

On the Approaches to Cultivate Translation Ability of Ceramic English Translation Talents

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Abstract

The cultivation of practical translation ability of ceramic English translation talents is an important way to explore the cultivation of English-Chinese translation talents in the field of ceramics. Through the comprehensive use of literature review method and case analysis method, this paper explores the cultivation of practical ability of ceramic English translation talents from multiple directions and angles: reforming the curriculum system, constructing the training model of school-enterprise cooperation, strengthening the role of translation workshops and promoting learning through entering competition.

Key words: Ceramic translation talents; Practical ability cultivation; Ways

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1. INTRODUCTION

According to the National Standard of Teaching Quality for English majors, the core courses for English majors should include English skills cultivation courses, namely courses such as listening, speaking, reading, writing and

translating and so on. Translation ability is one of the core skills of English majors, and translation courses are also the main core courses for English majors. However, in traditional translation classes, teachers mainly teach translation theories and basic translation skills and strategies. Seldom do teachers provide opportunities for students to practice translation skills. Therefore, the classes are always teacher-centered and the students are most of the time passive learners. Such is the case for basic translation classes. The situation for ESP(English for Specific Purposes)English translation courses is much worse. In fact, few ESP translation courses are offered in the talent training program for undergraduates majoring in English. Moreover, there are few researches on ESP translation. The author of this paper searched the database of China Journal Network with the entry “Training of ESP translation talents”, and only get the result of seven articles. It can be seen that the current research on the training of ESP translation talents in China is definitely not sufficient, and it is a field to be further studied by scholars. The author then searched the database with the entry “Cultivation of ceramic English translation talents” and only found four articles published by four scholars, including the author herself. It can be seen that the research on the cultivation of ceramic English translation talents in China is still relatively lacking. This paper will explore ways to cultivate practical translation ability of ceramic English translation talents in order to provide some perspectives and references for the cultivation of ceramic English translation talents, so as to make contributions to local economic development.

2. DEFINING THE TRANSLATION ABILITY OF CERAMIC ENGLISH TALENTS

English for Specific Purposes (ESP) begins with language training and vocational language education for

immigrants in the United States. The purpose is to enable immigrants to quickly acquire the knowledge of using the local language and the ability of applying English in a certain field^[1]. Therefore, English for special purposes has the characteristics of practicality and specialization. Because of its limited range of application and specificity in the field of use, ESP requires users to have a clear understanding and mastery of professional terms and expressions in a certain field. For translators engaged in the field of ESP translation, they should not only master the source language and the target language respectively, have the basic translation skills and strategies, but also have an overall knowledge of the specific field that the source texts refer to. Ceramic English, a kind of ESP, has most of the features of ESP, which includes specificity and preciseness. Therefore, the practical ability of ceramic English translators or interpreters should include solid English and Chinese bilingual language foundation, proficient translation skills, being familiar with the ceramic industry and ceramic art field and basic cross-cultural communication ability as well. Solid English and Chinese language ability is the basis for the cultivation of ceramic English translation talents and the basic condition for engaging in the translation industry. The translation skill is the embodiment of the practical ability of ceramic English translation talents, and is the necessary condition for doing translation in the ceramic world. The basic knowledge of ceramic industry and ceramic art is the guarantee for ceramic English translation talents to engage in the field of translating ceramic literature. The basic intercultural communication ability is a condition to ensure the translation work in the international ceramic field.

3. WAYS TO CULTIVATE THE PRACTICAL TRANSLATION ABILITY

3.1 Clarifying the goal of talent training and reforming the curriculum

The aim and orientation of traditional talent training program of English majors are to cultivate innovative talents with practical skills and who have a solid knowledge of the English literature and strong English language application ability. Although the training goal and orientation mentioned in the training program of senior talents emphasizes the practical ability of talents, namely the ability of using English, in the curriculum pool are mostly courses of basic language skills and linguistic theories. The courses catering for the cultivation of the ability of using English are not much. Basic skills courses develop students' listening, speaking, reading and writing skills. The courses related to the cultivation of translation ability usually include basic translation courses such as "Introduction to Translation", "C-E and

