

On the “Trinity” Training Mode of Ceramic English Translation Talents

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Abstract

The aim of the training of ceramic English translation talents is to cultivate talents who can adapt to the social development and promote the international dissemination of Chinese ceramic culture. This paper explores the cultivation mode of ceramic English translation talents, which combines three dimensions of skills and knowledge: translation practice ability, cross-cultural communication ability and ceramic professional knowledge. It aims to construct a “trinity” training model of ceramic English translation talents based on translation practice ability, cross-cultural communication ability and ceramic professional quality.

Key words: Ceramic English translation talents; Trinity; Cultivation mode

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1. INTRODUCTION

Secretary General Xi Jinping pointed out that “ We should deeply understand the importance and necessity of

strengthening and improving international communication under the new situation, make great efforts to strengthen international communication capacity building, form an international discourse power that matches China’s comprehensive national strength and international status, create a favorable external public opinion environment for China’s reform, development and stability, and make positive contributions to promoting the building of a community with a shared future for mankind.” On October 11, Secretary General Xi visited Jingdezhen, the capital of porcelain in China, and said that “The excellent traditional Chinese culture has never stopped flowing since ancient times. Ceramics are a treasure of China and an important card of Chinese civilization.”

The international spread of Chinese ceramic culture cannot be separated from excellent ceramic English translation talents, and the cultivation of ceramic English translation talents needs to keep pace with the development of the times and society. On the basis of training students to master solid translation skills, it is more important to pay attention to the cultivation of their cross-cultural ability and ceramic professional knowledge, so as to build a “ trinity” cultivation mode of ceramic English translation talents and to make contribution to the construction of Jingdezhen National Ceramic Culture Inheritance and Innovation Pilot Zone (hereinafter referred to as the Pilot Zone), and achieve the goal of cultivating talents to provide service to the society.

2. TRAINING REQUIREMENTS FOR CERAMIC ENGLISH TRANSLATION TALENTS

In 1980, China formulated the “College English Teaching Syllabus (for disciplines of Science and Engineering)” (Lu, 1985, p.14). From the words “science and engineering” in the file name, it can be seen that the country has a

huge demand for scientific English translation. Then, in February 1985, the Ministry of Education issued the “College English Teaching Syllabus (for Science and Engineering undergraduates in Colleges and Universities)” (No. 1985 [004]), whose purpose is to “train students to have strong reading ability, certain listening and translating ability, and preliminary writing and speaking ability.” (Wang, 1986, p.51) A year later, the Ministry of Education issued the College English Teaching Syllabus (for disciplines of Arts and Sciences) (No.1986 [010]). “The two syllabuses are basically the same in the main aspects of teaching purpose, teaching requirements and teaching arrangements” (Xie, 2001, p.115). However, the biggest difference between the two syllabuses is that the syllabus for the disciplines of science and engineering has one more requirement for “translation” ability than the syllabus for disciplines of arts and science (Miao, 1996, p.46). In 2000, the English Teaching Syllabus for English Majors in Colleges and Universities was promulgated, which clearly pointed out that English majors should cultivate “comprehensive English talents engaged in translation, teaching, management and research in foreign affairs, education, economy and trade, culture, science and technology, military and other departments” (Chen and Xu, 2003, p.2). It can be clearly seen that the cultivation of translation ability has been put in the first place.

It can be seen from the content changes of the teaching syllabus for college English and English majors of the Ministry of Education that the cultivation of English translation ability of college undergraduates should be placed in the first place. Therefore, the cultivation of English translation ability of college students is the most important part of English teaching, and the teaching of English for specific purposes (ESP) is an important carrier to cultivate the translation ability of college students.

As English for Specific Purposes (ESP), ceramic English belongs to the category of English for science and technology. As ESP, ceramic English texts have distinct industry characteristics, such as particular ceramic terms, fixed expressions and distinct professional features. As a scientific English, ceramic English has the characteristics of accuracy, rigor and technical nature.

In view of the characteristics of ceramic English and the demand for high-end ceramic English translation talents in the development of the Pilot Zone, the cultivation of ceramic English translation talents in colleges and universities should meet the following three requirements.

