A Study on Business English Interpretation Failure and Its Countermeasures from the Perspective of Cross Cultural Communication

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Abstract

Due to the different countries in terms of geographical location, customs and economic development exists obvious difference, this requires interpreters to pay attention to cross-cultural communication. In this paper, the author analyzes the business English interpretation failure and its countermeasures from the perspective of cross cultural communication. Therefore, in Business English interpretation, translators should retain their own characteristics, and should also pay attention to the cultural connotation and cultural factors of different countries. Content translation should conform to local social culture, so as to promote the successful realization of communicative goals.

Keywords: Network Resources, Business English, Cross-cultural, Language culture

1. INTRODUCTION

With the rapid development of the world economy, China has also been strengthening international economic ties through international trade and international investment. English as the most widely used language in business negotiations and business activities, its natural status and role is self-evident. At the same time, there is a growing demand for business interpretation. Interpreters should fully understand both Chinese and English languages, and also understand certain business knowledge. As a bridge and intermediary of cultural exchange, workers in business interpreting plays an important role in business activities and exchanges, the translation quality and performance may affect from different countries in different companies. Study on interpretation in Business English, vocabulary, grammar and translation skills and other factors has been studied for thousands of times, but as a kind of important way from the source language to the target language on the cultural and pragmatic factors on the interpretation in Business English has not attracted people's attention. In fact, due to cultural reasons and pragmatic failures in business activities, communication is not smooth, communication barriers have become an obstacle to the normal conduct of business activities is an important factor. Therefore, the study of business interpretation from the perspective of cross-cultural and pragmatic failure is a matter worthy of attention.

One of the most difficult problems in Business English translation is the cultural differences between different countries. The interpreter need not only their own culture in a different language to make a simple explanation, more critical is not this should not happen misunderstanding caused by mistakes in interpretation. Interpretation and translation mainly depend on the ability of the main translators in the process of business English communication. The translators have plenty of time when they are involved in the translation of context, culture and other aspects, so they can fully think about it. The interpreter is limited to time and other factors, need an interpreter should not only have solid basic skills of English, but also have the ability to improvise, this point is the current difficulties in the process of business English interpreting. As the name suggests is expressed in interpreting verbal language, will be converted to the form of information transmission, to achieve timely, accurate and complete the transfer and exchange of information, in the modern society is a very common way of communication. In interpreting is an important branch of business interpreting, has its own distinctive features of impromptu. In business negotiations, both sides are in no auxiliary tool books under the conversation, interpreters and interpreting the context will be flexible use of site content translation, but it is difficult to predict the details, this is their sensitivity to put forward high requirements, they need not only to master the interpreting skills, also need to be proficient in industry and Commerce other aspects of knowledge. The success or failure of business activities is closely related to interpreters.

2. CROSS CULTURAL IMPLICATIONS

The definition of the concept of cross culture, may come from two aspects: one is to distinguish in the space station's point of view, refers to the people exchanges between different countries, in the process of communication, for people to understand and learn each other's language, customs and culture; the two is on the cultural point of view, the so-called cross culture, refers to the acceptance and identity of culture in different countries, which have different characteristics and their own culture, people communicate the learning and understanding of these different cultures, across different language forms of communication. From the above
two different definitions, it can be seen that cross culture has become one of the mainstream of global economic and social progress. Intercultural communication refers to the communication between people of different cultural backgrounds. According to the usual definition of culture is a kind of accumulation, knowledge, experience, beliefs, values, attitudes, methods and meaning of social class structure, religion, concept of time, social roles, spatial relation concepts, cosmology, material wealth, the accumulation of a large group of several individual and group efforts to obtain, it is the language model and some behaviors.

![Cross-cultural communication](image1)

Figure 1. Cross-cultural communication

3. THE CAUSES OF ERRORS IN INTERCULTURAL BUSINESS ENGLISH INTERPRETING

In the process of intercultural interpretation of business English, the reasons for errors are mainly as follows:

Cultural background differences between different countries: Chinese language and English language are essentially different from each other in cultural background. The actual translation in Business English, some interpreters don’t realize this cultural difference, direct translation. When people meet with greeting, under normal circumstances, Chinese traditional greeting is very formal, if the enterprise personnel between the two countries for the first time the interview, self introduction, the representative of China often took the name card, at the same time pass will say "please close each other as" etc.. Although more directly shows the meaning of Chinese greeting, however, the feeling of foreign personnel is very strange, how to meet each other for the first time how to ask each other? Therefore, in order to avoid misunderstanding, it is possible to directly translate "Nice to meet you" into English culture background, which is not only easy to understand, but also courteous and considerate.

