

A Study of Applied Technique-Oriented Foreign Language Professionals Cultivation Mode —Taking Translation Course in Wuhan University of Engineering Science as the Case

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Abstract. With the boom of China Economy, the requirement of talent cultivation has entered a brand new era. In 2013, China Ministry of Education brought forward the applied technique-oriented professional cultivation policy for education. Afterwards, a large number of colleges and universities, especially independent colleges established reform scheme for applied technique-oriented professional reform scheme for education one after another. As an important center of education, Hubei Province has promoted a more vigorous educational reform than any other places domestically. Among those Universities and colleges, vocational and technical colleges and independent colleges has attached more importance to the cultivation of applied technique-oriented professionals (ATOP for short) than other universities and colleges due to their orientation of talent cultivation. Thus, the concept of university-enterprise cooperation, as a keyword conforming to the abreast time, has been adopted by many local universities and colleges during the composition of ATOP cultivation scheme. This, to certain extent, not only cuts down the adaptive time of graduates from-campus-to-post, but also save the cost of personnel training for enterprises. However, the cultivation of ATOP is usually seen in the specialty groups represented by engineering and science, such as geological engineering, electromechanical engineering, arts and media. On the contrary, those specialties of liberal arts, represented by foreign language specialties find it difficult to provide students with jobs in their fields efficiently, due to the instrumental property of the specialty, not professional. This is why the cultivation mode of graduates majored in English whose training always focuses on the cultivation of basic linguistic capacity (communication ability) and literature literacy is of extensiveness and convergence, which leads to the low employment rate of graduates (Li Ting, 2015). This study, thus, according to the local demand for English talents, discussed the feasibility of cultivating ATOP majored in English under the framework of "industry-enterprise-college" based on the "bringing-case-into-college" cooperation mechanism between Wuhan University of Engineering Science (WUHUES for short), so as to provide a specific solution of combination of production and study for the educational reform aiming at ATOP cultivation, which will be a significant reference for those graduates ready to devote themselves into translation.

Introduction

With the boom of China Economy, the requirement of talent cultivation has entered a brand new era. In 2013, China Ministry of Education brought forward the applied technique-oriented professional cultivation policy for education. Afterwards, a large number of colleges and universities, especially independent colleges established reform scheme for applied technique-oriented professional reform scheme for education one after another. As an important center of education, Hubei Province has promoted a more vigorous educational reform than any other places domestically. Among those Universities and colleges, vocational and technical colleges and independent colleges has attached more importance to the cultivation of applied technique-oriented professionals (ATOP

for short) than other universities and colleges due to their orientation of talent cultivation. Thus, the concept of university-enterprise cooperation, as a keyword conforming to the abreast time, has been adopted by many local universities and colleges during the composition of ATOP cultivation scheme. Meanwhile, the ATOP educational reform has also attracted widespread attention from scholars both domestically and abroad. As early as 1960s, Heidelberg University established the world famous Heidelberg Study Mode which emphasizes the application of theories, combining theoretical knowledge and practice mechanically, which leads to the formation of many teaching procedures such as management exercise, exchange programs, global internship programs. (Jiang, 2014) Further, American universities and colleges also propose many teaching procedures emphasizing on practice, such as field-based teaching, project-based teaching, team-teaching, and case-teaching. Domestically, the ATOP cultivation has been gaining increasing attention in higher education. Dong Liping (2014, 8) figured out the orientation of professional cultivation for local vocational universities and colleges, which is that vocational universities and colleges should cultivate ATOPs to serve local economic construction, and the orientation of specialty, which is that, the building of specialty should be under the guidance of "application, feature, and brand". Beside, universities and colleges should develop their specialties in a harmonious way according to the needs of local economic construction, school history, and school condition. Zuo Jiaqi (2008. 2) brought forward a "trinity " school running mode, which includes three elements-- industry, enterprise, and college. However, the cultivation of ATOP is usually seen in the specialty groups represented by engineering and science, such as geological engineering, electromechanical engineering, arts and media. On the contrary, those specialties of liberal arts, represented by foreign language specialties find it difficult to provide students with jobs in their fields efficiently, due to the instrumental property of the specialty, not professional. This is why the cultivation mode of graduates majored in English whose training always focuses on the cultivation of basic linguistic capacity (communication ability) and literature literacy is of extensiveness and convergence, which leads to the low employment rate of graduates (Li Ting, 2015). This study, thus, according to the local demand for English talents, discussed the feasibility of cultivating ATOP majored in English under the framework of "industry-enterprise-college " based on the "bringing-case-into-college" cooperation mechanism between Wuhan University of Engineering Science (WUHUES for short), so as to provide a specific solution of combination of production and study for the educational reform aiming at ATOP cultivation, which will be a significant reference for those graduates ready to devote themselves into translation.

