On the Improvement of "Foreign Language + X" Multi-translation Ability of Foreign Language Majors Under the Background of New Liberal Arts

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Abstract: In the era of globalization, international exchanges have become increasingly frequent. During this process, the translation ability of foreign language majors has become their core competitiveness. Under the context of new liberal arts, various industries have put forward new requirements for foreign language majors, that is, possessing interdisciplinary knowledge and multi-translation ability. In this thesis, student groups from representative discipline-type institutions in Hunan Province are taken as the research subjects to conduct questionnaire surveys and interviews, exploring the current status of cultivating multi-translation ability in foreign language majors. Through statistical results, it has been found that there are common problems in current foreign language education, such as monotonous teaching content, lack of practical links, insufficient training of interdisciplinary ability, and failure to integrate modern technology. Based on the educational philosophy of new liberal arts, some suggestions have been proposed for foreign language education. It is recommended to combine specific disciplines (such as economics, law, engineering, medicine, agriculture, forestry, etc.) to build a diversified foreign language teaching and translation practice system. In addition, special emphasis has been placed on cultivating students' cultural competence, historical competence, aesthetic competence, and logical competence through both in-class and extracurricular activities. Finally, it is also necessary to strengthen practical teaching, utilize modern information technology, and improve the teaching evaluation system, so as to enhance students' multi-translation ability and meet the needs of society for foreign language majors.

Keywords: new liberal arts; interdiscipline; multi-translation ability

1. Introduction

With the quick process of globalization and the proposal of The Belt and Road Policy, China has more and more frequent exchanges with other countries in the world. High-qualified foreign language majors are increasingly in demand. Under the background of new liberal arts, the training of foreign language majors is facing new challenges and opportunities. The concept of new liberal arts aims to promote the reform and development of liberal arts education. It emphasizes the integration of interdisciplinary knowledge. For foreign language majors, this means that they need have a solid foundation in the language and have knowledge and skills in other disciplines. The "foreign language + X" model emphasizes the combination of foreign languages with specific disciplines such as economics, law, engineering, medicine, agriculture and forestry, advocating multidisciplinary integration to cultivate interdisciplinary talents with interdisciplinary vision and practical ability.

However, there are a series of challenges in the cultivation of multi-translation ability of foreign language majors. The teaching content is often too monolithic and lacks effective integration with other disciplines; The practical part is insufficient, and students lack the experience and opportunity to use the language practically; The lack of interdisciplinary competence leads to students' inadequacy in the task of translating in the professional field. These problems have seriously affected the comprehensive quality and future career development of foreign language majors.

With the advancement of globalization, cross-cultural communication is becoming more and more frequent, and the demand for foreign language talents is getting higher and higher. Not only do they need to have solid professional knowledge, but also need to be able to communicate and translate in interdisciplinary field. This thesis explores how to improve students' multi-translation ability and cultivate their intercultural communication ability and professional knowledge background in foreign language education, so as to help cultivate compound foreign language talents who are more in line with social needs and improve their employment competitiveness and social adaptability.

In addition, this thesis can provide theoretical support and practical guidance for the reform of foreign language professional education, promote the innovation of teaching content and methods, promote the integration of interdisciplinary knowledge, and improve the quality of education. It is helpful to promote the development of foreign language professional education from the traditional single language teaching to the direction of diversification and integration, which is in line with the general trend of current education reform.

1 Related Previous Researches

1.1 Researches on New Liberal Arts

New liberal arts is based on the global new revolution in science and technology, new economic development, and socialism with Chinese characteristics having entered a new era. It breaks through the thinking mode of the traditional

liberal arts, promotes the interdisciplinary integration and the renewal and upgrading of the traditional liberal arts by taking inheritance and innovation, crossover and integration, collaboration and sharing as the main approaches.

Domestic research on the construction of new liberal arts primarily concentrates on the following aspects:

One is about the connotation of new liberal arts. Wang Mingyu and Zhang Tao believed that new liberal arts emphasizes new research objects, research paradigm and social needs, involving conceptual reconstruction, structural transformation, model regeneration and platform building.[1] Zhang Chi and Gan Baiqiang mentioned that new liberal arts emphasizes the comprehensive improvement of students' quality and thinking ability, which requires students not only to master professional knowledge, but also to actively absorb other relevant professional knowledge and skills, and to promote the upgrading of traditional liberal arts through knowledge integration and knowledge transfer.[2]

The second is about the basic characteristics of new liberal arts. Hu Kaibao pointed out that new liberal arts is characterized by "problem-orientation, cross-integration, application of new technologies and innovative development".[3] Huang Bingchao pointed out that the basic characteristics of new liberal arts are four modernization: the modernization of construction objectives, development modes, theoretical systems and quality standards.[4]

The third is about the construction philosophy of new liberal arts. Wu Yan pointed out that the path of the so-called new liberal arts construction is to integrate and innovate, "integrate with modern information technology, integrate with other disciplines, integrate with similar professional clusters, and push the construction of new liberal arts to a new height through such integration and innovation."[5]

1.2 Researches on Compound Foreign Language Talents Training

Compound foreign language talents refer to those who have outstanding performance in foreign language level, professional knowledge, intellectual potential, composite skills and comprehensive quality, and at the same time have high relevant skills.

