

Based on the Typical Differences between Chinese and English, the Practical Problems and Solutions in English

Wangjin Xie

School of Foreign Languages, China West Normal University, Nanchong 637002, China

Abstract

Although there are differences between Chinese and English as two different languages, one of their common points is that they both carry their own cultures, and culture is one of the "key nodes" that can connect the two. Therefore, in order to achieve "common language structure" on the basis of "learning home and abroad", it is necessary to use English as a tool to spread Chinese culture, and then promote the dissemination, communication and integration of different cultures, which is also one of the important purposes of learning English. At the same time, enhancing cultural confidence is one of the important cultural strategies of the Chinese government in recent years. In order to better let the world listen to the voice of China and enhance students' cultural identity, "telling Chinese stories well in English" has become one of the distinct themes in the field of English teaching. However, due to the inherent differences in Chinese and English in vocabulary, sentences and discourse, as well as the particularity of traditional Chinese culture, students will have great problems in vocabulary memory, sentence translation and discourse reading in the teaching process of telling Chinese stories in English. therefore, In the process of middle school English teachers should be based on the typical differences between Chinese and English and the characteristics of traditional Chinese culture, Starting with the vocabulary, sentences and texts of traditional Chinese culture, By classifying traditional Chinese vocabulary, distinguishing the style characteristics of sentences and emphasizing the structural characteristics of traditional Chinese culture, To solve the problems of middle school students in vocabulary, sentences and discourse, While paying attention to students' cultural knowledge and pragmatic ability, Both input and output, To solve the problem of students learning traditional Chinese culture in English step by step, Improve the comprehensive quality, Be an envoy of cultural communication and communication, Truly achieve in the "learning of Chinese and Western" on the basis of "language structure common".

Keywords

Chinese Traditional Culture; Differences between Chinese and English; English Teaching in Middle School.

1. Introduction

Language is the carrier of culture and a tool for spreading culture. It plays an indelible role in promoting the dissemination, communication and integration of different cultures. Therefore, the language communication culture can strengthen the connection, enhance the understanding, seek common ground while shelving differences to the greatest extent, and jointly promote the positive practice of the common value of all mankind. Based on accord with the trend of The Times and widely recognized the basic concept and "critical period hypothesis", middle school English teaching goal is not to let students master as "native learners" knowledge reserves and language skills, but in the language ability, cultural literacy, thinking quality, learning ability of the core literacy of English language knowledge and skills, cultivate the students' thinking quality, at the same time enhance cross cultural consciousness and improve

learning ability. In this process, English language, as a tool to improve students' comprehensive ability and level, needs to serve the dissemination and consolidation of national ideology and be conducive to the satisfaction of students' future scientific research needs, the progress of career development and the realization of life value. Therefore, English teaching should not be separated from China's national conditions and educational purposes, and it is the right way to "learn from home and abroad" on the basis of paying attention to Chinese culture. On the 20th National People's Congress of the Communist Party of China, "enhance cultural confidence" become one of the important "cultural strategy" in our country, in the new era of new journey, we should attach great importance to cultural education, promote culture and school education depth integration and development, with the profound connotation of culture cultivation high level talents, to the inner nature of education to promote the development of cultural undertakings, enhance the spiritual power to achieve the great rejuvenation of the Chinese nation⁰. Based on the needs of the English language itself and the national development strategy, students should be guided to "tell Chinese stories well in English". The differences between Chinese and English in vocabulary, sentences and discourse are reflected in the teaching materials of Chinese traditional culture.

