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Cultural Inheritance and Innovation: Strategies of Integrating Chinese Traditional Culture into the Teaching of Translation

Chengtong Sun*

School of Foreign Language Studies, Shandong Jiaotong University, Jinan, Shandong, China
*Corresponding Author.

Abstract: Traditional teaching of translation often focuses on the training of language skills, while neglecting the cultivation of traditional Chinese culture. It is of far-reaching significance to integrate Chinese traditional culture into translation teaching, which can broaden students' cultural horizons, enrich their cultural knowledge reserves and cultivate their cross-cultural communication awareness and ability. This paper analyzes the current situation of integrating Chinese traditional culture into translation teaching, and discusses the effective strategies of integrating Chinese traditional culture into translation teaching. The author tries to contribute to the cultivation of compound translators who are both proficient in language and culture.

Key words: The Teaching of Translation; Chinese Traditional Culture; Integration; Evaluation; Existing Problems

1. Introduction

1.1 Background

With the acceleration of globalization, the exchanges in politics, economy and culture among countries in the world are becoming increasingly frequent. Both the exchange and the collision between cultures not only enrich the diversity of human culture, but also provide new opportunities and impetus for the development of all countries. Translation plays a self-evident role, working as an important bridge of cross-cultural communication.

In terms of the teaching of translation, it is of profound significance to integrate Chinese traditional culture. From the perspective of translation talent cultivation, the requirements for competent translation talents are getting higher and higher with the development of society. The traditional teaching of translation often emphasizes the training of language skills, but neglects the cultivation of cultural literacy. However, translators not only need to acquire a solid language foundation, but also should have a deep understanding of the cultural background of the source language and target language in actual translation work. Integrating traditional culture into the teaching of translation can broaden students' cultural horizons, enrich their knowledge in culture, enhance their cross-cultural communication awareness and ability, and make them become translators who are proficient in language skills and culture.

In terms of cultural communication, Chinese traditional culture is extensive and profound with a long history, being the crystallization of the wisdom of the Chinese nation and the precious wealth of all mankind. Against the background of globalization, it is an important task for us to make Chinese traditional culture go global and enhance the influence of Chinese culture internationally. Being an important means of cultural communication, translation can convey the essence of Chinese traditional culture to people all over the world and promote their understanding of Chinese culture. By means of the teaching of translation, students' love and sense of identity with Chinese traditional culture will be cultivated, so that they can become disseminators of Chinese traditional culture, which will help promote the international spread and exchange of Chinese traditional culture and enhance our cultural soft power.

1.2 Objectives and Problems

The author aims to explore the effective ways to integrate Chinese traditional culture into the teaching of translation, so as to improve the quality of teaching, cultivating translators with profound cultural heritage and cross-cultural communication ability. Specifically, the research attempts to achieve the following

goals: First, analyze the current situation of integrating our traditional culture into the teaching of translation, and clarify the existing problems and challenges; The second is to explore the effective methods and strategies of effectively integrating Chinese traditional culture into the teaching of translation, so as to provide useful reference for teaching practice; The third is to evaluate the effect on the teaching of translation and the improvement of students' translation ability and cultural literacy.

Based on the above objectives, the author intends to solve the following key questions: First, what is the current integration of Chinese traditional culture in the teaching of translation? Including teachers' emphasis on traditional culture in the teaching process, the proportion of traditional cultural elements in teaching content, students' cognitive status and acceptance of Chinese traditional culture integrated into teaching, etc. Secondly, what are the effective methods and strategies to integrate Chinese traditional culture into the teaching of translation? For example, how to skillfully integrate traditional cultural elements into textbook compilation, classroom teaching activity design, practical teaching links, etc., so as to stimulate students' interest and enthusiasm in learning. Furthermore, what influence does the integration of Chinese traditional culture have on the effect of the teaching of translation? By comparing and analyzing the changes of students' translation ability, cultural literacy and cross-cultural communication awareness before and after integration, the actual effect of integrating traditional culture into teaching is evaluated.

2. The Theoretical Basis of the Integration of the Teaching of Translation and Chinese Traditional Culture

The integration of the teaching of translation and Chinese traditional culture is not an isolated teaching practice, but with a profound theoretical foundation. These theories provide significant guidance for us to understand the relationship between translation and culture, and how to effectively integrate traditional culture into the teaching of translation.

