

Ways to Cultivate Undergraduate Students' Translation Literacy

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Abstract

Translation professional teaching standard is a guidance for the construction and management of professional teaching. With its programmatic documents, the cultivation of undergraduate students' translation literacy can be achieved. This paper analyzes the methods GUST implemented to train students' translation literacy as to gain graduates' translation ability and professional competence.

Keywords

Teaching standard; Translation literacy; Translation ability; Professional competence.

1. Introduction

Guangdong University of Science and Technology (GUST) cultivates undergraduate students' translation literacy by formulated clear professional teaching standards and strict quality standards. Translation professional teaching standards are the programmatic documents for the construction and management of professional teaching, the basis for implementing professional teaching reforms and ensuring the quality of professional teaching, and also an important reference for social employers to select graduates. Focusing on ensuring the professional settings, training objectives and industry standards, students should have good professional ethics, strong professional abilities and sustainable learning capabilities, and satisfaction with training quality standards, etc. so the graduates' translation ability and professional competence meet the needs of employers. With the purpose to cultivate undergraduate students' translation literacy, GUST tries to fulfil the following items:

2. Clarify the Training Goal to Emphasize Ability and Quality

With the rise and vigorous development of computer-assisted translation and other technologies, translators are required to have a high level of cultural accomplishment and writing skills, as well as relevant professional knowledge of services. Professional standards require graduate students to have a high sense of social responsibility and mission in terms of quality and a good international vision and scientific and humanistic literacy, be familiar with Chinese and foreign customs and cultures, have good communication etiquette and psychological quality. Healthy physique lays a solid foundation for students' future professional development. Students should have five abilities such as English language application ability, career development, independent learning, cultural communication and interpersonal communication, so that students can be competent for future interpretation, translation or language service project management. These abilities and qualities are written into the professional teaching standards so the goals can be achieved in the teaching process.

3. Embody A Quality Concept Based on Multi Practices in Local Industries

As in language service industry, the translation major is geared to the front-line needs of production, management and service in Greater Bay Area. The training objectives and curriculum of the teaching standards reflect the economic and social development of the Greater Bay Area and the development of local pillar industries. The College of Foreign

Languages in GUST has formed a virtuous circle of university-enterprise cooperation with more than 2,000 companies, providing students with practice and internship bases, so that students can become familiar with related industries after graduation.

There are three kinds of practices in local industries for the students. Firstly, by participating in public welfare labor, students will be trained to care about society, protect the environment, and love labor with good moral cultivation and hygiene habits, and help students correctly master certain life skills. It mainly refers to participating in scientific research or participating in subject knowledge competitions and scientific and technological innovation activities, focusing on cultivating students' innovative spirit and entrepreneurial awareness, practical ability and team spirit. Secondly, the students need to take part in social practice, which is an important part of the training of talents in this profession. It is for students to understand society, understand national conditions, increase talents, contribute to society, exercise perseverance, cultivate character, and enhance social responsibility. Thirdly, The students are required to have graduation practice and write graduation thesis writing, which are important parts of checking students' ability to use the knowledge they have learned to solve practical problems. Students need to participate in a graduation internship of no less than 8 weeks in the 8th semester. During the internship, students need to fill in the internship manual and write an internship report of no less than 3000 words. Internship instructors need to maintain close communication with students, keep abreast of students' internships, and evaluate students' graduation internship results based on their actual performance and the quality of internship reports. Students who pass the graduation internship can obtain the corresponding credits for the graduation internship. Of graduation thesis writing, under the guidance of the instructor, students need to choose the title of the graduation thesis according to their professional knowledge, personal interests and employment intentions. Students' graduation thesis topic selection is mainly divided into two categories. One is translation+comment category: the students use the professional knowledge to translate an original text related to business or science and technology, fulfil an English-Chinese or Chinese-English translation, and write an essay or English translation reviews of less than 1,500 words. As for English-Chinese translation, the number of selected original English texts should be no less than 5,000 words; for Chinese-English translation, the number of original Chinese texts should be no less than 2500 words. The second category is general essays: according to the professional knowledge of translation, the students are required to write a general essay with no less than 5000 words by analyzing the subject of a certain translation theory, translation strategy or translation technique and the analysis of translation examples. Students can choose one of the above two categories for graduation thesis writing. Students need to participate in the graduation thesis defense, and the defense committee determines if they are qualified according to the grading standard, which are the corresponding credits for the graduation thesis.