2. The Typical Differences between Chinese and English are Reflected in the Chinese Traditional Culture Materials

2.1. The Embodiment of the Differences between Chinese and English Vocabulary in Traditional Chinese Culture

Compared with other categories of words, the English words of Chinese traditional culture categories are richer in connotation, more fixed in expression and more low frequency in use. In terms of comparison between China and Britain, first, the Chinese meaning of traditional Chinese cultural vocabulary is richer while the English meaning is simpler. In English textbooks eighth grade volume Unit 2 Section A 1a, for example, "journey to the west" of expression for "Journey to the West", English seen "journey to the west" the Chinese readers know, the title "journey to the west" in the "swim" word not only contains the meaning of "journey, journey", more contains "the spirit of the pursuit of freedom, ubiquitous struggle, unscrupulous carnival, myth fantasy world, etc" [2]. Therefore, in order to express more abundant vocabulary connotation and cultural heritage, it is necessary to be more excellence in the selection of English vocabulary. Secondly, the Chinese expression of traditional Chinese culture vocabulary is more implicit and the English expression is more straightforward. In the Section A 1a of Unit 2, an English textbook, the Lantern Festival is expressed as "The Lantern Festival". If the English is directly translated, it is "Lantern Festival". Although the Lantern Festival does have the traditional custom of "guessing lantern riddles", the English version is more straightforward, without metaphor. Finally, the Chinese expression of traditional Chinese cultural vocabulary is more refined, while the English expression is more complicated. This itself is also one of the differences between Chinese and English expression, and the specific expression in Chinese culture puts forward higher requirements for students' proprietary vocabulary memory.

2.2. The Embodiment of the Differences between Chinese and English Sentences in Traditional Chinese Culture

The typical difference between Chinese and English in sentences is that there is no strict subject-predicate structure and many short sentences in Chinese, which cannot follow fixed sentence patterns and sentence patterns. However, English not only takes the subject-predicate structure as the core of the whole sentence, but also all sentences must follow strict grammatical rules and sentence pattern structure. Specifically in the Chinese traditional culture material, this characteristic is particularly prominent. For example, when introducing Chinese

paper-cutting culture, it is mentioned that " paper-cutting, as one of the most popular traditional folk-art forms in China, carries a long history, which can be traced back to more than 1,500 years ago in the Ming Dynasty and Qing Dynasties, and has been widely inherited to this day. "In translating this sentence, in addition to paying attention to the accurate use of vocabulary, but also need to pay attention to the structure of the whole sentence. In English, a sentence can only have a single verb, so after selecting a core verb as the predicate verb, the rest of the action verb should use the form of the non-predicate verb or the part of speech transformation. The example sentence is translated as " Paper cutting, as one of China's most popular traditional folk-art forms, carries a profound history dating back over fifteen centuries to the Ming and Qing dynasties, and it has been widely passed down to the present day. "Compared with other problems, the materials of Chinese traditional culture and the narration of traditional stories are more serious and formal. The sentence expression should conform to the stylistic characteristics, and pay attention to the rigor of the grammar and the integrity of the meaning.

2.3. The Embodiment of the Differences between Chinese and English Texts in Traditional Chinese Culture

Chinese is the language of meaning and English is the language of shape, so the logical expression of English needs to rely on the logical relationship between sentences and the logical connection between sentences and sentences and between paragraphs and paragraphs. A large part of the Chinese traditional culture takes ancient poetry as the carrier, and needs to tell Chinese stories well, which will inevitably involve the excavation of the implication of ancient poetry. Although according to the reality of basic education and students' learning ability, they consciously avoid the rare topics and difficult expressions, and turn to the more general traditional festivals, fairy tales, cultural symbols and other elements, but the corresponding inherent characteristics of English discourse still cannot be ignored in teaching.

3. Tell the Real Problems of Telling Chinese Stories in English

3.1. Practical Problems in Vocabulary Teaching in Telling Chinese Stories Well in English

Combined with the mentioned before between Chinese and English vocabulary differences in the Chinese traditional culture material and Chinese traditional culture vocabulary have richness, fixed, low frequency and the actual situation of the English teaching process, analyzing the middle school students in vocabulary learning face the following problems: first, in learning Chinese stories contains cultural elements such as traditional festivals, fairy tales, folk customs involved vocabulary is the phenomenon of rote learning, know it but don't know why. Although the students are able to use the vocabulary correctly in their expressions, But if you ignore the implication behind the vocabulary, Not only do I encounter the problem of incomplete expression or wrong words with deep meanings when translating articles, Is not conducive to the absorption of traditional cultural knowledge, Not to mention shouldering the heavy responsibility of cultural inheritance and dissemination; next, Due to the similarity of some similar English expression methods in traditional Chinese culture, For example, many proper nouns can be used in the text pinyin corresponding to the English expression, But students are prone to fall into a cycle of thinking, Ignoring the fixation of the expression of proper nouns; third, Expression does not conform to the characteristics and requirements of English expression, It is prone to "Chinglish".

