

Strategies for cultivating students' cross-cultural thinking ability in College English translation teaching

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Abstract: In the 21st century, the thinking ability of English Majors in China has gradually attracted the attention of academic and educational circles. With the increasing call for the reform of English major, the English Teaching Syllabus of English major in Colleges and universities revised in 2000 by the Teaching Steering Committee of foreign language major in Colleges and universities clearly points out that the talents trained by English major in Colleges and universities in China in the 21st century should have solid basic skills, broad knowledge, certain professional knowledge, strong ability and high quality. Translation teaching plays an important role in College English teaching. However, the cultural differences between English and Chinese often hinder students' correct understanding and translation. This paper aims to explore the importance and effective methods of cultivating students' cultural thinking ability by analyzing students' cultural awareness and cultural "bottleneck" in College English translation teaching.

1. Introduction

In recent years, with the integration of global economy and the vigorous development of all-round international cultural exchanges, the demand for translation talents who are proficient in Chinese and English and can be more freely converted between the two languages is also increasing, but the translation talents trained by English majors are in short supply in the Chinese translation industry market. Translation involves at least two cultures, and English and Chinese are rooted in different cultural systems. When they meet each other, the differences in language expression caused by cultural conflicts are particularly prominent in translation. Therefore, College English translation teaching must be placed in a cross-cultural perspective to cultivate students' cultural thinking ability in translation learning, that is, to learn to think and distinguish the cultural factors accumulated in the language, to enhance their cultural sensitivity, to help students break through the cultural "bottleneck" in translation, to know the culture, to access the language, so as to make a correct understanding and translation. In a word, in College English translation teaching, we should first cultivate students to be "cultural people", and then we can really improve students' cultural thinking and translation ability in translation learning.

2. Cultural awareness of students in Translation Teaching

Lambert, Robyns, Mary Snelhorne, Fu Lei, Liu Miqing, Zhou Fangzhu and other famous scholars at home and abroad think that cultural factors are indispensable factors in translation studies. Chinese pays attention to human culture, while western culture belongs to scientific culture. The differences between them lie in religious belief, values, political system, folk customs and many other aspects. In translation, they also depend on the context of language. However, in the process of College Students' English translation course learning, they lack of understanding of the differences between Chinese and English cultural factors, which is not only the interest and motivation of their learning, but also the obstacles they often encounter which are difficult to overcome and frustrated or the traps they will fall into if they are not careful. This is because there is not only homogeneity between English and Chinese cultures and ideologies, that is, cultural common core (the common core in human culture, that is, the part covered by various cultural

characteristics), but also heterogeneity, that is, cultural differences and even cultural conflicts. The cultural "bottleneck" faced by students is mainly due to the differences in language expression caused by the heterogeneity of the two cultures, which is mainly reflected in the following aspects.

2.1. Culture loaded vocabulary

When Chinese and English are translated into each other, vocabulary is the basis of understanding the language and providing accurate translation. Cultural homogeneity is reflected in the basic representation of language form and meaning through translation communication. On the contrary, the choice of words loaded with unique cultural connotations is often a minefield for students. This kind of vocabulary is heterogeneous to the target culture. Because of heterogeneity, it is exclusive. It is easy to cause mistranslation or fail to find the corresponding vocabulary in the target culture, resulting in blank expression, that is, "lexical gap". Students often ignore some seemingly simple words and ignore the regulatory effect of cultural factors on translation. For example, the social problems brought about by the rapid development of modern science and technology civilization are also reflected in the language. For example, "empty nester" refers to the old people who keep their houses alone because their children work outside ("empty nesters"), and "loneliness industry" is also the "welfare cause for the lonely old people" that emerged to solve the social problems, with the old people and the young people making money. The breadwinners are known as "sandwich generation". Due to the lack of understanding of the social background of such culturally colorful words and the lack of barriers to new words, it is inevitable for students to make mistranslations or hard translations. Although some of the translated words can show their image, the lack of any explanation of cultural knowledge makes readers confused and unaware of the translator^[1].

2.2. The field of language meaning

Culture is a big environment, in which language also forms its unique language field, that is, the language environment in which words, phrases and sentences act, contact and interact with each other under the constraints of the unity of thought expression. "False friends" in the collocation of translation activity words is a good example to reflect the field's decision of language meaning, "harmful gift" is the combination of "green" and "gift", the encounter between "German" and "band" is also transformed into "street band", and "strange bedfellows" (meeting by chance) is not based on the various components of the phrase. As a result, the words "same bed, different dream", "black" and "Diamonds" become a phrase, which is different from the original meaning of "coal" and so on. When translating such words, it is easy for students to take the words too literally, but ignore the cultural background of the field and beyond. Vocabulary can only help to improve its translation speed, but it is not the necessary and sufficient condition for its accurate translation^[2].