First, in terms of the dimension of translation expertise and skills, ceramic translation talents should master the theoretical knowledge and translation skills of E-C translation. Students can explain the basic theoretical knowledge of translation concepts, categories, principles and standards, identify the differences between English and Chinese in terms of semantics,

morphology, syntax and culture, use basic translation strategies such as literal translation and free translation, domestication and foreignization, and be proficient in using translation methods such as word class conversion, word addition, ellipsis, merging and splitting. In terms of practical translation ability, they can master the textual characteristics of ceramic English texts, and gradually form a textual awareness through discourse analysis and translation practice, so as to translate ceramic texts more accurately and smoothly.

Secondly, in terms of the dimension of intercultural communication competence, ceramic translation talents should know that the process of translation is not only the conversion of language, but also the communication between different cultures. In other words, the transformation at the text level is only the basic level of translation, while the transformation at the cultural level is a higher level of transformation. Therefore, how to accurately and properly convey the splendid ceramic culture of China to foreign readers and promote the exchange of ceramic art and culture of different countries are the basic requirements of ceramic English translators.

Finally, in terms of the dimension of knowledge of the field of ceramics, ceramic English translation talents engaged in the translation of ceramic documents should not only have solid translation theory and practical skills, but also be familiar with ceramic professional knowledge. Including ceramic making process, ceramic terminology, ceramic machinery and equipment as well as ceramic materials and raw materials. Only on the basis of understanding the ceramic production process, the raw materials of ceramic production and the operation principle of ceramic machinery and equipment can they truly understand the meaning of the original text to be conveyed, and can they figure out an accurate and professional translation.

3. “TRINITY” TRAINING MODE FOR CERAMIC ENGLISH TRANSLATION TALENTS

Based on the above three requirements for ceramic English translation talents, the author believes that the cultivation of ceramic English translation talents should build a “trinity” talent training model that integrates “translation skills”, “cross-cultural ability” and “ceramic expertise”. Among them, the cultivation of translation skills is the basis of the cultivation of ceramic English translation talents and the necessary condition for translators to engage in translation work. Cross-cultural competence training is to enable translators to play the role of a bridge between two different cultures, and is the cornerstone of international communication and exchange of ceramic culture. The cultivation of ceramic professional knowledge reserve is the necessary guarantee for ceramic

English translation talents to achieve authentic and professional translation. The cultivation of each ability of the three dimensions of competence is necessary and significant, and it is even more necessary to construct a reasonable training model for ceramic English translation talents.

3.1 Cultivation of translation theoretical knowledge and practical skills

The cultivation of translation theory and practical skills is the basis and the most important part of the cultivation of ceramic English translation talents, which is mainly carried out from the following three aspects.

First of all, the training objectives must be made clear and the curriculum must be reformed. Taking the author's school as an example, the training goal of ceramic English translation talents is to provide high-quality professional translation talents for local economic development and social development, help the construction of the Pilot Zone, and cultivate excellent communication talents for the international communication of Jingdezhen ceramic culture and even Chinese ceramic culture. In order to achieve this training goal, curriculum reform is an inevitable choice: to build a gradual course system of ceramic translation characteristics. In order to train ceramic English translation talents who meet the needs of the times, it is necessary to build a step-by-step curriculum system. The specific approach is to make appropriate adjustments to the proportion of course hours in different grades. For example, for students in the first and second grades, the cultivation of talents should pay attention to strengthen the students' vocabulary accumulation, reading ability, listening ability and grammar learning, so that students' basic skills can be fully strengthened and so as to lay a good foundation for their translation ability. In the third and fourth grades, ceramic translation and reading and practical courses can be added to cultivate the students' translation ability. Specifically, this includes ceramic English text reading course, ceramic English translation course, ceramic thematic translation practice week and other ceramic thematic reading and translation courses to cultivate students' ceramic English literature reading and translation skills. In addition, ceramic cognition practice, ceramic art appreciation, ceramic culture introduction and other ceramic professional knowledge courses are offered to increase students' ceramic expertise and enrich students' cognition of ceramics. The course is set up step by step, from basic to professional, from theory to practice to strengthen students' translation skills of English and Chinese ceramic documents.

