降低学生语言焦虑、提升口头表达能力。

1 学生英语口语语言焦虑现状

语言焦虑是语言学习中所特有的一种复杂的心理现象, 是学习者因语言学习过程的独特性而产生的一种与课堂语言学习相关的自我意识、信仰、感情以及行为的明显焦虑情绪^[1]。学生语言焦虑在大学英语口语教学中广泛存在, 在进行

口语表达的时候，学生常常担心无法有效地表达自己的思想而产生紧张和害怕的感觉^[4]。作者对所在人数为 32 人的教学班级开展调查，其中仅有 1 名学生认为自己在大学阶段的英语口语学习中未感到语言焦虑，在使用英语进行口语表达时，没有出现自我怀疑、不安和紧张等焦虑情绪。

大学英语口语教学主要包含回答问题、小组讨论、辩论及主题演讲等多种形式的课堂活动及阶段性随堂测试等内容。学生的焦虑情绪集中体现在课堂活动中的沟通焦虑及测试焦虑上。通过对学生口语活动及测试环节的观察，教师发现有些学生在发言过程中会出现声音颤抖、语流不畅、目光飘忽、手部颤动等焦虑表现，从而影响了语义的表达。与参与课堂活动相比，在参加阶段性随堂测试时学生的这类表现更加明显。

在与学生进行单独访谈时，一些学生表示对自己英语口语沟通能力缺乏信心：担心自己的发音不标准，别人听不懂；找不到合适的词汇表达自己的想法；害怕自己因为口误、语法错误等被同学、老师嘲笑……。他们在口语活动中从不主动参与回答问题、主题演讲等个人活动；在小组讨论、辩论等集体活动中也经常充当“听众”。在随堂口语测试中，学生需要在规定时间内展示自己的口语能力，这种时间压力和表现压力会增加学生的焦虑感。一些学生指出因为阶段性随堂测试的表现直接关系到期末总成绩，总是担心自己的表现不符合期望，影响考试分数，进而导致测试过程中格外紧张。课堂活动及测试中的焦虑情绪既影响了学生的学习积极性，也降低了他们的语言学习效果。

2 学生语言焦虑产生的原因

通过教学反思及与学生交谈发现学生在大学英语口语教学中产生语言焦虑的主要原因有：以往口语学习的经历导致对英语口语表达缺少信心；不恰当的口语学习和训练方法使得英语口语表达能力不足；实际参加英语口语交流及测试较少，缺乏经验。

2.1 以往英语口语学习情况不尽如人意

对于英语口语基础较薄弱的学生来说，他们在以往口语学习和使用中的失败经历以及对于失败的预期会导致他们对语言的使用产生害怕和畏惧的情绪，

进而造成焦虑水平的上升^[3]。此外,学生抱负水平高也是焦虑感增加的重要因素。一些学生提到自己在过去曾经花费时间练习口语,但一段时间下来发现自己的语音面貌并未改善,口语水平也未见提高,没有达到预期目标时,就会感到付出并未得到回报,丧失信心。研究发现,学生对自己的能力产生负面评价,自我怀疑,会导致焦虑情绪的产生^[2]。还有的学生表示中学阶段的英语学习主要关注笔试成绩,没有专门练习过口语,也未参加过口语能力或水平的测试,担心自己无法适应大学阶段的英语课堂口语活动及测试。由此可见,在之前的英语口语学习情况不理想时,学生就会缺少信心,进而在随后的学习阶段出现语言焦虑现象。

2.2 口语训练方法不得当

一些学生比较关注自身的英语口语表达能力,有提高英语口语水平的意愿,也愿意花费一定时间进行学习与训练。经他们自述由于难以找到合适的学习伙伴无法通过会话练习口语,就仅仅通过大声朗读、背诵经典段落等方式改善语音面貌、积累表达素材。这种缺乏互动及自省的训练方法不易察觉自身问题,往往只有在课堂小组口语活动中通过同学的反应或在测试结束教师给出的评价中才能发现自己在发音、断句、语调等方面存在问题,观点的陈述也不够清晰。一部分学生的口语训练是间歇性的,练与不练凭心情、看任务的紧迫程度。大量学生仅在考察前临阵磨枪,练练嘴皮子。这种低效、少时的训练方式无法完成技能的储备,导致口语表达能力不足,在课堂口语活动及随堂测试中产生语言焦虑也就不足为奇了。

2.3 口语实际运用不充分

通过与学生的交谈教师了解到绝大多数学生课外在非必要的条件下不会选择英语作为口语交流与沟通的语言。而语言只有在实际交流与沟通中才能得到真正的锻炼,才有可能运用自如,仅仅靠课堂有限时间内的师生互动或生生互动来练习英语口语是远远不够的。况且,学生课堂英语口语使用情况还受到班级课堂氛围、学生性格、学生之间可能存在的相互比较和竞争心理等因素的影响。由于自信心不足和害怕同学间的竞争,一些学生表现出对英语口语课堂活动的不积极参与,甚至选择保持沉默,以避免暴露自己英语口语表达能力的不足^[5]。这

种不积极参与造成他们在口语表达方面缺乏足够的锻炼和机会。在课堂活动中的“闭嘴”导致测试时的“张不开嘴”，语言焦虑进一步加剧。

3 语言焦虑现象的解决策略探析

在大学英语口语教学中，教师作为课堂教学的主导，对学生语言焦虑现象应充分重视并积极寻求应对办法，采用教学策略帮助学生缓解、降低语言焦虑，使他们成为教学活动的主体，逐步提高英语口语表达能力。

3.1 营造轻松的教学氛围，帮助学生建立信心

教师在日常教学中的言行举止对学生的学习状态有重要影响，与学生学习焦虑程度密切相关。如果教师对学生的课堂表现要求过于严格、急于求成，学生就会对语言表达产生畏惧情绪，从而不敢参与到交流当中^[3]。因此，教师在设计课堂口语活动及随堂测试题目时应充分考虑学生实际水平、学习阶段等因素，避免布置难度较大的任务，减轻由于任务难度过大造成的焦虑，先做到让学生张开嘴，提高课堂教学活动的学生参与度。

另外，教师应调整纠错及评价方式。长期以来，在英语口语教学中一直存在对语言的准确性和流利性取舍的问题。有些教师一味追求语言准确性，在很大程度上挫伤了学生的表达欲望和学习兴趣，导致了很多学生羞于开口，不敢开口^[6]。对于学生口语表达中不影响语义理解的语言使用错误教师可以适当忽略。同时，要关注学生变化，善于发现学生的进步。凡是与自身相比有所进步的学生就应给与肯定，予以鼓励。教师的积极评价有利于缓解学生的焦虑情绪。在轻松的教学环境中，学生敢张嘴、有了成就感，更易建立口语表达的信心。

3.2 引导学生改进训练方法，逐步提升表达能力

充足的口语练习是提升英语口语的必要保障。而真正提升口语表达能力、实现使用英语进行口头交流，只练习口语是不够的，大量的声音输入是必不可少的。因此，教师要提醒学生多听英语，模仿英语播音员或新闻记者的发音、语流、语调，培养良好的语感并尝试理解所听的内容，为口语交际打基础。教师要了解每位学生的现有水平和需求，帮助学生找到合适的口语训练方法。

对于语音面貌欠佳的学生，要加强跟读、模仿、大声朗读等训练；而由于语

法知识和词汇量储备问题而影响表达的学生,可以通过口语造句练习、背诵精彩段落、完成口头问答或日记等方式增加积累。无论采取哪种训练方式,都应做好练习反思。定期对自己朗读、背诵、口头日记等进行录音记录,通过收听回放发现问题,及时改进。除此之外,还可以通过 AI 口语训练应用程序练习英语口语。AI 练习口语互动性强,能够提供更为便利的学习方式。

口语训练切忌“一曝十寒”,每天练习时间不宜过长,贵在坚持。对于学生的训练情况教师要积极关注、加以指导,争取让每一个学生都能通过有效的练习提升能力。

3.3 鼓励学生积极参与口语实践,积累交流经验

将英语作为工具进行口头交流犹如驾驶自己制造的车辆在路上行驶,仅完成“闭门造车”是不够的,而需要在使用过程中发现问题、积累经验。教师在课堂上要采取灵活多样的教学形式,精心设置课堂口语活动,巧妙设计问题,调动学生参与的积极性。对于主动参与口语活动的学生要予以鼓励,采取在平时表现分中加分等奖励机制。对于课堂活动中保持沉默的学生,也要通过阶段性随堂测试的方式使其被动参与到口语实践中,以测促学。教学实践表明,学生在一学期平均两周一次的随堂口语测试中语言焦虑现象随测试次数的增加而减少。虽然,短期内较频繁的测试会增加学生的焦虑感,但从长远来看,学生为测试做的准备及语言使用中积累的经验会降低未来学生口语使用中的焦虑。

教师要积极宣传并鼓励学生参加英语演讲比赛、英语辩论赛、模拟联合国等活动,激励学生抓住课堂外英语表达交流的机会。学生还可以借助网络平台,通过与母语使用者语音聊天的方式实际操练口语,体会如何在实际交流中完成互动,积累沟通技巧与经验。

4 结束语

大学英语口语教学中的学生语言焦虑是一个影响教学效果的重要问题。本文通过教学观察、学生访谈、教学反思等方式对学生焦虑情况进行剖析,针对学生语言焦虑问题提出了旨在帮助学生通过建立信心、提升能力、积累经验来缓解语言焦虑的教学策略。教学策略的全面应用、完善及教学效果的量化有待进一步

深入。

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A STUDY ON STUDENTS' LANGUAGE ANXIETY IN COLLEGE SPOKEN ENGLISH TEACHING

Abstract: *Students' language anxiety often hinders their oral expression in college spoken English teaching. Based on the observation, interview and reflection in teaching, this study describes and analyzes the phenomena and causes of students' language anxiety. It is found that lack of confidence, lack of ability and lack of experience are the main causes of language anxiety in College Spoken English Teaching. To relieve the anxiety, some teaching strategies, such as creating a relaxed teaching atmosphere to help students build up confidence; guiding students to improve training methods to gradually enhance their expression ability and encouraging students to actively participate in oral practice to accumulate communication experience are put forward.*

Keywords: *College English, Spoken English Teaching, Language Anxiety, Teaching Strategies.*

DOI:

UDC: 81'242:811.581-043.2:37.016:811.111:81'243(045)

