

# A Study on Equivalence between English Translation and Cross-cultural Communication Based on Translation Coordination Theory

Shi Lin<sup>1\*</sup>, Liu Yinglu<sup>2</sup>

## Abstract

People with different cultural backgrounds are bound to face the problem of cultural differences in the process of communication, so intercultural communicative competence becomes more and more important. English translation includes not only the cultivation of language ability, but also the cultivation of communicative competence. English, as the most common language, plays a very important role in taking root and developing in today's society by making good use of it and realizing cross-cultural communication. Translation is a kind of communication between different cultures. Focusing on cultivating students' intercultural communicative competence in English translation teaching is not only conducive to students' understanding of the cultural literacy of different countries, but also conducive to students' more accurate English translation. In the future teaching, teachers must clearly realize the importance of cross-cultural awareness to students' English translation ability. Based on the translation coordination theory, this paper analyzes the problems existing in the cultivation of intercultural communicative competence in college English translation teaching, and puts forward some suggestions on cultivating students' intercultural communicative competence in college English translation teaching.

**Keywords:** Intercultural communication; English translation; Cultural differences

## 1 Introduction

Intercultural communication is an interactive behavior in the process of interpersonal communication with different cultural backgrounds. With the acceleration of globalization, people's communication is more and more extensive. People with different cultural backgrounds will inevitably face the problem of cultural differences in the process of communication, so cross-cultural communication ability is becoming more and more important [1]. Under the promotion of social and economic development, people no longer only pay attention to their own clothing, food, housing and transportation, but also put forward higher requirements for their spiritual pursuit. As an important way to supplement

people's spiritual food, education and teaching has been paid more attention by many people, which has greatly promoted the overall development of China's education and Teaching [2-3]. For a long time, in English translation teaching, teachers generally lack the cultivation of students' intercultural communicative competence, resulting in the students' overall translation ability is not ideal, unable to accurately carry out English translation [4]. How to cultivate students' intercultural communicative competence in College English translation teaching has become a key factor in College English translation teaching [5]. However, the cultivation of students' intercultural communicative competence in College English translation teaching has not been paid attention to, which makes the number of College English translators plummet [6]. In College English translation teaching, we should pay attention to the cultivation of students' intercultural communicative competence, so that students can understand the knowledge and structure of the language, and also

1. School of Language, Literature and Law, Xi'an University of Architecture & Technology, Xi'an, Shaanxi, China 710055

2. School of Language, Literature and Law, Xi'an University of Architecture & Technology, Xi'an, Shaanxi, China 710055

\*Corresponding Author Email: shilin0620@126.com

understand the thoughts, emotions and culture reflected in the language. We should appropriately communicate and communicate with foreigners, and break through the cultural barriers in the process of communication [7].

English translation includes not only the cultivation of language competence, but also the cultivation of communicative competence. As the most common language, English plays a very important role in the development of today's society by making good use of it and realizing cross-cultural communication [8]. In translation, due to the differences in the mode of thinking and cultural background between the translator and the original author, there are also differences between Chinese and foreign languages and cultures, which objectively leads to contradictions and conflicts [9]. In the context of globalization, the translation of one culture into another through language media has pushed the national culture to the world. Appropriate translation can actively promote cross-cultural communication [10]. Strengthening College English translation teaching is one of the important ways to cultivate cross-cultural communication talents, which plays an important role in helping students establish cross-cultural awareness and cultivating students' intercultural communication ability [11]. Translation ability can fully reflect students' English learning ability. Translation can be said to be a kind of communication between different cultures. In English translation teaching, the cultivation of students' intercultural communicative competence is not only conducive to students' understanding of cultural literacy of different countries, but also conducive to students' more accurate English translation [12]. Seeking a breakthrough in College English translation teaching and innovating teaching modes and methods can not only provide talent support for cross-cultural communication, but also play an important role in promoting the overall development of students [13].

