Cultural Adaptability Problems and Solution Strategies in The Translation of English Literary Works

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Abstract: With the acceleration of globalization, the translation of English literary works plays an increasingly important role in cross-cultural communication. However, the cultural adaptability in the process of translation has become the key factor hindering the accurate transmission of the connotation of the works. This paper focuses on analyzing the problem of cultural adaptability in the translation of English literature works, analyzing its manifestations, and according to the needs of teaching reform, puts forward a series of practical strategies to improve the teaching quality of translation, and cultivate the translation talents with cross-cultural communication ability.

Keywords: Globalization; Cultural Communication Competence And Translation Talents.

1. INTRODUCTION

English literature works cross national boundaries and provide rich spiritual enjoyment for readers with different cultural backgrounds under the background of globalization. Translation is a bridge between different languages and cultures, and a bridge for the accurate transmission of the cultural connotation of literary works. However, due to the cultural differences, the problem of cultural adaptability in the translation of English literary works often appears (Madkour, 2016). At the same time, the continuous development of the teaching reform wave in the field of education also puts forward new requirements for translation teaching. How to effectively solve the problem of cultural adaptability in translation teaching is a major topic facing translation teaching.

2. THE EXPRESSION OF THE CULTURAL ADAPTABILITY OF ENGLISH LITERATURE TRANSLATION

2.1 Cultural Differences at the Vocabulary Level

(1) Cultural load words: In countless English literature works, a large number of words with special characteristics and contain specific cultural connotations are called cultural load words. The word "dragon", for example, is often interpreted as a symbol of evil and ferocity in the context

of Western culture. From the western myths and legends, the dragon guarded the treasure, sprayed fire, and brought disasters to human beings, to the negative depiction of the dragon image in many literary works, they are deeply imprinted with this cultural imprint. In sharp contrast, in the long-established Chinese culture, "dragon" occupies a very important position, and is a symbol of auspiciousness, authority and dignity (Di, 2014). From the ancient emperors as "the real dragon and the son of heaven" to the traditional festival dragon dance, the dragon represents good weather and prosperity, all reflect the positive meaning of "dragon" in Chinese culture. However, in the traditional process of translation teaching, teachers often excessively focus excessively on the interpretation of the literal meaning of vocabulary, and only stay on the surface of the word meaning explanation, while seriously ignoring the deep cultural connotation excavation behind it. In class, teachers may simply inform students that the Chinese definition of "dragon" is "dragon", but do not deeply analyze the huge gap in the cultural implication between the two. As a result, when students actually translate English literary works, once they are easy to directly translate according to the literal meaning, thus leading to serious cultural misunderstanding (Levý, 2011). For example, when translating the paragraph describing "dragon" in western literary works, if students do not understand the negative meaning of "dragon" in western culture and directly translate it into the auspicious "dragon" in Chinese, then the cultural information conveyed by the translation will be quite different from the original text, causing readers to have a wrong understanding.

(2) Cultural contextual differences of polysemous: One of the remarkable characteristics of English vocabulary is that they contain many polysemy terms, and the specific meaning of the polysemy term is not fixed, but highly dependent on the cultural context. Take the word bachelor as an example. In the context of English culture, it has two common and distinct meanings, which can refer to both "unmarried man" and "bachelor". In literature describing the emotional life or friendship of a young man, "bachelor" generally refers to "unmarried men", while in texts involving academic fields, educational background, it refers to the "bachelor" degree (Tyshakova, 2024). However, in the current translation teaching practice, there are widespread deficiencies of cultural context analysis training. When teachers explain polysemous words, most of them only list their various meanings, but fail to guide students to explore the specific usage and semantic orientation of the word in different cultural contexts. As a result, students encounter polyonyms in translation. Due to

the lack of keen perception and accurate judgment of cultural context, it is very easy to choose wrong word meanings based on subjective assumption, resulting in translation errors. For example, to translate an English article about college life with "John is a bachelor". If students simply interpret "bachelor" as "unmarried man" without combining the academic and cultural context created by the context, they will deviate from the correct meaning of the original text and deviate the meaning of the original text (Zhou, 2022).

