Research on the Cultivation of Cross-cultural Awareness in English Translation Teaching Based on Computer Multimedia Technology

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Abstract. With the continuous development of the times, the importance of education is gradually highlighted. English is the second language most Chinese students learn. In the process of learning, students can not only grasp some basic theoretical knowledge, but also constantly cultivate students' cross-cultural awareness. Through the cultivation of cross-cultural awareness, students can better understand the content of foreign culture and language. At present, many colleges and universities have carried out college English translation teaching based on computer multimedia technology. By comparing and interpreting the cultures of the two countries, the students deepen their impression of foreign cultures and constantly improve their English level, which promotes their better development.

Keywords: English Translation, Teaching, Cross-cultural Awareness, Cultivation Strategies, Computer Multimedia Technology

1. Introduction

At present, there is a common phenomenon in English translation teaching that teachers are not fully aware of the importance of cultivating students’ cross-cultural awareness. In the process of teaching, rigid teaching methods are adopted to translate some English vocabulary simply. Students are always in a passive state in the whole learning process and they can not deeply understand the foreign culture. Therefore, students’ cross-cultural awareness can not be effectively improved. This will have a certain impact on the personal development of students. Therefore, in the process of teaching, teachers should pay full attention to the cultivation of students’ cross-cultural consciousness, guide students to correctly understand foreign culture, and constantly improve students’ comprehensive translation ability. So that, students in the future study and life can have better development.
2. Problems in College English Translation Teaching

2.1. Lack of application in Teaching

At present, English translation major has become a very popular major according to the development of economic globalization. English has become a global language. Nowadays, more and more foreigners come to our country for development, or some people in our country travel abroad. According to the relevant data, the number of outbound tourists in China has been increasing in recent years. From 2015 to 2018, the number of Chinese tourists leaving the country has greatly increased, as shown in figure 1. This requires a large number of excellent English translators to carry out English translation for tourists. However, in the specific process of development, there are essential differences between Chinese and western cultures, so students may have some biases in the process of translating certain cultures. If students do not have good English translation ability, they can not effectively translate some situations.

![Figure 1. The number of Chinese tourists leaving the country in 2015/2018 (million people).](image)

Although China attaches great importance to college English translation teaching, there are still some problems in the specific teaching process. At present, one of the most important problems is strong adaptability, but lack of application. At present, in the process of translation teaching, teachers mainly carry on vocabulary and sentence teaching to students, and rarely permeate some cultures in the teaching process. At present, our country mainly adopts the mode of examination-oriented education in the process of education. Therefore, teachers often only pay attention to standard answers in the teaching process, and do not pay enough attention to teaching translation. It is possible that students’ translation is also correct, but it is inconsistent with the standard answer. The teacher will immediately deny the students’ answers, which will have a serious impact on the improvement of students’ personal abilities. Students will rote some grammar and words to pass the daily exam. They will not translate the sentences according to their specific situation. Although this can meet the requirements of the standard answers, there are great problems in the application.[1]

2.2. Insufficient depth of English translation teaching

At present, the lack of depth in English translation teaching is also a serious problem. English
translation teaching only stays on the surface, and there is no in-depth teaching. In the teaching process, the translated sentences generally correspond to the subject type. Teachers can only analyze the language patterns and teach with some simple listening, speaking, reading and writing. Therefore, there is a serious lack of depth in English translation teaching. In the process of teaching, students are unable to understand the foreign culture deeply, which leads to the students’ study only to adapt to the examination. When the students are in a foreign environment, they will not be able to translate some sudden situations effectively, which will lead to the students’ personal ability always at a lower level. When students put into work in the future, there will also be a series of problems. In the process of translation, it will adopt the form of piecing together. Although grammar can barely pass, but the context is always not in place, the main reason for this problem is that students do not have an in-depth understanding of foreign culture. It is difficult to fully integrate the content of foreign culture into sentence translation because of some experience of one’s own existence, which will lead to some translation errors and lead to some misunderstandings. At present, the teaching methods adopted by teachers in the teaching process are relatively single, and some teachers even need to use some translation software to teach in the teaching process, which will not only seriously affect the teaching efficiency, but also affect the learning enthusiasm of students. In order to improve the efficiency of English major teaching, it is necessary to solve the existing problems efficiently, constantly change the traditional teaching ideas, adopt scientific and reasonable teaching methods, stimulate students’ interest in learning, and make students understand foreign culture more deeply. Only in this way can students’ translation ability be effectively improved, so as to better deal with some problems in future life and work[3].