1.2.1 Researches on Compound Foreign Language Talents Training Abroad

Compound talents are widely concerned by foreign researchers, which provides an important reference for us to deeply understand and study compound talents. McCloskey believed that in the 21st century, individuals must have good global awareness, cross-cultural communication ability and foreign language ability.[6] Audhesh proposed five core competencies of innovators, one of which is cross-border thinking, that is, the ability of compound talents to combine knowledge and thinking methods from different fields.[7]

According to Warhurst & Dorey (2015), compound talents can be defined as those who possess a wide range of professional knowledge and skills and are able to apply these knowledge and skills in situations that cross disciplinary and industry boundaries. These talents should have the ability to think creatively and solve problems, and be able to adapt to a rapidly changing work environment. In addition, they emphasized the importance of interdisciplinary talents in innovation and solving practical problems. They believe that people with multi-domain knowledge and skills are able to bring together different ways of thinking and approaches to create entirely new solutions and are better able to support the innovative development of the organization.

1.2.2 Researches on Compound Foreign Language Talents Training in China

Domestic research on the cultivation of compound foreign language talents mainly focuses on the following aspects:

One is about the construction of curriculum system. Liu Fang proposed that different courses should be set up according to different educational purposes and application directions, and the discipline should actively change from a single type to a multi-disciplinary integration type.[8] Li Pei proposed that curriculum design should follow the following points: reduce language skills courses, increase professional knowledge courses; establish the concept of extra-discipline and set up three-dimensional six-layer learning objectives; develop understandable content, create and use integrated evaluation; education and training requirements take serving and promoting local economic development as a reference.[9]

The second is about the quality of teachers. Wang Lu believed that in order to cultivate qualified compound foreign language talents, it is far from enough for teachers to only possess foreign language teaching ability. They must also have the ability to teach the language integrated with another professional knowledge.[10] Ren Ping proposed that teachers should innovate in ideological cognition and knowledge structure. On the basis of understanding the concept of new liberal arts construction, they should gather the consensus of it and actively devote themselves to the reform practice of the training of compound foreign language talents.[11]

The third is about the innovation of teaching methods. Ci Jianhua proposed that practical teaching should be strengthened. He emphasized that strengthening the construction of school-enterprise cooperation training bases for English majors should be based on the principle of meeting the needs of professional practice and teaching. It is necessary to promote teaching innovation, serve teaching research, and build employment bases for practice and training inside and outside colleges. [12]

1.3 Researches on Multi-translation Ability Training

As an abstract concept, translation ability has always been the focus of translation education, and different scholars have different definitions of it. The most authoritative one is the multi-translation ability model proposed by the PACTE group. According to the multivariate definitions of translation ability by many scholars, the core of the translator's multi-translation ability includes the internalized knowledge ability such as bilingual ability, textual ability, instrumental ability and conversion ability, and the externalized knowledge ability such as cultural ability, aesthetic ability, historical ability and logical ability.

1.3.1 Researches on Multi-translation Ability Training Abroad

Foreign studies on translation ability mainly focus on the following four aspects:

The first is the definition of translation ability. Translation ability is a complex concept, and different scholars have

different definitions of it. Wilss believed that translation ability is an inter-lingual superpower, which is the combination of speech reconstruction and inter-lingual understanding, and requires comprehensive knowledge of source language and target language and text pragmatic knowledge respectively.[13] Hatim & Mason believed that translation ability is the necessary knowledge for translators to complete certain translation tasks or projects.[14] According to Nord, translation ability is the ability to apply different types of knowledge for the purpose of solving translation problems.[15]

The second is about the composition of translation ability. Bell pointed out that translation ability is the integration of various abilities, and it is the ability to integrate various kinds of knowledge, such as target language knowledge, source language knowledge, bilingual contrast knowledge, text type knowledge, world encyclopedia knowledge, and various skills, such as the communicative ability of encoding and decoding.[16] The most authoritative classification of the components of translation ability comes from the Spanish PACTE Group, which believed that translation ability consists of the following six elements: bilingual competence, extra-linguistic competence, knowledge about translation competence, instrumental competence, strategic competence, and psycho-physiological components.[17]

The third is about the development stage of translation ability. Toury (1986) divided translation ability into two stages from the perspective of social norms; Hoffman (1997) believed that the development of translation ability included seven stages; PACTE (2003) proposed a spiral development process of translation ability from the perspective of strategic development. Although these studies have different levels of translation competence development, they all affirm and emphasize the level of translation competence development.

1.3.2 Researches on Multi-translation Ability Training in China

The research on translation ability in China started in the 1980s, and so far domestic scholars have made certain achievements in the research on translation ability, mainly in the following aspects:

The first is the study of the composition of translation ability. Dai Zhongxin and Liu Jun believe that an individual's translation ability is mainly composed of four abilities: translation ability, translation language ability, translation familiarity and translation intelligence. Translation ability refers to the ability to process the meaning expressed by language; Translation signifier refers to the ability to process external forms of language; Translation proficiency is related to the automatic speed of the translation process, while translation intelligence is related to the ability to understand communicative intention and logical reasoning.[18] Feng Quangong explored the constitution of translation competence from a cognitive perspective, arguing that translation competence is composed of two categories: translation schema and cognitive mechanism, of which the latter plays a regulatory role in the former.[19]

