

# Exploring Teaching Strategies of English-Chinese Translation in Universities from a Cross-cultural Perspective

Bing Su<sup>1, a</sup>

<sup>1</sup>Foreign Languages School, Taishan University, Taian, Shandong, 271023, PR. China

<sup>a</sup>subing637@aliyun.com

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**Abstract:** Due to the localized teaching in China, it is not uncommon that attention has not been paid to the cultivation of students' cross-cultural knowledge and ability in the teaching of English-Chinese translation. With the trend of "globalization" in the process of social development, the integration of E-C translation with language and culture in the teaching has become an important task in the teaching process of English majors. Such teaching mode in universities should be implemented to integrate Cross-cultural education, help students master the knowledge of translation, and improve their own cross-cultural communication skills. This paper analyzes the current situation of Cross-cultural education in E-C translation teaching, puts forward an effective strategy in universities from a cross-cultural perspective.

**Keywords:** University, E-C translation teaching, Cross-cultural education.

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## 1. Introduction

With the gradual implementation of the policy of reform and opening up, China's continuous optimisation of policy dividends has subconsciously promoted our economy's solid and steady march towards the globalisation stage, and our country has increasingly encouraged the 'going out' policy to make great strides, and China's links with countries around the world have gradually become closer. This is achieved by moving away from the traditional rote knowledge output to educating students on cultural concepts, improving their understanding of cross-cultural content, focusing on the translation skills of the students concerned, and gradually beginning to teach translation with the core aim of students learning and mastering the differences and similarities between the two cultures in a coherent manner and improving their professionalism. The importance of language as a bridge and a medium of communication has been highlighted by the trend towards globalisation, and the importance of English as one of the major international languages and the most widely spoken language in the world cannot be underestimated. However, from the moment a language is born, it is the main means of cultural exchange between countries, and it is difficult for any language to survive without its own cultural identity, or with a closed approach that denies it access to other cultures. In this regard, the evolution or linguistic differentiation of languages from their inception to the present day has objectively contributed to the extension of the intellectual and spiritual dimension of civilisations, from which human beings have come to know and change the world through the exchange of languages. In this process, language maintains the subjective impressions of the world as it was first formed. Today, as productivity grows, the spirit of the nation is also transmitted through words and language from one generation to the next, enriching everyone who grows up in it with its unique cultural appeal. The language has also acquired a cultural identity that has survived to this day, and it has played a great role in the history of the world as a witness to the times. English as a language has a common

function to the Chinese language as we know it, which requires and tests the ability of students to learn the language in a comprehensive and objective way, based on an in-depth understanding of its unique cultural connotations, and through daily practice and the teaching of specialist subjects to master the language content as an extension.

Teachers of E-C translation in colleges and universities should pay attention to the penetration of cross-cultural concepts to students and deepen their understanding of cross-cultural contents, so as to ensure that students can master more effective translation skills and successfully achieve their teaching objectives. However, an analysis of the current situation of E-C translation teaching in colleges and universities shows that many teachers and students lack a strong cross-cultural awareness of E-C translation and do not have a good understanding of cultural differences, thus failing to help students improve their translation skills and adversely affecting the cultivation of E-C translation talents in colleges and universities. In view of this situation, English teachers in higher education should truly understand the impact of cross-cultural communication skills on students' development, constantly improve the content of English courses, integrate cross-cultural knowledge into teaching and improve students' E-C translation literacy.

## 2. The Significance of Cross-cultural Education in the Teaching of E-C Translation in Higher Education

The significance of integrating cross-cultural education into the teaching of English translation in higher education is reflected in the following points: firstly, it helps students to improve their English literacy. Firstly, it helps students to improve their English literacy. Language is formed gradually in a cultural context, and only when English culture is fully grasped can English language learning be more effective and students form a correct English mindset. There are also many slang terms, proverbs and cultural allusions involved in learning English, and students must be familiar with the

cultural background of English in order to understand idioms more accurately. Secondly, it helps students to improve their social adaptability [1]. In the teaching of E-C translation in higher education, students often need to engage in cross-cultural communication, which is part of their daily life, especially when they enter the translation profession. Cross-cultural education in the teaching of E-C translation in colleges and universities is an effective means of improving students' cross-cultural communication skills, enabling them to use English proficiently to communicate with others, and enabling them to adapt better to society. Thirdly, it can promote the international development of university education. In many universities today, there are both local students and a large number of exchange students and foreign students. Through cross-cultural education, it is conducive to maintaining a harmonious and friendly relationship between local students and foreign students, preventing cultural conflicts from occurring and naturally improving the level of international education in universities.

