

# *The Deficiency of Cross-cultural Education in College English Translation Instruction*

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**Keywords:** College English; Translation teaching; Cross-cultural education; Missing problem; International communication ability

**Abstract:** This paper discusses the lack of cross-cultural education in college English translation teaching. By examining the existing teaching system, this paper reveals the present situation of this deficiency, which is manifested in the students' superficial understanding of different cultures and the difficulty in capturing the cultural essence of the original text in translation practice. The article further analyzes the reasons leading to this situation, including the insufficient attention paid to cross-cultural education in the syllabus, the uneven cross-cultural literacy of teachers and the limitations of traditional teaching methods. The comprehensive effect of these factors makes students often encounter problems such as cultural distortion and semantic distortion in the process of translation, which seriously affects the accuracy and authenticity of translation. More importantly, this kind of deficiency limits the expansion of students' international vision and the improvement of cross-cultural communication ability, which is far from the requirements for talent training under the background of globalization today. In view of this problem, this paper puts forward a series of practical suggestions, aiming at improving the level of cross-cultural education in college English translation teaching in an all-round way from the aspects of syllabus revision, teacher team construction and teaching method innovation. The research in this paper not only provides a new perspective and inspiration for related fields, but also contributes to the cultivation of high-quality talents with international vision and intercultural communication ability.

## **1. Introduction**

Under the background of globalization, the importance of cross-cultural communication is increasingly prominent. As an important way to cultivate students' intercultural communicative competence, college English translation teaching is self-evident. However, at present, there is a widespread problem of lack of cross-cultural education in college English translation teaching, which affects the cultivation of students' cross-cultural communicative competence to some extent. This paper aims to explore the lack of cross-cultural education in college English translation teaching, analyze its causes[1], and put forward corresponding solutions in order to provide some reference for improving the quality of college English translation teaching and enhancing students' cross-cultural communication ability.

## **2. The current situation of cross-cultural education in college English translation teaching**

### **2.1 Cross-cultural education content in college English translation teaching**

Cross-cultural education in college English translation teaching is a comprehensive and multi-dimensional system, which involves many aspects such as language, culture, society and history. In the current college English translation teaching, the content of cross-cultural education mainly covers the following aspects. First of all, it is an explanation of language expressions and habits in different cultural backgrounds. This includes the cultural connotation of vocabulary, the cultural characteristics of sentence patterns and the cultural differences of rhetorical devices. For example, some words may have completely different meanings in different cultures, or they are commonly used in one culture but rare in another. These differences are crucial to the accuracy of translation. It is an analysis of thinking patterns and values under different cultural backgrounds. Different cultures have different views on problems and understandings of the world, which directly affects the accuracy of language expression and translation. For example, western culture emphasizes individualism, while eastern culture pays more attention to collectivism. This difference in thinking mode needs to be fully considered in translation. Furthermore, it is an introduction to social customs and etiquette norms under different cultural backgrounds. This includes greetings in daily life, table manners, festivals and celebrations, etc. These customs and etiquette are an important part of culture. For translators, understanding and respecting these norms is the key to ensure accurate and decent translation. It is an in-depth understanding of the historical background and cultural traditions under different cultural backgrounds [2]. History is the foundation of culture, and cultural tradition embodies the continuation and development of culture. Translators need to have a deep understanding of the history and culture of the target language country in order to better understand and translate its language.

Cross-cultural education in college English translation teaching covers language expression, thinking mode, social customs, history and culture, etc. Learning and mastering these contents is of great significance for improving translation quality and cultivating cross-cultural communication ability.

