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Unveiling cultural dynamics: A survey on China's CET-4 passage translation in the context of World Englishes

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ABSTRACT

In today's interconnected world, the diverse manifestations of English varieties have garnered significant attention due to their relevance in the realm of World Englishes. As English continues to interact with various cultures, it gives rise to distinct linguistic variations. In China's higher education system, significant reforms have been implemented in the evaluation of the College English Test (CET). Notably, the Chinese-English passage translation section underwent noteworthy modifications, incorporating profound Chinese cultural attributes. Against this backdrop, this thesis centers on CET-4 as a starting point to investigate students' proficiency in Chinese culture, cultural translation competence, and intercultural communication aptitude. This study employed a comprehensive questionnaire and quiz among 164 randomly selected college students from various grades at Guangxi University of Foreign Languages, revealing the significant impact of Chinese culture aphasia on academic performance in the CET translation section. To promote English localization in China, the paper suggests reinforcing the integration and dissemination of Chinese culture within World Englishes, fostering international and cultural perspectives, and enhancing intercultural communication skills for college teachers and students. Simultaneously, these efforts will amplify the distinctiveness of China English, gaining global recognition. This research presents empirical evidence on the influence of cultural elements on language performance, contributing to the growing literature on the interplay between language, culture, and communication in World Englishes. The findings emphasize the importance of promoting cultural awareness in language education for effective intercultural communication in a diverse world.

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INTRODUCTION

With the acceleration of global economic integration, the trend of English globalization has spread all over the world. English is no longer just the language of English-speaking countries but is called as lingua franca (ELF) and has become the deepest influential language on people. Inevitably, in the process of communications, English traces of various cultures and different kinds of English varieties continue to emerge. New terms such as World Englishes, Global Englishes, New Englishes, and International Englishes also come into being (Jiao, 2010). The development of World Englishes has attracted the attention of the linguistic community. Many scholars, including Crystal (1988), Kachru (1985), and Pennycook

(1994), have studied World Englishes from the perspectives of sociolinguistics, language and culture, and applied linguistics, and their research has led to a growing acceptance of this concept. The research on English varieties is also rising. In recent years, many people believe that anyone who uses English for communication can use it to express his own local culture, ideas and phenomena, making English a carrier of different cultures.

According to the well-known "three concentric circles" model devised by Kachru (1985), the outermost circle is called the Expanding Circle. In this circle, almost all countries spread English as a foreign language, but they also realize the importance of its international status, so they attach great importance to their own English education, including China, Japan, Thailand, Greece and other countries and regions. Honna (1999) once mentioned that Asia has the largest number of English users in the world, and Asian English varieties are also diverse. Then, Chinese traditional culture has a profound impact on Chinese English learners, so their English unavoidably has Chinese characteristics, and even some scholars have tried to define "China English"[1] through various studies.
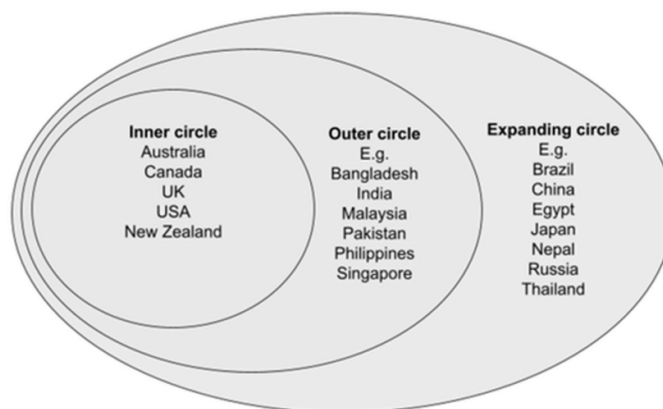

Figure 1. The Three Concentric Circles Model of Kachru (1985)

However, this paper does not intend to discuss the issue of China English in depth but attempts to explore China's efforts in the process of internationalization and localization of English in the context of World Englishes. From the perspective of the Chinese cultural elements integrated in college English education, this paper attempts to demonstrate the role and ability of college students in spreading Chinese culture in English. Indeed, how to deeply interpret the characteristics of Chinese-English bilingual languages and spread the excellent traditional culture of China in an appropriate way is a problem that educators need to focus on in college English teaching and learning.

Nida (2001, p. 82), a renowned American translation scholar, believes that "mastering two cultures is even more important than mastering two languages". Besides, Chinese President Xi Jinping (2014) underscored the critical link between culture and language in international communication, stating, "Culture is the soul of a nation and a country, while language is the carrier of cultural exchange. The ultimate goal of our language learning

should be cultural learning, serving the communication between countries". This view emphasizes that language education should foster intercultural understanding and global dialogue, beyond mere linguistic skills. In China's higher education system, as a language course with the broadest coverage and the longest duration of the undergraduate stage, the first task of college English is to cultivate the awareness and ability of college students to introduce traditional Chinese culture in English. However, due to various reasons, the proportion of Chinese culture in English teaching is obviously insufficient (Liu, 2014). Therefore, in December 2013, the Ministry of Education of China reformed the translation section of CET-4 and CET-6, one of the most influential teaching tests in China, and increased the proportion of Chinese culture in the assessment (National College English Testing Committee, n.d.).