3. Strategies for cultivating cross-cultural awareness

Although the continuous reform and innovation of education in China, there are still some problems in teaching, especially the lack of students' cross-cultural awareness. If students’ cross-cultural awareness is not improved effectively, it will seriously limit the efficient development of English translation teaching. In the process of carrying out education, teachers should adopt some solving strategies according to the specific problems existing at present, and constantly improve students’ cross-cultural awareness, so as to promote the better development of students[3].

3.1. Cultivating students' awareness of cultural equality

Firstly, we should constantly cultivate students’ awareness of cultural equality. In the process of teaching, students may have some different views on different cultures. Because each student is an independent individual, he will show different learning state and learning ability in the process of learning, and some students have poor English learning ability, so they will have a negative attitude towards learning English. It is considered that learning English has little to do with their future life and work, so perfunctory learning attitude will be adopted in the process of receiving education, which will not only affect students’ personal ability, but also seriously limit the development of English translation education. Some students have a high degree of patriotism, think that they are a Chinese, should not learn the culture of other countries, should inherit and carry forward the culture of their own country, although this thought can not be completely negated, but to a great extent, it has a great impact on the development of English translation teaching. For such problems, teachers should cultivate students’ awareness of cultural equality, encourage students to take the initiative to discover
and explore foreign culture in the teaching process, and find out the value of some foreign cultures, which can effectively stimulate students’ interest in learning. When students deeply understand foreign culture, they can have a new understanding of foreign culture, and their own awareness of cultural equality can also be effectively improved. This can be more conducive to students to improve their English translation ability. In the teaching process, teachers can explain some foreign cultural knowledge to students from various details. In the process of explanation, some interesting cultural contents can be selected to meet the psychological needs of students, and at the same time, it can effectively improve students’ enthusiasm for learning.

3.2. Cultivating students’ awareness of cultural understanding

Colleges and universities must constantly cultivate students’ awareness of cultural understanding. In English translation, the most important thing is not to translate every word in a sentence, but to translate it into the context of the whole sentence. Only in this way can translators accurately express the meaning of the original text. Students’ correct understanding is the premise and basis of English translation. Only by having a correct understanding and understanding of western culture can students make better use of what they have learned to translate some articles. In the process of translation, students should adopt different translation methods according to different cultures and fully integrate western culture into the original text, which can not only improve the accuracy of translation, but also enable students to better understand and understand western culture. Students’ personal understanding ability can also be effectively improved[4].

3.3. Improving the cognitive ability of cultural differences

In the process of education, we should constantly improve the cognitive ability of cultural differences. There are great differences between eastern and western cultures in essence, so students may have some biases in the process of understanding western culture. Therefore, we should constantly improve the cognitive ability of students’ cultural and emotional differences. In the process of translation, we should be full of the emotional color of western culture and translate the original text. This can not only effectively improve students’ English translation ability, but also improve students’ English translation skills. When students’ cognitive ability of cultural and emotional differences is effectively improved, they can unconsciously take the initiative to explore western culture, and the translation and expression ability of students can be greatly improved over time[5].

4. Conclusion

In English translation teaching, teachers need to continuously improve students' English translation ability based on computer multimedia technology. The following ways can be adopted, such as changing traditional teaching concepts, adopting new teaching methods and focusing on cultivating students' cross-cultural awareness. By introducing more western cultures, colleges and universities can continuously improve students' English translation ability and promote their better development[6].

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