

Analysis of School-enterprise Cooperative Training Path for Translation Major from the Perspective of Application Transformation

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Abstract—School-enterprise cooperation should be strengthened for translation major in application-oriented universities in the new circumstances. Currently, some problems exist in school-enterprise cooperation of translation major in colleges and universities, such as, insufficient internationalization of cooperation base, corporate translators' lack of right of speech in teaching, poor communication between teachers and corporate translators, inadequate guidance on translation practice teaching, leading to students' poor ability of practical translation. As a result, colleges and universities should cooperate with those international enterprises, to promote students' practice with order-oriented cultivation as the guidance; carry out double employment of translators of the enterprise, to improve their right of speech and freedom in teaching; guide the teachers and corporate translators to strengthen two-way communication, and carry out cooperative education with "translation community". In addition, colleges and universities should enhance the quality of practical teaching in enterprises for translation major, and make innovation in project teaching of translation major through translation studio on campus.

Keywords—application-oriented universities; translation major; school-enterprise cooperation

I. INTRODUCTION

More and more compound talents who are proficient in translation are in need in China with "The Belt and Road initiative" being responded and supported by increasingly more countries. Therefore, corresponding ability cultivation and teaching reform should be performed for translation major in colleges and universities according to the requirement of times. In the new era, local universities choose to transform into application-oriented ones one after another, so cultivation of personnel majored in translation should be strengthened in terms of their applied abilities, and school-enterprise cooperation is an effective way for enforcing ability cultivation of translation talents. School-enterprise cooperation should be deepened in the new era, to promote deep school-enterprise integration.

II. SCHOOL-ENTERPRISE COOPERATION AND TRANSFORMATION OF CULTIVATION OF TALENTS MAJORED IN TRANSLATION IN APPLICATION-ORIENTED UNIVERSITIES

Currently, translation talents cultivation in application-oriented universities faces new situation. On the one hand, with the advancement of "The Belt and Road" initiative and the deepening reform and opening up in China, more and more enterprises are going abroad, and students majored in translation need to work abroad. In the international job market, proficient English expression and translation skills are required for translation talents. On the other hand, innovations are being carried out in teaching philosophy of translation major. Most experts and scholars hold the opinion that teaching of translation should take both features of tool and humanism of English into consideration, strengthen culture teaching vigorously and enhance students' intercultural communication competence, and importance should be attached to transmitting Chinese culture. This means that translation major faces diversification of translation in the future, and ESP translation should be performed at the time of intercultural communication translation, such as scientific translation, medical translation, financial translation, legal translation, business translation, etc. In light of talent cultivation objective of application-oriented universities and practical needs of international translation, students should be trained in terms of their practical translation ability. Advanced translation theory is not necessary for application oriented translation talents, but they should meet the translation requirements. As a result, colleges and universities should strengthen cutting-edge translation skills training of students majored in translation, and school-enterprise cooperation is the best strategy for cutting-edge translation skills training. Corresponding adjustment is needed for school-enterprise cooperation because of changes in the situation of translation talents cultivation in the new era, so as to carry out deep integration, construct the integrated teaching system of teachers, enterprises and students, and enhance the level of internationalization and specialization of school-enterprise cooperative teaching.

III. PROBLEMS EXISTING IN SCHOOL-ENTERPRISE COOPERATION OF TRANSLATION MAJOR IN APPLICATION-ORIENTED UNIVERSITIES

A. *Inadequate Internationalization of School-enterprise Cooperation Base Selected for Translation Major*

Students majored in translation practice through school-enterprise cooperation, and they can get access to the frontier of translation requirements only by studying in international enterprise base. For instance, application of artificial intelligence assisted translation technology, financial and scientific translation and mastering of terms, strategies of Chinese-foreign languages translation, high-level communication and translation of Chinese culture. Some students majored in translation practice in translation company or translation studio, but it is difficult for them to get access to the frontier of translation requirements. Most of them translate the curriculum vitae, application letter and literary works. These translation practices can train students' application-oriented translation ability, but they do not belong to the frontier. Students have no way to know the latest translation requirements and categories of translation talents in short supply, so it is unable to train them in terms of the frontier of translation concept, and they will lose competitiveness due to short of relevant knowledge reserve at the time of obtaining employment in the future.