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INFLUENCE OF NATIVE CHINESE ON ENGLISH LEARNING BASED ON LANGUAGE TRANSFER THEORY

***Abstract:** The theory of language transfer plays an important role in the study of second language acquisition. Language transfer is not only a simple language transfer, but also influenced by cognitive and cultural factors. The Chinese native language may interfere with the pronunciation accuracy of English learners at the phonetic level. In terms of vocabulary, it is easy to confuse the meaning of words. Syntactically, it is easy to cause word order errors; In terms of discourse construction, cultural differences can affect coherence. This paper aims to explore the influence of Chinese mother tongue on English learning through an in-depth study of the phenomenon of language transfer, focusing on the transfer effect of Chinese mother tongue on English learning at the phonological, lexical, syntactic and discourse levels. By digging into these transfer phenomena, we can better understand the influence mechanism of Chinese mother tongue on English learners, and provide references for formulating more effective learning methods and strategies.*

***Keywords:** language transfer; Chinese; English; second language acquisition*

Introduction

For adult second language learners, they have a relatively complete mother tongue knowledge structure and strong logical reasoning ability, but their language habits and thinking habits have formed a fixed set, so it is inevitable to have some interference on second language acquisition. In China, most English learners come into contact with

English in middle school and college. At this time, students already have good language ability and learning ability, but they still find it difficult to learn English. As an English learner, after ten years of learning, the author has basically acquired the ability of listening, reading, speaking and writing in English, but his understanding and expression are still very disturbed by the mother tongue of Chinese. For example, the English texts translated by the author and the compositions written by the author are often pointed out by teachers that the expressions in them are Chinese-style and come up through Chinese thinking. Get the teacher's criticism and correction, they also know that there is such a problem, but do not understand the principle, it is difficult to improve the current situation. Similar problems probably exist widely in the initial stage of foreign language learners, and in the process of learning, we may seldom take the initiative to understand linguistic theories and learning strategies. When the author came into contact with the theory of language transfer in second language acquisition, only one point of explanation solved my great confusion. Therefore, from the perspective of a learner, this paper aims to clarify the theory of language transfer and discuss the influence of native Chinese on English learning, so as to inspire thinking on English learning strategies, so as to better grasp English language knowledge and improve English proficiency.

1. Language transfer

(1) Definition of language transfer

"Transfer" is originally a term in psychology, which refers to a process in which learners transfer the knowledge, methods and experience mastered in the early learning to the later learning for the purpose of learning new knowledge. Transfer makes the acquired experience generalized and systematized, forming a stable and integrated psychological structure, thus regulating human behavior and actively acting on the objective world.

So far, the terms describing the phenomenon of language transfer are still varied, and researchers have failed to give a satisfactory unified term. Researchers observe this linguistic phenomenon from different cognitive views and linguistic views, so the definition is also different. The definition on which the question discussed in this paper

is based is: language transfer refers to the phenomenon that foreign language learners are influenced by mother tongue factors in the process of establishing the target language system. It is influenced by the similarity or divergence between the target language and the language they have learned, including the influence of mother tongue on foreign language learning and the borrowing of mother tongue from foreign language. When learners communicate in the target language, they try to express their ideas by means of the pronunciation, meaning, structure rules or cultural habits of their mother tongue. This phenomenon is very common in foreign language learning, especially in the initial stage of foreign language learning.

(2) Classification of language transfer

According to different classification criteria, scholars divide transfer into positive transfer and negative transfer. Forward migration and reverse migration; Intralingual transfer and interlingual transfer; Language transfer, meaning transfer and concept transfer; Phonological transfer, lexical transfer, syntactic transfer, textual transfer and pragmatic transfer.

(3) The role of a language in second language acquisition

Most theories and studies have proved that mother tongue plays a role in second language acquisition, but there are differences in the studies on the size of the role and the positive and negative effects. In general, behaviorists, cognitivists, and socioculturalists differ in their views on the role of mother tongue in second language acquisition. Behaviorism theory recognizes that mother tongue plays a role in second language acquisition, but overstates this role. The cognitive school has different internal views, but in general, it pays more attention to the role of learners as cognitive subjects, and the role of a language is affected by individual differences of learners. The research pays more attention to exploring the constraints of language transfer. The social school emphasizes the role of social communication activities in language learning, pays attention to the regulating role of mother tongue as a cognitive tool in second language acquisition, but neglects the attention of learners as cognitive subjects to a certain extent.

According to these views, the following points can be summarized:

(1) Language transfer exists in the process of second language learning and is a conscious or unconscious behavior of learners.

(2) It is necessary to look at the problem of mother tongue transfer in two aspects, which has both interference and promotion effects on second language acquisition.

(3) Mother tongue transfer should not only be discussed from the language level, but also from the universal characteristics of language and human cognitive psychology and other factors.

(4) Transfer occurs both in the learning process and in the communication process, which is both a process and a result.

(5) the transfer is not one-way, and the reverse transfer from the target language to the mother tongue may also occur; Nor can migration occur only between two languages, but also between multiple languages.

(4) Main factors affecting language transfer

There are many factors that restrict the transfer, including learner's internal factors and external factors in general. Internal factors are individual factors, including learner's age, motivation, cognitive basis, mother tongue level, communicative strategy and so on. External factors mainly include learners' social environment, family environment, school environment, classroom environment, cultural differences, race, gender, teachers, teaching materials and so on. Different second language researchers have put forward different constraints. This article will discuss only three of these factors.

1. Language proficiency

Language level, including learner's mother tongue level and target language level, will affect the nature and degree of transfer. The empirical study of the researchers shows that the level of language has an impact on transfer, and the higher the level of language, the more positive transfer. When learning pronunciation, beginners who have a certain basis in their native language often listen to and pronounce the pronunciation of the target language according to the pronunciation characteristics of their native language, and it is difficult to acquire the real pronunciation of the target language. For children who have not fully mastered the pronunciation characteristics of their mother

tongue, because the influence of their mother tongue is not very deep, they may acquire more authentic sounds of the target language. On the other hand, vocabulary, syntax, text and other levels have many commonalities, which is beneficial to those who have a good foundation of native language acquisition. They can quickly analyze and compare similar parts in their native language to find out the commonalities and master them faster. However, there is no consensus on the influence of second language level on transfer.

2. Marketability

Two components in a phonemic opposition, one of which has a feature that the other does not have, the phoneme with such a feature is called labeled, and the other is unlabeled. Chomsky's markup theory distinguishes between the "core" and "edge" parts of language rules, arguing that core grammars are unlabeled while edge grammars are labeled. According to labeling theory, not all differences between the target language and the native language will be transferred. When the language rule of the mother language is labeled but the target language is unlabeled, the transfer does not occur. Transfer is possible only when the language rules of the mother language are unmarked and the target language is marked. Unlabeled rules or less labeled rules are learned more easily or earlier.

3. Language distance

Language distance refers to the relationship between the mother tongue and the target language, both the actual distance between the two languages and the learner's psycholinguistic distance. If the two languages are very close in both the verbal and non-verbal aspects, learners will find it easy to learn and a lot of positive transfer will occur. In more cases, learners' subjective estimation of language distance has a greater impact on transfer than objective language distance. Learners' psycholinguistic types determine the language forms they actually transfer in speech acts, and learners' psychological cognition of language distance changes with the growth of second language level. Other conditions being equal, if learners think that the distance between two languages is small, then the possibility of transfer is greater. Compared with actual language distance, learners' psycholinguistic distance is the key factor that influences

and restricts transfer and transferability judgment. Psycholinguistic distance also changes with language learning experience.

Language transfer is influenced and restricted by many factors, but how these factors affect the transfer and how different factors interact with each other are still the problems that language transfer researchers need to solve.

Second, the influence of Chinese mother tongue on English learning

From the perspective of the influence of mother tongue on foreign language learning, language transfer can be divided into positive transfer and negative transfer. When the rules of mother tongue are similar or identical to the rules of the target language, mother tongue will have a positive promoting effect on the acquisition of the target language, which is called positive transfer. When the rules of the mother tongue are different from the rules of the target language, the mother tongue will interfere and hinder the acquisition of the target language, which is called negative transfer.

(1) Voice transfer

Phonological transfer is a psychological concept that refers to the habit of learners to replace the sounds in the new language with similar sounds in their native language in the process of learning a new language. Since Chinese and English belong to different language families, English belongs to the Indo-European language family, Chinese belongs to the Sino-Tibetan language family, each of them has a complete and very different phonetic system, and the differences in phonetic aspects of the two languages have obvious effects on the transfer of learning English.

1. Negative migration

(1) Clear and turbid consonants are not distinguishable. First of all, due to the influence of Chinese pinyin, the phonetic pronunciation of letters such as [b], [d], [g] is not in place, and learners often do not realize that what they pronounce is actually not voiced consonants but unaspirated sounds in the process of second language English acquisition;

(2) Can not find the pronunciation place. For example, people in the north are accustomed to biting their lips when they pronounce the [w] sound in their native language, while people in the south are accustomed to pronounce the [w] sound without

biting their lips when they pronounce the [v] sound.

(3) The stress is wrong or the stress is not obvious. For example, pronounce contact /'kɒntækt/ 'as /kɒn'tækt/, or read a sentence without highlighting the stress of the word;

(4) consonant concatenation and swallowing;

(5) When reading, the tone is flat or too high, there is no sense of rhythm, and the three basic tone types are not grasped.

2. Positive migration

Chinese has many syllables and pronunciations, and learners with Chinese as their mother tongue are easy to substitute and imitate when learning other languages, including English.

(2) Vocabulary transfer

Vocabulary is the basic material of sentence making, and it is also the most changeable part among the three elements of language (phonetics, grammar and vocabulary).

1. Negative migration

(1) Chinese characters are symbolic characters that indicate both meaning and sound, and English is an alphabetic character whose structure is directly related to the pronunciation. When encountering Chinese new words, learners generally look at the glyphs first, while learning English should pay attention to the pronunciation. The Chinese native speaker's word habit is not conducive to memorizing English vocabulary.

(2) The average meaning of Chinese words is less, while the meaning of English words is more complicated. The features of ideograms of Chinese characters make Chinese characters exclude the polysemy of a word, but its words are open, and new words can be constantly generated for the need of meaning expression, so it is relatively easy to create new words. In general, Chinese word formation has the opportunity to incorporate new meanings into new words, so there are quite a lot of synonyms composed of the same morpheme in Chinese. However, English makes full use of extension and other means to combine new meanings with old words, and the meaning

of words has become wider and wider. Therefore, the average meaning of English words is more complicated to remember.

