

On English Translation Teaching Strategies in Higher Vocational Colleges from the Cross-Cultural Perspective

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Abstract: With the acceleration of globalization, the relationship between each country has become increasingly close, and the interaction in language communication has become more frequent. To meet the current national needs for translation talents, China has put forward better personnel training requirements for various domestic higher vocational English teaching colleges. The talents should not only have professional theoretical knowledge, but also have professional oral ability and translation ability. To provide more high-quality and high-level compound English translation talents for the country and keep up with the development of the times, this paper studies and analyzes the teaching strategies of English translation in higher vocational colleges from the cross-cultural perspective, aiming to further improve the teaching quality and effect of English translation in higher vocational colleges.

1. Introduction

Language is a significant information transmission tool for international communication. The translation teaching of language types has a direct impact on the communication of culture. Through the research and analysis of the development trend of English translation teaching in higher vocational colleges, it can be seen that English translation teaching at this stage should be carried out from the perspective of culture, emphasizing the infiltration of culture into English translation teaching, and its development direction has become a significant means of cultivating practical talents. English translation teaching from the perspective of culture provides more teaching ideas for English translation teaching in higher vocational colleges, and provides more opportunities and ways for the development of English translation teaching in higher vocational colleges.

2. Analysis on the Current Situation of English Translation Teaching in Higher Vocational Colleges from the Cross-Cultural Perspective

2.1 Lack of Training of Cross-Cultural Awareness of Higher Vocational Students

Generally speaking, domestic vocational college students do not come into contact with a lot of English culture in their English translation class, and seldom involve English culture in their daily study and life. As a result, most of the English translation majors do not have enough English culture experience, but they are exposed to a lot of Chinese culture, owning rich Chinese cultural deposits. Therefore, while doing English translation, students will be more or less influenced by Chinese culture. In addition, English translation teachers lack awareness of cultivating English language and culture, and students do not focus on the differences between Chinese and English language and culture, forming one of the important factors leading to the lack of English culture among English translation majors in higher vocational colleges. At the same time, in the process of English teaching for students, there are some problems in the connection between English language and culture and Chinese language and culture, leading to the poor teaching results in the cultivation of students' cross-cultural awareness and promotion of translation ability^[1].

2.2 Lack of Flexibility in English Translation

English translation requires a high level of students' comprehensive ability to use English. In addition to professional theoretical knowledge, students should also have the corresponding oral expression ability. However, according to the current situation of English translation teaching, some students of English translation major do not have the conditions, and their English level is average. Due to the insufficient grasp of English vocabulary, in the process of English translation, their language expression ability is not flexible enough, without coherence, cohesion between words and sentences, and it has a strong mechanical sense without integration of their own emotions. At the same time, in practical application, vocational college students rely too much on high-tech achievements, only for word-by-word translation, not for semantics translation, affecting the overall quality and effect of English translation. In addition, some student's professional knowledge is not up to the standard. In the process of translation, they use wrong words, phrases, grammars and so on, resulting in the unsatisfactory result of the whole article translation.

In the general English translation teaching of higher vocational colleges, the specialty and complexity of translation are relatively high, and the requirements for students' translation skills are also relatively high. Professional English translators must have a rich reserve of professional knowledge, master enough vocabulary and English language culture foundation. However, in the common process of English translation teaching, teachers focus more on the cultivation of students' listening, speaking, reading, writing and other abilities, ignore the cultivation of students' translation ability, and do not set up corresponding targeted English translation teaching. These situations are not conducive to the improvement and mastery of students' English translation skills. In a long run, students' English translation content will be relatively mechanical, lacking flexible application ability, lacking understanding of sentence meaning and context ^[2].

2.3 Unsound Teaching Staff

At present, there are many problems in the teaching of English translation in higher vocational colleges in China, such as weak teaching force, low overall quality of English teachers, lack of professional knowledge and skills, and lack of awareness of perfection and innovation. Meanwhile, there are more senior teachers, and they have not received corresponding professional education and skill training before taking up their posts, or they have received training, but their education methods are seriously lagging behind. People attach importance to academic performance and neglect the promotion of English translation skills. These are all significant factors that affect the level and quality of English translation teaching. To meet the needs of the current social development for English translation talents in higher vocational colleges, the relevant management personnel in higher vocational colleges must strengthen the construction of English translation teaching staff.

3. Research on Effective Reform Strategies of English Translation Teaching in Higher Vocational Colleges from the Cross-Cultural Perspective

At present, the effective ways to improve the quality and effect of English translation teaching in higher vocational colleges mainly include the following aspects.