The second is the construction of curriculum system based on multi-translation ability. Based on the PACTE translation competence model, Zhai Qingyong and Ma Wenyue proposed ideas for optimizing the current MTI curriculum structure. First, aiming at bilingual competence and knowledge about translation competence, to improve the foundation and highlight the characteristics. Second, to integrate with extra-major courses, emphasizing extra-linguistic competence. Third, to control the translation process and improve the proficiency in using translation tools. Fourth, to incorporate psycho-physiological components, adding simulated experience activities and site activities.[20] Hu Bo proposed a modular curriculum system based on the cultivation of multi-translation ability, which included modules for general education, professional education, personal development, and practical teaching.[21]

The third is the study of translation testing based on multi-translation abilities. Through the analysis of professional subject questions in MTI entrance examinations, Zhong Junping verified that multi-translation ability, especially the externalized knowledge required, had a positive impact on improving translation testing abilities.[22] Through a translation practice and its results, Ji Hongqin and Li Tewei found that the testing mechanism combining formative and terminal tests was more conducive to students' enhancement of internalized knowledge and externalized knowledge, and compared with terminal tests, formative tests were more conducive to the expansion of students' externalized knowledge, thus improving students' multi-translation ability.[23]

1.4 Comments on Previous Researches

Although the research status at home and abroad of cultivating compound foreign language talents and improving multi-translation ability under the background of new liberal arts is encouraging, there are still shortcomings. At present, domestic and foreign researches have made breakthroughs and progress in many new fields. For example, scholars at home and abroad have realized the importance of disciplinary interaction and social practice in cultivating compound foreign language talents and improving translation ability under the background of new liberal arts, and have paid more attention to improving the practical ability and innovative ability of foreign language talents. However, the research of domestic and foreign scholars is still limited to the training of language skills, and the interdisciplinary integration is not implemented to a certain extent, nor does it pay attention to the universality and importance of social practice.

Moreover, due to the differences in domestic and foreign policies and cultures, foreign scholars' research on the construction of compound foreign language talents is relatively scattered, and their viewpoints and theories span a wide range. In addition, domestic and foreign scholars' researches on the improvement of translation ability are still limited to language training, ignoring the cultivation of knowledge and skills in other related fields. However, translation involves knowledge in various fields, such as law, medicine, science and technology, and translators should not only have knowledge in their own professional field, but also accumulate knowledge in other professional fields.

In the context of globalization, translators need to master one or more foreign languages and possess interdisciplinary and interdisciplinary knowledge and skills, so that they can translate efficiently, accurately and appropriately in different contexts and cultural backgrounds. Therefore, this paper will systematically study the connotation and characteristics of the enhancement of "foreign language +X" multi-translation ability of foreign language majors under the background of new liberal arts, and then discuss how to effectively improve the multi-translation ability, which will help to supplement

the shortcomings of domestic and foreign scholars in the study of translation ability, and better help translators comprehensively improve their multi-translation ability.

2 Empirical Study on Current Situation of "Foreign language +X" Multi-translation Ability Training
In this part, a carefully designed questionnaire survey is conducted to systematically collect and analyze data, in order to provide a comprehensive and objective evaluation of the current cultivation of "Foreign language + X" multi-translation ability in the field of foreign language education.

2.1 Design of Questionnaire Survey
To gain an in-depth understanding and analysis of the current situation, and to explore effective paths for improvement, a questionnaire survey is designed, aiming to collect perspectives and suggestions from foreign language students of various backgrounds. The design philosophy and composition of the questionnaire survey, which serves as a vital tool for eliciting in-depth information and fostering innovative educational concepts, will be detailed in this section.

2.1.1 Purpose and Focus of the Survey
The main purpose of this survey is to know the current effectiveness of cultivating multi-translation ability in foreign language majors, and evaluate the effectiveness of teaching syllabus, course content, and teaching methods, and their adaptability to modern needs. And then, it aims to identify the problems in cultivating foreign language talents, identify the difficulties and challenges that foreign language students encounter in the process of learning translation skills, as well as the problems and needs of teachers when teaching translation courses. Finally, based on the survey results, strategies for cultivating multi-translation ability among foreign language majors will be developed or revised to enhance their competitiveness in the future job market.

Through preceding objectives, the survey aims to comprehensively enhance the multi-translation abilities of foreign language majors, ensuring that they are capable of handling cross-cultural communication tasks in diverse work environments and meeting the demand for translation talents in the era of globalization.

2.1.2 Respondents of the Survey
In order to know the current situation of multi-translation ability based on "foreign language +X" training for foreign language majors, the method of convenient sampling is adopted. Foreign language major students who are easily contacted by the investigators are selected as the investigation objects.

According to purpose of the questionnaire, foreign language majors are mainly from the following universities —— Changsha University of Science and Technology representing universities of science and technology, Hunan Technology and Business University representing universities of finance and economics, Hunan Normal University representing normal universities, Hunan University representing comprehensive universities, Hunan Agricultural University representing universities of agriculture and forestry, Hunan University of Chinese Medicine representing medical universities, Hunan Foreign Language Vocational College representing language universities. In this thesis, a total of 220 questionnaires were sent out and 205 were collected, with an effective recovery rate of 93.18%, which met the requirements of subject investigation.

