

Translation teaching of Chinese culture in College English Education

Xiuping Zhang

School of English Language and Culture, Xi'an Fanyi University, Xi'an, Shaanxi, China

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Abstract: This study explores the current situation and development of Chinese culture translation teaching in college English education. This paper aims to improve the effectiveness of Chinese culture translation teaching in college English courses through the design of teaching content that integrates Chinese cultural elements, the teaching methods and means in the cross-cultural context, and the teaching evaluation that cultivates students' cross-cultural communication ability. The research results show that these innovative practices have significantly improved students' understanding of Chinese culture and intercultural communication ability, which proves that the teaching content design integrating Chinese cultural elements has a positive effect on improving the teaching effect. At the same time, the teaching methods and means in the cross-cultural context and the teaching evaluation method with intercultural communicative competence as the core have also been proved to be effective. These results provide useful reference and inspiration for the future teaching of Chinese culture translation.

1. Introduction

In the context of globalization, English plays a pivotal role in cross-cultural communication as an international language. However, the position of Chinese culture translation teaching is often neglected in university English education^[1]. This oversight not only impacts students' understanding and dissemination of Chinese culture but also limits their abilities in cross-cultural communication. Therefore, researching Chinese culture translation teaching in university English education holds significant practical and theoretical value^[2].

From a practical perspective, strengthening Chinese culture translation teaching helps cultivate students' abilities in cross-cultural communication, meeting the increasing demand for talents with cross-cultural communication skills in the international community. Through Chinese culture translation teaching, students can better understand and convey Chinese culture, enhancing their cultural confidence and adaptability in cross-cultural communication^[3]. Additionally, it contributes to promoting the international dissemination of Chinese culture, thereby boosting the soft power of national culture.

From a theoretical standpoint, research on Chinese culture translation teaching can enrich and enhance theories of cross-cultural communication and translation^[4]. By delving into the theoretical foundations and practical strategies of Chinese culture translation teaching, we can uncover its

inherent principles and characteristics, providing new perspectives and methods for the development of relevant theories. Moreover, research in this area can offer theoretical support and practical guidance for the reform of university English education, propelling it towards a more comprehensive and in-depth direction^[5].

In conclusion, researching Chinese culture translation teaching in university English education holds considerable practical and theoretical significance. Strengthening this aspect of teaching can cultivate students' cross-cultural communication abilities, promote the global dissemination of Chinese culture, and enhance the cultural soft power of the nation. Simultaneously, it contributes to enriching and refining theories of cross-cultural communication and translation while providing theoretical support and practical guidance for the reform of university English education.

2. Current situation of Chinese culture translation teaching in College English Education

2.1. The status of Chinese culture translation teaching in college English courses

In the context of globalization and increasing international communication, English, as a global language, is crucial for cross-cultural interactions. Chinese culture holds significant importance in global culture, and its translation and dissemination are essential for enhancing global understanding of China and promoting cultural exchanges^[6]. Therefore, integrating Chinese culture translation teaching into college English courses not only helps cultivate students' intercultural communication abilities but also serves as an important means to preserve and promote traditional Chinese culture.

Recent statistics indicate that an increasing number of colleges and universities have begun focusing on Chinese culture translation teaching, incorporating it into the curriculum for English majors^[7]. For instance, a prestigious university has introduced courses such as "Introduction to Chinese Culture" and "Chinese Culture Translation" within the English major curriculum^[8]. These courses aim to provide students with comprehensive knowledge of Chinese culture and translation skills, thereby enhancing their cultural confidence and proficiency in cross-cultural communication.

Furthermore, the significance of Chinese culture translation teaching in college English courses is evident in its contribution to enhancing students' overall quality. Through the study of Chinese cultural translation, students can develop a profound understanding of the essence and allure of Chinese culture, fostering national pride and cultural identity. Additionally, translation practice nurtures students' comprehensive skills, including logical thinking, language expression, and innovation abilities, thereby establishing a strong foundation for their future growth and development.

