

The Path of Cross-cultural Awareness Training in College English Translation Teaching

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Abstract: At present, the language which is used and distributed most widely in the world is English. And with the continuous advancement of economic globalization, English is especially important for college students. The cross-cultural cultivation of students in the translation teaching in college English can well train the corresponding English talents for the society. However, it has become the primary problem at present to cultivate students' cross-cultural awareness in the process of teaching. Based on the brief description of the current situation of college English translation teaching in China and the problems in the teaching process, the author analyzed the advantages of cultivating students' cross-cultural awareness in college English teaching and explored the specific methods.

1. Introduction

With the continuous advancement of economic globalization, the demand for English-related professionals in the market has continuously increased not only in quantity but also in their comprehensive capabilities. In order to meet the needs of the market, colleges and universities have enhanced their emphasis on the translation teaching in college English. It is necessary to cultivate students' cross-cultural awareness when conducting translation teaching to achieve satisfactory results in the teaching process. The so-called cross-cultural awareness means that a subject can consciously distinguish the different meanings of vocabulary and changes in the meaning of the sentence caused by cultural or local characteristics, and then he can timely adjust the content of the translation ^[1]. It can be seen that cross-cultural awareness is very important for students in English translation. Every language in the world is developed based on the environment of its own domain. Therefore, a word may have different kinds of specific meaning in different languages because of the geographical region, culture, customs and various other factors, and it is no exception for English. If students do not have strong cross-cultural awareness, they may very likely to translate a word into the same meaning in different scenes, resulting in incorrect translation. At present, in the process of translation teaching for English majors, the eastern culture and western culture that they are exposed to are completely different. Therefore, the cultivation of cross-cultural awareness plays an important role in cultivating students' ability of English translation.

2. The present situation of college English translation teaching in China

The related teaching content is mainly about the English translation, and it plays an important role in English study of college students. The purpose of the English translation education in colleges and universities should have been to train students' English translation awareness and effectively improve their ability in this aspect, so as to lay a solid foundation for them to learn English well. However, the mode of English translation teaching in Chinese colleges and universities still belongs to the exam-oriented education at present. Students do not conduct scientific research actively in the study, and the teachers regard the students as the container of knowledge and blindly impart knowledge to them; many teachers only let students memorize the knowledge on the textbook by rote and to some translation problems, they just read the reference version for students, without telling them the operating principle ^[2]. In the course of college English teaching, the knowledge in books is limited, but students cannot contact English-translation-related

extra-curricular books, and thus they cannot timely consolidate and derive the knowledge they have learnt. Some universities even have unreasonable rules for the compilation and selection of English translation materials for students, which is cannot well train students in English translation. In the classroom of translation teaching in college English, a lot of teachers only blindly present boring knowledge explanations, which greatly reduce students' interest in English translation learning. It can be seen that the current situation of English translation teaching for college students in China is not optimistic. And the quality of English translation professional talents trained in colleges and universities is not high enough to adapt to the needs of society.

3. Problems in the college English translation teaching in China

3.1 The existence of the test-oriented education

Relevant teachers should have an in-depth understanding and familiarity with the objectives of English translation training, and then determine the teaching methods and means of English translation courses for students according to the corresponding training objectives. The goal of translation teaching in college English is to enable students to have an in-depth understanding of English culture on the basis of understanding vocabulary, sentences and grammar^[3]. However, most colleges and universities in China are affected by “test-oriented education” in English translation teaching at present. In order to improve students' performance in tests, teachers generally instill the vocabulary and grammar in the classroom, and then ask students to memorize by rote. Although such a teaching mode enables students to successfully cope with exams, it is not obviously helpful to the cultivation of their translation awareness and corresponding abilities and qualities. Students will only put the words and sentences into their translation rigidly. Translations that do not incorporate any cultural connotations cannot be used in actual English communication.

3.2 Single teaching method

Due to the influence of related factors such as cultural literacy, some college teachers engaged in the teaching of English translation cannot use various teaching methods to train students' English translation ability in the classroom. Sometimes teachers cannot accurately explain the sentences to be translated and thereby they ask students to directly reference the answers by themselves. And some teachers only ask students to learn with the help of CAT; but software can only be used as an auxiliary tool for students' learning and the large amount of knowledge that students need should be mastered under the guidance of teachers^[4]. Teachers are not able to explain knowledge well and they are also unable to carry out diversified teaching methods. This single teaching mode will make students to be greatly hindered on the road of translation, gradually reducing their confidence in English translation, and thereby, the quality of English translation teaching in colleges and universities will be seriously affected.

3.3 Simple teaching content

At present, most colleges and universities in China do not lay stress on the cultivation of corresponding cultural literacy in the process of English translation teaching. The purpose of translation training is not reflected in the actual teaching process, and this course is mainly used to help students cope with various examinations, such as CET 4, CET 6, the postgraduate entrance exam, etc. In the course of English translation teaching, teachers often conduct relevant training of English translation for students based on some original questions in these tests. Such a teaching mode can only helps students to cope with the exams but cannot play a role in cultivating their literacy. Some of the knowledge points that are memorized will be forgotten after the exams, which seriously affects the students' translation performance in the future. Without the foundation of cultural awareness and cultural connotation, the English translation ability possessed by students is only superficial and cannot be applied to the occasion. A sentence may have different semantics in different cultural backgrounds. In the teaching process of English translation, the teaching content is too simple to help students form a good cultural quality, which seriously affects the quality of

English translation talents cultivated by universities ^[5].