E-C Translation" and "C-E and E-C Interpretation". The courses for cultivating undergraduates' translation ability are not only of few types, but also of insufficient class hours. Jiang Lingmin believes that the training of translation talents must break through the traditional limitation of emphasizing knowledge over practice, and cultivate application-oriented talents with both theoretical basis and practical ability. Each school should take into consideration its real situation and the social needs of the new era when laying out its training objectives. The training program should highlight the ability of practice and innovation, consolidate professional basic knowledge, and cultivate application-oriented talents with multiple abilities^[2]. However, the current situation in major universities and colleges is that there are not enough courses to train students' practical translation ability, and there are even fewer courses to train translation ability in the field of English for specific purposes. Taking the English major training program of the author's school as an example, the program has a single type of course on the cultivation of ceramic English translation talents. Although the course "Ceramic English Literature Reading and Translation" is offered, there are no other courses to support it. As a result, there is no course system to cultivate students' ceramic English translation ability. Gao Xianwei believes that the curriculum system of "Basic English course + translation skill +ESP module" should be adopted for the training of English translation talents for special purposes. In order to meet the needs of local English talents training, it is necessary to take into account the needs of local society, practical ability training and students' interests and hobbies. A curriculum system based on English language skills, supplemented by translation theory and practice courses, and supported by specialized English content modules is a comprehensive and effective training model of ESP translators^[3]. Therefore, building a reasonable and complete curriculum system is an effective way to reform the training mode of ceramic English translation talents. The author believes that the building of the curriculum system should include the following three stages: In the basic stage of ceramic English translation ability training, the courses providing basic translation skills is offered in the first semester of the junior year to strengthen students' grasp of basic translation theories and skills. At the same time, the courses providing knowledge of ceramic technology and art are offered to let students know about professional knowledge related to the ceramic field and enhance students' understanding and interest in the field of ceramics. In the promotion stage, in the second semester of the junior year English to Chinese translation courses and ceramic English translation courses will be offered at the same time to cultivate students' ability to translate Chinese and English ceramic literature; In the consolidation stage, the practical course of ceramic literature translation workshop will be offered in the first

semester of the senior year to train and consolidate the translation skills of ceramic texts and the application ability of the theoretical knowledge of translation in the field of ESP. The whole curriculum system consists of three stages and covers four aspects, namely, the cultivation of basic translation skills, the teaching of professional knowledge of ceramics, the cultivation of the translation ability of Chinese and English ceramic texts and the practice of translation and interpretation of ceramic documents in workshops. Combining theoretical knowledge of translation with practical training, basic knowledge of translation with specialized knowledge of ceramics, such curriculum system aims to realize the combination of translation theory and practice, translation skills and specialized knowledge of ceramics, thus forming an effective curriculum system for the cultivation of ceramic English translation talents.

3.2 Establishing the school-enterprise cooperation training model

In general, universities still adopt the traditional mode of cultivating English majors. As far as the cultivation of the English majors' translation ability, the mode mainly embraces courses teaching translation theories and basic translation skills. Such a talent training mode based on theoretical courses often deviates from the original intention of cultivating the students' practical translation ability. As a result, students may have some theoretical knowledge of translation and some understanding of translation skills, but they have few opportunities or training practices in translation or interpretation, which will result in their lack of practical translation ability. In addition, in terms of the teachers, most of the teachers engaging in the teaching of translation courses do not have translation practice experience, that is, the teachers are unable to offer much advice on practical translation skills. Teachers themselves have little or no experience in translation practice in enterprises and institutions, so they do not have a clear understanding of the translation industry and the requirements for qualified translators or interpreters in enterprises and institutions. Therefore, both the curriculum and the teaching staff are not contributive to the cultivation of translation talents. To be qualified translators or interpreters in the field of ceramics, students are required to have translation skills, be familiar with the basic knowledge of ceramic industry, and know how to use translation softwares. The cultivation of these practical abilities can't be achieved only by one teacher's classroom teaching. Liu Hongqing and other scholars believe that schools and enterprises should jointly develop talent training plans that meet the needs of market development, so as to keep the training of translation talents consistent with the development and needs of the market, and can provide the society with professional talents needed by the market^[4]. Therefore, it is imperative to build a school-enterprise cooperative

