

Research and Application Analysis on Teaching Strategies of English Translation of Canonical Books under the Perspective of Intercultural Communication



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Abstract: Under the background of globalization, the cultivation of intercultural communication ability gradually highlights its importance. As an important way of cultural communication, the English translation of canonical books has also received wide attention. Based on the perspective of intercultural communication, this paper firstly elaborates on the importance of teaching English translation of canonical books, then discusses the teaching strategies of the English translation of canonical books under the perspective of intercultural communication, and verifies the effectiveness and practicability of the strategies through the application practice, to help students better understand and translate canonical books, and further improve their intercultural communication skills.

Keywords: intercultural communication perspective; English translation of canonical books; teaching strategies; application practice

Introduction

With the rapid development of globalization, the demand for intercultural communication is growing rapidly. In this context, the teaching of canonical English translation, as an important part of language education, has the function of promoting mutual understanding and communication among different cultures. However, since the English translation of canonical books involves cultural differences in language, history, philosophy, and other aspects, various challenges are often encountered in the process of teaching. Therefore, it is of great significance to study and apply teaching strategies suitable for intercultural communication to improve the effect of teaching English translation of canonical books.

1. The Importance of Teaching English Translation of Canonical Books from the Perspective of Intercultural Communication

From the perspective of intercultural communication, the teaching of the English translation of canonical books plays an important role. First of all, it helps to promote the inheritance and dissemination of cultural heritage. As the cultural treasures of the country and the nation, canonical books carry rich history, values, and thought systems (Xu & Wang, 2022). By translating canonical books into English, more non-Chinese readers can gain a deeper understanding and appreciation of the essence of our culture, thus helping to protect and promote our classic culture. Secondly, the teaching of English translation of canonical books helps to improve students' cross-cultural communication ability. In the process of English translation of canonical books, students need to face the differences in language,

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way of thinking, and values in different cultural backgrounds. Through in-depth study and understanding of canonical books and their accurate translation into English, students can develop the ability to interpret and cope with the challenges of cross-cultural communication. In addition, the teaching of English translation of canonical books can also promote academic communication and the in-depth development of research. Canonical books are an important area of cultural and academic research in China, and for many scholars, being able to read and understand the English versions of canonical books is the basis for in-depth research and academic communication. By cultivating students' English translation ability of canonical books, we can cultivate more professional talents for the academic world and promote the internationalization and frontierization of canonical book research. Finally, the teaching of English translation of canonical books can also improve students' language ability and translation skills (Yue & Li, 2023). The English translation of canonical books involves the comprehensive understanding and application of language, culture, and history, which requires students to have good language expression ability and translation skills. Through the teaching of canonical English translation, students can improve their language proficiency and develop the ability to accurately understand and convey information, which has a positive impact on their language learning and career development.

2. Teaching Strategies of English Translation of Canonical Books under the Perspective of Intercultural Communication

2.1 Strategies at the language level

Under the perspective of intercultural communication, the strategy of teaching English translation of canonical books at the "language level" mainly focuses on the strategy of linguistic expression and semantic transformation. In the English translation of canonical books, students need to understand the meaning of the original text accurately. This includes an in-depth understanding

of cultural elements such as similes, metaphors, and allusions in canonical books and finding corresponding expressions in English. To this end, teachers can help students better understand the meaning of the original text by explaining the background knowledge, cultural connotations, and linguistic features of the original text. At the same time, when choosing vocabulary and expressions, students need to take into account the historical background, cultural context, and author's writing style in which the canonical text is located. Teachers can guide students to discuss and compare vocabulary choices to find the most relevant and accurate vocabulary and expressions (Qiao & Li, 2021). In addition, canonical texts often have complex grammatical and syntactic structures, which need to be translated with attention to grammatical and syntactic accuracy. Teachers can help students understand and correctly translate sentences by analyzing the grammatical and syntactic structure of the original text. It is worth noting that canonical texts often have unique styles and rhythms, translation needs to try to maintain the style and rhythm of the original text. Teachers can analyze the linguistic features and rhetorical techniques of the original text and guide students to choose the appropriate English expressions to maintain the unique rhythm of the original text. By applying the above language-level strategies, teachers can help students better understand and translate canonical texts so that they can be expressed accurately and fluently in English and convey the cultural connotations contained in the canonical texts.

