

Cross-cultural Communication through Translation

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This paper aims to discuss cross-cultural communication issues that pre-service translators often face while they undertake translation degree programs. Specifically it covers two points.

First, it contrasts linguistic differences between a few culture-loaded words in Chinese and English. It is found that the meaning of the source language (SL) seems to be equivalent to that of target language (TL), but examination of their lexical background tells they are not all equivalents due to cultural differences between the source culture (SC) and target culture (TC).

Second, it exemplifies further differences between SL and TL in terms of dictions used in translation. It is evidenced that the choice of words used in English tends to be more general and can be applied to negative-neutral-positive statement or description while that in Chinese are more specific, distinctively disclosing either negative, neutral or positive emotions wherever appropriate and taking on black-or-white colours. The discussion calls for paying attention to developing linguistic-socio-cultural-and-pragmatic competence in pre-service translators so that they grow linguistically and cross-culturally competent in their professional practices.



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He is currently teaching in three areas, including linguistics (e.g. Linguistics and Intercultural Pragmatics) TESOL (teaching English to speakers of other languages) and translation (Introduction to Translation) and coordinates a few units in TESOL (Contexts of TESOL, TESOL Methodology and Curricula, and TESOL Internship). He lectured on inter & intra-cultural communication, academic writing, research & learning skills at Macquarie University at postgraduate level. He taught Masters students EAP (English for academic purposes, including listening, speaking, reading, writing and translation) for nine years and was adjunct associate professor at the Graduate School of Chinese Academy of Sciences. He also had three-year experience teaching EFL (English as a foreign language) at a selective high school in China.

His research areas include Intercultural communication, nonverbal communication, gesture and culture, cross-cultural perspectives in translation. He has recently developed interest in studying body language in interpreting. He has published a number of referred journal articles in the areas of intercultural communication, nonverbal communication, translation, and EFL teaching and learning.