

Strategy for Cultivating Intercultural Communicative Competence in English Translation Teaching Under the Belt and Road Initiative

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ABSTRACT

Under the Belt and Road Initiative, intercultural communication is increasing, but there are some problems in cultivating students' intercultural communicative competence in college English translation teaching, such as outdated teaching modes and teaching contents, lack of real translation environment, lack of overseas practice and experience platform, and aphasia of Chinese culture. Therefore, colleges and universities should reform curriculum and teaching mode, cooperate with overseas enterprises, establish an overseas practice base and experience platform and select outstanding college students to practice abroad, so as to train a group of excellent English translation talents with international cultural awareness. Besides, college English teachers should introduce Chinese culture into English translation teaching to solve the problem of Chinese cultural aphasia.

Keywords: *The Belt and Road Initiative, English translation, intercultural communication, training strategy*

1. INTRODUCTION

1.1. Intercultural Communication under the Belt and Road Initiative

For cross-cultural communication, scholars have summarized the previous studies and concluded that cross-cultural communication includes three levels: cognition, emotion and behavior. Cognition refers to the cognition of one's own culture and foreign culture. At the emotional level, one should have a sense of identity with one's own country's culture and one's ability to recognize foreign cultures. At the behavioral level, cross-cultural communication is not only manifested in the language level, but also in the non-verbal level of logical thinking, body expressions, gestures, etc. [1] The cultivation of intercultural communicative competence is an important part of English translation teaching. The importance of cross-cultural communication is more prominent with the development of the Belt and Road Initiative.[2]

Under the Belt and Road Initiative, intercultural communication is more complex and diverse. Based on multiculturalism, intercultural communication includes traditional western culture, Chinese culture, and the cultures along the Belt and Road countries such as Southeast Asian culture, India culture, Central Asian culture, African culture, Arabian culture. [3] These cultures have their own unique connotations. English translators should be familiar with these cultures to avoid cultural vacancy in English translation. Translation is not

only the translation of language, but also the translation of culture. English translators should master cultural communication skills, attach importance to the living environment and experience on which culture depends. In English translation, translators should translate language, culture at the same time. Cultural diversity is also reflected in the cultural exchange, collision and integration of different cultures. For example, when overseas Chinese did business and settled down abroad, their offspring are influenced by both Chinese culture and local culture. They have complex cultural tendencies and motivations. English translators need to judge their cultural tendency through body language such as facial expressions and gestures, and adopt appropriate cross-cultural communication strategies.

1.2. ESTABLISHING CORRECT CONCEPTS OF INTERCULTURAL COMMUNICATION

As the Belt and Road Initiative has been promoted, the exchange between China and the countries along the line is expanding. English translation talents should have a correct view of cross-cultural communication, that is, multiculturalism, and respect for foreign civilization and culture. But we cannot ignore the cultural symbiosis when we emphasize the cultural differences. "Silk Road" culture is a new culture formed in the process of cultural exchange, collision and integration among countries along the Belt and Road. Such symbiotic culture makes communication and cooperation possible, bridges cultural differences, and promotes the development of civilization, social progress and cultural communication. So for English translation talents, on the one hand, they should

have confidence in Chinese culture and spread culture abroad when translating. In the teaching of translation, teachers should avoid the aphasia of Chinese culture and integrate more Chinese culture. On the other hand, English translators should not only get familiar with foreign cultures, but also have unique insights to discover the highlights of Chinese cultures, and promote cultural integration and innovation in the process of cultural integration.

2. PROBLEMS IN THE CULTIVATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE

2.1. The Outdated Teaching Modes and Teaching Contents

At present, most college English teachers in China still adopt a relatively backward teaching modes and methods for their daily teaching activities. The traditional teaching mode is mainly teacher-centered, in which students are required to carry out a large number of translation exercises after a brief explanation of translation theory. Teachers evaluate students' learning effect according to the completion of translation tasks. This teaching mode cannot exercise students' autonomous learning ability. Without integrating the cross-cultural translation theory into the daily teaching, the communication between teachers and students and the participation of students in the classroom are relatively not enough, which is not conducive to the improvement of students' translation ability and intercultural awareness.

Moreover, teachers mainly focus on the translation of English textbooks. Students' English translation ability is mainly cultivated through daily teaching and reading comprehension. Therefore, in order to effectively implement the call of the state on training translators with cross-cultural awareness, we should reform the teaching contents, and add translation theories and cross-cultural communication theory into teaching. Due to the Belt and Road Initiative, the cultural contents in translation courses tend to be more diversified. There are obvious differences between mainstream culture and sub-culture in different countries and regions, which makes English translation difficult. The important problem in the teaching of English translation is that the class hours are limited. Teachers should give consideration of both basic English teaching and intercultural teaching, which can effectively cultivate students' intercultural communication competence, improving the quality of English translation teaching.

