

English Translation and Intercultural Communication Equivalence Research Based on Functional Translation Theory

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Abstract: The ultimate goal of English translation teaching is to cultivate students' intercultural communication ability in different environments, which makes English translation teaching cross-cultural. The functionalist translation theory is based on the translation of the purpose of the translation, focusing on the evaluation of the translation in the context of the communicative cultural context. China's exchanges with countries around the world are becoming more frequent in different fields. The construction and development of various industries require large quantities of highly sophisticated translators. From different views on translation equivalence, it can be seen that to some extent, any translator can find any suitable translation. When translating English, people should pay special attention to the differences between native and foreign cultures, as well as the differences of semantic and cultural information in different cultural backgrounds. In the process of translation, the initiator of the translation decides the purpose of translation, and then decides the strategies to be adopted in translation.

1. Introduction

Translation is not only a process of transformation between different languages and words, but also a communicative process involving three factors: the sender, the intermediary and the receiver [1]. Functional translation theory is a major breakthrough and supplement to the equivalent translation theory. This paper attempts to liberate translation from the constraints of the source language and look at translation activities from the perspective of the translator [2]. With the increasing exchanges between China and other countries in different fields, a large number of highly qualified translators are needed for the construction and development of various industries. When translating English, people must pay special attention to the differences between their own cultures and foreign cultures, as well as the differences in semantic information and cultural information in different cultural contexts [3]. Make cultural information equivalent or equivalent as much as possible. Translation has become a bridge and link for China's foreign exchanges and international exchanges. Although the college English majors in the country have trained a large number of translators every year, they still cannot satisfy the market demand for translation talents [4]. English translation teaching should be oriented to the cultivation of students' language skills and professional skills to improve students' intercultural communication skills in different environments.

It can be seen from various statements about the equivalent of translation that, to some extent, any translator can find any suitable translation [5]. Translation is generally done as a task, and the initiator of the translation process determines the purpose of the communication. Functional translation theory is a great milestone in translation history, marking a huge breakthrough in translation theory. The theory can get rid of the shackles of the original text, and the reason for the relative value of equivalent translation is multifaceted [6]. Although there are formal reasons, the most important one is cultural ones. The differences between Chinese and Western cultures sometimes hinder translation activities [7]. It is impossible for a translation to be totally independent of the original text. There is always a certain connection between it and the original text. That is to say, the translation should be coherent and faithful to the original. In the process of translation, the initiator of the translation decides the purpose of translation, and then decides the strategies to be adopted in translation [8]. With the application of functional translation theory,

translation skills have developed completely, so we need to discuss them further.

2. English Translation Skills from the Perspective of Functional Translation Theory

Functional translation theory has shifted translation from text-oriented to recipient-oriented. Functional translation theory holds that the source text only provides information, and the translator can choose appropriate translation methods according to the requirements of translation. Functional translation theory has been widely used in film translation studies. Through this kind of translation thought, we can summarize some common understandings and methods in order to make translation simpler. Skopostheorie is the core force of functional translation theory. According to Skopostheorie, the original colour is the Skopos principle that all translation activities must abide by. The ultimate goal of English translation teaching is to cultivate students' intercultural communication ability in different environments, and lay the foundation for students to work in the international field after graduation. Follow the translation principles of appropriate translation theory and translation practice. According to the principle of functional theory, from the function and purpose of translation, it is required to adopt a corresponding translation strategy and translation method for a specific purpose.

Equivalence translation should use the translation transformation rules to compare and convert the parameters of the language under the condition of maximizing the commonality between the logical structure of the original surface structure and the phonetic structure. Anything in one language can be expressed in another, including the transformation and transmission of culture. From a cross-cultural perspective, the differences in language and culture will inevitably lead to non-correspondence and incomplete correspondence between the two languages at each language level. Functional translation scholars have noted that non-linguistic factors are an indispensable part of translation studies and have successfully completed this task [9]. The principle of sufficiency is the general principle of evaluating a translation put forward by the functionalist school on the basis of Skopostheorie. In the framework of functional theory, adequacy refers to the characteristics related to translation and interpretation. The principle of coherence mainly concerns the internal sentence coherence of the translated works, while the principle of loyalty concerns the linguistic coherence of the source text and the target text. Skopostheorie of functional translation theory has some shortcomings. Translators may be unable to achieve this goal because of their own misunderstanding deviation, so that readers cannot grasp the true meaning of the original works.

A questionnaire survey was conducted among college English teachers. Among the teachers surveyed, the oldest was 55 years old and the youngest was 24 years old. A total of 50 questionnaires were sent out, 47 were recovered and 45 were valid. The main purpose of this study is to understand the attitudes of English teachers to culture teaching and culture testing, and their specific practices in teaching practice. The results of the questionnaire are shown in Table 1.

