

# The Application of Supplementary Translation in English-Chinese Translation of Null-Subject Referential Features

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## Abstract

Due to the null subjects in Chinese, in the process of Chinese-English interpreting, apart from following the syntactic linearity, interpreters should appropriately adopt amplification since English is a subject-significant language. Based on data from learner-generated corpus, this paper examines how and why the amplification should be appropriately adopted when translating the complex null-subject Chinese sentences among interpretation major undergraduate students. Common ways of amplification when translating the complex null-subject Chinese sentences are summarised, and relevant pedagogical insights are drawn.

## Keywords

**Null Subjects; Amplification; Syntactic Linearity; Learner-Generated Corpus.**

## 1. Introduction

English learners with Chinese as their mother tongue will inevitably be affected by their mother tongue habit in the process of learning English. It is generally believed that Chinese is a language with a significant subject, while English is a language with a significant subject (Xu Yulong, 2002). As a language with a significant theme, Chinese tends to omit the subject in the clause when dealing with complex sentences, that is, the null-subject feature in Chinese, because people are accustomed to focusing on the theme when understanding sentences. As a language with a significant subject, English tends to use the subject as a sign to distinguish the relationship between sentences when dealing with complex sentences, and often uses various forms of words to express the logical relationship between sentences. Therefore, in the process of Chinese-English interpreting, in order to avoid literal translation of sentences with null subject referential features in Chinese, we often use a variety of translation methods to show the logical relationship between sentences, such as addition, segmentation, and free translation. Among them, augmented translation is the most common method to deal with the referential feature of null subject in complex Chinese sentences.

In view of the above, this paper intends to use the small interpreting database built by the school as the corpus, analyze the interpreting materials, and study how the undergraduate English major interpreting students should properly use the supplementary translation when dealing with the referential feature of null subject in complex Chinese sentences. Express the logical relationship between sentences, and then achieve the purpose of improving the efficiency of classroom teaching and improving the level of learners' interpretation.

## 2. Chinese Null-subject Feature

### 2.1. Definition of Null-Subject Feature in Chinese Compound Sentences

The null subject, that is, the sentence omits the subject, is a very common linguistic phenomenon in natural language. It refers to the vacancy phenomenon of a structure in the use

of language. As a kind of omission, null subject has all the commonalities of omission, especially in compound sentences, when the context has a clear reference object, the subject of one or several clauses is often omitted to make the sentence more concise. There are a large number of sentences with null subject in compound sentences in both English and Chinese. The null-subject reference in the English compound sentence is usually divided into two kinds: the former reference and the latter reference, but no matter which kind of reference is used, the reference object of the null subject is usually the subject of other clauses in the same compound sentence. The situation of null subject in Chinese complex sentences is far more complicated than that in English.

## **2.2. Classification and Meaning of Null-Subject Reference in Chinese**

The so-called subject-salient language is actually a sentence-oriented language, while the subject-salient language is a discourse-oriented language.

While Chinese is a topic-salient language, in some sentences, when the topic is inconsistent with the subject, we call it a topic-salient sentence. The first part of the sentence is not the subject, but other components, and the position of the subject and the subject do not coincide. Such sentences sometimes omit the subject; sometimes even if the subject appears, it is in a position other than the beginning of the sentence, making the subject difficult to identify. Wu Jingcun and Liang Boshu divided the subject omission in Chinese complex sentences into six types. They are the subject of the former/after subject, the former object as the subject, the former/after attribute as the subject, the former and the latter as the subject, and the former and the former object clause. The subject is the subject and the preceding clause is the subject. In addition, there are also complex cases of null-subject reference in structures such as double-object and Chinese-StyleBox.

## **2.3. Chinese Language Usage and Thinking Characteristics**

In Chinese sentences, although there are no correlative words that can reveal the logical relationship between two clauses, relying on semantic knowledge, we can often easily judge the logical relationship between the previous clause and the latter clause, so we can often The switch of the subject in the sentence is realized by the need of the correlative word, so it can be seen that Chinese pays more attention to the conjunctive. "Yihe" refers to compound sentences that rely on word order to directly combine to control the form. Zhang Sijie and Zhang Boran believe: "The holistic view of traditional Chinese philosophy, the comprehensive thinking and fuzzy thinking of the Han nationality are the dynamic and rational sources of the tendency of Chinese to agree.