3.2. The Practical Problems in Teaching Chinese Stories in English

The problems of sentence expression are mainly reflected in the process of students translating materials about traditional Chinese culture and telling "Chinese stories" through spoken

English. First of all, in the process of telling the story of Chinese traditional culture is prone to tense errors, such as some fairy tales are happening in the past, in the expression of such material with simple past tense and present perfect tense, and in the symbol of Chinese culture, such as intangible cultural heritage, traditional architecture, etc, stating the facts should use simple present tense, describe the situation related to the past with simple past tense. Primary and middle school students are lack of temporal consciousness in translation and expression, easy to confuse the use of tense; secondly, ignore details, prone preposition misuse. When and where to use articles and prepositions has always been a big problem for students; finally, it is difficult to clarify the relationship between predicate verb and non-predicate verb in the sentence, and the correct and appropriate verb cannot be selected as the core predicate part of the whole sentence.

3.3. The Practical Problems Faced in the Discourse Teaching of Telling Chinese Stories Well in English

How to improve the students' discourse ability is a hot topic in English teaching in recent years, discourse is particularly important reason is not only because the English teaching must be based on discourse, it is important is that discourse can cultivate students' logical thinking ability, guide independent thinking and inquiry, at the same time can subtly transfer to students' cultural knowledge, cultivate cultural consciousness. Such significance is particularly prominent in the English teaching of traditional Chinese culture, which "tells Chinese stories well". However, students also face a series of problems in the traditional cultural English teaching based on discourse. first, Series of texts related to traditional Chinese culture need to switch back and forth between the past and reality, Students are prone to logic confusion in the constant change of the tense, It is difficult to clarify the author's expression ideas; next, Students lack corresponding reading strategies and thinking patterns in the process of reading this type of discourse, This makes it difficult for them to capture effective information quickly when they read the discourse, Thus, they cannot examine the traditional Chinese culture from a higher level, This makes teachers in the training of students' cross-cultural communication when repeatedly rub; last, Teachers lack corresponding strategies to stimulate students' cultural identity in the process of transfer and innovation, Students can not examine their own national and national culture from a broader perspective, Only from the text of the cold cognition of Chinese traditional cultural knowledge rather than all-round perception.

4. To Solve the Significance and Impact of the Problems of Telling Chinese Stories in English

The teaching of Chinese traditional culture is an important part of basic education, and English teaching in middle schools also needs to shoulder the important responsibility of inheriting the excellent traditional Chinese culture. Integrating into Chinese traditional culture in middle school English teaching can help spread and carry forward Chinese traditional culture, enhance students' cultural confidence, stimulate students' interest in learning, improve students' cross-cultural communication ability, give full play to the effectiveness of curriculum education, and guide students to establish correct cultural values[3]. In addition, it is of great significance to the knowledge teaching, skill training and strategy development of English subject.

4.1. Consolidate Vocabulary Knowledge and Deepen Grammar Understanding

Chinese traditional culture for students' knowledge learning provides a natural and pure natural context, let the students in the feeling and understanding of Chinese traditional culture to strengthen the memory of vocabulary, and control the rich connotation of Chinese vocabulary can enhance students' ability to use the vocabulary, by simply memory vocabulary meaning to understand the connotation meaning. At the same time, the sentences in Chinese

traditional cultural materials have the characteristics of Chinese language, such as multiple long sentences, multiple sentences, multi-meaning expressions, etc. In the process of translating these sentences, it can cultivate students' sense of tense and voice, clarify the differences between Chinese and English in expression, and correctly use predicate verbs and clauses.