2.3. Grammatical structure

Different cultures form different grammatical and syntactic structures. There are similarities between English and Chinese in grammatical structure. At the same time, there are differences in word and sentence structure reflected in parataxis in Chinese and hypotaxis in English. "Go", "goes", "going", "went" and "gone" express different grammatical concepts, which correspond to different person, tense, voice, etc. in Chinese, there is only one "go" corresponding to it. In translation, other words need to be added to maintain the basic equivalence of language meaning and function. In Chinese, the Related words "not only... What's more, it's not only the English structural word "not only". But also, there are grammatical phenomena stuck in it. Chinese culture pays attention to the overall harmony and unity, while English culture pays more attention to rigorous thinking and reasoning. Cultural individuality can be reflected in grammar through vocabulary and sentence structure through grammar. However, students in translation course often ignore the subtle differences caused by cultural heterogeneity and fail to adjust the translation method dialectically in time, thus affecting the quality of translation^[3].

2.4. Style and rhetoric

"There are three kinds of words, which are ingenious." different styles and figures of speech will add color to the sentences. In College English translation teaching, students pay more attention to how to complete the assignments assigned by the teachers. They do not form a good habit to compare the similarities and differences between the styles and rhetorical devices in Chinese and English cultures. In the process of reading and understanding the source language, they are influenced by their own culture, change the style of the source language or copy the figures of speech, resulting in cultural misreading and uniform translation. Even in the form of the source language and the "difference of the slightest", but in the sense of the "fallacy of thousands of miles" translation. For example, "she is a broom star" in Chinese. After reading the sentences, the first thing students think of is "comet" in the native culture, which rarely goes deep into the cultural core. Cultural misreading leads to the Mistranslation of "she is a comet". "Sweeping stars" is unique to Chinese vocabulary, while "jinx" is a unique word used to express "ominous people and evil spirits" in English. Another example is "she is as poor as job". When students understand that "job" is a character in the book of job, they can easily treat it as "she is as poor as job". The rhetorical devices are still in use, but they create a barrier for Chinese readers who are not familiar with biblical stories^[4].

3. The cultivation of cultural thinking ability in Translation Teaching

In College English translation teaching, the cultivation of students' ability to think about the heterogeneous and homogeneous cultural factors in Chinese and English is the source of translation learning. The more in-depth thinking, the more sensitive to the cultural factors in translation, the better complementary learning mode of thinking and learning will be formed in the discrimination of the same and different.

3.1. Cultural thinking

In essence, the contradiction of translation is the contradiction between language and culture. How to cultivate students' ability to resolve the contradiction between them? As the proportion of theoretical teaching in the actual college English translation teaching is relatively small, it is one of the effective ways to improve the cultural sensitivity of students to inspire the students' thinking, discrimination, aesthetic judgment and performance ability of cultural factors in English-Chinese translation through specific translation examples comparative analysis. For example, "political consultation is too delicate and complicated for intellectuals and journalists to understand." in this Chinese sentence, intellectuals and journalists are highlighted, which are people-centered and have their own reasons and results. It's easy to find that the translation "it's often seen that the political process is far too small, far too complex, for men of words - intelligences and journals to understand" pays attention to logic, conforms to grammar strictly in form, has a well-organized primary and secondary structure, and the stressed subject seems to become the object "political process", holds "far too small, far too The subject of "complex" is placed at the end of the sentence.

Through this example, we can interleave the origin of the cultural differences between China and the West. Chinese is deeply immersed in the three religions of culture (Buddhism, Taoism and Confucianism), with strong humanistic color, broad and humble. Most of the discussions are centered on the living subject, focusing on Synthesis and following the thought clearly. English inherits Greek culture, Jewish religion and modern industrialism, and conquers the objective world. In order to enhance the students' cultural cognition and make them aware of the one sidedness and mistakes of the additivity principle of "translation = vocabulary + Grammar + translation skills", wisdom or the elaboration of objective facts are particularly prominent. When teaching Greek vocabulary in English, we should enhance the interaction, cooperation between teachers and students or cultural knowledge sharing between translation teams, make full use of network resources, and encourage students to learn about "Achilles heel" (the only and fatal weakness), "Sphinx riddle" (the riddle of Sphinx, the riddle of Enigma), as well as the "green gift" and

psychology mentioned above. The cultural spirit behind the ubiquitous myths and allusions, such as "love father complex" and "love mother complex", encourages students to explore "Eden", "forbidden fruit", "Juda's kiss" and other Jewish religious scriptures, such as "evil human nature" in the Bible and "the beginning of human nature, good nature" in Chinese Confucianism. The causes of the transformation to the back are analyzed.