Cross-cultural communication theory works as one of the key theories underpinning this integration. Against the background of globalization, cross-cultural communication becomes more and more frequent, and translation plays a self-evident role as an effective means of cross-cultural communication. This theory holds that cultural differences are indispensable factors in cross-cultural communication, which may lead to misunderstandings, conflicts and other problems. During the process of translation, the translator needs to negotiate the cultural differences between the source language and the target language, and convey the meaning and cultural connotation of the original text accurately. For example, when translating idioms and allusions in Chinese culture into English, translators need to deeply apprehend the cultural connotations behind them and use appropriate translation strategies to make the target language readers understand these meanings because these cultural elements have unique backgrounds of history and cultural implications. For instance, if the idiom "wang zi cheng long" is translated directly into "hope one's son will become a dragon", it may confuse foreign readers who don't understand the meaning of dragon as the symbol of nobility and success in Chinese culture. A more appropriate translation can be "hope one's son will have a bright future", which can convey the meaning of the idiom more accurately and avoid cultural misunderstandings.

The theory of the relationship between language and culture is also an important theoretical basis. Language is the carrier of culture, and each language contains unique cultural connotation and way of thinking [1]. Language not only reflects culture, but also is restricted by culture. Different languages contain different cultural values, ways of thinking and social customs. For example, the appellation system of kinship in Chinese is very complicated, and different kinship relationships have clear appellations, such as "shu shu" (the brothers of one's father), "jiu jiu" (the brothers of one's mother) and "yi fu" (the husbands of sisters of one's mother), which shows the features of Chinese traditional culture that attach great importance to family blood relationship and the order of senior and junior. In English, these kinship appellations are expressed by "uncle", which reflects the relatively concise concept of kinship in western culture. In the process of the teaching of translation, obtaining an

understanding the close relationship between language and culture helps students better understand the cultural factors in translation and improve the accuracy and fluency of translation. When students translate texts involving relatives' appellations, they have to make appropriate adjustments by studying the cultural background of the target language to ensure that the translation conforms to the cultural habits of the readers of the target language.

3. Current Situation of Integration of Chinese Traditional Culture into the Teaching of Translation

3.1 Investigation on Teaching Status

In order to comprehensively apprehend the present situation of the integration of Chinese traditional culture into the teaching of translation, the author comprehensively uses questionnaire survey, interview and other methods. The survey covers translation teachers and English majors in a few colleges and universities with the goal of obtaining first-hand data about the integration of traditional Chinese culture into the teaching of translation.

In terms of questionnaire survey, a total of 656 questionnaires were distributed and 545 valid questionnaires were recovered. The content of the questionnaire mainly covers teachers' teaching ideas, teaching contents and teaching methods, and students' learning attitudes and learning effects. In terms of teachers' teaching philosophy, when asked "Do you think it is of great importance to integrate Chinese traditional culture into the teaching of translation?", as many as 86% of teachers say it is very important, thinking that it was the key way to cultivate students' cross-cultural communication ability and inherit national culture; However, there are still 14% teachers who don't know enough about its importance, and hold that the teaching of translation should mainly focus on training of language skills, and the integration of traditional culture is dispensable.

In terms of teaching content, only 23% of teachers said that they often introduce teaching materials to students which are related to Chinese traditional culture into the teaching of translation, such as ancient poetry, classic literary works, traditional festivals, etc. 19% of teachers occasionally, 58% of teachers hardly incorporate traditional cultural content into teaching. Further investigation shows that the main difficulties faced by teachers when choosing traditional cultural materials are the lack of suitable teaching resources and the difficulty in organically combining materials with teaching contents. Some teachers gave feedback: "Although it is very important to know traditional culture, it is fairly difficult to find materials about traditional culture that not only meet the teaching objectives but also stimulate students' interest, and how to skillfully integrate these materials into the teaching of translation skills is also a difficult problem."

As for teaching methods, most teachers still adopt the traditional lecture-based teaching method, and seldom guide students to pay much attention to the influence of cultural factors on translation when explaining translation skills [2]. Only 28% of teachers will adopt interactive teaching methods such as group discussion and case analysis, so that students can experience the process of coping with traditional culture in translation in practice. For example, when teaching idiom translation, only a few teachers will ask students to discuss the cultural connotation and translation strategies of different idioms in groups, and then report and show them.