It is generally believed that Chinese is a language with a significant subject, while English is a language with a significant subject (Xu Yulong, 2002). The sentence structure in Chinese is not as obvious as the subject-predicate type (ie SVO type) as in English. The basic structure of Chinese sentences is mainly reflected in the topic-comment. Therefore, English is also called SV language, and Chinese is TC language.

## **3. Amplification**

### **3.1. Definition of Amplification**

Chinese is a congenial language, and English is a conformal language. Therefore, when translating long Chinese sentences, we often encounter the phenomenon that there is no conjunction between two sentences in Chinese, and the grammar of English in the translation requires that there should be a certain conjunction between sentences, so we should pay attention to this part of the phenomenon when translating, moderately add conjunctions that are not found in Chinese. The supplementary translation method is more commonly used in English translation work. The supplementary translation method refers to the method of

adding phrases and vocabulary to express the original text by combining the differences in thinking and expression habits between Chinese and English during the process of translation. The way of meaning, this form is more reflected in Chinese and English.

In addition, the interpretation theory believes that the translation process is a process of combining background knowledge and meaning, and the information released by the new press conference is sometimes very rigorous, so the speaker may choose the most concise language overview when speaking, and this part of the language translation, at this time, the background knowledge must be used to expand the explanation in order for the audience to understand, so at this time, part of the content in the long sentence of the original language must be added.

### **3.2. The Reason for the Addition**

The supplementary translation method can increase the mastery of English vocabulary, and enrich the original context of the language within a reasonable range, making the contextual connection more fluent.

Reasonable use of the supplementary translation method can improve the quality of one's own translation work. The use of the supplementary translation method can enable learners to master more English vocabulary. Only by mastering enough English vocabulary and using the mastered English vocabulary can we ensure that the translation work can be successfully completed. When learning English, it is necessary to increase the mastery of English vocabulary from multiple perspectives. If the ability to use English vocabulary cannot meet the needs of translation work, the learner needs to make a contextual connection to make reasonable adjustments to the uncertain parts. Guessing, generally speaking, the results of this kind of guessing inference are more accurate. This method of adding translation can not only improve the quality of translation work, but also effectively increase the accumulation of vocabulary. In addition, the method of adding translation can also be used to create a good language environment, so that learners can learn English vocabulary in a specific context, so as to improve the learning efficiency of translation and deepen their understanding and application of English vocabulary ability.

## **4. Research Methods**

### **4.1. Research Questions and Methods**

This paper studies how undergraduate English majors in interpreting should properly use amplification to express the logical relationship between sentences when dealing with the referential feature of null subject in complex Chinese sentences. The interpreting materials are selected from a small interpreting database built by the English Department of Kah Kee College, Xiamen University. The interpreting materials in this database include six themes of politics, society, technology, culture, environment, and economy. A complete piece of material includes the original video, Chinese English transcription, Chinese-English translation. The interpretation materials selected by the research belong to the economic topics in the database, and the content is the keynote speech delivered by Premier Li Keqiang at the opening ceremony of the 130th China Import and Export Fair and Pearl River International Trade Forum in October 2021. The reason why this type of formal speech is chosen as an example for this study is that in a formal speech or report, the speaker tends to use concise language to highlight the theme of the speech, so that more null-subject body is used to express the fairness of the speech. , serious, objective and normative. In this paper, the test audio of the Chinese-English interpretation part of the final exam of the second semester of the 2020-2021 academic year for the 2019-level students is selected as the corpus sample. There are 59 audio corpora in total. Distribution Patterns) as the basic model, analyzes students' processing of Chinese null-subject-referring feature sentences between different interpretation levels, and summarizes

and suggests how students should use augmented translation to express the logical relationship between sentences, so as to improve classroom teaching efficiency. , The purpose of improving the interpreting level of learners.

## 5. Research Results and Analysis

### 5.1. Research Results

According to the "Subject Distribution Patterns" of Liu Miqing (2006: 92), Chinese can be divided into nominal and non-nominal subjects. A non-nominal subject can be a verb, a preposition, an adjective, a sentence, or even no subject, that is, a null subject. Table 1 counts the proportion of all kinds of non-noun subjects in the total number of full-text sentences and the proportion of non-noun subject sentences in all sentences in the opening ceremony of the 130th China Import and Export Fair and Pearl River International Trade Forum. There are 65 sentences in the full text, of which 28 are non-noun subject sentences. The distribution of subjects is as follows:

**Table 1.** The proportion of various non-nominal subjects in the total number of full-text sentences in the speech

type	non-noun subject		
	null subject	verb subject	compound subject
number	20	4	4
The proportion of the total number of sentences in the full text	30.8%	6.2%	4.6%
Proportion of the total number of non-noun subject sentences	71.4%	14.3%	14.3%

