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A PRELIMINARY STUDY OF APPLYING CULTURE-LOADED WORDS IN PROMOTING STUDENTS' TRANSLATION SKILLS

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Abstract

Chinese culture-loaded words carry connotations of a particular nation, extending beyond their literal meanings to reflect the unique ideological characteristics and lifestyle of that nation. Translating these words accurately can help convey Chinese stories more effectively and promote greater understanding of Chinese culture worldwide. Therefore, this paper aims to combine pedagogical translation with extended meaning, synonym distinguishing, translation ambiguity and expression habits caused by cultural differences, which will enhance students' critical thinking ability and communicative ability, and therefore improve their ability to translate with cultural sensitivity.

Key words: Chinese culture-loaded words; pedagogical translation; college English courses; distinguishing synonyms

1. Introduction

When English has become the universal language of the world, China has long followed the trend to cultivate the English competence of Chinese learners. However, with the deepening of English learning, Chinese learners have difficulties in using appropriate vocabulary to translate Chinese culture-loaded words into English. Therefore, it is essential to improve the translation ability of learners through pedagogical translation of culture-loaded words, enabling students to spread the essence of Chinese traditional culture to foreign countries accurately and realize the goal of bringing Chinese culture to the world.

The purpose of the thesis is to analyze the problems existing in translating Chinese culture-loaded words and explore some efficient ways to address these problems in College English teaching. The study plans to test students' ability in translating different types of words and phrases loaded with specific Chinese cultural information, analyze the reasons, explore the effective teaching methods to

improve students' ability in translating such words. Firstly, the study aims to find out the difficulties in the translation of culture-loaded words for college students. Moreover, this thesis provides some suggestions from the analysis of test results for teachers to pay more attentions to making some appropriate changes in teaching methods and content, combining college English teaching with pedagogical teaching to enhance college students' translation ability.

2. Literature Review

2.1 Studies of Culture-loaded words

Xu (1980) was the first person in China to propose the concept of "culturally loaded words". He explained culturally loaded words through using the different meanings of snow in different cultures as an example, that is, culturally loaded words refer to words with different meanings in different cultures, such as "snow", loading different distinctions in different cultures due to various climates. Due to different research perspective, researchers have their respective views about the definition of culture-loaded word, but in terms of content, there is no essential difference between these definitions. Culture-loaded words refer to the collective symbols of culture concepts in the field of word, not only carrying the cultural characteristics of some nations, but also containing their values, attitudes towards life and life styles.

Foreign research on cultural loaded words mainly focuses on the translation, the acquisition and influencing factors of culture-loaded words.

Nida (1981), a translation theorist, divided cultural factors into five categories: ecological culture, linguistic culture, religious culture, material culture and social culture. Culture-loaded words can also be divided into these five categories. Newmark (2001: 95) divided culture-loaded words into five categories. The general trend of culture-loaded words research is cultural translation activities. Experts have made decades of exploration in the field of translation practice and theoretical research, but there is no perfect theory to help translators choose the most appropriate translation method while translating culture-loaded words.

The research on culture-loaded words in China started later but made great progress. The main attentions were mostly paid to the translation methods of culture-loaded words by translators and researchers. The translation studies of culture-loaded words in China can be divided into two categories: one is the study of translation methods and strategies, for example, according to Yan and Liu (2008), when translators deal with the culture gap in the process of Chinese-English translation, they should be committed to cultural equity, adjust to objective requirements of cultural communication. The other is the study of culture-loaded words in source texts, for example, with the guidance of functional equivalence theory, Jia (2022) conducted a specific example analysis on the translation methods and strategies of culture-loaded words appearing in the translated text, taking the subtitle translation of the movie "Jiang Ziya" as the research object.

With regard to the classification of culture-loaded words, in his book Introduction to Chinese Culture, Jin (2007) divided culture-loaded words into four categories: culture-loaded words of material production, culture-loaded words of system, culture-loaded words of behavior and culture-loaded words of spirit and psychology.

Based on the culture-loaded words that have been extracted from literature or obtained from online information, the paper divided them into five categories and tested them on students. This paper identifies the problems that students encountered while translating these types of words, and then tries to use pedagogical translation for improvement.

