

# *Exploring the Cultivation of Cross-Cultural Awareness in University English Translation Teaching*

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**Abstract:** College English Level 4 and 6 exams have always occupied an important position in English learning. Especially the new reform of the College English Level 4 and 6 exams, in which the translation questions focus on cultural factors. This article analyzes the current situation of university English translation teaching, and carefully discusses the strategies of cultivating cross-cultural awareness in university English translation teaching from the aspects of cultivating students' cross-cultural awareness, improving college students' cultural translation skills and cultivating English teachers' Chinese and foreign cultural literacy.

## 1. Introduction

Translation is a comprehensive skill that can build bridges between different languages and cultures. With the development of developmental communication in China, more and more English translators are needed, and the teaching of English translation in universities is also receiving more and more attention. At present, the cultivation of translation quality and ability in Chinese universities accounts for a small proportion of the cultivation of English quality in listening, reading, writing and translating, and the academic English translation often shows improper translation, violation of cultural common sense and excessive reliance on some electronic translation software. Language is dependent on culture, so language translation cannot be separated from cultural background, let alone mechanical translation without cultural background and cultural elements. We need to cultivate students' cross-cultural awareness in a targeted way, improve college students' cultural translation skills and cultivate English teachers' Chinese and foreign cultural literacy. To achieve the reduction of the problem of cultural separation in English translation and promote the development of college students' comprehensive English application ability.

## 2. Current Situation of English Translation Teaching in University

### (I) Not paying attention to translation teaching

The main characteristics of translation are complexity and professionalism, which require students to have good professional basic knowledge and certain cultural accumulation, so as to have better English translation skills. [1] But in the actual English teaching, we can find that most English teachers put a lot of energy and time on the basic courses of listening, reading and writing, and the cultivation and teaching of translation ability are neglected. Even if schools do not even

offer translation study courses, the amount of class time seems to be very small. Students' translation skills and techniques are not well developed and cultivated, and some students themselves do not pay attention to the improvement of English translation quality, which makes it impossible to effectively implement and develop university English translation teaching.

(2) Not paying attention to cultivating intercultural awareness among college students

A qualified and excellent university English teacher should systematically understand the history and culture of his or her own country, and at the same time learn and spread the cultural achievements of foreign countries. Most college students do not have a solid foundation in English culture due to the lack of direct experience with English culture in their English language learning process. In addition, due to more exposure to Chinese culture in their own countries, the profound heritage of Chinese culture makes students vulnerable to the influence of Chinese culture in the translation process. [2] Besides, teachers do not cultivate students' cross-cultural awareness enough in the process of teaching English, which leads to students' lack of effective cognition of the differences between Chinese and English cultures and insufficient attention to the accumulation of English language and culture in their daily study, which is not conducive to cultivating college students' cross-cultural awareness and good English translation ability.

(3) Lack of cultural orientation

In university English translation teaching, students and teachers transition to rely on translation software and lack independent thinking orientation and cultural orientation, which greatly restricts the development of students' intercultural translation ability. Translation software, such as Baidu Translate, can provide students with help in English translation to a certain extent, but when it comes to cultural translation in special fields, translation software cannot translate accurately and cannot make the translated content add cultural connotation and intimacy while maintaining basic semantics. Therefore, in some complex cultural backgrounds and contexts, teachers should strengthen students' cultural orientation in translation, so that students can achieve not over-reliance on translation software, thus improving the translation quality and level, transcend or even sublimate the meaning of the language, enhance the interest of the translated language, and promote the cultural exchange between countries. [3].

### **3. Strategies for Cultivating Intercultural Awareness in College English Translation Teaching**

(1) Cultivating students' cross-cultural awareness

We know that English translation should not only be a simple reorganization process, but also incorporate cultural awareness. Translators should respect the cultural differences of different countries, realize that translation is a language information exchange that needs to cross cultures, avoid the creation of communication barriers in the process of translation, and ensure the effectiveness and relevance of communication. In university English translation teaching, teachers should pay attention to and actively cultivate students' cross-cultural awareness, strengthen cross-cultural awareness education in all aspects of teaching, and make students have the ability to overcome translation barriers brought about by cultural differences in different countries. [4] Words only have their meaning in the specific culture in which they function, so the cultivation of bicultural competence is more crucial to a successful translation than the acquisition of bilingual competence. Teachers should make full use of their teaching guidelines in teaching English translation, so that students can consciously grasp the different values, thinking habits, customs and cultural factors between their own countries and the source language countries while learning the basic knowledge of English, so that they can correctly understand and transform the language information in the process of translation, effectively convey the cultural connotation behind the language and realize efficient translation.

