

Cultivation of Cross-Cultural Awareness in College English Translation Teaching

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ABSTRACT. *With the development of economic globalization, English, as a medium of economic globalization, plays an increasingly prominent role in cultural exchanges. To improve students' English translation level, it is not only necessary to master basic theoretical knowledge, but also get a deep understanding of the English cultural background. Therefore, teachers should consciously cultivate students' cross-cultural awareness in the process of English translation teaching.*

KEYWORDS: *English teaching, Translation teaching, Cross-cultural awareness*

1. Introduction

This is the process of global integration, which continues to deepen and develop; the cultural and economic exchanges between China and the world are becoming more frequent, bringing unprecedented opportunities and challenges to language teaching. In the current English translation teaching in China, most teachers often only pay attention to whether students can translate words and sentences correctly. There is no targeted training of students' cross-cultural awareness of translation. Language is the most important core of cultural communication tools. Such teaching methods also violate the regularity of cultural learning. To be able to learn a language well, you need to learn the culture and connotation behind the language. The comparison of cultural differences between the two countries can further help students understand the meaning behind the language. Therefore, the cultivation of cross-cultural awareness is very important in college English translation teaching.

2. The Significance of the Cultivation of Cross-Cultural Awareness in College English Translation Teaching

In the process of English translation teaching, college teachers need to analyze and compare the cultural differences between English and Chinese to cultivate students' cross-cultural awareness. In the process of comparing cultural differences, some customs, ideas, and cultures can be compared and interpreted, such as religious beliefs and popular culture in Western society.

In the past translation teaching, most teachers paid more attention to the explanation of English words and sentences. Through the teaching explanation of words and sentences, students can have a good translation ability. However, this teaching method does not allow students to understand deeply. The difference between culture and culture is more difficult when facing some language translations with cultural background connotation, forming a cultural barrier and severely restricting their own English. The improvement of translation level has allowed translation to stay only on the surface of words and sentences without in-depth understanding combined with cultural background. Language is the carrier of culture. Without an in-depth understanding of the culture represented by English, it is impossible to accurately grasp the various meanings of words and sentences, which will cause some cultural deviations in the translation process. Therefore, there is no good cross-cultural awareness that will directly affect the improvement of students' translation level, thereby restricting students' English translation learning. Students have a good cross-cultural awareness, which not only enables students to have a deeper understanding of the original text, but also helps students to better translate the meaning they want to express. Colleges and universities should also cultivate students' cross-cultural awareness in a targeted manner in the translation teaching process.^[1]

3. Strategies for Cultivating Cross-Cultural Awareness in College English Translation Teaching

With the continuous reform and improvement of China's teaching system, colleges and universities also have more advanced teaching concepts and strategies, in the process of English translation teaching. However, there are still some deficiencies in the cultivation of cross-cultural awareness. At this stage, most colleges and universities have consciously cultivated students' cross-cultural awareness, but in terms of some details, there is still no way to improve students' cross-cultural awareness. Based on the actual needs of students, this article puts forward the following suggestions.

3.1 To Pay Attention to the Cultivation of Students' Awareness of Cultural Equality

To ensure that students have a good cross-cultural awareness, it is necessary to focus on training students' awareness of cultural equality. In the process of translation teaching, teachers should set up an open classroom environment as much as possible, so that students can express and exchange their views in this environment. The vast majority of students in Chinese universities have different views on the difference between culture and culture. Teachers should actively and correctly guide students in the teaching process, and guide students to realize the importance of cultural equality. Chinese and Western cultures should be evaluated objectively and rationally, instead of just teaching some simple words and sentences to students; students should be able to understand that exchanges and