In terms of students' learning attitude, the survey results indicate that 72% of students are interested in the integration of Chinese traditional culture into the teaching of translation, thinking that it will help broaden their knowledge and improve their translation ability. However, 28% of students are not enthusiastic about learning traditional culture, and feel that the content of traditional culture is boring and difficult to understand, which is not closely related to the actual translation needs. When asked "Do you feel difficult when you encounter the content related to Chinese traditional culture in translation practice?", 68% of the students said that they often encounter difficulties, which are mainly manifested in insufficient understanding of traditional cultural knowledge, lack of cultural vocabulary and difficulty in finding appropriate translation strategies.

In order to have a deeper understanding of the current teaching situation, this study also interviewed some teachers and students. In an

interview, a senior translation teacher pointed out: "Although we are aware of the importance of traditional culture in the current teaching of translation, it is quite difficult to spare abundant time to systematically explain traditional cultural knowledge due to the heavy teaching tasks. Moreover, in the existing translation textbooks, the proportion of traditional cultural content is relatively small, which also results in difficulties to teaching. Another young teacher said: "In the teaching process, I tried to introduce some traditional cultural elements, but the participation of students was not high. Perhaps it was because my teaching methods were not novel enough to stimulate students' interest."

In an interview with students, one student said, "I think learning traditional culture is very helpful for translation. For example, when translating some words and expressions related to Chinese culture, it is hard to do the translation accurately if one doesn't have much knowledge about the cultural connotation behind them. However, sometimes the traditional cultural knowledge taught by teachers is too abstract, and it is difficult for students. Some students said: "I hope teachers can combine more practical translation cases in teaching, so that we can better master the application skills of traditional culture in translation."

According to the comprehensive analysis of the questionnaire survey and interview results, it can be seen that although the integration has attracted the attention of some teachers and students, there are still many problems in actual teaching. Teachers need to further improve their teaching ideas, teaching contents and teaching methods, so as to improve the integration of traditional culture in the teaching of translation. Students also need to change their learning attitude, actively learn traditional cultural knowledge, and enhance their cultural literacy and translation ability.

3.2 Analysis of Existing Problems

Although some progress has been made, there are still many existing problems to be solved urgently, which seriously restrict the effect of integrating traditional culture into the teaching of translation and affect the training quality of translation talents.

More prominent problems include the single teaching content and lack of systematicness. In the current teaching of translation, although some teachers have realized the importance of integrating Chinese traditional culture and tried to introduce some relevant materials, the contents involved are often limited to a few fields [3]. Chinese traditional culture is extensive and profound with a long history, covering philosophy, literature, art, history, folk customs and other aspects [4]. However, teachers may focus more on the translation of Chinese classical literary works in actual teaching, such as Tang poetry, Song poetry, Ming and Qing novels, etc., while other cultural forms such as traditional art (calligraphy, painting, opera, music, etc.), traditional festival customs, folk crafts (paper-cutting, embroidery, ceramics, etc.), ancient scientific and technological inventions (four great inventions, traditional Chinese medicine, etc.) and unique philosophical thoughts (Confucianism, Taoism, Legalism, etc.) are less involved. This leads to students' one-sided understanding of Chinese traditional culture, and their inability to fully appreciate its rich connotation and unique charm. For example, if only sentences in classical literary works are taken as examples in teaching translation skills, students may master the skills of literary translation, but they lack corresponding knowledge and experience on how to translate contents related to traditional festivals, such as various customs of the Spring Festival and the cultural meaning of the Mid-Autumn Festival.

At the same time, the lack of systematicness of teaching content is also a key problem. At present, many teachers lack overall planning and systematic design when integrating into Chinese traditional culture, and often use cultural elements randomly without forming an organic whole. It is difficult for students to acquire a complete knowledge system of Chinese traditional culture in the process of learning, and it is impossible to deeply understand the internal relationship between cultural elements. When explaining idiom translation, teachers may only explain the translation methods of several common idioms in isolation, instead of systematically explaining idioms with Chinese historical allusions, cultural traditions, social customs and other background knowledge. Although students remember the translation of these idioms after studying, they know little about the related cultural connotation behind the

idioms, and it is difficult to apply the knowledge to other related translation practices.

