

Research on the Development of Local Foreign Trade Translation and the Translation Teaching Strategies in Colleges and Universities

Taking Jilin Province as an Example

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Abstract—Foreign trade is inseparable from translation talents, and colleges and universities are the training base for translation talents. The discussion on how to combine local foreign trade with colleges and universities and make translators display their talents in trading companies and learn from colleges and universities is an important part of this paper. In order to realize the broad use of translation talents, this paper gives reasonable advice on how to realize the dual training of society and colleges. This study will interview translators working in foreign trade companies, listen to their thoughts and suggestions on current companies, and explore the training model of college translators.

Keywords—foreign trade; translation teaching; teaching strategy

I. INTRODUCTION

Jilin Province takes automobile and petrochemical industry as the key industries. It has strong advantages and has outstanding performance in mechanical and electrical products and food processing. In addition to the EU and the United States, the major trade objects of Jilin Province cover major Northeast Asian countries such as Russia, Japan and South Korea. Under the background of China's "the belt and road" and with the influence of the Changjiu Development Pilot Area, the foreign trade of Jilin Province has been continuously developed. The demand for the translation industry and even the translation talents continue to grow. However, due to regional limitations and the limitations of the translation talents themselves, the status of the translation industry in Jilin Province is not optimistic, and the development of translation talents is threatened, which has directly affected trade development and even economic development in the province. However, when the demand for translation talents in the society is rising, local colleges and universities cannot cultivate high-level translation talents that meet the needs of the market. In recent years, many colleges and universities have cancelled MTI major. In addition to the reason that the degree is not widely recognized by the society, the poor student base and the employment difficulties of graduates have seriously restricted the development of translation teaching. In terms of curriculum setting, colleges

and universities emphasize the theory instead of practice. The curriculum content involves less professional practice. Many students are often not competent to handle translation work in different professional fields after graduation due to the lack of practice, weak English language skills, poor knowledge, and unsolid translation skills.

In short, there are a few studies on the combination of local foreign trade translation industry and university translation talent training, a few studies on the implementation of the translation status, and few case study and field investigation. Therefore, this article is expected to play a positive role in translation teaching and foreign trade development.

II. CURRENT SITUATION OF FOREIGN TRADE TRANSLATION INDUSTRY IN JILIN PROVINCE

The author conducted on-the-spot investigations on several well-known foreign trade companies in Jilin Province, including more than 10 representative large-scale foreign trade companies such as FAW-Volkswagen, Shenhua Group, Jilin Overseas Agricultural Investment and Development Group, and Amendment Pharmaceuticals, visited the translation departments of various companies and interviewed the status quo of translators. Through investigation, most of the staff engaged in translations said that the current requirements for translation work far exceed their actual level. The phenomenon of unclear translation and unclear expression occurs. On the other hand, although their work is English translation, interpreting is rarely used in the actual working environment. When translating professional document or contract, most translators still rely on translation tools in practice. Due to the limitation of the level of local economic development, there are only a few foreign-invested enterprises in Jilin Province, but even when the exchanges between China and foreign countries are not very close, translators are necessary. According to interviews, the first job of many translation majors after graduation is the business English translation person. In actual work, 80% of the work is unrelated to translation. Some translators need to arrange meeting time and make meeting minutes, reply to emails and calls, receive foreign guests, and make payroll

forms, and sometimes they need to accompany the leaders to inspect the situation at the construction site. Although the growth momentum of translation industry is strong in the environment of vigorous development of international cooperation and shows the trend of industrialization situation, for a long period of time, China's translation industry is still in a mess and spontaneous state, especially in the underdeveloped northeast region.

At present, the quality of talents in the translation market is uneven. There are experts who have been engaged in translation work for many years, as well as staff of ordinary companies, and even students who rely on translation software for translation; and there is a lack of corresponding laws, regulations and access mechanisms in translating laws or high economic benefits. Despite the impact of the national translation professional qualifications expanded year by year, it has not yet become a necessary condition for translation. Among the dozens of translators interviewed, most of them are skeptical about their future. Their majors are not valued, and the content of their work is boring. There is no opportunity for training, and the content learned cannot keep up with the actual needs of the work. It can be seen that in order to develop the local translation industry, in addition to promoting local economic development, it is necessary to speed up the establishment of the access mechanism, promote industry cooperation, build a resource platform, combine production and study, and train urgently-needed talent to comprehensively raise the level of modernization.