The College English Test (CET) in China, which consists of two main levels: CET-4 and CET-6, assigns a total score of 710 points for each test, and 425 points is the pass line. CET-4 is typically taken by second-year undergraduate students to assess intermediate English proficiency, while CET-6 is for those who have passed CET-4 and assesses advanced proficiency. The tests are administered by the National College English Testing Committee in collaboration with universities, ensuring standardized testing conditions nationwide. Each test has a duration of 125 minutes and includes sections on listening, reading, writing, and translation. Besides, CET-4 is a mandatory requirement for all non-English major students in Chinese universities, often serving as a graduation criterion. Failing CET-4 may necessitate retaking the exam, potentially delaying graduation, though there are no severe penalties beyond academic consequences.

Table 1. Previous CET-4 translation section example, tested in December 2020

Chinese Passage	Translation Reference
鱼是春节前夕餐桌上不可或缺的一道菜, 因为汉语中"鱼"字的发音与"余"字的发音相同。正由于这个象征性的意义, 春节期间鱼也作为礼物送给亲戚朋友。鱼的象征意义据说源于中国传统文化。中国人有节省的传统，他们认为节省得愈多, 就感到愈为安全。今天, 尽管人们愈来愈富裕了, 但他们仍然认为节省是一种值得弘扬的美德。	Fish is an indispensable dish on the Spring Festival's feast because "fish" sounds the same as "abundance" or "surplus" in Chinese. It is because of such symbolic meaning that fish is sent as a gift among relatives and friends during the Spring Festival. This symbolic meaning of fish is said to originate from traditional Chinese culture. The Chinese have a tradition of frugality. They believe the more they save, the more secure they feel. In this day and age, although people are getting more affluent, they still regard thrifty as a virtue worth praising.

From Table 1, which tested the cultural concept of "Fish", it can be seen that passage translation tasks from CET-4 typically involve translating passages that reflect Chinese cultural contexts into English, highlighting the need for both linguistic accuracy and cultural understanding. Compared to the past, recent reforms have played a regulatory and guiding role in strengthening college English culture teaching and emphasizing the output of Chinese culture. Sentence translation has evolved into passage translation, making it more

comprehensive to assess students' overall language skills, and increasing the difficulty. College students are now required to translate about 150 English words in 30 minutes, accounting for 15% of the total score. The content of translation mainly involves culture, economy, education, history, and other aspects of Chinese society, representing the most significant change.

To enhance translation skills, students are encouraged to engage in extensive reading, regular translation practice, and cultural studies, thereby improving their intercultural communication abilities and proficiency in China English. In terms of the topic classification, the author divides the previous CET-4 translation passages of the past six years (2017-2023) into two categories: humanistic China and natural China.

Table 2. Previous CET-4 translation sections on humanistic China (Note: the following dates represent the test dates for CET-4)

Date	Chinese Terms	English Versions
June, 2018	中国地铁，公交，飞机	subway, bus, plane of China
Dec, 2018	手机改变中国人的生活、阅读、支付方式	Mobile phones change the way of Chinese people's lifestyle, reading and payment
June, 2019	剪纸，灯笼，舞狮	Paper cutting, lantern, lion dance
Dec, 2019	四代同堂，中国人的姓名，孩子教育	Four generations live under one roof, Chinese names, children's education
Sep, 2020	茶文化，北京烤鸭，茅台酒	Tea Culture, Beijing Roast Duck, Maotai
Dec, 2020	鱼的象征，团圆饭，中国饮食习惯	The symbol of fish, reunion dinner, Chinese eating habits
June, 2021	龙井，普洱，铁观音	Longjing, Pu'er, Tieguanyin
Dec, 2021	都江堰，坎儿井，大运河	Dujiangyan, Karez, Grand Canal
June, 2022	农夫与庄稼，羊的故事，农夫与兔子	the farmer and crop, the story of the sheep, the farmer and the rabbit
June, 2023	继续教育，高等教育，义务教育	Continuing, higher, compulsory education
Dec, 2023	饮食文化	Culture of Diet

Table 3. Previous CET-4 translation sections on natural China

Date	Chinese Terms	English Versions
June, 2017	珠江，长江，黄河	The Pearl, Yangtze, Yellow River
Dec, 2017	华山，黄山，泰山	*Mount Hua, Huang, Tai*

It can be seen from the above Tables that the contents examined by CET-4 reflect Chinese elements everywhere, of which humanistic and natural China account for the largest proportion, including traditional Chinese culture, such as tea culture, lion dance, etc. It also

includes contemporary social development issues, such as the education of Chinese children, as well as descriptions of some natural landscapes or related hot issues in China.