People of different cultural backgrounds will inevitably face the problem of cultural differences in the process of communication, so cross-cultural communication ability is becoming more and more important. At present, the increasingly frequent international exchange makes the demand for cross-cultural communication talents increasing [14]. In English translation teaching, the cultivation of cross-cultural communication has become a standard to measure the achievements of English Translation Teaching [15]. In the process of English translation,

we should not only have a good understanding and familiarity with our own language and culture, but also have a comprehensive grasp of the language, customs, human feelings and culture of English speaking countries, so as to make the translation work more accurate [16]. In the future teaching, teachers must be aware of the importance of cross-cultural awareness for students' English translation ability [17]. In translation, not only the translator's mastery of the two languages is required, but also the translator's handover ability is a very important influence factor [18]. While explaining theoretical knowledge, teachers should pay attention to making students aware of the differences between Chinese and Western cultures, so as to cultivate applied and compound English major communicative talents with excellent comprehensive quality [19]. Based on the theory of translation coordination, this paper analyzes the problems existing in the cultivation of intercultural communicative competence in College English translation teaching, and puts forward some suggestions for cultivating students' intercultural communicative competence in College English translation teaching.

## **2 The significance of intercultural communicative competence in English translation teaching**

### **2.1 Problems in the cultivation of intercultural communicative competence**

Cross-culture is an important feature of college English translation teaching, and cultivating students' comprehensive language use ability, especially language communication ability, is an important goal of teaching. English has a unique cultural background, so it is necessary to cultivate college students' English translation skills from the perspective of ability, promote college students' cross-cultural awareness, and help them improve their understanding of articles to be translated from a cultural perspective. Some teachers' intercultural communicative competence is still obviously lacking. They adopt relatively backward teaching methods and models, pay attention to the surface meaning of translation language, and lack understanding and experience of relevant cultural artistic conception, which is not conducive to the improvement of students' English translation level. In the current English translation teaching, culture teaching lags behind language teaching, and the teaching mode is not divorced from Chinese traditional thinking, but only adds English

language symbols. Although universities have strengthened the cultivation of students' intercultural communicative competence, there are still some problems in students' intercultural communicative competence. Most students have strong English reading and writing skills, but their level of communication and listening is relatively low. They not only have certain obstacles in understanding other cultural knowledge, but also have deficiencies in expressing Chinese culture [20]. Under the influence of traditional ideas, many students think that they only need to learn their own language well, so they are not interested in learning English. Under this teaching phenomenon, the society needs more and more college English translators, and college English translation teaching requires students to improve their translation ability effectively.

Therefore, many teachers spend a lot of time training students' translation in class, without paying attention to the cultural differences between China and the West, so that students only translate in pure Chinese, which eventually leads to the delay of students' translation ability at the bottom.

With the all-round development of the new curriculum reform, college English translation teaching has made great progress compared with the past. People have gradually realized that language is an important inheritance form of history and culture under different cultural backgrounds. Students' understanding of cultural background is of positive value to students' mastery of skills. Table 1 shows the statistical data of the types of books imported from abroad.

**Table 1** Statistics on categories of books introduced by copyright

Particular year	Technology	Novel	Biography	Reference book	Coaching books	Religion	Other
2019	3254	1761	322	260	833	87	3711

English translation is not only the transformation of language, but also the communication and collision between two cultures. Teachers should consciously remind students to pay attention to context when guiding students to carry out English translation training. Translation is an important means of communication in cross-cultural communication, which plays an important role in spreading information and culture. Translating a language that is unfamiliar or unfamiliar to some people into a language that is familiar to the other party is not only a simple transformation of the language, but also a transmission of the profound culture contained in the language to the other party. Chinese students' learning English is restricted by both time and environment. The main form of learning English is classroom teaching, and learners can only accept English input from non-native languages in the classroom with the help of English textbooks. Once leaving the classroom context, it is still a Chinese world waiting for learners. Language is the core factor of human communication, and international activities are inseparable from language communication. The rich cultural connotations in language make communication in international activities not only a linguistic phenomenon, but also a cross-cultural phenomenon [21]. Translation, as a communication activity in different forms of cultural inheritance, requires college English translation teachers to have

high-quality teaching quality and advanced teaching concepts. However, the present situation of the development of college English translation teaching is that there are still many deficiencies in teachers' intercultural communicative competence, and teachers' translation training cannot meet the requirements of intercultural communicative competence. Students' ignorance of cultural differences will inevitably hinder the cross-cultural communication of students' translation ability and hinder the all-round development of education and teaching in China.