2.2 Strategies at the cultural level

The "cultural level strategy" of teaching English translation of canonical books under the perspective of cross-cultural communication mainly focuses on cultural differences and cultural transformation. As a carrier of rich cultural connotations, canonical books need to be translated with an in-depth understanding of the historical, social, and cultural background of the original text. To help students better understand the cultural connotation of the original text, teachers can explain the relevant historical events, cultural

traditions, and values. When translating canonical texts, students may encounter differences between different cultures. Teachers can guide students to analyze the cultural elements in the original text to help them understand the meanings and expressions in different cultural contexts; they can also encourage students to compare the differences between different cultures to better convey the cultural message of the original text. When translating canonical texts, students need to transform the cultural information of the original text into expressions adapted to the target culture. Teachers can guide students to think about how to convey the cultural connotation of the original text in the target culture so that readers can understand and accept the translated work more easily. In addition, allusions and metaphors are often used in canonical texts to express ideas and opinions, and translation needs to deal with these culture-specific expressions (Hao, 2022). Teachers can help students understand the cultural context of allusions and metaphors and find the corresponding equivalent expressions for the target culture. Of course, when translating allusions, students should respect the cultural characteristics of the original text. Teachers can guide students to choose the corresponding expressions of the target culture by analyzing the linguistic features, rhetorical devices, and cultural elements of the original text to maintain the unique flavor of the original text. By applying the above strategies at the cultural level, teachers can help students to be able to adapt to the target culture in their English expressions.

3. The Application Practice of Teaching Strategies of the English Translation of Canonical Books under the Perspective of Intercultural Communication

3.1 Establishing a knowledge base of historical and cultural backgrounds

Establishing a knowledge base of historical and cultural background is an important part of the application of English translation teaching strategies of canonical books under the perspective of intercultural communication. To help students better

understand the cultural connotation and historical background of canonical books, teachers need to study and organize relevant historical data, cultural literature, and research results. To this end, resources such as libraries, networks, and academic databases can be utilized to establish a comprehensive and accurate knowledge base of historical and cultural background. In the teaching process, teachers can introduce students to the historical and cultural background in which the canonical texts are located through explanation and interpretation (Xu, 2019). With the help of slides, charts, text descriptions, and other forms, relevant historical events, social systems, cultural characteristics, and so on are presented to students, and the importance of these factors for the understanding and translation of canonical texts is explained. Then, teachers can organize students to conduct group or individual research so that they can gain a deeper understanding of the historical and cultural background involved in the canon. Students can read relevant historical documents, research papers, and monographs for in-depth exploration and academic discussion. In the process, teachers can provide guiding questions to guide students in their research and thinking. Students, in turn, can report and share their findings based on their research. They can choose a specific historical period or cultural background, introduce important events, social systems, ideologies, etc., and analyze their impact on canonical understanding and translation. Through these activities, teachers can promote communication and interaction among students and deepen their understanding of historical and cultural contexts. Through the practice of building a knowledge base of historical and cultural background, students can have a more comprehensive understanding of the historical period and cultural background in which the canonical books were written, so that they can better understand and translate the canonical books.

3.2 Utilizing multimedia teaching tools

In the teaching practice of English translation of canonical books under the perspective of intercultural communication, teachers can carefully collect multimedia materials related to canonical books,

including pictures, audio, and video. Then utilize multimedia production software to integrate these rich materials into the teaching courseware. The design of the courseware should have a clear structure and emphasize on visual effects and interactivity to attract students' attention and stimulate their interest in learning. By inserting relevant pictures and charts, teachers can help students understand more intuitively the historical background and cultural characteristics of the canonical books and other important information; by using audio and video to present the original sound, reading, or narration of the canonical books, they can help students better feel and understand the language, rhythm, and emotion of the canonical books. In addition, teachers can use multimedia teaching means to carry out interactive demonstrations and simulations, for example, through role-playing, scenario reproduction, etc., so that students can participate in them and deepen their understanding of the canonical books and their ability to apply them, and this way can enhance students' practical ability so that they can better experience and learn in a simulated cross-cultural communication environment. At the same time, teachers can also use the Internet and online education platforms to guide students to use online resources, such as e-books, academic papers, translation tools, etc., to further broaden students' access to canonical information and translation skills (Zhao, 2022).

