

Study on the Intercultural Ability Training Strategies of Translation Majors under the Internet + Concept

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Abstract: How to introduce cross-cultural awareness in translation teaching is an important issue. Teachers and students must give full play to their initiative and actively absorb cultural information. At the same time, the guiding role of teaching materials cannot be ignored since translation is a typical cross-cultural activity. From the original translator to the target reader, the source language culture needs to go through the journey of "information source-coding-information transmission-decoding". Therefore, in translation teaching, cross-cultural awareness is introduced.

1. Introduction

Intercultural awareness was defined by Robert G. Hanvey as "a sensitive understanding of cultural factors among participants in intercultural communication, that is, the sensitivity of similarities and differences between cultures and the adjustment of oneself according to the target language culture when using foreign languages. Language understanding and the consciousness of language production." According to Hanvey, cross-cultural awareness is generally divided into four levels: first, the perception of surface cultural phenomena that are considered to be weird; second, those that are contrary to the mother tongue culture and are considered to be incredible and lacking in concept which is the cognition of the cultural characteristics; then through the rational analysis to obtain the recognition of cultural characteristics; finally reach the perception of different cultures from the perspective of the holders of different cultures. To achieve this goal successfully, the author believes that teaching should start from the following aspects^[1].

2. The cultivation of the ability of translation professional teachers under the concept of "Internet +"

As the leader and controller of information input in the classroom, teachers have a direct and huge impact on the teaching effect. In addition to continuing to consolidate language skills, teachers in translation classes should broaden their knowledge and closely link language teaching with social history, cultural customs, and philosophical psychology. The specific requirements are:

2.1 Improve self-literacy

Renewing the traditional concept of education, placing teaching in the context of globalization,

maintaining an open mind-set for different cultures, and eclectic, the translation structure of the four-level translation students, which are shown in Figure 1 below can clearly reflect:

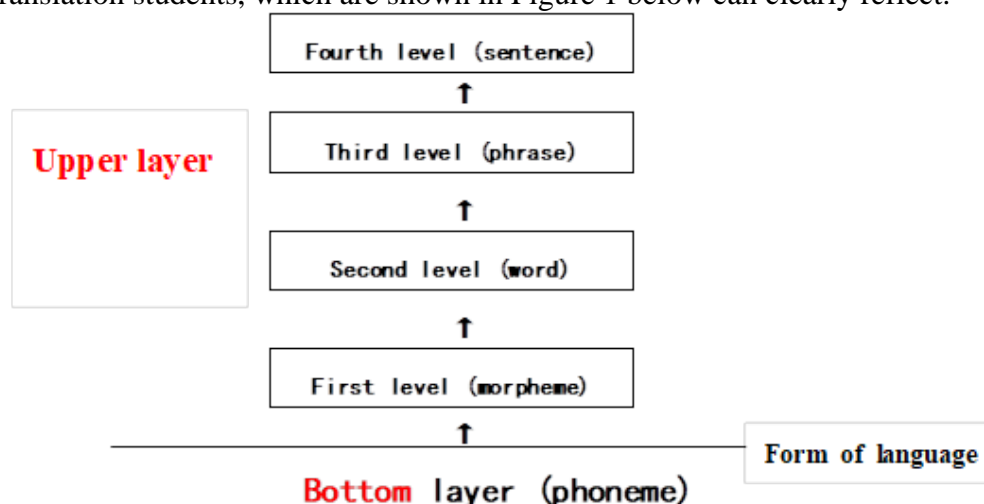


Figure 1: Translation structure system common to translation students

As shown in Figure 1 above, teachers are sensitive enough to the international situation and new trends. They read newspapers and magazines in English-speaking countries and expand their cultural reserves in real time. Focus on observation, in-depth and meticulous understanding of the history, culture, traditions, customs, lifestyles and even life details of our country and English-speaking countries through various media^[2].

2.2 Improve teaching methods

Learning is an autonomous operating activity that is proactive and closely linked to the situation. Knowledge, content, ability, etc. must be based on an existing knowledge structure in this process, depending on the context. Therefore, in addition to the analysis and interpretation of the article, the appropriate use of the situational teaching method can better enhance the enthusiasm of students. The biggest difference between it and traditional teaching is that it is from teacher-centered to student-centered. The cramming education of “full house irrigation” not only makes students feel boring, but also tired and resentful. And it is not conducive to the cultivation of students' application ability. According to the author's teaching experience, situational teaching can be achieved in several ways:

- ◆ Use physical objects. Teachers can collect some representative items of Chinese and Western culture outside the classroom, such as echo and violin, chopsticks and forks, for students to observe and even touch, in order to let them get a visual impression in the search for similarities and differences.
- ◆ Use multimedia-assisted instruction. The first is to make related slides; the second is to select videos and audios for students to play according to the teaching content. With the appearance of pictures and sounds, make inquiring questions and guide students to find answers.
- ◆ Simulate real-life scenarios; organize students to play small games, short plays, dubbing competitions, etc., so that participants can experience the importance of cultural differences in communication.

The rational use of the above teaching methods will help to cultivate students' ability to "empathy" and "cultural integration." The former refers to the situation of others in consideration of others' situations, and "substitutes" each other's state of mind, thereby causing emotional resonance;

the latter means observing and thinking about the problem by placing themselves in the cultural position of the other party on the basis of partial understanding of differences in different cultures. With these two abilities, it is possible to reach the fourth level of cross-cultural awareness^[3].

