



Analysis of Teaching Countermeasures of English Translation in Universities

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Abstract

In the process of formation, language is deeply influenced by regional culture and carries specific cultural values. It is not only the medium of interpersonal communication, but also the carrier of cultural expression. The expression of language contains rich cultural color. Therefore, the translation of language should not only be based on solid vocabulary but also to deeply understand the culture behind the language, so as to avoid the deviation of information transmission. In the context of economic globalization, English, as one of the common languages in the world, is an important carrier of communication among other countries. As an important position of talent training, colleges and universities should cultivate students' translation ability in a cross-cultural perspective inclusively, so that students can make correct language output on the basis of an in-depth understanding of the cultural differences in different countries. The teaching of English translation in universities should be based on the cross-cultural perspective, focusing on cultivating students' cross-cultural thinking, so that students can master translation skills based on understanding, improve their translation ability, and finally provide application-oriented translation talents for the country.

Keywords

College English; interculture; translation teaching; countermeasures

Introduction

In the process of formation, language is deeply influenced by regional culture and carries specific cultural values. It is not only the medium of interpersonal communication, but also the carrier of cultural expression. The expression of language contains rich cultural color. Therefore, the translation of language should not only be based on solid vocabulary but also to deeply understand the culture behind the language, so as to avoid the deviation of information transmission. In the context of economic globalization, the teaching of English translation in colleges and universities should be based on a cross-cultural perspective, and focus on cultivating students' cross-cultural thinking, so that students can master translation skills on the basis of understanding and understanding, improve their translation ability, and finally provide applied translation talents for the country.

1. Characteristics of English translation in a cross-cultural perspective

Language is the medium for people to communicate and the carrier of cultural expression. The expression of language embodies the ideological essence of regional culture and contains rich cultural information such as history and customs. English translation from a cross-cultural perspective is characterized by difference, flexibility, and transformation. First, the difference. Different regions are influenced by geographical location, customs, and other factors, and language is

closely linked to daily living habits and ethnic culture. From a cross-cultural perspective, English translation should first understand the culture and habits of the other country, and transform it on the basis of respecting cultural differences, so as to improve the accuracy of translation. The teaching of English translation in universities should pay attention to cultural differences, and help students understand the language expression habits of different countries through the display of multiple materials so that students can develop cross-cultural translation thinking while consolidating grammar and vocabulary, so as to ensure the accuracy of translation. Second, flexibility. English translation from a cross-cultural perspective should not only ensure the accuracy of the content but also flexibly express the cultural connotation, so as to avoid the wrong translation and bring readers a beautiful reading experience (Qin Huini, 2024). Translators should respect the cultural background of the other side's country, understand the cultural differences between the two languages, and handle them flexibly to meet the needs of translation. Again, the transformation of the sex. In the process of language development, it has formed a unique expression habit, and different languages in different countries are different in their expression structure. English tends to use passive structure, while Chinese is used to active structure. From a cross-cultural perspective, English translation needs to conduct an in-depth analysis and transformation of the structure of the target language based on language habits to avoid misexpression.

2. The necessity of English translation teaching innovation from a cross-cultural perspective

2.1 In line with the development trend of higher education internationalization

With the increasingly frequent foreign exchanges in China, the country's demand for translation talents is increasing. The teaching of English translation in universities should be innovated based on a cross-cultural perspective to cultivate students' awareness of cross-cultural communication, to fit the development trend of higher education internationalization. The translation teaching innovation based on cross-cultural vision can broaden students' knowledge, help students to deeply understand the cultural differences of different countries, and enable students to accurately translate based on culture and habits based on language structure transformation.

2.2 Meet the needs of China's in-depth reform of quality-oriented education

Improving the quality of the whole people is one of the fundamental tasks of the modernization drive of a socialist country with Chinese characteristics. From the cross-cultural perspective, the connotation of quality education is richer. The measurement standard of students' English ability is no longer limited to the basic listening, speaking, reading, and writing ability, but pays more attention to the comprehensive application ability with the goal of cross-cultural communication. The translation teaching innovation based on cross-cultural communication can help students to deeply understand cultural differences, master translation, and skills, and make students improve their translation ability on the basis of respecting the "skeleton" of language and the "flesh and blood" of cultural differences.

2.3 Help for the innovative reform of English translation teaching

Culture profoundly affects the form of expression and habits of language. In the process of English translation, the wrong translation of words and sentences will lead to logical problems, while the deviation of cultural understanding will hinder smooth communication, and may even lead to conflicts in serious cases. The innovation of English translation teaching in universities based on cross-cultural vision can ensure that English translation teaching meets the requirements of subject teaching with a clear cultural consciousness orientation based on helping students understand different cultural logic systems. At the same time, relying on the second class and other activities to create a strong learning atmosphere for students, deepen their understanding of culture, and then improve the professionalism of English translation teaching (Liu Xiaoyang, 2024).

