

# Research on Featured BTI Curriculum in Private College

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**Abstract.** Based on the private colleges and universities, this paper studies the trend of BTI program in China, and explores the characteristic curriculum setting suitable for the cultivation of undergraduate translation talents in private colleges and universities. The research mainly involves the establishment of the periodic curriculum setting, covering such aspects as the phased teaching content, teaching activities and teaching evaluation with unique features. It aims at the organic combination of translation theory and teaching practice, the effective integration of college teaching and social resources, and the two-way improvement of students' language ability and translation ability.

**Keywords:** BTI program; private colleges and universities; curriculum.

## 1. Introduction

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In China, bachelor degree of translation and interpretation(BTI) started in early 21st century. Ministry of Education authorized Fudan University, Guangdong University of Foreign Studies and Hebei Normal University to recruit BTI students for the first time in 2006. Until May 2019, the number of universities with BTI program has risen up to 281 in line with a soaring number of 253 universities with MTI (master of translation and interpretation) program. The blowout increase of BTI and MTI programs demonstrate how higher education aptly reacts to human market demand. Nevertheless, there is still a shortage of qualified translators and interpreters in China, especial with the development and wide-spread of the Belt and Road Initiative. As the primary state of translator and interpreter training, universities with BTI program should attach importance to curriculum setting, being aware of its difference from pure language teaching.

Research directly related to BTI teaching in China focuses on three aspects. 1: relationship between BTI teaching and translation teaching. In brief, BTI program has specific disciplinary orientation and teaching objectives, which is far different from translation course included in language teaching. 2: contrast between BTI program in China and other countries. BTI is a comparatively newly bachelor program in China compared to other countries. With a much longer course of development, BTI program in many countries presents such advantages over China as complete system, marked feature, and consummate management. BTI in China has yet to grow. 3: BTI curriculum setting and syllabus design. Curriculum setting is the framework of all the courses to be taught, general objectives, teaching procedures, evaluation system, as well as management in process. Syllabus, on the other hand, describes objectives, contents and teaching approaches in specific course. In brief, curriculum is the teaching design in a macroscopic view, whereas syllabus is concrete measure applied in each course. As a developing discipline, most experts, scholars and front-line teachers think it is necessary to formulate unified curriculum standards, syllabus and other programmatic documents to ensure the direction and quality of BTI development. As far as the actual situation is concerned, there is still a lack of research on the BTI curriculum. In addition to the above three aspects, the domestic research also involves the research of BTI textbooks, the

current situation and professional development of translation teachers, the micro research of translation teaching mode, teaching methods, evaluation and testing, etc.

Generally speaking, foreign translation teaching research focuses on translatology theories, especially on the close relationship between frontier translation theory and translation teaching; on the teaching of translation process and empirical research; on the guidance of talent market for translation teaching; on the evaluation of translation teaching, etc. The theoretical research in BTI in foreign countries are obviously better than those in China.

Private college, with its specific features and distinctive students, has the necessity of looking at the current situation and trends of the development of BTI in China, combing the curriculum of undergraduate English translation major in various colleges and universities, combining the educational objectives and personnel training of private colleges, so as to explore a practical and unique phased program. Most importantly, BTI in private college should combine translation theory with translation teaching, carrying out the transformation of teaching achievements into translation practice, and promoting the two-way improvement of students' language ability and translation ability.

## **2. BTI Teaching Standard**

Translation teaching is the hinge of the development of translation discipline, while undergraduate translation teaching is the primary means of training specialized translation talents on a large scale, being the necessary link of training and conveying senior translation talents. In China, the number of undergraduate level colleges and universities for translation major increases year by year, yet there still exists a huge talent gap in the translation market. To speed up the construction of BTI is not only the internal demand of discipline development, but also the realistic demand of high-speed economic growth in China. At present, the research based on BTI has made some achievements, but it is difficult to form a system from different perspectives. The National Undergraduate Teaching Requirements for BTI (for Trial) is equivalent to the national standard of BTI. It is, however, too general and lacks a detailed interpretation of the relevant theories, curriculum and teaching methods of translation teaching.