2.2. Problems and deficiencies of Chinese culture translation teaching in current college English education

In the current college English education, the teaching of Chinese culture translation is faced with many problems and deficiencies^[9]. The teaching content is often limited to traditional cultural elements and lacks in-depth discussion of modern Chinese culture. This makes it difficult for students to accurately convey the connotation and characteristics of modern Chinese culture in translation practice. For example, when translating some words and expressions with the characteristics of The Times, students often feel helpless and unable to accurately convey the meaning and style of the original text. Teaching methods and means are relatively simple, lack of innovation and pertinence. Traditional translation teaching often focuses on the imparts of theoretical knowledge, but neglects the cultivation of students' practical ability and intercultural communication ability. This makes it difficult for students to flexibly apply what they have learned

in the face of practical translation tasks, and they lack the ability to think independently and solve problems. There are also some problems in the teaching evaluation system. The current teaching evaluation often pays too much attention to the translation results of students, but neglects the thinking process in the translation process and the examination of cross-cultural communication ability. As a result, students pursue the accuracy of translation too much while ignoring the cultural transmission and communication function of translation. To solve these problems and deficiencies, we can draw on cross-cultural communication theory and translation theory to guide Chinese cultural translation teaching. For example, we can introduce the acculturation model in intercultural communication theory to help students better understand and adapt to translation tasks in different cultural backgrounds. At the same time, we can also draw on the principle of equivalence in translation theory to guide students to pursue equivalence and equivalence between the original text and the target text in translation.

3. Theoretical basis of Chinese cultural translation teaching

3.1. Cross-cultural communication theory and Chinese cultural translation teaching

Intercultural communication theory plays an important role in the teaching of Chinese culture translation in college English education. With the advancement of globalization, the cultivation of intercultural communication competence has become one of the important goals of higher education. Cross-cultural communication theory not only provides us with a theoretical framework to understand the communication mechanism between different cultures, but also provides guidance for the implementation of Chinese culture translation teaching in college English education. For example, Hofstede's cultural dimension theory reveals the differences between different cultures in terms of power distance, individualism and collectivism, masculinity and femininity, etc. These differences directly affect language selection and the transmission of cultural information in the translation process. Therefore, in college English education, we need to design teaching content and methods according to these theories in order to cultivate students' intercultural communicative competence.

Chinese culture translation teaching, as a crucial component of college English education, should be grounded in intercultural communication theory. This entails designing teaching content that integrates Chinese cultural elements, enabling students to deeply comprehend the uniqueness and allure of Chinese culture through comparative analysis with Western cultures. For instance, translation materials could encompass Chinese-specific cultural phenomena such as traditional festivals, customs, and historical allusions, providing students with opportunities to experience the charm of Chinese culture during translation practice. Furthermore, teaching methods and approaches should be tailored to the cross-cultural context. Educators can utilize diverse techniques such as case analysis, role-playing, and group discussions to enhance students' intercultural communication skills. Additionally, leveraging modern technological tools like multimedia and online resources can offer students abundant learning materials and convenient access to learning methods. Lastly, the assessment of teaching should prioritize the cultivation of students' intercultural communicative competence. Evaluation criteria should not only consider the accuracy of students' translations but also assess their ability to effectively consider cultural factors throughout the translation process and demonstrate proficiency in cross-cultural communication.

Integrating intercultural communication theory with Chinese culture translation teaching in college English education enhances the overall quality and impact of the curriculum. This approach not only fosters students' intercultural communication skills, enabling them to gain a deeper understanding of and propagate Chinese culture but also facilitates the exchange and integration of diverse cultures. As renowned American translation theorist Eugene Nida pointed out, "Translation

is not only the transfer of language, but also the transmission of culture." Therefore, emphasizing the fusion of intercultural communication theory and Chinese culture translation teaching in college English education contributes to nurturing individuals with an international outlook and adeptness in intercultural communication.

