



An Analysis of Culture-loaded Words in Translation Teaching: Taking Gannan Red Culture-loaded Words as an Example

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Abstract. Linguist Courtney first proposed the concept of applied linguistics to solve language related problems in other disciplines. However, the theoretical construction is not scientific enough, and the construction speed lags behind the development of the times. This article aims to explore the translation strategies and methods of culture-loaded words in the process of language teaching translation, and to analyse it deeply by using Gannan red culture-loaded words as an example. Through this study, not only can we deepen our understanding of translating culturally loaded words, but we can also contribute to cross-cultural communication and cultural inheritance.

Keywords: Translation Teaching, Gannan Red Culture, Culture-loaded Words, Cross-Cultural Exchange.

1 Introduction

The article mainly explores how to handle vocabulary with specific cultural connotations in the process of translation teaching, especially those culturally-loaded words that carry rich historical and cultural information. The selection of loaded words in Gannan Red Culture as the research object is because Gannan Red Culture is an important component of Chinese revolutionary history, and many of its vocabulary are rich in profound revolutionary emotions and historical and cultural heritage. The translation of these vocabulary not only involves language conversion, but also involves the dissemination of culture and the transmission of values.[4] It aims to provide inspirations for language teaching and translation practice through in-depth analysis of the loaded words of Gannan's red culture, and promote smooth cross-cultural communication. Meanwhile, people can deepen their understanding and recognition of the red culture in southern Jiangxi, and promote its better inheritance and development.

2 Theoretical Introduction of Translation and its Principles

2.1 Translation Theory

When translating culture-loaded words, equivalence theory, purpose theory, and functional equivalence theory are three common translation theoretical frameworks. Each theory has its specific applicability and limitations.

2.1.1. Equivalent Theory.

Applicability: The equivalence theory emphasizes the equivalence between the source language and the target language, that is, translation should preserve the cultural characteristics and semantic information of the source language as much as possible, so that readers can obtain a similar reading experience in the target language as the source language readers. When dealing with culture-loaded words, equivalence theory encourages translators to find corresponding vocabulary or expressions in the target language to convey cultural information in the source language.

Limitations: However, equivalence theory may encounter difficulties when dealing with certain culture-loaded words. Due to significant cultural differences, it is sometimes difficult to find vocabulary or expressions that are completely equivalent to the source language in the target language. In addition, the equivalence theory may over-emphasize formal equivalence and overlook the accurate communication of the original meaning and cultural connotations.

2.1.2. Skopos Theory.

Applicability: Skopos theory emphasizes the purpose of translation and the functionality of translation results. When dealing with culture-loaded words, Skopos theory encourages translators to flexibly choose translation strategies and methods based on the translation purpose and the needs of the audience.[5] For example, when translating promotional materials, translators may choose to paraphrase or delete certain culture-loaded words to fit the cultural background and aesthetic habits of the target language audience.

Limitations: The limitation of teleology is that it may lead to diversity in translation outcomes. Due to differences in translation purposes and audience needs, the same cultural load word may have multiple different translation predictability.

2.1.3. Functional Equivalence Theory.

Applicability: The theory of functional equivalence emphasizes the functional equivalence between the source language and the target language. When dealing with culture-loaded words, functional equivalence theory encourages translators to pay attention to the semantic and functional relationship between the source language and the target language, and find translation methods that can achieve the same communicative function. This helps to ensure the readability and acceptability of the translation while preserving the cultural characteristics of the source language.

Limitations: However, functional equivalence theory may face challenges when dealing with certain highly culturally specific vocabulary. Due to significant cultural differences, it is sometimes difficult to find vocabulary or expressions with similar communicative functions in the target language. In addition, the theory of functional equivalence may overemphasize the realization of communicative functions while neglecting respect for the form and cultural connotations of the original text.

2.2 Principles of Translation

When translating culture-loaded words, to ensure the accurate transmission of cultural information and the effective understanding of recipients, the following language teaching translation principles can be followed:

2.2.1. To Maintain the Original Cultural Imagery.

This principle emphasizes the preservation of cultural imagery in the source language. Cultural imagery usually has rich cultural connotations and symbolic meanings, and is an important component of culture-loaded words. Maintaining the original cultural imagery helps to convey the unique cultural charm and characteristics of the source language, promoting cultural exchange and understanding. For example, when translating vocabulary containing specific cultural imagery, the translator can help target language readers understand the cultural connotations behind it by adding annotations or explanations.