4. Advantages of cultivating students' cross-cultural awareness in college English teaching

4.1 Conducive to students' understanding of the original text

For students who are learning English translation, understanding the original text is the premise and basis of English translation. When students are involved in the translation of English, they can correctly translate the meaning of the author only by understanding the meaning of the original text. But to understand the meaning of the original text is not just to understand the surface meaning of the text, but to deeply analyze the meaning and connotation of the text, such as the main idea of the article, the cultural background of the article, the emotions hidden in the article, etc. If students can only grasp the apparent meaning of the original text but not understand the cultural background and the in-depth content of the article, it will seriously affect their translation, and the meaning of translation may be completely different from the meaning of the original text ^[6]. Therefore, it is necessary to strengthen the corresponding cross-cultural awareness of students, constantly guide them to understand foreign cultures and carry out corresponding English translations on the basis of certain cultural awareness; only by this way can they translate the original text effectively and accurately.

4.2 Conducive to students' expression

English translation is not a simple combination of vocabulary and sentences according to their corresponding Chinese meanings. Instead, students need to combine the cultural background of the original text and translate it based on its connotation. If the translator only simply combines corresponding Chinese meanings of words and phrases in the original text, the translation will be not fluent and aesthetically pleasing. At present in China, most college students carry out English-Chinese translation in accordance with the way they learn Chinese. They do not take into account the differences between Chinese and western cultures, and also do not following the language habits of western countries in translating, and thereby their translation is incondite. Therefore, strengthening students' cross-cultural awareness in the process of English translation teaching can effectively promote their expression and make their translation more linguistically beautiful.

4.3 Conducive to better integration of students into social development

In recent years, the comprehensive national strength of China has improved significantly with the continuous development of economy. The influence of China in the international are gradually strengthened, which greatly promoted the exchange and cooperation between China and other countries in various aspects. In the process of communication and cooperation, the importance of English is self-evident as a universal language all over the world. At present, English has been popularized and valued around the world. With the increasing demand for English talents in the market, English ability has become another indicator of talents in China [6]. In an era with frequent close international exchanges, China urgently needs talents with skills of English translation and English communication. However, the English talents trained in traditional teaching mode cannot meet the relevant requirements of society. To cultivate more talents that are in line with the development of the times, universities should strengthen the cultivation of students' cross-cultural awareness so that they can better integrate into the development of society.

5. Specific methods of cultivating students' cross-cultural awareness in college English teaching

5.1 Constantly strengthen the cultivation of western culture for students

To cultivate students' cross-cultural awareness, the most important thing is to let them understand the differences between Chinese and western cultures. These differences are caused by various

factors such as geography, politics, economy, culture, customs, and so on. Therefore, college teachers should focus on the cultivation of western culture when developing students' cross-cultural awareness. It is feasible to take the background of western countries and cultural-related elements as the starting point to explain the connotation of western culture and English culture to students; This will enable students to have an in-depth understanding of the implied meaning of western culture and English culture, so that they can correctly analyze the differences between Chinese and western cultures when translating ^[7].

5.2 Continuously improve teachers' cross-cultural literacy

Teachers play an irreplaceable role in the English translation teaching. Their professional knowledge and quality can have direct impacts on students' translation ability, and it is also the fundamental guarantee for the improvement of the quality of English translation teaching. To this end, attention should be given to the teachers' cross-cultural literacy in the selection and training of teachers involved in English translation teaching. In other words, they must have deep inquiry into the cultural connotations of the west on the basis of comprehensively grasping the relevant connotations of Chinese culture. Only with high cross-cultural awareness, these teachers can correctly and effectively guide students to distinguish the differences between Chinese and western cultures, so that students' cross-cultural awareness can be continuously cultivated.

5.3 Continuously innovate in teaching methods

The traditional teaching method of English translation does not guarantee students' subject position in the study, which greatly reduces their interest in learning English translation. To this end, colleges and universities should continue to innovate in their teaching modes in light of the actual situation of students, so as to increase their interest in English translation and ensure the quality of college English translation teaching. For example, some colleges and universities apply the contrast method in teaching and conduct a comprehensive systematic comparison between Chinese and English; such a teaching mode can effectively make students feel the difference between Chinese and western cultures; for example, the writing order of the name in Chinese is completely different from that in English ^[8]. This contrastive teaching mode can not only stimulate students' interest in learning, but also effectively cultivate their cross-cultural awareness.

5.4 Carry out practice teaching

The English translation course is a subject with strong practicalness. But the traditional teaching content is only to enable students to cope with the relevant exams, and this is obviously unable to meet the demand of the society for relevant talents. Colleges and universities should carry out some practice courses on the basis of the original theoretical teaching, such as communication with foreigners, role play, discussion, and so on. It is necessary to make use of modern technology to continuously enrich the content of English translation teaching, because it can not only effectively cultivate students' independent learning ability, but also effectively enhance their cross-cultural awareness.

6. Conclusion

In summary, in the process of cultivating students' English translation ability, the cultivation of cross-cultural awareness has a great influence on their ability. To this end, colleges and universities should strengthen the cultivation of students' cross-cultural awareness. By continuously innovating in the teaching mode, enriching teaching content, enhancing teachers' cross-cultural awareness and other methods, students can correctly distinguish the differences between Chinese and western cultures and develop a higher cross-cultural awareness, thereby meeting the relevant requirements of the market.

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