From the perspective of the translation section of CET-4, few previous studies have combined the Chinese cultural elements in CET-4 with the context of world Englishes varieties. Within the framework of World Englishes, CET-4 and CET-6 contribute to shaping how English is taught, learned, and applied in China, reflecting its evolution as a global lingua franca. They underscore the dynamic interplay between language proficiency and cultural adaptation, highlighting the role of translation in mediating between local linguistic norms and international communicative standards. By acknowledging these tests' educational significance, the thesis explores how they intersect with broader discussions on language diversity, cultural identity, and the evolving role of English in global communication. This relationship emphasizes the importance of developing translation competence that is sensitive to the nuances of different English varieties, ensuring effective intercultural communication and enhancing the understanding of English's global diversity.

Therefore, the problems to be solved in this paper are clearer and more meaningful for practical research. The research questions are as follows:

1. What problems do Chinese college students have in the translation section of CET-4 related to Chinese culture?

2. How does the translation of Chinese cultural passages in CET-4 promote the development of the varieties of World Englishes in China?

LITERATURE REVIEW

This study focuses on the survey of China's college English in the context of World English. Therefore, it is necessary to understand relevant literature about World English, the localization of English and the phenomenon of "Chinese cultural aphasia" among college students.

World Englishes and English localization

As early as the late 1980s, Crystal (1988, p. 3) pointed out that 400 million of the 700 million English speakers in the world came from non-English speaking countries. With the widespread use of the Internet, the trend of World Englishes is even more irresistible. However, while English is internationalized, there is also a tendency of localization where English is now widely adopted and adapted within countries where it was not their native language (Wen & Yu, 2003).

Localization, in the context of this discussion, refers to the process by which English is transformed and tailored to fit the unique cultural and linguistic characteristics of each region. This includes borrowing local words, expressions, and sometimes even pronunciation styles, creating a distinct version of English that is instantly recognizable as belonging to a specific cultural or geographic community. Outstanding examples of localized English include Singapore English, Philippine English, and Indian English. Localization, in translation studies, involves adapting content to the specific locale of the target audience,

ensuring cultural relevance and linguistic accuracy. As for internationalization, it refers to the process of designing content that is universally understandable and accessible, regardless of the audience's local culture or language (Jenkins, 2000). In translation studies, this means creating content that can be easily adapted for various locales without requiring extensive re-engineering. In the context of English language spread, internationalization involves developing a common core of English that is intelligible across different regions and cultures.

Furthermore, an increasing number of scholars have studied the relationship between English internationalization and localization. In this regard, Kachru (1985, p. 213) pointed out that "localization is the expression of language vitality and the result of language innovation. It reflects the local functions of foreign languages, the conversational culture, and communication strategies in the new context, and the transfer from local languages." From Kachru's (1985) remarks, he outlines the characteristics, connotation, and process of localization, and encourages us to pay more attention to these elements in the process of localization of English. Trudgill and Hannah (2000) further analyze the characteristics of multiple English varieties of Inner Circle English and Outer Circle English from the aspects of phonetics, grammar, spelling, vocabulary, etc. Most importantly, these scholars believe that the differences between standard and non-standard English are mainly reflected in grammar and vocabulary, rather than just in the accent of English speakers.

In 2000, Jennifer Jenkins proposed an authoritative definition of the internationalization of English. She emphasized the necessity of providing a voice system independent of British English and American English. Jenkins (2000) introduced the term "International English", which emphasizes the need to seek a common core for all English varieties, ensuring the intelligibility of all varieties not only in the inner circle but also in the outer circle and expanding circle under the principle of learnability.

To sum up, it is evident that the internationalization and localization of English do not have to be irreconcilable contradictions. As the linguist Lee (1981, p. 1) stated, "[s]ince English is an international language, it belongs not only to native speakers but also to global communicators who can successfully use English." Nowadays, English is not only the carrier of western cultures but also the carrier of oriental cultures and the integration of eastern and western cultures (Yan & He, 2010).

Chinese cultural aphasia

Cultural aphasia was originally a medical term for the partial or total loss of expressive thought, spoken and written comprehension due to brain damage caused by injury or disease (Zhang and Zhu, 2021). The concept of "Chinese cultural aphasia" was first proposed by Professor Cong Cong in an article published in Guangming Daily. It mainly refers to the phenomenon that Chinese students fail in intercultural communication due to lack of adequate knowledge of Chinese culture or insufficient English vocabulary of Chinese culture (Cong, 2000). Chinese cultural aphasia has become an urgent problem to be solved in higher education, and many scholars have carried out a series of investigations on this aspect. Du (2016), taking non-English majors and college English teachers at Shenyang Institute of

Engineering as the research object, mainly examined the English expression ability of Chinese cultural aphasia phenomenon by using a combination of quantitative and qualitative analysis. Guan and Su (2019) took the non-English majors of Datong University in Shanxi Province as the research subjects and used a combination of questionnaires and tests to examine students' cognitive level of Chinese culture and their ability to express Chinese culture in English. Wu (2020) carried out an empirical study on the theme of "Chinese cultural aphasia" at Heilongjiang Bayi Agricultural University and put forward suggestions on how to infiltrate Chinese culture into college English teaching. Various studies have shown that non-English major students have a serious "cultural aphasia" phenomenon and lack the ability to express Chinese culture in English. Zhang and Zhu (2021) summarized the reasons for the emergence of Chinese cultural aphasia in their research. First, in college English classes, teachers rarely actively mention Chinese culture, and students rarely take the initiative to learn Chinese culture, especially the special vocabulary about Chinese national characteristics. Another reason is that college English teaching has long neglected the teaching of Chinese culture, and more emphasis is placed on the introduction of British and American cultures.