(3) In Chinese, adjectives can be used as nouns, sentences are composed of words in order, and the font does not change. In English, there are many variations of nouns and adjectives, comparative and superlative adjectives and adverbs, different tenses of verbs, and various variations of words in sentences. It is difficult for native Chinese speakers to remember the changes of words.

(4) In Chinese and English, the collocation of words is different. Chinese uses "big" to describe the wind, while English uses "high" instead of "big".

(5) Chinese and English acronyms are formed in different ways. Chinese abbreviations can be divided into four types: truncation (e.g., Tsinghua University → Tsinghua University), selection (e.g., teachers and students → teachers and students), extraction of common factors (e.g., advantages and disadvantages → advantages and disadvantages), and numerical generalization (e.g., new industrialization, agricultural modernization, new urbanization, informatization → Four modernizations). English abbreviations are formed by truncating (e.g. laboratory → lab), mixing (e.g. news broadcast → newscast), and beginning and end abbreviations (e.g. very important person → VIP).

(6) The expressions of idioms do not necessarily correspond, and mistranslations may occur. For example, the English expression for bragging is not "to talk bull", but "to talk horse"; The English expression for "timid as a mouse" is not "as timid as a mouse", but "as timid as a rabbit".

2. Positive migration

(1) The existing words in Chinese vocabulary have extended meaning, figurative meaning, polysemous words, synonyms, etc., which is convenient for students to understand the meaning of words in English.

(2) The Chinese vocabulary is rich, similar to the English expression "high wind", in addition to "strong wind", can also be translated as "strong wind" and "strong wind", which is convenient for the accuracy of repeated translation and correct use by students.

(3) Syntactic transfer

1. Negative migration

(1) English is formalized, logical, rigorous and complete in syntactic structure, with verbs as the core, emphasizing analysis and light parataxis; However, Chinese does not pay attention to the form, the structure is not complete, the role of verbs is not so prominent in English, emphasis on parataxis, light analysis. In terms of the weight of syntactic structure, Chinese is top-heavy, while English is top-heavy. Syntactic weight refers to the tendency of sentence components to be arranged in a linear sequence of language. When understanding English sentences or translating and writing in English, it is necessary to analyze the components of the sentences, around the form of verbs, sentence patterns can be different, and to clarify the structure through different word orders. However, Chinese composition has no specific requirements in form, does not rely on grammatical form signs to connect language components, does not have morphology, but only pay attention to the logical meaning of the smooth. Topics and rhemes are the basic structures that make up sentences, and word order is not a particularly important source of information when processing sentences. Therefore, for native Chinese learners, English sentences, especially compound sentences, may not be able to understand their meaning quickly.

(2) In Chinese nouns do not need to rely on the change of morphology, just add "these", "those" or add "men" after the noun, while in English nouns countable and uncountable is a very important grammatical attribute, and in the sentence number, case, tense, etc. need to be consistent, which is completely different from Chinese.

(3) Chinese rarely uses passive sentences, but English often uses passive sentences, so it is necessary to master the use of passive voice.

(4) In Chinese, simultaneous or one after another behaviors can be expressed by "li" and "li" or directly described as juxtaposition, while in English, "while" and "with" are needed.

2. Positive migration

Chinese sentences have subject, predicate, object, verb, attributive, adverbial, complement and other components, there are single verb predicate sentence, verb

predicate sentence, verb complement predicate sentence, conjugate predicate sentence, noun-predicate sentence, "yes" sentence, joint complex sentence, partial complex sentence, complementary complex sentence and many other sentence patterns, although the name of the English sentence type is very different. But in fact, it provides a good language foundation for Chinese native speakers to understand English sentences.

(4) Discourse transfer

A discourse is not a simple combination of unrelated sentences, but a semantic unity that organically combines some sentences with meanings through various cohesive means.

1. Negative migration

(1) hypotaxis and parataxis. The so-called hypotaxis refers to the words or clauses in a sentence are connected by means of linguistic forms to express grammatical meaning and logical relations. The so-called parataxis refers to the connection between words without linguistic formal means, and the grammatical meaning and logical relations in sentences are expressed through the meaning of words or clauses. The differences between English and Chinese in discourse planning are manifested in hypotaxis and parataxy. Chinese is a paratax-heavy language, English is a paratax-heavy language. However, the combination of parataxy and form in Chinese is not absolute, and sometimes it is both. It is difficult for native Chinese learners to get rid of the habit of attaching importance to parataxy when writing a text and expressing a discourse.

(2) Common mistakes made by native Chinese learners at the discourse level include: excessive use of personal pronouns, lack of cohesion and coherence between sentences, lack of variation in sentences, lack of identity in paragraph content, unclear text center, etc.

(3) The use of some textual cohesion devices in both English and Chinese is somewhat heavy. In Chinese, original word repetition and ellipsis are more commonly used, while in English, reference and substitution are more commonly used.

2. Positive migration

The arrangement of elements in English and Chinese sentences is regular and similar. Generally speaking, the arrangement of language structure follows the principle from known to unknown, from certain to uncertain. The two languages also differ less in terms of textual coherence.

Iii. Summary

(1) Inspiration

1. Pay attention to oral practice and listening training. Linguist Jim Son pointed out: "To speak a language well, you have to know about 100 percent of the sounds, about 50 to 90 percent of the grammar, and 1 percent of the vocabulary is enough." It can be seen that pronunciation plays an important role in the process of foreign language learning, and mastering pronunciation knowledge and skills is a necessary quality for English learning.

2. Accumulate vocabulary and understand it in context. By means of comparative analysis, this paper summarizes the differences of English and Chinese vocabulary in various aspects and the resulting rules of language transfer, and comprehensively grasp the similarities and differences between the two languages, so as to minimize the interference of Chinese negative transfer on vocabulary acquisition.

3. Strengthen grammar foundation, increase reading and cultivate language sense. Conduct translation exercises, and judge the causes of errors through comparative analysis and error analysis. For the errors with high frequency, it is necessary to analyze the causes of their occurrence, sum up, and correct them in time, and improve them in continuous mistakes and corrections.

4. Analyze and recite the text, read widely, broaden your horizons, and practice writing frequently. From the structural types of articles, writing skills and other aspects to find differences, understand the characteristics of English thinking, cultivate English thinking habits, gradually familiar with English language habits, improve language expression ability.

(2) Summary

For the purpose of writing this paper, I have roughly learned the theory of language transfer in second language acquisition. In the process of analyzing the

influence of learning English as the mother tongue of Chinese, through comparative analysis, I have expanded my understanding of not only English, but also the knowledge of the mother tongue of Chinese. I have learned some theoretical knowledge about phonetics, vocabulary, syntax and discourse in linguistics, which I have benefited a lot. Language transfer researchers pay more attention to the phenomenon of negative transfer from one language to the second language, this paper also focuses on the negative transfer of mother tongue, but in the actual learning, we must not neglect the cultivation of mother tongue ability. In the process of English learning, objectively speaking, the level of mastering the mother tongue, that is, the existing language ability and the distance between English and Chinese, have a great impact on the learning effect. Subjectively, learners' learning motivation and learning strategies also have a great impact on the result. Therefore, for English learning, we need to take the initiative to explore learning methods with a positive attitude and make unremitting efforts. Improve your English.

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基于语言迁移理论探讨汉语母语对英语学习的影响

摘要: 语言迁移理论在二语习得研究中占据重要地位，语言迁移不仅仅是简单的语言转换，更受认知和文化因素影响。汉语母语对英语学习者在在语音层面，可干扰发音准确性；词汇方面，易导致词义混淆；句法上，易引发语序错误；在语篇构建上，文化差异可影响表述连贯性。本文旨在通过对语言迁移现象的深入研究，探讨汉语母语对英语学习产生的影响，将重点分析汉语母语在语音、词汇、句法和语篇层面对英语学习所产生的迁移作用。通过深入挖掘这些迁移现象，可以更好地了解汉语母语对英语学习者的影响机制，为制定更有效的学习方法和策略提供参考。

关键词: 语言迁移理论；汉语；英语，二语习得

DOI:

UDC: 81'25:655.535.5-029.32(045)

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CROSS-MODEL COMPARISON: THE EFFECTIVENESS OF LARGE LANGUAGE MODELS IN TRANSLATING POLITICAL TEXTS

Abstract: The swift evolution of Large Language Model (LLM) technologies has underscored their expansive applicability across a broad spectrum of disciplines, notably within the realms of natural language processing and machine translation. Thus, to comprehensively evaluate the efficacy of machine translation applications in translating political texts under different technological and algorithmic contexts, a curated test dataset comprising 200 typical sentences pertinent to political contexts was developed. leveraging the unique linguistic structural nuances of political texts, four automatic evaluation metrics- BLEU, chrF++ , TER, and METEOR-were employed to facilitate both quantitative and qualitative analyses of translations rendered by LLM ChatGPT (4. 0) and ERNIE Bot (4. 0), alongside two leading translation engines: Google Translate and DeepL Translate. The findings not only provide empirical support for understanding the application efficacy of machine translation systems in the field of political translation but also offer insights into algorithm optimization and translation accuracy improvement for developers of machine translation technologies. Furthermore, they provide practical guidance for professionals in selecting appropriate translation systems, which can facilitate

intercultural communication, and provide more comprehensive support for building China's international image.

***Keywords:** large language models; automatic evaluation metrics; political texts translation.*

1. Introduction

The field of artificial intelligence is currently experiencing a significant paradigm shift, primarily driven by the rapid advancements in large language models (LLMs) such as OpenAI's GPT series, Google's BERT [13], and similar technologies. These models have shown exceptional capability in various tasks including text generation, language understanding, and machine translation, setting new benchmarks for technological innovation. The emergence of ChatGPT, in particular, has captured the attention of scholars for its potential to revolutionize language teaching and academic writing. Unlike traditional machine translation services, ChatGPT offers enhanced translation quality, proofreading ability, and sentence optimization, marking a pivotal moment for machine translation and translation studies [10]. Jiao et al. (2023) critically assessed ChatGPT's capabilities against commercial translation products like Google Translate, focusing on aspects such as translation prompts, multilingual translation, and robustness [4]. Their findings highlight the superior machine translation effects triggered by specific instructions, underscoring the nuanced capabilities of ChatGPT. Similarly, Liu Shijie (2024) delved into the effectiveness of machine translation in maritime translation, employing metrics such as BLEU, chrF++, and BERTScore for a comprehensive evaluation [6]. Further, a comparative study by Y Sahari et al. on the preferences between ChatGPT and Google Translate among translation teachers and students reveals a divided inclination, with students favoring ChatGPT and teachers opting for Google Translate [10, p. 52]. In addition, Cao, S., & Zhong, L. (2023) have discovered that ChatGPT-based feedback excels in enhancing lexical capability and referential cohesion, while traditional feedback from teachers and students better addresses the development of syntax-related skills [2].