3.1 Focus More on the Cross-Cultural Teaching of English Translation in Higher Vocational Colleges

In higher vocational English teaching, the main purpose is to train students' abilities of listening, speaking, reading and writing, as well as English translation and cross-cultural communication. However, most of higher vocational colleges will not give one of them an independent tutoring teaching, so the possibility of English translation teaching being set up alone is relatively low. The higher vocational colleges have not correctly realized the significance of English translation to students' future life and work. Therefore, language is the carrier of culture, which must be paid attention to by various higher vocational colleges and teachers. English language teaching and cultural heritage can be closely linked. Based on the cultural background, English translation course teaching in higher vocational colleges can be carried out to create a good learning atmosphere and

guide students to carry out English translation training in a specific English environment. The basis of these works is that schools and teachers should focus more on English cross-cultural teaching and have a full understanding of English cross-cultural teaching, so as to purposefully cultivate their cross-cultural awareness. This requires teachers to have modern innovative ideas, keep up with the development of the times, realize the significance of the integration of English culture teaching and English teaching, and improve their own quality and professional skills. After fully understanding and mastering the connotation of English cross-cultural teaching, they can flexibly apply it to the actual English translation teaching of students, further train students' cross-cultural awareness, enhance students' understanding and mastery of English cultural knowledge. For example, in the explanation of English words or sentences, English teachers can use different cultural backgrounds to explain the different meanings and usages of related words at home and abroad. Through in-depth knowledge explanation, students can fully understand and master the rich historical and cultural knowledge behind English words, strengthen their cognition of English words, and expand their teaching vision and knowledge.

3.2 Create a Good Cross-Cultural English Translation Teaching Environment for Students

In English teaching, vocational colleges and teachers should break the traditional English teaching concept, fully infiltrate the concept of higher vocational English translation teaching into the daily English teaching structure, improve its core competence, create a special English translation teaching environment for students based on the cross-cultural background, and guide students to carry out English translation. Meanwhile, after students have a full grasp of cultural English translation knowledge, teachers can guide students to flexibly apply it to real life, which is of great help to improve students' English translation teaching level. In addition, English teachers should create more interactive communication platforms for students to realize the sharing of teaching resources through the accumulation of English teaching experience and the mastery of English teaching knowledge. Through the use of online teaching resources and English interactive communication, they can have a full understanding of each other's language and culture, so as to further promote students' practical English application ability^[3]. At the same time, teachers can also organize students to carry out various English translation teaching competitions in the form of dividing groups, reasonably use the teaching time in and after class, give oral rewards to the winning group, and give reasonable physical punishment to the losing group, so as to stimulate students' learning enthusiasm and increase their recognition of cross-cultural English translation teaching, provide a good dynamic support for the smooth progress of English translation teaching.

3.3 Perfect the Teaching Staff

Colleges can employ qualified foreign affairs teachers to teach English translation to higher vocational students. With the help of superior foreign affairs resources, colleges can improve the ability of cross-cultural English translation by improving the interaction between students and foreign teachers on the basis of understanding each other's national cultures. At the same time, foreign English teachers, as the bridge of students' cross-cultural English translation, can create a good translation and oral environment for students, and promote the accuracy of students' English expression ability^[4].

3.4 Help Students Accumulate Cross-Cultural Knowledge

In the teaching of English translation, English translation can't be realized simply by reorganizing the translation according to the Chinese meaning. It also includes the understanding of sentence meaning, and the expression of the related national culture, language environment and emotion. Teachers can't only focus on the academic performance and neglect the training of cross-cultural teaching awareness. Carrying out English translation without a full understanding of their national culture will lead to errors between the translation content and the actual situation, which is not conducive to international exchanges between the two countries. Therefore, colleges and teachers should focus on training students' cross-cultural awareness to ensure the orderly work of translation and improve the accuracy of translation.

4. Conclusion

To sum up, under the new curriculum reform, to meet the needs of the current global economic progress and the needs of national and social economic professional English translation talents, various domestic higher vocational English colleges strengthen the reform of English translation teaching, integrate the content of transnational cultural education into English translation teaching, effectively improve the students' oral English ability and language thinking ability, and improve students' cross-cultural awareness. By introducing the cross-cultural teaching content into all aspects of English translation teaching in higher vocational colleges, teachers can create a good cross-cultural translation environment for students and enhance their translation ability, so as to train more excellent English translation talents for China.

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