The Teaching for English Major in Independent Colleges

Professional curriculum design. Due to their special educational level (cultivation of ATOP) and purpose (gaining profit), the professional curriculum design of independent colleges in China always tend to pay much attention on the engineering and science whereas ignore that of liberal arts. This imbalance, manifested in the training scheme, indicates that the total credit that an undergraduate majored in liberal arts must earn is only 185, whereas that majored in engineering and science must be no less than 196, which means that the undergraduate majored in engineering and science will earn at least 11 credits more than that of liberal arts undergraduates during university time, more than 176 class hours if converted. Beside, seen from the curriculum provision of liberal arts, taking English major as a case, the design of curriculum, including liberal educational courses, specialized basic courses, and specialized core courses, (listening and spoken courses not included) only focuses on the basic linguistic skill training . Namely, the training of reading, writing, and translating, whose ultimate purpose is of homogeneity and exam orientation. (That is, all those courses are designed to guarantee English major undergraduates to pass TEM 4/8) Therefore, the teaching procedure for all the courses above is usually "spoon-fed", with the teaching content theoretical, away from the practical cases that prevails in the modern society. The main courses offered are, for instance, integrated English (with advanced English the follow-up), intensive and extensive reading, academic English writing, and etc., even if those translation courses are overall theoretical, such as western translation theories, English-Chinese translation, and scientific English translation. Although there

exists strong appeals for "the integration of classroom with social demand", the development of practical education for English major always lags behind, or even remains standstill, which leads to the teaching content being literal, theoretical, and appreciative. This kind of curriculum, whatever named, is theoretical, and takes up over 50% of the total class hour during university time. Even for those practical courses, such as listening comprehension and spoken English, teaching is arranged in the "teacher-centered" form, with the teaching contents strictly conforming to the textbook, which leads to the disjunction between teaching contents and social demands. To sum up, taking WUHUES as an example, we can clearly see that specialties of liberal arts, represented by English still arrange the teaching in a theoretical way which fails to keep abreast with the pace of ATOP cultivation, and finally causes disjunction between talent cultivation and social demands.

The employment of English major-- professional mismatch, and low rate. Based upon the aforementioned discussion, we could know that now that there exists disjunction between talent cultivation and talent demand for English major due to the theoretical teaching content and traditional teaching procedures, the low competence of English major in hunting jobs in their field becomes a natural consequence. This also means that, the possibility and feasibility for graduates majored in English to take part in the social production with the application of their professional knowledge and skills is low. Since the theoretical property of the knowledge those English major has learned during university time has nothing to do with the actual service industry which needs language as a practical tool to generate derived value, those graduates are difficult to be admitted by society and enterprises. Namely, the main employment for graduates majored in English aims at teaching, foreign secretary, and translation/ interpretation. However, most of English major graduates are inadequate for those posts because they don't have the required practical ability. Consequently, they have no choice but to undertake those jobs which only require general educational background instead of specific professional skills. This makes the foreign language specialty a copycat enterprise whose primary goal is to manufacture sub-quality educational products, without after-sale service. Therefore, undergraduates majored in foreign languages fails to be admitted to enterprises and industries, which is the symbol to describe their low employment competitiveness.

The "Trinity Cooperation" in ATOP Cultivation for English Major in Independent Colleges--Taking the Translation Course in WUHUES as a Case

The plot of "trinity cooperation" for English specialty in independent colleges. The concept of trinity here refers to three parties in the cooperation--college, enterprise, and industry, whose functions are displayed as follows respectively.