Specific translation examples and related cultural elements set off each other, so students' learning will not be boring, but will learn to explore the causes behind the acquisition of cultural sensitivity when they encounter a kind of clash between expression and their mother tongue and common sense of thinking. Confucius said: learning without thinking is useless, thinking without learning is perilous (Analects for politics second). While learning, students think about the cultural support and ideological consciousness system behind various language structures, accumulating over time, expanding their horizons, improving their knowledge system, and giving flexible wings to thinking in language translation activities across time and space. It is limited for teachers to teach students knowledge in the classroom, and it is a long-term strategy to give students a pair of wings of thinking and help them to shake their wings^[5-6].

3.2. Cultural debate

Cultural thinking is the premise. By analyzing the source language and thinking about the differences between English and Chinese culture, students can accurately judge the existence of the heterogeneity in vocabulary, sentence and discourse, but it does not mean that they can carry out translation activities without worry. Professor Peter Newmark proposed that text analysis, that is, understanding of the original text, is the beginning of translation. In addition to analyzing the cultural longitude and latitude embodied in the source language, in translation, it is also necessary to analyze the purport, language style, the reader level of the language, the elegance and custom of the language style and the scene under the cultural constraints, so as to make accurate, faithful and smooth translation. Zhang Mengjing, et al. Put forward the parallel comparison of translation, that is, "a method of comparing different versions of the same work (or other documents)." Its purpose is to find out which translation is good (or deficient) in general, or which translation is good (or deficient) in a certain aspect through comparison.

This method is commonly used in College English translation teaching, because seeking the similarities and differences between different versions under the care of the original text will more effectively approach the spirit of the original text. A word, a sentence or even a text can have different translations. For example, the basic corresponding word of "grass" in Chinese is "grass" in English, but when it is collocated with different words, the cultural personality mapped out by "grass" in the two languages should be taken into account when choosing the translation words, "grass bandit" may be translated into "bandits", "hasty" may be translated into "hasty" and "grass bag" in English. In Chinese, it can not only refer to straw bag or straw bag, but also can be used to describe good for nothing / blockhead after the semantic expansion. For English readers, "cursive" is more covered with Chinese cultural color, which can only be translated into "(in Chinese calibration, characters executed swift and with strokes flowing together)", among which Only when prepositional phrases are used, and there are clear grammatical phenomena such as word segmentation structure, can the word be conveyed accurately. Therefore, in the process of translation, students should not only be taught to think about the heterogeneous elements in the two cultures, but also be constantly discriminated and wandered in the two cultures. It is necessary to not only retain the profound cultural atmosphere in the source language, but also basically conform to the reading habits of the target language readers.

Yu Guangzhong once pointed out that the most ideal translation method should be the cooperation of scholars and writers at home and abroad. The Chinese people's Chinese understanding and the English and American expression ability should not go against each other. However, the mode of CO translation between Chinese and foreign translators lacks practical basis for College English translation teaching. Therefore, one of the practical methods for College English translation teaching is to produce as many translations as possible for the same original text,

to discriminate constantly, to respect culture and audience. At the same time, the author believes that in addition to the comparison of the same items in the translation, students should also be trained in the ability to compare the translation items, that is, to identify and analyze the cultural cognitive similarities and different linguistic forms, so as to not only find the relationship between the two cultures, but also understand the colorful world cultural games with similar contents. It should be advocated to train students to think first, then distinguish, seek differences in the same, seek the same in the different, and take the classroom as a small stage of world cultural exchange, so that Chinese and English cultures can interact well through translation activities^[7-8].

4. Conclusion

It is self-evident that it is important to cultivate students' cultural thinking ability in College English translation teaching. One of the most important tasks of translation teaching is to open the door for students to have a deeper understanding of the cultural differences between English and Chinese. At the same time, from the perspective of cultural understanding, it provides students with a broad space to further explore the different cultural structures of English and Chinese as well as the unique cultural signals transmitted by the two cultural spirits, helping them to analyze and distinguish the cultural factors of the two languages in translation study and practice, and improving their cultural thinking ability. And comprehensive cultural literacy, and gradually improve their translation level. Of course, it is also an urgent task to enhance the training of translation course teachers, so that teachers can become "cultural people" in the true sense of cultivating students' cultural thinking ability through continuous learning.

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