Translation Strategies of Business Textbooks Based on Boundary Awareness Theory

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Abstract: Business textbooks play an important role in business knowledge learning, so the translation of business textbooks is very significant. A distinctive feature of business textbooks is the abundance of illustrations. This study takes the translation of illustration texts in business textbooks as a representative to explore the translation techniques of business textbooks. Previous studies have shown that free translation is usually used to translate illustrations, which is mainly achieved by addition and deletion. Although these studies have listed the content that should be added and deleted, they have not clearly stated why addition and deletion are used when translating illustrated texts. Therefore, they do not have a unified standard to guide the translation techniques of business textbooks, and they are unable to clearly indicate how to use addition and deletion and what are the reasons for addition and deletion when translating business textbooks.

Based on the boundary awareness theory, this paper discusses the English-Chinese translation techniques of illustrations in Understanding Business and its two Chinese versions(10th edition and 12th edition). There are two basic English-Chinese differences in the boundary awareness theory: 1. Chinese and Chinese speakers' boundary awareness is weaker than English and English speakers; 2. English and English speakers are more prospective and have a stronger prospective awareness, while Chinese and Chinese speakers are more retrospective and have a stronger retrospective awareness. According to this theory, we can find that the translation techniques of addition and deletion are: adding the translation of words with resultant meanings, such as nouns, verbs, and adjectives, and deleting the translation of words that have the function of dividing sentence structure, such as prepositions, relational adverbs, and relational pronouns. The reason for using both translation techniques is to weaken the strong boundaries of the English language to match the weak boundaries characteristic of the Chinese language.

Keywords: Boundary Awareness Theory; Business Textbook; Understanding Business

1. Research Background

Textbooks are the direct learning objects of students, and they are the medium for understanding the course content and achieving the course objectives[1]. Domestic business textbooks are generally divided into two categories: local textbooks and introduced textbooks. Compared with local textbooks, introduced textbooks have more readers. This study collected the hot MBA shared book lists from the Little Red Book platform and found that the proportion of introduced textbooks is high in these book lists. For example, the MBA of Fudan University introduced textbooks up to 80%[1], and the MBA of Jiaotong University introduced textbooks up to 83%[2].

Business textbook research generally focuses on two major areas: textbook itself research and textbook translation research;

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[1] https://www.xiaohongshu.com/search_result/62157da9000000002103eef9
[2] https://www.xiaohongshu.com/search_result/630ee642000000001103e344

local textbooks focus on textbook itself research, which involves textbook evaluation standards, textbook writing, and textbook use; introduced textbook research focuses on textbook itself research and textbook translation research, which can be categorized into text and illustration translation. (See Table 1.1)

Table 1.1 Current status of research on business textbooks

Research Contents	Study of Business Textbooks Itself	Study of Business Textbooks Translation
Local Textbook	Textbook Evaluation Standards, Textbook Writing, Textbook Use	No need for translation of local textbooks
introduced Textbook	Cultural Differences, Localization, Use of Textbooks	Text Translation and Illustration Translation

Existing literature shows that the research on the translation of business textbooks mainly focuses on the field of introduced textbooks, with most of the research on text translation and little research on illustration translation. Text translation research mainly focuses on translation methods and translation problems, while illustration translation research is rare and has a lot of research space.

Compared with local textbooks, the distinctive feature of introduced textbooks is the abundance of illustrations. Foreign textbooks prefer to use charts, maps, photos, logical relationship diagrams, and step-by-step schematics[2]. Illustrations in textbooks can not only eliminate the unfamiliarity of the text[3], but also assist readers in understanding the text[4][5], and can also be used with the text to better complete the textbook to stimulate the students' interest in learning[6]. Accordingly, this paper intends to explore the strategy of translating illustrations in introduced business textbooks.

2. Research Problems

In this study, we searched the research literature on illustration translation with the help of the China Knowledge Network Database (hereinafter referred to as CNKI) and Web of Science (hereinafter referred to as WOS), and obtained 26 pieces of related literature, of which 19 were from CNKI and 7 were from WOS. Existing studies point out that free translation is the main method of illustration translation, which mainly includes addition and deletion (since imitation and creation also involve addition and deletion, this paper will not analyze imitation and creation separately).

Addition refers to adding non-textual information in the picture when translating, i.e., extracting information that is present in the picture but not in the original text and adding it to the translation[7][8][9]. Addition can also be adding modifiers[10] or adding the theme and background information of the story[11].

Deletion refers to deleting information that is unrelated to the topic[12][13][14], deleting the information that has already been conveyed by the pictures in the translation[15], and deleting information to refine the translation[16].

To summarize, though previous studies point out what is added or deleted, they do not explain clearly how translators use addition and deletion and the reasons for using addition and deletion. Therefore, there is no uniform standard to guide the use of addition and deletion. Accordingly, this study reexamines the

translation of illustrations in introduced business textbooks. The research questions of this thesis are:

➤ When translating illustrations in business textbooks, how do translators use addition and deletion?

➤ When translating illustrations in business textbooks, why is it necessary to use addition and deletion?