![Cross cultural communication](image2)

Figure 2. Cross cultural communication

Polite expressions differ from country to country: According to the Chinese custom, modesty, caution is the usual way to entertain the guests, even prepared a sumptuous feast for guests, often said to be homely food,
however, foreigners are more accustomed to direct, honest, Chinese traditional modest and polite expression if the literal words, will make them very difficult.

The difference between values and lifestyle: In the process of business talks, Chinese people often pay more attention to the feelings and interpersonal relationships of others, but the focus of foreign personnel is often the ability to do things. In general, our staff in the reception of foreign business, will take it to visit the local places, the most unique scenery and cuisine, and then get to the point, the exchanges between the business, to increase the feelings between both sides. However, foreign staff in business contacts, often used to carry out direct talks, the guests to the meeting place, in view of the different habits, the interpreter requires both sides to grasp the opportunity, the cultural differences between countries and merge with each other, instead of directly using the form of their own conversation.

Differences in pragmatic habits: Each country has its own different development history, in different periods, the story, the background is also different. Chinese history is very deep, all kinds of idioms and proverbs if the interpreter cannot be properly beyond count, grasp its meaning, it may cause misunderstanding in the communication process. At the same time, in English language, some nouns will have two different meanings, which need to pay attention to. Therefore, interpreters should understand the different national language and culture, to master the foreign language in the same words with different meaning, to the maximum to avoid mistakes in the process of interpreting the phenomenon.

4. COLLEGEBUSINESS ENGLISH MULTIPLE TEACHING MODE INNOVATION

4.1. The necessity of multipleteaching

The impact of China's education has long been influenced by Spielman's intelligence theory of two factors, only pay attention to the cultivation of linguistic intelligence and logical mathematical intelligence of students, ignoring the development of other intelligence, teaching evaluation also focuses on the two intelligent. Such educational theory is not conducive to the all-round development of students. Specific to the collegebusiness English teaching, because of the lack of the theory of multiple intelligences to master, most teachers still use English teaching mode and a single strategy, only pay attention to imparting language knowledge and neglect the cultivation of comprehensive ability of using language, but neglect the training of multiple intelligence. The teaching evaluation form is unitary, has not paid attention to its integrity, the situation, the development, the multiplicity and the development. Multi intelligence development process is the quality of the training process. English teaching is a main field of quality education, it pays great attention to the student five ability, it can help enrich the activities of multiple intelligences to arouse students' interest and improve the teaching effect, thus in the process of teaching business English, cultivating students' intelligence. Therefore, the integration of multiple intelligences theory and business English teaching is possible. In the current practice of quality education, there are often the misunderstanding of "additional" "quality education", that is, the gap between classroom teaching and quality education. Teachers in the classroom are still in the traditional exam oriented teaching methods to impart knowledge, and the provision of "active class" to cultivate the quality of students. This method itself is a misunderstanding of the "quality", and it is impossible to achieve the purpose of cultivating students' ability in all aspects. In fact, the quality of students is reflected in all aspects, Chinese class should cultivate quality, math
class should cultivate the quality, and business English class should also cultivate the quality. The key lies in the teacher to what kind of theory as the guide, how to carry on the teaching design. The rational integration of multiple intelligences theory and business English teaching will not only improve the activities of English teaching and learning, but also will be one of the effective means to promote the quality education. Therefore, it is necessary to instruct business English teaching by multiple intelligence theory.

Figure 4. Video English teaching

4.2. Principles of multi-English teaching

First of all, the theory of multiple intelligences is a complete set of theoretical system. At present, the research works about the theory of multi-intelligence so far more than 40 of them, from various perspectives and angles to build the theory of multiple intelligences. From another level, a relatively complete theoretical system can guarantee the teaching research from the beginning to stand in a relatively high starting point, making it more practical value and significance. Secondly, the theory of multi-intelligence is consistent with the concept of quality education in our country. Quality education advocates the cultivation of students' comprehensive quality, and the theory of multiple intelligences advocates developing students' multiple intelligences. At the same time, the theory of multiple intelligences provides a theoretical basis for the quality education in our country. To this end, we need to explore a new classroom teaching mode and strategy which can be used in the actual teaching situation, and the combination of multiple intelligences and College business English teaching.