2.2.2. To Emphasize Semantic Accuracy.

Semantic accuracy is particularly important for the translation of culture-loaded words. Due to the fact that culture-loaded words often carry rich cultural information and symbolic meanings, translators need to accurately grasp their semantic connotations during translation to avoid misunderstandings or ambiguities. To achieve semantic accuracy, translators need to have a deep understanding of the cultural background, historical traditions, and customs of the source and target languages to ensure the accuracy of the translation results.[3]

2.2.3. To Pursue Language Fluency.

Language fluency refers to the natural, fluent, and easy to understand translation results. When translating culture-loaded words, translators need to pursue language fluency while maintaining the accuracy of the original cultural imagery and semantics. This requires translators to have a solid language foundation and a keen cross-cultural awareness, be able to flexibly apply various translation techniques and strategies, so that the translation results not only conform to the expression habits of the target language, but also accurately convey the cultural information of the source language. These principles play an important role in guiding the practice of translating culturally loaded words, which provide translators with clear translation directions and guidance,

helping them better understand and handle the translation issues of culture-loaded words.

3 The Culture-loaded Words and the Loaded Words of Gannan Red Culture

3.1 Definition and Classification of Culture-Loaded Words

Culture-loaded words, also known as cultural proprietary words or cultural characteristic words, refer to words or phrases that contain specific cultural information. These vocabulary or phrases often reflect the lifestyle, values, historical traditions, geographical characteristics, religious beliefs, customs and habits of people in a certain cultural background.[2] Culture-loaded words can be classified into the following:

Historical classification: These culture-loaded words are related to a certain historical period or historical events. For example, vocabulary such as "Red Army Long March" and "Anti Japanese War" reflect important events in modern Chinese history and have profound historical and cultural connotations.

Geographic classification: This type of vocabulary is related to the geographical characteristics of a specific region. For example, the place name "Gannan" contains specific geographical information, and related culture-loaded words such as "Gannan Tea Picking Opera" and "Gannan Weiwu" reflect the unique cultural phenomenon of the region.

Religious classification: This type of vocabulary is related to a certain religious belief or religion. For example, religious terms such as "Buddhism" and "Taoism", as well as related philosophical concepts such as "Zen" and "Dao", all belong to this category.

Customs classification: This type of vocabulary reflects the daily habits, festival celebrations, weddings, funerals, and other customs in China. For example, the names of festivals such as "Spring Festival" and "Mid-Autumn Festival", as well as the related customs such as "New Year's greetings" and "moon watching" are culture-loaded words with cultural connotations.

Classification of material culture: The type of vocabulary is related to material products or production methods. For example, "tea ceremony" and "Paper Cuttings" represent unique art or craft traditions in a specific culture.

Through the above classification, we can see that culture-loaded words are abroad and complex concept, covering content from multiple fields such as language, culture, history, geography, etc. During the translation process, special caution is required when dealing with culture-loaded words to ensure accurate communication of the cultural information and symbolic meaning behind them.

3.2 An Analysis of the Culture-Loaded Words of Gannan Red Culture

3.2.1. Historical Background.

Gannan, also known as the southern region of Jiangxi, holds a special position in modern Chinese history. This was once one of the main battlefields of the Second Domestic Revolutionary War, where older generations of proletarian revolutionaries such as Mao Zedong and Zhu De led arduous struggles and created the Central Soviet Area. During this period, the people of Gannan devoted themselves with great enthusiasm to the great revolutionary tide, using their singing to promote the revolution and making tremendous contributions to it.

3.2.2. Main Content.

The red culture of Gannan mainly includes red songs, red stories, and red traditions. Among them, red songs are the artistic crystallization of the military and civilian combat life in the base areas, such as the Hakka folk songs in Gannan, which have radiated new vitality and become treasures of the red revolutionary culture. These songs promote revolution with sincere and passionate emotions, boost morale, and reflect the glorious history of the heroic struggle between the military and civilians in the Soviet Area.