This study intends to use *Understanding Business* as a case study to explore the exploration of illustration translation techniques in business textbooks. *Understanding Business* was chosen as a case study for three reasons:

➤ *Understanding Business* is one of the most classic and influential business textbooks in China. Published for more than 30 years, *Understanding Business* has been reprinted 12 times and ranked 419th in the Dangdang management bestseller list[3], which shows its influence in China. The 10th edition of *Understanding Business* in Chinese, published by Sichuan People's Publishing House in 2018, was translated by Chen Zhikai, Huang Qirui, and Huang Yanfeng. The 12th edition, published by Machinery Industry Press in 2022, was translated by Jun He and Junong Xu. The 10th edition and the 12th edition are separated by four years, which has a certain time, and the two editions have different publishers and different translators, so their translations will be different and have research value.

➤ *Understanding Business* is of high quality and has an excellent reputation. To date, *Understanding Business* has sold nearly 4 million copies worldwide[4], and has a high rating of 8.4 on Douban[5]. Long considered the Gold Standard for introduction to business courses, this comprehensive, readable text enhances teaching because the experienced author team revises in response to diverse, ever-changing course needs and learning styles. Real-world case studies ensure that students grapple with the most current challenges facing businesspeople today.

➤ *Understanding Business* has rich illustrations. The English edition of *Understanding Business* contains a total of 389 illustrations, while the Chinese version of the

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3 https://product.dangdang.com/29363564.html

4 https://product.dangdang.com/29363564.html

5 https://book.douban.com/subject/35152293/

10th edition has 342 illustrations, and the 12th edition has 179 illustrations. Many illustrations in the 12th Chinese edition were deleted, most of which were portraits or images added for aesthetic purposes, while the ones retained are mainly informative charts to assist in understanding the text. (See Table 1.2)

Table 1.2: Illustration Numbers of *Understanding Business*

Editions		Quantity	Author/Translator	Publishers	Publication Year
English Edition		389	William Nickels James McHugh Susan McHugh	McGraw-Hill Education	1985
Chinese Edition	The 10th	342	Chen Zhikai Huang Qirui Huang Yanfeng	World Publishing Corporation	2016
	The 12th	179	He Jun Xu Junnong	Machinery Industry Press	2020

3. Research Methods

This study uses data method, literature method, and case study method to explore the research problem in depth.

Data method refers to the collection of data in the characterization of the research object. In this study, the data method was used to collect statistics on the number of illustrations in the original and two Chinese versions (10th and 12th editions) of *Understanding Business*.

Literature method refers to the extensive reading of journals and dissertations after establishing the research objectives to understand the research history and current status of the related topics. With the help of the literature method, this study mainly collects previous research results. With the assistance of CNKI and WOS database, this study looks for relevant literature, categorizes and sorts out the literature, analyzes the loopholes of previous research, and puts forward research questions.

Case study method refers to investigating and analyzing a specific object in the research object to draw relevant experiences and insights. This dissertation studies the translation strategies of business textbook illustrations. Because the scope of the study is too large, this study adopts the case method, choosing *Understanding Business* as a case study to analyze illustration translation strategies for the Chinese version(10th and 12th editions) of *Understanding Business*.

4. Research Theory

This study analyzes the translation strategies of business textbook illustrations from the perspective of boundary awareness theory.

Boundary awareness theory starts from "Chinese emphasizes process, English emphasizes result"[Error! Reference source not found.] to analyze the difference in linguistic expression between English and Chinese languages in the three dimensions of thinking, aesthetics, and pragmatics. That is to say, in the way of thinking, Chinese has no subject-object distinction, English has two subject-object distinctions; in the way of aesthetics, Chinese is about fuzzy aesthetics, English is about precise aesthetics; in the way of pragmatics, Chinese focuses on the process, and English focuses on the result. Therefore, when translating between English and Chinese, it is necessary to carry out the conversion of thinking, aesthetic conversion, and pragmatic level.

Boundary awareness theory consists of two main components: Chinese and Chinese speakers' boundary awareness is weaker than English and English speakers. English and English speakers are more prospective and have a stronger prospective awareness, while Chinese and Chinese speakers are more retrospective and have a stronger retrospective awareness[Error! Reference source not found.].

Then the following parts will specifically explain these two components.

1. The boundary awareness theory proposes that the boundary between English and Chinese is mainly reflected in four aspects: collective awareness VS individual awareness, two-dimensional aesthetics VS three-dimensional aesthetics, subject awareness VS object awareness, and expansive awareness VS compressive awareness.

- **Chinese collective awareness VS English individual awareness:** Chinese people tend to have more vague expressions due to their strong collective awareness, while English tends to have clearer expressions due to their individual awareness.

- **Chinese two-dimensional aesthetics VS English three-dimensional aesthetics:** English is a tree-structured language with rich grammatical markers that have clear boundaries[Error! Reference source not found.76][Error! Reference source not found.199-206]. In contrast, Chinese lacks formal markers as it is more like a bamboo-structured language[Error! Reference source not found.90,93]. English is a tree-structured language. So English is three-dimensional aesthetics while Chinese is two-dimensional aesthetics[Error! Reference source not found.200,235]. Therefore, the Chinese emphasizes the flatness of the sentence, the sentence boundaries are not clear and objective enough, the primary and secondary are not clear enough, and the focus is not prominent enough. English has clear primary and secondary, and each sentence will form a focal point with a strong sense of three-dimensionality.

