

Strategies for English Translation Teaching Reform under the View of “The Belt and Road Initiatives”

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Key words: “The Belt and Road Initiatives” (B&R); English translation; teaching reform

Abstract: With the in-depth practice of “The Belt and Road Initiatives” (B&R), Colleges and universities are facing great opportunities and severe challenges in cultivating English translation talents. This paper expounds the drawbacks in the training of English translation talents in colleges and universities, and puts forward the reform strategy of English translation teaching under “the Belt and Road Initiatives”: Teachers should strengthen cross-cultural education, teach students to respect multiculturalism while advocating Chinese culture. Secondly, students should accumulate English translation vocabulary and effectively meet the needs of English translation under “The Belt and Road Initiatives”. Thirdly, teachers should choose the appropriate teaching contents, strengthen the practice teaching of English translation, and actively open up the overseas practice, so that students can take part in the "front-line" translation and enhance the level of translation through the practice of English translation.

1. Introduction

“The Belt and Road Initiatives” is a major policy implemented by the state. It plays a very important role in promoting the "going out" of our enterprises and deepening the economic, cultural, political, educational and other links with other countries and regions along the line. With the deepening of this decision-making, the demand for English translators is increasing, and the requirements for the level and quality of English translators are also increasing. However, there are still some problems in the training of English translators in China at present. English translation talents can't fully meet the needs of social and economic development. Therefore, as a training base for English translation talents, colleges and universities should actively explore strategies for improving the efficiency of English translation teaching to provide excellent English translators for the in-depth development of “The Belt and Road Initiatives.”

2. The demand for English translators under “The Belt and Road Initiatives”

“The Belt and Road Initiatives” has made great progress in various fields after several years of continuous and in-depth progress. Translation is an indispensable bridge and link for the dissemination of cultures and ideology of different people. (Chen,2019) With the in-depth practice of “The Belt and Road Initiatives” and the frequent cultural exchanges between countries, there are new changes in the demand for English translators, which are embodied in the following aspects.

2.1 Higher requirements for English translators

English translation talents are indispensable professionals in international cultural exchange, economic and trade cooperation and other fields. They are valuable human resources for implementing the Belt and Road Initiatives and play an important role in cross-language, cross-culture and cross-regional exchanges. With the advancement of the Belt and Road Initiatives, exchanges between countries are not limited to cultural exchanges. Business negotiations in professional fields are gradually increasing. It is necessary for translation talents to master certain business knowledge, understand local culture, laws and regulations. In short, domestic enterprises

and the "along the way" countries and regions, not only require English translation professionals to have professional English translation ability, but also require them to grasp many kinds of knowledge, and help the normal operation of trade, which sets higher requirements for the training of English translation talents in China.

2.2 Increased demand for English translators

With the further development of "The Belt and Road Initiatives", China's economy is developing towards a multi-level, multi-channel, wide-ranging and omni-directional export-oriented economy. There are more and more foreign cultural and business exchanges, and the breadth and depth of exchanges have also increased. Therefore, the demand for English translator has increased.

3. Problems existing in the cultivation of English translators

The cultivation of English translators is a complex system, involving many modules, such as the establishment of English translation specialty, the teaching of translation courses, the allocation of professional teachers and the translation practice. With the further development of "The Belt and Road Initiatives", the quality and level of English translation talents are increasingly required by social development. This also makes the problem of cultivating English translators in China more prominent. Specifically speaking, there are several problems in the cultivation of English translators at present.

3.1 The disconnection between theory and practice

Theory comes from practice and plays a guiding role to practice. Therefore, only by combining theory with practice can we improve the efficiency of English translation teaching. On the one hand, college teachers should explain the relevant translation skills and theories in detail; on the other hand, college teachers should organize students to enter the translation market and carry out a lot of translation practice. But at present, the close relationship between theory and practice has been neglected in the process of training English translators in Chinese universities, which leads to the disconnection between theory and practice. The survey shows that many college students have accumulated a lot of basic theoretical knowledge in classroom learning, but in practice, they can't do well in translation work, mainly because teachers fail to fully recognize the importance of practical teaching in English teaching and blindly impart basic theoretical knowledge, resulting in poor practical ability of students. In addition, few universities offer translation practice opportunities for college students, resulting in students' lack of practical experience.

3.2 The disconnection between the contents of textbook and the actual demand

Textbooks are very important for English translation teaching. They are the basis of teachers' teaching design and the main reference materials for students' learning. The quality of textbooks will have a direct impact on English translation teaching and learning. As far as the actual situation is concerned, the current English translation textbooks in some colleges and universities are updated slowly, failing to reflect the new features of the economic and cultural development of the times and to absorb new vocabulary. Many contents are out of line with the actual needs of training English translators. In addition, some English translation textbooks are influenced by the level of the compiling team, compiling guiding principle and the quality of printing. Some English translation textbooks even have some problems, such as imprecise content, weak authority, low level of core content, narrow scope of application and unsystematic structure, which restrict the quality of training English translation talents.