A. College: College mainly plays the role of organizing primary educational products, providing primary teaching site, and persuading specialized personnel of enterprises to enter college to conduct teaching of practical operation, through purchasing the required device and equipment for practical operation from the enterprise. Meanwhile, "college" here is also the terminal to embody teaching effect, providing the first-hand data of teaching of practical operation to the enterprise, and modify the teaching progress and the teaching content according to the up-to-date requirement from the industry. Beside, college, as the provider of primary educational products, will also send faculties to the first line in the enterprise to collect the first-hand industry experience and complete the transformation of knowledge, from theory to practice, so as to adapt themselves to the practical teaching in the future.

B. Enterprise: Enterprise in the trinity mainly designs the cultivation standard for ATOP, supervises the intern of both students and teachers. It is the terminal for the transportation of practical personnel from campus to enterprise. For one thing, enterprise is obliged to cultivate the students and teachers during intern with holo-authentic working environment. For another, as the performer of industry standard, enterprise manages to realize the purpose of talent storage with the minimum cost of time and money through the cultivation of students' practical operation ability before their graduation. Aside from that, enterprise also has the function of modifying the undergraduate training scheme during the cultivation process. In addition, through the procedure "case- brought -into-campus", enterprise also maximizes its benefit due to the low HR cost during the factory-teaching.

C. Industry: Industry ranks the top as the instructor in the trinity, which not only guides enterprise to update its industrial structure, but also conducts indirect guidance to college to complete its reform of ATOP cultivation through the performance of the up-to-date industrial standard by enterprise.

Therefore, the above-mentioned trinity could be manifested by the following figure:

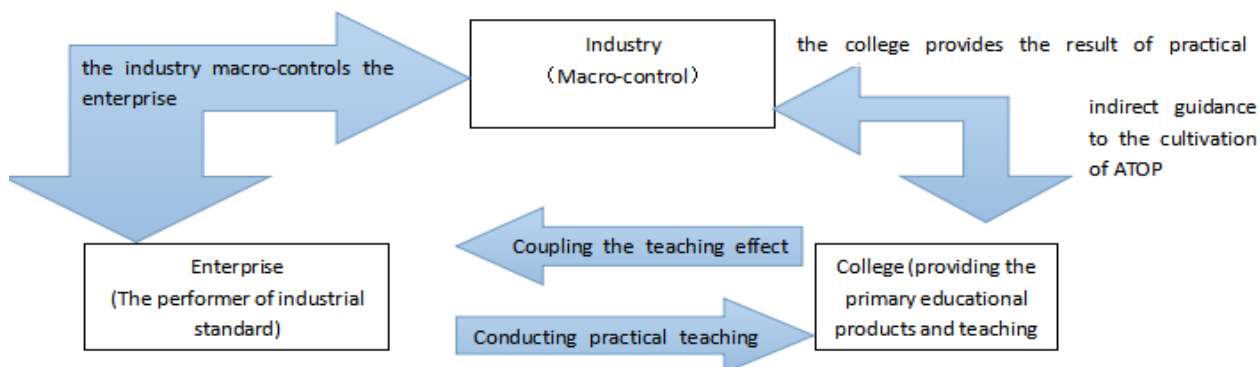


Fig 1. The plot of "Trinity Cooperation"

The solution to the ATOP cultivation for English major—taking translation classroom as the case. represented by English, all the foreign language specialties are of instrumental property, which means only the combination of language with other professions could provide its derived value to the most extent. With the proposal of "Internet+" and "One Belt And One Road", the industrial structure in China is now experiencing an overall upgrading. Thus, due to the above driving force, the instrumental subjects now start to create their derived value. Therefore, represented by English specialty, many specialties of liberal arts begin to put the key word "the cultivation of ATOP" into their training schemes. As for English specialty, taking WUHUES as the case, according to its training scheme, we could see that the principal post groups are : foreign trade, foreign secretary, translation and interpretation, and teaching. Among those groups, due to its great talent gap, the translation and interpretation group has become a significant post group for graduates to hunt for jobs in their field. The author therefore, designed a "trinity cooperation" practical teaching procedure for translation classroom based upon his cooperation with Transn (China), so as to transplant the practical standard of translation industry into the class, and form the teaching mode against English specialty (translating posts) with the utilization of Mooc. The procedure can be shown as follows:

