

Discussion on Tourism English Translation from the Perspective of Intercultural Communication

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Abstract: This paper briefly introduces the importance and practical significance of improving the quality of tourism English translation from the perspective of cross-cultural perspective. It proposes several common types of tourism English translation, including transliteration, free translation, translation and translation. Based on this premise, this paper focuses on the specific strategies to strengthen the quality of tourism English translation from the perspective of cross-cultural perspective. It is based on the perspective of talent cultivation in colleges and universities, such as innovative learning mode and optimized learning mechanism, which is intended to provide a reference for related work.

1. Introduction

Under the background of economic globalization, the cultural exchanges between different countries and regions have gradually increased, and the corresponding cross-cultural communication difficulties have also followed, providing opportunities for relevant professional students in the new era. The corresponding challenge. Under this situation, how to improve the quality of tourism English translation is also very important. Relevant institutions must increase their emphasis and cultivate a group of high-quality, high-level professional talents.

2. The Importance of Improving the Quality of Tourist English Translation from the Perspective of Intercultural Communication

In recent years, with the gradual development of China's economic construction, the international status has been steadily improved, and the amount of foreign investment and overseas investment has also increased year by year. The deep exchange of culture between China and other countries has provided conditions for the employment of business English students in China. It also puts forward new requirements for its intercultural tourism English translation ability. For example, it understands the customs and habits of other countries. In recent years, China has set up thousands of enterprises in overseas states. After the economy has developed, it has gradually become a problem. For example, not paying attention to communication with the surrounding people and lack of practical understanding of the local people's feelings, etc., causing adverse effects. Foreign tourists coming and going to China often feel that they are better able to feel the charm of Chinese culture based on the translation content due to cultural differences. Based on this, tourism English translators must improve their English translation ability and translation level of cross-cultural tourism. Improve the importance of training English translation ability of cross-cultural tourism, and strengthen the effect of tourism English translation is not only a realistic demand, but also a national policy. Support[1].

3. Tourism English Translation from an Intercultural Perspective

3.1 Transliteration and Free Translation

In the translation of tourism English, the combination of transliteration and free translation is more common, which helps to achieve a deeper cross-cultural integration. Take Beijing Tiananmen as an example. The transliteration method translates it into "Tian'anmen Square", and the Badaling

Great Wall transliterates it into “Badaling Great Wall”. This translation method is simple and clear, and visitors can know it at the same time. Cultural Features. The translation of the names of some tourist attractions needs to be carried out by means of transliteration and free translation. It can help foreign tourists understand the authentic pronunciation of Chinese Chinese, and deepen their understanding of the culture contained in them based on a general understanding of the literal meaning. For example, Hainan’s famous scenic spot, Cape Point, can be translated into “the end of the earth and the edge of the sea” and can be directly translated as “Tianya-Haijiao” to stimulate tourists’ interest.[1].

3.2 Addition and Translation

The translation method is more common in English-Chinese translation. In the long history, Chinese culture has formed a unique style and charm. For foreign tourists, this culture is unfamiliar. Various foreign friends may appear during the tourism translation process. In order to avoid such a sudden sense of ignorance, the use of the translation method is necessary. For example, when translating the name “Liu Shaoqi”, relevant information elements can be appropriately incorporated before the name, for example, “the former president of China”. In contrast to the translation, it is appropriate to remove unnecessary translation parts to avoid the feeling of cumbersome. The translation is generally reflected in the historical sites and historical translations. In order to give visitors a better visual experience, the introduction of the attractions usually incorporates modifiers. It is very complicated to translate the modifiers into English, especially for foreign tourists. It is easier to find the focus, so adjustments need to be made.

4. Enhance the Quality of Tourism English Translation

4.1 Optimized Learning Mode

According to relevant surveys, there is a positive correlation between tourism English translation ability and cross-cultural tourism English translation ability. In other words, the stronger the English listening, speaking, reading, writing and translation skills of English majors, the cross-cultural tourism. The stronger the English translation ability, the two complement each other. This requires the corresponding teachers to pay more attention to the students' English language ability in the actual teaching process, adopt active and effective teaching methods, and start from the five aspects of listening, speaking, reading, writing and translation, and effectively improve students' English translation ability. Teachers should scientifically select the textbooks suitable for students, focus on the enhancement of English translation ability, and start from the intercultural travel English translation ability, and select the “Introduction to Intercultural Tourism English Translation” and “Introduction to Intercultural Communication”.

Change traditional teaching concepts and create new teaching models in a timely manner. For example, when learning cross-cultural related knowledge, teachers can continuously set relevant questions for students, which will lead to students' questions, debates, simulations, etc., such as when explaining the “West-West differences” content. Teachers can guide students to simulate the scene according to the actual situation, and better verify the understanding of each student. In the specific implementation process, the “training system” can be used for simulation translation, and a reasonable case background is set up. Combined with advanced Internet technology, the information collected on the Internet is used as the basis for simulation translation, prompting students to use the learned knowledge and gradually Improve their teamwork skills. Through this simulation translation, students have a deeper understanding of the impact of different cultures on translation results and the degree of understanding of tourists, so as to further grasp the different translation methods in different cultural backgrounds.

