

## **Research on the Training Model of Inter-disciplinary Talents of Engineering English Translating under “The belt and Road”**

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**Abstract:** Translators with solid translating foundation are the important guarantee for the country's external communication and interaction. Under the background of “The belt and Road” development, the cultivation of English translation talents needs to be adjusted according to the social needs. For example, the cultivation and teaching of talents for engineering translation needs to be reformed according to the new standards. This paper first analyzes the changing trend of the demand for engineering English translators under the background of “The Belt and Road”, and points out the existing problems in the training process of engineering English translators. On this basis, this paper puts forward some suggestions on improving the existing training model from the aspects of training objectives, training contents, training methods and teaching faculty. It hopes to help colleges and universities to cultivate inter-disciplinary engineering English talents who have proficient language ability, professional knowledge and high comprehensive quality.

### **1. Introduction**

The concept of “The Belt and Road” initiative is a great undertaking that takes economic construction as the leading factor, promotes economic cooperation, and builds political mutual trust, mutual learning and common development, and benefits the people of all countries along the line.[1] Promoting this great cause can not be separated from the guarantee of language services. There are more than 60 countries along this road, which shows that there is a great demand for applied translation talents under this background. Language barriers can even lead to the bankruptcy of enterprises, resulting in great economic losses.[2] Therefore, language service is the basic guarantee for realizing the smooth development of “The Belt and Road”. As a highland of talent cultivation, colleges and universities need to seize this opportunity and strengthen the training of engineering English translators in order to better serve economic construction.

### **2. Current Situation and Change of Demand for Engineering English Talents Under “The Belt and Road”**

The “The Belt and Road” initiative has made great progress in various fields after several years of continuous and in-depth progress. There have also been some new changes in the demand for engineering English translators, which are embodied in the following aspects.

#### **2.1 Current Situation for Engineering English Talents under the Background of “The Belt and Road”**

According to the survey results and in view of the existing training model of engineering English translators in colleges and universities, the suggestions of enterprises on training overseas engineering English translators can be summarized as follows:

Firstly, translators should have solid basic language skills, especially oral and writing training. In teaching methods, situational training should be added to make up for the lack of practical experience.[3] In terms of curriculum design, adding the courses of interpretation or debating and emphasizing the writing of engineering letters.

Secondly, teachers should teach more professional knowledge of engineering. In engineering department, there are many translations of technical documents. Sometimes, a seemingly simple instruction of construction is decomposed into many pieces for presentation.[4] If the translator does not have relevant knowledge, it is difficult to do a good job of translation.

Thirdly, teachers should teach more knowledge of engineering management and business. Students should grasp some professional knowledge of engineering bidding, such as FIDIC clauses, ICC contracts, etc. Besides that, they should pay attention to the skills and practice of business negotiation and cultivate business etiquette.[5] And they should have a deep understanding of international financial organizations, including their organizational structure, bidding procedures and project management requirements.

Fourthly, universities should focus on the cultivation of inter-disciplinary talents who are proficient in foreign languages. Many large international engineering companies generally do not set up specialized translation posts. Actually, the employees in overseas engineering enterprises are basically required to translate. Therefore, the professional translators should pay more attention to the accuracy and fluency of language expression since it is equally important to technical proficiency

Fifthly, universities should make strategic cooperation with enterprises to jointly train engineering English translators. At the same time, experts with overseas business experience should be invited to give lectures, imparting practical experience in bidding, contract negotiation and on-site management, so that translators can have more professional knowledge, foreign language skills and comprehensive quality.

## **2.2 Change of Demand for Engineering English Talents Under the Background of “The Belt and Road”**

### **2.2.1 Higher requirements for engineering English translators**

Engineering 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 “The Belt and Road” initiative and play an important role in cross language culture and regional exchanges. With the advancement of the “The Belt and Road” initiative, exchanges between countries are not limited to cultural exchanges. Business negotiations in professional fields are gradually increasing. It put forward higher requirements for English translation talents, such as master certain professional knowledge, understand local culture, laws and regulations. In short, the normal operation of the trade between domestic enterprises and countries along the route puts forward higher requirements for engineering translation talents. Translators are required to master professional translating skills and different professional knowledge.

### **2.2.2 Increased demand for engineering English translators**

With the further development of “The Belt and Road”, China's economy is developing towards a multi-level, multi-channel, wide-ranging and omnibearing export-oriented trend. China has made more and more frequent and in-depth exchanges with foreign cultural and business. Therefore, more and more translators are needed.