2.3 Cultural Differences at the Syntactic Level
2.3.1 Difference in Sentence Pattern Structure

The sentence structure difference between English and Chinese is very different. In English, "and", "but", "although", "because" and other associative words, adjectives, adverbs, attributive clauses, adverbial clauses and many other modifying components are often used to construct complex long and difficult sentence structures to express strict logical relations (Cui, 2021). For example, " The book, which was written by a famous author and has been putationally appreciated for its profession and vinexious descriptions, reveals sociological questions, a long difficult sentence nested in the middle of multiple groups of modification components, clearly expressing that the author, the reason and the content of the book are related to specific social phenomena (DURISIN, 1991). On the other hand, its sentence structure is loose and attaches importance to the natural coherence of semantics. Chinese uses short and concise short sentences to undertake before and after, logical natural deduction, express the complete meaning. Students in the translation of English literature, if not fully considering the huge cultural differences, only according to the original structure, English sentence word translation, the result is often stiff, obscure, serious violation of Chinese expression habits, make the reader read very mouthful, difficult to understand (Plyth & Craham, 2023). In the traditional translation teaching, the grammar teaching mode pays attention to the analysis of sentence structure, and the teacher highlights the explanation of English sentence subject-verb, object determination and other components, and rarely guides students to comparative analyze the cultural differences of sentence structure in English and Chinese languages. As a result, students have mastered certain grammar knowledge, but they cannot use it flexibly in translation practice, and they cannot make reasonable transformation and adjustment of English sentence patterns according to their Chinese expression habits (Wang & Wen, 2020).

2.3.2. Differences in Word Order

The language order arrangement of English and Chinese is also completely different. Take the expression of adverbial expressions such as time and place as an example, English habits put them at the end of the sentence. Such as "He went to the park yesterday" " She lives in a small town near the mountains."In the above sentence, both the temporal adverbial" yesterday "and the place adverbial" in a small town near the mountains " are placed at the end of the sentence. Chinese, on the contrary, is used to time and place, such as "He went to the park yesterday" and " she lives in a small town near the mountain."The translation of English literary works should pay special attention to the cultural differences in language order. If not handled well, it will greatly affect the accuracy and fluency of the translation. However, in the actual teaching, teachers' explanation of the cultural differences in language order is often not deep and detailed, or simply explain the differences between English and Chinese language order, rather than a large number of example comparison and special exercises, so that students can deeply understand and master them (Lu, 2023). As a result, students often do not pay attention to the adjustment of language order, and directly translate according to the English original language order, resulting in the translation is not in line with the Chinese language habits, there are problems such as poor expression, semantic ambiguity and so on.

2.4.Cultural Differences at the Level of Discourse
2.4.1. Differences in Logical Thinking

Different cultural backgrounds have produced different logical ways of thinking, which is vividly reflected in the discourse construction of English literature works and Chinese literature works. When organizing the structure of the text, English literary works often adopt the linear logical thinking mode. That is, the core way of the beginning. The author will generally put forward the core ideas directly at the beginning, and then gradually use specific examples, data, arguments and so on to explain and support the views step by step (Hashmi et al., 2018). Taking an argumentative essay as an example, we often first state arguments such as "The development of technology has significantly changed people's daily lives", and then list specific examples such as how to obtain information on the Internet and how smart phones change social mode, and clearly and directly demonstrate the impact of technology on life. The whole discussion process is interlinked and distinct, showing a straight line advancing trend. Comparatively speaking, Chinese literature works are