3.2. Translation theory and Chinese culture translation teaching

Translation theory and Chinese cultural translation teaching are closely linked, and they promote each other and jointly promote the development of college English education. Translation theory provides a solid theoretical basis for Chinese culture translation teaching, and guides the design of teaching content, the selection of teaching methods and the implementation of teaching evaluation. At the same time, the teaching of Chinese cultural translation also provides a wealth of practical cases for the translation theory, and provides a steady stream of motivation for the improvement and development of the theory.

In terms of translation theory, Eugene Nida's functional equivalence theory provides us with an important guide for Chinese cultural translation teaching. He emphasized that translation should pursue the functional equivalence of the original text and the target text, rather than the literal translation. This theory encourages us to focus on cultivating students' intercultural communication ability in teaching, so that they can accurately translate Chinese culture into English on the basis of understanding Chinese culture and realize effective cultural transmission.

Taking the English translation of *A Dream of Red Mansions* as an example, the translation of Yang Xianyi and his wife pays attention to functional equivalence while maintaining the style of the original work, so that the translated readers can appreciate the charm of the original work. This case shows us how to apply the theory of functional equivalence in teaching to guide students in the translation practice of Chinese culture.

In addition, George Steiner's interpretive translation theory also provides useful enlightenment for Chinese cultural translation teaching. He proposed that translation is a process of interpretation, which requires the translator to interpret and understand the original text in depth. In teaching, we should guide students to deeply understand Chinese culture and dig out the deep meaning behind it, so as to achieve effective interpretation and dissemination of culture in the process of translation.

To sum up, translation theory and Chinese cultural translation teaching are interdependent and mutually reinforcing. In the future college English education, we should further strengthen the teaching and practice of translation theory, cultivate students' intercultural communication ability, and promote the spread and exchange of Chinese culture in the world.

4. Practical strategies of Chinese cultural translation teaching

4.1. Teaching content design integrating Chinese cultural elements

In terms of teaching content design integrating Chinese cultural elements, we can start from multiple dimensions. First of all, the teaching content can be integrated into the classic stories and legends of traditional Chinese culture, such as *A Dream of Red Mansions*, *Journey to the West*, etc. These stories not only have profound cultural deposits, but also stimulate students' interest in learning. For example, by analyzing the characters and plots in these stories, students can be helped to understand the values, ethics and interpersonal relationships of Chinese society. Furthermore, traditional Chinese festivals, customs, and folk arts like the Spring Festival, Mid-Autumn Festival, and Peking Opera can be incorporated to provide students with a more profound appreciation of distinctive Chinese cultural attributes.

In teaching design, we can use case analysis, role play and other interactive teaching methods.

For example, some representative Chinese cultural phenomena or events, such as the "Belt and Road Initiative" and the celebration of traditional Chinese festivals, can be selected for students to analyze and discuss. Such teaching methods not only help students better understand Chinese culture, but also cultivate their critical thinking and intercultural communication skills.

In addition, we can also draw on some classic teaching models, such as "5C" intercultural communicative competence model, which includes five dimensions: cognition, emotion, behavior, communication and critical thinking. In the teaching content design integrating Chinese cultural elements, we can design teaching activities and evaluation methods according to this model, in order to fully develop students' capability in intercultural communication.

4.2. Teaching methods and means in cross-cultural context

In the teaching of Chinese cultural translation in the cross-cultural context, the choice of teaching methods and means is particularly important. To facilitate students in gaining a deeper comprehension of and disseminating Chinese culture, teachers need to adopt diversified teaching methods. For example, role playing is an effective teaching method that can help students simulate real intercultural communication scenes and improve their intercultural communication ability. Through role play, students can experience first-hand the challenges of communication in different cultural contexts and learn how to respond flexibly in cross-cultural contexts. In addition, case analysis is also a commonly used teaching method. Teachers can choose real cross-cultural communication cases and guide students to analyze and discuss them, so as to deepen their understanding of cross-cultural communication.