## **3. The Existing Problems in the Training Process of Engineering English Translators**

The training of Engineering English translators is a complex and systematic project, which involves many modules. For example, the setting of English translation major, teaching of translation courses, allocation of professional teachers, translation practice and so on. With the further development of the “The Belt and Road” initiative, the training of translators can not meet the growing requirements. Specifically, the main problems are as follows.

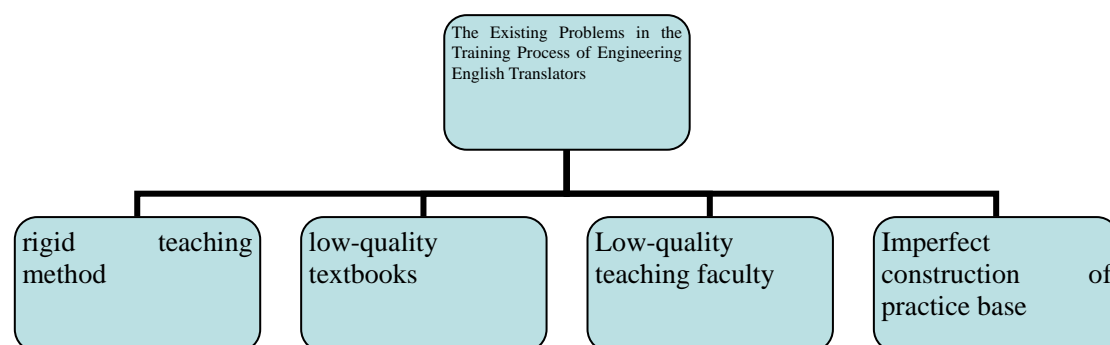


Fig.1 The Existing Problems in the Training Process of Engineering English Translators

### 3.1 Single and rigid teaching method

At present, many colleges and universities in China have been following the trend of the times and setting up English translation majors guided by the needs of social and economic development. However, in practical teaching, influenced by traditional teaching thinking, teachers can not creatively and practically instructing students out of textbooks. At the same time, what students mostly receive from teachers are theoretical knowledge. Although some colleges and universities have made corresponding innovations in English translation teaching and some teachers have tried to learn from other teaching methods, from the overall classroom teaching effect, the teaching methods of English translation are obviously outdated and rigid. Teachers still take control of the class, which is not helpful to foster students' enthusiasm and initiative in learning. Besides that, students can not develop their translating skills, language ability as well as their application ability.

### 3.2 Outdated and low-quality textbooks

Textbooks are very important for English translation teaching. They are the basis of teaching design and the main reference materials for students' learning. The quality of textbooks directly influences the teaching quality. Currently, in some colleges and universities, the textbooks update too slowly to reflect the new features of economic and cultural development of the times and to absorb new vocabulary. Large proportion of content are outdated. In addition, due to the level of the compiling team, the compiling thinking and the quality of publishing, some textbooks are lack of rigorous content, authority, high-quality core content, value of application or systematic structure. All of these shortcomings restrict the improvement of the training quality of engineering English translation talents.

### 3.3 Low-quality teaching faculty

The training of translators is inseparable from high-quality teaching faculty. However, at present, the overall teaching faculty does not have high professional knowledge, enough teaching experience or scientific teaching habits, which is very disadvantageous to the training of English translators. Moreover, some teachers have blind and impetuous teaching attitude. They are not able to engage in the teaching or guide students effectively. Hence, students are difficult to master the necessary English translation skills.

### 3.4 Imperfect construction of practice base

Translators need large amount of practice before proficiently apply their translating skills. Therefore, in addition to the basic translating knowledge and skills, students need to master engineering expertise, which requires a lot of practical training with the help of practice bases. However, at present, there are very few practice bases for engineering English translators. So students have very few opportunities to practice. Besides that, some of the existing practice training bases are low-quality which are lack of necessary equipment. And these bases do not connect with enterprises so that students can not enjoy real practice scenarios or get corresponding improvement.

#### 4. The Construction of the Training Model of Inter-disciplinary Talents of Engineering English Translation in Colleges and Universities

The existing training model of “emphasizing language ability and neglecting professional engineering knowledge “ has not been able to meet the needs of social development, so it is necessary to explore a new training model of engineering English translation talents. Based on the investigation and the suggestions of overseas engineering enterprises on the training of engineering English translators in universities, this paper proposes the training model of inter-disciplinary talents of engineering English Translation in universities.