Table 1 Survey results

	Disagree	Uncertain	Agree
Culture is essential in foreign language teaching	3	23	19
Our school's cultural teaching lacks a system and does not form a system.	19	13	13
Know how to improve classroom culture teaching	5	28	12
Students can get enough exotic culture from the current foreign language courses	20	14	11
Receive specialized training in cultural teaching	21	16	8

Before introducing culture, teachers must understand students' knowledge level and seriously deal with students' lack of independent thinking ability, creative imagination, judgment and criticism ability and practical ability. In the teaching of English majors, translation teaching has a large proportion and has received relevant attention. Some teachers teach translation theories and translation skills at all or almost, and occasionally involve them. The translations required by

functional translation theory must be coherent, fluid, and natural. If any language refers to other languages, information loss may occur in its vocabulary. This is because in order to use limited vocabulary to refer to or describe infinite objective world and subjective world, it is necessary to segment the real world. In cross-cultural communication, only by consciously comparing these words which embody cultural connotations can we make "communication" easier and more successful. Translation should fully meet the requirements of translation instructions. In the theory of translation function, sufficiency is relative to the specific purpose, that is, the translation should fully meet the translation requirements.

3. Infiltration of Culture into English Translation Teaching

Skopos theory of functional translation theory includes not only Skopos principle, but also coherence principle. There are some problems in the cultivation of civilized etiquette, especially the lack of civilized cultivation in line with international standards. In addition to systematically learning the language, students also have the opportunity to contact the rich cultural connotations of the language in the process of English translation learning. Functional translation theory has shaken off the shackles of equivalence theory and holds that translation is a purposeful process of information transmission. Due to the differences of different cultures of different nationalities, their languages have different characteristics in structure and expression, which are reflected in cross-cultural communication. When there are contradictions among the source text, the target text and the reader, the translator should give full play to his role, coordinate and solve problems, and promote common understanding in all aspects. In teaching, teachers must pay attention to the teaching of social and cultural background knowledge, strengthen their own cultural cultivation, pay attention to the comparison of cultural differences between China and the West, and tell students about the differences between English and Chinese common language in terms of language form and customs.

Cultural practices are formed by customs and habits throughout daily social life and communication activities, such as salutation, greetings, and clothing. The culture of thinking is caused by the way of thinking. How to teach must be based on what is taught. Compared with the teaching method, the teaching content should be paid more attention to. While teaching English language knowledge, teachers should incorporate cultural background knowledge as part of language knowledge into the process of language teaching. Communication ability consists of three parts, as shown in Figure 1.

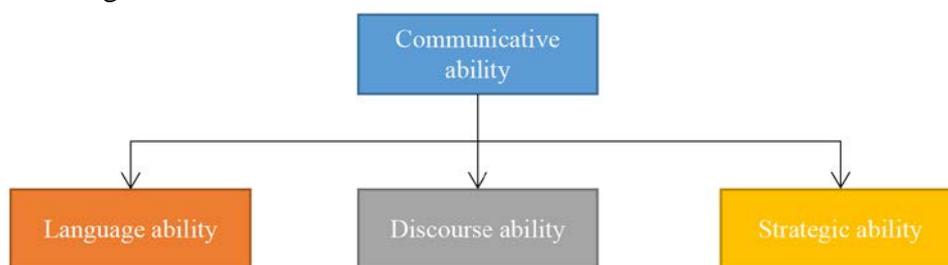


Fig. 1 Communicative competence

Translation is a bilingual activity, a communication between two cultures, and students must not only understand the language characteristics of their native language. Influenced by many factors such as geography, environment, humanities, etc., different cultures will also have differences in the real world. The impact of cultural differences on equivalence translation is multifaceted. The following is a summary of several common "relative equivalence" phenomena in intercultural communication. Functional translation theory provides a sufficient theoretical basis for the teaching of translation methods in university translation teaching. Translation relies on interpersonal interactions, involving the relationship between the authors of the original text, translators and readers, and strives to achieve multiple relationships [10]. English translation teaching is not the only way to cultivate intercultural communicative competence, but English translation teaching can

integrate language teaching and cultural teaching. In the teaching of English majors, teachers should teach students to learn translation methods and make appropriate adjustments in translating literary and non-literary texts. In order to achieve the expected function of the translation, rational choices are made.

Translation refers to the behavior of the source text, which can not only refer to the words and syntactic structure of the source text, because the meaning and function of the text cannot be fully expressed by linguistic symbols. The basic idea of functional translation theory is that translation lies in the interaction of interpersonal relationships. The communicator exerts the main influence, not the original language itself. Cultural teaching and language communication practice are closely integrated to overcome cultural barriers. In the process of communicating with English-speaking countries, there is a lack of understanding of the cultural differences between China and the West. People often subconsciously communicate with their own way of thinking and cultural habits. When translating teaching in the classroom, we will adopt translation example analysis method for translation practice, and summarize the research content. Language is a causal network. The relationship between sentences is a causal relationship. There is known information in any sentence. Translation activities do not just translate the original text literally, but take into account more and deeper factors.

4. Conclusion

College English teachers should constantly update their teaching concepts, reposition their English translation teaching status and actively innovate the corresponding translation teaching methods to meet the needs of contemporary college students' English translation learning. Functional translation theory ranges from the initial stage to the development stage to the deepening stage. After a long period of tempering, the theory was further improved. With an international vision and innovative consciousness, there is an increasing demand for high-level and versatile international talents who can directly participate in international competition and cooperation. Teachers should pay attention to students' subjectivity, create a wider learning space for English translation, and contribute to the cultivation of practical translators to meet the requirements of the times. In English translation teaching, we must attach importance to the cultivation of students' intercultural communicative competence. Setting up cross-cultural teaching courses and subjects according to the specialty characteristics of English can make teaching permeate cultural knowledge better and keep pace with the times.

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