### **2.2 Cross-cultural education in the implementation of college English translation teaching**

In the current college English translation teaching, the implementation of cross-cultural education presents a complex and diverse face. Although the importance of cross-cultural education has been widely recognized in academic circles, its application degree and effect are uneven in actual teaching. On the one hand, with the advance of globalization and the increase of international communication, many college English courses begin to focus on cultivating students' intercultural communication ability. As an important part of language teaching, translation teaching has also made some efforts in this regard. For example, some teachers will introduce cultural background knowledge into translation teaching to help students understand the cultural differences between the source language and the target language, and try to apply this knowledge in translation practice. However, on the other hand, due to the influence of traditional teaching concepts and methods and the lack of teachers' own cross-cultural literacy[3], the implementation of cross-cultural education in college English translation teaching is not ideal. Many teachers still give priority to imparting language knowledge and translation skills, without considering cultural factors. As a result, although students can master basic translation skills, they often find it difficult to cope with translation tasks involving cultural differences. In addition, due to the lack of sufficient cross-cultural communication practice opportunities, it is difficult for students to truly understand and experience the differences between different cultures, which also limits their cross-cultural

ability in translation practice.

The implementation of cross-cultural education in college English translation teaching has both positive aspects and many problems and challenges. In order to improve students' translation ability and cross-cultural communication ability, the future college English translation teaching needs to further strengthen cross-cultural education, innovate teaching methods and means, improve teachers' cross-cultural literacy, and provide students with more diverse and in-depth cross-cultural communication practice opportunities.

### **3. Analysis of the reasons for the lack of cross-cultural education**

#### **3.1 Teachers' lack of awareness of cross-cultural education**

In English translation teaching, the lack of cross-cultural education cannot be ignored. Among them, one of the core reasons is teachers' insufficient understanding of cross-cultural education. This cognitive deficiency may come from many aspects. First of all, many teachers may be too focused on imparting language knowledge and translation skills, while ignoring the importance of cross-cultural education. They may think that as long as students master enough vocabulary and grammar, they can be competent for translation. However, this concept ignores the close relationship between language and culture. Translation is not only the transformation of language, but also the transmission and communication of culture. Lack of in-depth understanding and respect for the target culture often leads to misunderstandings and deviations in translation. Teachers' intercultural education background and professional accomplishment may also affect their cognition of intercultural education [4]. Some teachers may lack the experience and knowledge of cross-cultural communication, and it is difficult to carry out cross-cultural education effectively. They may not be able to accurately identify and deal with cultural differences, nor can they provide enough cultural guidance for students. In addition, the educational system and teaching environment may also limit teachers' cognition of cross-cultural education. In some schools, there may be a lack of attention and support for cross-cultural education. Limited teaching resources and insufficient teacher training make it difficult for teachers to effectively implement cross-cultural education. At the same time, the examination and evaluation system may also pay too much attention to the assessment of language knowledge and skills, while ignoring the assessment of students' cross-cultural ability.

Teachers' insufficient understanding of cross-cultural education is a complex problem, involving many factors. In order to improve this situation, we need to strengthen cross-cultural education and training for teachers [5], and improve their professional quality and cross-cultural communication ability. At the same time, we also need to reform the education system and teaching environment to provide better support and guarantee for the implementation of cross-cultural education.

#### **3.2 Limitations of teaching materials and teaching methods**

In college English translation teaching, the lack of cross-cultural education cannot be ignored. Among them, the limitation of teaching materials and teaching methods is one of the key reasons leading to this problem. At present, many college English translation textbooks still focus on the cultivation of language skills, lacking systematic introduction and in-depth discussion of cross-cultural knowledge. These textbooks often focus on the training of grammar, vocabulary and sentence patterns, while ignoring the teaching of cultural background and pragmatic rules. This tendency of emphasizing language over culture makes it difficult for students to accurately understand and express the cultural connotation of the original text in the process of translation, which leads to translation distortion and even misunderstanding. In addition [6], traditional teaching