Tradition and lack of innovation in teaching methods are also important factors that limit the integration effect of traditional culture [5]. In the teaching of translation, quite a few teachers still adopt traditional teaching methods and students passively accept knowledge. When explaining the related contents of Chinese traditional culture, teachers often unilaterally impart cultural knowledge and translation skills to students, lacking interaction and communication with students. This teaching method makes the classroom atmosphere dull, students' learning enthusiasm is not high, and it is difficult to stimulate their interest and enthusiasm for Chinese traditional culture. When explaining the translation of traditional Chinese festivals, teachers may simply introduce the names, times and English expressions of some common celebrations of each festival, and then let students memorize them by rote. In the boring learning, it is not easy for students to truly understand the cultural connotation of traditional festivals, and they can't apply what they have learned to actual translation with flexibility.

4. Strategies of Integrating Chinese Traditional Culture into the Teaching of Translation

4.1 Optimization of Teaching Content

In the teaching of translation, optimizing the teaching content is the key link to integrate Chinese traditional culture [6]. Choosing typical classic cultural works is an important way to enrich teaching content. With a long history, there are numerous classic works in Chinese traditional culture which contain far-reaching cultural connotations and unique artistic value, and are high-quality materials for the teaching of translation. In the respect of literature, classic works such as *The Analects of Confucius*, *Taoist Book*, *A Dream of Red Mansions* and *The Journey to the West* are not only treasures of Chinese literature, but also important carriers of Chinese traditional culture. *The Analects of Confucius* embodies Confucian ideas including "benevolence", "courtesy" and "righteousness" etc. Its language is concise and profound, and the

differences in cultural background and language habits need to be fully considered when translating [7].

In the respect of art, Chinese traditional painting, calligraphy, opera, music and other art forms all have unique cultural connotations and great aesthetic values. In the teaching of translation, relevant texts such as introductions and comments of artistic works can be introduced, so that students can understand how to convey the unique charm of these art forms to foreign readers through translation. When translating relevant texts of Chinese traditional painting, students need to know the historical background, artistic style, expression techniques and other knowledge of painting, and at the same time master the translation of relevant artistic terms, such as "xie yi", "gong bi" and "bi mo". For "xie yi", it can be translated as "freehand brushwork", which conveys its artistic characteristics of paying attention to artistic conception expression and not sticking to similarity of shape. This kind of teaching content can broaden students' cultural horizons and cultivate their appreciation and translation ability of different art forms.

Combining the hot spots of the times and selecting cultural materials with the characteristics of the times is also an important strategy to optimize the teaching content [8]. As the times develop, Chinese traditional culture has been inherited and developed in modern society, and many cultural phenomena and hot topics with the characteristics of the times have emerged. In the teaching of translation, paying attention to these hot spots of the times can make the teaching content closer to real life and stimulate students' interest in learning. With the vigorous development of cultural and creative industries, many traditional cultural elements have been integrated into modern design, film and television, animation and other fields, resulting in many excellent works. The relevant introductions and publicity copywriting of these works can be selected as the materials for teaching of translation, so that students can understand how to translate the contents that combine traditional culture with modern elements. Take the translation of publicity copy of tourism products of the Forbidden City as an example. The copy may involve the history and culture of the Forbidden City, the characteristics of cultural relics and the design

concept of tourism products. During the translation process, students need to accurately convey this information, and at the same time pay attention to the vividness and attractiveness of language to attract the attention of foreign consumers.

Thematic teaching can also be carried out, focusing on a specific cultural theme, such as "Chinese traditional costume culture" and "ancient Chinese science and technology culture", integrating relevant teaching resources such as texts, pictures and videos, and designing a series of teaching activities, so that students can learn and master relevant cultural knowledge and translation skills in the process of in-depth exploration of the theme. In the theme teaching of "Chinese Traditional Costume Culture", students can first know the development history, types and characteristics, production technology and other knowledge of Chinese traditional costumes, then select relevant costume introduction texts and explanations of fashion design works for translation exercises, and finally hold group discussions to explore the inheritance and innovation of Chinese traditional costume culture in modern society. Such a teaching content system can improve the systematicness and coherence of teaching, and cultivate students' ability in comprehensive analysis and cross-cultural communication.