The cultivation of intercultural tourism English translation ability requires the cooperation between teachers and students, and puts students in the main position of teaching, paying attention to the degree of student participation. In this regard, teachers must adopt a variety of teaching methods to create a good upward for students. The learning environment, combined with modern

technology, makes full use of teaching resources. For example, teachers can use cross-cultural films as a general teaching carrier, such as “Scrapping”, “My Grand Greek Wedding”, etc., teachers can fully grasp cross-cultural theoretical knowledge. Under the premise, in the form of after-school homework, students can watch movies and conduct timely and effective discussions after the discussion. They can be played in role-playing, case analysis, etc.[2]. In addition, relevant institutions should continue to develop cross- The cultural teaching module, for example, implements immersive teaching during the freshman year, modular teaching during the sophomore year, and professional teaching in the third year. In the last year of the university, English majors are assigned to various internship positions. It applies theoretical knowledge to practice and effectively improves its intercultural communication English translation ability.

4.2 Strengthen Personal Literacy

In the daily travel English translation classroom teaching, teachers should improve their cultural quality and professional level on the basis of insisting on students as the main body, and constantly improve cross-cultural awareness and ability. At the same time, we must pay attention to the simultaneous input of students' cultural differences and theoretical knowledge. For example, in the pre-class preparation stage, teachers can arrange corresponding tasks for students in advance to guide them to read relevant cross-cultural materials, such as “Effective Negotiating” in Chinese (Oxford University Publishing) (Society), etc., and can use the means of online education to continuously improve the level of cross-capacity communication. According to relevant researches, the cross-cultural sensitivity of teachers and their ability to translate English into cross-cultural tourism are related to students' cross-cultural sensitivity and cross-cultural tourism English translation ability. As the leader of teaching activities, teachers must have sufficient cross-cultural knowledge reserve capabilities. In response to this, each institution can strengthen the construction of the teaching staff, integrate the teacher resources, and use the intelligent curriculum system such as micro-courses and MOOCs to realize the sharing of teaching resources among students. In addition, teachers should strive to develop in the direction of dual-teachers and guide students to learn about Chinese culture while engaging in exotic cultures.

In addition, teachers can actively guide students to distinguish between different cultures and values, and appropriately increase students' extracurricular activities, continuously enrich their amateur cultural life, and enhance their comprehensive ability. For example, a teacher takes the Mid-Autumn Festival class activity as an opportunity to invite foreign teachers to give special lectures, organize related competitions and game activities in the class, including learning the basic etiquette of the country, famous British and American scenic spots, and famous Chinese scenic spots. Yu Le. In the process of communicating with foreign teachers, students will feel the exotic culture more closely, stimulate their initiative, and improve their language application ability and cross-cultural tourism English translation.

For example, when applying for relevant content in learning English translation, the teacher can use the situational teaching method. First, the relevant interview video is played for the students, and in the process, the questions that the students need to pay attention to, such as interview etiquette, etc., are used by the students after the end of the viewing. In the form of role-playing, which involves different countries and different cultural backgrounds, after the students are ready, they will enter the training room and start role-playing. During this stage, students can freely simulate different interview scenarios, such as an interviewer. A number of interviewers, etc., to maximize the form of interviews. After the role play is over, the teachers will comment on each group, and timely explain the situation in combination with their own interviews. This way to improve students' cross-cultural sensitivity. To make it better to adapt to various interviews in different environments [3].

4.3 Establish Learning Mechanisms and Platforms

With the rapid development of science and technology, the content of cross-cultural teaching has also changed, gradually showing a diversified trend. Relevant institutions can, according to this, create corresponding communication platforms for students in a timely manner, and better play the

role of network resources. At the same time, teachers can use this platform to arrange cross-cultural learning tasks and conduct cross-cultural seminars on a regular basis. For example, the combination of micro-course forms and teaching work will enable students to feel the charm of different cultures more intuitively and enhance their cross-cultural tourism English. Translation ability. At the same time, in order to ensure the effective improvement of cross-cultural tourism English translation ability, we must fundamentally start to cultivate students' cross-cultural awareness, in addition to making use of work and learning opportunities to contact foreign friends, but also timely update the teaching content.

5. Conclusion

In summary, the application and development of tourism English translation is basically consistent with the realization of communicative function and the realistic needs of cultural information transmission, which is convenient for deepening the awareness of Chinese tourists on Chinese excellent traditional culture and breaking through the cultural differences between different countries. limit. During the translation process, translators must take a cross-cultural perspective as a breakthrough, accurately grasp and handle the differences between Chinese and foreign cultures, and achieve effective English translation.

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