



Exploration of Teaching and Talent Cultivation Strategies for College English C-E Translation under the background of "Chinese culture going out"

Chan Lin¹, Jingjing Chen^{2,*}

¹School of Foreign Languages, South China University of Technology, Guangzhou, Guangdong 510640, China

²College of Foreign Languages, Qiongtai Normal University, Haikou Hainan, 571127, China

Corresponding Author: chenjingjing@mail.qtnu.edu.cn

Abstract. After officially proposing the "Chinese culture going out" strategy, China has put forward higher demand for translation talents with higher comprehensive quality. University translation major is an important place for cultivating translation talents. It is hoped that the university can adapt to the current development background and actively adjust the existing Chinese-English translation teaching courses and talent training strategies. Provide support for China to cultivate more professional Chinese-English translation talents.

Keywords: College English; Translation teaching; Translation talents; Chinese culture going out

1 Introduction

With the proposal and implementation of the "Chinese culture going out" strategy, the exchanges between China and other countries have become closer, the cooperation between countries has continued to increase, and the demand for Chinese-English translation talents has gradually increased[1-2]. In fact, China's existing English Chinese translation talents can't meet the development needs of the market economy. The key reason is that China's colleges and universities still adopt the traditional Chinese English translation talents scheme, which makes it difficult for the trained translation talents to meet the development needs of the market economy. In the new era, how to use universities to optimize the teaching mode of Chinese English translation and talent training strategy in English teaching is an important guarantee for cultivating translation talents with higher comprehensive quality [3-4].

© The Author(s) 2024

Y. Chen et al. (eds.), *Proceedings of the 2023 3rd International Conference on Modern Educational Technology and Social Sciences (ICMETSS 2023)*, Advances in Social Science, Education and Humanities Research 784, https://doi.org/10.2991/978-2-38476-128-9_13

2 The background of "Chinese culture going out"

2.1 The connotation of "Chinese culture going out"

There are two connotations of "Chinese culture going out", which are: first, the concept of "Chinese culture going out" in the sense of intuition and common sense. On behalf of China, let the Chinese culture go out of China and provide a key way for other countries in the world to know and understand the Chinese culture. At present, China has opened Confucius Institutes and overseas cultural centers around the world, translated Chinese culture and products into other languages, and sent cultural figures and cultural groups abroad for exchanges and visits. The direct purpose of this meaning is to let foreigners know more about Chinese culture. Second, adopt more diversified ways of cultural exchange to enable people in other parts of the world to understand and accept Chinese culture. As we all know, values are the core of culture, and cultural communication is essentially the communication of values. The key to understanding and accepting another culture is to understand and accept values. The direct purpose of this meaning is to understand and accept Chinese values.

2.2 The significance of "Chinese culture going out"

The significance of "Chinese culture going out" is shown in the following points:

First, it is conducive to shaping the image of Chinese culture. Chinese culture includes excellent traditional culture and contemporary advanced culture, among which contemporary Chinese culture represents the future oriented and national mass culture. Such culture still has great room for construction, and the core values need to be internalized. To let Chinese culture go to the world can speed up the creation and transmission of Chinese cultural image from inside to outside.

Second, it is conducive to the scientific positioning and correct understanding of the development goals of Chinese culture. People usually take the proposal and implementation of this strategy as an important measure to enhance China's soft power, and also believe that the goal of "Chinese culture going out" is to enhance the external radiation of Chinese culture. The goal of Chinese culture going out is defined as value identification. Only if we truly love and believe in this culture, we will definitely identify with the core values of this culture.

Third, promote the level of Chinese culture going out. At present, the Chinese culture going out is more to provide opportunities for foreigners to understand Chinese culture, and the Chinese cultural level of going out has not been improved from the perspective of values. In China, we will gradually strengthen the efforts of Chinese culture to go global, and will produce and create a large number of cultural boutiques that truly reflect the values of contemporary China.

