

English Translation Teaching Strategies in Higher Vocational Colleges from the Perspective of Cross-culture

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Abstract: Language is the specific representation and carrier of culture, and there is a magnificent culture behind language. Therefore, language teaching (e.g., English teaching) should pay attention to the cultivation of cross-cultural awareness, and transform thinking in different contexts from the perspective of cross-culture to thus avoid ambiguity in expression and understanding. English translation teaching in higher vocational colleges has been attracting extensive attention for the cultivation of practical talents, and thereby it is necessary to infiltrate cross-cultural concepts into translation teaching. This work mainly investigated the strategies of English translation teaching in higher vocational colleges from the perspective of cross-culture. Currently, there are some practical constraints in English translation teaching in higher vocational colleges, such as stiff translation process, insufficient understanding on cultural context and weak cross-cultural awareness. Accordingly, English translation teaching in higher vocational colleges was assigned with effective teaching guidance and reference from three aspects: teachers' leading role, good teaching atmosphere, and students' cross-cultural knowledge accumulation.

1. Introduction

Due to the deepening of cultural exchanges and the aggravation of China's international discourse power since the opening up, the demand for practical translators is both quantitative and qualitative. Translation teaching has become a major focus in language teaching, which also makes English translation teaching a key course for English majors in higher vocational colleges. The essence of translation teaching lies in cultivating and strengthening students' cross-cultural awareness, and then expressing cross-cultural communication. Just as the teaching focuses on strategies, English translation teaching in higher vocational colleges from the perspective of cross culture also needs effective strategy support [1]. Only by facing up to the shortcomings of current English translation teaching in higher vocational colleges and paying attention to cross-cultural teaching, can China realize the cultivation of high-quality practical English translation talents.

2. The Present Situation of English Translation Teaching in Higher Vocational Colleges

2.1. The translation process is relatively stiff

English translation puts forward higher requirements for students' comprehensive ability to use English. However, some students' English level is limited from the current situation. Their English vocabulary is relatively small, and the translation process is relatively stiff and mechanical. Generally, they translate English into Chinese, lacking effective grasp to the cultural context and connotation of the original sentence, which makes the translation too boring. In the actual learning process, students are more dependent on various translation software. They often translate the words of the original text rather than the sentence meaning. Some students will misuse words and phrases in the process of translation, resulting in some grammatical errors and poor translation results [2].

2.2. Insufficient understanding of cultural context

Language is the carrier of culture, and translation is a way of language communication, which involves the communication between two languages and two different cultures. In the process of translation, it is necessary to understand the cultural context of specific sentences in order to translate accurately. However, due to the students' weak English cultural foundation in their daily life and learning, they actually do not understand the values of the original culture, the historical period, cultural background, customs, etc. At the same time, they have rich Chinese cultural heritage. Therefore, this leads to the influence of Chinese thinking patterns in the process of fragment translation. They do not understand the cultural context, or tend to literal translation, and do not combine the cultural context of the original sentence.

2.3. The cross-cultural awareness is relatively weak

In higher vocational English teaching, some teachers pay much attention to the teaching of students' English skills and knowledge, but ignore the cultivation of students' cross-cultural awareness. In daily English teaching, students are not paid much attention to the accumulation and learning of English culture, and the education connection of English culture foundation is not proper. Consequently, students' cross-cultural awareness is weak, which greatly affects their translation ability. Although some teachers will explain relevant English culture in English class, they lack systematic training and cultivation of students' English language and culture teaching. However, there are few opportunities for students to use English for cross-cultural communication after class, and lack of effective guidance from teachers, which leads to less mastery of cultural knowledge in English speaking countries.

3. Effective Strategies of English Translation Teaching in Higher Vocational Colleges from the Perspective of Cross-culture

3.1. Giving full play to the leading role of teachers and building a cross-cultural classroom

As organizers, guides and implementers of vocational education, English teachers' translation level and cross-cultural awareness directly affect the guidance and effect of translation teaching. Therefore, teachers should play a leading role in teaching and organize translation teaching from the perspective of cross-culture. In the process of English translation teaching in higher vocational colleges, higher vocational teachers should constantly strengthen the cultivation of their cross-cultural awareness and constantly improve their professional quality of translation. Teachers should change the traditional cognition, treat translation teaching as a cultural teaching behavior, place students' translation ability cultivation under a broader cultural environment, and run through the whole process of English teaching, thus overcoming the shortsightedness and one-sidedness of translation teaching. In the actual teaching process, fragments related to students' careers should be selected, and modern information teaching means, such as MOOC, online course learning software, communication platform, etc., should be used to guide students to carry out translation training, thus continuously improving students' translation skills. On the other hand, a sound incentive evaluation mechanism should be established to integrate the cultivation of students' knowledge literacy, professional quality, cultural literacy and information literacy into the whole translation teaching system [3]. Only with the awareness of cross-cultural teaching, can teachers pay attention to the cultivation of students' cross-cultural awareness in translation teaching and guide students to respect the culture of different language countries in translation learning. Teachers should also maintain a keen cultural awareness. In daily work, teachers should constantly improve their translation theoretical literacy, strengthen learning, update translation theoretical knowledge and expand translation vision. Also, teachers should pay attention to translation practice. Only by constantly strengthening practical exploration in work and life, can teachers improve their professional level, thereby guiding students in the process of translation training. From the perspective of cross-culture, English teachers in higher vocational colleges should actively understand the cultural customs of English speaking countries and learn the basic theory of cultural