3. The cultivation of intercultural competence of translation majors under the concept of "Internet +"

Students are the subject of learning. It is futile to not prepare the students for initiative in a class. Teachers in translation classes should guide students to establish conscious cross-cultural awareness from many aspects.

3.1 Pay attention to the cultural background of the language

Teaching students to improve their translation skills not only needs to accumulate vocabulary, phrases, grammar, and structure, but also needs to know how people who use a certain language view things and observe the world. Learn to look at the social culture carried by language in the lines of words. In addition to the basic meaning and usage of memory, vocabulary learning also includes emotional meaning and regional color. As shown in Figure 2 below, the application statistics of intercultural competence of translation majors under the concept of "Internet +":

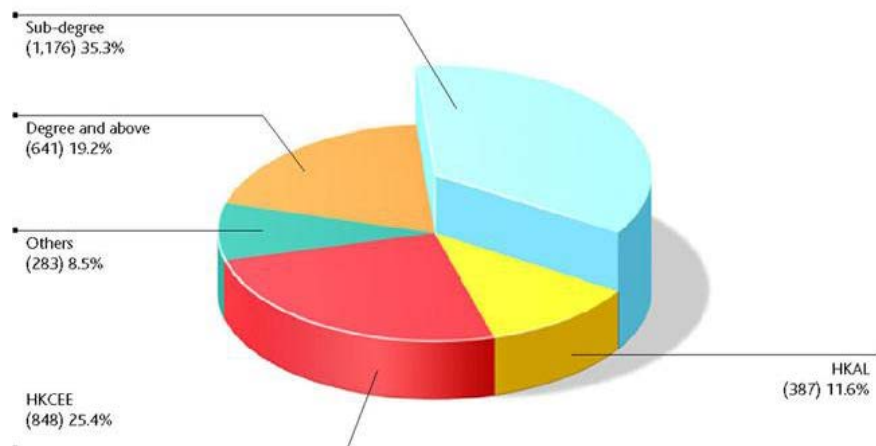


Figure 2 Application statistics of "Internet +" in translation majors

In addition to the part shown in Figure 2 above, you should pay attention to the source when learning phrases. For example, many phrases in English come from the Bible, with a strong religious culture^[4].

3.2 Emphasis on the cultural context of translation

"Cultural context is the product of social structure, the environment of the entire language system. The specific context of context is derived from the cultural context." It includes such things as geographical environment, social history, political economy, folk customs, religious beliefs, aesthetic orientation, values and ways of thinking. When a person in a cultural context summarizes his perceptual and emotional experience of the objective world and assigns it to a vocabulary, it produces a cultural connotation. Different cultural environments determine the extraction of meanings in the translation of words, and also reflect the author's judgment and understanding of different cultures. "In terms of a truly successful translation, the translator's biculturalism is even more important than bilingualism, because words are only meaningful in the cultural context in which they function."

3.3 Strengthening their cultural ability

The cultural ability of college students is expressed in language expression ability, cultural taste, and cultural accomplishment. In the course of the lecture, the author found that most students are inert, accustomed to passively accepting knowledge, resulting in learning is limited to the classroom, flowing on the surface, only the exam passed. Culture is everywhere. Only a little bit of piecemeal information is obtained in the classroom. To expand cultural literacy, we must have an enterprising spirit, pay attention to it everywhere, and actively explore and absorb all aspects of culture.

4. The relationship between the ability of translation majors and the teaching materials under the concept of "Internet +"

According to the interpretation of the dictionaries, the textbooks are:

- ◆ According to the tasks of a certain subject, the selection and organization of a knowledge and skill system with a certain scope and depth, generally reflected in the form of textbooks;
- ◆ All the teaching materials that the teacher guides students to learn. In translation teaching, textbooks have a guiding role, which is the basis for teachers to implement syllabus and organize teaching activities.

4.1 Reasonable use of teaching materials

According to the syllabus of the English majors, the translation course should not only talk about translation theory, but also have a lot of translation practice; it is necessary to study the comparison between Chinese and English, and to summarize the commonly used Interlingual translation skills. The ideal translation course materials should provide enough space and freedom for teachers and students to interact. The content of the textbook should be designed according to the cognitive model of the students. Teachers should use appropriate textbooks based on the students' language foundation, ability to accept and comprehension skills, and gradually integrate cross-cultural awareness into classroom lectures and homework assignments.

4.2 Timely supplementary courseware

In the process of writing the textbook, it will be affected by many factors, leading to many problems. Two of them are most prominent: First, the content of the article lags behind, cannot keep up with the development of the times, and does not involve many emerging important cultural phenomena; second, it is generally focused on skill training, and the degree of understanding of the cultural background is insufficient. In this regard, the author believes that it can be supplemented in the following ways: for old articles, only select their themes, and extract relevant content from the current Anglo-American newspapers and magazines and speech reports. For example, when I talk about the translation of Internet culture, I chose CNN reports on WeChat and QR codes, and sets questions for students to think about. For the lack of cultural investigation, the knowledge is supplemented in the form of PPT, pictures, documents or videos. For example, when talking about the translation of articles related to bank economics, a foreign mathematics professor is selected to introduce the bank fragments. The students hear Very serious, invisible to remember a lot of information.

5. Conclusions

Training professional or amateur translators is an important task in translation teaching in

contemporary universities. In order to adapt to the development of the times, to truly be an intermediary of two cultures, cross-cultural awareness plays a decisive role for translators. In teaching, we must mobilize the enthusiasm of both teachers and students, take the initiative to keep up with the cultural situation with an open mind, and rationally select materials to feel and integrate into different cultures as much as possible in a limited classroom time.

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