2.2 Translation Teaching and Pedagogical translation

Pedagogical translation refers to translation related to teaching activities, or translation for teaching purposes. Translation teaching has two concepts: firstly, it refers to a teaching behavior aimed at teaching translation skills, which is similar to the teaching of other disciplines, such as mathematics teaching. The second refers to the subordinate branch of foreign language teaching, which is parallel to intensive reading teaching, oral teaching. Pedagogical translation and translation teaching have an inclusive relationship in application: translation teaching involves and uses various pedagogical translations. Clarifying the concepts and boundaries of pedagogical translation and translation teaching is beneficial for both translation and teaching.

Firstly, pedagogical translation is a means of learning a certain language or deeply understanding the style of a language. It is a teaching method that plays an important role in English teaching. Its purpose is to help students better master English knowledge. The purpose of translation teaching is to produce the results of the translation itself to cultivate professional translation talents. It is a specialized course designed specifically for students majoring in foreign language.

Secondly, pedagogical translation and translation teaching are two types of teaching with different natures and levels. Pedagogical translation, one of the means of foreign language teaching, aims at consolidating and cultivating students' language abilities. The purpose of translation teaching is to cultivate students' bilingual communication skills, which is a discipline designed to achieve translation effects. The former does not require high-quality translation for basic foreign language teaching, while the latter is aimed at foreign language majors or translation majors, which require higher quality translation (Li Quan, 2003). Only after students have a certain level of language proficiency can teachers use translation teaching for translation skills training. Therefore, pedagogical translation and translation teaching are like a rising footstep. The former is the initial stage, while the latter is the improvement stage. Without the foundation of language application ability in teaching translation, bilingual communication ability in translation teaching is impossible.

The pedagogical translation is more applicable in college English teaching, which will be discussed in the following section.

In the 1940s, because of the rise of communicative approach, there was a significant increase in opposition to the application of translation in foreign language teaching. However, after experiencing a difficult period of hostility between the acceptable teaching method and translation, a possible method of reconciling these two camps was first proposed in the 1980s.

Some scholars believe that there is a demand to delineate the boundaries between translation research and foreign language teaching, which are two different disciplines. For example, Cordero (1984) defended the inclusion of translation as a tool for students' learning and communication in foreign language courses in higher education. Many scholars have conducted relevant investigations and studies on the practical application of pedagogical translation. For instance, a study conducted by Laufer (2008) showed that incorporating clear comparative analysis and translation activities into text-based teaching courses has a significant impact on acquiring new vocabulary.

There are many studies conducted by Chinese scholars from different perspectives.

Shi (2002) believes that although the pedagogical translation method is different from the communicative approach and audio-visual teaching method, the process of translation still exists in the minds of learners.

The translation process evokes memories of foreign language knowledge, and the resulting thinking associations allow learners to consciously compare the characteristics of two languages and master the similarities and differences between the two languages. Li (2011) mentioned that translation can not only help students understand the differences between Chinese and English, promote their understanding of the cultural background of the target language country, but also improve their practical application ability in English, laying a solid foundation for their future development.

Some researchers conducted a survey on the cultivation of high school English translation ability. Sun (2011) conducted a questionnaire survey and teacher interviews with senior teachers and students respectively, and found that both teachers and students agreed on the important role of pedagogical translation.

In summary, scholars and teachers at home and abroad have conducted relevant discussions on the necessity and role of translation in college English teaching, which also reflects the increasing importance that scholars and teachers attach to teach translation. However, there is still a lack of comprehensive investigation and research on the problems faced by students in English teaching translation. Therefore, this paper aims to investigate the possible problems existing in the translation process and assumes that pedagogical translation is a rational activity which can effectively help learners have better understanding of culture loaded words and enable them to improve their translations skills. It is hoped that through investigation and research, the research on teaching translation problems is carried out and the countermeasures based on the investigation to obtain some inspiration for improving the quality of English teaching and explore suitable methods for foreign language teaching.

3. Research Method and Design

3.1 Documentary Analysis

The documentary analysis concentrates on Chinese culture-loaded words and pedagogical translation, and then collects, classifies, analyzes and sorts out literature and materials linked with them so as to bring a solid theoretical and practical basis for research and problem solving of the study. On the basis of literature analysis and research, some Chinese culture-loaded words and empirical investigation of pedagogical translation in English teaching have been summarized and analyzed.

3.2 Case analysis

Case analysis takes the problems that arise in reality as cases, collects corresponding information, analyzes the uniqueness and complexity presented by the cases, and based on this, summarizes the rules applicable to the operation of a type of thing.