2.1.3 Design of Questions in the Questionnaire
In order to investigate the training status of multi-translation ability of foreign language majors, the questionnaire needs to cover multivariate dimensions to obtain comprehensive data. The following is the question design of this questionnaire.
(1)Basic information: college type, grade, professional background and other basic information.
(2)Learning background:
What types of interdisciplinary programs do you have at your school?
(3)multi-translation courses and training:
①What courses do you have in your school to cultivate multi=translation ability?
②Have these courses or training helped you improve your translation skills in a particular field?
(4)Self-evaluation:
①What do you think are the gaps between yourself and a qualified translator with multi-translation ability?
②What do you think are the reasons for these gaps?
(5)Demand perception in the context of new liberal arts:
What new requirements do you think new liberal arts put forward for foreign language majors?
(6)Suggestions for improvement:
What are your suggestions for the current "Foreign language + X" teaching model?
The purpose of these questions is to know the current situation, learning experience, self-evaluation of multi-translation ability of foreign language majors under the current teaching mode, and their views and suggestions on the cultivation of foreign language talents under the new liberal arts background. Through these data, an analysis can be conducted to evaluate the impact of current educational models and to identify strategies for enhancing the multi-translation ability of foreign language majors.

2.2 Tools for Questionnaire Survey
The selection of appropriate questionnaire instruments is crucial, as they not only help to deeply understand the current status and challenges of foreign language education but also explore how to more effectively integrate interdisciplinary content into foreign language teaching. In this thesis, Questionnaire Star is chosen as the questionnaire survey tool.
Questionnaire Star possesses excellent system stability, ensuring data security even when a large number of users are filling out questionnaires online simultaneously.It offers a variety of question types (such as single choice, multiple choice,

fill-in-the-blank, etc.), meeting the diverse needs of questionnaire design. In this thesis, a questionnaire primarily comprising multiple-choice questions is designed using Questionnaire Star, aiming to comprehensively grasp the current situation and requirements of foreign language majors. The designed questionnaire is published on the Questionnaire Star platform, and its sharing function is used to send the questionnaire link to the target respondents via social media, email, and other methods.

At the same time, Questionnaire Star supports real-time data collection, allowing designers to monitor the status of questionnaire completion and remind respondents who have not completed the questionnaire when necessary.

Moreover, the built-in data analysis tools in Questionnaire Star can display survey results in real time, supporting various chart presentation methods, which facilitates preliminary data analysis. The collected data is directly analyzed on the Questionnaire Star platform, using its provided chart tools for preliminary statistical analysis, laying a foundation for further research.

3 An Analysis and Discussion of Questionnaire Results

The analysis of the questionnaire results will be focused on in this part, and the advantages and disadvantages of the current training of foreign language majors will be revealed through careful interpretation of the questionnaire data, which will provide a scientific basis and specific suggestions for the reform of foreign language professional education. Bar chart and pie chart are selected as the presentation of statistical results, which can intuitively compare the quantity difference between different categories and the proportion of each part in the whole.

3.1 Multi-translation Ability Training Carried Out on Respondents

A detailed analysis of the survey results will be provided in this section, revealing the curriculum systems that different universities conduct in developing multi-translation ability, as well as the sentiments and responses of students towards these courses. The strengths and weaknesses of the curriculum will be explored based on the data, with an assessment of its tangible effects on enhancing students' translation abilities. Discussion will also be conducted to further refining the curriculum design to more effectively align with emerging industry trends.

3.1.1 Main Forms of Present Multi-translation Ability Training

In order to know the current courses for foreign language majors to cultivate multi-translation ability, this question lists some common courses for improving multi-translation ability as options in the form of multiple choice. In the second option, open space is provided for the respondents to write the specific "foreign language + X" interdisciplinary courses offered by their universities. The following are the results.

As can be seen from the bar chart in Figure 3.1, the courses offered for foreign language majors in various universities to cultivate multi-translation ability mainly include translation theory and practice courses, professional translation courses, courses on teaching externalized knowledge, interpretation and written translation courses, and courses on teaching the use of translation tools. Among them, 90.24% of students have studied translation theory and practice courses, as it is an essential course for mastering translation theory knowledge and practical translation skills.
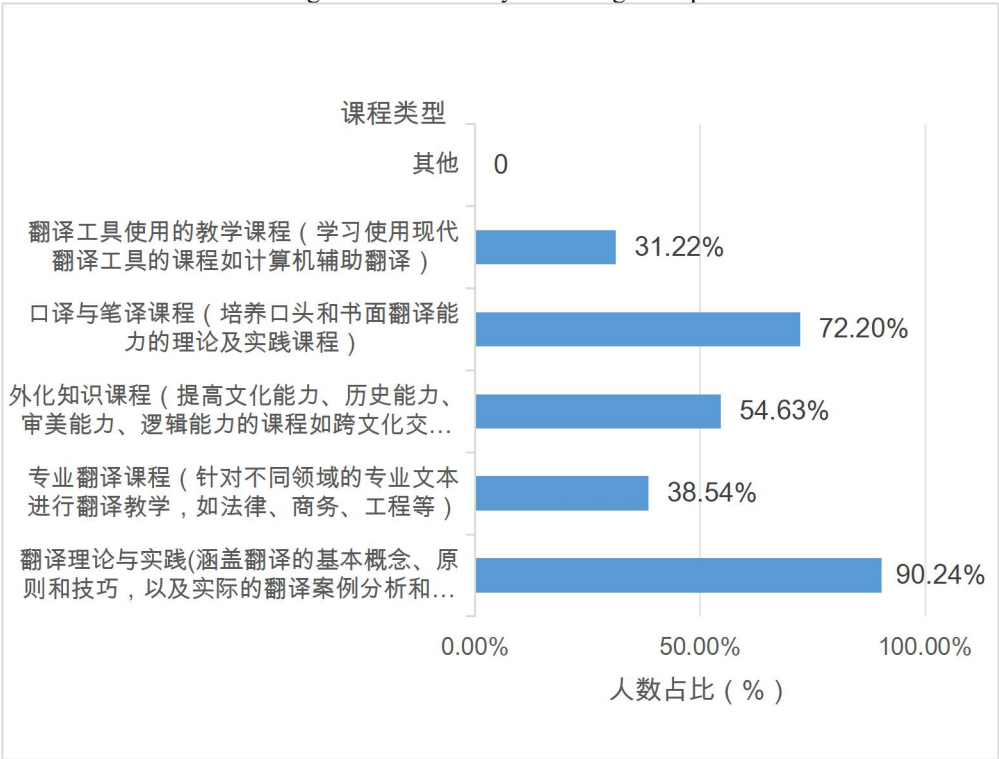