METHODOLOGY

To investigate college students' views on the translation section of CET-4, their understanding of Chinese culture involved in passage translation, as well as their intercultural communication ability and translation level of Chinese culture, this paper conducts relevant research in a private university in Guangxi Zhuang Autonomous Region of China. Through analyzing relevant data and results, this paper tries to find out the problems of college students' intercultural communication and the application of Chinese culture in college English curriculum, and then analyzes the efforts and development of English in China at the educational level in the context of World Englishes.

A. Objectives
In December 2023, a questionnaire survey and a quiz were conducted to gain an overall scope of college students' level of cultural understanding and their abilities to express Chinese culture in English to the other countries and people.

B. Subjects
The survey involved 164 non-English major students from different schools of Guangxi University of Foreign Languages. Their majors mainly included Chinese literature, Thai, Vietnamese, Japanese, financial management and broadcasting and hosting. They were all from different grades, and all of them were enrolled in four-year English courses, especially the freshmen and sophomores as their college English courses were compulsory, while for the junior and senior, English courses were electives. From the second semester of college, the students could take the CET-4 (China College English Test, Band 4).

C. Instruments

There is one questionnaire and a simple quiz, based on Chinese culture and CET-4 translation section for the survey.

1. Questionnaire

Doing the questionnaire among college students can garner real, direct and relevant data. In this survey, 164 questionnaires were collected anonymously, with a recovery rate of 100%. The questionnaire is divided into four sections, with five sub questions for each section, 20 questions in total: the first to the third section are all single choice questions, and the first section asks for basic information; the second part is about the translation of Chinese culture in CET-4; the third part is about Chinese culture and intercultural communication. This part adopts the form of "Likert Scale", asking "strongly disagree, slightly disagree, uncertain, slightly agree and strongly agree", to show students' attitude towards the topics more objectively; in the fourth part, multiple questions were designed for the understanding of CET-4 and students' ways to acquire culture.

2. Quiz

The author selected words, phrases and sentences from the translation section of CET-4 from recent years and designed a quiz to test students' understanding and translation of these contents related to Chinese culture. The requirement of the quiz was to ensure the authenticity of the assessment, so students were not allowed to consult dictionaries or smart phone materials. The quiz lasted 20 minutes, and it consisted of five questions: the first one listed six scenic spots and locations in China; the second question listed 10 high-frequency words of Chinese culture; the third question contained four commonly used cultural terms; the fourth and fifth questions were two simple sentences describing Chinese culture, which required students to translate from Chinese to English.

RESULTS

After obtaining 164 questionnaires and quiz responses, the author systematically classified and analyzed the data and results so as to gain a clearer and more comprehensive understanding of the students' cognition of Chinese culture and the level of cultural translation at Guangxi University of Foreign Languages. This part will analyze the contents that are practically relevant to this study one by one by listing the key contents and data, in order to make certain judgments and conclusions.

A. Data Collection and Analysis of the Questionnaire

1. Basic information about the students

In Section One, although this questionnaire is filled in anonymously, students' basic information was requested. From the data, among 164 respondents, there were 55 males, accounting for 33.54%, and 109 females, representing 66.46%. 75 were freshmen, accounting

for 45.73%, 50 sophomores, making up 30.49%, and 18 and 21 junior and senior students, respectively, which despite being only a small proportion, they could also clearly reflect some problems. As for the majors of the respondents, they were divided into three categories: liberal arts, science and arts and sports. Liberal arts students accounted for 50.61%, 83 in total; 46 students studied science and 35 arts and sports. They represented a wide coverage of students. Although CET-4 is listed as a major part of learning and test preparation in the teaching of college English courses, 101 students who completed the questionnaire had not taken the exam, accounting for 61.59%, but they were familiar with and had received simulated training on its type and content. Out of the 164 students who took the test, 12.8% passed.

2. Questions related to Chinese Culture Translation in CET-4

In Section Two, the design of the questions mainly focuses on the students' familiarity with the translation part of CET-4, the difficulty rating of this part, the relevance effect on translation and intercultural communication ability, the impact of the test on English learning, and the degree of interest in Chinese culture in the exam.