There are different levels of undergraduate translation colleges and universities, with more than thirties private colleges and universities having been approved for BTI enrollment. In the future, more colleges and universities with foreign languages department will invest in the application and construction of translation major. Therefore, each school needs to carry out relevant teaching from the overall perspective of BTI in accordance with the school running objectives, regional and school-based characteristics, student conditions, and specific teaching environment. In addition, micro analysis and research such as curriculum system, teaching mode, evaluation method, teaching material construction and teachers construction should be highlighted.

The purpose of this paper is to analyze how to set up the BTI curriculum in private colleges scientifically. Curriculum of translation in various colleges and universities at the undergraduate level will be collected and analyzed. Other factors, such as the basic needs of the translator's ability, adhering to serving the local construction and national economic development, will be taken into consideration. The concept of curriculum setting in differentiated phases is thus proposed, which corresponds to the progressive rule of talent training, and is presumably to suit for BTI construction in private colleges and universities. The research will extend to the development of characteristic courses relevant to translation discipline, as well as a series of teaching research on the follow-up teaching mode and evaluation method. This study has a certain pertinence, which can provide some inspiration for the translation teaching practice at the undergraduate level and the development of translation major, especially for the exploration of the effective path for the cultivation of practical English translation talents in private colleges. It is expected to trigger the discussion and further extension of the professional translation teaching research by scholars and front-line teachers.

### **3. Literature References BTI Curriculum Setting in Private College**

The curriculum setting of BTI in private colleges should be oriented by application, stressing on "well-directed teaching" and "efficient learning". A sound development of BTI program in private colleges and universities depends on strategic design of the curriculum setting out of its own characteristics. First of all, set the goal based on the need analysis. Private colleges and universities in China are different from public ones. Most of the enrollment students are admitted in the third batch, a term used in college enrollment in China. Students are streamed according to college entrance exam scores, the higher score meaning the upper level college or university the student will be admitted. The average level of students admitted by private colleges and universities is relatively low as a whole, and the school running goal is mostly located in the application-oriented personnel training. On this premise, BTI program curriculum setting should analyze the needs of students, regional economic condition and talent market demand, finding out the fit between private colleges and universities orientation and national BTI program teaching standard, and exploring the practical overall objectives and phased objectives to push forward the development of BTI program in private colleges and universities. Secondly, deploy featured course content and teaching approaches. It is the core of the curriculum setting, including stage division, characteristic course content and related project in syllabus design, characteristic teaching activities and related teaching methods. The process control of this research is to combine translation theory with teaching practice, to associate on-campus teaching with social resources, to foster both language ability and translation ability. In addition, make innovations in evaluation system, with the in process teaching evaluation and learning effectiveness evaluation included. It is of great importance to explore scientific and complete teaching management to monitor and evaluate phased teaching. Guided by the stage goal and centered on the students, a comprehensive evaluation system is carried out, which integrates academic performance test, proficiency test and diagnostic test. The formative evaluation principle is adopted to encourage students to keep forging ahead, and to ingrain their translation ability gradually.

To investigate progressing teaching and carve out distinctive phase objectives should be an effective way to set up curriculum for translation major in private colleges and universities. The design should be a combination of the top-down and bottom-up thinking modes, that is, to comprehensively consider the overall requirements of the translation talents, and to set up the stage goals and construction process step by step on the premise of the analysis of the students' demand, so as to maximize the progress of students' translation ability and learning ability. In addition, the curriculum should recognize the law of education growth, allowing for constant revise with the curriculum system. The students' learning effect and the dynamics of teachers' teaching are highlighted. Revises are conducted according to the teaching effect and students' feedback.

### **4. Conclusion**

BTI program in China started late, but experts and scholars have long pointed out that we must avoid copying foreign models and open up a way of construction of translation major with Chinese characteristics in line with the actual situation in China. In the same way, BTI program of non-governmental colleges and universities can't merely take measures and experience of BTI construction in public colleges and universities. Application-oriented and unique way of BTI program construction should be explored in private colleges and universities. Targeted and relevant research to open up a practical path for the growing BTI program in private colleges and universities has a long way to go.

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