4.2 Innovation of Teaching Methods

Innovative teaching methods are the key link to realize the effective integration of Chinese traditional culture in the teaching of translation, which can stimulate students' interest in learning and improve the teaching effect [9]. Project-based learning is a student-centered teaching method, which decomposes the learning content into specific project tasks, so that students can actively learn and explore in the process of completing the project. In the teaching of translation, projects related to Chinese traditional culture can be designed, such as "translation and dissemination of Chinese traditional festivals" and "translation and appreciation of Chinese classical literary works". Taking the project "Translation and Dissemination of Chinese Traditional Festivals" as an example, students need to deeply study the origin, customs, cultural connotation and other features of Chinese traditional festivals, and then translate relevant introductory texts into English and make them into posters or short videos to introduce Chinese traditional festivals to foreigners. In this process, students not only improve their translation ability, but also enhance their understanding and inheritance awareness of Chinese traditional culture.

By creating real or simulated situations, situational teaching method allows students to feel and understand Chinese traditional culture in situations and improve their translation ability. Multimedia resources like videos, audio, pictures can be used to present students with rich cultural situations. When explaining the translation of Chinese traditional operas, the teachers show the wonderful clips of Peking Opera, Yue Opera and other operas, so that students can intuitively feel the characteristics of singing, costumes and performance forms of operas, and then students are guided to translate the lyrics and plot introduction of operas. Students can also be organized to play role and simulate cross-cultural communication scenes, so that students can use their translation knowledge and skills in practice to solve practical problems. For example, the teachers set up activities of international cultural exchange, allow students to act as representatives of different countries, and make cultural exchanges and introductions. In the process, students need to translate and explain the relevant contents of Chinese traditional culture, so as to improve their cross-cultural communication ability and translation ability.

Group cooperative learning is an effective teaching method, which can promote the communication and cooperation among students, and cultivate students' team spirit and cooperation ability. In the teaching of translation, students can be divided into small groups to complete translation tasks together which are related to Chinese traditional culture. When translating ancient Chinese poetry, group members can work together. Students are respectively responsible for finding the background information of poetry, analyzing the artistic conception and cultural connotation of poetry and translating the poetry, and they finally discuss and revise the translation together. By means of group cooperative learning, students can learn and inspire each other, broaden their thinking horizons and improve the quality of translation. Group

cooperation can also promote cultural exchange and sharing among students. Each student can learn different cultural viewpoints and translation ideas from other students, thus enriching their cultural knowledge and translation experience.

In the teaching of translation, we should make full use of modern information technology, expand teaching methods and improve teaching effect. Online translation platform, corpus, software can be used to provide students with rich translation resources and learning support [10]. Online translation platform can let students know different translation versions and translation ideas in time, corpus can help students find relevant examples of translation and collocations, and translation software can help students do translation and proofreading. We can also use the online teaching platform to carry out teaching activities online, such as online discussion, online test, online homework, etc., so that students can learn and communicate anytime and anywhere. Through the online teaching platform, teachers can publish learning materials and tasks related to Chinese traditional culture, students could submit their homework and participate in discussions on the platform, and teachers can also give timely feedback and evaluation to improve the interactivity and timeliness of teaching.

5. Evaluation of the Practical Effect of Integrating Chinese Traditional Culture into the Teaching of Translation

In order to scientifically and comprehensively evaluate the practical effect of integrating Chinese traditional culture into the teaching of translation, it is very important to construct a systematic and scientific evaluation system which should cover many dimensions and comprehensively take into consideration students' knowledge mastery, improvement in ability and cultural awareness, so as to accurately reflect the influence of integrating traditional culture on the teaching of translation.

In terms of students' mastery of knowledge, the evaluation indicators mainly contain their understanding of Chinese traditional culture and their mastery of translation knowledge and skills. For the knowledge of Chinese traditional culture, students' familiarity with the basic concepts, important events and

representative figures of Chinese traditional culture in the field of history, philosophy, literature, art and folk customs can be examined through exams, homework, classroom questions and answers, etc. raise questions about the origin and customs of Chinese traditional festivals in the exam, or ask students to analyze the cultural connotation of a certain Chinese classical literary work; Assign reports on topics related to Chinese traditional culture in the homework, such as exploring the influence of Confucianism on Chinese traditional etiquette. We can understand students' memory and understanding ability of traditional cultural knowledge in the process.