LLM like ChatGPT, Copilot, and ERNIE Bot are great at translating general texts, but how well they translate political texts with cultural and technical language is not

well known. Accurate political text translation is essential because mistakes could cause diplomatic issues. This study compared these models with traditional tools like Google Translate and DeepL Translate using a set of 200 Chinese-to-English political texts. We assessed their translation quality using both automated metrics (BLEU, CHRF++, TER, METEOR) and manual reviews. Our goal is to evaluate how these models handle the unique challenges of political texts in terms of accuracy, fluency, and understanding. This research will improve political text translation with AI, aiming to better build China's image globally.

2 Research Methods

Considering that different "prompts" may lead to different results when translating with AI assistants based on large-scale language models, we adopted a uniform prompt "Please provide [TGT] translations for these sentences:" in order to ensure that translations are provided by state-of-the-art large-scale language models, including ChatGPT (4.0), Copilot, and ERNIE Bot (4.0). It then benchmarks these translations against those produced by conventional machine translation software, namely Google Translate and DeepL Translate, to evaluate their quality. The BLEU, CHRF++, TER, and METEOR scores were calculated for each sentence. Then these scores were averaged for each evaluation metric across all sentences to derive an average score per tool, thus offering a holistic view of each model's performance on the dataset. Upon gathering the scores for BLEU, CHRF++, TER, and METEOR, we undertook a comprehensive assessment of translation quality, integrating these findings with manual evaluations to present a nuanced analysis of translation efficacy.

2.1 Dataset Construction

To construct a test set for translating political texts from English to Chinese (comprising 200 example sentences), strict standards were applied to select test sentences, carefully chosen from the most representative political texts between 2020 and 2024 to ensure the test set covers key concepts and main scenarios in the field of political texts as comprehensively as possible. The content specifically includes the "*REPORT ON THE WORK OF THE GOVERNMENT 2024*", "*The Belt and Road Initiative: A Key Pillar of the Global Community of Shared Future*", "*Address at the*

Closing Ceremony of the BRICS Business Forum 2023", "Foreign Minister Wang Yi answered questions from Chinese and foreign media". These texts were chosen because their content not only covers a wide range of political issues but also contains complex language features, such as technical terms, political metaphors, and culturally specific expressions. Reference translations are derived from officially published English versions to ensure the standardization and authority of the translations.

2.2 Translation Tools and Model Selection

We selected three mainstream large language models for comparison, including ChatGPT (4.0), Copilot, and ERNIE Bot (4.0), as well as two major translation engines, Google Translate and DeepL Translate. These tools and models were chosen for their widespread application and advancement within the field of machine translation, representing the current pinnacle of artificial intelligence translation technology. All machine translation outputs referenced in this article were generated before March 10, 2024.

2.3 Automatic evaluation indicators

The BLEU metric, proposed by Papineni et al. in 2002, measures machine translation accuracy by comparing the machine's text to reference translations using n-gram overlaps [7, p.314]. Despite its simplicity and being a standard evaluation tool, it has faced criticism for not fully capturing the semantic accuracy and fluency of translations. BLEU scores, which range from 0 (no match) to 1 (perfect match), are often presented as percentages in industry evaluations for easier comparison.

chrF++, introduced by Popovic in 2017, improves upon the chrF metric by focusing on character-level rather than word-level analysis [8, p.312]. This makes it more suitable for languages with significant structural differences or unique expressions, as it can detect finer linguistic nuances like spelling and morphological changes.

TER, proposed by Snover et al. in 2006, calculates the minimum edits needed to match a machine-generated text to a reference translation, providing a ratio that reflects the translation's accuracy [12]. While offering direct insight into the translation's fidelity, TER may not fully account for semantic nuances or accommodate multiple

correct translations.

METEOR, introduced by Banerjee and Lavie in 2005, seeks to address the limitations of other metrics by evaluating translations based on semantic factors [1, p.66], including synonymy and word order. Scoring from 0 to 1, METEOR aims for a more nuanced assessment of translation quality, emphasizing the importance of both accuracy and fluency.

These four metrics offer a comprehensive evaluation framework, allowing for a detailed analysis of machine translation performance, especially in translating complex texts like political documents.

2.4 Human Evaluation

In addition to automatic evaluation, we also employed human evaluation to gain a more comprehensive and in-depth feedback on translation quality. Two professional translation reviewers were invited to conduct blind reviews of the machine translation outputs, coming from diverse backgrounds with extensive translation experience and a profound understanding of political texts. The review criteria included the translation's accuracy, fluency, and the ability to accurately convey the original text's intent and emotional nuances.

3 Research Results

Calculated using Python, the performance of each translation system on the BLEU, CHRf++, TER, and METEOR metrics is shown in Table 1:

Table 1: Scores of each translation system on BLEU, chrF++, TER, and METEOR metrics (rounded to 3 decimal places).

System	BLEU	chrF++	TER	METEOR
GPT	40.745	62.891	40.837	67.531
ERNIE Bot	46.265	62.365	54.554	60.373
Copilot	40.496	60.727	41.398	65.348
Google	41.130	57.025	48.775	58.902
DeepL	32.700	43.624	65.345	56.217

GPT excels in chrF++ (62.891) and METEOR (67.531), indicating strong character-level quality and excellent semantic accuracy and fluency.

ERNIE Bot leads in BLEU (46.265), showing top lexical accuracy, but trails in METEOR, suggesting room for improvement in semantic precision and fluency.

Copilot demonstrates a good balance with the lowest TER score, indicating its translations are most akin to reference texts, and a strong METEOR score, reflecting good semantic quality.

Google and DeepL show varied performances across metrics. Google's results suggest moderate performance across the board with room for improvement in semantic accuracy, while DeepL's lowest scores in BLEU and chrF++ and highest in TER indicate it significantly diverges from reference translations in both lexical and character-level accuracy, although it somewhat compensates with a decent METEOR score.

Compared to these four automatic evaluation metrics, manual review can more accurately capture the translation's accuracy, language style, and cultural adaptability, among other qualitative aspects. Both approaches should be used in conjunction to obtain a comprehensive evaluation of translation quality. For this experiment, two senior professors in translation were invited for manual review, with their ratings presented in Table 2.

Table 2: Manual review scores for each example sentence

System	Reviewer 1	Reviewer 2
GPT	78.85	79.71
ERNIE Bot	70.10	72.84
Copilot	70.55	70.32
Google	55.22	51.10
DeepL	55.00	50.91

The analysis of the evaluative scores assigned by the first reviewer indicated that the translations generated by ChatGPT received an average rating of 78.85, outperforming ERNIE Bot (70.10), Copilot (70.55), Google Translate (55.00), and DeepL Translate (55.22) respectively. Consistently, the second reviewer's assessments corroborated this ranking, with ChatGPT achieving an elevated average score of 79.71, thereby exceeding the performance of ERNIE Bot (72.84), Copilot (70.32), Google Translate (50.91), and DeepL Translate (51.10). Despite observable variances in

individual scores, the hierarchical ordering of the translation tools' efficacy remained constant across both reviewers' evaluations, unequivocally establishing a preferential endorsement of ChatGPT's translation capabilities. This consensus underscored ChatGPT's superior proficiency in executing the designated translation task, positioning ERNIE Bot as the subsequent preference, and relegating DeepL Translate to the lowest echelon of performance among the evaluated tools.

4 Discussion

The analysis of both automated and manual evaluations indicates the unique strengths of large language models and translation engines in translating political texts. Notably, ChatGPT stands out with superior performance in CHR++ and METEOR evaluations, highlighting its exceptional translation quality and profound comprehension. While ERNIE Bot's dominance in BLEU scores reflects its notable lexical matching and accuracy. The lower TER scores of DeepL Translate and ERNIE Bot indicate their efficiency in producing outputs closer to reference translations with minimal edits. However, DeepL Translate exhibits weaker performance, particularly in METEOR scores, suggesting potential shortcomings in semantic understanding and fluency.

To further investigate the specific challenges of translating political texts and how these models compare with traditional translation engines, we specifically analyzed sentences where ChatGPT's manual and METEOR scores surpassed those of its counterparts. For instance, in translating the culturally nuanced political term "四风" into English, ChatGPT opted for an expression comprehensible to international readers, accurately conveying the concept of "formalism, bureaucratism, hedonism, and extravagance." This sensitivity and adaptability to cultural differences are hallmarks of high-quality translation, a feat not as well accomplished by other systems. ERNIE Bot's translation of "四风" as "four forms of bad conduct," although relatively accurate, lacks precision. Copilot, Google Translate, and DeepL Translate merely rendered it as "four winds," failing to capture the term's original meaning. ChatGPT's translation is not only faithful to the source but also fluent and natural, reflecting the model's training on extensive corpora, which enables translations that resonate with the target language's

idiomatic expressions.

These observations suggest that although mainstream translation tools offer expedient and accessible services, specific large language models may deliver superior quality in translating political texts that demand high accuracy and comprehension. The translation of "三农" by LLM-based AI systems as "agriculture, rural areas, and farmers," compared to the simplistic "three rural areas" by Google Translate and DeepL Translate, underscores this point. Yet, it is critical to recognize the discrepancy with the official translation, "agriculture, rural areas, and rural residents." The term "rural residents," referring to Chinese citizens registered in rural locales, and the misalignment with the Oxford Dictionary's definition of "farmer," reveal the nuanced understanding still required from LLM-based translations. This necessitates the intervention of human translators for refinement and verification, highlighting the blend of human expertise and AI capabilities in achieving translation excellence.