Figure 3.1 Courses Offered by Institutions to Cultivate Multidimensional Translation Competence

And 72.20% of students have studied interpretation and written translation course as it not only helps students improve their language conversion ability, but also exercises their immediate reaction ability and logical thinking ability. The number of students who have studied courses on teaching externalized knowledge accounts for 54.63%. This indicates

that most universities focus on the cultivation of language skills, and the importance of externalized knowledge in cultivating multi-translation ability is not recognized enough. The number of students who have taken professional translation courses and computer aided translation courses is smaller, accounting for 38.54% and 31.22% respectively. This may be because students are not interested in such courses or the courses are not very help for their future career planning, or it may be due to limited school resources.

Based on the above date analysis, some preliminary suggestions for the curriculum setting of foreign language majors are put forward:

First, balance skill courses and knowledge courses. Ensure that students not only learn core translation skills but also have access to externalized knowledge. This helps students to build a more comprehensive knowledge system and improve the ability of cross-cultural communication.

Secondly, add translation courses in professional. Translation courses in professional fields such as engineering, law, medicine and business should be set and expanded according to the distinctive characteristics of colleges and universities. This will help students gain a competitive edge in a particular industry.

Finally, integrate the teaching of the use of translation tools. With the digital transformation of the translation industry, educational curricula should include the use of translation tools such as computer-assisted translation tools, translation memory systems, etc., to enhance students' technical competence and work efficiency.

3.1.2 Gains of Respondents in Present Multi-translation Ability Training

An extensive survey conducted by the Questionnaire Star platform shows that under the current curriculum system, students have not only improved their traditional language transfer skills, but also made significant progress in other multidimensional abilities. In this part, a detailed analysis of students' gains will be conducted.
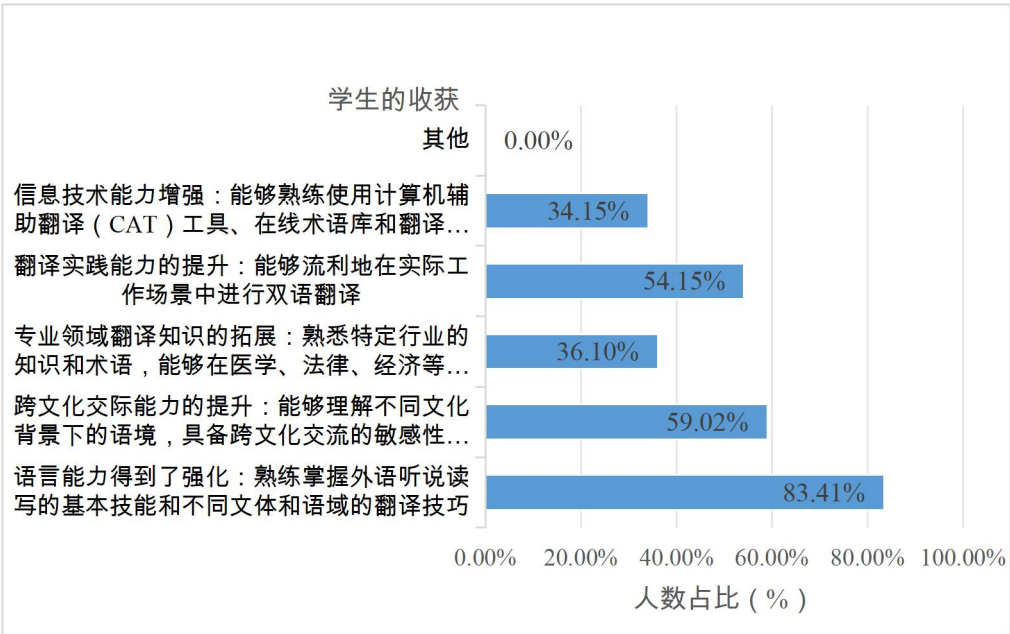