It can be clearly seen from Table 1 that in this speech, the proportion of null-subject sentence body in the total number of full-text sentences is 30.8%, and the proportion in the total number of non-noun subject sentences is 71.4%. These two values show how much the null-subject reference feature is used in this type of speech, in order to fit the fairness, objectivity, and normativeness of the speech. The following will focus on the null-subject sentences in the speech and the amplification processing in their English translations, combined with the student translations in the corpus samples, to explore how English majors should use amplification to properly interpret Chinese-English interpretation. Process sentences with null-subject features.

### 5.2. Analysis

**Example 1:** 很高兴同大家相聚在美丽的羊城，出席第130届中国进出口商品交易会暨珠江国际贸易论坛。

**Translation:** It gives me great pleasure to join you in the beautiful city of Guangzhou for the 130th Session of China Import and Export Fair and the Pearl River International Trade Forum.

**Student translation 1:** I am happy to join you in the beautiful city of Guangzhou and participate in the 130th Session of China Import and Export Fair and the Pearl River International Trade Forum.

**Student translation 2:** I am happy to be here with you in this beautiful city of Guangzhou for participating the 130th session of China import and export fair and the Pearl River international trade forum.

The subject does not appear in the original text, but the virtual subject "it" is used in the translation to express the speaker's "happy". This is a common way of using amplification to deal with null-subject referring feature sentences. By adding the virtual subject "it", the omitted subject "I" in the original text is filled. Although in Chinese this sentence does not need to add a subject to let the audience understand the meaning of the speaker, but in English, the subject cannot be omitted, so the useless virtual subject "it" is used to supplement it. In the student's translation, the student chooses to add the subject "I" to fill in the missing subject in the original Chinese text, but in English language habits, especially in public speeches with political authority, native English speakers usually tends to use the first person plural "we" to refer to himself. Therefore, it is better to use the method of adding the subjunctive subject "it" when adding the missing subject in Example 1.

Example 2: 要坚持生命至上，携手抗击疫情。

Translation: We must put life first and jointly defeat the pandemic.

Student translation 1: We should insist that life comes first and jointly defeat the pandemic.

Student translation 2: We need to stick on the principle that we must put our life first and fight against the pandemic together.

In the original text, omitting the subject often makes the article sound more authoritative. In Chinese, "we" is usually used as a word to shorten the distance between people. Although it also has this meaning in English, according to Lakoff (1990) "royal we", that is, "we" was historically used by the British Used by the royal family and the ruling class to address themselves, the use of "we" in formal style is authoritative. Therefore, adding "we" in the translation not only maintains the objectivity and seriousness of the original text, but also shortens the distance between the speaker and the audience. It is also a common method of amplification to supplement the original text and omit the subject "we" in the translation. In the student's translation, the student also adopted the method of supplementing the subject "we".

Example 3: 我们应当增加大宗商品、关键零部件生产供应，提升重要商品供给能力，推动国际物流畅通，维护全球产业链供应链稳定顺畅运转。

Translation: We need to increase the output and supply of major commodities and key spare parts, raise the supply capacity for important goods, and facilitate unimpeded international logistics, to ensure stable and smooth operation of global industrial and supply chains.

Student translation 1: We should increase the amount of major commodities and key spare parts, strengthen the supply capacity of important goods and make sure the global supply chain works steadily.

Student translation 2: We need to increase the output and supply of major commodities and important spare parts, raise the supply capacity of the important goods, and give impetus to unimpeded international logistics to ensure the stable and smooth operation of international the industrial and supply.

Formal speeches often use subtitles to increase their seriousness and impartiality. In the original text, numerous null-subject clauses make its logical connection less obvious. Therefore, the method of adding the correlative word "and" and the preposition "to" is used in the translation to make the text more in line with the English idiom. In the student's translation, the student directly uses three parallel verbs, which does not reflect the logical connection of the three null-subject clauses in the original text.

Example 4: 加快推动外贸创新发展，年底前增设一批跨境电商综合试验区，在广东等地实现全省覆盖。

Translation: By speeding up the foreign trade in an innovative way, a new number of integrated pilot zones for cross-border e-commerce will be established before the end of the year, realizing full coverage of all cities in Guangdong and other province.

Student translation 1: We should expedite the innovation of foreign trade and establish a number of integrated pilot zones of cross-border e-commerce before the end of the year, which will realize a full coverage of Guangdong and other provinces.

