

# Training Strategies for Students' Intercultural Thinking Ability in College English Translation Teaching

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**ABSTRACT.** *Cultivating cross-cultural thinking ability from the cultural level can cultivate students' sensitivity and tolerance in cultural differences, and it is also an inevitable need for students to adapt to the internationalization of language exchange in the future. Based on the cross-cultural thinking ability in college English translation teaching, this paper analyzes the thinking ability and the cross-cultural English translation teaching relationship, and puts forward the thinking ability of cultivating students' English translation teaching.*

**KEYWORDS:** *English translation teaching; Cross-cultural; Speculative ability*

## 1. Introduction

The ability to think, also known as critical thinking, refers to the ability to determine the true value of things! Use appropriate evaluation criteria for conscious thinking and to make informed judgments. Constructive and innovative are two characteristics of speculative ability. Speculative ability allows students to use a broader perspective to explain phenomena and make comprehensive, multidimensional analysis and judgments to arrive at more solutions and improve problem-solving skills. At present, the teaching of English translation majors does not pay enough attention to the cultivation of students' thinking ability[1]. It will mainly focus on developing basic language skills such as listening, speaking, reading, writing and translating. Teaching evaluation is also around This basic language knowledge is carried out. Therefore, students only pay attention to language skills, neglecting the ability to think, and the sense of speculation is not strong. The specific performance is that students are not good at analysis and thinking in language communication, can not comprehensive judgment and reasoning, and can not organize language in a logical, logical and accurate manner.

## **2. Speculative Ability and College English Translation Teaching**

### ***2.1 Speculative Ability and English Translation Teaching Relationship***

The speculative ability of college students has always been the focus of attention of educators and psychologists. The ability to think and solve problems is the two major skills of thinking and an important goal of university education. Chinese scholars generally believe that English students are weak in their ability to think. Huang Yuanshen believes that foreign language majors lack the ability to analyze, synthesize[2], judge, reason, and discriminate, and use the 'thinking absentia' to describe this situation. Wen Qiufang believes that at the university level, the thinking ability of foreign language students is not sufficient. Training and development. In teaching, students often over-emphasize the ability of students to use language to communicate, while neglecting and weakening the information function and thinking function of language. Therefore, the communication behavior involving thinking activities is also not challenging and can not promote students. The development of thinking ability. Therefore, Huang Yuanshen pointed out that in language teaching, it is necessary to focus on appropriate teaching links to activate students' thinking.

Intercultural communication knowledge runs through English translation teaching, and the two complement each other and are inseparable. In the cross-cultural English translation teaching, in order to enable students to have strong business communication skills, business knowledge understanding ability and application ability[3], students must be well trained and trained. In this way, students can independently analyze and judge problems and comprehensively solve various problems to solve various problems, laying a good foundation for future cross-cultural business activities. English majors not only teach students the basics of business knowledge and language, but also train students in business skills. Therefore, the ability to think is the primary prerequisite for students to have strong practical skills. The strategy of cultivating students' thinking ability is a question that English professional teachers always think about.

### ***2.2 Restricting the Development Factors of Students' Thinking Ability***

First of all, the traditional teacher-student relationship is the root cause of the development of students' ability to think. Therefore, in intercultural English translation teaching, teachers should change their concepts, strengthen equal communication with students, enhance the affinity of teachers and students, disintegrate the absolute authority of traditional teachers, encourage students to think positively and boldly, and dare to present their own opinions. Second, the status quo of students' habitual acceptance of knowledge should be improved. In the context of our education, students always rely on standard answers since they were young. This undoubtedly stifles the students' ability to judge[4]. Therefore, students should be controlled to rely on standard answers, giving students more space to judge independently and express their opinions. This will not only enable students to

develop the habit of independent thinking, but also enable students to apply what they have learned and turn professional knowledge into professional skills. Third, the narrow knowledge of students will limit their development of speculative ability. In cross-cultural English learning, it is difficult to come up with critical views if there is insufficient understanding of cross-cultural knowledge and business knowledge. Without horizontal comparisons, students cannot view cross-cultural business issues dialectically.

