

# A Study on the Cultivation Mode of Compound Translators Against the Background of “the Belt and Road Initiative”

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**Abstract**—Since “the Belt and Road Initiative” has been presented, exchanges between China and the countries along the routes are increasing, and the demand for translators is growing. However, translators trained by the traditional mode cannot satisfy the needs, and more compound translators are needed. Therefore, universities should change the traditional cultivation mode of translators and cultivate compound translators to serve regional economic development.

**Keywords:** *cultivation mode, compound translators, “the Belt and Road Initiative”*

## I. INTRODUCTION

In 2013, “the Belt and Road Initiative” was proposed by Chinese President Xi to promote opening-up and economic cooperation with other countries. Translation, as a bridge of communication, plays an implacable role in the interaction between China and other countries. Under this strategic background, the translation graduates mastering only translation skills cannot satisfy the demands [1]. As a consequence, the cultivation mode of translators must be changed. The cultivation of compound translators with international vision and specialized knowledge is extremely urgent.

## II. RESEARCH STATUS IN CHINA AND FOREIGN COUNTRIES

At present, some scholars in China have studied the cultivation mode of compound foreign language personnel under the strategic background of “the Belt and Road Initiative”, some scholars have studied the cultivation mode of compound translators based on the needs of their local demands. Yunsheng Yang has proposed that national strategy and language strategy should be considered in the cultivation of qualified foreign language personnel, and they should have solid foreign language foundation and specialized knowledge [2]. Fei Xu believes that universities should conduct a survey of the demands of foreign language personnel, and lay emphasis on the overall planning and reform of foreign language higher education [3]. According to Guangjun Wu, the cultivation mode of compound translators can imitate the training of compound personnel of

English majors [4]. However, few scholars at home and abroad have explored the cultivation mode of compound translators under the strategic background of “the Belt and Road Initiative” or put the cultivation of compound translators into practice.

## III. DISADVANTAGES OF THE TRADITIONAL CULTIVATION MODE OF TRANSLATORS

Against the background of “the Belt and Road Initiative”, China needs an increasing number of compound translators with international vision, intercultural communication competence, specialized knowledge, and translation skills. Nevertheless, there are some problems in the traditional cultivation of translators, such as the vague orientation of training objectives, the imperfect curriculum system, the weak translation faculty, and the insufficient practical teaching, which make the cultivation out of line with the needs of the society. At present, although most of the trained translators in China have certain basic translation skills and cultural knowledge, they do not know the national conditions of the countries along the Belt and Road. They have no special skills in cross-cultural communication, lack specialized knowledge in related fields and do not understand the operation flow of translation and related industries. Only by changing the current cultivation mode of translators and cultivating compound translators can we meet the requirements of economic development under the new circumstances.

## IV. EXPLORATION OF THE CULTIVATION MODE OF COMPOUND TRANSLATORS

Against the background of “the Belt and Road Initiative”, the cultivation of compound translators needs explicit training objectives, reasonable curriculum system, various teaching methods and means, and much more practical teaching. If possible, universities can also work with enterprises or other universities at home and abroad to cultivate compound translators together.

#### *A. Orientating the training objectives reasonably*

According to the demand for translators under the new circumstances, universities should orientate the training target of compound translators in combination with their own school-running characteristics and students' specific conditions, and cultivate compound translators with all-round development of knowledge, ability and personality.

Firstly, the translation-majored students should be trained to have a solid foundation in foreign and Chinese languages, understand basic translation theories, master basic translation skills, and be able to skillfully use translation tools.

Secondly, the translation-majored students should have specialized knowledge and be familiar with geography, history and culture of the countries and regions along One Belt and One Road.

Thirdly, the translation-majored students should have international vision, patriotism and cross-cultural communication competence.

Fourthly, the translation-majored students should have good psychological quality and professional ethics of translation, independent thinking ability, communicative and coordinative ability, innovative consciousness and team spirit.

#### *B. Optimizing the curriculum system*

Curriculum is of great importance in the cultivation of compound translators. Universities should optimize the curriculum system according to the goal of personnel training, consolidate students' foundation of translation, strengthen students' translation skills and highlight their practical teaching, so as to meet the demands of translators under the new circumstances.

The curriculum should be consisted of four modules, which are general knowledge, language knowledge and ability, translation knowledge and skills, and relevant knowledge and skills. The following will take English as the foreign language as an example.

In the module of general knowledge, general courses should be offered to broaden students' horizon.

In the module of language knowledge and skills, English reading, English listening, English speaking, English writing and other English courses should be offered to lay solid English foundations for the students.

In the module of translation knowledge and skills, complete oral and written curriculum systems should be offered, including liaison interpretation, consecutive interpretation, specialized interpretation, simultaneous interpretation, and introduction to translation, English-Chinese translation, Chinese-English translation and pragmatic translation. In addition, other translation courses related to the development of One Belt and One Road strategy should be offered, such as business translation, technology translation, tourism translation, exhibition translation, architectural translation and legal translation,

which will develop students' translation skills and specialized knowledge.

In the module of relevant knowledge and ability, courses related to intercultural communicative competence and professionalism should be offered, such as survey of the countries along One Belt and One Road, outline of Chinese culture, cross-cultural communication, international business etiquette, professional norms of translation and etiquette related to foreign affairs.