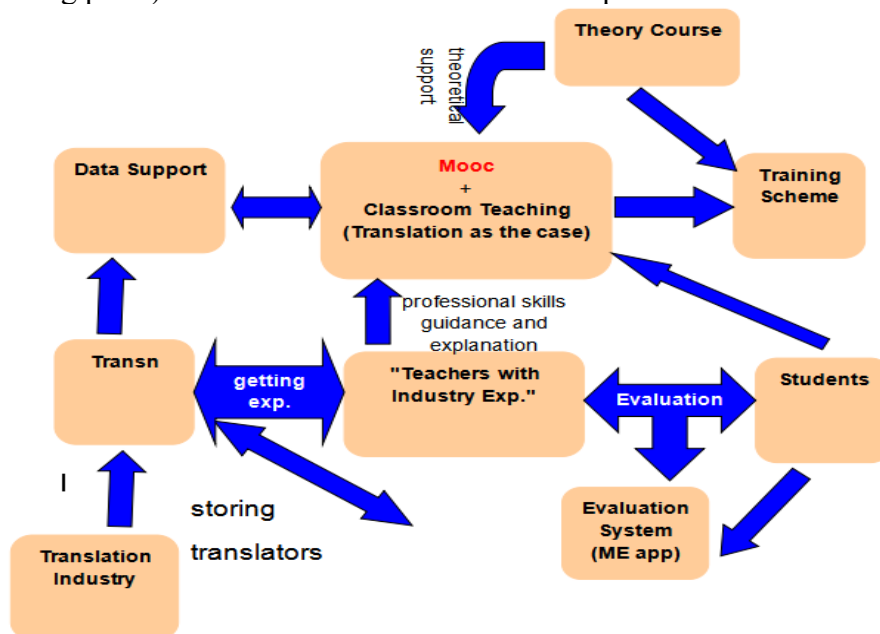


Fig. 2 The translation classroom based on the "trinity cooperation"

Seen from the flow path, the initial point which is to guide the "trinity cooperation" is the translation industry, through whose standard, Transn, the enterprise forms its own requirements.

Then, as the performer of the industrial standard, it uploads the data support (composes of real cases of translation) to the Mooc platform for teachers and students involved in the translation classroom to browse. Meanwhile, in order to guarantee the effectiveness of transplanting the industrial standard into the class through the "case-into-campus" procedure, the related faculty will work in Transn for a certain period to collect the first-hand data, and upload it to the Mooc server, so as to guide students their practical training. Besides, both teachers and Transn could supervise and evaluate students during their practical training through the established evaluation system (ME app), and Transn could then complete talent storage according to the evaluation with the minimum cost. At the same time, in order to highlight the education level (undergraduate), theoretical teaching is also necessary, which therefore takes certain proportion in the whole process (no more than 50% compared with the traditional scheme whose theoretical teaching exceeds 50%). Both theoretical and practical teaching will be the guidance to the composition and modification of ATOP training scheme. As thus, under this mechanism, Foreign language talents (translators, English major) will be featured as "both theoretical and practical", "under the guidance of both enterprise and industry", and "mutual learning between teachers and students".

Conclusion

To sum up, under the influence of "One Belt And One Road", and "Internet+", the education reform of local universities and colleges, especially independent colleges is necessary and imperative, with the object location of ATOP cultivation serving the local economy, with the focus on fostering the practical operation ability of students, which will cut down the adaptive time and cost for graduates, especially those of liberal arts represented by English major, to be qualified for jobs in their fields. This study thus, taking the translation classroom in WUHUES as the case, verified the necessity of ATOP cultivation and explored its solution by proposing the "trinity cooperation mode" among the college, enterprise, and industry, so as to help those graduates majored in English locate their vocational development in their field.

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