

The Impact of Literary Translation on Chinese L2 Acquisition: Cross-Cultural Understanding, Language Skills, and Literary Appreciation

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Abstract: There are many influencing factors of Chinese second language acquisition, and different learners have different problems. We should choose learning methods according to the actual situation and needs, and strengthen the learning effect. Among them, literary translation is one of the effective means, which can be applied to Chinese second language acquisition. In the study of the relationship between literary translation and Chinese second language acquisition, this paper explores the impact of literary translation on Chinese second language acquisition in detail from the perspectives of cross-cultural understanding, language skills and literary appreciation, and obtains relevant implications for Chinese second language acquisition, so as to strengthen the application effect of literary translation.

Keywords: Literary translation; Chinese second language acquisition; Cross culture; Language skills; Appreciation of literature

1. INTRODUCTION

Literary translation refers to the translation of literary works. Second language acquisition of Chinese is to learn Chinese as a second language other than mother tongue. With the increasing influence of China and Chinese culture, Chinese second language acquisition is also increasing, which is also an effective way to spread Chinese language and culture. Therefore, it is necessary to pay attention to Chinese second language acquisition, take effective ways to improve the effect of Chinese second language acquisition, and help those who want to learn Chinese to enhance the learning effect and improve the level of Chinese learning (Shi, 2020). Among them, using the model of literary translation to acquire Chinese as a second language is an effective means, which can enable learners to understand the language characteristics, logic, vocabulary and meaning of

Chinese through literary translation, understand Chinese in detail in a certain context, and strengthen their understanding and awareness of Chinese. Therefore, we should pay attention to the related research, summarize the experience and skills of literary translation in Chinese second language acquisition, and provide support for the study and education of related aspects.

2. AN ANALYSIS OF THE RELATIONSHIP BETWEEN LITERARY TRANSLATION AND CHINESE SECOND LANGUAGE ACQUISITION

2.1 Determination of Relationship

The relationship between literary translation and Chinese second language acquisition is summarized and analyzed in the following three aspects: First, literary translation is an important means of Chinese second language acquisition (Duan, 2020). Based on the analysis of the essential characteristics of translation, it means that through the accumulation and learning of the original language and cultural information, the translator transforms it into the language and cultural information of the target language, and ensures the similarity of language activities and thinking between each other. Thus, translation is a kind of cross-cultural language skill. In terms of second language acquisition, translation can improve learners' cross-language and cross-cultural learning ability and strengthen learning effects (Wu et al., 2022); Secondly, Chinese second language acquisition can provide a new cognition for literary translation. In practice, there is a certain gap between any translated works and those in the original language and culture, which cannot be completely eliminated. We can only try to be as close and similar as possible. In the process of Chinese second language acquisition, literary translation can form a new cognition of corresponding literary works, which is formed under the influence of Chinese language culture and style, which helps to enhance the influence of Chinese language culture and the popularity of original works, and plays the role of cultural dissemination and publicity (Kong & Qiu, 2021); Third, improve the ability of language application. In short, literary translation belongs to the application of a language, and the purpose of Chinese second language acquisition is to communicate in work and life and reflect the use value. Therefore, literary translation in Chinese second language acquisition is to cultivate learners' practical ability in Chinese (Zhang, 2022). However, in practice, different literary works are different in writing style, theme, vocabulary use and other aspects, such as poetry, prose,

classical Chinese, etc., which have their own characteristics and have different difficulties in understanding and translating. In addition, different Chinese second language acquisition personnel have different qualities and study time, so their ability in literary translation is uneven. If the selected literary works are difficult, the translation results will be poor, which will affect the learners' cognition of Chinese language and culture, and is not conducive to cultural transmission (Li et al., 2010). Therefore, literary works should be selected appropriately to be "appropriate".

2.2 Relationship Model

Based on the above analysis, a model of the relationship between literary translation and Chinese second language acquisition is established. First of all, in terms of goals, it is to improve language application ability and strengthen cultural communication and cognition in related aspects (Ma & Zhang, 2023). Secondly, the selection of literary works should be effectively combined with second language acquisition to achieve mutual correspondence. Thirdly, second language acquisition of Chinese should also pay attention to the study of literary works, cultivate learners' literary literacy, and enable them to have certain creative ability and understanding ability (Liu, 2020). The establishment of the relevant relationship model is shown in Figure 1.

