

# Teaching Strategies for College English Translation in Colleges and Universities from a Cross-cultural Perspective

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**Abstract:** In recent years, along with the continuous progress of the society, the economic globalization in China is constantly accelerating, which makes economic and cultural exchanges more and more frequent and close between China and Western countries. English is the universal language in the world. In order to ensure that China can accurately express its ideas and accurately transmit information in its external exchange, it is necessary to cultivate talents with cross-cultural awareness and good translation ability. Therefore, according to the current situation of college English translation teaching in colleges and universities, it is necessary to improve the measures for improvement and implement them in order to improve the teaching quality and efficiency.

**Keywords:** Cross-cultural Perspective; Colleges and Universities; College English Translation; Teaching Strategies

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## Fund Project:

A Research Topic on Teaching Reform of Higher Education in Jilin Province in 2022: "The Construction and Use of SPOC+PBL Blended Teaching Mode of College English from the Perspective of Ideological and Political Theories Teaching in All Courses" (Item No. JLJY202290998280);

A Scientific Research Topic of the Education Department of Jilin Province in 2024: "Research on the English Translation of Traditional Chinese Color Words from the Perspective of Cross-cultural Communication" (Item No. JJKH20241669SK);

A General Research Topic in 2024 of the "14th Five-Year" Plan for Educational Science in Jilin Province: "Research on the Construction and Use of OMO+PBL Teaching Mode for Public English in Colleges and Universities Empowered by Digital Intelligence" (No. GH24434).

## Introduction

The so-called translation refers to the process of expressing a language in another language, in which it is necessary to ensure that the original meaning remains unchanged and the fluency in target language. However, language represents culture behind it. When translating a language, translators are required to master the cultural background, connotation, customs, and other aspects of the original language. Therefore, translators are required to have a good cross-cultural awareness to improve the accuracy and correctness of the translation. However, at present, many colleges and universities in China still face many challenges in carrying out college English translation teaching activities. For examples, it is marginalized to train cross-cultural awareness, the teaching method is too traditional, and the teaching content is relatively single and so on. To address these challenges, it is necessary to pay attention to the cultivation of cross-cultural awareness, change teaching methods, and enrich teaching content.

## 1. Problems in College English Translation Teaching from a Cross-Cultural Perspective

### 1.1 It Is Marginalized to Train Cross-Cultural Awareness

With the more frequent international exchange, many companies have realized it is important for translators to have cross-cultural awareness and have also paid special attention to and examined them during the recruitment process. However, compared to many enterprises that are constantly acting on international convention, colleges and universities in China have relatively fewer opportunities for international exchanges. As a result, many colleges and universities fail to recognize the role of cross-cultural awareness in English translation. Therefore, many colleges and universities still focus on the cultivation of basic language ability in college English translation

teaching, such as listening, speaking, writing and reading. They believe that the cross-cultural awareness of students can be gradually accumulated through practice after they enter the employment in the future. However, it is precisely because of this that many students find it difficult to meet the standards when applying for jobs, resulting in a lower employment rate<sup>[1]</sup>.

## **1.2 The Teaching Method Is Too Traditional**

Influenced by traditional educational philosophy, many college teachers still adopt the traditional cramming method in teaching when carrying out English translation teaching activities, which makes the whole classroom become a teacher-centered classroom. And students can only learn and memorize passively, resulting in the solidification, mechanization and a lack of flexibility of English knowledge. In other words, it limits students' initiative and creativity in English translation learning, resulting in the fact that their translation ability only stays at their superficial memory and rigid use of English translation knowledge, and they are unable to flexibly apply English translation knowledge to solve practical problems.

## **1.3 The Teaching Content Is Relatively Single**

In China, no matter what kind of subjects to learn, the fundamental basis is textbooks, which means that in the classroom, the knowledge imparted by teachers mainly comes from the textbooks. However, at present, for college English translation, the textbook content is relatively simple, which often focuses on students' understanding of the article, but also includes some grammar, word order and exercise of oral ability. However, all the content does not involve the learning of the difference between different cultures. That is to say, in the classroom, it is difficult for students to understand the western cultural background, cultural connotation and cultural customs through learning. As a result, in the actual translation process, they can only stay on the transformation of language, and it is difficult for them to accurately convey the cultural meaning of the original text.