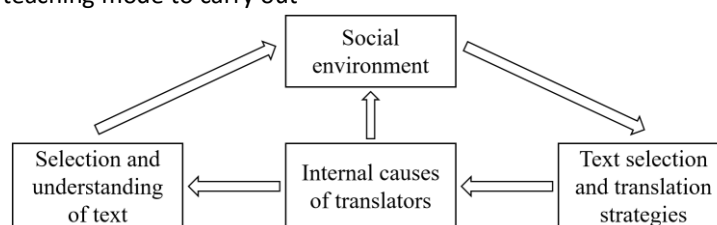
## 2.2 The significance of cross cultural awareness

In the process of translation, if the translator does not have strong cross-cultural communication ability, it will cause readers' misreading and misunderstanding, and affect the communication between two languages and even two cultures. Therefore, the translator must have the level of cross-cultural communication with both language and culture. Many college English teachers are lack of innovation in teaching, with single teaching content and no infiltration of cultural knowledge. Many learners think that their lack of solid language knowledge leads to their incomprehension of the text. In fact, this is due to the lack of cultural knowledge. In English translation teaching, we should

not only emphasize the training of students' accuracy in using language, but also pay attention to cultivating students' cross-cultural communication ability, and cultivate their sensitivity to cultural differences, tolerance and flexibility in dealing with cultural differences in the teaching of professional courses, so as to meet the needs of increasingly extensive international communication [22]. The cultural differences between China and the West have brought great influence on the cultural communication activities between China and the West, showing different cultural forms. When this difference is reflected in the language level, it is manifested as language difference. The understanding of the original text in translation activities is different from the general reading comprehension, which requires the understanding of the language level, such as words and grammar, as well as the deep meaning, which is more important in comparison.

At present, most college English teachers in China still use the lagging teaching mode to carry out

their daily teaching activities. The traditional teaching mode is mainly teacher-centered, in which teachers simply explain translation theory and ask students to do a lot of translation exercises, and evaluate students' learning effect according to the completion of translation tasks. This teaching mode not only fails to train students' autonomous learning ability, but also fails to integrate cross-cultural translation theory into daily teaching. Moreover, the communication between teachers and students and students' participation in class are less, which is not conducive to the improvement of students' translation ability. In college English translation teaching, students' translation of English is the best expression of students' intercultural communicative competence, so students must pay enough attention to people's experiences in different cultural backgrounds, improve their intercultural communicative competence and enhance their English translation level. Figure 1 is an overview model of translator's research.



**Figure 1** Translator's study of the overall model

Translation is not a simple transformation of words and sentence structures in the source language, nor is it a search for words and structures corresponding to the source language in the target language. In the process of translation, if students only pay attention to the superficial level of the source language, the translated content will only be too formal, and it is easy to see that the translated content and meaning are quite different from the source language. Teachers can actively apply cutting-edge teaching methods, avoid using the same teaching method to guide students to practice translation for a long time, consciously observe college students' feedback on various teaching methods, find students' interest points, and use students' interest points to improve translation teaching effect. In translation practice, students must be aware of the cultural differences between China and the West and adjust the translation structure, so as to truly restore the meaning and mood of the source language. The cultivation of students'

intercultural communicative competence in English translation teaching can not only enable students to better understand the original text, but also enable students to better express the target text and promote students' English translation ability [23]. Second, in language learning, students lack the urgency to understand the related cultural knowledge of the language they have learned, and do not realize the necessity of cultural background knowledge for language learning. Therefore, when learning English, Chinese learners often borrow the Chinese conceptual system to construct the English structure, and cannot get rid of the Chinese way of thinking.