Some Chinese culture-loaded words are collected from previous literatures and translation questions of CET-4 and CET-6. And some words are extracted as sample to test, after which the problems in the result could be seen as cases that the paper will explore the reasons for translation errors and possible solutions.

3.3 Test

The self-made test is always applied by collecting information through a set of examination questions focusing on particular discipline. The first part of the test includes students' name, major, student ID and gender.

The second part of the test is to investigate the mastery of the translation of Chinese culture-loaded words. The students are asked to write down their translation of the given Chinese culture-loaded words in the blank. Only a total of 40 words are chosen for accuracy of the test. For the sake of inquiring into the difficulties encountered by participants,

some words that have appeared in the translation item of CET-4 and CET-6.

3.3.1 Research Participants

107 freshmen studying in a certain 211 university in Beijing took the test and they are all Chinese students who have been studying English as their foreign language for no less than 10 years and most of them have not been to abroad. A total of 40 test items are analyzed and studied. This study will be based on the classification of settings.

3.3.2 Research Procedure

In 2023, printed test papers were distributed to students in two classes: to Class A and Class B. Prior to the test, the teacher contacted by the author explained the purpose and relevant requirements of the test, stating that the test was only for academic research and was not included in the classroom performance score. Students were not allowed to use the dictionary or any electronic devices to check how to translate them, and students should finish the test on their own to ensure the credibility of the test. The test should be done in 20 minutes and 107 tests answer sheets were recovered.

After collecting the tests, based on the existing official translation answers, firstly, the answers were checked one by one and the answer rates of each test question and the accuracy of each question type classification were summarized in a table format.

Table 1 Answer not given

Terms	Percentage of no answer				
	Class A	Class B	Terms	Class A	Class B
1.中国结	11(24%)	4(6%)	2.西游记	12(27%)	11(18%)
3.舞狮	6(13%)	10(16%)	4.活字印刷	30(67%)	42(68%)
5.颐和园	18(40%)	35(56%)	6.红楼梦	30(67%)	22(35%)
7.长江	1(2%)	13(21%)	8.紫禁城	16(36%)	24(39%)
9.压岁钱	10(22%)	10(16%)	10.京剧	7(16%)	7(11%)
11.黄河	7(16%)	6(10%)	12.三国演义	28(62%)	31(50%)
13.长城	2(4%)	6(10%)	14.春节	2(4%)	3(5%)
15.灯笼	10(22%)	7(11%)	16.剪纸	10(22%)	5(8%)
17.立秋	16(36%)	28(45%)	18.国画	16(36%)	16(26%)
19.旗袍	10(22%)	36(58%)	20.功夫	0	2(3%)
21.太极拳	14(31%)	25(40%)	22.立春	19(42%)	30(48%)
23.水浒传	32(71%)	28(45%)	24.中秋节	5(11%)	9(15%)
25.香云纱	39(87%)	52(84%)	26.泰山	12(27%)	4(6%)
27.一国两制	28(62%)	36(58%)	28.共同富裕	29(64%)	48(77%)
29.国有体制	37(82%)	51(82%)	30.底线思维	39(87%)	58(94%)
31.科学发展观	25(56%)	29(47%)	32.风气	25(56%)	44(71%)
33.科学发展	6(13%)	7(11%)	34.望闻问切	34(76%)	52(84%)

35.吃醋	30(67%)	46(74%)	36.包产到户	41(91%)	59(95%)
37.笔墨纸砚	37(82%)	54(87%)	38.精准脱贫	39(87%)	49(79%)
39.因地制宜	39(87%)	53(85%)	40.战国时期	38(84%)	52(84%)

There are 40 Chinese culture-loaded words set for investigating the problems existing in the process of translation of Chinese to English. The translation standards for words are all derived from official translations. Table1 is the proportion of no answer to culture-load words in Class A and Class B.

3. Analysis and Discussion

This part provides an analysis and discussion of the data involved in the experimental process, including analysis of test data and causes of the questions existing in the result and proposes solutions to the existing problems.

4.1 Existing Problems of English translation of Culture-loaded Words

4.1.1 Insufficient Word Storage of Corresponding Translation

It can be seen in Table 1 that during translation process, for words using literal translation, especially commonly used words in Table 1, such as "春节" and "长城", students will subconsciously translate and answer, because the amount of words stored in their minds allows them to quickly respond and give answers. For less common words such as "香云纱" and some famous works such as "三国演义" and "红楼梦", the translation response rate is relatively low.

