

Innovation of College English Translation Skills under Cross-cultural Thinking

Jing Yang

Changchun University of Finance and Economics, Changchun 130122, Jilin, China.

Abstract : In the context of economic globalization, cross-cultural thinking has been gradually integrated into college English teaching. Nowadays, there is a great demand for English professionals, and high-quality English professionals must have many abilities such as listening, speaking, reading, writing and translation. However, there are still some problems in English translation teaching, which need to be solved by effective measures. Based on this, this paper analyzes the important role of college English translation under the cross-cultural thought, and puts forward translation skills and innovative paths, in order to provide some references for college English translation teaching.

Keywords : Cross-Cultural Thinking; College English; Translation Skills; Innovate

1. Introduction

Translation teaching is an important part of college English teaching. Improving college students' English translation ability is very helpful for their English learning and can meet the needs of professional English talent training. Nowadays, cross-cultural thought has become the guiding ideology of college English teaching. The infiltration of cross-cultural thought in college English teaching can broaden students' vision and improve students' adaptability to future jobs.

2. The important role of college English translation under cross-cultural thinking

Culture is the strength of a country and the embodiment of its comprehensive strength, while language is the carrier of culture. Each country has its own cultural background, language expression and so on. In English translation teaching, it is not enough to directly translate the sentence meaning of English sentences. It only belongs to rigid language expression and cannot reflect the real meaning. Just like Chinese, in the face of the same written words, the language you read is not clear, and the meaning you express is not clear. Similarly, in English translation, we should translate sentences more smoothly and express the meaning of sentences clearly. We should not only have an in-depth understanding of the English context, but also consider the environment, mood and expression. In addition, the key point is that English translators should have a comprehensive understanding of the country's cultural background. Only in this way can they ensure the effect of English translation.

3. College English translation skills and teaching innovation path under cross-cultural thinking

3.1 Translation skills

3.1.1 Translation skills of virtual reality

Because Westerners are more open-minded, their language is more intuitive. When translating Chinese, we should integrate the Chinese cultural atmosphere and adopt virtual and real translation skills to reflect the implicit expression of the Chinese people. This requires translators to have a high level of Chinese and English translation in order to effectively apply this translation skill. For example, in order to delete large sections of English content and extract more accurate semantic meaning, the translator must have a strong literary foundation. Taking the classic films "before sunrise" and "before sunset" as examples, the Chinese meaning is "love before dawn" and "love at sunset and dusk", which makes the film name have great artistic conception and beauty, and better adapt

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to the language expression form and aesthetic needs of Chinese people.

3. 1. 2 Vocabulary translation skills

For English translation, the most important thing is to fully master vocabulary translation skills. How to express meaning and emotion through the conversion of Chinese and English words? We must have a more accurate understanding of Chinese and English proverbs, in order to realize the difficulty of vocabulary translation caused by the special context of English, and the expression of English should reflect the literal translation of its language and meet the habits of Chinese language. Take a simple example: “Bob doesn’t know what fear is.” Can be literally translated into “Bob doesn’t know what fear is.” it’s difficult to reflect Bob’s personality. Therefore, it can be translated into “Bob is not a timid person. He is not afraid of heaven and earth”. In this way, the charm of vocabulary can be reflected, especially in some English translation materials with strong literariness, and the conversion ability of Chinese and English vocabulary should be reflected.

3. 1. 3 Sentence pattern translation skills

In English translation, the translation of sentence patterns should come out of the previous single stereotyped thinking, deeply understand the Chinese and western language environment, and effectively apply sentence pattern translation skills, in order to innovate translation in combination with people’s life and language habits. When translating sentence patterns, we should remember that if we can translate directly, we can’t translate hard or dead. For example, “green food” can be translated into “green food”, but “bull, eye” cannot be translated into “cow’s eye”, but into “bull’s eye”. Therefore, in translation, we must contact the semantic context, respect cultural differences and language personality, so as to better realize the transformation of logical thinking between Chinese and English. In this process, it should also be noted that in translation, literal translation and free translation should be integrated, and some translation means cannot be stylized, so it is difficult to ensure the accuracy of translation.

3. 2 Innovation path of translation teaching

3. 2. 1 Guiding students to accumulate more cross-cultural knowledge

In College English translation teaching, it covers many aspects of knowledge and is relatively scattered. Cultural elements are an integral part of it. Only by consciously accumulating cross-cultural knowledge in ordinary translation learning can students effectively improve their English translation level. Therefore, colleges and universities set up cross-cultural courses for students to learn, make students realize the necessity of mastering western culture for English translation, and realize that translation is not just a simple language conversion, but a process of the integration of Chinese and Western cultures. In carrying out translation teaching, teachers should effectively guide students, objectively understand and understand the cultural differences between China and the West. In addition, while telling students about various translation skills, teachers should also integrate more western culture, so that students can more systematically master western culture and create conditions for future learning and translation.

3. 2. 2 Cultivating students’ translation thinking transformation ability

Translation is generally used in communication or cultural exchange. Therefore, in the implementation of English translation teaching, we should pay attention to the cultivation of students’ translation thinking transformation ability. In ordinary teaching activities, teachers can strengthen the education of differences and similarities between Chinese and Western cultures. On the one hand, students can compare Chinese and English words to find the differences between them, so that students can choose words scientifically in specific translation, so as to solve the translation problems caused by unscientific choice. On the other hand, the implementation of differentiated education to adapt to cross-cultural ideas is more conducive to guiding teaching activities, promoting students to correctly understand the similarities and differences between Chinese and Western cultures, and change their thinking and translate efficiently in translation.

3. 2. 3 Creating a good cross-cultural learning atmosphere

To improve the quality of translation teaching, students need to understand the cultural background. However, the cross-cultural learning atmosphere is very helpful to improve students’ English translation learning effect. Therefore, colleges and universities should pay attention to the construction of a good cross-cultural learning atmosphere. On the one hand, teachers should update their traditional teaching ideas, take students as the main body, and pay attention to the communication between teachers and students in teaching, to activate the classroom atmosphere. On the other hand, colleges and universities should organize more cross-cultural learning activities, hold English debate competitions, speech competitions, cultural festivals and other practical activities, so as to support and encourage students to make full use of their spare time, and actively read various English works and watch English video clips, as well as further master western culture. In addition, we can also use the network platform and modern network technology to build a second classroom conducive to improving students’ cross-cultural communication level. We can also collect

information on Western history and culture on the Internet, classify, sort and transmit it to the learning platform, so as to facilitate students' reference and learning. Colleges and universities can also strengthen their ties with western colleges and universities and jointly build an English exchange and learning platform to improve the level of English translation teaching.

4. Conclusion

In a word, under the cross-cultural thinking, cultivating English translation talents in colleges and universities is not achieved overnight. It is a complex and sustainable project. College teachers should have a comprehensive understanding of the importance of English translation teaching, pay attention to the scientific application of translation skills, and innovate English teaching paths, which can guide students to accumulate more cross-cultural knowledge, create a good cross-cultural learning atmosphere, and cultivate students' translation thinking transformation ability, in order to improve students' English translation ability, and ensure the effectiveness of English translation teaching.

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