

The Training Model of Translation Talents under the Background of the “Belt and Road” Initiative

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Abstract—“The Belt and Road” initiative, as the main innovative and developing strategy in China, has injected new impetus to China's development, not only economically but also academically. However, the shortage of high-quality and compound translation talents has blocked the spread of Chinese voice to the world. This thesis aims to analyze the characteristics of translation talents at present and propose a comprehensive training mode of translation talents. Therefore, colleges and universities must take the demand of “The Belt and Road” initiative as the guidance, innovate the training mode of translation talents, actively cultivate talents with dual, applied, non-generic and high-end translations by the industrial-academic-research cooperation.

Keywords—the “Belt and Road” Initiative; Training Model; Translation Talents

I. INTRODUCTION

“The Belt and Road” initiative is a major strategic decision made by the CPC (Central Committee and the State Council), which aims to cope with the profound changes in the global situation and coordinate the two overall situations at home and abroad. The strategy involves not only hard power such as infrastructure construction, trade and investment, industrial cooperation, but also soft power such as policy, culture and talents. The training of compound talents is the key point to improve soft power. Therefore, compound and comprehensive mode of translation training has become the focus of the current educational and academic circles.

At present, under the new situation of “The Belt and Road” initiative, the demand for translation talents has presented new characteristics and put forward higher requirements for the quality of translation talents. In fact, the number, quality and training orientation of translation talents in China are far from meeting the needs. According to the statistics of the Ministry of Human Resources and Social Affairs, there are currently less than 30,000 professional translators in state-owned enterprises and institution, which could hardly meet the needs of economic growth [1]. To some extent, translation problem is a problem concerning national interest and strategic planning of national cultural soft power. Therefore, it is great trend to cultivate the compound and applied translation talents who can help to develop and meet the needs of the market. Translation talents should be changed from “One Speciality and Multi-Ability” to “Multi-Speciality and Multi-Ability” [9]. Colleges and universities must take the demand of “The Belt

and Road” initiative as the guidance, innovate the training mode of translation talents, and actively cultivate dual and high-end translation talents. Under the new policy situation, foreign language teaching has new opportunities and challenges for development. From the perspective of “The Belt and Road” initiative, this article will explore how to reform and innovate the training model of translation talents, thus to promote the teaching capabilities.

II. THE CHARACTERISTICS OF TRANSLATION TALENTS

The ideal training model of translation talents should be fostering compound, comprehensive and “Multi-Ability” translator. They could master the languages well, as well as familiarize themselves with different history, cultures and politics of other countries. As the guidance of “The Belt and Road” initiative, translation talents should contain such features as below:

A. Firstly, translation talents should be compound and comprehensive.

In China, the traditional teaching method of translation has dominated the whole teaching plans for period. Traditional translation teaching classes in China pays much more attention to improve students' bilingual transformation ability and cross-language communication ability, which cannot satisfy the need of reality. In fact, a substantial gap between supply and demand for compound translation talents is larger than ever. As we know, compound translation talent not only refers “compound” translation talents who can master “the foreign languages+speciality skill”, but also contains multilingual translators familiarizing themselves with at least two foreign languages [9]. “The Belt and Road” initiative offers great opportunities for the graduates who could master more than two foreign languages. The demand for language services is not confined to the translation of two languages, but involves the conversion of multiple foreign languages.

Meanwhile, more companies have greater preferences for the “Multi-Ability” graduates instead of “One Speciality” ones. With the forwardness of “The Belt and Road” initiative, compound translators with the ability of “foreign language + specialty” [12], such as tourism, e-commerce, law and other professional knowledge, should turn into the main teaching model for the colleges and universities in China. Colleges and universities should focus on such areas and open corresponding translation lessons.

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B. Secondly, translation talents should be applicable and practical.

Applicable translation talents refer to market-oriented talents who have sufficient translation foundation and professional accomplishment and can apply translation skills to specific translation practice [10]. For a long time, our colleges and universities favors the traditional translation books without considering whether it is adaptable to the market. Traditional translation classes always value literature translation and theory input. Thus, the distribution of literary translation and non-literary translation is uneven, and the training of talents is out of line with the market demand. Another problem is that much stress is put to the translation theory and translation skills. However, insufficient attention is paid to the cultivation of students' practical ability, which leads to students' inability to apply what they have learned in translation. "The Belt and Road" initiative provides greater space in the four major fields: infrastructure industry chain, transportation industry, logistics, energy field and financial field. Therefore, colleges and universities must make improvements in personnel training to deliver qualified applied translation talents to the society in such a good environment. Applied translation talents with comprehensive knowledge are in desperate need in society.