3.3 The lack of practice base for English translators

English translator needs a lot of practical training in order to apply translation skills skillfully. Teachers should not only enable students to learn English knowledge, but also enable them to grasp solid practical skills in English translation practice, which requires a lot of practical training with the help of practice bases. However, at present, there are not enough practice bases for English translation

training in domestic colleges and universities, and students have scarce opportunities to practice. Some of the existing practice training bases are poor in facilities, lack of contact with enterprises, unable to provide students with real practice scenarios, which is not conducive to the improvement of practical skills of English translators.

4. English translation teaching reform under “The Belt & Road Initiatives”

4.1 Strengthening cross-cultural education

Along the "Belt and Road", there are 66 countries with different civilizations and different cultures. Language is the bridge of communication, and culture is the link of connection. The familiarity with the cultures of these countries can avoid cultural barriers in English communication, avoid poor communication and achieve smooth communication. For English translation teaching, we should attach great importance to cross-cultural education in all countries along the belt. First, what kind of culture and cultural outlook are there in the countries along the belt and the road? The English translation experts and professors, the translation circles and the translation education community should take the lead in carrying out our country's strategic plan to study and formulate a cross-cultural teaching syllabus for the English translation of “The Belt and Road Initiatives”, compile general teaching materials, and make and share cross-cultural teaching resources together. (Zhang,2018) Secondly, we should make clear the relationship between these cultures and local languages, and what proverbs, slang, idioms and so on have been produced. The familiarity and mastery of these language habits will help English translator to translate appropriately. “The Belt and Road Initiatives” as China's wisdom and China's global governance plan is based on extensive and profound Chinese culture. General education of Chinese culture, especially the major historical cultural schools and nowadays ideology, should be offered in English translation teaching in colleges and universities.

4.2 Choosing the appropriate teaching contents

The demand for translators under “The Belt and Road Initiatives” sets higher requirements for English translation teaching, and the syllabus and teaching objectives should be adjusted accordingly. Translation teaching should focus on the cultivation of applied ability, especially the cultivation of translation competence, and meet the demand of cultivating export-oriented talents. So we should choose the teaching contents concerning the idea of international market, so that the talents trained will have a promising market. Learning content is an important reference for guiding students to study translation. Under the background of the B&R, English translation teaching should add some practical translation skills and professional cultural knowledge. For example, we should introduce knowledge about business, trade, culture and sports related to the B&R, teach related translation terms, enhance the pertinence of teaching contents, and enable students to establish a complete system of basic knowledge for English translation. Teachers should help students understand the aim of learning, knowing their own priorities and their shortcomings. This is conducive to improving the overall quality of training English translators.

4.3 Guiding students to accumulate vocabulary related to B&R

“The Belt and Road Initiatives” involve 66 countries, and the cooperation among them is comprehensive, involving trade, economy, law, finance, cross-border logistics, payment and settlement. Because of the rich contents involved, English translators are urgently required to accumulate English vocabulary. Classroom teaching and after-class teaching should be combined to encourage students to increase the accumulation of English vocabulary. First of all, English translation teachers can use syllabuses to tell students what English vocabulary should be accumulated and mastered, so that students can plan and accumulate them step by step. Teachers can also organize and summarize relevant vocabulary for students' reference. Secondly, we should make good use of random classroom tests to urge students to accumulate English vocabulary in time. Finally, while teaching listening, reading comprehension, translation and writing, we should select

more texts that involve the B&R cooperation.

4.4 Strengthening English translation practice teaching

Translation practice plays an important role in improving the comprehensive translation skills of English translators. Therefore, under the view of “The Belt and Road Initiatives”, we need to integrate social resources to provide more practical training opportunities for English translators. Firstly, students should be provided with opportunities for on-site translation. Students can choose their own areas of expertise based on their own knowledge background and provide on-site translation services for foreign audiences. Through such regular translation services, students can promote their practical translation ability gradually toward the goal of competent translators. Colleges and universities should establish a set of perfect practice teaching evaluation system to evaluate the quality of practice teaching. (Zhang, 2017) Secondly, we should encourage cooperation between schools and enterprises, establish translation practice bases based on enterprises' need of English translation services, and select certain English translation professionals from corresponding English translation colleges to provide corresponding services for enterprises. English translation service enables more English translators to have first-line translation training opportunities. Thirdly, we should hold English translation contests regularly to stimulate the enthusiasm of English translators and improve their practical ability of English translation. According to the actual situation of talent training, schools should adhere to the educational guiding ideology of promoting learning by competition, promoting teaching by competition, integrating competition with teaching and teaching in an all-round way. (Dong, 2018) Schools should also establish an incentive mechanism for academic competitions, encourage teachers and students to actively participate in academic competitions at all levels, test the achievements of teaching and scientific research reform and the quality of personnel training through competitions, and improve translation skills. Translation practice can expand the scope of translation practice teaching, provide students with long-term and stable practice opportunities, and improve the quality of training foreign language translators.

5. Conclusion

English translators are important human resources to promote the development of “The Belt and Road Initiatives”. However, there is still a big gap between the cultivation of English translation talents in China and the employment needs of enterprises. This calls for speeding up the reform of English translation teaching, building up a new training system for English translators through the formation of high-quality teachers, enhancing the cross-cultural awareness of English translators, making English translators the messengers of communication between Chinese and foreign cultures, and making them play a more effective role in promoting the "going out" of domestic enterprises.

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