The findings of this study suggest that in the era of machine translation, the role of human translators is becoming increasingly important, and rather than being marginalized, it is becoming more and more important. ChatGPT has not yet caused a fundamental change to traditional human translators or to current machine translation tools. Especially when dealing with politically sensitive texts, the role of human translation is still critical. As the ChatGPT model continues to be optimized, it will have wide application potential in the field of machine translation, but in many professional and critical translation tasks, the combined approach of human translators and machine translation remains the best choice. Human translators have irreplaceable advantages in interpreting complex contexts, navigating cultural differences, and ensuring the accuracy and consistency of translations. The role of the translator is evolving into that of a quality assurer, responsible for ensuring the accuracy, fluency and cultural appropriateness of the translation. They also act as cultural mediators, preserving and conveying the cultural connotations and emotional color of the original text.

Therefore, in the era of artificial intelligence, especially in the face of natural language processing technologies such as ChatGPT, translators should strengthen the

construction and development of the following aspects: First of all, translators urgently need to establish an effective model of human-machine cooperation with the machine translation system, taking advantage of the efficiency of the machine translation while also utilizing their professional judgment. This paradigm shift requires going beyond traditional roles and expanding the skills, methods, and mediums of translation [6]. Secondly, Fu Jingmin (2023) proposed that Chinese translation education in the new era should be underpinned by the rich essence of traditional Chinese translation culture, and we need to strengthen the Chinese element in translation education, strengthen China's position in the international discourse system through translation, and help disseminate Chinese culture and Chinese voices [4, p.13]. It is also important to focus on the study of translation ethics, especially the ethical challenges associated with machine translation and automated tools, in order to ensure legal and ethical translation practices.

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跨模型比较：大语言模型在政治文本翻译中的效能分析

摘要: 随着大型语言模型 (LLM) 技术的飞速进步, 其在包括自然语言处理和机器翻译在内的众多领域展现出了巨大的应用潜力。本文构建涵盖 200 个代表性政治文本的中译英测试集, 将几种主流大型语言模型 (包括 ChatGPT、Copilot 及文心一言) 与 Google Translate 和 DeepL Translate 这两大主流翻译引擎生成的译文进行对比, 旨在评估它们在政治文献翻译领域的性能。研究运用了 BLEU、CHRFF++、TER 和 METEOR 四种自动评估工具来量化译文质量, 并结合人工评价, 以全面了解各个模型的性能。我们发现, ChatGPT 在与其他模型的对比中展示了一定的优势。然而, 各模型在处理包含意识形态因素、复杂结构、特定文化词汇及隐喻等内容时仍具局限性, 翻译准确性也有待加强。研究结尾探讨了在人工智能时代翻译任务的未来走向, 并指出翻译工作者在机器翻译时代的角色不仅未被边缘化, 反而变得更加重要。通过有效地整合人工智能技术, 可以极大地提高翻译的质量和效率, 同时促进跨文化交流和理解, 为塑造中国的国际形象提供更全面的支持。

关键词: 大语言模型; 自动评估指标; 政治文本翻译

DOI:

UDC: 623.822:629.5.081(045)

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CONSTRUCTION AND APPLICATION OF PARALLEL CORPUS OF AIRCRAFT CARRIER

Abstract: *In the epoch of maritime dominance, aircraft carriers have become an indispensable component of modern naval forces, serving as strategic instruments for major nations to ensure the security of maritime trade corridors and safeguard their overseas territories. Amidst heightened global interactions, particularly concerning aircraft carrier technology, there exists a compelling impetus to reinforce international scientific partnerships and scholarly inquiry. Against this backdrop, this paper employs domestic cutting-edge corpus research methods to methodically delineate the construction of an English-Chinese parallel corpus for aircraft carriers. The processes includes corpus collection and screening, data cleaning and denoising, annotation, and bilingual alignment, among other procedures. Additionally, it examines the latent utility of the corpus within the ambit of machine translation, educational instruction, and academic dissemination. The primary objective is to provide an effective translation service platform that facilitates researcher collaboration within the industry. By responding to the nation's developmental needs, the study intends to foster profound international academic exchanges and sustained disciplinary progress.*

Keywords: *Aircraft Carrier; Parallel Corpus; Corpus Studies*

1. Introduction

In the context of intensifying globalization, international exchanges and

cooperation have become increasingly frequent, particularly within the military sector. The rapid and precise transmission of information is crucial for national security and military decision-making processes. As an integral component of naval forces, aircraft carriers have significant requirements for the international communication of related technical data and tactical theories. However, due to the strong specialization, diverse terminologies, and rapid technological evolution, the translation work pertaining to the aircraft carrier domain encounters substantial challenges. This paper introduces cutting-edge corpus research methods for translating and studying texts within the “aircraft carrier” domain. Furthermore, it aims to construct a high-quality English-Chinese bilingual parallel corpus for aircraft carriers, providing data support for “aircraft carrier” domain translation practices, enhancing translation efficiency and quality, and meeting the practical requirements for bilingual material application within this field.

2. Domestic and International Research Status

A parallel corpus consists of original texts and their corresponding translated texts, typically offering both sentence-level and paragraph-level bilingual alignments. Bowker highlighted that utilizing parallel corpora enables translators to improve the precision of terminological translation [1, P.183–210].

Western developed nations have early recognized the potential worth of corpus construction in an informationized setting and have established numerous large-scale general or professional parallel corpora: 1) The English-Norwegian Parallel Corpus (ENPC) (2.6 million words); 2) Corpus of Contemporary American English (COCA) (50 million words); 3) British National Corpus, etc. The application of corpus began to rise to all levels [5, P.92–93]. These corpora, with their accurate sources and clear annotations, are extensively utilized in machine translation research across various fields.

In China, the construction of domestic parallel corpora began later than abroad. Over the past 40 years, Chinese scholars have increasingly focused on constructing specialized English-Chinese parallel corpora, leading to the emergence of representative specialized corpora. Institutions such as the State Language

Commission, PLA Foreign Languages Institute, and Foreign Language Teaching and Research Press have made significant contributions to the development of professional bilingual parallel corpora in China. Projects like the Bilingual Corpus for Computer Science and Technology and the Corpus of English-Chinese Literary Works are exemplary representations of specialized English-Chinese bilingual parallel corpus construction. The establishment of these corpora not only enriches linguistic resources but also promotes academic research and practical applications within relevant fields.

With advancements in aircraft carrier technology and upgrades to Chinese aircraft carrier equipment, the demand for professional translation in the aircraft carrier domain is escalating. However, aircraft carrier corpus resources are scarce, necessitating urgent research into their construction and application. Consequently, this study aids in enhancing the accuracy and efficiency of machine translation and assists relevant researchers in analyzing and addressing issues within the aircraft carrier field, thus fostering scientific and technological progress in this area.

3. Corpus Construction Objectives

The construction of the aircraft carrier parallel corpus is pivotal to achieving three main objectives. Initially, by harnessing the synergy between Computer-Assisted Translation (CAT) and Machine Translation post-editing (MT+PE), a comprehensive collection of original texts within the “aircraft carrier” domain undergoes high-quality translation. This culminates in the establishment of a bilingual parallel corpus with a million words specific to the “aircraft carrier” specialty, grounded on the translation outcomes. Subsequently, employing corpus linguistics research methodologies, the bilingual corpora are analyzed prior to and post-translation. Concurrently, this process involves evaluating the quality of manual and machine translation outputs, undertaking quantitative language analysis, studying characteristics, and summarizing the text translation attributes inherent to this field [2, P.113–165]. Its main objectives are providing training data to enhance machine translation algorithms and offering resources for the research and pedagogical aspects of military terminology. Thirdly, with China occupying a commanding position in the research and development of aircraft carrier technology and equipment, the creation of a parallel corpus within this

ambit aids in elevating the standard of translation technology and its application within this particular sphere in China.

4. Corpus Construction

Constructing a high-quality and precise parallel corpus is pivotal for the standardization of bilingual materials within the aircraft carrier technology sector, as well as for enabling effective translation and communication. The endeavor to establish a high-quality parallel corpus necessitates a series of meticulous steps, including the collection and screening of the corpus, cleaning and denoising, corpus annotation, and parallel matching.

4.1 Corpus Collection and Screening

The inaugural stage in the development of an aircraft carrier English-Chinese parallel corpus entails the procurement of a superior quality bilingual corpus. Initially, extant corpora are amalgamated, encompassing publicly accessible military documents, technical manuals, operational procedures, exercise reports, official statements, and news releases. This approach circumvents the limitation of scant samples of aircraft carrier English corpora and endeavors to preserve the corpus's representativeness and authority through judicious selection.

4.2 Corpus Cleaning and Denoising

In the processing of the corpus, initially, through scanning and recognition technology, followed by preliminary proofreading, electronic files in txt format are ultimately obtained. Concurrently, electronic texts available on the internet are converted into txt format post format conversion, denoising, and preliminary proofreading. To ensure the compatibility of these txt files across diverse software, EncodeAnt software is employed to batch encode and convert all txt documents. Despite meticulous preliminary proofreading, these original corpora may still harbor various format discrepancies. To attain pristine text, a batch processing scheme utilizing the “Text Finisher” tool can be implemented to execute batch purification of the text, thus ensuring that each document conforms to the standards required for subsequent processing.

4.3 Corpus Annotation

The annotation of the corpus is characterized by simplicity in operation and support for batch file processing. One merely needs to store the Chinese corpus within the designated folder, load the folder, select the corresponding document, and initiate “Start Segmentation and Labeling” to expeditiously complete part-of-speech tagging. The TagAnt program is utilized for annotating the English corpus. Although equally user-friendly, it can only process one utf8 format file at a time. By clicking “input files,” documents can be selected from English files, and pressing “start” yields marked English data. After the part-of-speech tagging of English and Chinese corpora is completed, it is necessary to further segment sentences with emeditor software, that is, add \n characters after each period, question mark and exclamation point. Both languages undergo identical data processing techniques and can be executed via search and replace functionality [4, P.103–105].

4.4 Corpus Parallel Matching

The matching software introduced herein, Paraconc, possesses certain operational limitations when aligning parallel corpora: users cannot edit the corpus content but can only adjust the corpus vertical positioning to achieve synchronization. Hence, prior to matching, it is imperative to guarantee the precision of the provided English-Chinese bilingual corpus content.