Student translation 2: We should promotes the innovation of international trade development and established a new number of integrated pilots zone for cross-border e-commerce by the end of the year, and realizing the full coverage of Guangdong and some other provinces.

According to the theme of the speech, the omitted subject in the original text is "China". In the translation, the active voice of the original text is changed to passive voice, and "a batch of cross-border e-commerce comprehensive experimental areas" becomes the subject of the sentence. Changing the active voice to the passive voice is a more ingenious way to deal with the Chinese null-subject feature in English-Chinese interpreting. However, under the principle of sentence-sequential driving, this method is not suitable for Chinese-English sight translation. In the student's translation, the student well followed the sentence-driven principle of sight translation, and used attributive clauses to reflect the logical connection of the original text.

Example 5: 我们将按照立足新发展阶段、贯彻新发展理念、构建新发展格局、推动高质量发展的要求，着力办好自己的事，确保经济运行在合理区间，推动中国经济行稳致远。

Translation: We will ground our efforts in the reality that China is at a new development stage, apply the new development philosophy, foster a new development paradigm and promote high-quality development. To achieve these goals, we will stay focused on managing our own affairs well, keep major economic indicators within an appropriate range and sustain the steady growth of China's economy in the long run.

Student translation 1: We will follow the principles that grounding the new development stage, apply the new development philosophy, construct a new development paradigm and promote the high-quality development. We will try our best to manage our own affairs, keep the economy running in a appropriate range, and make sure the Chinese economy grows steadily in the long run.

Student translation2: We will follow our principal that we should set foot on our new development stage, apply new development system, instruct new development paradigm and promote development with high-quality. Keep focused on our own things to make sure that our economy being stable and sustainable.

Because the sentence in the original text is too long, and the following clause omits the pre-submitted subject, in the translation, firstly, the original sentence is split into two sentences by segmentation, and then the amplification is used to supplement "To achieve these goals" to make the sentence more logical. Supplementary chunks can more flexibly deal with the null-subject feature in Chinese original texts in Chinese-English interpreting. On the basis of understanding the subject matter of the original text, skilled use of lexical chunks can make translation more efficient and logical. Although the student's translation also used segmentation and sentence segmentation, the student used a parallel sentence pattern in both sentences, and did not clearly express the logical connection of the original text. In Example 5, because there are many null-subject clauses, it is difficult for students to quickly sort out the logic in the original text when interpreting. Therefore, they need to master and use the commonly used language blocks, which can not only express the original text more accurately. Cause and effect, transition, subordination and other relationships can also save students' thinking time.

Example 6: 中国人力资源丰富、产业配套体系完善，随着产业加快转型升级，将创造出大量投资需求。

Translation: China has rich labor and talent resources, and a full-fledged industrial supporting system. As China’s industrial transformation and upgrading accelerates, massive demand for investment will be generated.

Student translation 1: China is rich in talents and labor, and is completed in industrial supporting system. As its industry is transforming and upgrading, there will be abound of investment demands.

Student translation 2: China has a race system of labor and talent and a full industrial supporting system. And with the upgrading and transformation of industry we can create a massive demand for investment.

Although the third sentence clause in the original text lacks a subject, according to the meaning of the original Chinese text, the missing subject should be "China". The sentence omits the antecedent subject to enhance the coherence of the language. Since Chinese is a language with significant themes, omitting the former subject will not change the meaning of the original text. However, English is a language with a prominent subject, and the two sentences need logical cohesion. Therefore, adding pre-attributives such as "China's" to the English translation means that the meaning of the original text can be clearly reflected by the addition of translation. Similarly, there are corresponding supplements for the missing antecedent subjects in the student's translation.

The above are some of the most representative translation methods that appear in the interpretation materials studied in this paper when dealing with the null-subject feature of complex Chinese sentences, as well as the translations of students in the sample. Table 2 is a summary of all the amplification methods used in the processing of null-subject signs that appear in the translation of the speech, as follows:

**Table 2.** A summary of all the amplification methods used in the processing of null-subject signs that appear in the translation of the speech