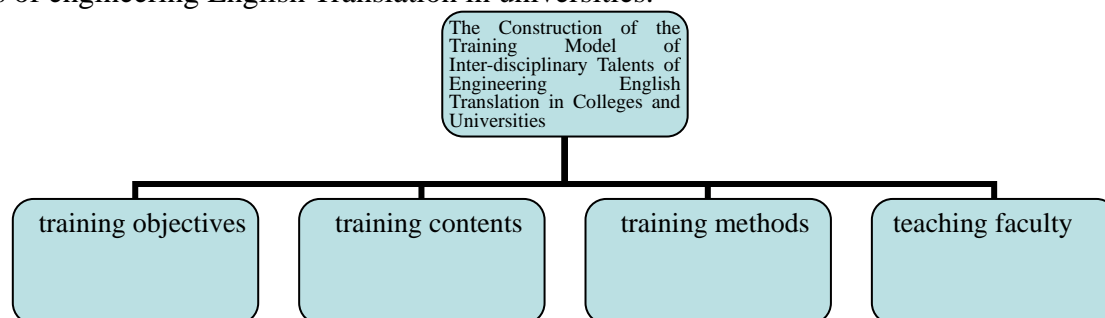


Fig.2 The Construction of the Training Model of Inter-disciplinary Talents of Engineering English Translation in Colleges and Universities

##### 4.1 To train inter-disciplinary talents proficient in foreign languages

In exploring the cultivation of international and innovative foreign language talents, many scholars believe that talents should be skillful, professional, creative and international. Specifically, talents should have profound knowledge of language, international conventions and professional knowledge in relevant fields. Similarly, overseas engineering enterprises are not in urgent need of translators, but of inter-disciplinary talents who are proficient in foreign languages and engineering knowledge. Therefore, colleges and universities should change the concept that foreign language majors only learn foreign languages and focus on cultivating inter-disciplinary talents. There is no doubt that foreign language majors can not be compared with engineering majors in terms of engineering expertise, but they can start with mastering basic technical knowledge, engineering management and business. And then they can integrate translating and engineering-related knowledge to meet the needs of their work.

##### 4.2 Foster foreign language ability and grasp engineering-related knowledge

So far, scholars have different opinions on whether foreign language majors should be trained to be inter-disciplinary talents. However, the key to this problem may not lie in whether we should cultivate inter-disciplinary talents, but in cultivating talents needed by the society. According to the suggestions of foreign engineering enterprises on the training of engineering English translators in colleges and universities, colleges and universities should focus on the training of translators' basic skills, such as interpretation, written translation, engineering negotiation and engineering correspondence writing, engineering professional knowledge, engineering management and business.

##### 4.3 Combine theory and practice through the cooperation between universities and enterprises

The training should be oriented by social needs. It should adapt to the development trend of the times, which means that language competence training is as important as diversification of personnel training. Flexible training programs and policies and social forces are needed as well. All of our training should be devoted to cultivate engineering English translating talents with solid language foundation and professional engineering knowledge. In order to solve the long-standing problem of “the disjointing and separation of translating and engineering knowledge”, universities

can effectively integrate their own teaching with the practical help of enterprises as well as the experience of different experts. In this way, universities and enterprises can work together to cultivate translators. In terms of the teaching methods, teachers should effectively apply theory into practice, adopt case teaching in large quantities, and increase situational training to make up for the deficiency of practical experience.

#### **4.4 Cultivate more inter-disciplinary teachers who have solid language foundation and professional engineering knowledge**

Without good teachers, there will be no excellent students. To meet the demand of inter-disciplinary talents of enterprises and the needs of teaching, universities should cultivate more inter-disciplinary teachers. In the information age, translation teachers need to constantly improve their own information technology ability. Only by adopting new information technology and translation technology, and constantly updating the methods and contents of translation teaching, can translation teachers keep pace with the time and shoulder the responsibility of cultivating qualified translation talents. To improve the efficiency and quality of the training of English majors, language teachers should first break free from the idea of focusing only on language competence, devote themselves to the frontier of engineering construction, go deep into all aspects of engineering practice and management, learn scientific and technological language and knowledge, grasp the corresponding translation, and compile a large number of textbooks suitable for overseas engineering and translation teaching. These textbooks include engineering interpretation, engineering translation and engineering basics engineering negotiation, business administration, etc.

#### **5. Conclusion**

This study analyzes the current situation and needs of engineering English translators, and the results are of reference value for optimizing the existing training model. This paper studies how to train engineering English translators to meet the needs of enterprises and society in colleges and universities, and puts forward some suggestions from the aspects of training objectives, training contents, training methods and teaching faculty, hoping to help colleges and universities cultivate inter-disciplinary translators who have proficient language ability, professional engineering knowledge and high comprehensive quality.

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