2.2 The Lack of Real Translation Environment

For individual students, the real Language context is more likely to stimulate their language competence and improve students' intercultural communication. But in reality,

students often focus on the formal translation of language content and cultural interpretation. Due to the limited translation time, students are more likely to neglect intercultural factors, leading to the failure of intercultural communication. Moreover, cultural translation should exhibit the cultural connotation, cultural attitude and cross-cultural communication skills. However, in teaching English translation, teachers often integrate intercultural knowledge into the teaching system, or directly carry out cultural translation training, trying to cultivate students' intercultural communication competence. This virtual situation can hardly make students experience a real feeling of cross-cultural communication, thus failing to produce a positive stimulus to students. And the translation effect is not good or conducive to enhance students' intercultural communicative competence.

2.3 The Lack of Overseas Practice Experience

In English translation practice, due to the lack of overseas practice and experience, students cannot have direct contact with other cultures, which cannot significantly improve students' intercultural communication competence. Most colleges and universities do not have overseas practice base and students have no opportunity to experience foreign cultures. For colleges and universities, the establishment of overseas practice and experience platform is a complex process and difficult to operate in practice. The whole process includes contacting overseas practice bases, reasonably selecting cooperative school, and effectively dealing with accommodation, visa, personal safety and other issues, and the overall management mechanism of some countries is not perfect. These factors, to a certain extent, affect the enhancement of students' intercultural communicative competence.

2.4 The Problem of Chinese Cultural Aphasia

Under the Belt and Road Initiative, multiculturalism needs to be respected and tolerated. At the same time, we should master, learn and disseminate our national culture, so as to better promote cross-cultural communication, highlight national culture and enhance cultural confidence. And this is the foundation for the long period of stability of our country. However, in the current English translation teaching, teachers often focus on the understanding of foreign culture, which leads to the aphasia of Chinese culture. Since students cannot understand Chinese culture thoroughly, they cannot fully display the quality of Chinese culture when they contact with foreign cultures.

3. STRATEGY FOR CULTIVATING INTERCULTURAL COMMUNICATIVE COMPETENCE

3.1. Reforming Teaching Modes and Teaching Contents

Teaching modes and methods will have a great impact on the teaching effect. Different universities have different teaching concepts, and the focus of English translation teaching is also different. However, in order to improve the cross-cultural translation level of college students, College English teachers should formulate teaching plans according to students' major and future development needs, and achieve the goal through reasonable teaching modes and methods. Teachers can actively apply multiple teaching methods, avoid using the monotonous teaching mode to carry out translation practice. Teachers should consciously observe the feedback of college students on various teaching methods, find out students' interest to improve translation teaching effect. At the same time, teachers should fully respect the students' dominant position in the classroom, make the translation class lively, pay attention to the interaction with students in the teaching process. In addition, teachers can use information technology to improve the interest of translation teaching, construct English translation platform, and provide students with more convenient learning mode through online teaching in their spare time.

In view of the current situation of English cross-cultural translation teaching in most colleges and universities in China, colleges and universities should adjust the teaching syllabus and establish a sound English translation teaching system.[4] That is, colleges and universities should pay more attention to the teaching of cross-cultural translation, formulate a scientific syllabus based on the actual teaching objectives and students' acceptance, and add translation ability into the main teaching objectives of college English, so as to effectively improve the status of translation ability in the cultivation of college English ability. With the development the Belt and Road Initiative, colleges and universities can constantly improve the teaching system of cross-cultural translation, reasonably allocate English teaching time and resources.

Colleges and universities should change the teaching content to promote students' awareness of cross-cultural translation. At present, the English translation ability of colleges and universities is mainly through daily teaching and reading comprehension. Therefore, in order to effectively cultivate translating talents with intercultural consciousness, teachers can flexibly adjust the translation teaching content according to the future development needs of different majors we should reform the teaching content, add translation theories into daily teaching to improve students' application ability of cross-cultural translation skills. Since the English class hours are limited, it is necessary to integrate resources, scientifically adjust the class hours of English translation teaching, and meet

the needs of time and space for the cultivation of intercultural communicative competence. Specifically, in teaching English translation, we should reconstruct the teaching contents reasonably to ensure the scientific design and rational arrangement of English translation curriculum. Colleges and universities should offer more cultural courses relating to the countries along the Belt and Road, guide students to appreciate the charm of foreign cultures more deeply. By enriching the contents of intercultural communication course, teachers can help strengthen students' cross-cultural awareness. In the new era, teachers should take MOOC as the support, organize students to carry out after-school learning and training, so as to lay a good foundation for conducting cross-cultural communication. Also, teachers should pay attention to the improvement of students' cognitive level, guide students to participate in English translation training consciously and actively, and strengthen students' awareness of cross-cultural communication through ideological education.

