

## Teaching Model of Japanese Translation under Perspective of Cognitive Linguistics Translation Theory

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### Abstract

At present the foreign language translation teaching basically following traditional teaching mode, this is a bottleneck to improve students’ translation ability effectively. Improvement of students’ translation ability has a close relationship to cognitive style and personal experiences. Translation concept of cognitive linguistics emphasizes fully the constraints of experience and knowledge, strive for dealing with relationship between text, cognitive subject, translations, the real world, the author, translator and readers, in order to achieve “reasonableness of explanation” and “harmony of translation”, to improve the quality and effectiveness of the practice translation teaching, providing new concepts and ideas for modern foreign language translation teaching model.

**Key words:** Cognitive linguistics; Translation theory; Teaching model; Japanese translation; Harmony of translation

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### INTRODUCTION

Different language genre gives different interpretation to semantics of language and forms a variety of translation theory. Empiricism emphasizes the rights of authors, be faithful to authors, translators are only “mouthpiece”,

plays the role of “narrator”; materialism and structuralism transfer perspective to the link of text in the translation’s communication process, emphasizing that the translator pay attention to thought of original work, and the translations must give the same feeling like original; interpretation group’s philosophy shifts the focus to the reader, reflected in the translation theory is the “translation is a re-creation.” In short, the traditional translation theory focuses on the “Results”, on the basis of comparison of the original and the translation, a series of translation skills would be summarized. Translation involves two language systems, cognitive linguistics translation’s theory proposed that language is inseparable from the human’s perception and experience, is part of human’s cognitive abilities. Therefore, we must study the language from the human general cognitive ability. Similarly, the human’s experience and cognition must precede translation; translation is also the results of experience and cognition. Translation theory of cognitive linguistics emphasizes that pay attention to the relation of translator, author and readers in translation process, translators; make efforts to deal with relationship between text, cognitive subject, translation and real-world, to establish a “reasonableness of explanation” and initiate “harmony of translation”. This paper is under perspective of cognitive linguistics translation’s theory, to explore new Japanese translation teaching model.

### 1. LACK OF PERCEPTION IN TRADITIONAL TRANSLATION TEACHING MODEL

Essence of translation is the same behavior as other rational human activities, with a purpose to solve problems encountered in cross-cultural and cross-language communication; it includes language skills and translation skills, perceiving and experience of translation tasks. Zhang Yu said: “Departing from the true communicative context would make translation teaching as one-way communication between students

and teachers, so that translation teaching is as knowledge dissemination rather than skills". Namely teachers become commander, controller and judge of translation in the classroom (Chen, 2010). For a long time, the traditional teaching model is based on the results of the translation, we do not pay attention to the learning process, is based on behaviorism theory. In traditional translation teaching, teachers often depending on the content of a textbook in translation classroom, by the translation example to explain translation theory, explain certain skills, then targeted selected from textbooks or other teaching materials based on the theory or some tips for students to do, and then gives reference translation. While this will help learners to master translation theory and skills in the start phase, but it is not conducive to develop their creativity and adaptability. In the actual translation work, we encountered a wide range of articles and style, unlike single content in the textbook, so the quality of some learner's translation is not high and they are difficult to competent for translation work. On the other hand, due to the translation of teacher's given material, the students are psychologically in a passive position; they are not proactive with translation teaching. Similarly, the teachers decided to commenting, teachers and students cannot be required to discuss and exchange, it is not conducive to mobilize the enthusiasm of the students, it is easy to make translate lessons dull and boring, greatly inhibiting students' creative thinking, is not conducive to the cultivation and improvement of translation competence (Chen & Yu, 2006). This model does not stimulate students' interest in learning, and teaching effectiveness from the point of view cannot meet the teaching requirements for translation practice.

## 2. INTERPRETATION OF CONNOTATION FOR MODERN TRANSLATION THEORY COGNITIVE LINGUISTICS

Translation theory in China has a long history. In Qing Dynasty Fu Yan's "faithfulness, expressiveness, elegance" principle plays an important role for the current rapid and healthy development of translation utility, Lu Xun and Qu Qiubai's "People must balance with both sides of the translation, one is easy to understand, another is preserved original grace." It played a very good role in guiding.

In the perspective of translation teaching idea, at present in China's translation education is not enough emphasis on theory translation. Many people think that so long as be able to read foreign articles and write their own language then can be engaged in translation, and thus lack the support and guidance of the theory. Some experts also think that translation rely practice, experience and translator's talent, rather than theory. They are not clear enough of their relationship between theory and practice fundamentally, resulting in no practical theory seemed empty, and no theory to guide the practice is also empty. Even the translation of famous masterpieces, with

different translation theory, there will be very different translation style.

Western translation theory gives a powerful vitality into the current translation studies since the advent of embodied philosophy and cognitive linguistics. Philosophical basis of cognitive linguistics, embodied philosophy, believes that human language system is not an autonomous system, is inseparable from the human experience of perception, language ability is a part of human cognitive abilities. Therefore, the language must be interpreted from the perspective of experience, from the general human cognitive abilities to study languages. Cognitive linguistics translation theory emphasizes human translation is a cognitive activity, is cognition of human to "objective world" and "subjective world", with experiential, interactive, creative property, For translation we should pay attention to the integrity of discourse, to achieve harmony of translation.

