

An Analysis of College English Translation Teaching Strategies from Cultural Perspective

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Abstract: The development of English translation teaching is helpful to promote the development of international communication, and has a positive impact on the improvement of students' comprehensive ability and personal development. However, at present, English translation teaching in many colleges and universities is not effective, unable to play the role of translation teaching, and difficult to achieve the goal of English translation talent training. Therefore, in order to solve such problems, it is necessary to strengthen teaching attention, and formulate reasonable and effective teaching strategies based on the cultural perspective, combining the teaching content of translation and the actual situation of students. This paper analyzes the teaching strategies of English translation in colleges and universities from the perspective of culture, and puts forward some suggestions for reference.

Keywords: Cultural perspective; Translation teaching; Strategies; College English

With the development of internationalization, the demand for English translation talent also increases, and English translation teaching becomes more and more important. However, due to the higher requirements of translation, translators should have English professional quality and comprehensive knowledge application ability^[1]. At the present stage of college English teaching, more attention is paid to the teaching and training of listening, speaking, reading and writing, and the lack of attention to translation, resulting in students' translation ability can not be effectively improved, prone to improper translation, contrary to cultural common sense and other problems. Therefore, in order to meet the requirements of "faithfulness, expressiveness and elegance" in translation, the existing translation teaching should be further optimized and improved based on the cultural perspective, and more reasonable and comprehensive teaching strategies should be formulated to improve the effect of students' translation learning and achieve the goal of training translation talents.

1. Problems in English translation teaching in colleges and universities

1.1 Lack of attention to translation teaching

English translation has relatively high requirements. Students need to have perfect basic knowledge, certain cultural accumulation, and strong translation skills, which make English translation highly professional and complex^[2]. However, due to the influence of traditional concepts and other factors, teachers put most of their emphasis on the four aspects of "listening, speaking, reading and writing" in the actual development of English teaching, which is easy to ignore translation teaching. At the same time, most colleges and universities lack consideration of translation teaching in the planning and arrangement of English courses. As a result, English translation courses are relatively few, and some colleges and universities do not set up special translation courses. In the case that translation teaching is not paid much attention to, teachers naturally do not cultivate students' translation skills and translation qualities too much, thus affecting the effect of translation teaching.

1.2 Lack of cross-cultural awareness training for students

For college students, the foundation of English culture is relatively weak, and they are exposed to a large amount of Chinese culture in the growth stage, so they will be influenced by Chinese language in the learning and application of translation knowledge, and are prone to the problem of "Chinese translation"^[3]. At the same time, in daily teaching, teachers lack of training and guidance for students' cross-cultural awareness. As a result, students do not learn to take the initiative to make a com-

parative analysis of Chinese and English cultures and accumulate Chinese and English cultures independently in the learning process, thus it is difficult to form a good cross-cultural awareness and affect the improvement of translation learning ability.

1.3 Students' relying on translation software

Currently, the commonly used translation software includes Youdao Translation and Google Translation, etc., whose application provides some convenience and help for students' translation learning [4]. However, when students use translation software to carry out translation learning for a long time, they will form a strong dependence on translation software, and at the same time, it will limit the innovative development of their own thinking and lack of correct cultural guidance. In addition, for some special fields, complex contexts, unique cultural backgrounds and other related aspects need to be translated, if the commonly used translation software is still used, the accurate translation content cannot be obtained.

1.4 Single translation teaching method

Translation teaching method is also a key factor affecting students' learning ability and teaching effect, but at present, many teachers adopt a relatively simple translation teaching method, which is mainly based on teaching method, combined with PPT courseware multimedia teaching [5]. However, the long-term use of this teaching method will limit students' ability of independent learning and independent thinking, and students lack interaction and communication when teachers occupy the dominant position in class, and their learning enthusiasm is low. Therefore, teachers need to use a variety of teaching methods and carry out more practical activities related to translation learning on the basis of classroom theoretical teaching, so as to promote students to improve their translation skills and comprehensive quality through practice and experience.

2. Implementation strategies of English translation teaching in colleges and universities from the perspective of culture

2.1 Attaching importance to English translation teaching and strengthening the concept of cultural translation

Firstly, universities and teachers should pay more attention to English translation teaching, realize the effectiveness of English translation teaching, form a correct teaching attitude, adjust the existing translation courses, and improve the status of translation teaching in English teaching. Secondly, teachers should strengthen the concept of cultural translation, take culture as the basic translation unit, and promote students to pay more attention to "culture" in translation learning and practice, so as to realize the effective transmission and integration of knowledge and culture. With regard to the translation of idioms, allegorical sayings and colloquial sayings, the characteristics and connotations of Chinese traditional culture cannot be expressed by simply translating the text information. Therefore, the concept of cultural translation should be strengthened and the elements of cultural connotation should be comprehensively considered in the translation of such text contents. For example, the translation of the famous novel *Water Margin* can be translated as "water margin" according to the information. If combined with the Chinese cultural tradition, the famous female writer Pearl Buck translated it as "All Men Are Brothers", meaning "all the world are brothers", it would be more vivid and fit the content in the book. Or the translation of the word "after the event" can be translated as "To be a wise man like Zhuge Liang after the event". Such translation cannot really express the meaning and traditional cultural connotation of the word, but integrate into the cultural translation concept and start from its cultural connotation. Afterwards, it can be translated as "Zhuge Liang", which afterwards enhances the information of the Chinese text and reflects the fun of Chinese culture.