III. THE STATUS QUO OF TRANSLATION TEACHING IN LOCAL UNIVERSITIES

With the rapid development of China's social economy, the exchanges between countries are becoming more and more frequent. Both in the international market or the domestic market, the demand for translation talents has also increased sharply. The cultivation of translation talents has their major and particularity. It should not only meet the needs of school subject teaching, but also meet the market needs for comprehensive translation talents. Nowadays, it is difficult for a single training model to meet the actual needs of the market for translation talents, which requires local universities to keep pace with the times, start from the rigid needs of the market, update the training concept, reform the teaching model, and pay attention to the local specialization training of application-oriented translation talents. Through literature review, it is found that in the training model of college translators, there has been some progress in changing the concept of training, innovating the curriculum system, and adjusting the teaching model. However, most of the researches are about English majors, with few researches involving public English course in college English. If professional reforms have not made progress or the effect is not obvious, we should start from the perspective of public courses and explore a new model that combines English public lessons with translation classes so that they can meet the needs of college students for passing exams and make use of the good foreign language foundation and professional knowledge. We can cultivate their translation awareness early, improve their translation level, and open up a new

research field for college English teaching. Among the nine institutions surveyed, only four institutions have opened English writing courses, but writing is one of the four basic skills of English: listening, speaking, reading and writing. Ignoring writing will inevitably affect the improvement of other aspects. Some people think that English proficiency should be possessed by English majors. For non-English majors, they only need to pass CET-4 or CET-6. However, in the graduate employment survey results, many non-English majors are engaged in the work that is closely related to English. Some people even become English teachers or departmental English trainers. It is far from enough to have only test-taking ability of CET-4 or CET-6. Of the nine institutions participating in the survey, only three have opened Chinese writing and rhetoric courses. In fact, the level of Chinese directly affects the quality of translators' translation. Although most colleges have opened translation skills courses, using skills without language foundation is as difficult as making bricks without straw, so they can't give full play to their ability. In addition, from a macro perspective, the responsibility of the translator is not only to convey information, but also to convey a culture. In the era of cultural integration between the world, the younger generation of China has the responsibility and obligation to pass on the excellent culture of China, and translators are the main force of this. Cultivating high-level translators is not only cultivating talents with high-level translation skills, but also cultivating high-quality and knowledgeable translators.

IV. STRATEGY FOR TEACHING AND REFORM

A. Translation Talent Training

In the process of investigating the graduates of translation majors, many graduates said that the professional level of teachers needs to be improved. The content of the lectures is limited to books, and there is almost no extended information. It is not uncommon for students to repeat what the book says. In addition to listening the lecture in class, they seldom do research and practice under the class. The enthusiasm and foresight of students' learning are difficult to achieve. In fact, both university and company need a group of excellent teachers and trainers. Colleges and universities should strengthen the construction of translation teachers. It is necessary not only to pay attention to the level of teachers' translation theory, but also to pay attention to teachers' translation practice ability and make the translation teacher structure more rational. In recent years, more and more teachers have been sent to study abroad, which is not only due to the improvement of the level of social and economic development, but also a breakthrough point in the field of teaching reform and innovation. Colleges and universities are paying more and more attention to Sino-foreign cooperation in running schools and let domestic teachers learn advanced foreign technology and spread China's excellent culture. After the learning for one year or more, the teachers return to the domestic classroom and bring a lot of fresh things to domestic students. The school has also made a lot of efforts in introducing foreign students and foreign top teachers to create a good English language environment for students. However, when the demand for translation talents in the

society is rising, local colleges and universities cannot cultivate high-level translation talents that meet the needs of the market. In recent years, many colleges and universities have cancelled MTI major. In addition to the reason that the degree is not widely recognized by the society, the poor student base and the employment difficulties of graduates have seriously restricted the development of translation teaching.