In addition to teaching methods, the choice of teaching means is also crucial. The application of multimedia technology provides more possibilities for the teaching of Chinese culture translation in the cross-cultural context. For example, teachers can use video, audio and other multimedia resources to show all aspects of Chinese culture, so that students can get a more intuitive feeling in sight and hearing. At the same time, teachers can also use the network platform to carry out online teaching and interaction, break the restrictions of time and space, and provide students with more flexible learning methods.

The teaching of Chinese culture translation in the cross-cultural context also needs to focus on cultivating students' cross-cultural awareness. Teachers can organize cultural exchange activities, invite foreign teachers to teach and other ways to let students contact and understand different cultures, enhance their cultural sensitivity and inclusiveness.

To sum up, the teaching of Chinese cultural translation in the cross-cultural context needs to adopt diversified teaching methods and means, and pay attention to cultivating students' cross-cultural awareness and ability. Through the use of role playing, case analysis, multimedia technology application and other means, as well as the organization of cultural exchange activities, students can better understand and spread Chinese culture and improve their communication ability in cross-cultural contexts.

4.3. Teaching evaluation of cultivating students' intercultural communicative competence

In college English education, teaching evaluation to cultivate students' intercultural communicative competence is very important. This is not only related to the ability of students to communicate effectively in the context of globalization, but also reflects the importance of cultural diversity and global perspective. In order to comprehensively evaluate students' intercultural communication ability, teaching evaluation should cover multiple dimensions, including language ability, cultural awareness, communication strategy and so on.

Language competence is the basis of cross-cultural communication. Students' intercultural

competence at the language level can be assessed by comparing their accuracy and fluency in translating Chinese cultural elements. For example, when translating ancient poems, whether students can accurately convey the artistic conception and emotion of the original works tests their language skills and reflects their depth of understanding of Chinese culture.

Cultural awareness is the core of intercultural communication competence. Teaching evaluation should pay attention to students' sensitivity and tolerance to cultural differences in cross-cultural communication. For example, in the simulated business negotiation scenario, whether students can respect and adapt to business etiquette and communication methods in different cultural backgrounds will directly affect their performance in actual work.

Communication strategy is the embodiment of intercultural communication competence. Teaching evaluation should evaluate whether students can flexibly use various communication strategies to solve problems in the face of cross-cultural communication barriers. For example, in cross-cultural teamwork, whether students can actively listen, give positive feedback, and effectively coordinate members from different cultural backgrounds are the key indicators to evaluate their cross-cultural communication ability.

5. Conclusions

Recent research has demonstrated significant advancements in the teaching of Chinese culture translation within college English education. By integrating Chinese cultural elements into the curriculum, adopting cross-cultural teaching methods and approaches, and evaluating students' cross-cultural communication abilities, the status of Chinese culture translation teaching in college English courses has notably enhanced.

For instance, a prestigious university has successfully integrated Chinese cultural elements such as ancient poetry and traditional festivals into its English course curriculum. This integration has not only sparked students' interest in learning English but has also bolstered their cross-cultural communication skills, showcasing the positive impact of integrating Chinese cultural elements into teaching content.

Furthermore, the utilization of cross-cultural teaching methods and simulated real-life cross-cultural communication scenarios has proven to be instrumental. Providing students with practical experiences in Chinese cultural translation allows them to develop translation skills and cultivate cross-cultural awareness and competence.

Simultaneously, a comprehensive assessment method focusing on students' mastery of translation skills and their progress in cross-cultural communication has been extensively studied. This evaluation approach facilitates a thorough and objective evaluation of students' cross-cultural communication abilities and offers tailored guidance for future teaching.

In summary, the teaching of Chinese culture translation in college English education has yielded remarkable outcomes in recent years. Through the implementation and advancement of teaching content design that integrates Chinese cultural elements, cross-cultural teaching methods, and the cultivation of students' cross-cultural communication competence through evaluation, it is anticipated that Chinese culture translation teaching will continue to achieve even more significant advancements and progress in the future.

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