The specific operational steps are as follows: Firstly, launch the Paraconc software and click the “Load corpus File” option under the “File” menu to import the bilingual corpus. Since the focus is on English-Chinese bilingual parallel corpora, users need to set the value to 2 in the “Parallel texts” option, signifying the loading of bilingual texts. Subsequently, in the language settings section, select Chinese and English (American English), and load the prepared Chinese and English corpus files into their respective boxes. Post-loading of the corpus, clicking “OK” initiates the corpus matching process. Upon completion of the matching procedure, users can review the matched bilingual corpus results by selecting View Corpus Alignment under the File menu, followed by choosing the Alignment option. As most corpora are not fully synchronized by default, researchers must manually adjust them.

Then, we export corpus files to save the corpus. Select “export corpus Files” in

the “file” menu, then assign a name and determine the saving location. In the “Alignment Style” option, choose “Tags” and click “OK” to finalize the operation. The corpus files saved through this method maintain integrity upon moving, being independent files that do not rely on a specific working environment.

4.5 Corpus Storage and Management

The corpus is safeguarded through a dependable database management system, ensuring data security and stability. Additionally, the application of the Paraconc corpus offers an efficient retrieval and access interface, facilitating user queries with a simple search function. Data backup and recovery mechanisms are also implemented to prevent data loss or corruption. In terms of management, the paper outlines established norms and procedures to ensure ongoing corpus updates and maintenance.

5. Application Prospect of the Corpus

The application prospects for this corpus are manifold, especially given the increasing importance of high-quality military bilingual resources amidst global military exchanges and advancing information technology. The English-Chinese parallel corpus of aircraft carriers serves as an invaluable bilingual resource for naval and military fields, demonstrating its utility across various applications.

5.1 Application in Machine Translation

In the domain of machine translation, the corpus enhances translation quality and efficiency. Machine translation systems can leverage parallel corpus data to better comprehend technical terminology and complex sentence structures. Despite significant improvements, translation errors at the vocabulary, syntax, and symbolic levels persist, necessitating continued evaluation and training of machine translation based on this corpus to refine accuracy and efficacy.

5.2 Application in Education and Teaching

Educational applications of the corpus include leveraging machine learning and natural language processing technologies for quantitative language analysis, such as word frequency statistics and language model training, to summarize field-specific text translation characteristics. This facilitates learners’ and practitioners’ acquisition of comprehensive industry insights and translation methods. Additionally, the corpus

provides a rich source of standardized academic language examples and professional terminology translation norms, enhancing students' mastery of vocabulary usage and practical collocation constructions [5, P. 92-93]. The corpus also serves as a valuable resource for academic English writing instruction within the aircraft carrier domain, enabling teachers and students to study and emulate global sentence structures and text organization, thereby bridging the academic expression gap between students and experts, enhancing standardized language usage, and fostering participation in international academic exchanges [3, P.5–26].

6. Conclusion

To summarize, this paper primarily introduces the construction process and potential applications of the aircraft carrier parallel corpus. From determining the database construction scheme, corpus collection and naming, to corpus cleaning and labeling, the process strictly adhered to predetermined norms, ensuring the representativeness and accuracy of the corpus to the greatest extent. This English-Chinese parallel corpus of aircraft carriers possesses a broad range of application prospects, which can standardize translation methods in the “aircraft carrier” domain, improve translation efficiency and quality, and meet the practical needs of machine translation in the field of aircraft carriers. Among these, a multitude of precise and high-quality corpora can not only be compiled into military bilingual resources but also applied to the field of education and teaching through dictionaries. This aids teachers and students in studying military translation and academic English teaching, providing international common language paradigms and strategies for Chinese scholars to better expound their academic views and engage in international academic exchanges. These application practices also demonstrate that domain-specific parallel corpora with strong pertinence and high quality play an irreplaceable role in promoting exchanges and cooperation in professional fields. In the future, with the ongoing enrichment and enhancement of corpus resources, its potential application value across more domains is anticipated to be further developed and utilized, thereby providing language services and strategic support for the nation's aircraft carrier technology development and even national defense modernization.

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航母平行语料库的建设及应用

“向海而兴，背海而衰。”随着海洋时代的到来，航空母舰已是现代海军不可或缺的利器，也是大国维护海洋贸易通道安全以及海外利益必备的战略投送工具。随着国际交往的日益频繁，特别是在航空母舰技术领域，迫切需要加强国际科学合作和学术研究。鉴于此，本文基于国内前沿语料库研究方法，详细说明了航母英汉平行语料库的语料收集与筛选、语料清洗及去噪、语料标注、语料的平行匹配等语料库建设过程，并针对行业特色，分析了该语料库在机器翻译及教育教学等领域的应用价值，该研究顺应国家发展的需要，旨在为行业相关科研人员提供翻译服务平台，促进国际学术的深入交流和学科研究的持续进步。

关键字：航空母舰、平行语料库、语料库研究

DOI:

UDC: УДК: 81'253:37.091-021.464(045)

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自我调节式学习理论下英语类本科生口译课程评价改革研究

摘要: 口译课程作为外语专业综合技能型课程, 技巧性强、难度高, 学生需自主进行大量课后练习, 因此, 以自主学习为核心的自我调节学习模式尤其重要。为促成这种学习模式, 教师需要从口译课程学习的特点、难点出发, 合理改革课程评价体系, 以形成性考核为手段, 引导学生自我激励和监督。本文从口译难点、特点角度出发, 分析了如何以自我调节学习理论为理念, 改革口译课程评价体系, 以期对口译课程建设起到启发作用。

关键词: 自我调节式学习; 口译课程; 评价制度; 形成性考核

2020年, 由国务院印发的《深化新时代教育评价改革总体方案》, 提出“改进结果评价, 强化过程评价, 探索增值评价, 健全综合评价”, 为教育评价提出了纲领性的指导, 破除过去唯分数论、唯论文论的教育体制顽疾, 指明了教育评价体制改革的方向(赵汝彬, 2024)。课程评价体系是高校教育评价体系的基础组成, 是高校教学改革的重点。为了更好规范我国高校英语教学, 2020年教育部发布的英语专业本科教学指南对教学评价的作用提出: “评价应以促进学生学习为目的, 根据培养方案确定评价内容和标准, 选择科学的评价方式、方法, 合理使用评价结果, 及时提供反馈信息, 不断调整和改进教学。评价应注重形成性评价和终结性评价相结合。”

作为英语类本科生高学段课程，口译课程学习有两大特点：（1）对语言综合应用能力要求高，对学生的双语表达能力、临场应变能力和口头表达能力要求高；（2）技巧性强，口译课程所涉及的速记能力、短期记忆训练等均需要进行大量课中课后练习才能达到入门级别。以温州商学院商务英语专业本科生为例，本科口译课程有《商务口译》和《商务口译实训》两门课程，总共约为 100 个课时，课中练习时间远远不足以满足要求，大部分学生在经历两个学期的课程之后，对于一段 30 秒六级难度的材料依旧难以快速而准确地完成口译任务。因此，以自主学习为重点的自我调节式学习模式尤其重要。促成学生形成这一学习模式需要有效的监督、激励机制和引导机制，才能让学生持之以恒地、有效地探索正确的学习模式，进而提高口译技能。有效的课程评价体系能够通过监督起到引导作用，对口译课程建设尤其重要。

口译课程评价作为监督和激励学生学习的重要途径，应以帮助学生养成自我调节学习模式为出发点，合理设置形成性评价，以考核为手段，激发学生学习动力，有效监控学生学习过程，适时答疑解惑帮助学生调整学习模式，促使学生循序渐进提高口译技能和学习能力。

一、自我调节学习理论的主要观点

自我调节的概念源于以 Bandura 为代表的学者所提出的社会认知学习理论 (Schraw, G., K.Crippen, K. Hartley, 2006)，指的是学习者为了达到学习目标所产生的一系列的思想和行为。Paris & Paris (2001, 89) 将自我调节式的学习定义为学习者主动的监控、引导和调节自己的学习行为，以达到获取信息，拓展专业技能和自我提升等学习目的的过程。Zimmerman (1989) 则把学习者的自我调节视作一个动态循环的自主控制和自我导向的学习过程，即自我调节学习，包括确定学习目标、组织安排学习活动、自我评估和自主调整三个阶段 (见图 1. 自我调节式学习理论)。

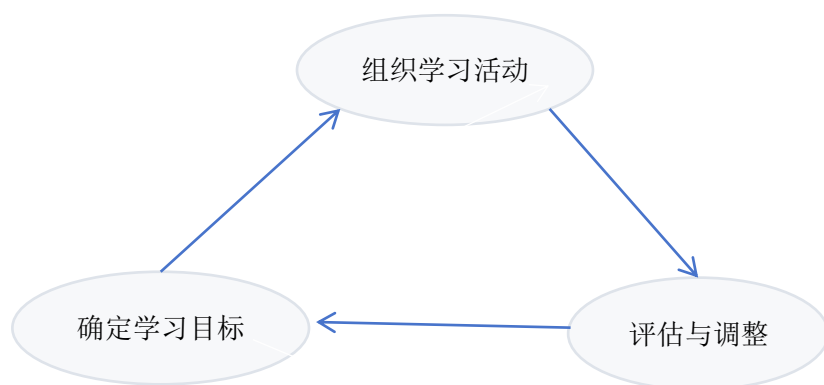


图 1 自我调节式学习理论

自我调节式学习具有三个特点：（1）在认知上，学习者自主或者在教师的指导下设置合理目标、制订明确的学习计划，并进行自我指导、自我监控、归因和自我评价；（2）在学习动机上，学习者内部动机强，由学习成果所带来的自我效能感高，认可学习价值，并对自己的学习能力有一定信心；（3）在行为上，学习者能根据学习内容为自己选择适宜的学习策略和学习资源，自主组织和安排学习活动，调整学习方式，主动使用和调整各种策略和资源，构建资源丰富的好学习环境（王珍，2012）。

二、形成性评价和终结性评价

教学评价通常分为形成性评价和终结性评价。其中，终结性评价是指在教学活动结束后评价，目的在于对教学活动成果进行最终的、全面的评价，为教学成果是否达到预期提供评价支撑。终结性评价包括期末考试、课程论文等，包含整个教学活动的学习内容。

形成性评价则与终结性评价相对，旨在通过持续性获取学生对学习目标的掌握程度的信息和观察学习表现，包括学生基础、学习态度、课堂氛围等，进行教与学的调整，提供过程性学习反馈的同时，进行教学调整。具体的过程性考核模式通常包括出勤情况、课堂互动、作业、单元测试等。通过观察学生的学习表现做出发展性评价，并根据学生整体学习情况调整教学模式和方法（杨晓君，2021）。