### **3 An analysis of the effective measures to cultivate intercultural communicative competence in College English translation teaching**

#### **3.1 Strengthen cross cultural knowledge penetration**

English translation teaching mainly requires students to be able to have good cross-cultural communication ability in different environment background, so as to provide a solid foundation for students' future development and work in related fields. Nowadays, it is necessary to cultivate students' intercultural competence. An important way to cultivate students' intercultural communicative competence in College English translation teaching is to teach students to pay attention to the differences between Chinese and Western cultures, and to pay attention to different ways of thinking under the influence of different cultural backgrounds. The ultimate goal of English translation is to cultivate students' cross-cultural communicative competence in different environments, so that students can go to the society after graduation and become engaged in relevant work in the international field, which makes English translation "cross-cultural" in nature [24]. Teachers should effectively expand students' language knowledge and cross-cultural knowledge

according to the teaching content and teaching training direction, so as to enrich the classroom teaching information. The prerequisite for a successful translation is not only to have a certain mastery and familiarity with both languages, but also to have a certain understanding of the rich cultural connotations behind the two languages. At the same time, when translating the two languages, we should extract and integrate the culture contained in them to convey the cultural information contained in the two languages to the readers.

A questionnaire survey was conducted among College English teachers. Among the teachers surveyed, the oldest is 55 years old and the youngest is 23 years old. A total of 100 questionnaires were sent out, 95 of which were recovered, and 92 were valid answers. The main purpose of this paper is to understand the attitude of the College English teachers towards culture teaching and culture testing, as well as their specific practice in teaching practice. The survey results are shown in Table 2.

**Table 2** Survey results

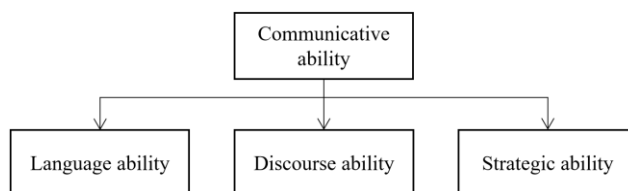
	Disagree	Uncertain	Agree
Culture is indispensable in foreign language teaching	6	46	40
The cultural teaching in our school lacks a system and has not formed a system	38	26	28
Know how to improve classroom culture teaching	10	56	26
Students can get enough foreign cultures from the current foreign language courses	40	28	24
Receive special training on cultural teaching	42	32	18

Teachers should take translation elements as a reference when cultivating their cross-cultural translation ability, and explain translation skills such as translation points and framework in the teaching process, so as to help students improve their translation ability and translation quality quickly. In the process of translation, translators not only need to use their listening, speaking, reading and writing skills to translate accurately, but also need to have a full understanding and experience of the cultural connotation of the target language, so that they can spread culture correctly and effectively through the carrier of language. In the process of translation teaching, teachers need to guide students to choose appropriate and reasonable language to translate correctly according to specific context, so as to avoid the influence of Chinese thinking. English translation teaching should not only pay attention to students' learning and mastering of English knowledge, but also pay attention to students' skill transformation and

application of English knowledge [25]. There are great differences in thinking modes between Chinese and Western cultures. Therefore, only by fully understanding this difference in thinking mode can students improve their translation ability to a certain level and improve their English literacy.

If teachers want to improve students' intercultural communicative competence in the limited classroom time, they should carefully select teaching materials, add language-related cultural background knowledge into the teaching contents, and increase the penetration of cross-culture in English translation teaching, so that learners' language learning can be organically combined with the knowledge content under the cultural background. While learning English language knowledge, teachers should integrate cultural background knowledge as a part of language knowledge into the process of language teaching. Communicative