Figure 3.2 Students' Gains Under the Current Teaching System

As can be seen from the bar chart in Figure 3.2, The main gains are language and communication skills, knowledge and insight, social practice ability, thinking and problem-solving ability. Among them, 83.41% of students show that their language ability has been strengthened, mastering the basic skills of listening, speaking, reading and writing in foreign languages and the translation skills of different styles and registers. And 59.02% of students describe that their intercultural communication ability has been improved, and that they can understand the context of different cultural backgrounds and have the sensitivity and adaptability of cross-cultural communication. And 54.15% of students show that their practical ability of translation has been improved, and they can fluently perform bilingual translation in practical work scenarios. Only 36.10% of students state that their professional knowledge is expanded, that they are familiar with industry-specific knowledge and terminology, and that they are able to perform accurate and professional translation work in fields such as medicine, law, and economics. Finally, 34.15% of students consider their information technology skills as enhanced, with proficiency in computer aided translation tools, online terminology and translation management systems. This shows that the current training system has achieved good results in improving students' language ability and intercultural communication ability. However, further improvement and perfection are needed, with more emphasis on practical practice and teaching of professional translation knowledge.

3.2 Problems and Challenges in Present Multi-translation Ability Training

The ideal model of translation competence training should be able to meet the diverse needs of the society for translation talents, including but not limited to language accuracy, cultural adaptability, technical proficiency, and the ability of continuous learning and self-development. However, whether the current education system can keep up with the pace of such development, and what specific problems and challenges will be encountered in the implementation process, have

become the key issues that we must face and solve.

In this section, based on the survey results of the Questionnaire Star platform, the opinions and experiences of foreign language majors on the existing multi-translation ability training model and their suggestions for improving the training model are collected.

3.2.1 The Gap Between a Qualified Translator and Present Training

Through the results of the survey conducted by the Questionnaire Star platform, the ability of foreign language majors under the current training mode is revealed, along with the gap between the realistic level of students and the expectation of foreign language majors in the context of new liberal arts. The specific manifestations of this gap and the reasons behind it are revealed in the following survey results.
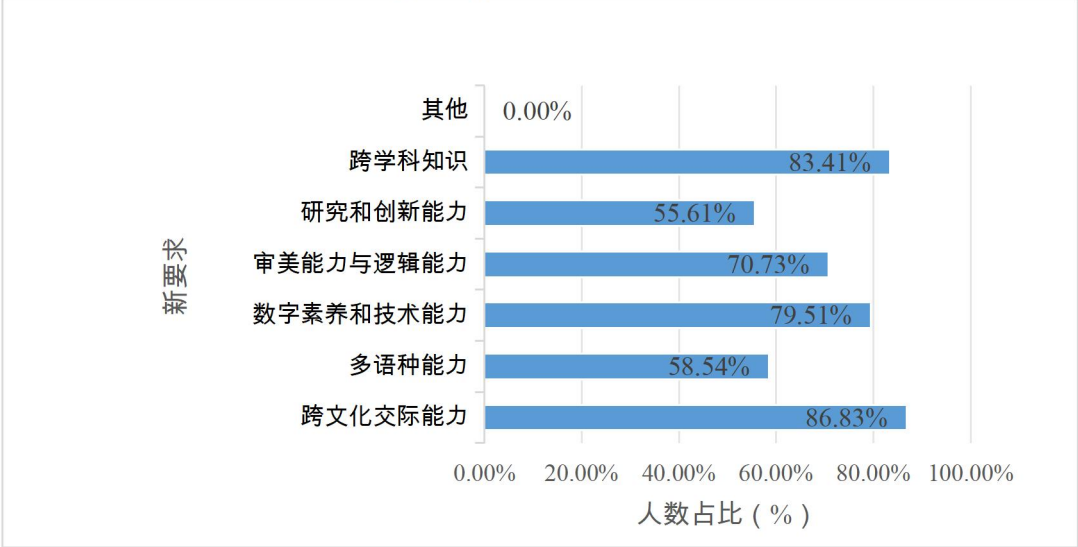

Figure 3.3 Students' Perceptions of New Requirements for Foreign Language Professionals in the Context of New Liberal Arts