In the dimension of ability improvement, the evaluation indicators contain the ability in translation and cross-cultural communication. The evaluation of translation ability can be carried out from the aspects of accuracy, fluency and faithfulness. Accuracy requires students to accurately convey the meaning of the original text in the process of translation, so as to avoid misunderstanding in translation; Fluency examines whether students' translations follow the rules of the target language, and the sentences are fluent and natural; Faithfulness concerns whether students can be faithful to the style, tone and cultural connotation of the original text. Through the evaluation of students' translated works, statistical error rate, analysis of error types, and evaluation of the overall quality of the translated text, the improvement of students' translation ability is measured. The evaluation of cross-cultural communication competence mainly examines students' ability to understand and cope with cultural differences in cross-cultural communication. By simulating cross-cultural communication scenes, group discussions, case studies, etc., we can observe clearly whether students accurately understand cultural intentions, avoid cultural misunderstandings, and effectively convey their own views and cultural information in communication involving different cultural backgrounds. In the simulated cross-cultural communication scene, set up some situations that may lead to misunderstanding resulting from cultural differences, and observe students' coping style and problem-solving ability; In group discussions, students are asked to discuss the

differences and similarities between different cultures and how these differences can be dealt with in translation, thus evaluating students' awareness and competence in intercultural communication.

Cultural awareness is an important aspect of the evaluation, and the evaluation indicators include cultural identity and communication awareness. Cultural identity mainly examines students' recognition and love for Chinese traditional culture. By means of questionnaires and interviews, we can know students' attitudes and values towards Chinese traditional culture, and whether they are willing to actively learn and inherit traditional culture. Set relevant questions in the questionnaire survey, such as "How interested are you in Chinese traditional culture?" "Do you think it is important to inherit Chinese traditional culture?" According to students' answers, we can understand the strength of their cultural identity.

Teachers should take evaluation as an important part of classroom teaching, and evaluate students' learning performance before the end of classroom teaching [11]. In order to make the evaluation results more objective and accurate, we can also introduce diversified evaluation methods such as self-evaluation, mutual evaluation and teacher evaluation. Self-evaluation allows students to reflect and summarize their learning process and achievements, and discover their own strengths and weaknesses; Mutual evaluation can help facilitate communication and learning among students, and get feedback and suggestions from the perspective of others; Teacher evaluation is based on professional knowledge and experience, and makes a comprehensive and in-depth evaluation of students' performance. By combining these evaluation methods, we can have a more comprehensive understanding of students' learning status, development after the integration of Chinese traditional culture.

6. Conclusion

Focusing on the core theme of integrating Chinese traditional culture into the teaching of translation, the author has made a series of achievements with important theoretical and practical value through multi-dimensional and systematic research. In the aspect of current situation analysis, the research deeply reveals the actual process of integrating Chinese traditional culture into the teaching of translation. According to comprehensive questionnaire, in-depth interview and classroom observation, the teachers' cognition on the importance of integrating traditional culture in teaching philosophy is diversified. In the teaching content, the introduction of traditional cultural materials is single and random, lacking systematicness and coherence, and it is difficult to construct a complete traditional cultural knowledge system. In terms of teaching methods, traditional teaching methods still dominate, and the application of innovative teaching methods is insufficient, resulting in students' low participation and learning enthusiasm. At the same time, the uneven traditional cultural literacy of teachers and the lack of traditional cultural content in translation textbooks also seriously restrict the effective integration of traditional culture in the teaching of translation.

Aiming at these problems, a series of targeted and operable strategies and methods are put forward. Through teaching practice and effect evaluation, the positive influence of integrating Chinese traditional culture on the teaching of translation is effectively verified. Empirical research shows that integrating Chinese traditional culture into the teaching of translation can significantly improve students' translation ability, and make students more accurate and flexible in dealing with culturally loaded words and cultural background knowledge. Enhance students' cross-cultural communication ability, and make them more confident and fluent in cross-cultural communication; Cultivate students' cultural awareness, and improve their sense of identity with Chinese traditional culture and cultural communication awareness.

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