3.3. Organizing cultural exchange activities

Organizing cultural exchange activities is an important element in the teaching practice of English translation of canonical books under the perspective of intercultural communication. Through such activities, students can better understand and experience the ways of thinking, values, and behavioral norms of different cultures, to enhance their intercultural communication skills. To ensure the success of the activity, teachers need to first determine a suitable theme for cultural exchange according to the content of the canon taught and the cultural background of the students. For example, if they are teaching ancient Chinese literature, they can

choose "Traditional Culture and Modern Society" as the theme. Then, according to the selected theme, determine the appropriate form of activities. Group discussions, cultural salons, cultural exhibitions, cultural experiences, etc. are all possible forms. For example, students can be organized into groups, each representing a different cultural background, to promote cross-cultural communication and understanding by sharing their cultural characteristics and values. Meanwhile, teachers need to arrange the time and place of the activity. They can choose to carry out the activities in the classroom or outside the classroom to ensure the reasonable arrangement of the activity time and avoid conflicts with other teaching activities. In addition, according to the form of the activity and the number of participants, teachers need to prepare the appropriate materials and equipment. For example, if it is a cultural exhibition, they need to prepare exhibition boards, pictures, cultural relics, etc. If it is a cultural experience, they need to prepare relevant props and scene decorations. Before the start of the activity, teachers need to introduce the theme and purpose of the activity to the students and make clear the process and rules of the activity. In the process of the activity, teachers should actively guide students to participate in discussions and exchanges and give timely feedback and guidance (Zheng, 2021). After the activity, teachers need to summarize and evaluate the results of the activity. The feedback and opinions of students on the activities can be understood through questionnaires and group discussions, and the teaching strategies can be improved according to the feedback results. By organizing cultural exchange activities, teachers can let students feel and understand the ways of thinking and behavioral norms in different cultural contexts in practice, to improve their cross-cultural communication skills.

3.4. Guiding students to practice translation

Guiding students in translation practice is an important element in the teaching practice of English translation of canonical books under the perspective of intercultural communication. It can help students better understand and master the cultural connotation

and linguistic characteristics of canonical books, and improve their translation ability and intercultural communication ability. In this regard, teachers can choose a passage of canonical text that is suitable for students' level and curriculum requirements according to the theme, language difficulty, and cultural connotation of the canonical text as the translation content. Before starting the translation, teachers need to make an in-depth interpretation of the text, including explaining the background knowledge, cultural connotations, and linguistic features of the text (Ying & Fu, 2022). This helps students better understand the text and accurately grasp the keywords, phrases, and sentence structures in it. Then, teachers need to divide students into groups or individuals and let them start translating the text according to their understanding and analysis. In this process, teachers can provide necessary guidance on vocabulary, phrases, and sentence structures to help students overcome translation difficulties. After students have finished translating, teachers need to give timely feedback and guidance. Evaluate students' translation accuracy, language fluency, cultural expression, etc., and point out the direction and methods of improvement. In addition, teachers can also organize students to discuss and compare the translation results. Let students share their translation results and discuss the advantages and disadvantages of different translation methods. This can not only help students learn and improve from each other's experience but also stimulate their enthusiasm and interest in learning.

Summarize

To sum up, this paper analyzes in depth the research and application of teaching strategies for the English translation of canonical books under the perspective of cross-cultural communication, and the results show that cross-cultural communication has an important influence on the English translation of canonical books. When formulating teaching strategies, teachers should give full consideration to linguistic and cultural factors and emphasize students' mastery of the background knowledge of

canonical books. At the same time, by applying the measures of "building a knowledge base of historical and cultural background, using multimedia teaching methods, organizing cultural exchange activities and guiding students to practice translation", students' translation ability and intercultural communication ability can be effectively improved. Of course, to adapt to the changing educational environment and students' needs, further research and practice are needed to improve these teaching strategies.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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