### **3. The Current Situation of Cross-cultural Education in E-C Translation Teaching in Universities**

#### **3.1. Solidified Teaching Mode**

It is difficult to arouse students' interest in learning because the teaching method is too homogeneous. E-C translation in higher education is a kind of oral teaching with spontaneous expressions, and the solidified teaching mode has greatly restricted the development of students' thinking ability, and basically there is no content related to cross-cultural education. The content of E-C translation materials is not up-to-date and students are learning content that is behind the times, and in terms of freedom of expression, there are a variety of ways to answer questions that are only partially presented in the materials. In addition, the concept of examination-based education has a strong influence on the teaching of translation in higher education, a common goal pursued by teachers and students, as well as on examinations such as English Level 4 and 6, Professional Level 6 and Professional Level 8, and translation passes. The examinations are a way of ensuring that the basic level of learning is guaranteed, but they also have the disadvantage that students lose their willingness to expand themselves. The importance that students place on examination results is a major constraint on their flexibility and on their ability to meet the demands of E-C translation in higher education, which limits the implementation of cross-cultural education.

#### **3.2. Homogeneous Teaching Materials**

The teaching materials are an important vehicle for the introduction of cross-cultural education into the teaching of E-C translation in higher education, but the content of the teaching materials is too limited to meet the requirements of a comprehensive understanding of national cultures. Firstly, the content of textbooks is not optimised in a timely manner and is very slow to be updated, resulting in a disconnect between the learning content and social development. Secondly, for E-C translation majors in universities, the content of the teaching materials is not systematic and structured, and students have limited opportunities to practise, so their translation and expression skills are not improved for a long time [2]. In this way, the goal of English language learning for translation majors is not very different from that

of English language education in other disciplines, and is only aimed at meeting the requirements of examination-based education. In terms of the content of E-C translation textbooks, there are very few translations of traditional phrases such as aphorisms and mottos from abroad, and there is a lack of comprehensive explanations and presentations of allusions and special terms, making it difficult for students to understand the true meaning of E-C translations. In particular, the translation of verses has little of the unique Western accent and ideology, and the unique charm of the language is not sufficiently displayed, so that students are only translating the 'form' of the E-C translation, without the 'spirit' of the form.

### **3.3. Insufficient Knowledge of Cross-cultural Education**

At this stage, many English teachers in colleges and universities lack extensive knowledge of cross-cultural education, which is not enough to meet students' learning needs. The reasons for this are that most teachers have little knowledge of the cultures of English-speaking countries, and that English teachers are usually direct teacher training graduates who rely on various media and software for their knowledge of foreign cultures. In essence, teachers and students have very similar access to information, and in translation teaching teachers are not able to fulfil their 'teaching' function, especially as individual teachers are less aware of cultural differences than their students [3]. Teachers rarely provide students with any extra-curricular content in E-C translation teaching, resulting in a very dull learning atmosphere and a lack of initiative on the part of students. In the translation classroom, English teachers in higher education simply teach students the grammar and vocabulary in the textbook, but seldom explain and analyse the profound meanings of words and sentences for students.

### **4. Strategies for Cross-cultural Education in E-C Translation Teaching in Universities**

#### **4.1. Strengthening the Awareness of Cross-cultural Education**

Whether the education concept is advanced or not has a crucial influence on the effectiveness of teaching. For teachers of E-C translation in colleges and universities, they should change their education concept as soon as possible, especially pay attention to cross-cultural education and formulate a scientific and reasonable teaching plan for E-C translation. In order to better implement cross-cultural education in the teaching of E-C translation in colleges and universities, teachers need to do the following: firstly, they should insist on cultural equality. Firstly, teachers should insist on cultural equality. Through proper guidance to students, they should be able to understand the differences between Chinese and English cultures. Secondly, the teaching of E-C translation must be relevant. Teachers need to incorporate cross-cultural education in a timely manner, taking into account specific teaching tasks, so that translation teaching activities can be carried out effectively. Thirdly, it is important to stimulate students' interest. In order to ensure that cross-cultural education is effective, teachers need to focus on motivating students to learn about English culture and require them to study cross-cultural content in their free time. This is an effective way to improve one's E-C translation

skills and to gradually increase students' engagement with cross-cultural education and their personal cross-cultural awareness [4]. For example, during the teaching of “Tony Trivisonno's American Dream”, teachers will use multimedia courseware to allow students to watch content related to the American Dream, to understand the values and habits of people in the UK and the US, and to promote a greater understanding of American culture in the process of cultural summarisation. In the process of cultural summaries, students are encouraged to learn more about American culture. In the process of learning E-C translation, students are influenced by Tony's upward-looking spirit, develop a good mindset, accumulate a wealth of knowledge about English culture and gain confidence in their E-C translation studies, which is the basis for improving their skills.