- **Chinese subject awareness VS English object awareness:** Chinese people have a high degree of subjective involvement in narrating and understanding

narratives, with some subjective speculation mixed in, whereas Westerners tend to state objective facts.

- **Chinese expansive awareness VS English compressive awareness:** Redundancy in Chinese is reflected in a large number of reduplicated words, noun repetitions, and exaggerated rhetoric that cannot be translated into English, and refinement in English is reflected in the abundance of derivatives, intransitive verbs, and a variety of words that can express both process and result. During translation from Chinese to English, a compression strategy should be adopted to strengthen boundaries; whereas during translation from English to Chinese, an expansion strategy should be utilized to weaken boundaries. Ways to weaken boundaries include omitting functional words (grammar markers) in English, using fewer nouns, employing process-oriental descriptions over result-oriental descriptions, and so on.

2. The second one is retrospective awareness and prospective awareness, which includes 6 aspects: potential awareness VS factual awareness, process awareness VS result awareness, inductive awareness VS deductive awareness, comparative awareness VS contrastive awareness, event awareness VS object awareness, and repetition awareness VS variation awareness.

- **Chinese potential awareness VS English factual awareness:** Chinese often use words like "可能" "会" and "可以" which have a certain degree of flexibility and do not make precise judgments about things and objects. In contrast, English tends to speak more factually.

- **Chinese process awareness VS English result awareness:** Chinese focuses on processes, while English emphasizes results. This requires occasional retrospective process descriptions in English-Chinese translation for smooth expression.

- **Chinese inductive awareness VS English deductive awareness:** Due to the lack of stable tense markers in Chinese, its event expression relies heavily on time and logical sequence, resulting in inductive expressions. In contrast, English often presents the main theme first, states the core viewpoint, and then elaborates, forming deductive expressions.

- **Chinese comparative awareness VS English contrastive awareness:** Chinese has many incomparable forms. Conversely, English has many comparative or superlative forms. In English-Chinese translation, they need to be translated into non-comparative or superlative forms in Chinese.

- **Chinese event awareness VS English object awareness:** Chinese expresses event awareness, while English expresses object awareness. Event-oriented expressions describe the state of events and existence, while object-oriented expressions often involve abstraction and definition of events.

- **Chinese repetition awareness VS English variation awareness:** English dislikes formal repetition or repetition of meaning and often uses synonyms or pronouns instead. The use of pronouns is also more frequent in English than in Chinese. Therefore, Chinese-

English translation needs to avoid formal repetition, while English-Chinese translation needs to consider whether to use zero-form repetition or repetition of similar language structures.

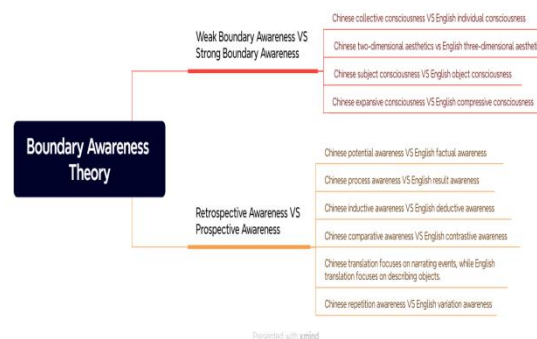***The Boundary Awareness Theory is specifically shown in Figure 1.1.***

Figure 1.1 The Boundary Awareness Theory

In a word, boundary awareness theory holds that translators of English-Chinese translations need to pay more attention to strengthening boundary awareness and enhancing prospective awareness, while translators of English-Chinese translations need to pay more attention to weakening boundary awareness and strengthening retrospective awareness. This paper will analyze the illustration translation skills of the two Chinese versions(10th edition and 12th edition) of *Understanding Business* according to this theory.

5. Literature Review

This part mainly searches the relevant literature with the help of CNKI and WOS database platforms to sort out the research on the translation of business textbooks in domestic and international academic circles.

5.1 Previous Studies at Home

This study compiles the research results of business textbooks with the help of CNKI. These studies can be roughly categorized into two main sections: local textbook studies and introduced textbook studies.

5.1.1 Local Textbook Studies

The study of local teaching materials for business mainly focuses on the study of the textbook itself, which involves three areas: textbook evaluation standards, textbook writing, and textbook use.

In terms of textbook evaluation standards, Song Minzi argues that business English textbooks should be based on needs analysis to determine textbook evaluation standards, and puts forward MBA business English textbook standards centered on the textbook object, teaching objectives, teaching content, and teaching methods**Error! Reference source not found.**. Song Hailing proposed an evaluation index system for business English textbooks **Error! Reference source not found.**.

In terms of textbook writing, Zhang Yue pointed out that the writing of accounting textbooks should be constantly innovated in terms of textbook content, textbook form, and material

presentation[Error! Reference source not found.]. Zou Li puts forward specific strategies for business English textbook writing: unifying the standard of textbook writing, improving the comprehensiveness of textbook content, deepening scenario-based learning, enhancing school-enterprise cooperation, and focusing on textbook evaluation[Error! Reference source not found.].