Generally, students believe that foreign language majors in the context of new liberal arts are supposed to possess certain knowledge and abilities to adapt to the development of The Times. Some of the students' views can be seen from the bar chart in Figure 3.3. Intercultural communication ability and interdisciplinary knowledge are widely recognized, accounting for 86.83% and 83.41% respectively. These are followed by digital and technical ability, accounting for 79.51%. Aesthetic ability and logical ability are also valued, accounting for 70.73%. The last is research innovation ability and multilingual ability, accounting for 55.61% and 58.54% respectively.
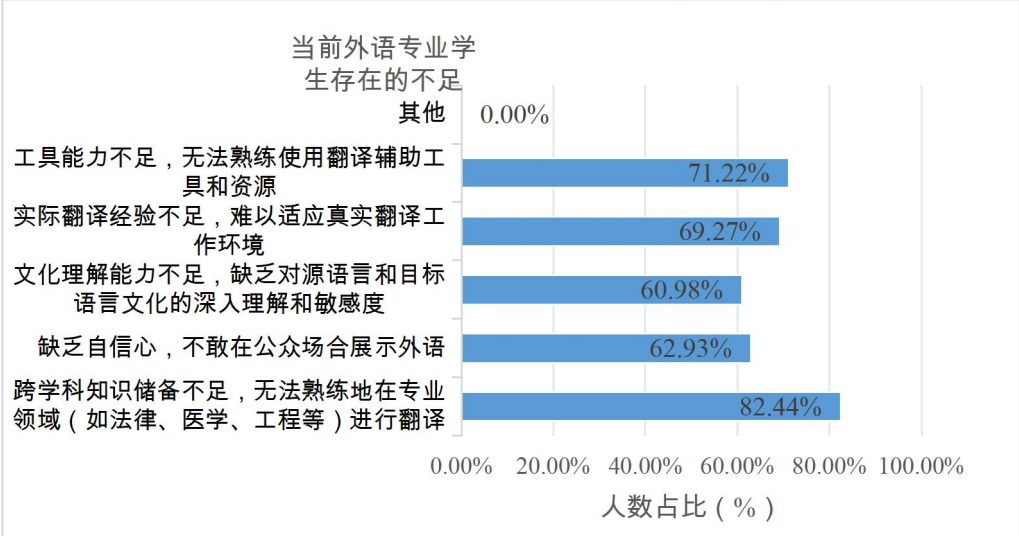

Figure 3.4 Gaps Between Current Foreign Language Professionals and Real-World Demands

As can be seen from the bar chart in Figure 3.4, most students think that there is a certain gap between themselves and qualified translators with multi-translation ability. Specifically, 82.44% of students state that their interdisciplinary knowledge is insufficient to translate proficiently in professional fields (such as law, medicine, engineering, etc.). And 62.93% of students show that they lack the confidence to show a foreign language in public. Still 69.27% of students think they have insufficient practical translation experience, and it is difficult to adapt to the real translation work environment. In addition, tool ability and cultural understanding ability are also obstacles for students —— 71.22% of students not proficient in using translation AIDS and resources, while 60.98% lacking a deep understanding and sensitivity to the culture of source and target language.
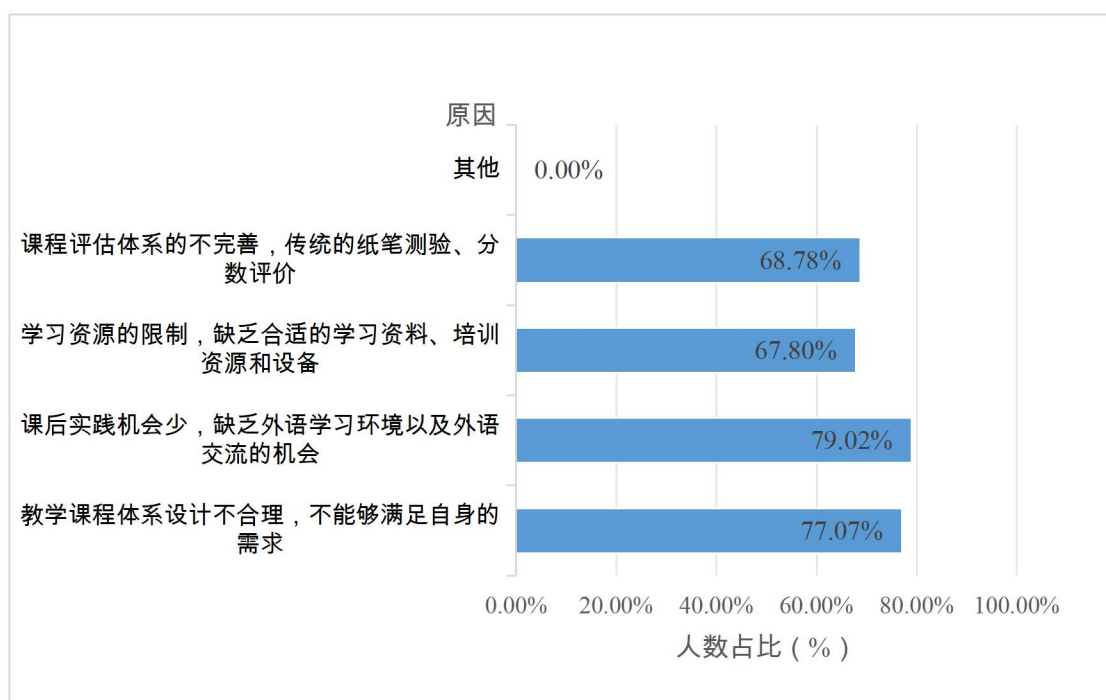
Figure 3.5 Students' Perceived Reasons for the Gap Between Themselves and Multidisciplinary Foreign Language Talents

As can be seen from the bar chart in Figure 3.5, the students believe that there are some obstacles to further improve the ability of multi-translation to become high-quality interdisciplinary talents. According to the data, 77.07% of students state that the teaching curriculum system and the design of talent training programs are unreasonable and cannot meet their needs. And 79.02% of students think that there are few practice opportunities after class, lack of foreign language learning environment and foreign language communication opportunities. And 67.8% of students show that learning resources are limited, and there is a lack of suitable learning materials, training resources and equipment. Finally, 68.78% of students describe that the curriculum evaluation system is not perfect enough, and the traditional paper-and-pencil tests and score evaluation cannot fully evaluate the translation ability of students.