4.1.2 The Problem in Distinguishing Synonyms

The problem in distinguishing synonyms is prominent in Chinese-English translation, as shown in Table 3 below:

Table 2 The number of different word choice

Culture-loaded words	Translation	Number of students
西游记	Travel to the West	10
	Journey to the West	74
国有体制	National system	2
	State-owned system	14
	Country-owned system	6
科学发展观	Scientific Outlook on Development	25
	Scientific view of development	11
	Scientific Concept of development	10
	Scientific Theory of development	3
	Scientific development Way	2
	Scientific Thought of development	1
	Scientific opinion of development	4

The statistical data of table 3 indicates that students have problem in choosing using synonyms. Once compared with English, a simple Chinese character can be corresponding to several English words, which must be judged from different focuses. For example, in the

translation of the famous work "《西游记》", 74 students translated it into "Journey to the West" and 10 students translated it into "Travel to the West". The difference between "travel" and "journey" can be can be distinguished through designing some translation tasks so that the learners will be able to use these words appropriately in the context.

4.1.3 The Problem in Transliteration

During the process of reviewing the tests, there also are more errors in the transliteration of culture-loaded words, as shown in the Table 4 below:

Table 3 The problems in transliteration

Culture-loaded words	Translation	Number of students
太极拳	Tai chi(right)	40(37%)
	Tai qi/fist/quan	28(26%)
功夫	Kungfu(right)	64(60%)
	kongfu	41(38%)

In Table 4, about 26% of the students translated "太极拳" as "Tai Qi", with the main difference from the recognized translation of "Tai Chi" being the transliteration of "极". For the translation of "功夫", 38% of the students made translation errors, translating "功夫" as "kongfu".

When Chinese were translated by English, Chinese language had not yet established the Chinese Pinyin system used today. The Wade – Giles system was used at that time. The historical changes bring transliteration many differences. "功夫", "太极拳" and "京剧" are translation by transliteration method, which may cause confusion to the young generation, such as "Kungfu" and "kongfu".

Table 4 The number of wrong uses of extended meaning

Culture-loaded words	Translation	Number of students
风气	Ethos	21
	Atmosphere	10
	Custom	5
	Culture	1
	Trend	2
	phenomenon	1

4.1.4 Wrong Use of Extended Meaning

As table 5 shows, "风气" has been translated into six versions. Among them, "ethos" has been chosen by most students, "atmosphere", "custom", "culture", "trend", "phenomenon" also are applied to express the extended meaning of "风气".

4.2 Influencing Factors in the Translation

4.2.1 A Large Proportion of Western Culture in English Textbooks

The possible reasons for the difficulty in translating culture-loaded words might be relevant to English textbooks. This paper provides a summary of middle and high school English textbooks (including compulsory and elective courses), explores content setting of English textbooks, and based on this, analyzes the possible impact on students' English translation of culture-loaded words.

4.2.1. Analysis of English Textbooks

Table 5 culture-loaded words in middle school textbooks

Textbook	Unit	Topic	Culture-loaded words
Grade 7 volume 2	Unit 6	I'm watching TV	Dragon Boat Festival, zongzi, boat races
	Unit 10	I'd like some noodles	Gongbao chicken, mapo tofu
Grade 8 volume 1	Unit 1	Where did you go on vacation	Huangguoshu waterfall
	Unit 2	How often do you exercise?	"Old habits die hard"
	Unit 5	Do you want to watch a game show?	Mulan
	Unit 8	How do you make a banana milk shake?	Yunnan rice noodles
Grade 8 volume 2	Unit 6	An old man tried to move the mountains.	Yu Gong moves mountains, The Monkey King, Journey to the West
	Unit 7	Where's the highest mountain in the world?	Great Wall, Ming Dynasty
	Unit 9	Have you ever been to a museum?	Hangzhou National Tea Museum
Grade 9	Unit 6	When was it invented?	Shen Nong, "Cha Jing", Lu Yu, the saint of tea
	Unit 9	I like music that I can dance it.	Erhu, Erquan Yingyue, dizi

Table 6 The culture-loaded words in high school textbooks.

