



The Context of High-speed Railway Internationalization for Civil Engineering Majors under a Co-training Mode

S.Kamalakaran

Associate Professor and Head of the Department, Department of Civil Engineering, IES College of Engineering, India

ABSTRACT

India's high-speed rail internationalization has increasingly developed, but the quantity and quality of professional translators are far behind what's required and needed. In order to solve this problem, a co-training mode of cultivate translating talents was proposed. In this paper, the key factors related to training the translation talents of international Civil Engineering (CE) were analyzed and a framework for a co-training mode of education for CE international students was constructed based on the analysis and investigation. Subsequently the language proficiency test, the results before June 2015 and the employment rate of 2014 were collected. Results demonstrate that the co-training mode and overseas railway engineering companies plays an important role in the improvement of professional translation talents. Finally, the new mode of education has proved to be a win situation both for the Railway Engineering Corporation by listing the benefits to both sides, and is helpful to solve the deficiency of professional translation talents in India's high-speed railway internationalization

Keywords: Fluidised Bed Bioreactors, Biochemical Oxygen Demand , Chemical Oxygen Demand

1. Introduction

In the past few decades, India's high-speed rail technology has become increasingly mature, with the successful completion of a large number of high-speed railway construction projects abroad. Some large-scale engineering contracting enterprises, such as the Railway Construction Corporation (RCC) and the Railway Engineering Corporation (REC) have gained huge amounts of international market share with competitive power and scale. Prime Minister actively promotes India's high-speed rail technology at every international trade conference. Therefore, the high-speed railway has become the trump card and is stepping into an era of rapid development. Professional language translation is the first challenge for the internationalization of high-speed railway development, and therefore those individuals who are excellent in both language translation and technical expertise are highly sought-after. Unfortunately, foreign language education is still unable to get rid of the awkward situation of 'dumb English'. A research from 'EF English First' shows that the English capacity of Chinese people has been pushed down 10 places to 47th in a group of 70 countries in 2015, and is even lower than Latin American countries such as Brazil, Mexico, Costa Rica and Guatemala. As for the proficiency level of Engineering English, there is no advantage at all compared to major competitor's from developed English speaking countries. As a result, the translation errors and misunderstandings make the clients taken aback and even cause the program to lapse [1].

2. Study of Talent Cultivation Objectives

Compared to Indian students, International students majoring in Civil Engineering (CE) are much better in the English language and are more practical in cultural context and social background. If equipped with solid a language translation foundation, professional quality, engineering practical exposure, competence in innovativeness and internationalization, the international students are capable of effectively engaging in work related with international railway construction, and their distinct advantages can be found.

3. Construction of Professional Translation Ability Training System

The key factors contributing to students' learning efficiency are learning environment, teaching quality and educational resources. Learning environment: There is a significant advantage for international students to improve their language in a native language environment which can provide an exceptional expediency to improve their language application ability. It has become widely accepted that the rich and vivid language resources from the social environment in the target language can help learners obtain a successful and faster language acquisition and leap from knowledge to ability, from accuracy to appropriateness, from shallow to deep. Also, it is making use of this advantage that the students complete the transformation from their mother tongue to the target language through the social environment and contiguous vivid language resources. In this way, the co-training mode can bring about an organic combination of the content of language communication in engineering applications and the idea in language education in the university. Furthermore, the atmosphere of learning for students is established by integrating the classroom study with the co-curricular activities. Optimizing better language learning contexts on-campus for the students stimulates the students' enthusiasm and passion to learn. This problem can be solved by introducing professional personnel from the Indian Railway Engineering Corporation (IREC) to the class. Their specific contribution would be in the following ways: They offer their rich experience and bring typical cases for study to the class. A training module can be opened for the university teachers. The co-training mode can open up and explore avenues for the teachers to acquire more practical experience and update their expertise. Shorten the learning cycle of international student education.

4. Learning Resources

During the period of basic language study, it proved to be very successful to put some Indian students majoring in English in the international students' language class, especially in oral and listening class. The video samples of historical business talk and text translation which could be made available by IREC provide excellent directional guidance for students in language learning, and play an important role in helping them make the leap from basic proficiency to professional translation.