B. Curriculum Cultivation System

Because the Chinese education sector opened the "Translation" major in 2006, this course is still in its infancy and its development is not very sound. And there is also a lack of truly high-level translation training institutions in society. The setting and layout of the translation course have yet to be further adjusted. Many colleges and universities put little investment in the field of translation, lacking instructional and applied courses, and have limited ability to train professional translators. However, the translation of this special course also requires that its teaching can not only be limited to the classroom. It is necessary to carry out a variety of practical teaching, pay attention to practical training, and enhance the ability to accumulate experience in practice. In response to this aspect, students should strive to increase translation practice training. It is best to first find some translation exercises with moderate difficulty, and compare their own translations with the translations of others. As the level of proficiency in translation increases, they can gradually transfer to other professional literature. If we can achieve continuous improvement, the translation effect will be significantly improved. The theory of translation is like a routine, and the practice of translation is like internal strength. The true translator should have these two abilities, and adapt to the change, in order to translate freely with superb martial arts. Schools can take advantage of the community, organize students to participate in translation practice, find reasonable resources around them, and actively participate in translation forums, etc., to improve the practice level through multiple channels. At the same time, major universities and departments should vigorously carry out skill competitions to increase the enthusiasm and service enthusiasm of translators. For example, the translation practice of Northeast Normal University also includes various interpretation and translation contests, and the MTI Cup classic works in English-Chinese translation. The translation practice of Harbin Normal University also includes regular foreign language speech contests and translation tests combined with written tests and interviews. In the translation practice, we can also cultivate the work spirit of student teamwork. Of course, practice must also be scientific. The school provides practical opportunities for students to be engaged in various types of interpreting and written translation. They can observe and take part in some of the practice if they have condition to improve their practice, such as alternating translation and simultaneous interpretation of conferences, and formal translation and interpretation activities including leaders' meetings and project negotiations.

C. Teaching Mode

When it comes to teaching mode, it involves reforms in both content and means. In terms of content, it must conform to the content of social development, which mainly refers to the expansion of content beyond books, and more Chinese and foreign translations information that are relevant in practice and advancing with the times. We mainly cultivate applied translators who must have other relevant professional knowledge. According to the survey, the fields that have great demand for professional translators are machinery, commerce, chemical, automobile, IT, law, medicine, finance, electronics, construction, energy, etc. In document translation, professional documents and news report translation accounts for 86%, while literature-related translation account for only 8%. In the textbooks we use for students, literature-related content accounts for a large proportion. In the recruitment notices of major translation companies, it can also be found that translators with a certain professional background have a competitive advantage. For example, when a translation company recruits economic English translations, it requires "bachelor of English majors and above, with TEM-8 certificate; double degree in economics, or economics related degree." Translation talents who passed CET-6 and are non-English majors have considerable competitive advantages in employment. The translators themselves should be generalists. To enhance their competitiveness and adapt to the social environment, students must expand their knowledge and master other professional knowledge. In terms of teaching methods, in addition to providing students with resources for translation practice in the classroom, teachers should also help students to contact reliable internship channels to carry out the translation practice and check the translation works of the students. In order to realize the training of applied translation talents, it is necessary to actively cooperate with all parties, strengthen cooperation, and integrate resources, particularly the brother universities and colleges that offer translation courses to jointly cultivate talents. They can use own resources to complement each other. For example, universities of science and technology can set up a workshop for translation classes, so that students who are interested in translation can have special guidance and help. The liberal arts colleges that offer translation courses can open professional English studios, and conduct lectures on general knowledge such as business, economics and law for English majors. The training of translation talents in colleges and universities should be flexibly adjusted according to the needs of the market. All kinds of large, medium and small enterprises are the main force that absorbs translation talents. This puts higher requirements on the training methods of translation talents in colleges and universities. The big challenge also provides a good development opportunity for translators. For all kind of colleges and universities, setting up a training base is the most important link. No matter how much theoretical knowledge is learned, it must be checked in practice. Therefore, it is crucial to realize the joint running of enterprises and colleges. While the students are at school, the school should recommend the internship company for the students. The performance of the company, the quality and quantity of the translated materials are part of the graduation

assessment, and the evaluation of the internship company is also included as part of the resume. In the conditions of employment recruitment, we can see that many companies prefer graduates with work experience, so students can only get work experience through internships.

V. CONCLUSION

According to the above content, we can understand the current status of the translation industry and the development status of translation courses in local universities. With the vigorous development of the translation industry, translation teaching shoulders the responsibility of professionalism and application. The effective integration of school resources and enterprise resources is an inevitable way for school-enterprise cooperation in the future, which can effectively solve the problems of recruiting and employment of translation talents in colleges and universities, and can also solve the problem of lack of translation talents. On the one hand, schools and enterprises can jointly build a cooperative training base, promote the development of various forms of schooling, form a diversified form of schooling, and use the rich resources and policy advantages of the enterprise to develop the characteristic translation teaching of the school; on the other hand, enterprises can innovate the employment mechanism through the translation talents provided by the school, so that the enterprise can obtain more benefits. Therefore, vigorously promoting and developing local school-enterprise cooperation training mode can not only ease employment pressure and achieve employment balance, but also achieve "win-win" for both schools and enterprises.

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