



## Cultural Teaching for Translation Based on Cognitive Linguistics at College

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Supported by Jilin Education Science “Twelfth Five Year Plan” (GH150118).

Received 7 October 2015; accepted 8 December 2015

Published online 26 December 2015

### Abstract

In traditional translation teaching, teachers tend to focus only on translation theory and methods. Student’s initiative in translation is often overlooked. With the development of cognitive linguistics, “experiential concept” is also gradually being used to explain the translator as subjectivity in teaching of translation. Cognitive linguistics translation theory emphasizes the importance of the translation process and cognitive experience; adhere that translation is homeostasis between cognitive initiative and conditionality body. Cognitive linguistics translation theory provides a new perspective of translation studies and has a profound significance for translation teaching. Through discussion use of “experiential concept” in translation teaching, to further explore the positive role of cultural education in translation teaching, as well as the role of the protection of the national culture.

**Key words:** Cognitive linguistics; Experiential concept; Cultural teaching; Translation teaching; Harmony of translation

Ren, L., & Wu, L. (2015). Cultural Teaching for Translation Based on Cognitive Linguistics at College. *Studies in Literature and Language*, 11(6), 10-13. Available from: <http://www.cscanada.net/index.php/sll/article/view/8052>  
DOI: <http://dx.doi.org/10.3968/8052>

### INTRODUCTION

Nature of translation is exchange activities with a purpose across languages and cross-cultural. Traditional translation teaching is a one-way communication, so that translation teaching is as knowledge dissemination rather than skills training. This teacher-led translation teaching allows students psychologically passive, not proactive with translation teaching. With the development and progress of translation theory and pedagogy, people are increasingly aware of the importance that translator as “people”. Many scholars have argued that the original author and the translator should have equal importance in the process of generating translation. Thus, for questions such as: How to understand the original text? How to express in the translation? Is there in translation translator’s subjective creation? To answer these questions, the translator seems to have more right to speak. But for the question “exactly how to play to the initiative to be a successful translator”, scholars and teachers of translation education has not been able to find a single answer. I believe that, although no conclusion, but in the translation teaching, culture teaching will promote to improve students’ translation ability.

### 1. “EXPERIENTIAL CONCEPT” IN COGNITIVE LINGUISTICS

Cognitive linguistics is based on the foundation of philosophical experience, compared to traditional text-centered translation theory and translation based on the traditional concept of linguistics, cognitive linguistics translation theory highlights the performance of cognitive activities subject in translation. Cognitive linguistics translation theory believes that the role of the translation process based on multiple interactive experience for the background in order to achieve the participation

of cognitive subject, readers and translators in understanding the meaning of the source language text of various types expressed on the basis of a thorough, try it expressed in the target language, the translation should focus on outlining the author's description of the real world and the perception of the world. Cognitive linguistics translation studies has stressed the decisive role in the translation process of cognitive activity, that the translation is the result of experience and knowledge, and at the same time, they pointed out that the translator as one cognitive subject should be involved in other cognitive translation activities' interactive constraints. Cognitive linguistics is in recent years a new force, which will study human language, common development and human cognitive abilities by combining the phenomenon of language learning and development theory and practice. Philosophical basis of cognitive linguistics is empiricist philosophy and relevant theoretical results and subsequent through development and validation, advocate that semantic understanding is closely related with people thinking activity and experience. Experiential concept of cognitive linguistics also said: conceptual systems and structural systems coexist, revealing the structure of language from the body experience. "Translation is not a simple decoding of original language to interpret and re-encoding process, but a double cognitive process." So in the teaching translation process of ability, teachers should focus on students in the learning process and practice thought processes and cognitive processes, and experience the process to a certain extent, in order to promote learning and improve the level of translation theory.

Cognitive linguistics translation theory believes that the translator as the knowing subject in the context of real participation of multiple interactive experience. Reader-translator, after fully understanding the meaning of the source language text which is expressed in the target language, translation by author lays out the description of the real world and the perception of the world. Cognitive linguistics translation theory emphasizes the role of experience and cognitive constraints, emphasis on the interaction between the author, the work, the translator and the reader, pursue "reasonable interpretation" and "harmony of translation." Meanwhile, based on the experience of cognitive linguistics philosophy, taking the perspective of cognitive linguistics to examine translation, highlight the main cognitive activity in translation performance. Wang Yin thinks translation theory and cognitive linguistics pattern mainly reflected in: having the experience of translation; translation is multiple interactive; translation has some creativity; discourse of translation; harmony of translation; two worlds of translation. From perspective of translation from cognitive linguistics, "translated harmony" is the ultimate goal of translation principles and translation activities. The

purpose of cross-cultural communication and language is to achieve interpersonal harmony; the translation should also strive to achieve harmony of author, text and reader. According to Wang Yin's cognitive linguistic theory of translation, this article will analyze and build a more rational translation teaching model from experiential translation, interactive translation, translation initiative and discourse of translation.