### **3. English Translation Teaching to Cultivate Students' Thinking Ability Training Strategies**

#### ***3.1 Language Teaching Cultivate Speculative Consciousness***

In the teaching of intercultural English translation, language learning is the foundation. However, in language teaching, it is not only possible to listen, speak, read, write, and translate as key teaching content. Language should be used to learn cross-cultural knowledge and business knowledge based on mastery of language. Train students' thinking ability in the process of imparting knowledge. Let students compare[5], analyze and evaluate what they have learned and draw their own opinions. Supremely training the speculative ability will fragment the thinking skills, so the thinking ability can not exist independently from the knowledge content. In the way of teaching, using heuristic questions, seminars and debates can lead students to analyze and think deeply, and cultivate students' spontaneous thinking. Intercultural communication ability and speculative ability are two basic skills that English majors should master. Only with cross-cultural thinking and a correct cultural outlook can we conduct objective and scientific analysis and draw valuable judgments and opinions. Therefore, in English translation teaching, we should pay attention to the teaching of cross-cultural knowledge[6], let students have cross-cultural awareness, and master enough cross-cultural knowledge to analyze problems and solve problems with cross-cultural thinking. This is a prerequisite for cultivating speculative skills. The core value of current education is to develop learners' thinking ability through research-based learning, making the learning process a process of exploration and discovery, rather than a process of memory or copying, thus promoting students' creativity. At present, college English has gradually integrated speculative thinking into teaching materials to facilitate students to discuss and learn in the classroom.

#### ***3.2 Subject Knowledge Combined with Speculative Ability***

In order to improve students' cross-cultural thinking ability, teachers should pay attention to the teaching of English language and the teaching of foreign culture on the basis of improving the enthusiasm of students in class, and combine the content of subject knowledge with the cultivation of thinking ability. In the course of teaching, the cultivation of speculative ability is interspersed, so that students do not feel that the course is boring, and the course content knowledge and speculative

ability are learned at the same time. The improvement of English's thinking ability must have the foundation of English language. The English words must be in a minority. It is necessary to speak English language very comprehensively. It is necessary not only to master words, but also to master reading, writing and translating skills, and to learn English comprehensively. When teaching English language[7], it is equally important to think ability and subject knowledge. If students want to improve their intercultural communication ability, their ability to think must be improved. With subject knowledge as the carrier, through the combination of discerning ability content and subject knowledge. Strengthening students' ability to analyze and solve problems independently is in line with the actual teaching practice in China. Strengthening students' thinking ability training through the subtle influence of curriculum teaching. This quality education method will ensure the realization of teaching objectives.

### ***3.3 Encourage Students to Analyze, Demonstrate, and Present Their Own Opinions***

In traditional teaching, students are accustomed to waiting for standard answers. The subconscious will use the standard answers given by teachers to measure their answers, which greatly hampers the development of students' speculative thinking. To change this situation requires improvement in all aspects of teaching. In terms of teaching methods, a large number of 'topic discussions' are added to encourage students to think independently. When setting up questions, more reference questions are added, which can lead students to think deeply, instead of just making simple answers. In the teaching mode, more cases are used. Teaching. Case teaching is very suitable for cross-cultural English translation teaching. It can make knowledge points more vivid, attract students' attention, and lead students to think independently. In the assessment method, we should pay attention to the students' ability to use knowledge and solve problems. We should reduce the use of standard answers, increase subjective play-type problems, focus on the use of what we have learned to analyze, judge and evaluate materials, and finally form our own views and master the thinking skills. In addition, the assessment of students should be comprehensive. Not only the students' knowledge of the knowledge, but also the students' learning process should be evaluated. The traditional evaluation method is one of the students, and the students are passively accepted and the students are not involved. Therefore, students cannot reflect on their learning process. Sex assessment is better than summative assessment Real student learning in classroom discussions and other learning activities, can more fully grasp the situation of students' thinking and to give timely guidance and oversight for the development process of thinking ability of students, so that students critical thinking skills gradually improved.

## **4. Conclusion**

In short, the cultivation of cross-cultural thinking ability is in line with the reality

of college English translation teaching in China. In English translation teaching, we should create a classroom that is both knowledgeable and effective, so that students can truly fall in love with English and ensure the effectiveness of college English translation teaching.

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