## 3. THINKING OF JAPANESE TRANSLATION TEACHING MODE UNDER THE CONCEPT OF COGNITIVE LINGUISTICS

Translation theory of cognitive linguistics believe that translation is based on real experience as backgrounds, cognitive subject as cognitive basis, by the basis that the reader and concurrently translator understand the source language text of various types of meaning expressed, try to express them in the target language, the translation should focus on outlining author's description of the real world and the perception of the world. Translation theory of cognitive linguistics emphasizes the role of constraints between experience and cognition, emphasis on the interaction between author, reader and work, try to achieve "reasonable interpretation" and "harmony of translation." Cognitive linguistics based on embodied philosophy, and the perspective of cognitive linguistics to examine the translation, it highlights performance of the main cognitive activity in translation. This is a natural phenomenon related to translation, translation theory of cognitive linguistics proposed to play a role with restrictive function from the experience and knowledge to subject factors. Translation theory of cognitive linguistics and model mainly reflected in: translation has embodiment; translation has multiple interactivity; translation has some creativity; discourse of translation; harmony of translation; two worlds of translation (Kaneda, 1988).

Author thinks that "harmony of translation" is not only the principle of translation activities, but also the goal of translation. An important objective of verbal communication is reached interpersonal harmony; translation should also strive to achieve harmony between author, text and reader. Translation itself involves "people" and "basis", in which the human body as a conscious subject, when cognize "basis" you must take the initiative, as the objective existed things "basis" contain strong

subjective color of author. Therefore, translation is the result of exchange interaction of “subjective world” and “objective world”. This paper plans from five points of view “translation has experience”, “translation has multiple interactivity”, “translation has some creativity”, “discourse of translation”, “two world of translation”, analyzed and discussed translation teaching model of Sino-Japanese languages, in order to find more reasonable foreign language translation teaching models.

### 3.1 Translation Teaching Based on Experience

Engaged in translation activities, necessarily involves three elements of the author, the translator and the reader. Translation theory of cognitive linguistics thinks translation has experience, first of all, refers to the author’s knowledge and understanding are from experiential activity, and secondly, awareness and understanding from translator and the reader, and only have experiential understanding of text, then you can get creative intent of the text of the original.

For Japanese “一割引、二割引……”, Chinese literally translated as “10% decrease, 20% decreases……”, while authentic Chinese expression is “10% off, 20% off……”, obviously the two have significantly cognitive differences based on experiences.

For Japanese onomatopoeia and mimicry language, we need to experience the sense of sound in Japanese. Kindaichi Haruhiko said: “ア” and “オ” expresses “thick things”, onomatopoeia beginning with “エ” is not for praising people, “カ” line consonants like “カサカサ” give feeling of dry and hard, “タ” line consonants giving a strong sense and male sense (Chen & Yu, 2006). Translator can only accurately translate and correct do translation teaching accurate when he captures and experience sound differences of nature and based on actual experience of understanding of Sino-Japanese language.

### 3.2 Translation Based on Multiple Interactive Teaching

Multiple interactions include interaction between cognitive subject and text, interaction between cognitive subject and real world, interaction between translators and readers. Whether man as cognitive subject, or real-world which cognitive subject existed, or cognitive thing, “text”, cannot exist independently, essentially it always has been “text in people”, “people in text” and “people in reality”. Therefore, when man as cognitive subject in the “text” and “reality” would translate one language into another language, you must repeatedly consider relationship between “Original” and “Translation”, between the “reader” and “translator”. And as “people” lives in real life, inevitably influenced and constrained by various cultural factors. To achieve harmony of translation, during translation teaching, it is necessary to not only emphasize interactivity between “cognitive subject”, “real world” and “text”, but also consider cultural factors.

As Japan’s inherent “和語” vocabulary is given profound cultural connotation, there is no corresponding

Chinese interpretation of the word, to cause great difficulties in translation teaching. The term “すし” reflects Japan’s food culture, it was literally translated as the Chinese character “sushi”, was based on the production method translated as “food volume”, in recent years based on their pronunciation of Chinese cuisine in “Sixi balls” was translated as “Sixi.” As a translator, encountered such words will be quite confused.

In carrying out the Japanese vocabulary translation teaching, as cognitive subject, “teachers” and “students” need to constantly compare the interaction, such as text, translation, translator and cultural background and so on, and then select more rational translation, then achieves harmony of translation.

### 3.3 Translation Based on Certain Creativity

Translation theory of cognitive linguistics think, due to human as a cognitive subject based on experience, cultural background, ethnicity, education level and different ways of thinking and so on, reflected in the translation, results from the source language into the target language are different. But as a source language text processing through the translator, it is marked with initiative mark of cognitive subject. Therefore, the translation has some creativity, but not all of creation is reasonable and objective, to achieve a better understanding of the original and reflect the author’s thought of translation, giving play to the creation of cognitive ability are widely recognized and applied.