more emphasis on spiral logical thinking. The author generally does not point out the theme at the beginning, but uses the circuitous and implicit expression, by drawing aside, foreshadowing rendering and other techniques, gradually approaching the core from different angles. Again, for example, in some prose works, the author may first describe the exquisite natural scenery, personal life trivia, such as between the four rural scenery, and neighbors between daily communication, in the seemingly plain narrative gradually permeated with the deep theme of life, human nature feeling, let the reader in the process of reading slowly understand the author's intention, its thinking path more tortuous, euphemism (Jiang, 2008). If students can not fully understand this huge difference in logical thinking in translation practice, it is easy to have structural confusion when transforming the discourse of English literary works. They may organize the Chinese translation according to the linear logic of the original English text, so that the translation lacks the gradual and implicit charm of Chinese, and it is difficult to accurately convey the theme and emotion of the original text, making the Chinese readers feel abrupt and difficult to resonate (Holubenko, 2024). In the existing translation teaching system, the cultivation of the difference of discourse logic thinking pays insufficient attention. The curriculum mostly focuses on the basic levels such as vocabulary and grammar, and there are few special courses or teaching links dedicated to discourse logic analysis. In teaching, teachers rarely let students deeply analyze the logical structure of different cultural texts, so students do not receive systematic training. In the face of complex English literary discourse, they cannot grasp their internal logic, nor reasonably transform them into discourse forms in line with the Chinese thinking habits (Paran, 2008).

2.4.2 Differences in Cultural Background and Knowledge

English literature works can be said to be a cultural treasure house, which has a lot of western cultural background knowledge, such as historical events, religious beliefs, customs and so on. Many of the works involve major historical nodes such as the Industrial Revolution, the American Revolutionary War, and the two world wars. These events are not only the historical background of the story, but also profoundly affect the behavioral motives and values of the characters. Religious belief also occupies an important position in English literature, many elements of Christian culture, such as the Bible story, doctrine, church ceremony appeared in the work, from mirton's "paradise lost" in the story, to the daily life scene of prayer to god, all embodies the reappearance of Christian

culture. In addition, the unique western customs, such as family gatherings at Christmas, gifts from Turkey to each other, Thanksgiving dinner and Thanksgiving ceremonies, are not only a vivid picture of life in literature, but also carry a certain cultural implication (Madkour, 2016). If students do not have a deep understanding of these relevant cultural background knowledge, it is just like groping in the dark, and it is difficult to really understand the deep meaning of the work, let alone achieve accurate cultural adaptability in the process of translation. Translation works involving Christian culture, for example, if students are not familiar with the basic teachings of Christianity, do not understand such as "grace" (grace) "," salvation " (redemption) core words behind the religious connotation, also not clear the Bible and Abe, Noah's ark, so when the translation related content will be difficult, most likely wrong interpretation and improper translation (Scott, 2018). In the traditional teaching mode, there are obvious defects in imparting cultural background knowledge. The transmission of knowledge is often scattered and fragmented, and is lack of systematic and targeted. Teachers may occasionally mention some relevant cultural knowledge when explaining a certain literary work, but they fail to organically integrate these knowledge to build a complete knowledge system. At the same time, when choosing the teaching content, the actual needs of students in the translation practice are not fully considered, which leads to the disconnection between the cultural background knowledge learned by students and the translation application. When students face the task of translating real English literary works, due to the lack of systematic and practical cultural background knowledge reserve, they cannot effectively deal with the complex and diverse cultural elements in the works, which seriously restricts the quality and effect of translation.

3. CULTURAL ADAPTABILITY IN ENGLISH LITERATURE TRANSLATION BASED ON TEACHING REFORM

3.1 Reform of Teaching Concepts
1. Establish the awareness of intercultural communication

Translation teaching should change from traditional language transformation teaching to cross-cultural communication teaching, and establish the teaching concept of cultivating students' cross-cultural communication ability. Teachers should guide students to realize that translation is cultural communication, so that students should always pay

attention to the problem of cultural adaptability in the process of translation. For another example, in classroom teaching, teachers can introduce some cases of translation errors caused by cultural adaptability problems, organize students to discuss and analyze the reasons, so as to deepen students' understanding of the importance of cross-cultural communication (Van Looy & Baetens, 2003).