C. Thirdly, professional and high-end Chinese-foreign translators are needed.

"The Belt and Road" initiative opens a new door for China to communicate with the world, not economically but also academically. How to spread Chinese voice and tell good stories to the world generates great challenges to translation talents. They shoulder the burden to show more classical Chinese literary works to the world, promote China's excellent culture to enhance China's cultural soft power and expand China's voice in the international arena. From a professional point of view, the difficulty of "translating Chinese into foreign languages" is obviously different from that of "translating Chinese into foreign languages" [12]. Current affairs and politics translation is related to the construction of discourse system, lacking of authoritative translation and publishing mechanism, which will affect the external dissemination effect of political discourse in China. The translation of classical Chinese literary works requires not only a profound understanding of ancient and modern Chinese literary works, but also a familiarity with the thinking styles, reading habits and linguistic characteristics of foreign readers, as well as the ability of language expression in re-creation. Not to mention the translation of Chinese culture and civilization treasures such as China's long history, philosophy, traditional Chinese medicine and so on. Although the foreign language proficiency of young "Chinese-foreign" workers in the front line is generally good, their mastery of contemporary Chinese political theory and the foundation of traditional Chinese culture and classical Chinese culture is insufficient. Therefore, a great amount of high-end translation talents is still needed.

Colleges and universities should boost the pace to train more high-end Chinese-foreign translation students. On the one hand, they should know well about translation of current

affairs and politics in terms of discourse system. On the other hand, they should understand Chinese literary works completely in terms of history, characteristics and readers' cognitional abilities [2].

D. Finally, non-common foreign language should be stressed.

According to statistics, there are as many as 85 official languages, general languages and main national languages in 71 countries along the "The Belt and Road" initiative, including 80 non-common foreign languages [8]. Although we can use English as a tool of communication with other countries, yet in order to reach a consensus, the language of their own language is still the best way to achieve the effective communication. The diversified linguistic conditions of the cooperative countries along the line have put forward a large-scale demand for the cultivation of non-linguistic talents in foreign languages in China. The teaching aims of our colleges and universities should be training a group of non-linguistic talents with solid basic language skills, who are familiar with the national conditions and culture of the target country. They can also engage in translation, cultural exchange and other work wholeheartedly. The talents, with international vision and professional knowledge of a certain subject, are able to engage in the construction of specialized industries and participate in international affairs.

The "The Belt and Road" initiative has put forward new quantity and quality requirements for non-common foreign language talents in China. Although, the training of these translation talents has been strengthened, yet at present, there are still some problems, such as lack of overall planning of specialty construction, mismatch of curriculum settings and non-linguistic talents' needs, inconsistency between teachers and non-linguistic talents' training scale, and inadequate training of non-linguistic top-level talents.

III. THE MODE OF TRANSLATION TALENTS

Based on the features of translation talents, colleges and universities should endeavor to establish an applicable and comprehensive translation teaching system, innovate the training model of senior translation talents, and promote the integration of industrialization, teaching and research.

A. Firstly, training objectives of compound translators should be stressed.

With the development of "The Belt and Road" initiative, colleges and universities should first clarify the training objectives of compound translators and take into account the international cultural perspective and local characteristics [7]. That is to say, the translation reforms should focus on cultivating compound translators with solid basic skills, compressive abilities and qualities. They should master professional knowledge in a specific field to meet the needs of the market.

In the meanwhile, compound translators should absorb some information about "The Belt and Road" initiative, apart from translating professional skills and translation expertise. Therefore, the curriculum of cultivating compound translation talents should also be integrated into professional knowledge.

Correspondingly, Colleges and universities should actively offer relevant professional knowledge courses, such as business translation, science and technology translation, tourism translation, architectural translation, civil translation, legal translation and other courses.

B. Secondly, traditional translation teaching mode should be changed.

The traditional teaching mode of "cramming" is no longer suitable for the development of the times [12]. Translation courses are given prominence to be student-oriented in terms of target setting, teaching process, curriculum evaluation and development of teaching resources, etc. During the practice of translation class, teachers can adopt a variety of teaching methods, such as micro-classes and flip-flop classes into class activities, which could diversify teaching methods, and stimulate students' interest in learning.

Teachers should also encourage students to learn independently after class. Teachers can make individual learning plans according to students' different levels and further improve students' translation abilities by the combination of class activities and self-study.

C. Thirdly, coalition of college and enterprise should be enhanced

The traditional translation classes concentrate in the input of translation theory rather than practical translation in company [10]. When students graduate from school and come into contact with real translation occasions, they are puzzled and confused by authentic translation situations. Therefore, How to avoid fostering the graduates with poor practice abilities is still a problem in front of us. A high-level translator must be a comprehensive person with strong practical ability. If the colleges and universities want to cultivate high quality of innovative translation talents, the comprehensive and stable teaching and practicing bases outside school should be established, which include the combination industrialization, teaching and research. The joint education of school and enterprise can share the common resource and supply advantage for each other, and provide a new pattern for laboratory construction and personnel training. On the one hand, schools can be market-oriented and "customized" to train high-quality language service personnel to meet the needs of translation market [3]. On the other hand, enterprises can select excellent translators by the platform and assist the development of "The Belt and Road" initiative.