In terms of textbook writing, Luo Liangqing, and Li Jing suggested that the use of statistics textbooks should be teacher-oriented and student-oriented[Error! Reference source not found.].

5.1.2 Introduced Textbook Studies

The research on introduced business textbooks in China can be roughly divided into the study of the textbook itself research and the study of textbook translation. The former focuses on research on textbook culture and textbook teaching, of which the cultural research includes cultural differences and localization the latter focuses on research on the translation strategy of teaching materials. See Figure 2.1.
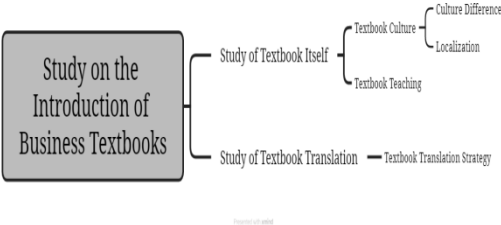

Figure 2.1 Categorization of Introduced Business Textbooks

Study of the textbook itself

At the level of cultural research of introduced business textbooks, some scholars have studied cultural differences: Shi Xingsong & Wan Wenjing pointed out that the weight of each cultural category in foreign-introduced textbooks is more balanced, while domestic original textbooks focus on the overall culture of the country/region[Error! Reference source not found.]. Wang Jinmeng pointed out that collectivism and individualism in textbooks can lead to the problem of cultural maladjustment[Error! Reference source not found.]. Meanwhile, some scholars have also studied localization: Zhao Yingjun points out that the localization of economics textbooks needs to be combined with China's teaching needs[Error! Reference source not found.].

Study of textbook translation

The study of translation of introduced business textbooks includes text translation and illustration translation.

As far as text translation is concerned, it can be divided into research on translation methods and translation problems. Ding Xiaoqiong pointed out that the degree of Chinese authenticity should be emphasized, and the method of addition and deletion, division, combination, conversion, and information reorganization can be used for translation[Error! Reference source not found.]. Xiang Dong pointed out that translation errors caused by the quality of translators often occur in the translation of MBA textbooks[Error! Reference source not found.].

There are more research results on the text translation of introduced business textbooks than illustration translation of introduced business textbooks. What's more, the translation of textbook illustrations is also rare. Therefore, this section focuses on combining the research results of illustration translation.

This paper studies illustration translation with the help of CNKI. Using keywords, such as "图文翻译" or "插图翻译" or "图片翻译", we can get 9 journal papers from CSSCI and Peking University's Core academic journals and 39 theses. Finally, 4 closely related journal papers and 9 theses were screened. Due to the limited number of academic journals, this paper screened 6 more non-CSSCI and Peking University's Core academic journals. See Table 2.1.

Table 2.1 Number of Related Literature Collection

Keywords	Academic journals		Theses
"图文翻译" or "插图翻译" or "图片翻译"	CSSCI and Peking University Core Academic Journals	non-CSSCI and Peking University's Core Academic Journals	
	9	22	39
Selected number	4	6	9

As far as illustration research is concerned, the generally agreed view is that the translation of illustrations is mainly based on free translation. Free translation is mainly embodied in two ways: addition and deletion. For example, some scholars pointed out that illustration translation should be processed according to different image-text relations[Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.Error! Reference source not found.], and the processing here includes addition and deletion. Some scholars point out that illustration translation should select key information for translation[Error! Reference source not found.Error! Reference source not found.], whereas selection covers deletion. Some other scholars point out that illustration translation needs to extract the emotional semantics of the images for translation[Error! Reference source not found.], where extraction is also closely related to

deletion. Other scholars have pointed out that when translating pictures and texts, it is necessary to integrate the author's intention[Error! Reference source not found.]. The integration here may be both addition and deletion.

To summarize, existing studies point out that free translation is the best solution for illustration translation. Free translation is realized by adding or deleting information in the translation. There are 3 main ways to use addition:

➤ **Adding non-textual information messages in pictures**

[Example 1]

- ST: Courage is it's your job to check out the <u>night noises in the house</u>.

- TT: 勇气，是晚上由你负责查看黑暗房间里的各种动静。

Figure 2.2 Forest House

Example 1 shows a house sitting among trees, a small dog below it surrounded by words showing sounds, and darkness, and the original text on the right. The original text is noises in the house, while the translation is "黑暗房间里的各种动静", in which "黑暗" and "各种" are added.

➢ ***Adding modifiers***

[Example 2]

- ST: Full Flat Beds Even On Our Shortest Flights
- TT:怡然短途 平卧入梦

Figure 2.3 Short Journey

Example 2 depicts a man lying on a business class seat with a woman covering him with a blanket. The original is On Our Shortest Flights, and the translation is "怡然短途", to which "怡然" is added.

➢ ***Add information based on the background information of the story***

[Example 3]

- ST: Baseball Ballerina
- TT: 《热爱棒球的芭蕾舞女》

Figure 2.4 Baseball Ballerina

Example 3 shows a picture of a ballerina with a baseball glove in her hand, holding a baseball bat, and standing in the spotlight to say hello. The original text is Baseball Ballerina, but the translation is "热爱棒球的芭蕾舞女", with "热爱" added to the translation.