translation. In the process of translation, they should pay attention to the cultural differences between Chinese and English speaking countries, and put the focus of translation teaching on professional training objectives, professional characteristics, industry norms, market demand, etc. Only with solid theoretical knowledge of translation and rich practical experience, can teachers in higher vocational colleges teach by words and deeds in classroom teaching, and effectively improve vocational college students' comprehensive translation literacy, so that they have the ability of cross-cultural translation and communication.

3.2. Creating a good cultural atmosphere and cross-cultural learning will come naturally

Atmosphere has a great influence on a person. Paying attention to the construction of atmosphere can help students learn better. Therefore, teachers should also pay attention to the creation of a good atmosphere in the specific teaching practice, so that students can actively participate in cross-cultural translation learning and fully show their own learning. Schools can start to build relevant cultural exchange platform, and encourage foreign teachers and foreign students to participate. In addition, schools can also organize various extracurricular activities, such as English film appreciation, translation of classic film lines, etc., to effectively combine interest with learning, enhance students' learning enthusiasm and promote better achievement of teaching objectives. At the same time, if conditions permit, schools can employ foreign teachers as English translation teachers. When choosing foreign teachers, they should choose those with rich life experience and strong teaching ability in China. In this way, they can overcome cultural barriers and effectively communicate with students, and they can consciously transpose their positions and think from the perspective of students. Generally speaking, foreign teachers play a very important role in cultural media, and schools should also make reasonable use of this, so that students can better understand the connotation of western culture and finally realize the promotion of cross-cultural awareness. In English translation, students need to translate the article accurately in different cultural backgrounds after learning English knowledge and translation methods, and apply the knowledge and ability learned to translation. Therefore, teachers should provide students with a platform for learning interaction and create an atmosphere of cross-cultural translation for students. For example, teachers can organize students to participate in "English corner" activities, let foreign students and teachers fully participate, let students feel the differences between eastern and Western cultures, and constantly improve their translation ability.

3.3. Attaching importance to the accumulation of cultural knowledge and laying the foundation for cross-cultural expression

In the specific teaching process, teachers should pay more attention to the cultivation of students' cross-cultural awareness and help them accumulate cross-cultural knowledge. On one hand, English translation is not a simple decoding and reorganization, and it must be embodied and penetrated by cultural awareness, otherwise it will lead to the loss of meaning in translation. Translation is a cross-cultural and cross-cultural information exchange activity. If students neglect cultural differences in translation learning, it will certainly affect the smooth communication of national culture and even hinder the smooth communication between languages. Therefore, vocational English teachers should attach great importance to the cultivation of students' cross-cultural awareness in the specific teaching practice. English translation teaching involves many aspects, and there are many knowledge points and complex cultural elements [4]. Therefore, schools should choose appropriate ways to help students accumulate cross-cultural knowledge, such as adding courses related to the comparison between Chinese and Western culture, introduction of western culture, etc. At the same time, teachers can also encourage students to use their spare time to read various English materials, and recommend high-quality books for students in daily teaching. In this way, students can overcome the interference of cultural differences in translation learning and improve their translation ability. The accumulation of cultural knowledge is the basis of intercultural communication [5].

4. Conclusion

Language learning cannot be separated from the concern of culture, and thereby language teaching must pay attention to the cultivation of cross-cultural ability. In higher vocational English translation teaching, attention should be paid to the cultivation of students' cross-cultural awareness. Teachers' subjective initiative should be used to pay attention to and strengthen students' intercultural learning in translation teaching, and a good cross-cultural communication atmosphere should be created to make students' cross-cultural translation learning a conscious behavior. With the help of English cultural knowledge, it can lay the material foundation for students' cross-cultural translation learning and communication expression, thus having more confidence in translation learning and cross-cultural communication expression. Only by adopting multiple approaches and taking various measures simultaneously can English translation teaching in higher vocational colleges be more effective from the perspective of cross-culture.

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