D. Fourthly, comprehensive translation courses should be established

In addition to translating professional skills and translation expertise, the curriculum of training compound translation talents should also be integrated into professional knowledge related to "The Belt and Road" initiative strategy development [6]. At present, most colleges and universities focus on translation skills and professional knowledge, such as translation theory and practice, translation, interpretation, simultaneous interpretation, translation history, translation culture and so on. Obviously, those courses cannot meet the

need of "The Belt and Road" initiative. Therefore, colleges and universities should actively offer relevant professional knowledge courses, such as business translation, science and technology translation, tourism translation, architectural translation, civil translation, legal translation and so on [5]. In this way, students can not only have solid basic translation knowledge, but also have interdisciplinary translation skills, which is conducive to the cultivation of compound translators. Meanwhile, on the basis of students' mastery of translation theory, teachers should strengthen students' translation practice.

In the classroom, teachers can simulate such scenarios as business, tourism, international conferences and negotiations, so that some students can participate in translation exercises. In addition, translation practice based in tourism, architecture, business and other fields can be set up to provide more translation practice opportunities for students. Translation companies can be a good way for students to practice what they have learned in school. Through the theoretical and practical translation, colleges and universities could completely endeavor to promote the cultivation of compound translators.

E. Finally, different majors and schools should be united and cooperated.

Since the market is in urgent need of compound and comprehensive translation talents with both their own major knowledge and the relative knowledge, therefore, colleges and universities should help each other, form a sense of joint training of talents, and share excellent teacher's resources. For instant, students in Business English major need the help from Business school. They can open elective courses *international trade*, *international trade practice*, *international marketing*, *Business Negotiation* and so on. Legal English major students are in desperate need the profession information from the teachers in Law School. Meanwhile, teachers in Foreign Language Department can also improve other major students' foreign language literacy and achieve the training goal of compound talents. It is a win-win situation.

Cooperation between colleges and universities is still a valuable resource for both students and teachers. For students, they are able to learn different culture and knowledge from other colleges to enrich their academic vision. For example, reading, lectures and seminars can be held from different colleges to enrich students' curriculum activities. It is necessary to establish a mechanism of exchange among students, select excellent students to study abroad through exchange students and international student projects, thus to improve students' foreign language ability.

For teachers, colleges and universities should send them out to communicate and promote the construction of teachers' ranks. In this way, they can learn from each other's experience in personnel training, and innovate the training mode of translation talents. Apart from domestic communication, cooperation with abroad universities is still a good way to improve teachers' capabilities and promote their interaction vision by different foreign cultures and advanced translation teaching methods. Generally speaking, there are three ways to

improve teachers' translation abilities [4]. The first is "sending them out", Teachers are sent to universities or enterprises at home and abroad for further study and training. In this way, teachers can enrich their knowledge, acquire practical teaching skills and acquire practical experience. Second is "hiring them in". That is, schools can invite experts and scholars from relevant industries to give lectures and train teachers, or hire them to serve as part-time teachers in schools and undertake a certain amount of teaching tasks. This method can alleviate the shortage of "double-qualified" teachers in schools to a certain extent. The third is to cooperate with relevant enterprises or industries, that is, to establish a talent training base in cooperation with these enterprises or industries. Through this cooperation, we can share resources and complementary advantage with enterprises or industries, and form a situation in which full-time and part-time teachers, management experts and senior technicians participate in personnel training. Fourthly, it is necessary to build a talent pool. That is to build a talent pool with high academic level and rich practical experience [9]. With these people as the backbone, we will gradually form a "double-teacher" teaching team with high theoretical level and rich practical experience.

IV. CONCLUSION

The construction of "The Belt and Road" initiative has not only set new demands on the ability of translation talents in China, but also provided a new direction for talents training in Chinese universities. China's colleges and universities should seize this strategic opportunity and take the service of "The Belt and Road" initiative as the starting point, and strive to shoulder the important mission of conveying excellent translation talents to the "one belt and one road" construction. From the national level, strengthening the national cultural soft power and the international influence of Chinese culture should be put in a high position. Government should take translation work and the training of translation talents as a long-term, systematic and strategic work for a long run. Translation talents should also set up an international horizon and innovate translation ideas and methods. For the colleges and university level, they should strive to offer more opportunities and teaching resources to the students and

teachers. The training model of translation talents under the background of "The Belt and Road" initiative is a new revolution of translation systems, which is not only the aspiration of teachers and learners, but also the demand of the times [12].

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