In general, addition can be divided into 3 ways in illustration translation:

1. Add non-textual information in pictures

2. Adding modifiers

3. Add information based on the background information of the story

However, these ways of addition have not been further justified: why these words are added and deleted Let's look at the deletion of illustration translation studied in the academic world, which can be roughly summarized into three kinds as well:

➢ ***Delete information that is unrelated to the topic***

[Example 4]

- ST: Some volcanos, such as this, are densely dissected, possibly the result of melting of surface or subsurface ice by volcanic heat. Formation of the Formation of the valleys may have been accompanied by hydrothermal activity.
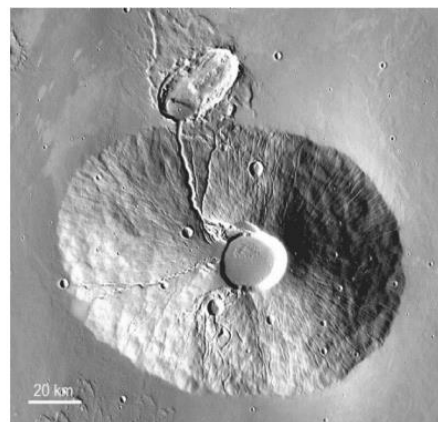- TT: 某些火山如该火山一样，可能由于火山热量融化了其地表或地下冰，造成火山表面出现许多裂痕。

Figure 2.5 Volcano

In example 4, the last sentence of the original text: Formation of the valleys may have been accompanied by hydrothermal activity was deleted in the translation.

➢ ***Delete the information already conveyed by the pictures in the translation***

[Example 5]

- ST: Ford, Edison, and Firestone outside the botanic research lab in Fort Myers, sharing a laugh.
- TT:福特，爱迪生和费尔斯通坐在迈尔斯堡市植物研究实验室外。

Figure 2.6 Three people sit on the steps

Example 5 shows three people sitting on the steps, all with smiles on their faces. Sharing a laugh in the original text is a message already conveyed in the picture, and "laugh" is deleted in the translation.

➢ *Delete information to refine translation*

[Example 6]

- ST：Your Hands Can Be Dangerous. <u>Wash them with soap and water to keep bacteria at bay.</u>
- TT：危险,"手"当其冲!

"Wash them with soap and water to keep bacteria at bay" has been deleted in the translation.

In conclusion, the previous studies only list the content of what to add and what to delete. They do not have a unified standard to guide the addition and deletion and the reason for using two methods, which will lead to the casualness of translation. What about the current status of foreign studies?

5.2 Previous Studies Abroad

This paper collects literature on illustration translation with the help of the WOS database. Entering the keywords: picture or illustration and translation, filtering the categories of linguistics and language linguistics, a total of 301 documents were retrieved, and after filtering, 7 highly relevant foreign documents were selected. These 7 studies can be roughly divided into two research areas, the function of illustration and illustration translation.

In terms of research on the function of illustration: BRUNO ECHAURI G ALVÁN pointed out that illustrations can highlight the focus of the author's narrative so that readers will not miss the key information[Error! Reference source not found.]. Hailing Yu & Zhongwei Song pointed out that illustration can act as a comprehension aid for textual descriptions[Error! Reference source not found.].

Illustration translation focuses on the problem of translatability of images, translation training, and translation methods.

At the level of illustration translatability: Anjad A. Mahasneh and Rahaf Abdelal verified the translatability of pictures by using Charles Peirce's theory[Error! Reference source not found.]. BRUNO ECHAURI GALVÁN pointed out that illustration translation is the reproduction of the original text[Error! Reference source not found.]. BRUNO ECHAURI GALVÁN states that he created an illustration translation model that can translate illustrations [Error! Reference source not found.].

At the level of translation training: George Damaskinidis points out that translators can improve translation efficiency based on visual features[Error! Reference source not found.].

At the illustration translation method level: Saihong Li proposed a menu-based multimodal translation strategy to address the existence of inconsistencies in menu ingredient components and cooking methods as well as the lack of culture-specific names[Error! Reference source not found.].

6. Summary

This chapter reviews the research on business textbooks and organizes the research on illustration translation. From the literature, there are fewer illustration translations in the studies of introduced business textbooks, and the domestic illustration translation studies conclude that free translation is a common method for translating illustrations, and there are few studies on foreign illustration translation.

The free translation in domestic illustration translation research can be roughly divided into two categories: addition and deletion, which can also be specifically subdivided into six kinds, specifically:

Addition can be divided into: adding non-textual information in the picture when translating, adding modifiers, and adding the theme and background information of the story. Deletion can be divided into: deleting information that is unrelated to the topic, deleting the information that has already been conveyed by the pictures in the translation, and deleting information to refine the translation.

However, though existing researches indicate what is added or deleted, they do not explain clearly how translators use addition and deletion and the reasons for using addition and deletion. Accordingly, the research questions of this thesis are:

➢ When translating illustrations in business textbooks, how do translators use addition and deletion?

➢ When translating illustrations in business textbooks, why is it necessary to use addition and deletion?

