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Cross-Border Collaborative Learning: A Study on Pathways for Integrating Cross-Cultural Cognition and Translation Competence Development

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Abstract: Cross-border collaborative learning creates a place for students to learn without the restrictions of distance and culture; working together, they can cultivate cross-cultural awareness and translation skills to help promote the further development of this kind of study. At present, the cultivation activities for these students are still scattered in terms of cognitive content, lack deep connections with real life, have scattered platform resources, and are deficient in teacher literacy; therefore, the effect of combined education is limited. Given the actual situation of cross-border collaborative learning, this paper explores the need and current problems of integrating the development of cross-cultural cognition and translation competence, and then puts forward some practical suggestions to strengthen the systematic construction of teaching content, deepen the integration of training with context, optimize platform resource integration, and enhance teacher literacy to provide a reference for improving cross-border collaborative learning practice.

Keywords: Cross-border collaborative learning; Cross-cultural cognition; Translation competence; Integrated cultivation; Implementation pathways

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1. Introduction

With the development of economic globalization and digital technology, cross-border collaborative study has gradually become one of the ways for students from various cultures to learn together. In this learning space, learners need to complete translation tasks in the sense of language conversion, and at the same time, they should understand the cultural logic and modes of thinking behind the language; these two elements are to be considered an integrated part of the same learning process. In fact, cross-cultural cognitive education and translation competence training are often carried out separately; although learners have acquired language

skills, they are unable to achieve good communication in real-life cross-border communicative situations. To improve the quality of cross-border collaborative learning, we need to be precise about how the two elements work together inside and look for practical ways to do so.

2. The significance of integrating cross-cultural cognition and translation competence development in cross-border collaborative learning

2.1. Promoting understanding and tolerance of multiple cultures

Translation is never just a substitution of symbols. Every translation practice in cross-border cooperation brings learners into direct contact with the differences in values and ways of thinking between their own culture and that of others; this direct encounter itself is the beginning of their learning. Only after many failed attempts to find equivalent expressions in the two languages can learners genuinely feel that some concepts are intertwined with cultural experiences and thus cannot be directly transferred; this idea goes beyond abstract explanations of cultural differences in class [1]. Cross-border cooperative study can provide a good learning environment; through cooperation with students from different cultural backgrounds, learners will often face situations where they are unable to express themselves fully or are uncertain about misunderstandings, and after experiencing such friction multiple times, their understanding of the subject matter will be improved gradually instead of just being an empty word for tolerance of differences. The purpose of integrated cultivation is to change people's passive assimilation of culture through practice into active self-cultivation [2].

2.2. Enhancing the accuracy and appropriateness of translation practice

Translation training that does not take into account the cultural background is only about grammar and vocabulary; therefore, although students can form sentences that are grammatically correct and semantically reasonable, they have difficulty using such sentences in daily life. Cross-border collaborative learning is a task of translation carried out in an environment of genuine communication; therefore, during translation, one must consider the cultural presuppositions, expressive habits and pragmatic taboos of the other party to ensure that the translated text can be understood and accepted properly—that is to say, the translation judgment has shifted from the original standard of "whether it corresponds" to the new requirement of "whether it is appropriate" [3]. Because this verification mechanism is led by the communicative partner, enhancing translation ability cannot be achieved through a teacher's unilateral correction and feedback; instead, one must be accurately understood or misunderstood by the collaborator, and based on this feedback, the learner continuously adjusts their own way of expressing themselves. Therefore, the integrated cultivation can build an improvement mechanism for translation training and gradually increase the accuracy and relevance of the translations through practice [4].