4.2. Master Your Translation Skills and Enhance Your Reading Ability

"Tell China's story well", allowing the world to listen to China's voice, translating literature is one of the important ways to spread culture. In the process of translation of Chinese traditional cultural materials, students' translation skills can be trained, such as Chinese active, English passive; English long sentences, Chinese short sentences; English changes, Chinese repetition, etc. Compared with narrative, traditional Chinese discourse is more logical, more closely connected and more logical words; compared with prose, traditional Chinese discourse is more formal and more serious, and traditional Chinese discourse is less professional and more readable. To sum up, this type of discourse material can cultivate students' discourse ability in the process of English teaching, and at the same time master the formal style expression and writing style, and comprehensively improve the reading expression ability on the basis of both input and output.

4.3. Develop Learning Strategies and Cultivate Learning Habits

Learning strategies include three aspects: metacognitive, cognitive, and affective strategies. In the process of learning English language subjects of traditional Chinese culture, English teachers can build mind maps according to the logical relationship between the paragraphs, guide students to retell the article content and develop their cognitive strategies. In the process of migration and innovation, teachers can combine examples, such as the Palace Museum collections reported by CCTV channel and the British Museum events that attracted wide attention, etc., to truly let the students talk with the author, The Times and the heart of themselves, so as to develop emotional strategies.

5. A Realistic Path to Solve the Problems of Telling Chinese Stories Well in English

5.1. Conduct Vocabulary Classification, Repeated and Consolidated for Many Times

According to the Chinese Culture Reader edited by Ye Lang and Zhu Zhiliang, as well as the people's education textbooks and the foreign research and high school textbooks, the English teaching in middle schools can be roughly divided into five sections: fairy tales, invention and creation, literature and art, folk customs and traditional festivals. In the specific vocabulary teaching of each unit, it is first necessary to let students make clear which topic the content of a unit can belong to, and then fully summarize similar words under the topic. For example, Unit2 of Grade 9 involves traditional Chinese festivals, At this time, teachers can classify and present the common Chinese traditional festivals, The classification criteria can be "can it be translated literally", for instance, Can be translated according to the literal meaning of the Spring Festival (The Spring Festival), the Mid-Autumn Festival (The Mid-Autumn Festival), etc., Can not be directly translated from the Lantern Festival (The Lantern Festival), Dragon Boat Festival (The Dragon Boat Festival), Qingming Festival (Tomb Sweeping Day), etc., Usually the second type uses some main festival elements and symbols to express the meaning of the whole festival. In addition to vocabulary classification, review and consolidation is also one of the essential links for vocabulary learning. Based on the previous vocabulary classification, in the future unit teaching involving the same topic, teachers can place new vocabulary in the same topic subject and compare it with new knowledge, so as to consolidate the vocabulary and

deepen the impression. In addition, teachers can also guide students to use notebooks to accumulate focus. Excerpt the difficult points, and regularly consolidate the review.

5.2. Pay Attention to Cultural Differences and Grasp the Deep Meaning

Due to the cultural differences between China and the West, Chinese and English have different and even completely opposite understandings in some words. Therefore, while paying attention to the basic meaning of words, English teachers should also consciously clarify the different interpretations brought about by cultural differences, so as to obtain a comprehensive and profound understanding when exposed to different corpora. For example, in the Unit 7 Food Festival of English (Grade 8), students will learn about Chinese and Western food culture by learning the eating habits of different countries. When teaching this part, the teacher introduced the traditional activity of the Dragon Boat Festival, "The Dragon Boat Race", and then presented the word dragon to explain the different meanings of the dragon in Chinese and Western culture. The dragon is the spiritual totem of the Chinese nation, representing power and auspiciousness. Chinese people think that the dragon is sacred, and many people will use "dragon" in their names and have special feelings for the dragon. However, westerners regard dragon as a monster, and the image of dragon in western culture is mostly dark, ugly and terrible. This is related to the cultural differences between China and the West[4]

