

Integration of Jilin Culture into Publicity Translation Talents Training

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Abstract: The quality of publicity translation of cultural elements has a profound impact on the international communication of regional culture. Proper translation of regional culture can better introduce cultural information to foreign audience, promote the development of cultural tourism industry, and improve the global communication between cultures. This research analyzes the problems in current publicity translation of regional culture and the techniques for translating regional culture, takes Jilin province as an example to analyze the feasibility of integrating culture into the process of translation and language service talents training and the construction of teaching mode for translation course with the integration of cultural elements, so as to pave the way for the transformation of translation teaching mode with Jilin characteristics, and contribute to the cultivation of international language service talents.

Keywords: Publicity Translation; Jilin Culture; Translation Talents Training; International Communication Power

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1. Publicity Translation Techniques for Jilin Regional Culture

1.1 Problems in translation of Jilin regional culture

From the perspective of faithfulness, it is generally agreed that faithfulness is the primary criteria among the principles of “faithfulness, expressiveness and elegance”. Faithfulness requires the translator to strictly express the meaning of the source text in the process of translation, and not to distort the original text or even mistranslate the meaning of the text. When it comes to the translation of regional culture, we often encounter the problem of inaccurate translation to the outside world.

From the perspective of expressiveness, it shall be pointed out that expressiveness here refers to the construction of language environment from original text into target language, especially when the translator is supposed to convey information involving regional folk culture to another language. Furthermore, without precise translation, it will be difficult for Jilin regional folk culture to impress foreign audiences and arouse their willingness to explore the beauty of Chinese folk culture.

Speaking of elegance, the translator should make sure the translated text can not only re-express the original text faithfully and expressively, but also with elegance through reasonable reconstruction of sentence patterns or rewording of certain expressions. However, in reality, the translation methods or techniques applied by translators are relatively fixed and stereotyped, making it less likely to re-express the information appropriately. It is mainly manifested through literal translation, copied usage from dictionaries, grammatical mistakes, etc.

1.2 Strategies for CE translation of Jilin culture

Translators should improve their understanding on Jilin cultural heritage and cultural elements. The influence of culture on language constitutes the main obstacle to the translation of Jilin regional culture. Translation is a re-creation based on a thorough understanding of the source text. The language to be translated by the translator is closely related to Jilin regional culture and

cannot exist alone without regional culture. In addition, in the process of translation, the translator should read the original text thoroughly to understand its historical customs and folk culture. It cannot be judged as accurate translation simply by intuition or rough investigation.

Translators should adopt various techniques flexibly and effectively. The translator shall adopt certain translation theory as the theoretical guidance. Based on the theory, the translator shall consider the process of translation not only as a linguistic activity, but also an objective activity with purpose. When translating, the translator re-creates information according to the requirements of the client, the purpose of translation and the circumstances under which the target readers are trying to understand another language and culture. With the theoretical guidance decided, the translator shall make sure that certain approaches or methods be applied into the translating process.

2. Feasibility of Integrating Jilin Culture into Translation Teaching

2.1 Problems in translation teaching

On the one hand, there exist problems in English translation teaching activities in classroom. Firstly, even for English majors, students learning English translation suffer from a severe lack of translation practice in class. In the meantime, English teachers need to complete the teaching and learning of English listening, speaking, reading, writing and translation within a limited period of time. The tense class hours make teachers and students focus on the accumulation of English vocabulary and the consolidation of grammatical knowledge, and pay more attention to the study of reading, listening, writing and other basic language knowledge instead of translation skills.

On the other hand, there are relatively fewer opportunities for students to experience practical translation of cultural elements in textbooks. The translation exercises are usually assigned as after-class tasks, and considered only as a small part of the overall course design, which is not enough both in quality and quantity, let alone translation explanations and exercises related to regional cultural knowledge.

2.2 Ways to integrate Jilin culture into translation teaching

To begin with, teachers and students should place emphasis on the basic translation skills training. Teachers should explain some translation skills and rules to students in English classes, not only translation class. Translation is a skill that requires a lot of practice to understand and master. When dealing with translation of regional cultural characteristics, students can know how to translate them correctly, so as to truly grasp the cultural connotation and express them correctly in English.

Besides, teachers should supplement vocabulary closely related to the regional culture of Jilin Province while teaching. Vocabulary is the basis of any language expression, so is English. The translation of regional culture requires students to understand and master a large number of professional vocabularies of regional culture. Teachers should add words closely related to regional culture in teaching. Meanwhile, teachers can introduce and recommend English reading materials related to Jilin history, culture, economy and social development to students.

Last but not least, teachers should promote students' knowledge. If a student has a superficial understanding on customs in regional culture, he shall experience cultural shock while translating. Therefore, it is necessary for teachers to introduce relevant regional cultural knowledge to students in teaching, inside and outside the classroom, so that students can learn and understand. Only when students understand the original text correctly can they translate it into English accordingly.

3. Construction of Translation Teaching Mode with Integrating of Regional Culture

3.1 Integrating regional cultural elements into MOOC

Translation teachers can guide students to watch the existing high-quality Chinese-English translation course resources online before going to real classrooms, which can help students familiarize themselves with basic pre-knowledge and translation skills, and effectively reduce the volume and pressure of classroom teaching. In the process of teaching practice, the online resources can be aggregated and integrated, and the translation of material form culture-loaded words in Jilin regional culture can be appropriately supplemented. The teacher can also select students translation work for discussion so as to improve the quality of translation and feel the application of norms in translation through peer feedback.

3.2 Integrating regional culture into WeChat communication

The application of WeChat in translation teaching is an inevitable trend for translation teaching to adapt to the intelligent teaching in the information age. WeChat communication is convenient and flexible, which greatly saves the cost of face-to-face

communication between teachers and students under the line. In the whole teaching process, the teacher can push the bilingual introduction of regional cultural history introduction, myths, customs and habits of Jilin Province in the class WeChat group, and encourage students to share network resources related to regional culture or graphic video resources obtained through field investigation and experience.

3.3 Highlighting the essence of regional culture in classroom teaching

The online and offline integrated smart classroom has made a new breakthrough in the translation teaching mode. The intelligent discussion-based teaching environment helps students to form a translation community and complete the translation practice related to regional cultural values in reality. Students complete the translation task in groups. Then, the “multi-screen display” function can also be used to compare and display all the translations, so that students can observe different English expressions provided by each group and think about the reasons for the differences in expression. After that, teachers and students discuss and explore together to determine the desirable translation or put forward suggestions for revision.

3.4 Expand teaching resources of regional culture

The high-quality curriculum resource corpus can be used as a tool for subsequent teaching and learning, and is the foothold of intelligent education in colleges and universities. Resulting from this, the teacher can create a thematic teaching corpus to facilitate students' discovery-based autonomous learning in their spare time so as to effectively improve students' translation revision ability and critical thinking ability, and this is also very helpful for teachers to carry out reflective teaching and action research. When creating a bilingual parallel corpus of regional culture, students' common problems can be found by summarizing and analyzing the learning data.

Conclusion

Nowadays, it has become unavoidable for countries to communicate with one another in aspects including but not limited to economy, trade, and culture. It is high time that teachers and students learnt publicity translation skills so as to better introduce the culture of their own to the audience from another cultural background. Therefore, college teachers shall analyze the current situation of translation teaching and apply digital technologies to their translation teaching activities inside and outside real classrooms with the integration of cultural elements with regional characteristics, so as to cultivate more qualified talents for international communication between cultures.

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