3.2 Student-Centered

The traditional translation teaching is mostly teacher-centered, and the teachers teach the classroom and the students accept it passively. In the teaching reform, we should set up the student-centered teaching idea and give full play to the main role of students. Teachers can design a variety of teaching activities, such as group discussion and project learning, so that students can explore the cultural adaptability in the translation of English literature works in independent learning and cooperative learning. Such as, the teacher can decorate a translation project, let the students group translation of an English literature, in the process of translation, students to access information, solve the problem of cultural adaptability in the translation process, and in the group communication and discussion, finally report to the class translation results and problems and solutions. This not only improves students 'learning enthusiasm and initiative, but also cultivates students' independent learning ability and team spirit (Woodsworth, 2008).

3.3 Reform of Teaching Content

1. Increase the amount of cultural teaching content

Increase the proportion of cultural teaching in translation teaching, and systematically teach the cultural knowledge of English-speaking countries, including history, geography, religion, customs, etc. For example, special English culture courses are offered to cooperate with the translation course. In the teaching of translation course, teachers should explain the influence of cultural knowledge on translation in detail combined with specific translation examples, so that students can learn how to deal with cultural factors in translation. At the same time, teachers can also guide students to compare the differences between English and Chinese culture, and cultivate students' cultural sensitivity. For another example, when the word "red" has different cultural connotations in English and Chinese, teachers can list the expressions of "red-letter day" and "in the red" in English, and the relevant "red" words such as "red envelope" and "red

start" in Chinese, so that students can perceive the influence of cultural differences on the meaning of vocabulary.

3.4 Update the Teaching Materials

Traditional translation teaching materials are often too old to reflect the latest development trends and cultural characteristics of English literary works. In the teaching reform, teaching materials should be updated in time, and representative English literature works of The Times should be selected as translation materials. These works should have different literary genres, themes and cultural backgrounds, so as to expand students' cultural horizons. At the same time, there are some art works related to English literature works, such as film, music and painting, as teaching materials, so that students can feel the cultural atmosphere of English-speaking countries through multiple channels. For another example, when translating Shakespeare's dramatic works, students can watch relevant film adaptations, so as to deepen students' understanding of the cultural connotation of the works in the visual and auditory impact. In addition, teachers can also introduce some new English literature works, such as online literature works and social media content, so that students can understand the development trend of contemporary English culture and cultivate students' ability to translate different types of English literature works.

3.5 Reform of Teaching Methods

1 Case teaching method: Case teaching method is to introduce practical translation cases in the teaching, so that students can learn the translation methods and cultural adaptation strategies in the process of analyzing and solving problems. Teachers can collect a large number of representative cases of translation of English literary works, including successful cases and cases of cultural adaptability problems. In the classroom teaching, the teacher first presents the case, let the students analyze and discuss, find out the cultural adaptability problems existing in the case, and try to propose solutions. Then, the teacher will comment on and summarize the students' discussion results, and clearly explain the correct translation methods and cultural processing skills. For example, the teacher teaches a translation in Pride and Prejudice. The teacher can make a comparative analysis of each version, let the students compare and analyze the advantages and disadvantages of the cultural adaptability of each translation, and guide the students to master how to accurately convey the cultural connotation of

the works in the translation. Through the case teaching method, the students can more intuitively feel the importance of cultural adaptability problems in the translation, which helps the students' ability to analyze and solve problems.

2 Situational teaching method: Situational teaching method means that teachers create situations related to the translation content, so that students can practice translation in specific situations, and improve students' translation ability and cultural adaptability. Teachers can use multimedia technology to create vivid situations of English literature works for students, such as playing movie clips, pictures, simulated scenes, etc., so that students can be immersive and feel the cultural atmosphere in the works. For example, in the translation of English literature works on Western festivals, teachers can play videos of western festivals celebrations, presenting the festival scene layout, people's dress, traditional customs, etc., so that students can translate on the basis of intuitive experience of the festival atmosphere. In the process of translation, students can understand the cultural connotation contained in the work, so as to translate more accurately. In addition, teachers can also organize students to play roles, and let students play the roles in English literature works. Through dialogue and performance, they can deeply understand the characters and cultural background in the works, and improve students' translation ability and cross-cultural communication ability.