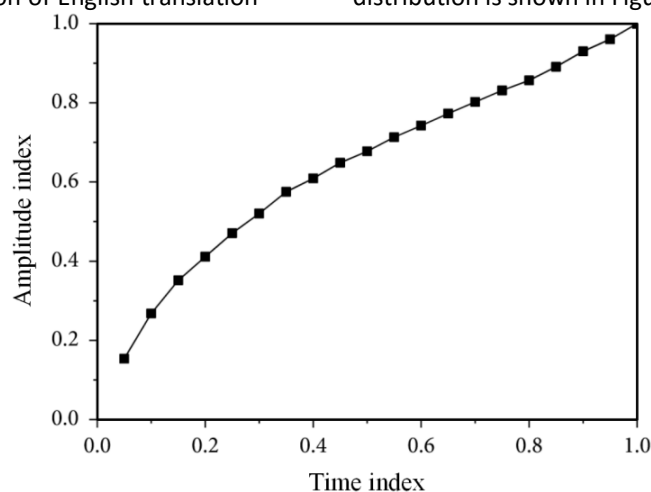
competence consists of three parts, as shown in Figure 2.



**Figure 2** Composition of communicative competence

The simulation analysis method is used to test the big data analysis performance of English translation teaching ability evaluation. Setting related parameters for the distribution of English translation

teaching resources. Constrained parameters of English translation teaching ability evaluation are reconstructed, and the time domain curve of distribution is shown in Figure 3.



**Figure 3** Time domain curve of big data time domain distribution

An edit distance function is used to calculate the conversion error relative to the standard output, and then to evaluate the result of language model transformation. As shown in the following formula:

$$D_i = a + \sum_{j=1}^n b_j p_j + r_i Y + u \quad (1)$$

Then the sum of order errors is defined as follows:

$$D_i = a + \sum_{j=1}^n b_j \ln(p_j) + r_i \ln(Y) + u \quad (2)$$

Turn to optimize its upper bound, the exponential loss function:

$$\ln(D_i) = a + \sum_{j=1}^n b_j \ln(p_j) + r_i \ln(Y) + u \quad (3)$$

The main statistical data of sociocultural and language tests are shown in Table 3.

**Table 3** Statistics of social culture and language testing

	Social and cultural test	Language test
Highest score	72	90
Lowest points	25	60
Average score	55	71
Standard deviation	5.58	6.12

In order to cultivate students' cross-cultural communication ability, teachers should change their teaching ideas, constantly learn cross-cultural

knowledge, improve their cross-cultural literacy, and provide students with learning examples. Universities can improve on the basis of the original syllabus, add



new teaching concepts and methods, rationally allocate English translation teaching time and resources, and provide support for this work. In English translation teaching, the primary task of teachers is to fully understand students' cognitive ability and knowledge. Teachers must attach great importance to the problems existing in students' creative imagination, practical ability, independent thinking ability and judgment ability [26]. In the teaching of English translation, when teachers impart language knowledge to students, they need to further explain the connotation of rich language knowledge, so as to avoid the influence of students' mother tongue thinking mode on students' English learning. In the specific teaching work, teachers should insist on curriculum innovation, select more cross-cultural knowledge courses on the basis of learning language knowledge, and provide students with more curriculum contents related to international knowledge and cultural knowledge.

### 3.2 Cultivate students' active cross-cultural communication awareness

English translation is not the only way to cultivate students' intercultural communicative competence, but English translation can combine language teaching with cultural teaching organically, which not only improves students' English communicative competence, but also cultivates students' intercultural communicative competence. To cultivate students' intercultural communicative competence, English translation teaching is not the only teaching method, but English translation teaching can effectively combine language teaching with culture teaching. Before teaching English translation, teachers need to instill the importance

and necessity of cultivating students' intercultural communicative competence. Teachers need to grasp the overall situation of the students they teach as a whole, and have an understanding of all aspects of students' abilities, so as to teach students in accordance with their aptitude and lay the foundation for students to introduce culture. In the teaching process, teachers should pay attention to the social background when explaining language knowledge, and English teachers themselves need to strengthen their own cultural cultivation and enrich their knowledge reserves, which can compare the cultural differences between China and the West more fully and comprehensively, so that students can easily understand the differences between Chinese and English in customs, manners and language forms [27]. Under the influence of different cultural backgrounds, people's language will be affected to a certain extent. In addition, people's language and cultural systems will be different in different ecological environments. Teachers must pay attention to imparting social and cultural background knowledge in teaching, strengthen teachers' own cultural accomplishment, pay attention to the comparison between Chinese and western cultures, and tell students the differences between English and Chinese common words in language form and customs and etiquette.