If it is not especially referred, under Japanese generally do not use the numeral “one”, when no modifiers for expression of “more” in the sentence, the Japanese term itself represents the singular “one”, but in the Chinese translation, if you do not add “one sheet”, “one piece” or other quantifiers, sentence would be unnatural. In this case, as the translator should play individual creativity, and add the corresponding quantifiers.

(a) 狐が井戸に落ちましたが、どうしても上がれなくて、困っていました。 / A fox fell into a well, and cannot be able to come up, feels it is difficult (Ye, 2007). Here, “A” had to be added in Chinese translation; otherwise it will lead to ambiguity.

Japanese form statement plays the role in verb nominalization in Japanese. Missing form statement, sentences would be incomplete and the meaning would be not clearly expressed. But in Chinese translation, if all are interpreted, it will appear to be long-winded, so it can be the appropriate cut. Therefore, in the Japanese translation teaching, so it is necessary to remind students to take the initiative, there is a reasonable degree of creative translation.

### 3.4 Translation Teaching Based on Certain Texts

Translation cognitive model on the basis of acceptance of the system function linguistics point of view, man proposed “discourse as the basic level”, and form harmony of part and whole, think that understanding and translation of individual word statement is inseparable from the overall

function and cognitive analysis of whole discourse, we must better experience and comprehensive think the sense between sentences and sentences, paragraphs and chapters, pay attention to the coherence and unity of style.

Translation teaching of science text is very difficult. Scientific articles are very professional, sentence structure is simple than general fiction, but it will form an uncompleted sentence or expression icons to list product specifications, technical terms and foreign words are many. This requires the translator to be familiar with the article involved domain; otherwise man would make principled error. To translate an article in the computer domain, requested people to understand some computer knowledge; if meteorological article to be translated; we must have knowledge of meteorology.

Literary translation has always been considered the most difficult to translate into place. Because it is not only course to convert from one language to another language, but also translate spirit of works and style of writer (Wang, 2007). Kawabata's novel "Snow Country" is very famous works in the world, and therefore, there are a lot of translators tried to translate. Wherein understanding of the beginning of the article, it appeared many translations.

(3) 国境の長いトンネルを抜けると雪国である。夜の底が白くなった。信号所に汽車が止まった。 In sentence (3) only for word "国境" there have been three kinds of translations. Learned from the whole piece of paper, the protagonist is going to 300 kilometers from Tokyo, Niigata, and then the "国境", the literal translation is likely to cause misunderstanding.

In translation teaching with scientific articles, literary, political essays, introduction articles, letters and other textual, the teacher must remind students to consider the overall function of discourse, and cyclic process from whole to part, and then return the whole.

### 3.5 Translation Teaching Based on Two World

Two worlds in translation theory of cognitive linguistics refer to the "objective world" and the "cognitive world." They form not only the basis of language, but also the fundamental generation of translation. The translator must fully consider the two of the world which author want to express, and try to restore the cognition of the two worlds from the original author.

Poetry has been as a long history literary style, no matter in which society, in which country is generated accompanied by human labor, and develop with development of society. Before Meiji Restoration there are two forms of poetry in Japan, Chinese poetry and harmonious song, after the Meiji Restoration in Japan developed into three basic forms: traditional tanka, haiku, and modern poetry. Poetry is highly condensed, imaginative, and lyrical and so on. For translation of poetry, it is necessary to understand the background of the work, but also be familiar with the author's style (Kaneda, 1988). Matsuo Basho's famous Japanese haiku "古池や蛙飛び

込む水の音" is a well-known. It is translated in various forms: "古池—青蛙跳进水里的声音"、"幽幽古池畔, 青蛙跳破水中天, 丁东一声响"、"古池塘, 青蛙入水, 水声响", "苍寂古池塘, 不问鸟雀喧、一蛙穿入水, 丁东一声喧" and so on. Translation can be seen only from the above four, three translators have different understanding of things before, and cognition is inconsistent, angles of appreciation are different, as reflected in the "objective world" is different. When performing poetry translation teaching, teachers should guide students to capture, reproduce artistic image of the original, and use clear, vivid expression for the original, so that readers read as heard, as see the people, as in the place, fully accurate reflect the original "objective world" and the "sense of the world."

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## CONCLUSION

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Translation theory of cognitive Linguistics is a scientific concept of translation, it can mobilize students' self-awareness; alleviate effectively the current serious shortage of translation course. The pattern began to mobilize students in teaching initiative and creativity, highlighting the practical translation courses, completes the translation social practice in the classroom, narrows the distance between theory and practice of teaching. Of course, translation is active as one language expressed to another language, relates to two basic themes of cognitive subject and language. People as cognitive subject have different ways of thinking; there are also differences in a different language pronunciation, vocabulary, grammar, etc.. To guide students to a reasonable translation, to improve students' translation theory and practical ability, engaged in translation teaching workers must be guided by certain scientific teaching philosophy, along with high levels of native and foreign language and profound knowledge, but also in the succession of outstanding domestic translation theory. At the same time, use advanced foreign translation theory system, reform translation teaching mode and improve our level of translation.

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