3. Project-driven teaching method: Project-driven teaching method is to decompose the teaching content into several projects, so that students can learn and master the knowledge and skills in the process of completing the project. In the translation teaching, teachers can design projects related to the translation of English literature works, such as translating an English novel, translating a group of English poems, etc. Each project requires students to follow the translation process, from understanding the original text, analyzing the cultural connotation, choosing the translation strategy to completing the final translation, and complete the whole process independently. Students should solve various cultural adaptability problems encountered in the implementation process of the project through their learned cultural knowledge and translation skills. At the same time, teachers should also guide and monitor the whole progress of the project, and give timely feedback and suggestions. For example, in the project of translating an English novel, students need to make in-depth analysis of cultural load words, sentence structure and discourse logic in the novel, and choose appropriate translation strategies according to the cultural background and style of the novel. Through the project-driven

teaching method, students can integrate the knowledge they have learned, improve students with their comprehensive translation ability and teamwork ability, and cultivate students' innovative spirit and practical ability.

3.6 Reform of the Teaching Evaluation System

1. Diversified evaluation subjects: The traditional translation teaching evaluation mainly focuses on teacher evaluation, and the evaluation subject is single, and cannot reflect the students' learning situation comprehensively and objectively. In the teaching reform, diversified evaluation subjects should be established, including teacher evaluation, students' self-evaluation and mutual evaluation. Teacher evaluation should pay attention to the comprehensive evaluation of students 'translation process and translation results, not only pay attention to the quality of students' translation, but also examine students' ability and learning attitude to deal with cultural adaptability in the translation process. Students' self-evaluation can make students reflect on and summarize their own learning process and translation results, and find out their own advantages and disadvantages, so as to make targeted improvements. Mutual evaluation can promote communication and learning between students, let students understand themselves and others from different perspectives, and broaden their thinking. For example, after completing a translation project, teachers can organize students to conduct self-evaluation and mutual evaluation. Students will first self-evaluate their translated works according to the evaluation standards provided by the teacher, and then conduct mutual evaluation with other students in the group. Finally, teachers will summarize and evaluate the results of students' self-evaluation and mutual evaluation.

2. Diversified evaluation methods: In addition to examination evaluation, diversified evaluation methods such as homework evaluation, classroom evaluation and project evaluation should also be adopted. Homework evaluation should pay attention to the correction and feedback of students 'daily translation homework, point out the cultural adaptability problems existing in students' translation in time, and give targeted guidance. Class performance evaluation: it depends on students 'participation in class discussion and group activities, evaluating students' teamwork ability and communication ability to solve problems independently. Project evaluation evaluates the translation projects completed by students, and comprehensively evaluates the topic

selection, planning, implementation process and final results of the project. Through the diversified evaluation methods, the students 'learning effect can be evaluated more comprehensively and objectively, and the students can be encouraged to actively participate in the learning, and the students' translation ability and cultural adaptability can be improved.

4. CONCLUSION

The translation of English literary works is related to the quality of translation, but also affects the effect of cross-cultural communication. We should start from the teaching concept, teaching content, teaching method and teaching evaluation system, and actively explore the effective strategy of cultural adaptability under the background of teaching reform. Through the consciousness of cross-cultural communication, rich cultural teaching content, using multimedia teaching means, establish diversified teaching evaluation system, improve translation teaching quality, develop a solid language foundation, rich cultural knowledge and strong cross-cultural communication ability of translation talents, to realize the translation of English literature and cross-cultural communication. In the future, with the further development of globalization and the deepening of teaching reform, the cultural adaptability in the translation of English literature works will face new challenges and opportunities. We need to continue to pay attention to the latest developments in the field of translation, constantly update the teaching concept and methods, in order to adapt to the needs of the development of The Times, to cultivate more excellent talents to lay a solid foundation for translation talents.

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