#### *C. Enriching teaching methods and means*

Traditional teacher-led teaching is not conducive to the cultivation of translators under the new circumstances. Translation teachers should adopt various teaching methods to stimulate students' internal drive to learn, such as task-based teaching method, project-driven method, questioning method, thematic instruction and group discussion. At the same time, translation teachers can introduce micro class and flipped classroom to get students involved in active learning, encourage them to carry out independent translation practice after class, and combine independent learning with classroom learning to improve their translation. Translation teachers can also use the campus network platform to conduct online guidance, assign homework, test online, share high-quality curriculum resources, guide student's self-study online translation courses and MOOC courses, thus developing a new network-based teaching mode.

#### *D. Strengthening practical teaching*

Practice plays an important role in improving students' translation. In the process of cultivating compound translators, universities should take full advantage of their practice teaching platforms and deepen the cooperation with enterprises and other universities in China and abroad, so as to form a multi-level and multi-channel translation practice system.

Translation practice should be integrated into classroom teaching, extracurricular training and practice outside the school. Classroom teaching is the fundamental part of practical translation teaching, and translation workshop is an efficient way to enhance the quality of classroom practical teaching. Extracurricular training is an indispensable part of practical translation teaching, through translation clubs, translation competitions and project training, students can put what they have learned into practice. If it is possible, independent interpreting or translation training in laboratories can be carried out to improve students' interpretation or translation skills. Practice outside school focuses on training students to solve practical problems in the process of translation by comprehensively applying the theories and skills they have learned to the real vocational environment. Universities should strengthen the interaction with foreign affairs sections, enterprises and institutions and other universities and develop translation practice bases to create translation opportunities for students, such as summer or winter internship, graduation field work and overseas practice. Through practice outside school, students' comprehensive quality will be improved, including their

translation ability, sense of teamwork, innovative spirit and professionalism.

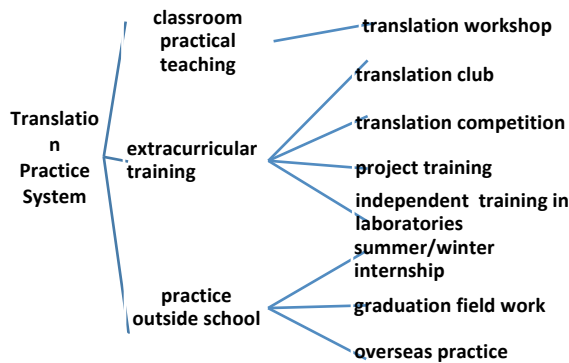


Fig. 1. Translation practice system.

E. Cultivating jointly

Universities can cultivate compound translators jointly with enterprises or universities at home and abroad.

Universities should be well aware of the positive role of enterprises and industries in the cultivation of compound translators, inviting them to participate in the formulation of translator cultivation programs and teaching practice. If it is possible, universities can implement the “order-type” cultivation mode, so as to cultivate specialized compound translators for specific enterprises to satisfy their urgent needs.

Universities can develop international school-running mode, establishing cooperation and exchange with foreign universities, especially universities in the countries along the routes of One Belt and One Road. By implementing “3+1” or “2+2” cultivating mode in the undergraduate stage, and “1+1” or “2+1” cultivating mode in the master stage, colleges and universities can let their students go to the target language countries to learn local language and culture and improve their language, translation and cross-cultural communication ability.

V. GUARANTEE FOR THE CULTIVATION OF COMPOUND TRANSLATORS

Highly qualified teachers and a comprehensive and multi-layered quality assurance system are of the essence in the cultivation of compound translators.

A. Building highly qualified teaching faculty

Translation teachers should mainly come from full-time teachers or professional translators who have been engaged in translation for a long time [5]. Colleges and universities should adopt the strategy of “Going out and Bringing in” and build highly qualified teaching team of translation.

Firstly, universities should encourage translation teachers to conduct practice in domestic and foreign enterprises, understanding the process of translation projects and job requirements.

Secondly, colleges and universities should support translation teachers to visit foreign colleges and universities along the routes, get to know their translator cultivation mode, and apply the beneficial aspect to their own translation teaching.

Thirdly, colleges and universities should support translation teachers to attend academic conferences and trainings, knowing the latest development of translation discipline and industry, so as to better cultivate compound translators.

Fourthly, colleges and universities should invite famous experts of translation and excellent translators at home and abroad to give lectures regularly, help students accumulate translation experience and improve their translation.

B. Establishing a comprehensive and multi-layered quality assurance system

Universities can establish the teaching quality evaluation office, and construct the teaching quality assurance system including teaching management and quality monitoring.

The internal quality management platform of the school should be built to carry out dynamic monitoring and multi-dimensional evaluation of teachers, courses and majors, so as to enhance the efficiency and effect of data collection, statistical analysis and feedback improvement. Furthermore, the implementation of three-layered quality management at university, college and department levels, the establishment of quality standards and a series of related systems in the main teaching links will help to normalize teaching management, improve quality awareness of teaching faculty, students and management personnel and form a cultural atmosphere in which everyone is responsible for quality.

In addition, a multiple monitoring and evaluation mechanism can be established, which includes professional evaluation of industry experts, two-layered teaching supervision evaluation of colleges and universities, evaluation of teachers’ teaching quality, and feedback of students.

Through timely collection of evaluation results, analysis and improvement, universities can orientate the training objectives reasonably, optimize the curriculum system, and strengthen practical teaching to improve the quality of translator cultivation.

VI. CONCLUSION

Universities, as the main bases to cultivate qualified personnel, shoulder the important mission of cultivating translators for the national strategic development. Universities should take the strategic development of One Belt and One Road as an opportunity, speed up the reform of the cultivation mode of translators and improve the quality of compound translators’ cultivation to promote regional economic development.

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