Andrade（2000）结合自我调节学习理论和课堂反馈机制提出了“促进自我

调节式学习的形成性评价理论”，提出形成性课堂评价应包括以下三个环节：（1）清楚表达预期标准，即对习作和表现质量的清晰描述，可以由教师完成、学习者完成或者是师生共同探讨完成；（2）学习者对照评价标准，评价自己的习作；（3）学习者根据评语对自己的习作做修改。

自我调节式学习对学生自律性、自主学习能力要求较高，培养这一学习模式，学生需要教师进行引导，为学生创造必要的学习氛围，激活师生、生生之间教学资源，结合口译课程难点和特点，通过建立合理评价体系引导和激励学生进行自主学习。

三、口译课程学习难点

自我调节式学习中，学生通过自我监控、自己激励和自我探索，最大程度发挥自身的主观能动性，能够实现最高效的产出。但同时，由于学生自身学习能力的不足、自制力缺失，以及对特定课程学习方法了解不足，难以持之以恒。口译课程本身难度高、技巧性强、自学难度高，因此，教师需要充分发挥形成性考核的作用，以评价体系为引导模式，成为学生自我调节式学习的引路人，以评引学、以评促学。口译课程评价体系建设需要以自我调节式学习理论为理念，以口译课程学习难点、特点为出发点，建立合理的评价体系。从口译活动的特点进行分析可以得出，口译课程学习存在如下难点：

（一）双语口头表达能力

口译以双语表达能力为基础，需要以扎实的外语基础和良好母语口头表达能力为基础。不仅需要双语口语流利、能使用双语清晰地表达思路，也需要良好的演讲能力和优越的语音语貌，具体要求有避免使用口头禅和反复自我纠正、双语吐字清晰切发音标准、语速均匀、语调沉稳有力等。英语专业本科具有较为扎实的英语基础，但外语使用环境缺失，许多学生外语口语表达能力差。同时，公共演讲能力的高低也决定了学生能否用母语和外语清晰、准确地传递意思。

（二）记忆力训练和速记系统构建

以汉字为例，口述速度一般为 180-200 个字符一分钟，手写速度约为 30 个

字符一分钟，手写的速度远远不及口述速度，同时，口译实际任务中源语发言时长从不到一分钟到 20 分钟之间不等，这就要求译员不仅拥有强大的脑记能力，还需要构建速记系统，提供记忆支撑。对英语专业的本科生而已，需要能够使用口译速记快速记录 20 秒到两分钟的音频内容。数据表明，初步构建口译笔记系统至少需要 30 个小时的口译练习，达到熟练使用至少需要 70 个小时，以模仿教材或教师较为成熟的笔记系统为前提，通过反复练习、修改笔记符号和逻辑布局，形成简单明了、逻辑清晰的速记笔记。此外，由于口述速度快，速记笔记只能作为辅助，往往三分靠笔记，七分靠脑记。因此，口译课程还需训练学生的脑记能力。

记忆力训练分为长期记忆和短期记忆，除了学生自身记忆力强弱之外，还可以通过大量复述、影子跟读训练进行提升。以温州商学院英语类本科生口译课大纲为例，商务英语专业本科口译课程有《商务口译》和《商务口译实训》两门课程，总共约为 100 个课时，45 分钟为一个课时，总计为 75 个课时，涉及不同的单元主题和口译技巧，如复述练习、短期记忆练习、视译、影子跟读。分配在口译笔记上的课时不超过 15 个小时。由此可见，仅仅是课堂练习不足以支撑学生形成合格的速记能力和脑记能力。

口译笔记训练初期往往出现以下几个问题：（1）笔记符号缺失和使用不熟练，使用完整中文或英文进行记录，笔记耗时长；（2）笔记内容缺乏逻辑性，不加区分地记录所听到的内容，笔记零散无逻辑，导致通过笔记回忆内容常常需要较长时间反应，甚至忘记所记内容。以上问题的出现主要是因为学生练习时长不够，对笔记符号不熟悉，难以兼顾理解源语和快速记录两项任务。

（三）专业术语及知识储备

口译员作为语言文化的沟通者，不仅是语言信息的传递者，更是思想的沟通者，口译往往涉及到一定行业背景，缺乏专业知识，译员则难以深入理解源语信息，导致输出的译文流于表面。因此，除了语言知识，译员还需要对语言背后涉及的专业知识有较为深入的了解。这对译者的自学能力提出了较高的要求，并要求译员提前学习相关专业知识、储备专业术语。

语言随着社会经济技术发展而演变，各个行业承载社会现象的新词层出不穷。翻译行业从业者需要成为站在时代最前沿的引领者，对涉及文化、技术和经济的新词进行分析，并根据其承载的含义给出最合适的解释。本科口译课程为外语类学生成为翻译人才奠定基础，教师在授课过程中就应向学生传递“终身学习”对于翻译人才培养的重要性。

传统“满堂灌”课堂模式忽略了学生主动学习的重要性，学生习惯了由教师布置作业、提供学习资源为特点的被动学习，缺少主动拓展知识储备的意识，仅仅凭借已有的语言知识应对具有极强的不确定性的翻译场景往往难以支撑其顺利完成口译任务。如何培养学生自主进行探索和储备的意识和能力也应成为构建形成性考核教学模式的关注点之一。

（四）临场应变能力和语言逻辑分析能力

口译难点之一在于译入语作为口头语，是非工整性的语言，存在大量的口误、语气词、自我纠正、逻辑不清晰等问题。译员进行翻译需要通过自身的知识素养、语言理解能力对语言加工和整理。此外，译员作为语言沟通的专家，即使通过充分的译前准备和学习，也无法做到完全掌握专业知识，在口译现场遇到生词和复杂的专业知识的情况并不在少数，发言人的语音语调、现场设备问题都有可能影响译员发挥，因此，译员必须有强大的临场应变能力和心理素质。要训练学生的临场应变能力，教师需要提供尽可能多的机会进行实战练习。但传统教师主导的教学课堂氛围下，学生往往不愿意在课堂上主动发言，以考试为导向，而缺少对实践能力的重视，自然缺少锻炼临场应变能力的机会。

口译学习需要克服的四个难点中，双语口头表达能力和记忆力训练和速记系统构建是首要问题和初级阶段主要面临的难点，专业术语及知识储备以及临场应变能力和逻辑分析能力是专业译员或者学生学习进入高阶阶段之后会面临的难题。对英语专业本科口译课程仍处于基础阶段，因此，学生面临的主要问题是双语口头表达能力以及记忆力训练和速记系统构建。与此同时，教师需要培养学生形成拓展知识储备的意识与能力，并通过模拟实践为学生提供公开口译练习的机会。

三、传统口译课程评价体系分析

近年来，高校教学评价体系经过改革，改进结果评价，强化过程评价，从过去以期末考、论文为单一的终结性评价体系演变到结合过程性考核和终结性考核的模式。其中，终结性考核为期末测试，过程性考核注重学生平时的学习表现，即教师通过观察和记录学生在学习全过程中所展示出来的学习基础、学习态度和氛围等，对其学习表现作出的发展性评价（杨晓君，2021）。贯彻整个学期，以学生课堂表现、课后作业、单元测试等为考核依据，更能客观评价学生的学习表现，并能有效记录学生的学习状态和表现，更科学合理，但传统口译课程评价体系仍缺乏引导性，无法引导学生进行自我调节式学习，具体表现如下：

（一）考核各模块间缺乏衔接性

教师在课程开始之前根据口译学习难点设置合理的评价体系，能够让学生对课程学习难点和学习策略形成初步认知。传统英语课程形成性评价主要包括单元小测、课堂表现、考勤、期中测试、课后作业等，以语言知识考核和任务完成度为评价标准，这一评价标准易量化，具有普适性，但对于口译课程技巧习得需要大量练习，各个考核模块应以引导学生进行课后练习和获得有效学习策略为目的。同时，传统口译课程评价体系各个模块的设置没有衔接性，呈分散状态、缺乏引导性，学生对各个模块的考核目的和评价意义缺少认知，亦步亦趋，学习动力不足。过分注重知识考核和结果输出，也容易导致死记硬背式学习，通过背诵输出结果，既容易导致学生在口译课上焦虑不安，又容易误导学生，以为口译只需要背诵英文表达即可。

（二）评价重语言知识，轻技能培养

口译课堂练习评价中，语言性问题最直观、最易判断，教师往往容易将语言性问题作为评价的重点，如个别词语的翻译，进而容易误导学生认为采取简单背诵和记忆的方式就能获取高分。口译课重在培养速记、快速语言调整等技巧，提高学生的现场反应能力和逻辑分析能力，双语表达能力是基础，语言知识只能作为评价的一部分。教师应该通过学生口译输出效果，及与学生的互动沟通，如观

察学生速记笔记、分析学生的语言转化过程碰到的障碍，挖掘学生在口译学习过程中潜在的问题，从而帮助学生自我发现问题、纠正学习方式。语言知识，如词汇和句式，是口译学习的基础，但口译技巧习得需要专业化训练，是口译课程的框架，口译课程应该帮助学生形成口译练习模式，语言知识常学常新，不应当成为口译课程的核心。

（三）评价重结果，轻过程

传统口译课堂评价体系往往只从口译输出，即译员输出信息完整度、流畅度进行评价，评价标准单一，没有对译员翻译结果进行全过程分析，如缺少对前期准备、语音标准、速记笔记和表述逻辑逻辑清晰与否、临场应变能力如何等进行全方面的评价。简单地从结果进行分析，学生只能简单总结语言知识点，无法从评价中得出自身在翻译过程和学习策略上存在的弱项，更无法根据评价结果进行自我调节。

（四）评价主体单一

传统课堂中，由于认为学生专业能力有限，口译课堂评价往往以教师点评为主，这一评价方式虽然能够一定程度上提高课堂效率，降低时间成本，但忽略了生生互评带来的学习效果，也无法帮助学生有效调动生生之间的资源池。学生点评能够折射问题，帮助学生通过思考点评对象存在的口译问题，进行反思，思考自身存在的问题。同时，教师作为熟练的口译员未必能够充分了解学生在每一个口译任务中面临的困难，单一的教师点评模式容易造成压迫感，生生互评能够提供交流机会，给与教师倾听的机会，让教师从学生视角思考课堂教学模式和教学材料存在的问题。此外，单一的教师点评形式以“一对一”的形式进行，其余学生此时课堂参与积极性往往不高，未能认识到被点评对象存在的问题具有共性，也剥夺了学生锻炼问题分析能力、和批判性思维能力的机会。

