

10.18686/eer.v2i2.3950

A Study on Strategies of Translation Teaching in Colleges and Universities in Cross-Cultural Backgrounds

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Abstract: As the process of economic globalisation accelerates, there are constant cultural conflicts and fusions among countries in communication, so it is necessary to cultivate students' cross-cultural translation ability in translation teaching in colleges and universities. Colleges and universities should adopt an open and inclusive teaching method to improve translation ability, especially in the classroom, paying attention to the actual communication and cultural cultivation among students. This paper aims to cultivate a group of excellent translators who can be recognised in the workplace and can serve the society through cross-cultural translation. Meanwhile, reforming the teaching of translation is also conducive to improving the quality of teaching and the teaching conditions.

Keywords: Cross-cultural; College English; Translation teaching; Strategy

Introduction

In order to grasp the development opportunities of globalisation and promote the innovation of our economy and culture, translation teaching has received more and more attention, and the requirements for talents are getting higher and higher. However, it is difficult for English teachers in colleges and universities to adapt to this need if they only focus on English knowledge and skills without paying attention to English culture and cross-cultural cultivation. For this reason, it is necessary to fully understand the importance in the teaching of translation in the cross-cultural context and, on this basis, fully combine cross-cultural education with translation teaching through effective methods to cultivate students' translation and cultural skills and help them establish English thinking.

1. The significance of translation teaching in colleges and universities in cross-cultural background

Firstly, it is conducive to cultivating and improving the overall application level of college students' English knowledge. No language can be produced without a specific culture. To have a deep understanding and awareness of English cultural implications is a process of becoming proficient in English, cultivating English thinking and the comprehensive application of English knowledge. English contains a large number of cultural allusions, slang and proverbs, and in order to accurately interpret and translate English, it is necessary to have an understanding of the relevant cultural background. Secondly, it is conducive to strengthening the social adaptability of college students; in recent years, with the continuous development of the global economy, the integration of civilisations around the world has been greatly promoted, and the economic and trade relations between various countries have also been further developed. Intercultural communication is a situation that students of English and translation often encounter in the learning process, especially in colleges and universities, where students engage in a wider range of exchanges, and when they embark on the society and take the road of translation, they have to participate in diversified cross-cultural exchanges more often. Introducing the concept of interculturalism in English teaching can improve the intercultural communication ability of college students and make them better integrated into society and work. Finally, it is conducive to promoting the process of college education towards internationalisation. In most colleges and universities in China, there are a large number of overseas students and exchange students in addition to local students, and in promoting friendly and harmonious relations between Chinese and foreign students, avoiding cultural conflicts and promoting the international development of colleges and universities.

2. Problems of translation teaching in colleges and universities in cross-cultural background

2.1 Lack of attention to translation by schools and students

For a long time, due to the constraints of exam-oriented education, college students have been studying English with the purpose of obtaining certificates and English proficiency exams (English IV and VI), but ignoring the most important function of English: communication. Many college students have a wrong understanding that non-English majors, as long as they focus on the English written test, while translation and communication, is a necessary ability for English majors. Under the influence of this kind of thinking, both students and teachers do

not pay enough attention to it, and some colleges and universities do not know enough about translation teaching. Many teachers only explain vocabulary and grammar knowledge in English classes and ignore the cultural connotation of English. Under such an educational model, English proficiency training lacks practical application value. Many students, under the guidance of their teachers and the influence of the concept of exam-oriented education, also focus their attention only on English memorisation and sentence structure. Due to the lack of understanding of English, people's understanding of national languages, especially English, is still stuck in the past "reading, writing and translating" teaching method. For example, when learning American English, it is necessary to study more about the historical, geographical and humanistic background of the United States, but in fact, many students can't even answer the most fundamental questions about the United States. Many colleges and universities have unsatisfactory training objectives and modes of training for translation majors, resulting in the teaching of English often "swallowed in one gulp", which affects the motivation to learn English.

2.2 Homogeneous types of translation teaching materials

Introducing cross-cultural teaching into translation teaching in colleges and universities is a key way to ensure the successful implementation of teaching activities in textbooks. At present, the contents of translation textbooks in colleges and universities in China are relatively homogeneous, which is difficult to meet the needs of the large group of contemporary college students for language learning. On the one hand, the content of the textbooks is constantly changing with the passage of time, which makes there is a certain distance between what students learn and the development of the society, and it is difficult to see the real world from the textbooks, and it is not possible to feel the unique cultural meanings contained in the languages of different countries in depth. At the same time, translation majors in colleges and universities have problems in organisation and system in teaching, resulting in a lack of opportunities for students to exercise in teaching, thus affecting the continuous improvement of their English expression and translation level. Therefore the cultivation goal of translation majors is not much different from that of English education in other majors, but merely adapts to the needs of the examination system. From the point of view of translation teaching materials texts in colleges and universities, there are few translations of classic sentences about famous foreign characters' quotations and aphorisms, and there is a lack of detailed explanations of the interpretation of special terms, which makes it difficult to really comprehend their meanings in actual translations; in particular, the translation of poems is difficult to reflect the unique Western ideological concepts and the degree of importance attached to poems, so that their unique flavour is not brought into play. As a result, the translations are transformed in form and lack the deeper form of "divine" expression.