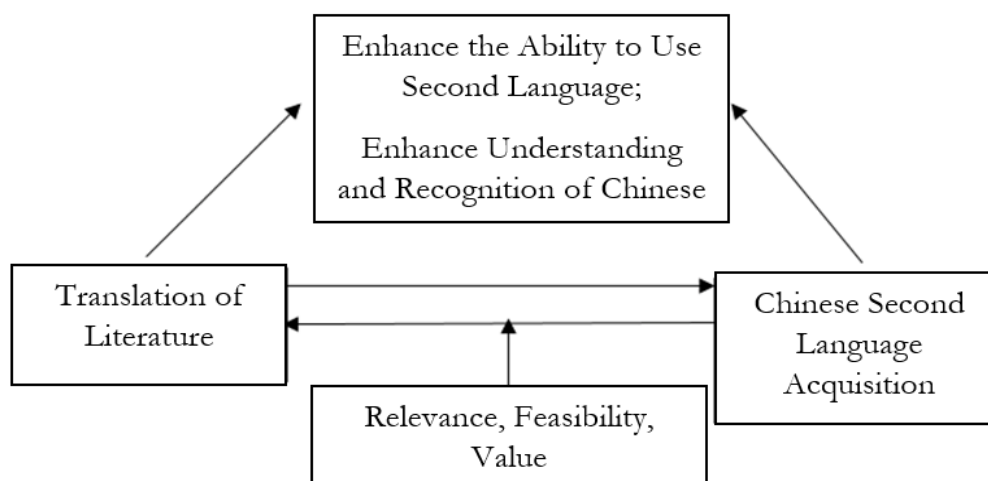


Figure 1: Relational model

3. AN ANALYSIS OF THE INFLUENCE OF LITERARY TRANSLATION ON CHINESE SECOND LANGUAGE ACQUISITION

3.1 Model of Analysis

Based on the analysis of the point of view that translation affects second

language acquisition, there is no doubt that literary translation has a certain impact on Chinese second language acquisition (Yu, 2011). Based on the above research, it can be seen that their influence is mainly reflected in culture, skills and literary appreciation. Therefore, taking cross-cultural understanding, language skills and literary appreciation as the three main factors, the following theoretical model of influence analysis is established:

$$y = \alpha + \alpha_1 x_1 + \alpha_2 x_2 + \alpha_3 x_3$$

In the above model, y represents Chinese second language acquisition ability, α represents controllable variables, X_1 represents cross-cultural understanding, and α_1 represents the degree of influence. X_2 represents language skills, and α_2 represents the degree of influence of this factor. X_3 represents literary appreciation, and α_3 represents the degree of influence of this factor. In this study, the nine-level scale method is used to determine the degree of influence of different factors. The results are shown in Table 1.

Table 1: Statistics of results

| Influencing Factors | X1 Stands For Cross-Cultural Understanding | X2 Stands For Language Skills | X3 Stands For Literary Appreciation | A |
|--|--|-------------------------------|-------------------------------------|-----|
| X1 Stands For Cross-Cultural Understanding | 1 | 5 | 3 | 0.2 |
| X2 Stands For Language Skills | 1/5 | 1 | 3/5 | 0.5 |
| X3 Stands For Literary Appreciation | 1/3 | 5/3 | 1 | 0.3 |
| Consistency ratio =0.0004, $\lambda_{\max}=3.05$ | | | | |

Based on the analysis of the results in Table 1, it can be concluded that literary translation can influence students' Chinese second language acquisition through cross-cultural understanding, language skills and literary appreciation, and the influence degrees are 20%, 50% and 30% respectively. It can be seen that language skills are the main influencing factors, followed by literary appreciation and cross-cultural understanding (Gao, 2013).

3.2 Analysis of Impact

Based on the above research, it can be concluded that cross-cultural understanding, language skills and literary appreciation are important factors affecting Chinese second language acquisition. Through literary translation, students' above abilities can be cultivated and the effect of

students' Chinese second language acquisition can be indirectly affected. The detailed impact analysis is as follows.