3. Problems existing in English translation teaching in colleges and universities from a cross-cultural perspective

3.1 Lack of concept guidance

In the new era of increasing demand for cross-cultural communication, English translation teaching in universities requires teachers to have certain cross-cultural communication abilities. However, influenced by the guidance of ideas, the innovative integration of teachers' intercultural communication ability and translation teaching has not yet been realized. Some colleges and universities pay insufficient attention to cross-cultural communication and fail to effectively integrate

English translation teaching with professional teaching, which leads to the efforts of cultivating students' cross-cultural ability through interdisciplinary channels. The school lacks top-level design, and teachers' knowledge of cross-cultural communication is not solid enough. It is difficult to carry out translation teaching from a cross-cultural perspective and fails to integrate cross-cultural content into the actual teaching, thus limiting the improvement of students' cross-cultural communication ability. In addition, teachers' research on the connotation of cross-cultural communication is not deep enough. Their cross-cultural knowledge is not extensive, and they fail to update their cross-cultural knowledge in time, which makes it difficult for translation teaching to keep pace with contemporary developments.

3.2 Practice organization is not strong

The test standards for testing the teaching quality of English translation in universities from a cross-cultural perspective should include the teaching objectives, the degree of integration between the teaching content and the market demand, and whether the talent ability meets the market demand. However, in practical teaching, the evaluation standards of translation training activities carried out by teachers are not detailed, diversified and strict, which leads to the students' translation ability can only cope with the examination, but difficult to cope with the needs of cross-cultural translation communication. In addition, English translation teaching in universities has not jointly built practice bases with enterprises, resulting in the lack of practice platforms for students to effectively improve their practical ability. At the same time, colleges and universities do have not strong perception of the market demand for English translation teaching, attach importance to the development of translation teaching practice, and do not include the practice indicators based on cross-cultural communication in the assessment system in the assessment. The insufficient supervision of students' ability to integrate into the market is not conducive to the cultivation of students' cross-cultural communication abilities. English translation teaching based on cross-cultural vision should be carried out in various forms, and students should have a solid vocabulary, grammar foundation, and cross-cultural understanding ability when conducting translation. However, under the influence of traditional educational concepts, improving the passing rate of grade examination has become the common goal of teachers and students, which leads to the solidification and weak pertinence of the English translation teaching mode. Teachers take offline courseware teaching as the main mode, and rely on teachers' oral expression as the main teaching method, and mechanized teaching knowledge so that students lose interest of knowledge expansion and ability improvement (Song Xiaozhong, 2024). Teachers pay too much attention to the improvement of students' translation skills, but ignore the importance of integrating cross-cultural knowledge into classroom teaching, resulting in students can only conduct mechanical translation training. This single teaching method cannot meet the diversified needs of the society for translation talents.

4. Teaching countermeasures of English translation in universities under the cross-cultural perspective

4.1 Strengthen the consciousness and point out the teaching direction

In order to improve students' cross-cultural communication ability, English translation teaching in universities should strengthen awareness, and take application as the goal and culture as the basis, aiming to help students realize the mutual transformation of Chinese and English through communication under the background of understanding cultural differences. The education authorities should deeply study the international needs for the English translation, combine the actual situation and situation of English translation teaching in colleges and universities, introduce relevant policies to cultivate students' cross-cultural awareness, and require colleges and universities to integrate cross-cultural knowledge into classroom teaching according to the policies. Colleges and universities should incorporate the cultivation of cross-cultural communication consciousness into the teacher assessment system, and provide teachers with opportunities for further training and teaching research, aiming to stimulate teachers to learn cross-cultural and change knowledge, promote teachers to form cross-cultural communication thinking, and then integrate cross-cultural knowledge into daily translation teaching. Teachers should continue to study, pay attention to cultivating students' cross-cultural awareness, and constantly improve their cross-cultural communication ability. Teachers should have a deep understanding of national policies and school documents to realize the deep integration of cross-cultural awareness and classroom translation teaching, to clarify and point out the teaching direction. Under the guidance of the correct teaching direction, teachers should pay attention to the cultivation of students' language transformation ability in the translation teaching, provide students with rich cross-cultural knowledge learning resources, and help students to consolidate their cross-cultural knowledge reserve, to stimulate students' enthusiasm for cross-cultural communication and learning. No matter the education authorities, universities,

or teachers, they should correctly understand the importance of English translation teaching based on a cross-cultural perspective. Teachers are the main subjects of English translation teaching.