A competency test paper is designed for students, and a set of questionnaires are designed for teachers and students to explore the cross-cultural awareness and interpersonal communication skills of senior high school students. There are 50 people in the experimental class and 50 people in the control class. The test results are divided into above 90, 80-90, 70-80, 60-70 and below 60. The investigation after cross-cultural awareness training is shown in Table 4.

**Table 4** Results and analysis of students' cultural knowledge test

Achievements	Control class	Experimental class
Over 90	8	15
80-90	10	13
70-80	15	11
60-70	12	7
Below 60	5	4

In teaching, teachers should guide students to change from unconscious cultural experience to conscious cultural experience. Teachers should play a guiding role in guiding students to get in touch with and understand the cultural background behind the language in all aspects in the process of learning

English translation. At the same time, teachers should guide and instruct students' understanding of intercultural communication and evaluation of intercultural communication ability. In today's English translation teaching, strengthening the interpretation of cross-cultural knowledge can greatly broaden

students' learning horizons, broaden their thinking, and enable students to understand the living habits and customs of people in various regions, which has a far-reaching impact on the improvement of students' comprehensive ability. The purpose of innovative English translation teaching activities in universities is to cultivate students' cross-cultural communication ability and help them better carry out cross-cultural communication practice. Therefore, in order to cultivate students' good cross-cultural communication ability, it is necessary to build a cross-cultural communication practice platform. On the basis of students' cultural experience, teachers can organize different teaching activities to encourage students to exchange their experiences, thus forming a positive cross-cultural awareness. English translation teaching requires students not only to express foreign cultures in English, but also to describe Chinese cultures in English, so as to realize the balanced development of Chinese and foreign cultures. The cultivation of students' communicative culture needs teachers to combine daily life and carry out it from many aspects, so that students can have a deeper understanding of Chinese and Western cultures and a more comprehensive understanding of Chinese culture.

### 3.3 Strengthen the role of teachers in the cultivation of intercultural communicative competence

If people communicate with western countries, because of the lack of understanding of the differences between Chinese and Western cultures,

they will generally communicate with Chinese thinking mode and cultural habits, which often leads to some errors and conflicts in understanding. English teachers must keep learning, constantly improve their cultural quality, have the ability to understand the target language culture and native language culture, become the interpreter and intermediary of two different cultures, and try to help students overcome different cultural differences so that they can acquire a cross-cultural knowledge as soon as possible. Everyone's way of thinking about an event is inseparable from their growing environment, and the way of thinking influenced by each language, culture and nation is different or even quite different [28]. Therefore, in the cultivation of intercultural communicative competence, the interpretation of thinking mode is also an important content. The teaching of communicative culture starts from all aspects of daily life, so as to make language and cultural learning really situational and contextualized, improve students' communicative ability to identify and appreciate foreign cultures, and deepen their understanding and understanding of their own cultures. Universities should introduce teaching materials covering more western cultural knowledge, set up corresponding western cultural courses, cultivate students' English reading ability, and promote them to understand more western cultural knowledge, so as to broaden students' horizons.

Individual explanatory power data from three dimensions of translation teaching environment show that both learning behavior and situational support have significant explanatory power on learning effect, as shown in Table 5.