## **4.2. Enriching the Content of Cross-cultural Education**

This is due to the limitations of the E-C translation textbooks, which are very homogeneous in terms of content. This is too fragmented and unsystematic for students to improve their cross-cultural communication skills in the learning of E-C translation. For teachers, it is necessary to enrich the content of E-C translation teaching as soon as possible, expand on the existing textbooks and incorporate more contents of cross-cultural education to ensure that students can accumulate a large amount of English culture and other contents while completing E-C translation tasks correctly [5]. Firstly, teachers should consult English culture books and collect and organise a variety of cross-cultural education resources via the internet, including MOOC videos on English culture topics such as the history of English culture and British history. Teachers should make the best use of these resources, or deliver them directly to students, to create a basis for independent learning outside the classroom. Secondly, teachers should introduce cross-cultural conversations, study abroad experiences in the UK and the US, and historical materials from English-speaking countries into the classroom, which are important materials for teaching cross-cultural translation. For example, the word 'good' often means 'very good', or when a person has failed or fallen, 'good' is also said to encourage them to get up. It also means to encourage a person to get up. However, in Chinese, when someone has failed or fallen, it is more common to say "cheer up", and to say "good" would mean sarcasm, which would lead to various unnecessary misunderstandings in real life. In the teaching of E-C translation in higher education, it is important that teachers use such material as translations of vocabulary so that students understand the need to communicate in a specific context. Under the guidance of the teacher, students will be able to translate from an cross-cultural perspective and use a variety of cultural knowledge of English, helping them to improve their E-C translation and cross-cultural understanding. Thirdly, teachers should actively recommend a wide range of quality English reading materials to students so that the teaching of E-C translation in higher education is not confined to the classroom, but is gradually extended beyond the classroom. By strengthening their reading outside the classroom, students will be able to gain a better understanding of English culture.

## **4.3. Innovating E-C Translation Teaching Methods**

In the process of teaching E-C translation in colleges and

universities, teachers should maintain a good teaching attitude, pay attention to the change of classroom teaching methods, and combine with cross-cultural education to fully mobilise students' interest in translation. Firstly, in the E-C translation classroom, students should be divided into groups to translate and discuss the English texts provided by the teacher, and to communicate with each other in order to ensure that the translation task is completed successfully [6]. After the groups have finished translating, the teacher will take into account the group's translation situation and teach the students translation skills so that they can gradually develop cross-cultural thinking in their E-C translation. Secondly, in the teaching of E-C translation in higher education, teachers should use cross-cultural content to expand the translation classroom, reflecting the students' main role in the classroom and allowing them to translate in real-life situations to deepen their mastery of English. For example, Chinese recipes have become very popular with foreigners in recent years, so teachers should start by asking students to translate a Chinese dish, such as “ma po tofu”, in small groups. At first, many students will translate it as “Mapo Tofu”, or “Mapo beancurd”, or even “Pocked Grandmothers Tofu”. “Grandmothers Tofu”. In English culture, the word commonly used is “Tofu”, so when translating “tofu”, “Tofu” should be chosen. In order to reflect Chinese culture, “Mapo Tofu” should be translated as “Mapo Tofu”, which not only brings out the Chinese cultural connotations, but also marks “Mapo” in specific contexts, ensuring that the language translation is more valuable.

## **4.4. Building A Diverse Translation Classroom**

The current situation of E-C translation teaching in colleges and universities shows that many teachers mainly adopt a one-way teaching mode, which makes it difficult to mobilise students' enthusiasm and motivation. In order to reflect students' main role in the learning of E-C translation and English culture, teachers should change their teaching methods and pay attention to the construction of a diverse translation classroom. Teachers should allow students to take on a variety of roles, such as travelling abroad, to create a positive atmosphere for cross-cultural communication. Students can be very nervous and unsure of themselves at first when they are fully immersed in a situation [7]. In these situations, teachers should encourage students, guide them in their behaviour, help them to build their confidence and develop their thinking and expression skills. After the students have answered the questions, the teacher should analyse the answers in detail to encourage them to think more deeply, so that they can have a more comprehensive understanding of the content of the class and maintain a strong interest in learning. For example, in the translation of something new, the idiom of 'Spring up like mushrooms' is commonly used in Chinese, but for the English context, the emphasis is on the mushrooms that grow in the wilderness in spring, usually through the phrase 'Spring up like mushrooms'. The phrase "spring up like mushrooms" is used to express something new. In order to enhance students' translation literacy, teachers can guide them in analysing English culture and strengthen their cross-cultural education in E-C translation teaching. The increased cross-cultural awareness of students can reflect the objectivity of E-C translation and change the traditional mechanical nature of translation. Students will be able to improve their E-C translation skills only after they have received and learnt a variety of cross-

cultural knowledge.