# **2. Countermeasures and Suggestions for Improving the Teaching Problems of Cross-Cultural Translation**

## **2.1 Emphasizing the Cultivation of Cross-Cultural Awareness**

Cross-cultural awareness needs to be gradually accumulated and deepened in practice. However, its cultivation cannot be ignored in the teaching process. Therefore, in view of the current situation that some colleges and universities do not pay attention to the cultivation of cross-cultural awareness when carrying out college English translation teaching, it is necessary to start to improve from concentration on cross-cultural awareness. School leaders should emphasize the importance of cultivating students' cross-cultural awareness through meetings and require English teachers to carry it out seriously. In addition, when preparing lessons, English teachers should also combine the textbook content to develop the best teaching plans with the aim of cultivating students' cross-cultural awareness<sup>[2]</sup>. "Cultural Sharing Conferences" can be set up to encourage students to share their cultural background and experiences in translation to promote cultural exchange and understanding. In addition, teachers can organize some cultural communication activities, such as international cultural festivals, and invite foreign students to participate in them to enhance students' understanding for other cultures. This kind of cultural exchange can not only expand the horizons of students, but also improve their cross-cultural competence and their literacy in translation.

## **2.2 Innovating Teaching Methods and Enhancing Students' Participation**

Firstly, the most important thing is to change the traditional boring teaching methods and stimulate students' interest in learning. Then, multimedia teaching can be used when teaching. By presenting textbook content in diversified forms such as words, pictures, audios, videos, it can reduce the difficulty of understanding, increase the interestingness to create a pleasant learning environment. In addition, creating context can stimulate students' interest and initiative in learning and enable them to strengthen their understanding and memory by making them be personally on the scene so as to better master knowledge. Finally, cultural communication activities can be organized, such as simulated international conferences, cultural lectures, watching and discussing English original material, etc., to allow students to directly experience and interact with different cultural contexts. In this way, students can better understand the difference between Chinese culture and Western culture, and deepen the understanding of their respective cultures in the contrast so as to cultivate their cross-cultural awareness and improve their ability to solve problems. In cross-cultural translation teaching, students' initiative and participation directly affect the learning effect. Therefore, teachers should adopt a variety of teaching methods to stimulate students' interest in learning and enthusiasm for participation. For example, students can be encouraged to actively participate in classroom interaction to cultivate their teamwork spirit through group discussion, case analysis, role-playing, and other methods. At the same time, personalized learning plans are provided for students with different cultural backgrounds and language ability to encourage them to carry out autonomous learning. Teachers can recommend books, articles, and online resources related to

the curriculum to encourage students to do in-depth learning and exploration outside class.

### **2.3 Enriching the Teaching Content and Combining Theory with Practice**

Too single teaching content is not conducive to cultivating students' cross-cultural awareness. And the formation of cross-cultural awareness cannot be separated from an understanding of Chinese culture and Western culture. Therefore, when carrying out college English translation teaching activities, teachers should also enrich the teaching content and integrate the background and connotation of Chinese culture and Western culture into it. Firstly, when teachers impart knowledge to students, they still need to focus on the textbook content, but they need to extend the knowledge based on the textbook content, and the extended knowledge needs to be linked to Western culture. For example, when the textbook content involves the unique Western Christmas day, teachers can extend the knowledge of the textbook to Western Christmas culture, even Halloween culture, etc. In this way, students can learn more about Western culture<sup>[3]</sup>. Secondly, in the teaching process, teachers should also encourage students to use their spare time to read literature and reading materials related to Western culture, or watch some movies and cartoons. In the process of reading and watching, students can learn about Western culture and compare it with Chinese culture. In cross-cultural translation teaching, although theoretical knowledge is important, practice can better help students understand and master translation skills. Teachers should change the traditional teaching methods, adopt a variety of teaching methods, combine translation practice with cultural background learning, and promote students to apply the theoretical knowledge they have learned to practical translation. Specifically, students' practical experience can be enhanced by conducting internship programs for translation, organizing translation contests, and inviting translation experts to give lectures. For example, "translation workshops" can be set up to allow students to practice in real translation projects, which will help them combine theory with practice and improve their practical operation ability.

### **3. Conclusion**

To sum up, English translation plays a very important role in promoting the communication between China and western countries. In order to ensure the accuracy and correctness of translation and avoid serious misunderstandings, translators need to have a strong cross-cultural awareness. However, at present, many colleges and universities in China have not attached enough importance to cultivating students' cross-cultural awareness when teaching English translation courses. Coupled with the relatively traditional teaching methods and the relatively simple teaching content, it is difficult for students to understand the differences between the eastern and western culture. Therefore, it is necessary to improve it by attaching importance to training cross-cultural awareness, innovating teaching methods and enriching teaching content to improve.

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