	Original Text (Chinese)	Translation (English)
Adding virtual subject "it"	很高兴同大家相聚在美丽的羊城，出席第130届中国进出口商品交易会暨珠江国际贸易论坛。	It gives me great pleasure to join you in the beautiful city of Guangzhou for the 130th Session of China Import and Export Fair and the Pearl River International Trade Forum.
Adding "we"	要坚持生命至上，携手抗击疫情。	We must put life first and jointly defeat the pandemic.
	要坚持开放合作，共促经济复苏。	We must pursue openness and cooperation and jointly recover the economy.
	要坚持包容普惠，推动共同发展。	We must embrace inclusiveness and shared benefits and promote common development.
	三季度经济由于多种原因有所回落，但中国经济发展呈现出强劲韧性和巨大活力，有能力、有信心实现全年目标任务。	Although economic growth leveled off to some extent in the third quarter due to various reasons, the economy has shown strong resilience and great vibrancy, and we have the ability and confidence to meet the targets and tasks set for the year.
	依托产业和市场优势，深化对外经贸合作。	We will harness our industrial and market strengths to deepen economic and trade cooperation with the wider world.

	加强贸易数字化国际合作，在粤港澳大湾区等区域打造一批全球贸易数字化领航区。	We will step up international cooperation on trade digitization and develop a group of pacesetter zones for digitization of global trade in the Guangdong-Hong Kong-Macao Greater Bay Area and other areas.
	持续打造市场化法治化国际化营商环境，让中国始终成为外商投资的“沃土”。	We will continue to foster a market-oriented, world-class business environment governed by a sound legal framework to see that China remains a fertile ground for foreign investment.
	高标准落实外资准入后国民待遇，确保外资企业在要素获取、资质许可、经营运行、标准制定、政府采购等方面享受平等待遇。	We will ensure high-standard implementation of the post-establishment national treatment for foreign investors, and see to it that foreign-invested firms enjoy equal treatment in terms of access to factors of production, qualification approval, business operation, standard setting and government procurement.
	支持外资加大中高端制造、现代服务等领域和中西部地区投资，在用地、环评等方面一视同仁审批支持。	We will support foreign investors in increasing investment in such areas as medium- and high-end manufacturing and modern services and in the central and western regions, and provide them with equal treatment in terms of review and support regarding land use and environmental evaluation.
	鼓励外资企业承接委托研发业务，承担中国国家科技计划项目。	We will encourage foreign-invested firms to undertake commissioned research and development business and projects in China's National Science and Technology Plan.
	积极参与完善国际经贸规则，推进贸易投资自由化便利化。	We will take an active part in improving international economic and trade rules, and advance trade and investment liberalization and facilitation.
	积极推动加入全面与进步跨太平洋伙伴关系协定（CPTPP）进程，商签更多高标准自由贸易协定，在全球数字、绿色治理等新兴领域加强合作。	We will actively promote the process of joining the Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP), conclude more high-standard free trade agreements and strengthen cooperation in emerging areas such as global digital and green governance.
	更好发挥自由贸易港、自贸试验区先行先试作用，制定实施对接高标准经贸规则、推进制度型开放的政策，推动海关特殊监管区域与自贸试验区统筹发展。	We will better bring out the pioneering role of free trade ports and pilot free trade zones, formulate and implement policies that are aligned with high-standard economic and trade rules and advance opening-up on an institutional basis, and promote coordinated development of the special customs regulation zones and pilot free trade zones.
Adding correlative words	我们应当充分利用一切机遇，合作应对一切挑战，坚持自由贸易、公平贸易，加强政策协调，增加大宗商品、关键零部件生产供应，提升重要商品供给能力，推动国际物流畅通，维护全球产业链供应链稳定顺畅运转。	We need to increase the output and supply of major commodities and key spare parts, raise the supply capacity for important goods, and facilitate unimpeded international logistics, to ensure stable and smooth operation of global industrial and supply chains.
	我们应当发挥各自优势，共同做大全球市场的蛋糕、做活全球合作的方式、做实全球共享的机	We need to tap into our respective strengths and jointly enlarge the pie of the global market, invigorate all formats of global cooperation and enrich the mechanisms for global sharing, to