6.1 Illustration Translation Techniques

Chapter 3 takes the two Chinese translations of *Understanding Business* (10th and 12th editions) as the basis for analyzing illustration translation techniques in business textbooks based on the boundary awareness theory. In the following part, this study will analyze the translation techniques including addition and deletion in *Understanding Business*(English version[Error! Reference source not found.], Chinese version 10th[Error! Reference source not found.] and 12th[Error! Reference source not found.] edition).

6.2 Addition

Addition refers to adding certain words, sentences, or passages to a translation according to the lexical, syntactic, semantic, rhetorical, or stylistic needs of the target language, or due to the constraints of certain specific cultural norms of the target language, to better express the thought content of the original work or to better realize the specific purpose of the translation[Error! Reference source not found.]. In the following part, this study will analyze how to use addition in nouns, verbs, and adjectives.

6.2.1 Nouns

➢ Now each year in his blog he asks Southwest employees to suggest his next <u>costume</u>.

Figure 3.1 Gary Kelly's Halloween Antics

- [The 10th edition] 现在，每年他都在自己的博客里要求公司的员工为他下一次的<u>扮相</u>提建议。

- [The 12th edition] 现在,他每年都会在博客中让员工说说看,他下次该<u>穿什么衣服</u>。

[Analysis] Boundary awareness theory points out that ways to weaken boundaries include employing process-oriental descriptions over result-oriental descriptions. "costume" is a noun and the 10th edition translation translates it directly as "扮相", while the 12th edition translates it as "穿什么衣服". The 12th version translation expands "costume" into a verb phrase "穿什么衣服" and expands the result-expression into a process-expression, which reads more fluently. Therefore, in the translation of business textbooks, nouns that express results should be expanded into processes expression.

6.3 Verbs

➢ It <u>promised</u> an enormous market and potential profits of $3,000 for an investment of less than $200.
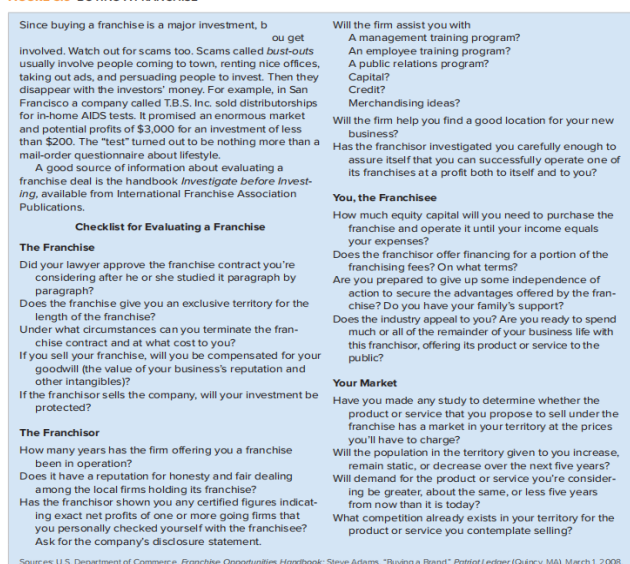

Figure 3.2 High Profit

- [The 10th edition] 该**公司承诺**将有庞**大市场利益**，200美元以下的投资额就**会**有将近3,000美元的利润。

- [The 12th edition] 该**公司信誓旦旦地**说该产品的**市场**潜力无限，只要投资200美元，就有可能赚到3000美元。

[Analysis] Boundary awareness theory points out that ways to weaken boundaries include employing process-oriental descriptions over result-oriental descriptions. "promise" is a verb, and the 10th edition translates it directly as "承诺", while the 12th edition translates it as "信誓旦旦地说". The 12th edition extends "promise" to "信誓旦旦地说" as a process-oriental expression, which makes the translation more vivid and graphic. Therefore, in the translation of business textbooks, verbs should be moderately expanded to extend the result-oriented expression to a process-oriented expression.

6.3.1 Adjectives

- The neighborhood is not <u>attractive</u> because of crime or poverty.
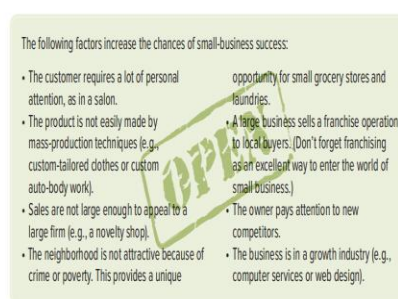

Figure 3.3 Situations for Small-Business Success

- [The 10th edition] 所在地点<u>不具有吸引力</u>，例如犯罪率高或贫穷的地区

- [The 12th edition] 住宅小区由于所在地点犯罪率高或者贫困不太<u>讨人喜欢</u>。

[Analysis] Boundary awareness theory points out that ways to weaken boundaries include employing process-oriental descriptions over result-oriental descriptions. "attractive" is an adjective, and the 10th edition translates it directly as "具有吸引力", while the 12th edition translates it as "讨人喜欢", which is a process-oriental description. The 12th edition is more fluent. Therefore, in the translation of business textbooks, adjectives that express results should be expanded into processes expression.