4.2 Optimize the resources and enrich the teaching content

College English translation with the goal of cultivating cross-cultural communication ability is no longer a simple transformation of English and Chinese but is based on the interaction of language, culture, customs, and habits. Teachers should improve the curriculum system, optimize the teaching resources, enrich the teaching content, and lay a solid foundation for the cultivation of students' cross-cultural communication ability. First, improve the curriculum system. Teachers should pay more attention to translation teaching, pay equal attention to it with listening, speaking, reading, and writing, and improve the curriculum system by relying on translation language theory and practice and cross-cultural communication, so as to help students master translation skills and cultivate cross-cultural thinking. Secondly, expand the content of the teaching materials. Teachers should expand the knowledge of English translation on the basis of adjusting the content of the cross-cultural perspective, so as to realize the integration of cross-cultural consciousness and translation skills. For the cross-cultural knowledge related to the content of the textbook, teachers should rely on the network platform, and show it to students through micro-class and other forms, so as to facilitate students' pre-class preview and after-class review. Third, strengthen the extracurricular resources. In addition to the content of the teaching materials, teachers should also strengthen the expansion of extracurricular materials, find high-quality materials involving economy, politics, and culture based on the current hot issues, and take cases or problems as carriers to provide support for students' translation exercises. Finally, teachers should encourage students to participate in practical activities such as projects or competitions, aiming to help students consolidate translation skills through practice so that students can deeply understand cultural differences in discussion and practice, and then cultivate students' rigorous exploration attitude, and finally improve students' cross-cultural communication ability.

4.3 Use technology to build a practical platform

In the information age of science and technology development, English translation teaching in universities should widely adopt information means to create a good learning atmosphere for students. First of all, colleges and universities should establish cooperative relations with national foreign departments to improve teachers' technical literacy from the top level and planning perspective, so as to give full play to the role of technology in improving students' cross-cultural translation ability. At the same time, colleges and universities should also strengthen the communication with the education management department, and introduce the hardware and software consistent with the assistance of the management department. Secondly, the education management department should timely understand the information technology application needs of colleges and universities, do a good job in the communication bridge between schools and technology research and development enterprises, and urge technology research and development enterprises to design or improve the technology according to the teaching needs of colleges and universities, to form an applicable software platform. The education management department should also supervise the application of technical software in colleges and universities, and strengthen the assessment of teachers' ability to integrate technology and teaching, so as to improve teachers' technical literacy, make teachers always sensitive to the changes in a teaching environment, and provide paradigm support for cross-cultural English translation teaching. Finally, colleges and universities should strengthen the construction of practice platforms, rely on the needs of cross-cultural communication, and cooperate with enterprises to provide a platform for students to practice translation, so that students can improve their translation ability through practice on the basis of understanding the needs of cross-cultural communication needs. Teachers should strengthen the study of information technology, choose different styles according to teaching objectives and teaching content, and create translation situations so that students can enhance cultural confidence, understand cultural differences, and master the laws of cross-cultural translation, so as to improve their translation ability (Zeng Runting, 2024).

4.4 Stratified teaching and optimize the teaching mode

In order to meet the needs of all students' cross-cultural communication ability, English translation teaching in universities should be stratified in combination with the needs of cross-cultural communication, so as to realize the innovation of teaching mode. First, teachers can adopt mixed online and offline teaching modes for teaching. On the online platform, teachers provide students with cross-cultural communication knowledge materials. Students can preview before class, review after class, and choose materials according to their own learning needs, so as to enhance the pertinency of translation teaching. The learning attitude, learning process and learning results in the online learning process should be included in the students' assessment indicators to stimulate the students' enthusiasm for online learning. Second, teachers

should strengthen the offline classroom discussion, aiming to answer students' questions through the presentation of questions and key summary, deepen students' impression of cross-cultural knowledge, and enhance the continuity of online learning (Ma Xu, 2023). Offline class discussion can cultivate students' teamwork ability, independent thinking, examination ability and in-depth inquiry ability, and students can complete the learning progress through brainstorming and other ways. Third, teachers should strengthen the application of layered teaching, for different classes, different levels of students' foundation and ability, design of different levels of case, provide different levels of information, to broaden the translation teaching, on the basis of dimension, help students to establish cross-cultural knowledge system, make students understand the Chinese and western cultural differences, in the process of translation skills, improve translation ability.

5. Conclusion

In short, language is not only the carrier for people to communicate but also the carrier of cultural display. The improvement of students' translation ability cannot be achieved overnight. Especially in the context of economic globalization, the task of cultivating English translation talents in universities is more difficult. Cross-cultural vision, college English translation teaching should be culture and language, attach great importance to the cultivation of students across cultural communication ability, strengthen consciousness, clear teaching direction, optimize resources, abundant, rich teaching content, use technology, build practice platform, layered teaching, optimize the teaching mode, to develop the students' comprehensive quality as the goal, in order to improve, students across cultural translation level for the purpose, assume the responsibility of cultivating applied translation talents.

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