3.2.3. Characteristics.

The red culture of Gannan is deeply rooted in the soil of Hakka culture, retaining both the traditional characteristics of Hakka culture and incorporating revolutionary mainstream consciousness. The combination of this culture and revolution gives the red culture of Gannan a distinct contemporaneity and revolutionary nature.

4 The Problems and Solutions in Translating Red Culture-Loaded Words in Translation Teaching

4.1 The problems in Translating Red Culture-Loaded Words in Translation Teaching

4.1.1. The Difficulty of Transmitting Cultural Connotation.

The transmission of cultural connotations is a huge challenge when translating red culture loaded words. These vocabulary not only represent specific concepts of an era, but also serve as witnesses to history, carrying profound emotions, values, and revolutionary spirit. Therefore, ensuring that this information is fully and accurately conveyed during the translation process, while also being easy for target language readers to understand, is indeed a challenging task. To solve this problem, we can adopt the following strategies:

Annotation and explanation: When translating red culture-loaded words, annotations or explanations can be added to the translation to help target language readers understand the cultural and historical background behind these words. For example, words

like "Mao Zedong Thought", a brief explanation can be added after translation to illustrate its important position in the history of the Chinese revolution.

Contextualized translation: Placing red culture-loaded words in specific contexts for translation helps readers better understand their meanings. For example, when describing a historical event or character, readers can have a deeper understanding of red culture-loaded words by providing detailed background information.

Using analogical techniques: Searching for similar vocabulary or concepts in the target language and comparing them with red culture-loaded words can help readers to establish connections and understand their meanings. For example, the Long March can be compared to a famous expedition in Western history, which can help readers to understand its special position in Chinese history.

Cultural Introduction: During the translation process, relevant Chinese historical and cultural backgrounds can be appropriately introduced to help target language readers better understand and accept red culture-loaded words. This can be achieved by adding a preface, appendix, or footnote.

In summary, when translating red culture-loaded words, we should adopt multiple strategies to ensure the complete transmission of cultural connotations, and strive to enable target language readers to understand and accept these words with special historical and cultural significance.

4.1.2. The Limitations of Language Conversion.

The limitation of language conversion is a practical problem when translating red culture-loaded words. Due to significant differences in grammar structure, lexical meanings, and expression habits between Chinese and English, it is difficult to find exact corresponding expressions for some words with unique cultural connotations in Chinese in English. To overcome this limitation, translators can adopt some strategies. Firstly, they can use transliteration with annotations.

Combining the transliteration of Chinese vocabulary with English explanations to provide readers with a more comprehensive understanding. Secondly, translators can try to use metaphors or analogies in English to express the meaning of Chinese vocabulary, thereby helping readers establish connections and understand the cultural connotations behind them. In addition, translators can also use context and context to compensate for the limitations of language conversion.

In summary, despite the limitations of language conversion, by adopting appropriate translation strategies and techniques, translators can still retain the meaning and cultural connotations of red culture-loaded words to the greatest extent possible, providing English readers with accurate and comprehensive understanding.

4.1.3. The Importance of Contextual Understanding.

The importance of contextual understanding in translating red culture-loaded words cannot be ignored. These words are often deeply rooted in specific historical backgrounds and contexts, and their meanings go far beyond literal explanations, carrying rich historical, cultural, and emotional connotations. The key to contextual understanding is that it can help translators more accurately grasp the meaning of source language

vocabulary in a specific context and find the most effective way of expressing the same meaning in English. By analyzing the context of the source language in depth translators can better avoid misunderstandings or ambiguities caused by literal translation, ensuring that the target language readers can accurately understand the original meaning. To enhance contextual understanding, translators can take the following measures:

In depth research on historical background: Understanding the historical events, political background, and social environment behind red culture-loaded words can help translators more accurately grasp the deeper meanings of vocabulary.

Context analysis: Carefully analyze the context in which vocabulary appears, including the sentence, paragraph, and even the entire article, which helps translators understand the usage and meaning of vocabulary in specific contexts.