四、自我调节学习理论下口译课程评价体系改革策略

作为一门对学生自主学习能力和学习动力极高的课程，口译课程评价体系应以引导为目的，以自我调节学习理论为指导，以过程性考核为重点，以输出反推过程，分析学生思考过程性特点，以揭示学生口译方法和策略上的问题为手段，

促进学生学习能力的发展(邓轶, 2023), 以引导学生自我调节式学习为出发点,

(1) 清晰地表达预期目标, 包括建立量化评价指标, 和阶段化考核模式各模块的意义, 激励学生自我监督, 强化学习动机; (2) 使用阶段化考核模式引导学生, 传递各考核模块的考核目的、对应技能的学习意义和相对应的学习策略, 使学生对口译学习策略和方法形成完整的认知, 实现以评促学; (3) 多主体评价体系, 通过教师点评、生生互评、小组点评、自我点评, 帮助学生对自我的学习情况形成深入的认识, 汇聚生生之间学习资源池, 引导学生自我调整学习情况, 帮助学生在口译学习道路上不断反思和自我提升。

(一) 量化评价指标

口译评价一般以译员现场表现和译文质量为评价对象, 专业性强、要求高, 对于仍处于初期学期阶段的英语类本科生有较大的压迫感, 能够反向刺激学生学习, 但单一的译文考核模式缺少正向激励性质和监督性指标, 只强调了结果, 无法向学生传递学习过程和积少成多的重要性。可以通过量化目标, 对自身表现进行量化评价。教师可以引导学生设置前期目标, 提高学生学习积极性, 帮助学生把握学习进度, 如口译练习分钟数、二次材料练习准确度、口译练习材料数量等, 要求学生制定学习计划表格式, 便于及时检查、记录学习计划的执行情况(白毅鸿, 2019)。同时要求学生定期进行目标达成度自评, 以量化形式评估自身表现, 实现自我监督和自我激励。

(二) 考核模式阶段化

口译学习过程难度大、且技能习得周期长, 为激励学生不懈努力, 教师可以引导学生根据口译技能需求及实际口译场景流程, 拆解各学习阶段、树立各阶段学习目标, 明确各阶段学习价值和意义。如, 强调速记系统不仅可以用于口译, 也能够在运用于会议记录、课程学习, 视译练习不仅能够提高口译能力, 还能提高双语表达能力, 改善语音语貌等, 以激励学生持续努力。通过设置阶段化考核模式, 包括针对译前准备的术语准备和知识储备进行展示、现场口译译文质量及语音面貌、临场突发情况处理、口译笔记订正、译后总结分析与提高等, 对学生全程表现进行评价(见附件表1口译阶段化考核表), 引导学生循序渐进把握正

确的口译学习策略。

1. 译前准备考核

口译译员既需要有扎实的语言功底，掌握已有的语言知识，也需要具有超前学习意识，紧跟社会科学发展，与时俱进学习最新的知识，能够根据主题做好专业术语和背景知识储备。每一场口译实践都需要有一定的专业背景知识和词汇准备，如职务、人名、专业术语、以及会议所涉及的专业知识，如医疗、生物、金融等等。以温州商学院《商务口译实训》课程为例，该课程分为旅游观光、商务访问、时事政治等六个主题，以自我调节式学习理论为指导，可以通过结合最新时事布置主题任务，或者要求学生选取最新时事，提取口译材料，进行译前准备，收集专业术语和必要的背景知识，翻转课堂教学，进行成果展示。这一方式能够充分调动学生自主学习能力，训练学生借助互联网资源自主搜集信息的能力，通过专业网站、专业书籍等获取信息，学习相关知识，学会有效整理形成专业词汇清单，为现场口译扫除专业知识障碍，同时，也能够有效训练学生公开演讲能力。例如，以旅游观光为主题的单元，教师可以要求学生以小组为单位，收集和分享主题相关的中英词汇，同时，以所在城市为目标，简要介绍当地知名旅游景点，并以此为材料作为课堂口译拓展练习（孟祥凤，2023）。

2. 译中表现评价

根据口译所需技能，设置多维度化考核模式，如：脑记记忆训练、口译笔记订正、分别设置中译英和英译中交替传译能力、视译水平、有稿及无稿同声传译评价。口译课程作为一门综合性的语言课程，分为交替传译、视译、同声传译等，每种形式对技能要求略有不同。阶段性测试和终结性考核应当涉及多种题型，通过测试和反馈，学生能够更清楚认识到自身所存在的弱项。

译文语言质量和语音面貌可以从学生现场口译实践情况进行评价，教师应尽可能多提供公开场合口译练习机会，除了个人口译实践练习外，设置小组口译实践练习，如以四人为一组现场模拟口译实战，并对译文质量和语音语貌进行打分，以小组合作的形式促进学生团队协作能力提升，形成生生学习资源池。

译中表现不仅包括口译输出情况，还包括速记笔记记录和现场突发情况处

理等。通过查看学生的速记笔记和输出结果，分析学生存在的弱项，给出相应调整建议和学习策略。同时，根据现场口译情况突发情况处理进行打分，如针对发言人口误、发言人逻辑不清晰、出现晦涩难懂的专业术语的情况，对学生译员的应对能力进行打分。

3. 译后表现评价

完成口译练习之后，学生需要认真重听自己的口译录音，对照参考译文和速记笔记参考范例进行总结分析，并整理记录问题点和进行笔记订正，教师可以通过阶段性检查的形式，检查学生速记课后订正情况，要求学生提交反思报告等，监督学生进行总结和反思。同时，应关注口译过程性的技能训练，如脑记训练和笔记训练，通过无笔记训练和速记笔记检查，帮助学生分析自身口译转化过程和特点，发现自身短板所在，如交替传译练习后，教师可通过分析学生速记笔记，帮助其分析可能存在的问题，例如，速记笔记逻辑性弱、速记符号复杂、速记符号生疏，或过分强调笔记以至忽略脑记等。

表 1 口译阶段化考核表

练习记录 阶段化评价	译前	译中			译后	
	术语准备和 知识储备	译文质 量	语音面 貌	突发情 况处理	笔记订 正	总结分析 与提高
个人实践 1						
个人实践 2						
团队模拟 口译实践 3						
团队模拟 口译实践 4						

（四）评价主体多元化

口译评价主体可以分为教师点评、学生互评、小组互评、学生自评等，传统口译评价体系往往以教师点评为主导。教师点评虽然能够有效帮助学生快速发现问题，但其余学生的参与感弱，同时评价视角单一。而学生互评和小组互评能

够让学生从对其他的同学的点评中，思考问题背后的原因，进行反思，从而发现自身存在的问题，同时能够增加课堂趣味性，提高学生的积极性。如可以通过学习通上传录音，要求学生进行互相点评，学生既能看到通过与自身进行比较，发现点评对象存在的问题，也能学习对方的优点。学生之间横向互评，更容易让学生认识到自己的不足之处。此外，由于口译练习难度较大，学生往往容易产生焦虑感，学生课后互评能够降低学生因公开播放录音产生的焦虑感。通过互评形式，引导学生协同合作，汇聚生生学习资源池，促进生生之间相互监督、共同进步。

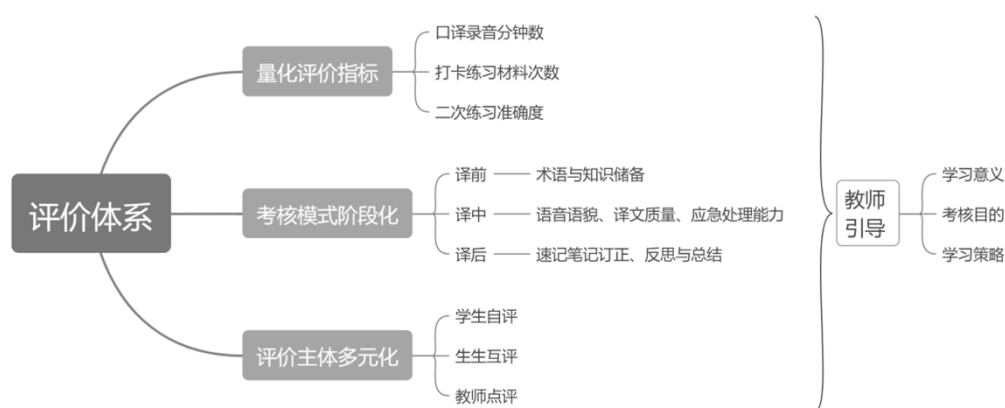


图 2 口译评价体系改革

五、结束语

1990 年，语言学家 Andrew. D. Cohen 指出“语言学习的成功取决于学习者本人，取决于学习者自身的因素及其充分利用学习机会的各种能力。”教学的重点应在教会学生学习，口译是一门需要终身学习、不断更新语言储备和知识库的课程，教师应当引导学生学会自主调节学习、充分挖掘和利用学习资源、进行自我监督和引导。随着科学技术的飞速发展，知识技术也在迅速更新迭代，终身学习已经成为当代社会的现实要求。因此，口译课程考核体系改革应以培育自主调节式学习能力为理念，培养学生的口译技能和学习能力，以培养出具有终身学习理念的新时代优秀人才。

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REFORM ON THE EVALUTATION SYSTEM OF THE INTERPRETING COURSES UNDER THE SELF-REGULATED LEARNING THEORY

***Abstract:** As a comprehensive skill-based course, the interpreting course is among the most professional and difficult ones for foreign language majors, which means plenty of after-classes exercises are indispensable. Therefore, self-regulated learning mode that focus on independent learning is of great importance. In order to promote this learning mode, it is necessary to build a curriculum evaluation system based on the features and difficulties of the study of interpreting, and guide students to realize self-motivation and supervision. Based on the difficulties and characteristics of interpreting, this paper analyzes how to reform the evaluation system of interpreting curriculum based on the theory of self-regulating learning, with a view to enlightening the improvement of interpreting curriculum.*

***Keywords:** self-regulated learning theory; Interpreting; Evaluation system; Formative assessment*

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*Recommended for press
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(Minute #10 dated 27 April 2024)*