2.2 Strengthening basic English teaching and cultivating students' cross-cultural awareness

In order to improve students' learning ability and truly improve their translation level, it is also necessary to cultivate students' cross-cultural awareness and do a good job in the basic part of English teaching. In the process of learning words, grammar and reading text materials, teachers should guide students to make a comparative analysis of Chinese and foreign cultures, including cultural connotation, national psychology, religious belief, customs and so on, while explaining knowledge. In this way, students can truly understand and experience the connotation and significance of foreign culture in the process of English learning, form correct ideas through comparative analysis, and cultivate better cross-cultural awareness. In order to strengthen students' cross-cultural awareness, teachers can also make use of micro-class videos to extend the explanation of the corresponding cultural background for some special words and phrases or text materials in the textbook, and display the micro-class videos combined with texts, so as to encourage students to learn and understand in independent viewing, lay a good foundation and have bicultural ability, so as to correctly transform the text information in translation exercises.

2.3 Reading and analyzing literary works to improve the cultural knowledge system

In the stage of English translation teaching, teachers should also encourage and guide students to read and analyze various kinds of literary works, and build a complete cultural knowledge system on the basis of all-round understanding of Chinese and foreign cultures. First of all, teachers can recommend corresponding literary works for students according to the content of English translation teaching, the objectives of translation teaching and the interest needs of students. For example, if you want to understand the cultural content and thoughts related to individual heroism in the United States, you can read Hemingway's "The Old Man and the Sea" and Jack London's "The Call of the Wild". Such literary works have distinct cultural characteristics, and in the process of reading, students can learn more vocabulary and grammar, and learn more culture, ideology and spirit through the story content. Long-term accumulation is more conducive to students' translation learning, and promote the information content of students' translation to be more "cultural". Secondly, teachers can hold regular exchanges on literary works, encourage students to share their recent Chinese and foreign literary works, and talk about their own experiences and ideas, as well as the influence of literary works on translation learning. Let students improve their knowledge system, accumulate more Chinese and English culture, and develop multi-cultural thinking. Finally, college students have relatively free learning time. After class, teachers can also provide students with various literary works resources on the online platform, guide students to arrange and complete reading analysis independently, and provide a solid foundation for translation learning.

2.4 Using various teaching methods to improve students' translation ability

On the basis of teaching method and PPT courseware teaching, teachers should also pay attention to students' dominant position, use a variety of teaching methods to promote students' independent thinking and exploration, and truly integrate into translation learning, so as to improve translation skills. For example, the project teaching method is adopted. The teacher designs learning projects according to the translation teaching content, divides the students in the class into multiple groups, distributes the learning projects in the form of group tasks, and each group carries out learning exploration independently. This method can provide sufficient time for students to study independently, and can run through the whole process of students before, during and after class to improve the integrity of students' translation learning. In addition, it can promote the development of students' thinking and cultivate their cooperation ability in the process of project cooperation exploration, so as to improve the overall effect of translation learning. Alternatively, micro-class videos can be adopted to highlight the characteristics of fragmented learning. Teachers can publish relevant micro-class videos on the online platform before or after class, and students can arrange their own time to complete the learning part of translation knowledge. For example, when explaining cultural translation skills such as "domestication" and "foreignization", teachers can develop targeted micro-class videos to improve the concentration of students' learning, and can also use micro-class videos to expand translation skills and knowledge, so as to continuously improve students' translation ability. In addition, in the process of teaching, teachers should also do a good job in teaching evaluation, that is, pay attention to the timely evaluation in class and the delayed evaluation after class, and keep the evaluation objective and comprehensive. At the same time, students are added as the evaluation subject, so that students can improve themselves in the self-evaluation and mutual evaluation and improve the learning effect. Then, based on the evaluation results, teachers can optimize and adjust the subsequent teaching plan and teaching content, so as to improve the effectiveness of translation teaching.

2.5 Carrying out translation learning activities to promote students' all-round development

In order to fully mobilize students' learning motivation, promote their all-round development, and truly transform their translation knowledge and skills into practical abilities, colleges and teachers should also carry out translation learning activities based on cultural perspective and culture integration. Such as special skills competition, special lecture activities, social practice activities, scene performance, etc. Participation in different activities can not only provide students with opportunities for self-expression and improvement, but also allow English translation to truly integrate into students' study and life, so that students can understand the differences and connotations of Chinese and foreign cultures in their practical experience, master more translation knowledge and skills, so as to obtain better learning experience and realize the improvement of comprehensive ability.

3. Conclusion

To sum up, English teaching in colleges and universities should pay attention to translation teaching, understand and analyze existing translation teaching problems, fully realize the importance of translation teaching, so as to form correct teaching

concepts, and integrate culture into English translation teaching from the perspective of culture. By cultivating students' cross-cultural awareness, using various teaching methods, guiding students to read literary works, and carrying out translation learning activities, the teaching process of English translation is optimized to improve the teaching effect of translation and enhance the comprehensive quality of students' English translation.

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