3 The development status of translation talents in China

The China Translation Association released the 2022 China translation talent development report. The report investigates and analyzes the current situation, characteristics, problems and development trend of translation talents. According to the data in the report, the current number of translators in China has reached 5.38 million, and there are about 980000 full-time translators in translation institutions and enterprises. The growth rate of translation talents continues to expand, showing the characteristics of echelon and high quality. From the report, we can have a comprehensive understanding of the current situation of the development of translation talents in China.

3.1 Increase in the total number of talents

The total number of translation talents in China will reach 5.38 million by 2022, an increase of nearly 1.44 million compared with 10 years ago, an increase of nearly 1.44 million. Among the translation talents, the number of translators with bachelor's degree or above is relatively large. The number of translators from Beijing and Shanghai accounts for 43.58% of the total translation talents in China, showing a significant head city agglomeration effect. Table 1 shows the total number of translators in China in 2011 and 2021.

Table 1. Total number of translators in China

| Year | Full time translator | Part-time translator |
|------|----------------------|----------------------|
| 2011 | 640000 | 980000 |
| 2021 | 3300000 | 4400000 |

Table 2 shows the education distribution of full-time translators in 2022. It is found that the number of undergraduates accounts for the largest proportion, followed by junior college and below. Table 2 shows the education distribution of full-time translators in 2022.

Table 2. Education distribution of full-time translators in 2022 (%)

| Educational background | Proportion |
|--------------------------|------------|
| Junior college and below | 35.7 |
| bachelor | 48.6 |
| master | 8 |
| doctor | 7.7 |

As the content involved in the field of translation becomes more diversified, the team of translation talents continues to expand and develop, providing important support for the development of many industries. According to the statistical data in the report, the main areas of the distribution of translation talents are: education and training, accounting for 41.1%, information and communication technology, accounting

for 40.8%, intellectual property rights, accounting for 38.3%, sports, accounting for 18.0%, and defense and military industry, accounting for 15.2%.

3.2 The demand for multilingual talents continues to increase

From the perspective of the development trend of translation talents in China in the past five years, there is an increasing demand for interdisciplinary talents, which promotes the integration of disciplines. Table 3 shows the demand for interdisciplinary translation talents in 2021. According to the statistical data, diplomacy and international relations are the most demanding fields for interdisciplinary talents, followed by news communication.

Table 3. Demand for interdisciplinary translation talents in 2021

| Field | Proportion of demand (%) |
|---|--------------------------|
| Electronic information, engineering, management | 5.8 |
| Chinese language, literature and Philosophy | 7.0 |
| jurisprudence | 8.1 |
| economics | 8.1 |
| Diplomacy and international relations | 31.4 |
| News communication | 26.7 |
| Science and engineering and other specialties | 12.8 |

4 Analysis of College English Chinese English translation teaching and personnel training

4.1 Few courses

Under the new development background, there are still many problems in College English translation teaching and talent training. In the CET-4 test conducted before 2013, the sentence translation score accounted for only 5%, focusing on phrases, grammar and vocabulary, and rarely involving students' translation ability. In the CET-4 in December 2013, the translation score increased to 15%. There is no special translation course for non English Majors in College English teaching. College teachers are required to solve many problems in English listening, speaking, reading and writing in the very limited English teaching courses, and translation teaching is often marginalized. Therefore, it is believed that the translation teaching of College English is in a missing state. Even for English majors, teachers' translation teaching is more about letting students make their own questions and explain translation skills for students, and then teachers check the completion of students' questions [3]. The focus of translation teaching has become to investigate the students' translation ability, rather than the real "translation teaching".

4.2 Lack of translation skills in textbooks

At present, only a few colleges and universities can provide translation teaching materials for non-English majors. For example, College English cultural translation course was printed for the first time in August 2014. This kind of translation textbook is more suitable for translation majors. Moreover, among the existing college English textbooks, there is less content related to Chinese culture. Most of them involve British and American culture, which is presented in the form of British and American works and publications.