## (2) Improving the cultural translation skills of college students

While improving the comprehensive quality of English translation of college students, the cultural translation skills of college students should be further cultivated, and the unique cultural factors in the source language can be incorporated into students' daily study so that they can master some cultural translation skills such as naturalization and dissimilation. Among them, naturalization in cultural translation refers to a method of translating the source language to meet the habits of the target language expression. Its purpose is to eliminate the unfamiliar components in different language and culture and minimize the barriers in intercultural communication. Alienation, on the other hand, refers to a method that allows the translated text to retain the maximum formal and cultural heterogeneity in the source language. Its purpose is to make the reader truly understand the values and cultural characteristics of the foreign country. In the practice of English translation, the corresponding cultural translation skills can be effectively chosen in relation to the context and purpose.

## (3) Cultivating English teachers' cultural literacy in Chinese and foreign cultures

English teachers play an important role in the cultivation of college students' cross-cultural awareness. Teachers should constantly improve their Chinese and foreign cultural literacy, so as to combine knowledge, ability and culture to meet the realistic needs of translation teaching and cultivate complex English translation talents who cater to the development of society. [5] Therefore, teachers should clarify the differences between Chinese and English in their work, strengthen the understanding of language and cultural differences, consciously and correctly guide and cultivate students, and effectively teach across cultures; continuously accumulate basic knowledge related to Chinese and foreign cultural differences and impart it to students, and consciously guide students to cognize and understand the social heritage and background culture of the language. All these are based on the teachers' continuous improvement and updating of their own intercultural knowledge system, and when teaching translation-related cultural knowledge to students, they should take into account the actual situation of students.

When teaching translation-related cultural knowledge to students, they should take into account students' actual situation and grasp their language foundation as well as their ability to accept and understand, so that students can learn translation culture and background knowledge in a subtle way and form excellent English translation ability. In addition, colleges and universities can introduce some foreign teachers to expand the teaching force. The English language habits and culture of foreign teachers can effectively help college students develop good English translation thinking habits and improve the quality of English translation of college students.

## (4) Strengthen the role of cultural orientation

Translation-related work is not a simple work of converting language, but actually a kind of communication between Chinese and English cultures. Therefore, translators need to attach great importance to the close connection between culture and language, and integrate specific cultural elements in a specific cultural background in order to achieve the requirements of translation with credibility, elegance and quality. Nowadays, the development of cultural translation theory is becoming more and more rapid, and the translation of language is no longer just the transmission of information of basic language sentences, but the basic culture should be taken as the translation unit, and the significance of the context of culture in translation should be emphasized. Teachers of English in each university should strengthen the guiding role of cultural translation in the teaching of English translation in the university, respect the cultural achievements and traditions of previous generations, and clarify the important position of culture in translation-related work, so as to realize the effective transmission of culture and knowledge, purposefully help the target readers to experience the interest of foreign cultures and realize scientific translation.

## (5) Actively practicing the teaching mode of culture introduction

At present, the new lecture-teaching mode mainly takes students as the main body of the classroom and implements interactive teaching. Teachers should change the traditional lecture mode, not only teach grammar and language knowledge, but also make good use of the technique of cultural introduction to fully mobilize students' learning enthusiasm and cultivate students' cross-cultural awareness in learning English translation. For example, through the teaching form of scene simulation and role play, students can actively join the teaching process to cultivate their awareness and mastery of cultural differences behind different language backgrounds and cultivate their simple cross-cultural communication awareness. Background knowledge can also be explained through flexible forms such as picture displays and videos to consciously guide students' interest in understanding cultural background knowledge. Teachers can also play a corresponding role in extra-curricular teaching, such as consciously assigning extra-curricular assignments related to cultural background knowledge, conducting simple vocabulary spot checks in classroom teaching, and asking students to tell what they know about foreign history, culture and customs in class, to strengthen classroom student interaction and enliven the atmosphere of English classroom learning, so that students can comprehensively master English knowledge and thus improve their This will strengthen the interaction of students in the classroom, enliven the atmosphere of English classroom learning, and enable students to master English knowledge comprehensively, thus improving the practical application of English translation learning.

#### 4. Conclusion

In order to improve the English translation ability and translation quality of college students, it is necessary to increase the teaching of English translation-related courses, and at the same time, strengthen the orientation of cultural translation concept in the university English translation teaching. While strengthening their own Chinese and foreign cultural literacy and improving the quality and status quo of translation teaching, university teachers should cultivate students' cross-cultural awareness in a targeted way, so that students can have good professionalism and English translation ability, and can recognize the importance of culture in translation in their practical work, so as to do a good job in English translation-related work and better serve the country and society. Through the effective cooperation and positive interaction among schools, teachers and students, students will be able to recognize and understand the cultural backgrounds and connotations behind the languages of various countries, improve their ability to apply English translation to their studies, and in the process of continuous learning knowledge, recognize the differences between the cultural backgrounds of various countries, so as to eliminate cultural conflicts and contradictions in translation and achieve the purpose of mutual communication and joint promotion.

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