➢ <u>Changing</u> buyer needs and tastes

Figure 3.4 Potential External Threats

- [The 10th edition] 购买者品味与需求的<u>改变</u>。

- [The 12th edition] 购买者的需求和品味<u>不断变化</u>。

[Analysis] Boundary awareness theory points out that ways to weaken boundaries include employing process-oriental descriptions over result-oriental descriptions. "changing" is an adjective, and the 10th edition translates it directly as "改变", while the 12th edition translates it as "不断变化", which is a process-oriental description. "不断" is the adding part in the translation. The 12th edition is a more natural translation than the 10th. Therefore, in the translation of business textbooks, adjectives that express results should be expanded into processes expression.

6.3.2 Deletion

Deletion refers to deleting certain words, sentences, or paragraphs of the original text according to the needs of the lexical, syntactic, semantic, rhetorical, or stylistic requirements of the target language, or due to the constraints of certain specific cultural norms of the target language, to express the original content of thought more succinctly and smoothly, or to better achieve a specific translation purpose. In the following part, this study will analyze how to use deletions in prepositions relational adverbs, and relational pronouns.

6.3.3 Prepositions

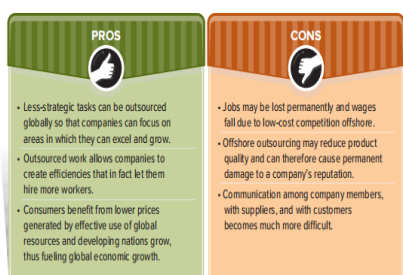➢ *Communication among company members, <u>with</u> suppliers, and with customers becomes much more difficult.*

Figure 3.5 The Pros and Cons of Offshore Outsourcing

- [The 10th edition] 企业**和**供应商与消费者之间的沟通更加困难。
- [The 12th edition] 公司员**工、供**应商与消费者之间的沟通变得更加困难。

[Analysis] Boundary awareness theory states that when translating English into Chinese, it is necessary to weaken the strong boundaries in English, which is manifested in the transformation of English three-dimensional aesthetics into Chinese two-dimensional aesthetics. There are three prepositions in the original text: "among", "with" and "with". Since there is no difference in the translation of "among" and the third "with", they are not described here. The second "with" connects communication and suppliers, which makes the structure clear, so it appears strong boundary. For the second "with", the 10th edition translates it as "和" while the 12th edition does not translate "with". The translation of the 12th edition weakens the boundaries of the original text by deleting the translation of the second "with", transforming the English three-dimensional aesthetics into Chinese two-dimensional aesthetics. Therefore, prepositions with strong boundaries should be deleted in the translation of business textbooks.

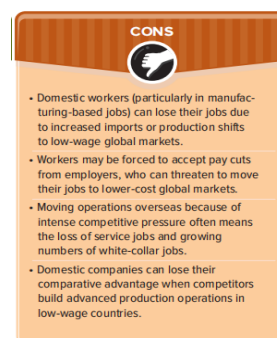➢ *Workers may be forced <u>to</u> accept pay cuts <u>from</u>*

employers.

Figure 3.6 The Cons of Free Trade

- [The 10th edition] 员**工可能面临减薪要求，雇**主...
- [The 12th edition] **工人可能被迫接受雇主降薪。**

[Analysis] Boundary awareness theory states that when translating English into Chinese, it is necessary to weaken the strong boundaries in English, which is manifested in the transformation of English three-dimensional aesthetics into Chinese two-dimensional aesthetics. "to" and "from" are prepositions, which makes the sentence structure clear. The 10th edition eliminates the translation of "to" by changing passive to active and eliminates the translation of "from" directly by placing pay cuts and employers in the first and second phrases. The 12th edition translates "be forced to accept" as "被迫接受", and "pay cuts from employers" as "雇主降薪", eliminating the translation of "to" and "from". Therefore, both the 10th and 12th editions have deleted the translation of "to" and "from", transforming the three-dimensionality presented by the English language into the flatness presented by the Chinese language. Therefore, prepositions with strong boundaries should be deleted in the translation of business textbooks.

6.3.4 Relational Adverbs and Relational Pronouns

➢ *When we put both the supply and demand curves on the same graph, we find that they intersect at a price <u>where</u> the quantity supplied and the quantity demanded are equal.*
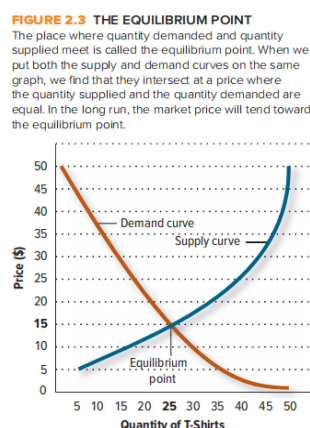

Figure 3.7 The Equilibrium Point

- [The 10th edition] 当我们把供给曲线和需求曲线画在同一张图上时我们会发现他们会在某一价格相交，<u>这一价格使供给量等于需求量。</u>

- [The 12th edition] 当我们把供需曲线放在同一幅图上时，就会发现供给曲线和需求曲线会在需求量和供给量相同时相交。

[Analysis] The original text has a clear sentence structure. "where" is a relational adverb, and the clause it leads to is a definite clause, modifying "price". According to the boundary awareness theory, "where" has the function of dividing the syntactic structure, so it has a strong boundary. The boundary awareness theory points out that we should transform English three-dimensional aesthetics into Chinese two-dimensional aesthetics to weaken the strong boundary of English. In the 10th edition translation, "where" is translated as "这一价格", while "where" is deleted in the 12th edition translation, eliminating the boundary and transforming the English tree structure into the Chinese bamboo structure, which is in line with the Chinese two-dimensional aesthetics. Therefore, relational adverbs with strong boundaries should be deleted in the translation of business textbooks.