3.2. Simulating Real Translation Environment

The simulation of real language environment can stimulate students' enthusiasm to participate in English translation, promoting students' English translation level. In English translation teaching, teachers should regularly organize and carry out rich and colorful English simulation translation activities, such as film and television translation, drama translation, etc. These simulation activities can effectively exercise students' adaptability, guide students to form a correct understanding of the cultural symbols of different countries, and better participate in cross-cultural communication activities. What's more, we should adjust English curriculum, focusing on developing students' oral communicative ability and social practice ability. Teachers can use modern multimedia to practice situational teaching, so that students can speak more and practice more in class, and fully mobilize the enthusiasm and initiative of students. With the popularity of network teaching and information-based teaching, teachers should adapt to the development of the times, vigorously promote and use micro class, and other new media to stimulate students' interest in learning and obtain better teaching effect. Teachers should introduce the cultural background, customs and language thinking of the countries along the belt into class teaching, and create real language environment for students to practice, in this way students can really integrate into the teaching situation, understanding cultural differences between China and the countries along the Belt and Road.[5]

3.3. Establishing Overseas Practice and Experience Platform

To effectively cultivate cross-cultural communication ability, the state has made overall plans and established

cross-border practice and experience platform to provide students with opportunities for English translation training. The education authorities should play their leading role, actively communicate with foreign-related enterprises and government business departments stationed abroad, establish cooperation with education departments and universities of countries along the Belt and Road, create an overseas practice and experience platform, organize their overseas translation activities regularly so as to provide reliable support for the efficient implementation of English translation teaching and understanding of the culture of different countries. Colleges and universities can actively integrate the resources of foreign teachers and foreign students, and encourage them to communicate with local students. All these will help to strengthen the training of students' cross-cultural communication ability and improve the teaching effect of English translation.

3.4. Settling the Problem of Aphasia of Chinese Culture

In the context of the Belt and Road Initiative, to improve the quality of English translation teaching and students' intercultural communicative competence, colleges and universities should strengthen the teaching staff in English translation teaching and provide reliable personnel support for the development of English translation teaching activities. With the development of the Belt and Road Initiative, the exchange between countries is increasing, and the cooperation activities are carried out in all directions, which puts forward higher requirements for English translators. To meet the needs of intercultural communication, we should actively implement the practice of Chinese culture's translation, integrate the Chinese culture's translation course in the teaching structure of English translation, reform the teaching mode of English translation and effectively solve the problem of Chinese culture's aphasia. English translation teachers must have solid basic knowledge of Chinese culture, master the translation methods of Chinese culture, accumulate translation experience in practice, learn the translation skills from excellent translators and international scholars, so as to significantly improve the translation ability of Chinese culture, and better carry out English translation teaching. Teachers can organize students to visit cultural tourist attractions, carry out English translation training on the spot, and communicate with foreigners directly. In practice, it is easy to find out students' shortcomings in intercultural communication and make positive improvement of students' intercultural communication competence.

4. CONCLUSION

Based on the above analysis, we can see that under the background of the Belt and Road Initiative, the demand for English translation talents is increasing. However, there

are some problems in cultivating students' intercultural communicative competence in college English teaching, such as outdated teaching modes and teaching contents, limited class hours, lack of real translation environment, lack of overseas practice and experience platform, and aphasia of Chinese culture. The improvement of students' intercultural communicative translation competence needs the joint efforts of many parties. Colleges and universities should take effective measures to cultivate students' intercultural communicative competence, such as reforming the curriculum and teaching modes, creating real translation environment. The government should help universities and colleges to establish ties with overseas enterprises and set up overseas practice base and experience platform for college translation majors. Teachers should constantly acquire cross-cultural knowledge and introduce it into teaching to promote effective solution to the problem of cultural aphasia in China. Students should change their learning concepts, actively enhance cross-cultural communication consciousness, laying solid foundations for becoming professionals with an international vision and proficient in intercultural communication.

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