Reference multi-channel resources: Utilize relevant historical literature, academic works, dictionaries, and other resources, which can provide multi-dimensional explanations and evidence for vocabulary, helping translators understand its meaning more comprehensively.

Communication with target language readers: Communicating with target language can help readers understand their comprehension and cognition of certain vocabulary and help translators adjust translation strategies to ensure that the translation is more in line with the reader's understanding and acceptance habits.

In summary, by deeply analyzing and understanding the context of the source language, translators can more accurately convey the meaning of vocabulary, ensuring that target language readers can accurately understand and feel the unique charm of red culture.

4.1.4. The Challenges of Teaching Methods.

The challenges faced by teaching students how to translate red culture-loaded words in teaching methods are multifaceted, as this not only involves teaching translation skills, but also requires integrating relevant historical and cultural knowledge. To address these challenges, teaching methods need to take the following measures:

Interdisciplinary integration: Teachers should combine the teaching of translation skills with the imparting of historical and cultural knowledge, so that students can not only master translation skills but also understand the deeper meanings behind red culture-loaded words.

Case analysis method: By analyzing specific translation cases of red culture-loaded words, students are involved in discussions and reflections, thereby helping them understand the difficulties and solutions in the translation process.

Interactive teaching: Encourage students to communicate and cooperate with each other, enhance their learning interest and participation through group discussions, role-playing, and other forms, while also cultivating their collaborative abilities.

Scenario simulation: Create realistic translation scenarios for students, allowing them to experience the challenge of translating red culture-loaded words in practical operations, thereby deepening their understanding of translation skills and cultural knowledge.

Technical assistance: Utilize multimedia technology and online resources to provide students with rich learning materials and tools, helping them learn and master relevant knowledge more efficiently.

Continuous updates: As history and culture are constantly evolving and changing, teachers need to constantly update their knowledge reserves and teaching methods to ensure the timeliness and accuracy of teaching content.

Feedback and evaluation: Establish an effective feedback and evaluation mechanism, timely understand the learning situation and problems of students, and adjust teaching strategies to meet their needs.

In summary, teaching students to translate red culture-loaded words requires interdisciplinary teaching methods, emphasizing the combination of theory and practice, stimulating their learning interest and initiative, and cultivating their comprehensive abilities. At the same time, teachers also need to constantly improve their teaching abilities to adapt to the continuous development and changes in this field.

4.1.5. Difficulty in Selecting Translation Strategies.

When translating red culture-loaded words, there is indeed a challenge of balancing the preservation of the cultural characteristics of the original words with adapting to the needs of the target language readers. Literal translation can preserve the cultural characteristics of the original word as much as possible, but it may be difficult for target language readers to understand due to cultural differences. To address the difficulty in selecting translation strategies, the following measures can be taken:

Additional translation method: Adding necessary explanations or annotations during translation to help target language readers understand the cultural connotations behind vocabulary. For example, the Long March can be translated as "the Long March of the Chinese Red Army during the Great Revolution" to clarify its position and significance in the history of Chinese revolution.

Transliteration with annotations: Using transliteration to preserve the cultural characteristics of the original word, and adding annotations at the end to explain its special meaning. For example, "Long March" can be translated as "Changzheng (the Legendary Long March of the Chinese Red Army during the Great Revolution)".

Cultural equivalence words: Search for words in the target language that have similar cultural connotations to the original word for translation. Although this method may be difficult to find perfectly matched vocabulary, it can minimize the understanding difficulties caused by cultural differences.

Comprehensive approach: Utilize multiple strategies mentioned above to maximize the preservation of the cultural characteristics of the original words and meet the needs of target language readers. For example, when translating "Long March", methods such as transliteration, additional translation, and cultural equivalence can be used simultaneously to present its multifaceted meanings and characteristics.

In short, when translating red culture-loaded words, it is necessary to flexibly choose translation strategies based on specific situations, while retaining the cultural characteristics of the original words and considering the understanding ability and needs of the target language readers.