➤ *Uninterrupted flow of capital gives countries access to foreign investments, <u>which</u> help keep interest rates low.*

Figure 3.8 The Pros of Free Trade

- [The 10th edition] 不断流通的资本提供海外投资渠道，<u>让</u>利率保持在低点。
- [The 12th edition] 资本的不断流动，便于各国获得外国投资，<u>从而</u>保持低利率。

[Analysis] The original is a compound sentence, "which" is a relational pronoun modifying the "foreign investments". According to the boundary awareness theory, "which" has the function of dividing the syntactic structure, so it has a strong boundary. The boundary awareness theory points out that we should transform English three-dimensional aesthetics into Chinese two-dimensional aesthetics to weaken the strong boundary of English. Instead of translating "which", both versions use "让" and "从而" to connect the main and subordinate clauses, which eliminates the tree structure of the original text and makes the translation present the two-dimensional aesthetics of the Chinese language. Therefore, relational pronouns with strong boundaries should be deleted in the translation of business textbooks.

6.3.5 Summary

Chapter 3 analyzed the translation techniques of the two Chinese translations from the perspective of boundary awareness theory.

Through comparative analysis, addition and deletion make translations more fluent. Boundary awareness theory provides a theoretical explanation for addition and deletion. That is, when translating English business textbooks into Chinese, addition refers to the expansion of words with resultant meanings, such as converting nouns, verbs, and adjectives into process expressions. Deletion refers to the removal of words that have the function of clarifying sentence structure, such as prepositions, relational adverbs, and relational pronouns. By deleting these words, we can turn tree-structured English into bamboo-structured Chinese, making the sentence conform to the two-dimensional aesthetics of Chinese. The reason for both addition and deletion is to weaken the strong boundaries of English.

7. Research Results

Business textbooks play an important role in teaching business knowledge, and foreign business textbooks are typically characterized by a large number of illustrations, which can not only assist readers in understanding the text but also eliminate the unfamiliarity of the text. Therefore, this paper takes the translation of illustrations in business textbooks as a representative to explore the translation strategy of business textbooks. Previous studies have shown that translating illustrations generally adopts free translation, which is mainly achieved by addition and deletion. However, the existing studies have not clearly explained how translators use addition and deletion when translating illustrations in business textbooks and the reason for it. There is no uniform standard to guide the use of addition and deletion. Based on the boundary awareness theory, this study adopts the data method, literature method, and case study method to explore the English-Chinese translation techniques of business textbooks in *Understanding Business* and its two Chinese editions, and the results are found:

Add the translation of words with resultant meanings, such as nouns, verbs, and adjectives. Boundary awareness theory states that these words have strong boundaries, while Chinese has weak boundaries. Therefore, when translating business textbooks from English into Chinese, we should use addition to transform the result semantics into process semantics to weaken the strong boundaries.

Delete the translation of words that have the function of making sentence structure clear, such as prepositions, relational adverbs, and relational pronouns. Boundary awareness theory points out that these words have strong boundaries, while the boundaries of the Chinese language are weak, so when translating the illustrations of business textbooks, we should convert the strong boundaries of English into the weak boundaries of Chinese, and we should delete the translations of words that have strong boundaries, to weaken the strong boundaries.

The study shows how translators use addition and deletion and why we use them when translating illustrations in business textbooks from English to Chinese. That is, adding the translation of words with resultant meanings, such as nouns, verbs, and adjectives, and deleting the translation of words with the function of making sentence structure clear, such as prepositions, relational adverbs, and relational pronouns. The reason for both addition and deletion are to weaken the strong boundaries of the English language.

7.1 Significance and Limitations

This study has both theoretical and practical significance. On the one hand, it can provide first-hand information for translation research and enrich translation theory research. On the other hand, it can provide translators with guidance on translation practice and teachers and students with effective reading guidance for using textbooks.

The main shortcomings of this study are twofold: firstly, the sample size is insufficient, and secondly, it is not specific enough for the analysis of content and function words. Only one business textbook: *Understanding Business* was used as a case study in this study, and the number of cases was not large enough to be analyzed to achieve a common result. This study only analyzed how translators can use addition in nouns, verbs, and adjectives and deletion in prepositions, relational adverbs, and relational pronouns. So it did not analyze other word classes.

Both of these factors may lead to the need for a more in-depth study to determine the generalisability of the findings. In the future, we will collect more business textbooks, collect more cases for comparative analyses, and conduct more analyses on the translation of other word classes in the business textbooks to obtain more credible and effective research results.

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