### **1.1 Experiential Translation**

Multiple interaction translations are realistic experience background are involved in cognitive subject cognitive basis. Reader-translator based on understanding of the source language text expressed all kinds of sense, try to express them in the target language, the translation should focus on outlining the author's description of the real world and the perception of the world. Translation activities related to the author, the translator and the reader i.e. three elements. Cognitive linguistics translation concept think that translation has experience, the author's awareness and understanding are from experience activities, translators and readers' awareness and understanding also comes from experience, experience of translator is to understanding of text, to get creative intent of authors and text.

### **1.2 Multiple Interactive in Translation**

Cognitive linguistics translation theory itself can be developed into a teaching mode of translation. It refers to process of Reality - Cognition - Language (translation), is actually a macro translation process that involves factors beyond language translation: reality, people, text. Translation's multiple interactive property contains interaction between cognitive subject and text, cognitive interaction with the real world, translator's interaction with readers. When translator as cognitive subject in the text and in the reality translates a language into another language, must repeated consider relationship between "original" and "translation", relationship between "reader" and "translator". To achieve harmony of translation, during translation teaching, man should emphasize the interaction of cognitive subject, in the real world, and text. Watch translation teaching by using cognitive linguistics, we realized the central translation conversion techniques taught in the classroom between the different language teachings are not all. Translation teaching in addition to teaching language skills and cultural differences conversion, it must also guide students to face the original and reflected in the original world, to determine their attitude to the original analysis of the entire translation and confirm its position in the context of translation activities, undertake their own responsibility in the translation process and clear translation activities should achieve the purpose and effect. In translation teaching, as cognitive subject, teachers and students should compare the interactive text, translation, translator and cultural

background and so on; select more reasonable translation, achieve harmony of translation.

### 1.3 Initiative in Translation

As cognitive subject author and translator, their experience, cultural background, ways of thinking, different levels of education, reflected in the translation, results of the source language into the target language are different. Due to differences in cognitive experience of cognitive subject, source language text processing through the translator, marked by cognitive subject play to the initiative of the mark. In a sense, it has a certain creative translation, the translator based on their own knowledge and experience, based on the author and the text understood that within the acceptable range of re-creation, the source language is converted to the target language, would like to express true feelings and thoughts of original to convey to the reader, to achieve the purpose of communication and exchange. Meanwhile, the translation of creativity is relative; regardless the original author's creative process, or translator's understanding of world based on objective, therefore the translator activities will be subject to the constraints of the original. Translation's creativity must be reasonable and objective, better able to understand and reflect the original author thought. In translation teaching's practice, teachers should remind and encourage students to take the initiative, but there is a reasonable degree of creative translation.

### 1.4 Discourse of Translation Teaching

Translation's cognitive model on the basis of acceptance of the system function linguistics, proposed "discourse as the basic level", form harmony of part and overall that understanding and translation discourse is inseparable from individual words and statements on language articles overall function and cognitive analysis, we must better experience and comprehensive think reflected significance in sentences, paragraphs and chapters, pay attention before and after the coherence and unity of style. Discourse is the way to set sentences into articles in a particular language and culture, generation process of the target language text when we observe and discuss translation from the perspective of discourse, translation is initiated by the source language text. In the translation process, the translator need to text message, the source language discourse structure, meaning and coherence of information and other aspects of adjustment, making the translation in line with the reader's thinking and reading habits.

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## 2. CULTURE TEACHING

Main body of translation is the translator, the translation teaching task is to train student's translation ability, and the core of translation capabilities embodied in the analysis and reconstruction of the original description, including the ability to use language and skills. Therefore,

the translation capability is a comprehensive concept, is to show awareness and understanding of the translator. Throughout the translation process, the translator first to show their cognitive abilities, on their own experience of the world to understand the text and reflected world; in addition, the translator needs to demonstrate the ability to reconstruct the original world, reflecting a certain degree of creativity. In translation practice, the translator should be able to self-control, coordinate the handling of a variety of subjective factors, effectively leading the translation process, to achieve the purpose of the translation. Translator capability is its own experience and knowledge-based activities, in the original language and the ability to reconstruct the original analysis of the function as the core, including the translator's knowledge and ability, creativity, communication skills and ability of constraints.