3.2.1 Cross-cultural Understanding

The creation of literary works requires not only certain writing skills, but also certain cultural cultivation, especially for some classic literary works, the author's cultural accomplishment is relatively high, with a certain level and depth. Therefore, it is difficult to understand the relevant articles, and it is necessary for the appreciators to have high cultural literacy, so as to understand their connotation and the true meaning of thought (Wu, 2023). For second language learners of Chinese, they must have certain Chinese cultural literacy, understand the influence of Chinese culture on the creative thinking of literary creators, master the emotional context and style of literary creators, so that they can correctly understand the words and sentences in the article, use the correct words to translate, and enhance the accuracy of translation (Shadiev & Huang, 2016). However, Chinese second language acquisition, based on its essence analysis, is the study of relevant language skills. Some learners pay less attention to the relevant cultural training, which leads to their inability to correctly understand some words, and it is more difficult to form effective "exchange" with their mother tongue, which affects their Chinese language application ability. Through the translation of literary works, they will feel the emotions, feelings and situations in literary works, and have a certain "telepathy" and "emotional integration" of Chinese culture and literary works, which will strengthen their understanding of Chinese, help them to form words and sentences of Chinese characters, improve their linguistic logic in Chinese to a certain extent, and sublimate their creation. Make it from the simple study of words, words, sentences, paragraphs, to a cultural understanding, recognition and display. For example, Shi Tiesheng's "The Memory of Autumn" is sincere in emotion, and every time I read it, it brings tears to my eyes. It shows one of the most simple and the greatest maternal love. "Yellow flowers are elegant, white flowers are noble, fuchsia flowers are warm and deep..." , interpreted from a cultural perspective, this is not only an praise for maternal love, but also a monologue for resilience. Without an in-depth understanding of relevant cultures, it is difficult to translate accurately (Ghorbandordinejad & Bayat, 2014). In addition, cross-cultural understanding of Chinese requires a certain amount of time, and learners themselves need to improve their cognition, otherwise it is difficult to change their original cultural identity. At the same time, there will be a certain "cultural collision", which will make it difficult for them to accept

new culture, and even form a misunderstanding, which will affect the effect of their Chinese second language acquisition. Therefore, it is necessary to give Chinese second language learners a certain amount of time to strengthen their learning of Chinese culture as the premise and foundation of Chinese second language acquisition.

3.2.2 Language Skills

Every excellent literary work has certain language skills, which is beyond reproach. In short, the ideological tone of a literary work is the "soul" of the work, the emotional display is the "smell", the written content is the "flesh and blood", and the language skill is the basic condition for the display of the above content. Without language skills, it is difficult to express thoughts, emotions and content, and display results will be affected. Therefore, the language skills in every literary work are worth learning (Yang, 2022). When translating it, we should master its language skills and combine with our own language skills to improve the level of translation. The improvement of language skills is conducive to Chinese second language acquisition. The reasons mainly include the following two points: first, the language skills in literary works reflect the characteristics of application, and pay attention to the display of context and semantics, rather than the simple understanding of a certain word. Realize the multi-angle understanding of Chinese characters, words and sentences, and strengthen the ability to use. Secondly, the primary purpose of Chinese second language acquisition is to master the use of Chinese skills, and the mode of literary translation is also to achieve this goal. If students have poor mastery of language skills, it is difficult to correctly interpret the vocabulary, logic and semantics in literary works, thus affecting the accuracy of translation. It can be seen that language skills are the most basic requirement of translation and the most basic goal of Chinese second language acquisition, so we should pay more attention to them (Gu, 2005; Yu, 2020). For example, Lu Xun's *Kong Yiji* is an excellent literary work, which has been included in primary school Chinese textbooks. When translating it, it can improve Chinese language skills and contribute to Chinese second language acquisition. Taking language listening skills as an example, when translating *Kong Yiji*, we can understand the relevant content based on the emotional tone of the article and the description and language of different characters, so as to improve the Chinese second language acquisition ability. For example, "I'm wearing a long gown, but it's dirty and torn, as if it hasn't been mended for more than ten years..." The appearance of the word "although" means that there are special

circumstances in the expounded things, which cannot be understood according to the original meaning. It can be seen that when acquiring Chinese second language, we should be aware of the broad and profound Chinese words, which will have different meanings due to different situations in their application, and are closely related to the content of the elaboration, so we should learn and accumulate from multiple angles (Ning & Domínguez, 2016). However, the language skills in literary works need to be understood by the translators themselves, and different translators live in different countries, so there is a big gap between them and the Chinese language in terms of language expression, whether it is the combination of words or the richness of their meanings. Taking Kong Yiji as an example, in the end of the article, "About Kong Yiji is indeed dead", "about" means uncertain, while "really" means certain. The combination of the two reflects the secret of the Chinese language, and also shows the language characteristics in the literary works, that is, the author expresses a complex emotion towards Kong Yiji, but also thinks about the society and the people. However, in European and American countries, these two words are rarely put together in language expression, because of their "contradiction". Therefore, Chinese second language acquisition personnel should pay attention to the translation of literary works and understand the Chinese language skills and secrets (Zhai & Wibowo, 2022).