Textbook	Unit	Topic	Culture-loaded words
Compulsory 1	Unit 1	Friendship	
	Unit 3	Travel journal	Lancang River, Mekong River
	Unit4	Earthquakes	
Compulsory 2	Unit 1	Cultural relics	Tang and Song Dynasty, Tianjin
	Unit 4	Wildlife protection	Xixia Country, Nan Yang, Chaoyang county,
Compulsory 3	Unit 1	Festival around the world	Dragon Boat Festival, Qu Yun, Mid-Autumn Festival, Spring Festival, Qiqiao Festival, , Niulang, Milky Way, Aobao Festival, Water-Splashing Festival, Tiaohua Festival, San Yue San Festival
	Unit 5	Canada-The True North	
Compulsory 4	Unit 2	Working the land	Southwest Agricultural college, mah-jong
	Unit 4	Body language	Beijing University
Compulsory 5	Unit 1	Great scientists	

According to the above two tables, 10 English textbooks cover a total of 55 culture-loaded words, but basically all of them are words using literal translation.

4.2.2 Problems Existing in English Teaching

On the basis of the above tables, it can be concluded that the main problems for students in translating words using literal translation and transliteration are: 1. Insufficient vocabulary reserves result in being able to understand the meaning of culture-loaded words but unable to translate them appropriately. 2.Historical changes lead to two different kinds of transliterated words.

Other problems are manifested in the different expression habits between Chinese and English, distinguishing extended meaning and synonyms in different contexts. As the Wolf hypothesis suggests, language influences people's perception of the objective world, their worldview, and their thinking. For example, in terms of word order, English expression always puts the result first, and then states the modified content and reasons. In Chinese, the opposite is the most common. Westerners hope to hear the results stated by the other party in the shortest possible time, followed by the content, which can also associate with the principle of conservation. For example, "I like it very much.", the key point in this sentence is that "I like it", "very much" is only a supplementary explanation to a certain extent. And when translated into Chinese, it will become: "我非常喜欢它". It can be seen that the modifier "very" indicating degree is placed before "like", which is the word order expression in Chinese. This is also a part of the cultural differences between China and the West. Therefore, many expressions in English can also be explained.

The other reason for the problems in English translation is the lack of specific English teaching, the limitation of English translation learning within the classroom, and the inability to adapt to English writing and expression habits. Because the appearance of communicative teaching, translation has always been considered an inappropriate means of language teaching. Some foreign language teaching theories assume that a single language environment is the most ideal environment for foreign language learning. However, cultivating and improving students' translation ability is the purpose of pedagogical translation. For a long time, traditional college English teaching has been dominated by basic English education with grammar and vocabulary as the teaching content, and there is a significant difference in the level of students' first language and second language. Pedagogical translation aimed at training application skills is often overlooked or even neglected. Xu Jun (2021) once pointed out that "In translation teaching, it is common to place emphasis on imparting language knowledge while neglecting the cultivation of English translation skill".

4.3 Countermeasures

The goal of university education is to equip students with certain practical skills and knowledge related to a certain field, and to have the ability to connect the knowledge learned with practice after graduation from university. And English is one of the most basic skills that college students should possess, and the pedagogical translation method has achieved its teaching objectives well by focusing on the unique advantages of reading and writing abilities. In terms of improving students' translation ability, it is necessary to apply pedagogical translation methods in English classrooms. Translation is a necessary path in college English teaching, and translation itself is a process of cross-language and cross-cultural communication. Pedagogical translation should also be seen as a means to enhance language awareness and develop language abilities.

In foreign language teaching practice, pedagogical translation has always played an important role, but in the theoretical aspect, it has gone through a process from prosperity to decline and then to recovery.

In the 1970s, many scholars believed that traditional grammar translation methods would lead to students being affected by native language transfer due to excessive use of their mother tongue, decreasing learning efficiency. Therefore, communicative approach has emerged in the English teaching. Some foreign language teaching theories assume that a single language environment is the most ideal environment for foreign language learning.

However, in recent years, the limitations of communicative approach methods have gradually been recognized so that the function of pedagogical translation is reappraised by both linguists at home and abroad. The number of studies investigated the use of translation as a general L2 teaching practice in EFL classrooms, with the aim of examining its use in foreign language teaching.