5. Construction of Cross- Culture Training System

Culture might be described as a blueprint for instructing an individual's behavior in a group of people, and it can also be defined as the opinions, conventions, abilities, and so on that characterize a group in a certain period of time. Communication among people with different cultural backgrounds can easily lead to misunderstanding if both the speaker and listener lack the other's cultural knowledge. So cross- culture training is proposed to carry out as follows: Cross-cultural education by means of Multi-media and Internet. Multi-media CDs make the teaching assignments more vivid and lively by combining the sounds, pictures, scripts and animations, which acclimatizes the students' interests and memories with a different culture. Computer assisted assignment drilling and checking enables students to do the required tasks more than once and get corresponding feedbacks. Through the cases, the students get to know how to respect the habits, customs and lifestyle of both sides. They help to eliminate misunderstandings in cross-cultural communication and to avoid prejudices and rash judgments. They also help them to accept the thinking patterns within different cultural contexts and become tolerant to habitual emphasis that different cultures place on their own values and standards. They enable the students to understand and accept the behavior of different cultural groups, and make objective and accurate evaluation of different cultural behavior. The cases help students make a rational analysis as to the causes and effects of cultural conflicts. The students can improve their awareness of cultural conflicts, and develop a strong ability of cultural identification and adaptability. They enable students to become exposed to the various issues of values, customs, laws and regulations of both sides which would be of utmost importance in developing a feasible strategic plan.

6. Construction of Professional Internship Platform

School education is a process of accumulation of professional knowledge. But in a real challenging professional environment, knowledge alone doesn't suffice. Hence the construction of a platform for molding the students' knowledge and ability to function in the context of day-to-day professional life complexities is of prime importance. This platform will help them to identify the gaps and constantly improve to finalize the transition from learning to application. The practical training offered by IREC can be operated in the following two forms: Practical training in different semesters. The students can have a chance to participate in training in IREC to gain first-hand experience of the specific issues involved in the engineering project. The other is practice after graduation. Social internship is a general international practice. It is professional knowledge application and consolidation for students while also a good chance for IREC because they can take this opportunity to check the students' actual operational ability and development potential so that they can make a correct decision to hire the students or not in the future. The co-training mode is a win-win proposition as it brings distinct benefits to both STDU and CREC and creates professional quality, suitability and sustainability in the language translation scenario.

7. Students Benefit

- 1) IREC 's intervention serves to cover up for professional qualities lacking in the teachers in the university system.
- 2) The co-training mode opens up fresh avenues for the teachers to refresh and update their expertise and reduces the gaps between class room teaching and real-life engineering practice.
- 3) This mode significantly shortens the learning cycle of international student education.
- 4) The higher employment rate resulting from the improved professional qualities of students of the will bring about enhanced fresh student enrollment in the university's international student education program. IREC ushers in a fresh atmosphere of real business talk and contract signing.

8. IREC's Benefit

- 1) The involvement in the educational can bring about a new outlook in IREC's recruitment of translation talents.
 - 2) IREC can assess the potential for hiring the students involved in the program in the future.
 - 3) The standard of professional translation is highly enhanced and the quality is assured.
 - 4) Nurturing translators by themselves is much more beneficial than spending a lot of money in hiring professional translators.
- IREC's prospects of future international business is enhanced as the students from different nationalities enter their operational system

9. Conclusions

Under the context of the Chinese government's promotion of the country's high-speed railway system the development of international construction projects will enter into a milieu of rapid development in the near future. A training mode for high-quality translation personnel will catch more and more people's attention. From the facts stated above, it is easy to conclude that the mode of co-training is a win-win proposition for both CREC and the university. Unmistakably it will be a better choice for CREC to nurture the translator by themselves rather than spend a lot of money to bring in talent from abroad. In short, the co-training mode proposed between universities and overseas railway engineering companies for international student education is an innovative method in this direction. Undoubtedly, both sides stand to benefit from the cooperation.

REFERENCES

- [1] Cao Chang. "Chinese High-speed railway internationalization cannot get global recognition without crossing the first threshold". China Economic Weekly, December 29, 2014.
- [2] Coskun, L. "Investigating the essential factors on student satisfaction: a case of an Albanian private university". Educational and Social Research, vol. 4, No.1, pp. 489-502, 2014.
- [3] Jin Song. "A Chinese language innovative teaching mode for a civil engineering major". World Transactions on Engineering and Technology Education, vol.13, No.4, pp.14-18, 2015.
- [4] Wen Weiping. "Stereotypical relation and Culture education" Foreign Languages and Their Teaching, vol.13, No.1, pp. 41-44,1996.
- [5] Ge Liang, Hu Ze, Shi Mingjiang. "New teaching methods and their effects on the Data Acquisition and Interface Technology course". World Transactions on Engineering and Technology Education, vol.13, No.1, pp. 101-104, 2015.
- [6] Fan Liqiang. "Methods for improving the professional level of students majoring in information and computer science". World Transactions on Engineering and Technology Education, vol.12, No.1, pp.122-125, 2014.
- [7] Wu Qiong. "An analysis to the cross-cultural management issues of the overseas projects". Economic and trade practice, No.6, pp. 65-70, 2008.