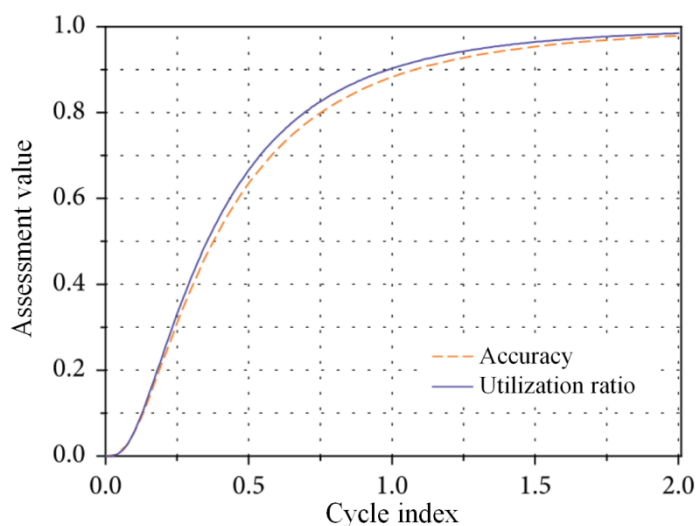
**Table 5** The estimated results of the three-dimensional construction of the translation teaching environment on the learning effect

Constant	Standard error	Standard coefficient
Learning behavior	1.477	0.713
Interpersonal support	0.242	0.140
Scenario support	0.068	0.292
Learning effect	0.026	0.125

The data clustering and information fusion processing of English long and difficult sentences are

carried out through the statistical results of translation level evaluation index parameters, and Figure 4 shows the test results of this index.





**Figure 4** Evaluation test results

Students' learning enthusiasm and autonomous learning ability play a very important role in cultivating their intercultural communicative competence. Extracurricular autonomous learning is an important supplement to classroom teaching, which can consolidate students' English knowledge and improve their English learning efficiency. Teachers should insist on guiding students to carry out extracurricular autonomous learning and enhance their cross-cultural awareness. The influence of learning environment on students is very important. A good foreign cultural learning environment can cultivate students' enthusiasm for cross-cultural communication and enhance students' interest in English translation learning. In English translation teaching, teachers can choose some typical cultural conflict cases, organize students to analyze and explain them, and encourage students to speak enthusiastically and express their ideas. Teachers can also create various situations in the classroom to enable students to play roles, and students can strengthen their mastery of knowledge through personal experience. Chinese and English are influenced by different cultures, and there are many differences. In language teaching, teachers should not only pay attention to teaching English culture, but also pay attention to teaching and spreading native culture.

#### 4 Conclusions

Cultivating intercultural communicative competence in college English translation teaching is a topic worthy of exploration and research. It is not an

easy task to cultivate intercultural communicative competence. Foreign language teachers need to improve their awareness of the importance of cultural teaching and their own cultural qualities, choose appropriate teaching contents according to the actual situation of English translation teaching and students' learning, and increase the penetration of cultural knowledge in English translation teaching. Culture permeates language, which embodies culture everywhere, while translation is to transform language and spread the profound culture contained in it. Therefore, translators' intercultural communicative competence should be emphasized in translation. Only with strong intercultural communicative competence can translators avoid misreading in language conversion and information transmission. As future builders, college students need to cultivate their own cross-cultural awareness and cross-cultural communication ability. College English translation teaching should pay attention to students' learning of English language knowledge, and encourage students to understand and master cultural background knowledge through various channels. In the process of applying translation strategies, they should reasonably grasp the differences between Chinese and Western cultures and enhance their awareness and ability of cross-cultural communication in translation.

#### References

- [1] Proshina Z G. Intervarietal translation and the theory of intelligibility[J]. *World Englishes*, 2018, 37(3):503-510.