- **Human oriented principle:** Multiple intelligence theory pointed out that each student has its own advantages in the field of intelligence, but its combination and play a different degree, everyone in the school is fertile. What we should be concerned about is not which one is more intelligent, but which one is more intelligent. The traditional intelligence theory is based on the human's language intelligence and mathematics logic intelligence, and the multiple intelligences are different ".. Our education must really do for all students, efforts to develop the advantage of every student's intelligence, enhance the weak intelligence of each student, intelligent scene, for students to create various weaknesses, stimulate individual potential, the full development of each individual, and for each student to succeed to lay a good foundation.

- **Teach students in accordance with their aptitude:** The theory of multiple intelligences is the pursuit of the "individual centered", the development of effective curriculum programs to adapt to different smart structures, and create opportunities for the development of each student's personality. In the range of possible, teachers should carry out teaching according to the characteristics of students' intelligence. The theory of multiple intelligences to overthrow the ability of language and mathematical logic ability as the core of the traditional view of intelligence, that "everyone has their own advantages in areas of intelligence, have their own learning styles and methods, there is no difference in the school, all students had their own intellectual characteristics, types and development direction of the learning talents.

- **Coordinated development:** First of all, teachers should find the differences between the students in the teaching, to understand the intelligence structure of the students, and treat all kinds of intelligence should be treated equally, to coordinate the development, not favour one more than another. Actively found strong intelligence of students and to guide. Because each student has a number of intelligent, real teaching objectives should be comprehensive, coordinated, and should also highlight the advantages of each person on the basis of intelligence, in-depth creative learning.

- **Multidimensional and multidimensional evaluation:** Evaluation is an important link in education and teaching activities, which plays an important role in promoting and improving students' learning motivation and effectiveness. The development of the theory of multiple intelligences requires a new evaluation system in the meaning of cultural activities. It inspires us in the evaluation of students, focus on the evaluation of each student
has good intelligence, from multiple angles, intelligent students, adopt proper evaluation, strengthen the student's strengths, and promote the coordinated development of the intelligent.

4.3. Multiple teaching methods in college business English

The teaching method is used to complete the task of teaching, including teachers and students method of learning, is established in the guidance of teaching thought and theory, structure and activities of relatively stable teaching activities of the program, it is the use of teaching theory, and teaching practice summary. According to the differences of students' basic differences, each student has a strong and weak intelligence, college business English teachers should adopt flexible teaching methods to meet the needs of different students in the course of teaching.

- **Communicative teaching approach**: Communicative teaching method is to use language as a communicative tool to teaching, focusing on cultivating students' communicative ability. Communicative approach advocates communication and cooperative learning strategies, communicative activities or activities to emphasize role-playing, group or cooperative learning activities, these activities provide English language environment for students. In the College business English teaching, teachers can design various teaching activities according to the specific situation of teaching content and students, should consciously cultivate students' communicative competence in an important position, to create a method of real language environment, not only stay in the understanding of the material, the more fully using the related text, sentence, scene, guide students in communicative activities in English, in class or after class, the role, retelling texts, dialogue, discussion and other forms of teaching

- **Autonomous learning**: Autonomous learning includes five aspects, the determination of learning goals, the determination of learning content and learning progress, the choice of learning methods, monitoring the learning process and evaluation of learning effects. The learners voluntarily assume responsibility for their own learning, to manage their own learning behavior, according to their own actual conditions to determine learning goals, make learning plans, choose suitable learning strategies and methods, monitoring the learning process and project progress, self-assessment of learning effect and goal attainment. It can be seen that the process of autonomous learning is the process of learner self-management and self-responsibility.

- **Task based Teaching**: TBLT represents the modern language teaching language learning real context, and it agree without prior without previous consultation of college business English reform direction, it is emphasized that students should be in the real situation of the task driven, in the process of completing the task or solve the problem, in the environment of autonomous and cooperative learning activities, and in the discussion session the atmosphere. This method is catalyzed by students meaningful language use, to create a conducive learning environment to support language acquisition, internalization, but also cultivate their communication, management, coordination, innovation ability and consciousness and solidarity spirit of cooperation

5. CONCLUSIONS

First, reduce simple literal translation. In business communication as the literal translation of pragmatic failure in the phenomenon is more common, the interpreter should be on the local customs and cultural allusions on top of. Secondly, continuous learning, improve their pragmatic ability. In business activities, the interpreter is a bridge of communication between the two sides, need interpreters during the event, study foreign countries cultural background and living habits, a timely reminder to Chinese participants, reduce the occurrence of conflicts between non language and culture. At the same time, business activities will be used in many professional terms and abbreviations, which require interpreters, usually accumulate the knowledge, learning, and accurately convey the intention of the parties, to promote the success in business activities.

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