Secondly, explore the talent training mode of Industry-University-Research (IUR) cooperation. Ceramic English belongs to English for Specific Purpose (ESP), and ESP theory starts from “demand”, namely learning demand and employment demand. On the basis of fully

understanding and analyzing the students' own needs and development needs, this paper explores the mode of cultivating talents for ceramic English translation in cooperation with industry, university and research. Tao Lin (2021, p.166) believes that the “order-based” training mode combining industry and education is employment-oriented, and employers are fully involved in the process of talent training programs and curriculum design, and high-quality talents are selected through written tests, interviews and other forms upon graduation. This mode of cooperation between schools and enterprises and scientific research institutes is based on the market demand for the skills of talents. Therefore, to fulfill the market demand, the vocational skills and knowledge structure of students are strengthened through training, so that they can better adapt to the needs of the post, and improve the pertinence, employment rate and reputation of the school. In addition, Wang Lina (2023, p.80) thinks that the IUR training mode of ceramic English translation talents should not adhere to the traditional teacher-centered teaching method. Ceramic English translation teaching emphasizes the practicability of teaching content, strives to introduce practical teaching mode into daily teaching, and enables students to get familiar with ceramic English translation tasks and working processes in real or simulated working environments. In the past two or three years, as Jingdezhen has become a national tourist hotspot destination city, in addition to tourists from China, there are tourists from all over the world. These foreign tourists mainly come to Jingdezhen for its rich ceramic tourism resources and long ceramic history and culture. Therefore, how to transfer Jingdezhen local ceramic art resources and culture to foreign tourists is the duty of ceramic English translation talents. The IUR training program for ceramic English translation talents in colleges and universities can build a cooperative talent training model between schools, tourism companies and municipal cultural tourism bureau to jointly train ceramic translation talents. The school has formulated internship programs and sent students to travel companies or cultural tourism departments. Students can apply the knowledge they have learned to practice translation skills in enterprises and public institutions. At the same time, they can share the workload for enterprises and public institutions, serve the society and contribute to the international dissemination of Jingdezhen ceramic culture. Schools, enterprises and institutions adjust and improve cooperation programs in a timely manner according to the characteristics and practice of students (Pang, 2019, p.131). Truly let the students get the practical opportunity suitable for themselves, let the enterprise absorb the right talents, and the talent training goal of the school can be realized as soon as possible.

Finally, carry out the second classroom teaching. Translation is a highly practical subject, and the improvement of translation ability requires a lot of

practice and practice. Therefore, actively carrying out the second class teaching to cultivate students' translation practice ability is an effective way to cultivate ceramic English translation talents. Teng Yühan (2021, p.5) thinks that the school can continue to broaden and build different practical platforms for translation practice training, extend within class and outside class, provide ample opportunities for students to practice, and cultivate ceramic English translation talents with organic combination of knowledge and ability. Taking the author's school as an example, the second class of ceramic English translation has carried out translation teaching activities relying on the Jingdezhen International Ceramic Expo, ceramic seminar and ceramic Spring and Autumn Fair. Teaching is carried out in practice. Teachers direct their training of the students' translation skills by assigning relevant tasks, and students practice translation skills by participating in volunteer services and taking on translation tasks in seminars. Apart from that, the continuous optimization of information means also provides a variety of options for foreign enterprises to participate in cross-border translation teaching guidance, such as the establishment of corpus, the supplement of online cooperative teaching platform and other teaching forms are conducive to the training of innovative ceramic English translation talents (Wang, 2023, p.81). At the same time, the school guides teachers to change their ideas, make them have a market concept and forward-looking consciousness, and put the training of innovative ceramic English translation talents into practice under the environment.

3.2 Cross-cultural awareness and ability training

UNESCO's Concept and Framework for Action on Intercultural Competence, published in 2013, defines intercultural competence as follows: "Adequate knowledge of a given culture; A general understanding of the problems that arise when members of different cultures come into contact with each other; Know how to establish and maintain contact with people from different cultures; Possess the skills needed to draw on a variety of knowledge and attitudes when interacting with people from different cultures." The cultivation of cross-cultural awareness and ability of ceramic English translation talents is to train them to have knowledge related to ceramic culture and know how to communicate with people from different countries. To achieve this goal, first of all, it is necessary to revise the professional training program and enrich the content of ceramic culture. This mainly includes two aspects: enriching course types and revising course syllabus. The former mainly refers to the appropriate addition of courses to cultivate the cross-cultural competence of translation talents in the training program. Taking the undergraduate training program of English major in the author's school as an example, two new courses "Cross-cultural Communication" and "Comparison of Chinese and English" have been added to

the original course related to cross-culture communication "Overview of British and American Culture". The latter refers to increasing the number of hours and content of intercultural communication ability training in the specific syllabus. In addition, we will increase the ceramic culture cognition practice week in the practical link, and improve students' understanding of ceramic culture through field visits to ceramic production bases and visits to museums.