Table 4. Results of Section Two

Questions	Most selected options	The highest proportion
6	D. Not very familiar with	48.78%
7	B. Difficult	52.44%
8	B. Effective	53.05%
9	B. Comparatively influential	46.34%
10	C. Average	41.46%

According to Table 3, from the perspective of the most selected options in section two, it shows that 48.78% of the students assumed as they were not very familiar with the contents of Chinese culture in CET-4; 52.44% of students considered this part difficult for them to cope with and when it came to whether CET-4 test could improve their translation and intercultural abilities or not, 53.05% or over half of them, thought it was effective. Most of the students (46.34%) held the opinion that cultural passage translation in CET-4 was comparatively influential for studies and 41.46% of them showed an interest in learning culture and intercultural communication.

3. Questions related to Chinese culture and intercultural communication

Section Three adopted the Likert scale to gauge the opinions of the 164 students on five aspects. The questions and results have been listed below.

Table 5. Responses to Question 11

Question	Option	Number	Percentage
You know a lot about Chinese culture.	strongly agree	36	21.95%
	partially agree	90	54.88%
	uncertain	34	20.73%
	partially disagree	3	1.83%
	strongly disagree	1	0.61%

Table 6. Responses to Question 12

Question	Option	Number	Percentage
You will be willing to introduce Chinese culture to foreigners.	strongly agree	94	57.32%
	partially agree	55	33.54%
	uncertain	13	7.93%
	partially disagree	1	0.61%
	strongly disagree	1	0.61%

Table 7. Responses to Question 13

Question	Option	Number	Percentage
You think it is necessary to learn to spread Chinese culture in English.	strongly agree	102	62.2%
	partially agree	50	30.49%
	uncertain	8	4.88%
	partially disagree	3	1.83%
	strongly disagree	1	0.61%

Table 8. Responses to Question 14

Question	Option	Number	Percentage
You can introduce Chinese culture in English.	strongly agree	22	13.41%
	partially agree	50	30.49%
	uncertain	57	34.76%
	partially disagree	16	9.76%
	strongly disagree	19	11.59%

Table 9. Responses to Question 15

Question	Option	Number	Percentage
Do you think Chinese culture needs to be added to college English teaching?	strongly agree	95	57.93%
	partially agree	55	33.54%
	uncertain	9	5.49%
	partially disagree	4	2.44%
	strongly disagree	1	0.61%

On the basis of the most selected options and the highest proportions from Table 4 to Table 8, 90 students (54.88%) partially agreed that they knew a lot about Chinese culture; 57.32% of students strongly agreed that they were willing to introduce Chinese culture to others and a large number, 102 students (62.2%), strongly agreed it was necessary to improve themselves to better introduce culture. However, when they could choose whether they can introduce Chinese culture in English or not, 34.76% of them were uncertain about it; and when questioned further about adding Chinese culture into college English teaching, the majority of the students (57.93%) strongly agreed that it was necessary.

4. Multiple choice questions

In the fourth part, there were five multiple choice questions, each of which was designed to target options around the questions raised.

Table 10. Question 18

Question	Option
In your opinion, the main purpose of joining the Chinese Culture Translation Test in CET-4 is	A. improve students' Chinese cultural literacy
	B. improve students' intercultural communication ability
	C. check students' translation ability
	D. improve students' comprehensive English application ability

Table 11. Question 19

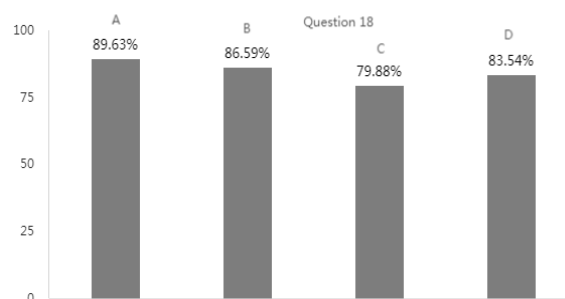| Question	Option
How did the Chinese culture translation test in CET-4 change your learning objectives?	A. Improve translation ability
	B. Learn the basic knowledge and skills of translation
	C. Learn more about Chinese culture
	D. Improve your scores in the exam
	E. Improve intercultural communicative competence
	F. Improve English comprehensive application ability

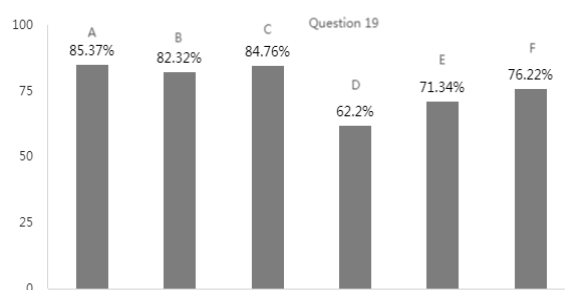**Figure 2.** Responses to Question 18

Figure 3. Responses to Question 19

It can be seen from the representative data figures listed above, the vast majority students agreed with the contents and the specific problems in the options after thinking and deciding. For instance, in question 18, it asked about students' reasons for joining the Chinese Culture Translation Test in CET-4. The percentages for each choice were similar, as students thought that the test could improve their abilities in Chinese cultural literacy, intercultural communication and comprehensive English application, as well as check their translation ability. Moreover, in question 19, the percentages for all choices were over 60%. Most of them agreed that the Chinese culture translation test in CET-4 changed their learning objectives in many ways, such as improving translation ability (85.37%), learning more about Chinese culture (84.76%), gaining the basic knowledge and skills of translation (82.32%), etc. The results in this part gradually raised the author's awareness and provided constructive reference and suggestions for future related research and teaching procedures.