- [2] Kafi M, Khoshsaligheh M, Hashemi M R. Translation profession in Iran: current challenges and future prospects[J]. *Translator*, 2018, 24(1):89-103.
- [3] Chen Qin. Folk culture translation strategy under the coordination translation theory [J]. *Journal of Ningbo Institute of Education*, 2015, 017(002): 63-65.
- [4] Dong Xinxin. The Translation Method of Peking Opera Costume Terms from the Perspective of Coordination Theory[J]. *Youth and Society*, 2019(12):259-260.
- [5] Ragep, F, Jamil, et al. On Astronomia: An Arabic Critical Edition and English Translation of Epistle 3[J]. *Journal for the history of astronomy*, 2016, 47(8):346-347.
- [6] Li Xiaohan. The impact of cross-cultural communication awareness on business English translation[J]. *English Square*, 2016, 067(07): 30-31.
- [7] Xu Jianzhong. Translation geography: the crystallization of the intersection of translation and geography[J]. *English Studies*, 2016(2):114-123.
- [8] Wang Yunting. Analysis of English Thinking Training Strategies in the Translation of Tea Literary Works[J]. *Fujian Tea*, 2017, 039(006):376-377.
- [9] Si Shujing. The translation strategy of idioms in English teaching from the perspective of functional equivalence theory[J]. *English Square: Academic Research*, 2017, 076(04): 30-32.
- [10] Yu Yanling. MTI education quality monitoring model based on crisis management and sustainable and coordinated development[J]. *Foreign Language Teaching*, 2015(05):107-110.
- [11] Zhang Jiping, Yiqiong. The derivation of conversational meaning in the translation of English proverbs[J]. *Journal of Inner Mongolia Normal University (Education Science Edition)*, 2015, 028(004):117-119.
- [12] Li Yiran, Li Mengru, Zhai Shujuan. Discussion on the teaching mode of Chinese medical culture translation based on translation workshops[J]. *Western Journal of Traditional Chinese Medicine*, 2018, 31(08):158-161.
- [13] Gao Liuxin. Integration and Reconstruction of Teaching Models for Translation Major in the Information Technology Era[J]. *Journal of Hunan University of Science and Technology*, 2019, 040(002):130-131.
- [14] Wang Xin. On the influence of cross-cultural communication in business English translation [J]. *Modern Business*, 2015(23):253-254.
- [15] Su Ning. Analysis on the cultivation of cross-cultural communicative competence in business English translation [J]. *Changjiang Series*, 2019, 000(009): 52-53.
- [16] Wang Huabao. Discussion on English News Translation Strategies in Cross-cultural Communication[J]. *Journal of Liaoning Institute of Science and Technology*, 2020, 022(001):60-62.
- [17] Fu Rong, Hu Dongping. Research on the Cultivation of Cultural Translation Ability in College English Translation Teaching under the Strategy of "Cultural Going Out" [J]. *Journal of Mudanjiang College of Education*, 2019, 197(02): 48-50.
- [18] Li Huaxiu. English news translation in cross-cultural communication[J]. *News Front*, 2015(14): 22-23.
- [19] Liu Yana. On the translation of tourism English in cross-cultural communication[J]. *Science and Fortune*, 2015, 000(008): 138-139.
- [20] Xiong Rui. Research on Business English Translation from the Perspective of Intercultural Communication[J]. *Journal of Xinyang Agricultural College*, 2018, 028(001):87-89.
- [21] Chen Baixi. On the Translation of English Literature in Cross-cultural Communication[J]. *Overseas English*, 2018, 386(22):54-55.
- [22] Zhou Yaru. A Brief Analysis of Translation Practice of Tourism English in Cross-cultural Communication[J]. *Great Science and Technology*, 2015, 000(002): 34-34+35.
- [23] Li Xia. The translation of English idioms from the perspective of cross-cultural communication[J]. *Campus English*, 2019(23):220-221.
- [24] Jin Xiaoxiang. Research on Tourism English Translation from the Perspective of Intercultural Communication[J]. *Think Tank Times*, 2019, 191(23):255+268.
- [25] Wu Kejia. Cultivation of Intercultural Communicative Competence in Higher Vocational English Translation Teaching[J]. *Journal of Hunan University of Science and Technology*, 2017, 038(012):105-106+134.
- [26] Xie Sujing. Cultivation of cross-cultural communicative competence in English translation teaching[J]. *Journal of Hunan City University (Natural Science Edition)*, 2016, 25(3):387-388.

- [27] Chen Lvzhan, Tang Qiaoshi. Cultivation of cross-cultural communication awareness in college English translation teaching [J]. Management Observation, 2016, 000(030):147-148+151.
- [28] Sun Fengqin. Multi-modal English and cultural teaching to improve students' multi-modal and cross-cultural communication skills [J]. English Teacher, 2015, 15(12):59-60.