training mechanism for translation talents. By adopting the school-enterprise cooperation model of talent training, universities can alleviate the shortage of teachers with real translation experiences and so as to benefit the students. At the same time, through school-enterprise cooperation, students have the opportunity to go deep into the enterprise, understand the translation work flow of the ceramic industry, and have a much clearer understanding of the knowledge of the ceramic industry, thus improving their practical translation ability. Finally, as far as the enterprises are concerned, school-enterprise cooperation model helps them to find translation talents suitable for the various posts. Under such cooperation model, the school employs senior translators from the enterprises as teachers to teach students translation practice cases, so as to improve students' understanding of translation practice in companies. At the same time, these teachers from the enterprises will teach students how to do translation in companies, so that the students can be better qualified for the work of enterprises after graduation, and meet the requirements of enterprises for the practical ability of translation talents. In the school-enterprise cooperation personnel training model, the school undertakes the teaching tasks of translation theory courses and translation skills courses. That is teachers of school mainly focus on teaching translation strategies, students practice translation skills and consolidate translation knowledge through extracurricular translation assignment. The full-time teachers evaluate students' mastery of the course content by reviewing students' translation assignment. In addition, teachers from enterprises will mainly focus on cultivating students' practical ability in translation through giving regular lectures and supervising the students' internship in the companies. Such diversified teaching staff will guarantee the quality of personnel training. By providing internship positions or tasks for students to practice their translation knowledge and skills, enterprises can help improve the practical ability of translation talents. According to the actual situation, enterprises can provide some translation cases for students to practice, or adopt a project-based model, that is, the enterprise will assign some sub-projects or part of tasks in a specific translation project to students, and the students will participate in the enterprise translation project. However, to ensure the quality of the students' work, teachers or instructors may check and revise the translation script before being handed over to the enterprise. Therefore, the school-enterprise cooperation model may be beneficial to cultivating qualified translators and interpreters in the world of ceramics.

3.3 Strengthening the role of translation workshop

There are some researches on the role of translation workshops in the training of translation talents in China, and the scholars agree that translation workshops play a

significant role in improving students' practical translation ability. Deng Hongchun believes that introducing "translation workshops" into college English translation classes may reposition the roles of teachers and students, attach importance to the organic combination of translation theory and practice, and pay attention to the whole process of translation practice. Through teamwork in the workshops, students can explore translation skills and build team spirit of cooperation. What's more, they can improve professional translation literacy, and finally truly improve translation ability^[5]. The specific form of the "translation workshop" is to invite an experienced expert in the field of translation as a host to carry out the teaching work of the translation workshop. In the workshop, the teacher guides the students to discuss a translation topic, the students present their own translations in the workshop, and students discuss in small groups to evaluate the advantages and disadvantages of different translation scripts. "Translation Workshop" avoids the shortcomings of traditional translation classes and so can give full play to students' independent innovation ability. With teachers playing the role of guide and students as the main body, the workshop enables students to communicate ideas and discuss various translation scripts within the group under the guidance of teachers. Xu Yuanyuan believes that this new teaching mode provides English undergraduates with a large number of translation practice activities. In the process of translation, students can constantly reflect, exercise and improve themselves, cultivate their ability to think and reflect and gradually lead them to become translators who meet market needs^[6]. In the workshop, students discuss different translation version, exchange opinions and ideas. The interaction between teacher and students and among students themselves in the workshop will help English majors improve their theoretical literacy and practical ability of translation. For cultivation qualified translators and interpreters in the field of ceramics, this "translation workshop" is very useful since it can best promote the students' creativity in doing translation. The ceramic English translation workshop is independent and innovative in the training of translation talents. Meanwhile, the specificity of the workshop helps to improve the teaching efficiency and quality, and plays a leading role in the training of practical ability of ceramic English translation talents.

3.4 Attaching importance to translation competitions

The improvement of students' translation ability relies on a solid knowledge of translation skills and linguistic ability. Apart from that, certain amount of translation practice is a must. However, daily practice may not be so effective in that students may do translation without time limit, and may refer to the dictionaries all the time. To make up for the weakness of daily practice, participating in various translation competitions is a good way for practising

translation skills. Participating in the translation contests not only exercises and tests the students' translation level and skills, but also tests the students' psychological and physical qualities to complete a certain amount of translation tasks within a specified time. Participating in different types and levels of translation competitions can train students' ability to deal with different types of translation subjects and various difficulties from multiple aspects and angles. After the competition, students adjust their learning and training direction according to the competition experience, so as to achieve the purpose of promoting learning through competition. There are various kinds of competitions for the practical translation ability of undergraduate English majors, which are generally divided into national translation competitions and provincial translation competitions. Students choose their own competitions according to their own level. By participating in different types of translation competitions, students can train their abilities of completing translation tasks within the prescribed time, test their mastery of translation skills, evaluate their own efforts and goals, and promote the improvement of their own translation ability and level.

4. CONCLUSION

The cultivation of practical ability in translation is a complex process with multiple directions and angles. The cultivation of practical ability of ceramic English translation talents is a systematic and multi-directional process. The cultivation of practical ability of ceramic English translation talents includes four aspects: the cultivation of students' English language ability, the cultivation of basic theoretical knowledge and skills of translation, the cultivation of ceramic industry knowledge and the cultivation of basic cross-cultural ability. The four aspects are distributed in three stages, which constitute a gradual and orderly approach and complement each other's practical ability training model for ceramic English translation talents. Through the systematic and complete training mode, the practical ability of ceramic English translation talents is cultivated.

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