Secondly, optimize classroom teaching to enrich students' ceramic culture knowledge. In class, teachers guide students to read and analyze classical ceramic English literature, so that students can understand and recognize the development history of ceramic art in English-speaking countries and their research and study on ceramic art of China, so that students can have the ability to make a comparative study of Chinese and English ceramic culture and art. On the basis of this, students can make better communication of ceramic culture with visitors from the world.

Finally, in order to cultivate students' cross-cultural communication skills in ceramic culture, there is another way which is to build international ceramic art exchange platform, and invite ceramic art researchers or scholars from all over the world, especially from English-speaking countries, to hold online forums. Then encourage students to actively participate in the platform activities. On the one hand, students practice their translation ability by translating the speech content of foreign experts, and introduce the latest foreign viewpoints into China for the reference and research of Chinese ceramic art lovers; On the other hand, before participating in online forums to discuss any topic of ceramic art, students need to read a lot of relevant materials in Chinese and English to learn ceramic culture and cross-cultural knowledge. At the same time, by watching ceramic art works, students can intuitively understand and appreciate ceramic art techniques and characteristics. The international ceramic art exhibition is a stage for the exchange of ideas and collision of ceramic artists from different cultural backgrounds. Because of this, students can improve their cross-cultural ability in ceramic art by participating such cultural exchange activities.

3.3 Accumulation of ceramic expertise

Ceramic English translation talents should be familiar with the field of ceramic expertise. This includes ceramic history and culture, ceramic production process, types of ceramics, ceramic producing areas, ceramic art forms and ceramic raw materials and other related knowledge. For example, in the study of Jingdezhen ceramic history and culture, teachers can ask students to do some research on the "The four Famous types of porcelain of Jingdezhen", "The four characteristics of Jingdezhen porcelain", "Jingdezhen official kiln", "China and china" and other topics to start learning (Shen, 2014, p.57). When teaching ceramic expertise, the author used the Chinese-English

program “Happy China - Learning Chinese as teaching material. The author asked students to watch the program and discuss in groups about the topics related to ceramic expertise: namely to list “Four major characteristics of Jingdezhen porcelain” and “Four famous types of porcelain of Jingdezhen” in both Chinese and English. Each group selects a team member to report to the class, and the teacher finally analyzes and comments, and writes on the blackboard: “White as jade, bright as a mirror, thin as paper, sound like bell.”

Attach importance to ceramic practice and practical activities. In the ceramic translation practice course of English major in the author’s school, a one-week ceramic cognition practice is arranged for the students. During this practice week, emphasis is placed on introducing and implanting ceramics expertise to students. The teacher will first introduce basic knowledge of ceramics to students, suggest students to use the online materials and books to further understand ceramics, and then lead them to visit the ceramic museum and ceramic studio to have a general understanding of the ceramic production process; In addition to watching the ceramic production process, students can also experience a series of ceramic production processes such as drawing, molding, painting, and glazing. With the help of Jingdezhen’s rich ceramic resources such as Hutian ancient kiln site, Jingdezhen Ceramic Museum, Jingdezhen Ceramics Co., Ltd., National Ceramic Engineering Center and other practice bases, students can have a general knowledge of the ceramic field. Moreover, students can have personal practice on porcelain making.

4. CONCLUSION

The cultivation of ceramic English translation talents should be carried out from three dimensions, namely, the cultivation of translation skills, the cultivation of cross-cultural competence and the teaching of ceramic professional knowledge. The cultivation of translation skills is the technical guarantee for translation work,

the cultivation of cross-cultural ability provides the communication guarantee for translation work, and the reserve of ceramic professional knowledge provides the industry knowledge guarantee for translation work to achieve professional and authentic translation. The three aspects serve to train talents of ceramic English translation. There are some aspects in the “trinity” model of cultivating ceramic translation talents to further explore, which will be the future research direction in this field.

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