2.3. Strengthening learners' cross-cultural communication competence

Communicative tasks in cross-border collaborative learning often need students to employ all sorts of translation strategies in the common language to connect their different cognitive frameworks, and this very process is a chance to train their cross-cultural communication skills. As learners have repeatedly taken on the dual roles of "translator" and "communicator," they have learned when to translate literally to preserve the original meaning and when to translate freely to align with the understanding of the other party, and this

kind of judgment is precisely the essence of cross-cultural communication competence [5]. Compared with the former mode of education, single-language teaching or cultural lectures are for transferring knowledge, but integrated cultivation bases have arranged practical collaboration opportunities for students to cultivate both skills at the same time; thus, communication ability is no longer about possessing accumulated knowledge but is an applied wisdom that is constantly tested, modified, and improved through daily interaction [6].

3. Current problems in integrating cross-cultural cognition and translation competence development in cross-border collaborative learning

3.1. Fragmentation of cross-cultural cognitive teaching content

In the Design of cross-cultural cognitive content, many cross-border cooperation projects only list items of cultural knowledge, such as festivals, customs, etiquette taboos, etc., but do not form an internally consistent system. What the learners are exposed to is a group of disjointed pieces of cultural knowledge, not an organized system of cognition [7]. This dispersed organization of knowledge means that although learners can remember some pieces of cultural knowledge, they are unable to apply this knowledge to make judgments in new cultural situations, and when a collaborative task touches upon cultural phenomena outside the scope of teaching content, they do not know how to proceed. In the end, the problem is not that there is a lack of cultural knowledge to teach, but rather that this knowledge has never been arranged in a way that can be absorbed and applied by learners [8].

3.2. Disconnect between translation competence training and cultural context

At present, many translation training sessions are still in the traditional model of sentence- and paragraph-level translation exercises, and the training materials are largely isolated texts that have been detached from any concrete communicative scenario; learners only need to handle correspondences at the linguistic level and do not need to consider how, by whom, or in what situation the translated text will be used. This kind of context-less training has only equipped students with test-oriented translation skills, and therefore, when they enter the real environment of cross-border cooperation, they are unable to solve problems in high-culture translation such as understanding tone and judging discursive intent because they did not learn this in advance [9]. The disconnection between training and context has successfully disrupted the link that should be formed among translation competence, cultural awareness, etc., so translation is now considered a detached linguistic tool [10].

3.3. Insufficient integration of cross-border collaborative platform resources

Many of the online platforms for cross-border collaborative learning are still in their infancy and only have basic functions such as video conferencing and file sharing; there is no special function to foster cross-cultural cognition and translation skills. Since the cultural resources, language resources, and cooperative activities are all different, various tools need to be used by the learners to construct a comprehensive learning support system. Due to the lack of resource integration, students must make extra efforts to adapt to the collaborative process in addition to completing the task; teachers have no good way to assess students' actual performance in cultural understanding and translated expression, and the technical conditions needed for integrated cultivation cannot be met [11].

3.4. Inadequate cross-cultural literacy among teaching staff

Teachers who guide cross-border collaborative learning are usually responsible for language and translation education, but they do not have extensive knowledge of cross-cultural studies. When there are particular cultural conflicts or misunderstandings in the collaboration process, teachers can only give general explanations based on their own experience and are unable to provide deeper guidance for the students. Due to this lack of professional help at the crucial time when it is most needed, that is to say when a learner encounters cultural confusion in collaboration, appropriate support cannot be provided, and thus the effect of integrated cultivation is significantly reduced [12].

4. Implementation pathways for integrating cross-cultural cognition and translation competence development in cross-border collaborative learning

4.1. Systematic construction of cross-cultural cognitive teaching content

In order to address the issue that the current presentation of cultural knowledge takes the form of a scattered list, one must rearrange the order of teaching content in line with the logical flow of "cognition–understanding–application"; First, lead learners to establish a basic system for grasping cultural differences, such as the analytical dimensions of value orientation, communication styles and modes of thought, and only after doing so can they apply this system to interpret specific cultural phenomena instead of just memorizing isolated customs and taboos. Organize the content in this way to ensure that what the learners learn is no longer scattered pieces of cultural information but rather an analytical tool that can be used elsewhere; they will be able to form an initial judgment on any unknown cultural scenario, even one not covered in class [13]. At the same time, the teaching content should be paced according to the progress of the collaborative task; that is to say, whatever type of cross-cultural communication challenge learners are about to face at a certain stage, the corresponding cognitive content needs to be presented in advance so that the input of knowledge is in sync with the requirements of collaborative practice and not scheduled independently of task progress. Only through the construction of a good system with strong internal logic can cross-cultural cognitive teaching help students build long-lasting and practical types of thinking that are not just temporary memories [14].