B. Results and analysis of the quiz

The original intention and logic of the quiz was to analyze students' expression levels of their own culture in English based on familiar or even relatively simple Chinese culture test, as well as to collect some common translation problems in their Chinese English transformation.

Table 12. Representative Chinese attractions or vocabularies and translation reference

Attractions' Vocabularies	Translation Reference
长城	The Great Wall
故宫	The Imperial Palace; The Forbidden City
长江	The Yangtze River
皇帝	emperor
唐朝	Tang Dynasty
京剧	Peking Opera
功夫	Kung fu
火锅	hot pot
筷子	chopsticks
丝绸之路	The Silk Road

With reference to the translation entries in Table 10, according to the information about the Chinese scenic spots, locations and unique and commonly used cultural words that students were required to answer in these two questions, there were various answers. Fewer than 10 students answered all the questions correctly, and many of their answers were full of errors that could make people laugh. Of the 164 students, 114 (69.5%) wrote the Great Wall correctly, which was the top score compared to other vocabularies. Terms such as The Yangtze River, The Yellow River, Kung fu, and hot pot also scored relatively highly for accuracy. However, the remaining ones were vastly inaccurate. For example, for the term "emperor", many students wrote down "king", 17% of them even exaggerated it into "the yellow boss", and most of them misspelt dynasty, opera, pot, etc.

Table 13. Chinese cultural terms and translation reference

Cultural Terms	Translation Reference
四大发明	The Four Great Inventions
四大名著	The Four Great Masterpieces
民间故事	Folk Tales
少数民族	Ethnic Minority

For this question, only 20 students provided a correct translation, accounting for 12.1%. The main mistakes made by students included incomplete translation, spelling mistakes and misuse of other words, etc. The overall translation situation is not optimistic.

Table 14. C-E cultural sentence translation and reference

Chinese Sentence	Translation Reference
中国拥有着5000多年的历史与文化。	China has a history and culture of more than 5000 years.
火锅是中国的传统饮食方式之一。	Hot pot is one of the traditional Chinese diets.

In these two Chinese-English translation sentences, 45 out of the 164 college students (27.4%) translated correctly. Their main mistakes mainly were: "China have a history and culture of 5000 years", where the word "China" should use third person singular "has"; or the word "culture" was omitted; "5000 years history lacked possessive case for the noun, where (i) "a 5000 year history" or (ii) "5000 years of history" are correct. In the second sentence, 36 people (21.9%) translated it properly. Unfortunately, many students wrote the sentence "Hot pot is one of the traditional Chinese diet", the word "diet" here should be a plural form, because it is after the "one of" sentence pattern.

According to comprehensive analysis, students made many mistakes in translating Chinese cultural terms and sentences, which is mainly due to two reasons. On the one hand they were confused about the relevant Chinese cultural knowledge, and did not know how to properly convert when translating, leading to poor answers. On the other hand, students were seriously short of English expressions comprising cultural vocabulary related to China. When they couldn't, the most common strategy was to use Chinese Pinyin to replace it. What is more frustrating is that in the quiz four students used Pinyin in their answers from beginning to end. As described by other researchers (Hua, 2010), it has to be said that there is indeed a widespread phenomenon of "cultural aphasia" among Chinese college students.

DISCUSSION

As we probe into the intricacies of China's CET-4 passage translation, the challenges underscore the difficulty students face in seamlessly bridging Chinese cultural nuances to English. From grappling with idiomatic expressions to navigating contextual intricacies, our discussion unravels the complexities. This exploration not only sheds light on the hurdles within the CET-4 translation section but also attempts to answer the research questions initially mentioned in this study.

RQ 1: What problems do Chinese college students have in the translation section of CET-4 related to Chinese culture?

Chinese college students face formidable challenges in the translation section of CET-4, notably attributed to what the thesis terms as "Chinese culture aphasia". This phenomenon denotes a discernible difficulty or impairment in comprehending and expressing Chinese cultural nuances in English, resulting in tangible consequences for students' academic performance. The hurdles in this domain encompass multifaceted issues, including the intricate

translation of Chinese idiomatic expressions and culturally specific phrases into their English counterparts. The inherent uniqueness of these linguistic elements poses a formidable challenge. Furthermore, students grapple with accurately conveying the cultural subtleties and connotations embedded in Chinese passages, risking a potential loss of intended meaning that significantly affects the overall quality of the translation. The lack of familiarity with the cultural context of passages adds another layer of complexity, hindering students' ability to precisely interpret and translate content, especially when references to historical events, traditional customs, or region-specific practices are involved. Additionally, challenges arise in selecting appropriate words and maintaining the suitable register for effective translation, as students may struggle to align their language choices with the formality or informality inherent in the original Chinese text. To address these intricate problems, it becomes imperative to integrate targeted strategies into English language education. These strategies should focus on fostering students' cultural awareness, providing deeper insights into idiomatic expressions, and offering exposure to diverse cultural contexts. Moreover, the incorporation of cultural components into language curricula emerges as a critical approach, ensuring that students are adequately prepared to navigate the complexities posed by the CET-4 translation section.