4.3 Backward teaching methods

The most commonly used method in translation teaching in most Chinese universities is to explain - do exercises - explain exercises. This method is very simple, the communication and interaction between teachers and students and students from different schools are very limited, and students lack enough opportunities to exercise. Teachers' initiative in teaching is too strong and they master the standard answers. In the traditional teaching mode, the teaching material is the core, and the teacher explains and evaluates it, and gives the answers, emphasizing the teaching of knowledge itself, while ignoring the process and methods of translation, and the cultivation of translation values and abilities [4]. This kind of translation teaching mode ignores students' learning initiative, resulting in students' learning enthusiasm being ignored, which is very unfavorable to the improvement of students' translation level and cultural literacy.

4.4 Weak teaching staff

Because of the professional and professional requirements, many English teachers in Colleges and universities pay more attention to the study of teaching methods and British and American literature, and there is little research on translation skills and practice. Because of this, it is difficult for them to form a complete understanding of Chinese-English translation and not fully understand the history of English translation. With the limited level of translation practice, the teaching ability of translation skills is relatively low. Some teachers are professional translators and lack a solid theoretical foundation, although they have rich practical experience; On the contrary, some teachers study linguistics with strong language skills, but lack practical experience in the workplace, so it is difficult to provide students with effective translation experience in the workplace.

4.5 Lack of pertinence in Teaching

There are great differences among different students' learning interests, abilities and foundations, but the existing translation teaching does not take into account the individual differences of students. All students use the same training methods and teaching materials, resulting in low training efficiency. Less practice is a common problem

in College English C-E Translation Teaching in China. Due to the comprehensive influence of teaching hours, syllabus, objectives and external environmental factors, teachers pay too much attention to theoretical teaching when cultivating translation talents. It is precisely because of the insufficient proportion of practical teaching that the trained translation talents have become proficient in theoretical knowledge and poor practical ability, which deviates from the social demand for translation talents.

5 Optimization of College English C-E translation teaching and personnel training

5.1 Increase the proportion of translation courses

Colleges and universities should expand the scope of English teaching courses, appropriately increase the hours of translation teaching, and set up a series of optional or compulsory translation courses. In today's information globalization and economic globalization, if English can only stay at the stage of being able to understand, it can't meet the needs of the development of the times. The development of modernization requires talents to be able to speak Chinese stories fluently and accurately translate the deep meaning of the expression according to the actual situation. Therefore, whether it is the requirements of the translation discipline in Colleges and universities or the formulation of the syllabus, we should increase the proportion of College English translation in English major courses, and strengthen the attention of teachers and students to the translation teaching discipline.

5.2 Add translation skills and explanations

Textbooks are an important carrier to implement the teaching concept, and also an important basis for teachers' teaching and students' learning. While translation is based on culture and will be constrained by culture. Without cultural support, translation teaching is like water without a source. Because the current English translation involves more British and American cultures, it will affect the students' values [5]. This needs to increase the proportion of Chinese culture in translation textbooks, so that students can understand Chinese culture and use translation as a tool to show the splendid Chinese culture to other countries in the world. In addition to adding Chinese cultural content, we should also explain translation skills, such as literal translation, free translation, etc. Let students master translation skills and promote the improvement of translation ability.

5.3 Actively innovate teaching methods

To cultivate translation talents in the new era, we need to take the cultivation of students' cultural communication ability as an important goal. Let students master critical thinking, avoid cultural identity anxiety, form higher sensitivity to culture, and finally enhance cultural self-confidence and cross-cultural awareness. Give full play to stu-

dents' dominant role, adopt diversified forms, and choose different cultural introduction methods to fully mobilize students' learning enthusiasm. Such as role play, scene simulation, debate, etc., to enhance students' consciousness of participating in translation teaching practice. Let them have an interest in understanding the language and the cultural differences behind it, and form a sense of cross-cultural communication. In addition, students' intercultural communication ability can be improved through collaborative learning method, task driven method, and the use of the network to build a diversified feedback mechanism.