4.2 The Solutions About Translating Red Culture-Loaded Words in Translation Teaching

4.2.1. To Strengthen Education on Red Culture.

In the actual education process, teachers can strengthen red culture education in various ways. First, introduce the historical background, cultural connotations, and important significance of red culture in a simple and concise manner through classroom explanations. In addition, visit red education bases, such as the Revolutionary History Memorial Hall and red tourist attractions. Lastly, hold red-themed cultural activities such as cultural performances, knowledge competitions, etc., to enable students to deeply understand red culture and stimulate their patriotism and national pride during the participation in the activities.

4.2.2. To Emphasize Contextual Analysis.

Context analysis plays a crucial role in language learning, especially in understanding and translating vocabulary. Firstly, by analyzing the usage of vocabulary in different contexts, students can gain a deeper understanding of its polysemy and flexibility. Secondly, contextual analysis also helps students understand the cultural connotations of vocabulary and improve their cross-cultural communication skills. By delving into the usage and meaning changes of vocabulary in different contexts, students can more accurately understand its cultural connotations and translation methods, laying a solid foundation for future language learning and cross-cultural communication.

4.2.3. To Explore Multiple Translation Strategies.

Translation is a task that requires high flexibility and creativity, and different translation strategies can produce different effects in different contexts. Therefore, it is necessary to explore various translation strategies and encourage students to try different translation methods. Literal translation is a relatively direct translation method that strives to preserve the literal meaning and grammatical structure of the original text. However, literal translation may sometimes result in a stiff or difficult to understand translation due to language differences. Free translation focuses more on conveying the original intention and meaning, rather than literal correspondence. It allows translators to adjust and innovate based on the culture and customary usage of the target language to make the translation more natural and fluent, which is particularly effective in handling cultural differences and translating idioms. Transliteration is the process of directly converting the pronunciation of the original text into the letters or syllables of the target language, which is commonly used to translate proprietary terms such as personal names and place names, as well as vocabulary that does not have a corresponding translation. However, it may also make the translation difficult to understand or remember.

In summary, exploring multiple translation strategies and encouraging students to try different translation methods can help cultivate their translation abilities and creativity, and gradually grasp the essence of various translation strategies, laying a solid foundation for future translation work.

5 The Insights of Translation Teaching

5.1 Cultural Introduction and Context Teaching

Firstly, teachers can combine specific vocabulary to explain the relevant historical background. For example, the term "red culture" can introduce the history of the revolutionary struggle led by the CPC and the position and role of red culture in the history of Chinese revolution. Secondly, teachers should introduce the relevant cultural background. Red culture-loaded words often contain rich cultural connotations, such as revolutionary spirit, patriotism, collectivism, etc. Finally, teachers should also teach red culture-loaded words based on specific social backgrounds. Social background has a significant impact on the formation and use of vocabulary, and red culture-loaded words are no exception. By introducing relevant historical, cultural, and social backgrounds, teachers can not only help students better understand and remember red culture-loaded words, but also cultivate their cross-cultural awareness, and critical thinking.

5.2 Comparative Analysis and Translation Skills

By comparing and analyzing the red culture-loaded words in different languages, we can indeed discover the semantic differences and translation difficulties between them. Red culture-loaded words may have unique cultural connotations and historical backgrounds in their respective language systems, which poses certain challenges in cross language translation. Teaching students to use appropriate translation techniques is crucial in translation practice, including literal translation, free translation, transliteration, annotation method, etc..[1] Teachers should combine specific examples of red culture-loaded words to enable students to learn and apply these skills in practice, encourage students to engage in teamwork and discussion, jointly explore and solve problems encountered in translation, in order to improve their translation and cross-cultural communication abilities.

5.3 Practical and Interactive Teaching

Interactive teaching is equally important in translation practice activities. Teachers can encourage communication and cooperation among students through role playing, group discussions, stimulated translation, online teaching platforms and other tools to provide students with more interactive opportunities and resources. This interactive teaching can not only stimulate students' interest and enthusiasm in learning, but also improve their learning effectiveness and satisfaction.

6 Conclusion

In summary, this study believes that the analysis and research of Gannan red culture-loaded words are of great significance in language teaching translation. This not only

helps to promote the dissemination of red culture and international exchanges, but also enhances students' translation and cross-cultural communication abilities. In the future, we can continue to strengthen relevant research, explore more translation strategies and methods, and contribute to the inheritance and development of red culture.

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