RQ 2: How does the translation of Chinese cultural passages in CET-4 promote the development of the varieties of World Englishes in China?

The translation of Chinese cultural passages in CET-4 significantly contributes to the development of World Englishes in China. By incorporating these passages, students are encouraged to engage with English in diverse cultural contexts, fostering a more inclusive understanding of linguistic and cultural variations within the global English-speaking community. Moreover, the translation tasks involving Chinese cultural elements promote the cultivation of intercultural communication skills among Chinese college students. As students grapple with conveying Chinese cultural nuances in English, they actively participate in a dynamic process that reflects the multicultural aspects inherent in World Englishes. Emphasizing the integration of Chinese culture into English language assessments also plays a crucial role in recognizing Chinese English as a distinct variety within the broader spectrum of World Englishes, acknowledging the cultural and linguistic contributions of non-native English speakers. Furthermore, the alignment of translating Chinese cultural passages into English with the goal of English localization in China contributes to shaping a unique Chinese English variety that resonates with global standards. In conclusion, the integration of Chinese cultural content in CET-4 not only enhances linguistic proficiency but also fosters a culturally sensitive approach, ultimately contributing to the globalization of English while preserving and promoting linguistic diversity within the Chinese educational system.

To further improve the translation skills of students, several strategies can be implemented. Increasing exposure to both Chinese and English cultural content through literature, media, and interaction with native speakers can deepen students' understanding of cultural nuances, essential for appreciating the diversity within World Englishes. Incorporating practical translation exercises in the curriculum, ranging from literary works to everyday

communication, can enhance proficiency and highlight global English variations. Fostering a collaborative learning environment with peer review and discussion can provide different perspectives, reflecting the collaborative nature of World Englishes. Utilizing technology, such as translation software and online resources, can expose students to various English varieties. Continuous feedback from instructors and professional translators can help students identify areas for improvement and systematically develop their translation competence. These strategies enable students to understand both languages and cultures better, enhancing their translation skills and contributing to the dynamic landscape of World Englishes.

CONCLUSION

Except for the passage translation section, the CET-4 still uses the Inner Circle Standard as the underlying standard and construct (Zhang, 2021), and the College English Test demonstrates the impacts of the World English paradigm in various perspectives. For the first research question, from the questionnaire and test results conducted in Guangxi University of Foreign Languages, as well as the author's observation in daily teaching, there exists many problems: many students cannot correctly translate paragraphs related to Chinese traditional culture, humanistic customs, and the hot spots of today's society in college English tests. When dealing with this type of translation task, many students will even spell directly in Chinese Pinyin, trying to muddle through. We can't help worrying about and pondering over the difficulties and practice level of Chinese students in English learning. The phenomenon of "Chinese cultural aphasia" does exist in college English teaching, which is relatively serious. Furthermore, as for the second research question, it surely takes a long time for a new language variety to form and develop, then finally be accepted by people. At present, China should understand the world, and the world should also understand China. To meet the needs of international exchanges, China's higher education has also made corresponding countermeasures and reforms. Then, in the College English Test Band 4 (CET-4), which has a very high penetration rate, it is specially set to translate Chinese paragraphs into English, and the content is closely related to Chinese characteristics and culture. The test undoubtedly urges college students in the new era to have the ability to talk about their own country's affairs in English and enhance their intercultural communication competence. Despite its widespread use and importance, the CET has several limitations. One significant issue is that the test primarily focuses on technical aspects of language proficiency, potentially neglecting deeper intercultural communication skills and the ability to handle cultural nuances at formal and informal levels. Focusing primarily on tangible cultural elements in the CET-4 exam may limit students' cultural competence by neglecting the subtleties of informal interactions crucial for genuine intercultural communication. This approach could narrow the exam's educational scope, potentially overlooking broader cultural literacy encompassing social behaviors, idiomatic usage, and implicit meanings. Moreover, an overemphasis on tangible aspects may inadequately prepare students for real-world communication, which often requires nuanced

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cultural knowledge essential in a global context. Therefore, a more balanced approach that incorporates both formal and informal cultural elements is crucial to fostering comprehensive cultural understanding and effective intercultural communication skills among students. This study uses CET-4 as a basis to explore these gaps, particularly in the context of translation, to highlight areas where the test may fall short in assessing true intercultural competence and to suggest improvements that incorporate a broader spectrum of cultural elements.