The pedagogical translation still stands as a popular teaching method due to its special advantages, such as laying a solid language foundation for learners. Firstly, in most cases, teachers use students' native language to explain, which can help students better understand and master second language and its grammar rules. Secondly, pedagogical translation pays more attentions to reading and writing, which is conducive to fostering students' reading ability, writing ability and translating ability. Thirdly, there are a large number of sentence-making and translation exercises in the pedagogical translation process, which is effective to check teaching quality and students' studying level.

4.3.1 Distinguishing Synonyms by Pedagogical Translation

In class, when a word is taught, it should be divided into two levels: denotation and connotation. Compared to English, Chinese has a simpler form and richer meaning, and there can be multiple different translations for a Chinese character in different contexts. For example, "国" have to be translated into different English words in these terms "一国两制", "三国演义", "国有体制", and "国庆节". While translating, there are many misunderstandings here. In Class B, about 80% of students did not translate "国有体制", while 8% used the word "country", about 12% chose "state", and about 3% chose "national". It can be seen that students often interpreted "国" more directly and literally without pondering on its connotation. Many problems occur in the translation process. Therefore, to distinguish these synonyms could help students learn English words in the context.

Taking the word "国" as an example, inductive teaching method will be shown below for reference only.

1) Don't ask what your country can do for you, ask what you can do for your country.
2) The Chinese are a nation of hardworking.
3) the member states of the EU.
4) The kingdom' s power declined.

According to the Oxford Dictionary, the focus of a country is "an area of land", a nation is "a group of people with the same language, culture and history", a state is "an organized political community controlled by one government". The "states" in the United States have great power, such as "Different states even have their own laws." And "kingdom" now refers to a country in the sense of political system. In English, the concept of "国" is expressed using different words in different contexts. "Country" expresses in terms of territory and space. "State" is in the sense of political power. Nation is in the sense of all citizens.

4.3.2 Acquiring Extended Meaning by Pedagogical Translation

In different contexts, the meaning of the same word has to be chosen carefully. It is necessary to provide certain cultural context guidance to help students understand the

meaning of the original text, guide students to consider changes in the meaning of words in the context during the translation process, and better understand the connotation and usage of words. "风气" could be a good example.

"Atmosphere, ethos, culture, custom, trend, value" are used to explain the meaning by students. Because there are different meanings in the different contexts to use this word in Chinese, it is hard for students to select an appropriate English word to express the correct meaning in a given context. Pedagogical translation can be used in the process to test possible problems and teach students how to use these words to enhance students' English comprehension ability.

1) "Atmosphere" means an aesthetic quality or effect, especially a distinctive and pleasing one, associated with a particular place, such as "a restaurant with an Old World atmosphere."
2) "Ethos" refers the characteristic spirit of a culture, era, or community as manifested in its attitudes and aspirations, such as "a challenge to the ethos of the 1960s".
3) "Value" presents the worth in usefulness or importance, utility or merit, such as "the value of an education".
4) "Trend" refers to current style or vogue, such as "the latest trend in fashion."
5) "Custom" point to a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time, such as "the old English custom of dancing round the maypole".
6) "Culture" refers to these arts, beliefs, and other products considered with respect to a particular time, subject or mode of expression, such as "musical culture" and "Japanese culture".

Therefore, "风气" could be translated into several different English words, but these English words have different extended meaning in their own contexts, so that the translation cannot match the Chinese word that requires profound understanding of the target language and source language to link their unique cultural connotation in two languages. The translator must have a certain understanding of both the source and target languages. Without cultural comparison and analysis between the source and target languages, it is impossible to understand and express.

4. Conclusion

This study focuses on the difficulties encountered in the process of Chines-English translation, and pedagogical translation used to solve these problems. After collecting culture-loaded words, a survey was conducted through tests to analyze the problems that occurred in the translation process and classify these words on the basis of the test results. Based on this, the reasons for the translation errors of culture-loaded words were explored, and feasible teaching suggestions were proposed to address the problems. By analyzing the results of translation of Chinese culture-loaded word, the reasons for the problems were explored, and the following conclusions were drawn.

This paper believes that pedagogical translation plays an important role in improving students' language application abilities, helping students improve second language proficiency, understanding the extended meaning of vocabulary translation in different contexts, which helps to cultivate cross-cultural communication awareness. Introducing pedagogical translation into classroom teaching can not only be used to test students' language proficiency, but also cultivate their culture awareness. As a teaching method, pedagogical translation collaborating with other teaching methods can greatly promote the progress of students' translation ability.

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