B. *Lack of Deep Integration of School-enterprise Cooperation and Insufficient Guidance on Teaching by Enterprise*

Deep school-enterprise cooperation should be carried out for teaching of translation major in the new era, to strength two-way communication between the university and enterprise. As for the translation teaching idea and translation curriculum setting, suggestions from the enterprise should be adopted in a timely manner to make adjustment. Deep integration is to use two-way communication very well and run it smoothly. However, quite a few disadvantages still exist in current school-enterprise integration, and enterprise's real integration into and guidance on teaching need to be strengthened. Only a small part of colleges and universities invite corporate personnel to the university to study cultivation program jointly for translation major. Once the program is determined, it is suitable for the whole semester without adjustment. With rapid development of the times, requirements of application-oriented translation also change constantly, and colleges and universities should take enterprise's advice timely to make adjustment of the curriculum. There is a certain lag in translation theory gained by students and their practice due to insufficient guidance on teaching by enterprise, and the students cannot meet the latest translation requirements.

C. *Poor Communication and Interaction Between Double-qualified Teachers of School and Enterprise, and Incompetent Double-qualified Teachers*

Teacher's guidance cannot be separated to cultivate students' application-oriented translation ability. Teachers can impart knowledge and guide students confidently only

by strengthening their own translation ability construction and updating. Teachers of translation major in some colleges and universities are also carrying out ability construction for double-qualified teachers. Many teachers not only possess knowledge of English, but also enhance their translation and interpretation abilities through obtaining a certificate. Some teachers are also learning knowledge of finance and economics, or to practice in enterprise and translation studio, or to translate the works, aiming to train their application-oriented translation ability. However, the communication channel between some teachers in colleges and universities and translators of cooperative enterprise base does not work very well, which cannot achieve complementation. The reason is that teachers often place particular emphasis on cultivation of their intercultural communication competence because of teaching needs, while corporate translators often pay more attention to translation practice. There is also conflict in their time due to teaching or work, which restricts their communication. The double-qualified abilities of translation teachers in colleges and universities are not high because they have no access to the frontier of translation requirements of the enterprise, so the effect of guidance on students is limited.

D. *Inadequate Guidance on Translation Practical Teaching by Enterprise and Students' Low Practical Ability of Application-oriented Translation*

Students' access to frontier translation is different from how to cope with frontier translation. Students have to learn the cutting-edge translation skills, yet teaching guidance of translation practice cannot be separated to master the skills. In the translation practice in enterprise, as for the frontier translation requirements and technology application encountered by students, the advisors from enterprise need to offer skill instruction step by step, which requires their unselfish educational dedication. While practicing in the enterprise, students cannot get core experience from advisors, which do little help to students' translation skill enhancement. In addition, the practice of students in enterprise is often arranged in summer vacation and winter vacation, and during which period, the guidance on students is completed by enterprise, yet teachers in colleges and universities cannot offer follow-up and teaching guidance timely, with a lack of necessary supervision, resulting in formal practical teaching. As a result, colleges and universities need to carry out innovation of practical teaching, and the integration and connection between practical teaching and semester teaching in colleges and universities need to be optimized.

IV. SCHOOL-ENTERPRISE TRAINING PATH FOR TRANSLATION MAJOR FROM PERSPECTIVE OF APPLICATION TRANSFORMATION

A. *Selecting the Enterprise with International Competitiveness as School-enterprise Cooperation Base*

Sending students to the enterprise with international competitiveness to practice and study, so that they can get access to the frontier translation requirements, gain the translation wisdom and skills from front-line translators of

the enterprise, and teamwork and innovation spirit for resolving new translation problems [1]. Of course, they can also learn the grand vision and pattern of translation talents of international enterprises. Colleges and universities need to adjust and optimize the cooperative enterprise, and take initiative to select those internationalized leading enterprises as the base. Besides, the posts of practice provided by the enterprise should fit in with students' translation ability [2]. In addition, colleges and universities should promote cross-regional school-enterprise cooperation actively, and send the excellent students to practice in the most suitable enterprise. If some students are interest in translation of Chinese culture, but there is no such internationalized enterprise, then colleges and enterprises should mobilize human resources fully and contact the cross-regional enterprises, so as to obtain suitable post of practice for the students.