At the same time, it is the effort China has made in the context of World Englishes. It is believed that under the long-term high attention and practical application, English in China will become more distinctive and more acceptable. However, since the questionnaire is distributed randomly in different majors and grades, from the basic distribution of students, if the number of students in each grade and the proportion of men and women in this questionnaire could be more balanced, the reference value of the results would be better. In addition, this survey is only conducted for college students. If relevant data related to teachers could be included, it would be more comprehensive.

In a nutshell, in today's globalized world, as a country in the English expanding circle, college teachers and students in China both need to learn multicultural knowledge and shoulder the responsibility of spreading Chinese culture in the context of World Englishes during intercultural communication.

NOTE

1. "China English" denotes the variant of English shaped by Chinese linguistic patterns, cultural norms, and societal influences (Yan & He, 2010). This form of English reflects the adaptation and integration of English within Chinese contexts, encompassing distinctive vocabulary, grammar structures, and communication styles that resonate with Chinese cultural identities. By incorporating this explanation, the thesis aims to enhance reader understanding of how cultural dynamics influence language use and translation practices, particularly in the context of the College English Test (CET) and its relevance to World Englishes research.

DISCLOSURE STATEMENT

The author declares no conflict of interest.

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APPENDIX

I. Questionnaire

Dear students, thank you for taking the time to participate in this questionnaire, which is mainly to investigate your views on the Chinese culture translation part of CET-4 (College English Test, Band-4). Please fill in according to your understanding and actual situation; Except for special notes, all choices are single choice questions.

This questionnaire is conducted anonymously.

Part I: Basic Information
1. Gender
    A. Male B. Female
2. Grade
    A. freshman B. sophomore C. junior D. senior
3. Major
    A. Arts B. Science C. Art and Sports
4. The number of times to take the CET-4 examination
    A. 0 B. 1 C. 2 D. more than 2 times
5. Pass the exam or not
    A. Passed B. Failed

Part II: Chinese Culture Translation in CET-4
6. Your translation of Chinese culture in CET-4
    A. Very familiar with B. Relatively familiar with C. Understand D. Not very familiar with E. Not at all
7. Do you think the translation test in CET-4 is difficult?
    A. Very difficult B. Difficult C. Average D. Simple E. Very simple
8. Do you think the Chinese Culture Translation Test in CET-4 can effectively measure your translation ability and cross-cultural communication ability?
    A. Very effective B. Effective C. Average D. Not effective E. Not effective at all
9. The extent to which the translation test of Chinese culture in CET-4 affects your English learning
    A. Very influential B. Comparatively influential C. Average D. Not very influential E. Not at all
10. The Chinese culture translation test in CET-4 enables you to learn translation and intercultural communication
    A. Very interested B. Quite interested C. Average D. Not very interested E. Not at all

Part III: Issues Concerning Chinese Culture and Intercultural Communication
11. You know a lot about Chinese culture
    A. Strongly agree B. Partially agree C. Uncertain D. Partially disagree E. Strongly disagree
12. You will be willing to introduce Chinese culture to foreigners
    A. Strongly agree B. Partially agree C. Uncertain D. Partially disagree E. Strongly disagree
13. You think it is necessary to learn to spread Chinese culture in English
    A. Strongly agree B. Partially agree C. Uncertain D. Partially disagree E. Strongly disagree
14. You can introduce Chinese culture in English
    A. Strongly agree B. Partially agree C. Uncertain D. Partially disagree E. Strongly disagree

15. Do you think Chinese culture needs to be added to college English teaching
    A. Strongly agree B. Partially agree C. Uncertain D. Partially disagree E. Strongly disagree

Part IV: Multiple choice questions
16. When introducing Chinese culture in English, your main difficulties are
    A. lack of relevant cultural knowledge
    B. vocabulary and sentence patterns cannot keep up
    C. can't distinguish similarities and differences between Chinese and English expressions
    D. can't use translation theories and techniques
17. Where do you mainly obtain and learn Chinese culture
    A. Textbook B. Extracurricular reading materials C. Teacher teaching D. Network E. Others
18. In your opinion, the main purpose of joining the Chinese Culture Translation Test in CET-4 is
    A. improve students' Chinese cultural literacy
    B. improve students' intercultural communication ability
    C. check students' translation ability
    D. improve students' comprehensive English application ability
19. How did the Chinese culture translation test in CET-4 change your learning objectives?
    A. Improve translation ability
    B. Learn the basic knowledge and skills of translation
    C. Learn more about Chinese culture
    D. Improve your scores in the exam
    E. Improve intercultural communicative competence
    F. Improve English comprehensive application ability
20. What changes have taken place in your English learning content driven by the Chinese culture translation test in CET-4?
    A. Learning to increase vocabulary
    B. Consolidate the learning of English grammar
    C. Learning translation theory and skills
    D. Understanding excellent Chinese traditional culture and its English expression
    E. Distinguish the similarities and differences between Chinese and English expressions

BIODATA

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