4.2. Deep integration of translation competence training with cultural context

To address the fundamental problem of the dissociation between translation training and cultural context, the training material should be based on actual cases of cross-border cooperation rather than a collection of isolated texts [15]. Teachers can directly use the discussion records, task instructions and feedback comments that learners have generated in collaboration as translation training materials; therefore, every part of the translated text a learner is working on will have a clear communication partner and specific contextual requirements, and the focus of training will be on "whether the translation can help the other party genuinely understand it and sound natural" rather than just "if the translation is accurate." Thus, teachers should guide learners to pay attention to the cultural presuppositions contained in a translated text, such as whether the sense of restraint in a euphemistic expression from the source culture needs to be adjusted in the target context to convey a similar tone. It is this kind of repeated consideration in life that forms the necessary conditions for the internalization of translation ability. When the training materials and the collaborative context are no longer two parallel lines but rather two aspects of the same process, the translation competence the learners gain will be able to be applied to all future cross-border communication situations [16].

4.3. Integration and optimization of cross-border collaborative platform resources

To solve the current problems of scattered platform functions and lack of support for developers of educational technology, it is necessary to inspire them to integrate cultural resource banks, bilingual terminology banks, collaborative task modules, etc., so that when learners engage in a particular collaborative task, they can conveniently access relevant cultural background information and expressive suggestions without having to switch among many individual tools. The platform should be able to record the revision history and performance data of students in cultural comprehension so that teachers can provide targeted guidance according to the common errors that students have made in their studies or in the form of expression [17]. The purpose of resource integration is not merely to reduce the trouble of operation; more importantly, it should help the technical support serve the main purpose of integrated cultivation and enable the training of cultural literacy and language skills to work together naturally under one learning environment [18].

4.4. Building mechanisms to improve teachers' cross-cultural literacy

To improve the cross-cultural literacy of the teaching staff, we should not only conduct sporadic short-term training, but also establish a continuous professional development system that enables teachers to gain first-hand experience in authentic cross-cultural interaction through participation in international academic exchanges, cross-border pedagogical cooperation, and other channels; thus, they will develop the ability to understand the deeper reasons for particular cultural conflicts, rather than being limited to a general summary of experience. At the level of the institution, a cooperative research platform for teachers can be built to have teachers jointly discuss typical cultural confusions that learners show in collaborative teaching and gradually create a case library of guidance based on the characteristics of the school's own learners for future teaching references [19]. To ensure that integrated cultivation can be effectively carried out at critical times, teachers' own cross-cultural understanding needs to be strengthened continuously; only when teachers themselves are able to see through the surface phenomena of culture and understand its underlying logic can they provide learners with sincere guidance in their times of confusion [20].

5. Conclusion

In fact, the combined cultivation of cross-cultural cognition and translation competence is about giving learners the ability to understand other cultures and accurately transmit meaning in genuine cross-border cooperation situations; it should not be viewed as two independent teaching modules that can be simply added together. The problems in the current situation are fragmented content, training that is disconnected from context, weak platform support, and lack of teacher literacy; they are all caused by the failure to integrate the cultivation of cultural understanding and language competence in the same practical logic. Only through the construction of teaching content, integration of training and context, optimization of platform resources, continuous improvement of teacher literacy, etc., can cross-border collaborative learning be realized in practice to cultivate all-round talent with cross-cultural sensitivity and practical translation skills.

Disclosure statement

The author declares no conflict of interest.

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