B. Deepening School-enterprise Cooperation and Strengthening Enterprise' Right of Speech in Teaching Instruction

The front-line translators of the enterprise can master the latest translation requirements, and know what kind of translation talents should be cultivated. This part of front-line translators of the enterprise should be integrated into the formulating and optimizing of teaching program, to strengthen the right of speech of enterprise translation talents. Colleges and universities should set up related regulations, requiring that the teaching program and curriculum cannot be planned and implemented prior to discussion between professional translators of the enterprise and teachers. In order to strengthen speech of right of corporate translators, colleges and universities should develop double hired teachers actively and employ the corporate translators to give instruction in the school, offering them rights and obligations equal to those of teachers, so that they can fully participate in internal teaching decision-making of the school. In order not to influence their work in the enterprise, colleges and universities assign relatively few tasks to them. Generally, 4 classes a week which can be opened at weekends. Of course, the enterprise double hired teachers should be given more autonomy, so they can adjust the teaching contents timely according to translation market demand without being restricted by the syllabus and teaching tasks. In order to give full play to the teaching effect of corporate translators, the colleges and universities can establish a mixed teaching model [3]. If the teaching materials are provided by corporate translators, teachers of colleges and universities should teach in accordance with the materials provided by the enterprise, and feedbacks should be made by corporate translators.

C. Strengthening Communication and Interaction of Double-qualified Teachers of School and Enterprise and Enhancing Abilities of Double-qualified Teachers

Important matters for strengthening school-enterprise cooperation include the communication and studies between teachers of colleges and universities and corporate translators, as well as the establishment of smooth communication system. Teachers of colleges and universities should learn

more the latest translation needs, skills and techniques from corporate translators, and reinforce their own learning. Corporate translators should actively provide the latest requirements for translation talents cultivation and the frontier translation forum information to teachers for their learning [4]. A "translation community" should be established between teachers and translators, and the translators can seek advice from teachers with respect to the difficult translation problems, or they can discuss together. To facilitate the establishment of "translation community", the WeChat Group and QQ Group can be set up to invite relevant teachers, corporate translators, and students majored in translation to participate in it. They can raise any questions about translation in the Group and express their own points of view. Moreover, translation teachers should practice in the enterprise frequently, to cultivate their own abilities of double-qualified teachers and enhance the practical translation skills.

D. Reinforcing Students' Application-oriented Practical Translation Skills by Relying on Translation Practices in the Enterprise

To strengthen students' application-oriented practical translation skills, the function of practical teaching of enterprise should be given full play. In consideration of some disadvantages of practical teaching in enterprise, it is necessary for the colleges and universities to make fine adjustment of the setting of practical teaching in enterprise. Traditional practical teaching in summer and winter vacations can be expanded, so some students can be arranged to practice in enterprise in the middle of the semester. The teacher should follow up student practice closely, communicate with students timely, and listen to their difficulties in frontier translation and their solutions. Besides, the teacher should give appropriate advice. Teachers of the colleges and universities should communicate with advisors from the enterprise frequently, collect the frontier translation projects provided by the enterprise, carry out project teaching in the class, and provide the translation achievements of the enterprise to students for comparison, so that they can really integrate into translation practice. To set up a more real environment of project teaching, a translation studio on campus with the participation of both teachers and students can be established in colleges and universities, to undertake enterprise translation through the market-oriented approach, with the members of translation studio on campus discussing and translating together. Members of the studio on campus can be divided into translators and proofreading personnel and the translation review mechanism can be established following the enterprise's example, so as to enhance translation accuracy [5].

V. CONCLUSION

There is still a long way to go for deep integration of school-enterprise cooperation of translation major in application-oriented universities in the new era. Colleges and universities and the enterprises need strengthen their cooperation in translation materials compiling, curriculum setting, teaching evaluation and teacher training. Colleges

and universities and the enterprises should educate cooperatively in accordance with the thinking of community of destiny, so that students can be cultivated into the application-oriented translation talents needed by the times with their joint effort.

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