#### **4.5. Improving Teachers' Cross-cultural Education Skills**

In order to ensure the effectiveness of cross-cultural education and to promote the smooth implementation of E-C translation teaching activities in universities, teachers must be aware of the importance of improving their professional competence. Teachers need to have a broad cultural perspective and knowledge, and to develop the concept of cross-cultural education and make flexible use of various cross-cultural education methods [8]. Universities should pay attention to training more outstanding teachers to improve E-C translation teaching, and regularly invite experts and scholars in the field of cross-cultural education to give training seminars to teachers so that they can learn about cross-cultural education and improve their cross-cultural education skills as a whole. In the process of teaching E-C translation in higher education, attention should also be paid to the introduction of foreign teachers so that cross-cultural teaching, teaching and research activities can be carried out smoothly. To ensure that cross-cultural education is scientific and effective, students should be placed in an E-C translation learning environment that is culturally different and diverse, so that they can fully grasp the differences between Chinese and English cultures, deepen their understanding and awareness, and develop an inclusive and open cultural mindset. Teachers of English in higher education should establish a lifelong learning concept and take the initiative to understand and learn English culture in order to effectively infiltrate English cultural education for students in E-C translation teaching.

#### **5. Ideas on Strategies for Intercultural Education Reform in the Teaching of E-C Translation**

The criteria for the development of a mature system of intercultural education reform are the innovation of teaching materials by higher education institutions, the improvement of teaching staff and the transformation of the teaching system. First of all, universities should consider all aspects of their own professional foundations and the overall quality of their students. This will help students to develop an understanding of English culture and motivate them to learn and explore it. Secondly, teachers in higher education should set up assessment criteria to guide students in the development of test-taking. In addition to teaching students according to their abilities, teachers must also focus on improving their own cultural literacy and understanding of English culture, so that they can provide effective guidance in the classroom and play an active role in constructing or guiding students in the construction of English culture. The employment of competent foreign teachers in higher education institutions can also provide students with a more intuitive and correct exposure to Western culture, allowing them to recognise the positive aspects of intercultural education in the application of English translation and further improve their professionalism. The hiring of foreign teachers will also create a catfish effect in the teaching team and improve the teaching system. The universities should combine these advantages to develop intercultural activities and training, so that teachers and students can learn together and promote each other. Finally, the decision makers of universities must

set the relevant standards and objectives, and promote the further development of innovative reforms by combining them with the implementation of the relevant standards, so as to guide students and teachers to establish the correct core values before they become aware of the cultural characteristics of English, and to avoid cultural insecurity or cultural arrogance. The programme also provides a platform for students to learn about English language and culture through cooperation with universities in English-speaking countries, and to develop a positive intercultural mindset through educational activities. This will enable universities to train English translators who are fit for the times and to develop a certain level of teaching experience, while at the same time further developing the professionalism of teachers, thus creating a virtuous circle of mutual benefit. On the other hand, at the national level, as the relationship between China and the United States continues to deteriorate, in order to promote the de-escalation of the relationship between the two countries for mutual benefit, China will need translation talents with a deep understanding of the culture of English-speaking countries for a long time to come. In the exploratory stage of the relevant education system in China, the relevant reforms will greatly improve the quality of universities and students, gradually forming an ecological chain of complementary advantages and coexistence.

#### **6. Conclusion**

In an era of great material abundance, increasing cultural diversity and global connectivity, the demand for English language personnel in China will change from the original low-threshold entry model to the need for specialised training. As an important pilot project in the reform of China's education system, intercultural education will form a sustainable and reliable supply chain for the teaching of E-C translation in China's universities and colleges, and this reform system will also objectively motivate scholars to increase their interest in intercultural education and influence their future teaching models to a certain extent. The reformed system will also objectively mobilise scholars to take a greater interest in intercultural education and to influence their future teaching patterns, while scholars and students will also focus on intercultural studies. This will not only give students a superficial but comprehensive and objective understanding of the culture of the English-speaking countries from an academic perspective, but will also stimulate a deeper and more profound understanding of the language countries through this type of teaching tool. It will also enable the relevant higher education institutions to draw on their experience in the training of students and to continue to provide society with high quality personnel who meet the requirements of the times.

To ensure that students' language literacy improves, teachers must incorporate intercultural concepts, enhance students' intercultural awareness, acquire a rich knowledge of the English language and cultural background, and teach students more translation skills. In the course of their teaching activities, teachers of E-C translation in higher education institutions should develop the concept of intercultural translation, respect the students' subjects, guide them to develop the idea of cultural equality in translation, innovate diverse E-C translation teaching techniques and follow the principles of intercultural education. This is the only way to help students improve their translation skills and to enhance their intercultural education.

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## Conflicts of Interest

This author declares no conflicts of interest regarding the publication this paper.

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