Cognitive linguistics views on translation in order to cultivate the ability to translate, it has a very profound teaching instructive. Watch cognitive linguistics translation teaching to be translated, it can be seen, in the classroom skills of translation between different languages is neither all of teaching, nor is the center of translation teaching. Translation tasks should also include teaching guide students to face the original and reflected in the original world, contextual analysis of translation and confirm its position in translation activities, undertake their own responsibility in the translation process and purpose of translation and effect. Cognitive linguistics and translation theory is based on the relationship between real-world experience is the philosophical foundation, and the translator is in translation the most important and most active body of experience and knowledge, therefore, the concept of cognitive linguistics translation mentions translator as core and dominant of the translation process. Translator is as the main activity, not only need language translation capabilities, but also have the ability to coordinate and deal with problems. Therefore, in the translation teaching practice, cognitive linguistics translation teaching mode to train students not only language skills, but also requires students to develop creativity and analytical decision-making skills.

### 2.1 The Necessity of Culture Teaching

In modern teaching philosophy, teacher education have been taught from a simple knowledge into the training of students' personality, that students in the learning process is not passive recipients of knowledge, but actively according to their characteristics select, understand, learn and even absorbed knowledge and skills. In 2001, our English syllabus clear the purpose of English teaching that students not only to master the English listening, speaking, reading and writing basic skills, teachers should train students to observe, memory, communication skills, and students should be familiar with the different western culture. Thus, the characteristics of the students

themselves, living environment, in which social and cultural acquisition has become an important factor to consider when choosing teaching methods. These important factors can be used the term “culture” to generalize it. The term “culture” to engage in relevant teaching foreign language teachers is not new. Cultural understanding has the following main aspects:

(a) Culture is a kind of art and other cultural understanding and appreciation;

(b) Culture is literature and art collectively;

(c) Culture is situation of social intellectual development;

(d) Culture is a group or ethnic customs, cultural phenomena and social practices;

(e) Cultural formation process is processed for human exercise, training and cultivation.

Visible, culture is a multi-level, multi-angle concept, which covers all aspects of people’s lives. The translated text often comes from among these kinds of life. From another perspective, the final result is not a simple translation of a text to explain, and then reproduce, but then the experience of another life and re-cognition. Therefore, the premise of training of excellent translator, is first let student become the eclectic, they have to understand, know or experience different areas, different lives, and different geographical environment.

## 2.2 The Revelation of Cultural Teaching

Small classroom, three feet of the podium, how teachers could enable students to fully experience the lives of others, feels the meaning of the original works, in order to better carry out the translation and the creation of learning it? This is the work of teachers who are engaged in translation teaching need to carefully study and discuss. I believe that, from the current contents and methods of teaching of other subjects, we can learn from them and use some. First, in dealing with the translation of material about the lives of westerners, we can provide some content for students like books, magazines or movie clips, to enable students to understand the different western humanistic life from these supplementary learning materials. Thus, in the translation of “the apple of the eye” can appreciate the reason the word “apple” are being used. Secondly, when encounters with political, economic, legal content, we want based on these relatively specialized in the choice of words, precise, concise characteristics associated with the introduction of their legal and political background or social practices, prevent students in the translation of such texts ignored the choice of words, words, to prevent the phenomenon of a misnomer. Secondly, in dealing with literature, art content, presentation of the relevant culture can refer to the “literature course” and “Western National Culture Profiles” teaching methods and teaching materials, arranged for student’s after-school learning and tasks related discussions to expand students’ experience range and enhance their ability to feel content. Moreover,

cultural education can also be a classroom task, teachers in classroom setting certain tasks for students, by the completion of these tasks allow students living state land and the people produce the original text of a profound experience. In addition, cultural education should also be reflected in the students to “be able to stand on a different perspective on the same issue”. Culture is not only material but also spiritual. Culture on a person’s influence and guidance should be reflected in the change in his ideological level that is thinking. Even now, those who have such translation: faithful to the original, fluent language, the way of new, innovative content and other requirements, we train the students as long as a breakthrough in the cultural level, they meet the above requirements will be on the translation work and play beneficial role in promoting.

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## CONCLUSION

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Translation teaching is not an ordinary level of language teaching, the task of teaching translation also includes students who have the ability to reproduce the others’ thought, lifestyle and social characteristics on the basis of certain language knowledge. In order to train qualified translators engaged in translation teaching, teachers cannot be simply from the “translation” of this point of view, but should be around the “translation” of the students’ cognitive - reproduction - experience “culture of translation capabilities. Culture is an important basis and driving force for national language development. Provide cultural education opportunities for students to broaden their horizons, it would also enhance students’ understanding of culture, experience and knowledge in comparison. Cultural education is not the only push teaching foreign culture, and should be teaching to deepen and develop the Chinese culture in contrast to Chinese and Western culture and life. In order to develop Chinese language, Chinese civilization heritage, from the perspective of teachers should focus on the development of Chinese culture and cultural education in translation teaching.

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