methods also limit the effective implementation of cross-cultural education. The teacher-centered classroom model often pays attention to the instillation of knowledge rather than the cultivation of ability, and students lack the opportunity to actively participate and explore. This teaching method ignores students' subjectivity and differences, and cannot stimulate students' interest and enthusiasm in learning, nor can it cultivate their cross-cultural awareness and ability. Therefore, in order to better integrate cross-cultural education into English translation teaching, we need to improve teaching materials and teaching methods. Teaching materials should increase the introduction and discussion of cultural knowledge and pay attention to cultivating students' cross-cultural awareness and ability. Teaching methods should be student-centered, focusing on heuristic teaching and interactive teaching, stimulating students' learning interest and enthusiasm, and cultivating their autonomous learning and cooperative learning ability. Only in this way can we truly achieve the goal of English translation teaching and cultivate outstanding talents with both language skills and cross-cultural ability.

### **3.3 The impact of education evaluation system**

In English translation teaching, the influence of educational evaluation system on cross-cultural education cannot be ignored. The current educational evaluation system mostly takes examination results as the main evaluation standard. This "exam-oriented" orientation makes teachers and students pay more attention to mastering language knowledge and skills in the teaching process, while ignoring the cultivation of cultural understanding and cross-cultural communication ability. First of all, the traditional education evaluation system often lacks a systematic investigation of cultural knowledge, which makes it difficult for students to form a comprehensive understanding of culture in the learning process. Even when cultural knowledge is involved, it is mostly regarded as an accessory of language knowledge points, not as an evaluation dimension alone. In this way, students are prone to cultural misreading and mistranslation in English translation. The insufficient evaluation of intercultural communication ability in the education evaluation system also limits the development of intercultural education. In practical translation work, intercultural communication ability is very important, which requires translators not only to be proficient in language, but also to understand the way of thinking and values in different cultural backgrounds. However, in the existing evaluation system, the evaluation of this ability is often ignored, which makes it difficult for students to cope with complex cultural factors in translation practice. In addition[7], the influence of educational evaluation system on teaching methods and teaching means cannot be ignored. Under the exam-oriented evaluation system, teachers often adopt a single teaching method, such as spoon-feeding teaching and mechanical training, which is not conducive to cultivating students' cross-cultural awareness and cross-cultural communication ability. At the same time, the teaching methods are relatively simple, and it is difficult to create a learning environment for cross-cultural communication because of the lack of modern teaching technologies such as multimedia and network.

The educational evaluation system has a far-reaching impact on the lack of cross-cultural education in English translation teaching. In order to improve this situation, we need to reform the education evaluation system, increase the evaluation of cultural knowledge and intercultural communication ability, and encourage teachers to adopt diversified teaching methods and means to cultivate students' intercultural awareness and ability.

## **4. The influence of the lack of cross-cultural education on college English translation teaching**

### **4.1 Students lack of cross-cultural awareness.**

In college English translation teaching, the lack of cross-cultural education has a significant impact on the cultivation of students' cross-cultural awareness. Due to the lack of systematic cross-cultural education, it is often difficult for students to grasp the cultural differences between the source language and the target language in translation practice, resulting in distorted or misunderstood translation results. First of all, students' lack of cross-cultural awareness is manifested in their lack of knowledge of the source language and cultural background. In translation, they may not be able to accurately understand the cultural metaphors, idioms and slang in the source language, thus failing to accurately convey these cultural elements to the target language readers. This lack of cultural knowledge not only affects the accuracy of translation, but also limits the depth and breadth of translation [8]. Students who lack cross-cultural education may ignore the influence of cultural differences on language expression in translation. Under different cultural backgrounds, people's cognition and evaluation of the same thing may be different, and this difference will be reflected in language expression. If students do not fully consider these cultural differences in translation, the translation results may not accurately convey the intention and style of the original text. In addition, the lack of cross-cultural awareness may also affect students' translation strategies and skills. In the face of texts with cultural characteristics, students may not be able to flexibly use various translation strategies to deal with cultural differences, resulting in stiff or rigid translation results. This not only affects the quality of translation, but also limits the development of students' translation ability.