5.4 Strengthening the teaching staff of Chinese English translation

A strong teaching staff is an important prerequisite for enhancing students' cultural education. Teachers themselves also need to continue to learn, improve their Chinese and English cultural accomplishment, promote the expansion of knowledge, and enhance their understanding of Chinese and Western culture. Only when students have the ability to understand dual cultures can they better carry out cross-cultural translation teaching. In translation teaching, teachers should not only master translation theory, but also have translation ability, so as to be more flexible in translation teaching in the new era.

5.5 Pay attention to students' individual differences

In the new era of translation teaching, teachers should pay attention to students' individual differences, and formulate differentiated translation teaching programs for students according to their different characteristics. Students can not only realize their particularity in learning, but also enhance their differentiated understanding of translation learning activities [6]. In this way, after receiving translation teaching, students can effectively learn the translation knowledge they need and improve the efficiency of learning.

5.6 Increase the proportion of C-E translation practice teaching

Practical activities are the ultimate attribution of all theoretical knowledge. At the same time, the focus of translation theory teaching is to improve students' translation practice ability. In practical teaching, teachers should focus on students and adopt diversified translation teaching methods. In addition, we should also enhance the interaction and participation of students in practical teaching. More practical teaching activities are arranged for students to increase the proportion of translation practice activities in the total class hours. In classroom translation teaching, attention should be paid to the cultivation of students' on-site translation ability and response ability [7]. Finally, students should also be provided with more practical opportunities outside the school to exercise their translation ability, professional adaptability and adaptability[8].

6 Summary

In the new era, the relationship between Chinese culture and world culture has become more and more close, and the requirements for Chinese-English translation talents are becoming higher and higher. The research analyzes the problems existing in College English Chinese English translation education and talent training mode, and puts forward targeted improvement measures, which require increasing the proportion of translation courses and practical courses, formulating personalized teaching according to the individual differences of students, strengthening the teaching staff of Chinese English translation, increasing the interpretation of translation skills, and actively innovating teaching methods, so as to cultivate more high-quality Chinese English translation talents through diversified measures.

Acknowledgements

This work was financially supported by the Ministry of Education's Cooperative Education Project (NO.220505876290457). Research on the Application and Practice of Online offline Hybrid "Code Switching" in Foreign Language Teaching in Colleges and Universities.

References

1. Tam B K Y , Bond M H .Interpersonal behaviors and friendship in a Chinese culture.Asian Journal of Social Psychology, 2002, 5(1):63-74
2. Mattioli C , Calderoni A , Gagliano L ,et al.Made in Beijing: Reflection of Standard Chinese Culture.Annals of Leisure Research, 2009, 12(2):129-147
3. Tao Jie Cultural differences and strategies for cultivating intercultural communicative competence in College English translation teaching. Journal of Heilongjiang Teacher Development Institute, 2022, 41 (12): 3
4. Songchunyan Chinese English translation dilemma and talent training suggestions under the background of "the belt and road initiative". English Square, 2017, 080 (08): 42-44
5. Weixutao Research on the teaching strategies of C-E translation of College English in the new era. Journal of Heilongjiang Institute of education, 2019, 38 (6): 3
6. Zhouwenwen The influence of thinking differences between Chinese and English on College English C-E translation teaching. Overseas English, 2019 (11): 2
7. Guolili, Zhaoling, Lu yaxia Research on the training strategy of translation talents for non English Majors in the new era. English Square: academic research, 2021, 2 (4): 116-118
8. Gallego-Toledo,Juan-Maria.Cultural profiling and a Chinese experience.Journal of Chinese Human Resource Management, 2015, 6(2):120-132.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