communication between cultures can influence each other, so that cultural and the complementation and integration of cultures is very beneficial to the improvement of students' own language and cultural quality. In the specific teaching process, teachers can guide students' translation by simulating some simultaneous interpretation environments in cultural exchanges, provide students with opportunities for communication training, and realize the differences between Chinese and Western cultures. At the same time, we must not overcorrect in guiding students to understand culture. We must fully understand the advantages and disadvantages between culture and culture, inherit and carry forward the essence of traditional Chinese culture, and learn advanced international culture and ideas, so as to treat with an equal perspective on differences between cultures, so as to better understand English culture. Teachers can compare and discuss the differences between Chinese and Western festivals and customs. For example, Christmas is an important festival in Western countries. Compared with Chinese New Year, there are many similarities and differences between them. There are similarities in content such as gatherings and receiving gifts. There are different origins of festivals and celebration methods. Objectively comparing these cultural differences and similarities will also help improve students' translation literacy. Teachers can also stimulate students' interest in learning through some after-school inquiry assignments during teaching, and allow students to learn autonomously in the process of English translation learning. For example, teachers can let students compare the differences in etiquette between China and the West in interpersonal communication, to learn whether there are any foreign words in the language vocabulary or not.^[2] While learning English translation, students should learn English culture independently, and finally achieve the goal of improving the level of English translation.

3.2 To Improve Students' Perception of Emotional Differences in English Language and Culture

In the course of English translation teaching, it is necessary to consciously cultivate students' understanding of English language and culture, so that students can accurately grasp the thoughts and meanings expressed in the original text during the translation process. English translation is based on a correct understanding of the original text. If you want to be able to accurately translate the original text, you must understand the connotation behind the language and culture, so as not to let the students' translation only stay on the literal, but can more deeply understand the differences between the Western culture and the Chinese culture. It's similar to correct cognition and translation through Western thinking. When cultivating students' cross-cultural awareness, students often use their own way of thinking and understanding and the cultural background represented by their mother tongue to understand other languages and cultures. This often causes students to have deviations in the understanding of some words and sentences during the translation process, resulting in a state of localized translation. Therefore, in the actual teaching process, teachers should actively and correctly guide these localized translation content so that students can have a deeper understanding of Western culture. For

example, in the translation of the word “dog”, “dog” in traditional Chinese culture and its extended meanings mostly contain derogatory meanings, such as “A dog bites on the strength of his master's position”, “dog pretending to be what one is not”, “unreadable rubbish/mere trash”, etc. In the view of Westerners, “dogs” are quite different. They represent the most loyal and reliable qualities. They have meanings such as “love me, love my dog”, “lucky dog”, and so on. So in the process of translation, you must understand the meaning of these words. Different cultural backgrounds represent different thinking and correctly express the meaning of the original text. In addition, Eastern and Western cultures have different cultural emotions. Students should consciously compare these cultural emotions while studying English culture. Only after grasping and cognizing the difference between the two can we realize the translation of some articles with strong emotion and cultural background.

3.3 To Combine Various Cultural Works to Provide More Learning Channels

Most of the traditional translation teaching is based on students' own understanding, and then through the mastery of language and vocabulary to directly translate the original text. Finally, combined with the standard answers of translation, students can make our translation more accurate. This method of translating English into Chinese does not have the desired effect on the students' cognition and understanding of language and culture, but only expands the accumulation of students' words and sentences. Teachers' cultivation of cross-cultural awareness should enable students to fully understand the ideas and meanings behind English sentences. Therefore, in the process of teaching, teachers can combine various cultural works to open up students' translation ideas and let students realize the charm of language translation. Teachers can help students understand the different ways and methods of expressing the same thing in different languages through the differences in the words used in the Eastern and Western media reports of the same event, such as “celebrating the 70th anniversary of the founding of New China”, “giant pandas Tuantuan and Yuanyuan give birth to the second child”; you can also use the comparison of the subtitle translation of some film and television dramas and other video material, such as the movies that students are interested in, such as *The Pursuit of Happiness*, *Les Miserables*, *Notre Dame de Paris*, etc., so that students can experience film and television dramas. The translation in Chinese expresses the meaning of the original text. The form of combining cultural works and teaching can help students broaden their learning channels and improve their own cognition and understanding of language and culture.^[3]

4. Conclusion

Generally speaking, in the translation teaching of colleges and universities, strengthening the cultivation of students in the field of cross-cultural awareness is of great help to the improvement of students' translation level. It also can enable students to better express the meaning contained in the original text. In the process

of cultivating cross-cultural awareness, teachers should cultivate awareness of cultural equality, cognition of emotional differences and a combination of multiple forms, so that students can better and faster master and understand English translation skills, and ultimately improve students' personal English translation ability.

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