5.3. Clear Language Style, The Correct Use of Sentence Patterns

According to the relevant views of cross-cultural communication research scholars, English and Chinese language style differences, such as Chinese and English quotations and original novel language style, "implicit implicit" and "straightforward" language style differences, the overall priority and local priority language style, heavy subjective and objective language style differences, etc [5]. Especially involves the topic of Chinese traditional culture, teachers should guide students to transform thinking, in the language of Chinese traditional culture content unchanged under the premise of thinking good Chinese story, make different cultural background of the world people more clear understanding of Chinese culture, understand the extensive and profound Chinese culture and has a long history, to know more about China. For example, add explanatory content to professional terms involving cultural barriers, reduce the use of subjective personal pronouns, avoid the use of subjective sentence patterns such as "I think- - -", "I believe- - - -" and "In my opinion", and try to use passive statements. In short, we must take Chinese traditional culture as the starting point, and at the same time start from the perspective of readers, and take into account the purity and authenticity of domestic cultural content and the intelligibility and readability of readers' acceptance.

5.4. Clarify the Discourse Logic and Cultivate Corresponding Strategies

According to the classification of discourse topics, Chinese traditional cultural discourse can be narrated and stated. In the ninth grade Unit2 Section A 3a article "Full Moon, Full Feelings" as an example, can present the beginning and the end of the reality, the narrative of the characteristics of the past, such as the text at the beginning and the end of the reader about the custom and the significance of the reality of the exact situation; and the middle, which is the second paragraph, detailed the origin of the Mid-Autumn Festival, namely "change to the moon" story, this part is the narrative of the story itself. Therefore, when reading this type of discourse, teachers should guide students to grasp the overall logic of the article from the macro perspective, and then in the detailed content. Another example is the 3a of Unit6 Section A in the second volume of the eighth-grade edition, which can be analyzed so that the overall structure of the argumentative discourse is very similar to the argumentative essay. Therefore, teachers can transfer the logical analysis strategy of the argumentative essay so far. For example, judge the relationship between the paragraphs according to the paragraphs, especially Buy, However and a series of turning words; similarly, after determining the overall

structure of the text, then determine the relationship between the sentences in the paragraphs, if there is a transition, focus on the first and last sentences. Accordingly, students can quickly capture the key information of the article, and effectively grasp the general idea of the article in the limited time.

5.5. Enrich the Integration Ways and Cultivate Cultural Awareness

English language ability not only includes language knowledge and language skills, but also deserves attention for the pragmatic ability and cultural knowledge hidden in the language. Therefore, teachers should adopt group activities, film and television viewing, theme exploration and other activities, and combine audio-visual resources and multi-modal teaching forms, and pay attention to the comparison and combination of Chinese and western cultures, so as to lay a good knowledge and cultural foundation for "telling Chinese stories well". For example, when introducing the traditional Chinese festivals, teachers can compare the Christmas, Thanksgiving, Easter and other western festivals, and explore the culture and ideas behind the festivals in the same way, so as to enhance the understanding of western culture.

6. Epilogue

Although there are differences between Chinese and English, the respective cultures can become a "bridge" and "common language structure" to the maximum extent. Therefore, middle school students should become the emissaries of cultural communication, tell China's stories well, let the world hear China's voice, and let the world know more about China. Although the differences between Chinese and English and the particularity of traditional Chinese culture will cause difficulties and obstacles for students to learn, However, on the basis of analyzing the characteristics of the text and the practical problems, English teachers can classify Chinese traditional vocabulary, distinguish the style characteristics of sentences, emphasize the structural characteristics of Chinese traditional culture, To solve the problems of middle school students in vocabulary, sentences and discourse, While paying attention to students' cultural knowledge and pragmatic ability, Both input and output, To solve the problem of students' learning of traditional Chinese culture in English step by step, Improve the comprehensive quality, Be an envoy of cultural communication and communication, Truly achieve in the "learning of Chinese and Western" on the basis of "language structure common".

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