4. Construct A Curriculum System to Cultivate Professional Abilities

The curriculum system adheres to the promotion of employment as the guideline and the vocational ability training as the main line. The translation major trains first-line foreign-related skilled talents, and its curriculum development must highlight the English application ability and related vocational skills of foreign-related professional positions (groups). The curriculum system includes general education courses and subject professional education courses. General education courses lay a solid foundation for students' knowledge structure and abilities. The goal of the basic compulsory courses and professional education courses is to improve students' English and Chinese language ability, and construct students' professional knowledge. The professional courses are divided into two directions: business English translation and technology translation, which for students' future employment in the

Guangdong-Hong Kong-Macao Greater Bay Area business or electronic information, machinery manufacturing and other pillar industries of English translation services. The optional courses improve students' professional level and ability in translation, and broaden their professional horizons.

Signed a long-term cooperation with Dongguan Translation Service Center, students in university have the opportunity to participate in specific translation practices such as exhibition services, business and cultural exchanges hosted by Dongguan Translation Service Center. Three special training courses in the practice link to improve students' practical ability. These courses form a unified system to jointly build a curriculum system for students' ability training. The three experimental courses are illustrated as follows:

(1) Translation training. This course aims to develop students' translation skills. Through the translation training of company profiles, letters, logos, advertising trademarks, news, catering, cover letters and resumes, students can master the main translation knowledge (such as foreignization, domestication, literal translation, free translation, eight major translation skills). Through practical training, students are trained to actively choose suitable translation methods and can identify the pros and cons of translation, so as to improve the speed and quality of translation.

(2) Interpretation training. This course aims to develop students' various interpretation skills. Through training the key words of the sentences, the main structure of the sentences, and the logical clues of the sentences, the students' interpreting skills and comprehensive abilities of listening, interpretation competence can be cultivated. This training content also includes the methods and skills to deal with situations such as insufficient preparation during interpretation, unfamiliar subject matter, on-the-spot tension, difficulty in distinguishing the speaker's accent, and abnormal midfield performance. This course simulates real interpreting work scenes, imposes on-the-spot changes and difficulty pressure on students in interpreting training, and trains students' short-term memory ability, listening comprehension ability, oral expression ability and other aspects of listening and translation ability.

(3) Computer-assisted translation training. This course aims to cultivate students' practical ability to use computer technology for translation. The training content includes the use of computer translation software (Memoq, etc.) to translate the text. Students combine relevant translation theories and translation skills to identify the quality of the computer translated text, and modify it on the basis of computer translation to obtain the ideal translated text. Through practical training, these technologies can be combined with translation work, which can better improve the quality and efficiency of translation.

5. Establish A Matrix of Graduation Requirements and Curriculum

Refining the various abilities and presenting them in a matrix with each course is conducive to the organic combination of ability training and course teaching, and has clear goals under a complete training system. The matrix relationship consists of two tables. The graduation requirements subdivide into 5 specific requirements, namely ideological and political and moral education, knowledge requirements, quality requirements, ability requirements and sports. These five specific requirements are combined with 60 specific requirements. The courses are respectively established with high, medium, and low relevance, and the goal is clear in the future teaching process, which is conducive to course monitoring. The 60 courses as the ways to meet the five more detailed graduation requirements, the training goals of each course are displayed with detailed points, which are clear at a glance. Through these two matrix tables, teachers can determine the degree of relevance between each course and graduation requirements. It seems complicated, but the generalization system is like a teaching "map".

6. Combining Practice with Diversified Teaching Modes

The College of Foreign Languages in GUST has formed cooperative relationships with more than one hundred off-campus companies, hired business experts to give lectures to students, and set up "innovation classes", so that teaching and learning activities can be carried out in real work situations as much as possible to combine skills, unify theory and practice. By encouraging teachers to carry out experiential, discussion, participatory teaching, teachers actively participate in lecture competition organized by the university every year, which not only stimulates teachers' enthusiasm for teaching reform, but also has a demonstrative effect. Teachers participate in domestic foreign academic conferences and actively develop and use teaching resources such as MOOC, micro-class, flipped classroom, etc. The teachers positively use modern information technology to provide students with rich and diverse education for independent learning resources. With reformed examination assessment which adopts a combination of process assessment and assumptive testing, the teachers focus on assessing students' translation ability.

The teaching standards of the translation major revolve around persisting in educating people, cultivating morality and fostering people, and focusing on the training goals of "all-round development of morality, intelligence, physical, aesthetics, and labor" for students. Relying on the curriculum system and core courses, the fundamental task is to cultivate outstanding translators, so as to improve students' comprehensive translation application ability and related professional ability. Only by conscientiously implementing the teaching standards of translation majors and continuously exploring and revising can GUST improve the professional construction level of translation majors and cultivate translation major` translation literacy.

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