3.2.3 Literary Appreciation

Literary appreciation ability is an individual's ability driven by literary accomplishment, which has personalized characteristics and changes constantly with the improvement of individual literary accomplishment. For literary translation, individuals need to have the ability of literary appreciation, which can be interpreted from two perspectives: first, using Chinese to translate literary works written in one's own mother tongue. Relatively speaking, individuals have a strong ability to understand and appreciate literary works written in their own mother tongue. After using Chinese translation, the ability to appreciate Chinese articles is directly related to the level of Chinese second language acquisition. The higher the level of Chinese second language acquisition is, the higher the appreciation ability will be; otherwise, the lower it will be. Second, use mother tongue to translate Chinese literary works. This is the "mother tongue expression" under the learning and understanding of Chinese. If the appreciation ability is high, it proves that the Chinese language level is high, and the Chinese literature works displayed through the mother tongue will also have a high level. Otherwise, the actual effect will be reduced. When individuals use

their mother tongue to read the translated articles, they will reduce their recognition of the articles, and even appear different sentences and unclear meaning. Therefore, literary appreciation is based on language ability, and language ability needs to be gradually improved through literary appreciation. Taking Zhu Ziqing's "Back" as an example, its subject matter is prose, but the sentences in it have some characteristics of classical Chinese, which is difficult to understand as a second language learner of Chinese, and increases the difficulty of translation and appreciation. For example, "I am in good health, but my arm hurts badly, so it is inconvenient to use zhu and pen. It is probably not far away." If I use the mother tongue of a Chinese second language learner to translate, it is difficult to achieve "accurate". If we understand and translate from the perspective of literary appreciation, it will reduce the difficulty and reflect a certain literary nature. That is, "the body is safe, but the arm hurts, it is not convenient to hold a pen, and it is about to come to the end of life". At the same time, combined with the overall emotional tone of this article and the author's love and missing for his father, the translation can change the content appropriately to achieve similar meaning (Chen & Yang, 2016). Therefore, this paper holds that Chinese second language acquisition based on literary translation is not to achieve complete consistency, but to translate and learn on the basis of understanding, including the theme of the article, the author's emotion, and the cultural environment, so as to enhance the understanding and use ability of the Chinese language.

4. SUGGESTIONS FOR CHINESE SECOND LANGUAGE ACQUISITION BASED ON LITERARY TRANSLATION

Based on the above research, this paper puts forward some suggestions on using literary translation to strengthen the learning effect in Chinese second language acquisition, as follows:

4.1 Based on Culture

In the acquisition of Chinese second language, we must pay attention to the study of Chinese culture and Chinese language culture, and do it on the basis of culture. Only learning language skills is a one-sided thinking, which will affect learners' ability to understand and use Chinese language. Therefore, it is necessary to establish an education system and learning mode that drives Chinese second language acquisition through cultural further study. In specific implementation, relevant learners can conduct in-

depth research on each word, understand its source and meaning, collect its meaning when applied in different articles and scenarios, and analyze its influence and function on the whole article. At the same time, it is necessary to understand and understand the content of the article, the mood and intonation when reading, so as to enhance their ability to use Chinese language. In addition, the "difference" between Chinese language culture and the culture of one's mother tongue should be analyzed in combination with Chinese culture to understand and recognize.

4.2 Focus on Practice

Chinese second language acquisition should pay attention to practice and avoid the problem of insufficient application ability caused by pure theory-based learning. Based on the analysis of the perspective of literary translation, it is necessary to exercise and improve the Chinese application practice through listening, speaking, reading and writing. Among them, "listening" refers to listening to others speak or listening to the articles played by the device, which can accurately define its content and connotation and improve understanding ability. "Speaking" refers to using Chinese to communicate with others and enhance the ability of expression. "Reading" refers to the use of Chinese to read some cultural works, training their own mood, intonation, context, semantics and other aspects of the control ability. "Writing" is to use Chinese to create literary works and improve Chinese logic and application ability. In addition, based on the actual situation of Chinese second language learners, they can be made to read and modify the translated literary works, and then copy and write on this basis, so as to strengthen the application value of literary translation in Chinese second language acquisition.

4.3 Be Practical

This paper argues that Chinese second language acquisition must pay attention to its practicability to avoid the problem that learning goals are difficult to achieve caused by "strategically located". Therefore, the study and training of relevant aspects should be combined with the actual situation in daily life, and specific work should be carried out to reduce the difficulty of Chinese second language acquisition. Especially in the writing of literary works, even the students who are native speakers of Chinese may not have high literacy in literature or strong writing ability. If the requirements for second language acquisition are too high, it will affect their confidence in learning, which is not conducive to the learning of

Chinese. Therefore, relevant learners are advised to proceed gradually.

5. CONCLUDING REMARKS

To sum up, literary translation has a certain impact on Chinese second language acquisition, which is specifically reflected in cross-cultural understanding, language skills, literary appreciation and other aspects. As a learner, we should pay attention to learning Chinese through literary translation, strengthen the study of Chinese culture in this process, master the use of Chinese language skills and semantics from multiple angles, constantly improve our ability to appreciate literature, do both internal and external learning, flexible application, and a solid foundation for the effect of Chinese second language acquisition.

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