The lack of cross-cultural education has adversely affected the cultivation of students' cross-cultural awareness in college English translation teaching. In order to improve students' translation ability, college English translation teaching should strengthen cross-cultural education, help students to enhance cross-cultural awareness and master strategies and skills to deal with cultural differences. This will help students better understand and express texts in different cultural backgrounds and improve the quality and accuracy of translation.

### **4.2 Lack of translation accuracy and authenticity**

In college English translation teaching, the lack of cross-cultural education directly affects the accuracy and authenticity of translations. Translation is not only the transformation of language symbols, but also the transmission of cultural information. Lack of cross-cultural education in translation teaching often makes students stay in the transformation of literal meaning, while ignoring the cultural connotation and social customs behind the language. This makes it difficult for students to accurately convey the cultural characteristics of the original text and ensure the authenticity of the translation in translation practice. The accuracy of translation requires the translator to capture the author's cultural background, language habits and contextual information when understanding the original text. However, it is often difficult for students who lack cross-cultural education to deeply understand the cultural connotation of the original text, which leads to misunderstanding or ambiguity in translation. At the same time, authenticity is also an important factor in translation, which requires the translator to conform to the expression habits and cultural norms of the target language when expressing. However, due to the lack of cross-cultural education, it is often difficult for students to get rid of the influence of their mother tongue in translation, which leads to blunt and unnatural translation. Therefore, in order to improve the quality of college English translation teaching, we must strengthen cross-cultural education for students. This includes increasing the introduction of the target language culture, cultivating

students' cross-cultural awareness, and enabling students to master translation skills in different cultural backgrounds through a large number of translation practices. Only in this way can we ensure that students can maintain accuracy and reflect authenticity in translation, and truly realize the perfect combination of language and culture.

### **4.3 Students' international communication ability restrictions**

In college English translation teaching, the lack of cross-cultural education restricts students' international communication ability. Without cross-cultural education, it is often difficult for students to understand and adapt to communication habits, social customs and language expressions in different cultural backgrounds, which constitutes a significant obstacle in international communication. First of all, students may misunderstand each other's information because of lack of cultural sensitivity when facing the communication in different cultural backgrounds. Language is not only a combination of words and grammar, but also a carrier of culture. If students only pay attention to the language itself and ignore cultural factors in the process of translation, it may lead to distortion or even misunderstanding of information transmission. This misunderstanding will not only affect the effect of communication, but also destroy international relations and cause unnecessary misunderstandings and conflicts. Students who lack cross-cultural education often lack self-confidence in international communication, and can't freely use English for oral or written communication. They may feel nervous or uneasy because they are unfamiliar with foreign cultures, and this psychological state will further affect their communication performance. In international conferences, business negotiations or cultural exchanges, this kind of unconfident performance may make students miss the opportunity and fail to fully display their abilities and talents. The lack of cross-cultural education will also limit students' use of cross-cultural communication strategies[9]. It is very important to use different communication strategies flexibly in international communication. However, if students don't know enough about communication habits in different cultural backgrounds, they may not be able to choose appropriate communication strategies according to specific situations, thus affecting the communication effect.

The lack of cross-cultural education restricts students' international communication ability in many ways. In order to cultivate talents with international vision and intercultural communication ability, college English translation teaching must attach importance to the integration of intercultural education and help students improve their intercultural awareness and intercultural communication ability.

## **5. Conclusion**

This paper discusses the lack of cross-cultural education in college English translation teaching. It is found that the content and implementation of cross-cultural education in college English translation teaching are not ideal, which is mainly due to the lack of teachers' cognition, the limitations of teaching materials and teaching methods and the influence of educational evaluation system. This lack not only affects the cultivation of students' cross-cultural awareness, but also leads to the lack of translation accuracy and authenticity, which limits students' international communication ability. Therefore, this paper suggests strengthening teachers' awareness of cross-cultural education, improving teaching materials and teaching methods, and optimizing the education evaluation system, so as to better cultivate students' cross-cultural awareness and translation ability.

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