	制，推动经济全球化朝着更加开放、包容、普惠、平衡、共赢的方向发展。	make economic globalization more open, inclusive, balanced and beneficial for all.
Turning the active voice to passive voice	加快推动外贸创新发展，年底前增设一批跨境电商综合试验区，在广东等地实现全省覆盖。	A new number of integrated pilot zones for cross-border e-commerce will be established before the end of the year, realizing full coverage of all cities in Guangdong and other province.
	加快发展海外仓等新业态，推动建设海外智慧物流平台。	Development of new business forms such as overseas warehouses will be accelerated and overseas smart logistics platforms will be promoted.
Supplementary chunks	我们将按照立足新发展阶段、贯彻新发展理念、构建新发展格局、推动高质量发展的要求，着力办好自己的事，确保经济运行在合理区间，推动中国经济行稳致远。	We will ground our efforts in the reality that China is at a new development stage, apply the new development philosophy, foster a new development paradigm and promote high-quality development. To achieve these goals, we will stay focused on managing our own affairs well, keep major economic indicators within an appropriate range and sustain the steady growth of China's economy in the long run.
Adding pre-attributives	中国人力人才资源丰富、产业配套体系完善，随着产业加快转型升级，将创造出大量投资需求。	China has rich labor and talent resources, and a full-fledged industrial supporting system. As China's industrial transformation and upgrading accelerates, massive demand for investment will be generated.

The above are the six most common ways of amplification that are used to deal with the complex null-subject Chinese sentences. Among them, the supplement of the subject "we" is used most frequently, which is also the simplest way. Therefore, in the process of Chinese-English interpretation, students can flexibly add the subject "we" when dealing with the null-subject feature of Chinese, to be efficient. However, this method cannot well reflect the logical relationship between clauses when dealing with null-subject sentences with many clauses, so the amplification of correlative words reflects its benefit in binding the logical connection between clauses. In the process of Chinese-English interpreting, the translator needs to first understand the theme of the Chinese original text and sort out the logical relationship between the sentences, so that the amplification of correlative words can be used correctly. Supplementing the virtual subject and converting the active sentences into passive sentences are two ways of amplification that are more suitable for English language habits. However, in the syntactic linearity adopted in Chinese-English interpreting, changing the word order of the Chinese original text is not in line with its principle. The use of these two methods requires the translator to have a strong ability to sort out the logical sequence of the original text. It is generally not recommended for interpretation major undergraduate students to use them in the process of interpreting. Similarly, supplementary chunks also require translators to be proficient in various of them. Nattinger & DeCarrico (2002) classified chunks into four categories: Polywords, Institutionalized expressions, Phrasal constraints, and Sentence builders. It is suggested that students can memorize several of the four types of lexical chunks, and use them appropriately while interpreting to enrich sentence structure or sort out the logical order, which is beneficial to improve the quality of translation. The supplementary of subject is suitable for the null-subject sentence with a clear first subject in its main clause, and the null-subject clause has an inclusive relationship with the first subject. When the first clause is complex, even if the invisible subjects of the other clauses have an inclusive relationship with the first subject, the sudden switching of the subject will easily lead to a misunderstanding.

Therefore, adding an appropriate subject can consolidate the meaning group of the sentence and avoid the jump in the meaning of the sentence.

In the selected 59 samples, 52 of them applied at least one of the above six additional translation methods in dealing with the complex null-subject Chinese sentences, which is a high application rate of amplification. There are 20 null-subject sentences in the original text. Most of the students with a score of 90 and above can distinguish and process 15 sentences or more, and can use about 4 of the above six amplification translation methods; the score of 80-89 can process about 13 sentences, and can use about 3 of the above six amplification methods; students with the score of 60-79 can distinguish about 10 sentences, and can use about 3 of the above six amplification methods, and those who failed the test were only able to distinguish about 8 sentences, and were able to use about 2 of the six amplification methods.

It can be seen from the data that the higher the student's score, the higher the ability to distinguish and use amplification to process the complex null-subject Chinese sentences.

## 6. Conclusion

Based on data from the learner-generated corpus, this paper examines how and why the amplification should be appropriately adopted, and how to express the logical relationship between sentences when translating the complex null-subject Chinese sentences among interpretation major undergraduate students. The null-subject feature is ubiquitous in Chinese. For native Chinese speakers, the subject is not necessary for understanding the topic of the text. But in English, the subject is an essential component of a sentence. Therefore, using amplification to complete the subject is required. In the process of translation, how to effectively and accurately use amplification to fully express the theme of the original text is what interpretation major undergraduate students need to learn and practice. The data of the test in this paper shows that students with higher English proficiency can more accurately distinguish and flexibly handle the null-subject features in complex Chinese sentences when translating. Several ways of amplification that can be used when dealing with the null-subject features in complex Chinese sentences listed in this paper can provide students with inspiration and suggestions, and have great practical significance in teaching. With the increase in the number of interpretation materials in the learner-generated corpus and the enrichment of sampling types, it is expected that the conclusions can be based on more detailed data in the future.

## Acknowledgments

Innovation and Entrepreneurship Training Program for College Students, 202213469242.

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