3. Strategies for teaching translation in colleges and universities in cross-cultural background

3.1 Enhance cross-cultural awareness

First of all, both educators and students must make it clear that intercultural translation is not only a kind of language transformation, but also a kind of cultural exchange, and only by fully understanding and respecting different cultural differences can students' translations be more accurate and appropriate. Therefore, research and experience exchange on intercultural education should be actively promoted to strengthen the awareness of intercultural education. A number of international cultural research centres can also be set up, international translation lectures can be held, and teachers and students can be encouraged to participate in international exchange programmes. Through the above efforts, all parties can be pooled together to explore the best ways of intercultural communication. It will help to raise the attention and concern of universities and teachers about different cultures and ensure that translation education will not be neglected in the cross-cultural context. In addition, in order to incentivise students to participate more in different cultural exchanges, institutions should also establish scholarships and reward systems. Through this opportunity, students can have a deeper understanding of various cultures and be better able to devote themselves to research, so that they can integrate the concepts of different cultures into their studies and apply them to their future work. Strengthening the awareness of intercultural education is an important prerequisite for translation teaching in colleges and universities, and only if schools, teachers and students pay full attention to this issue and take the initiative to participate in it, can we make translation talents have good communicative ability. This is of great significance for enhancing the level of translation in China, promoting cultural exchanges and collaboration among countries around the world, and building a more harmonious world. Therefore, in the teaching of translation in colleges and universities, it is an important task to enhance students' awareness of cross-cultural education.

3.2 Innovate teaching methods

Translation is a highly practical subject, and in order to better meet the needs of students teaching translation in a cross-cultural context, some new learning modes and learning strategies can be introduced. Firstly, the case study method is introduced, through which students can present a deeper understanding of language use and translation in different cultures. This teaching method helps to make students combine the theories learnt with practice, thus enhancing their practical translation level. In addition, the case study method covers a wide range of aspects such as business, cultural exchange and law, thus enabling students to understand various kinds of translation work and develop cross-cultural skills. Secondly, fieldwork is also a good way of education. Through fieldwork, students can recognise the differences in language, culture and

life patterns of various cultural communities, which helps to deepen their understanding of different cultures and enable them to better perform translation tasks. Through fieldwork, students can increase their sensitivity to cross-cultural backgrounds and improve their observation skills in cross-cultural contexts. Finally, through interactive classroom discussions, students can explore the problems and solutions encountered in different cultural contexts, learn from each other and inspire each other. By adopting a variety of teaching methods such as cross-cultural case studies, field surveys and interactive discussions, we aim to better adapt to the actual needs of university students and promote the development of translation teaching in China in the direction of internationalisation and diversification.

3.3 Strengthen construction of information platform

With the continuous development of society and information technology, translation teaching can help students recognise the differences in the use of English in a cross-cultural environment by means of the Internet. For example, use the Internet to collect geographic information of some regions, customs and habits and so on. At present, the rise of many translation and learning software Apps, students can improve their English level through these software, some network platforms enable students to communicate and learn online with their foreign friends online, and can also exercise students' practical communication skills. Social platforms similar to Weibo and Jitterbug should also be established so that students can communicate online. For example, if a teacher is travelling abroad to study, he or she can take relevant images or language and instantly upload the on-site humanities knowledge to the campus public number for students to share. The use of the Internet and various other media allows communication between teachers and students without spatial barriers. At the same time, you can also recruit foreign friends as teachers through the Internet to teach students online. If possible, foreign teachers can also be invited to conduct on-site teaching, and guide students to "investigate" English during the teaching process, which not only enriches the content of English teaching, but also deepens the feeling of cross-cultural background. In addition, you can also organise students to participate in international exchange meetings, invite foreign students to come to the hospital for academic discussions, to understand each other's language and culture, and to correct each other's shortcomings in the students' conversations. Such teaching methods can make students feel that translation is not only a course, but a new means of communication. Through the usual communication practice, the fear of English can be reduced. Some students are often hindered and uncomfortable when they speak English, and they lack the confidence and courage to speak English. If the whole teaching process can be communicated in English, the students can develop the habit of speaking English and slowly get close to the English language, so that they can learn translation skills more effectively.

4. Conclusion

To sum up, translation teaching in cross-cultural context has become a trend in the world today. This English teaching mode helps to cultivate students' English thinking skills, comprehensive language application skills, improve their social adaptability, and promote the continuous internationalisation of English teaching and translation talents. On this basis, English teachers should fully understand the cross-cultural factors in translation teaching, update their own teaching concepts, focus on the cultivation of translation abilities, enhance the students' cross-cultural quality, and actively enrich the teaching materials of translation class. Adopting innovative teaching methods, providing diversified translation courses, making students understand the cultural connotation of English, training and improving their intercultural communication ability, and aiming at cultivating translation professionals.

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Funds: 2023 Gansu Colleges and Universities Innovation Fund Project (2023A-182); 2023 Gansu Medical College Teaching Quality Improvement Project (GYJG2023P0006); 2023 Gansu Medical College Teaching Quality Improvement Project (GYJG2023K0001)