3.2.2 The Gap Between Learners' Requirements and Present Training

Through the questionnaire survey of students conducted by the questionnaire Star platform, we gained an in-depth understanding of students' expectations for multi-translation ability training and their perception of the gap between the existing training content. Next, we'll take a closer look at how these expectations differ from reality.
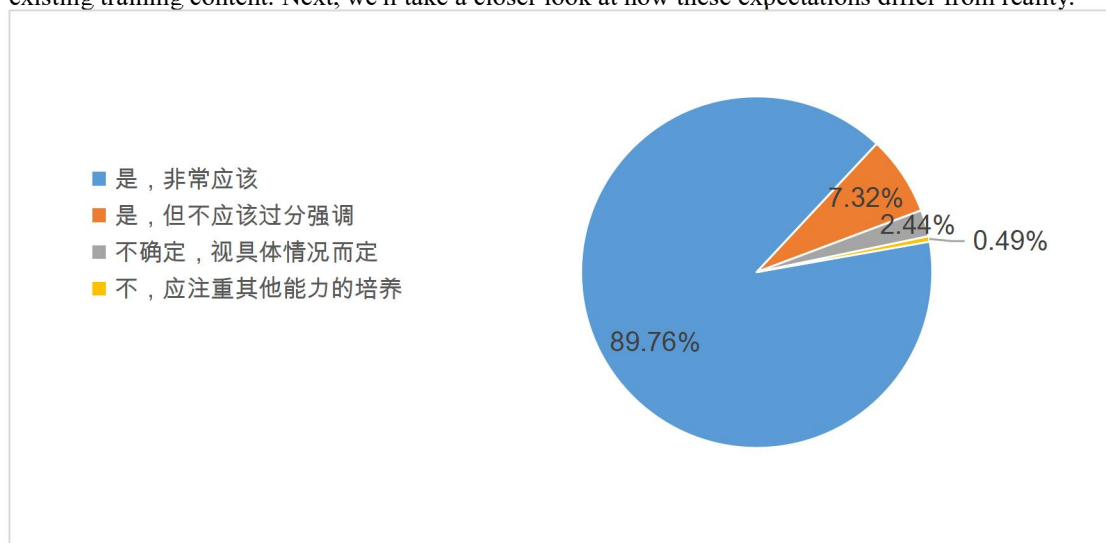

Figure 3.6 Students' Attitudes Toward Strengthening Multidimensional Translation Competence in Schools

As can be seen from the pie chart in Figure 3.6, 89.76% of students think that in the face of the demand for composite foreign language talents in current society, schools should further strengthen the cultivation of students' multi-translation ability. And 7.32% of students think that the cultivation of multi-translation ability should not be overemphasized. Only 2.44% of students are not sure and 0.49% of students think that multi-translation ability is not important. This shows that students generally have a clear understanding of the needs of compound foreign language talents, and hope that the school can provide corresponding education and training to help them improve their multi-translation ability to adapt to the

future job market.

Students' satisfaction with the content of the current course can be seen from the bar chart in Figure 3.7. Degree of satisfaction is represent by number, with 0 being very dissatisfied, 25 being dissatisfied, 50 being satisfied, 75 being somewhat satisfied, and 100 being very satisfied.
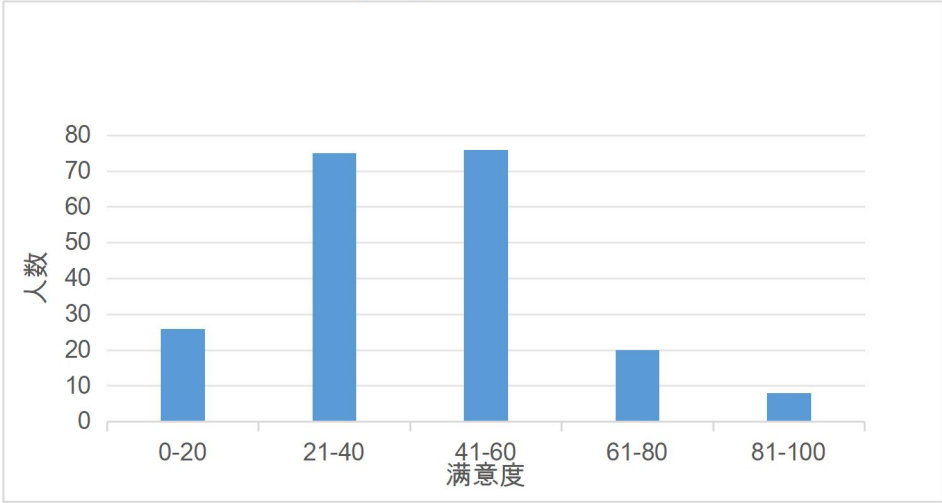

Figure 3.7 Students' Satisfaction with the Current Training System

There are 26 students rated their degree of satisfaction with the courses below 20. And there are 75 students whose degree of satisfaction range from 21 to 40. And 76 students' degree of satisfaction with the courses range from 41 to 60, while 20 students' degree of satisfaction with the courses range from 61 to 80. Only 8 students rated their degree of satisfaction with the courses above 80. This shows that students are generally unsatisfied with the current training courses.
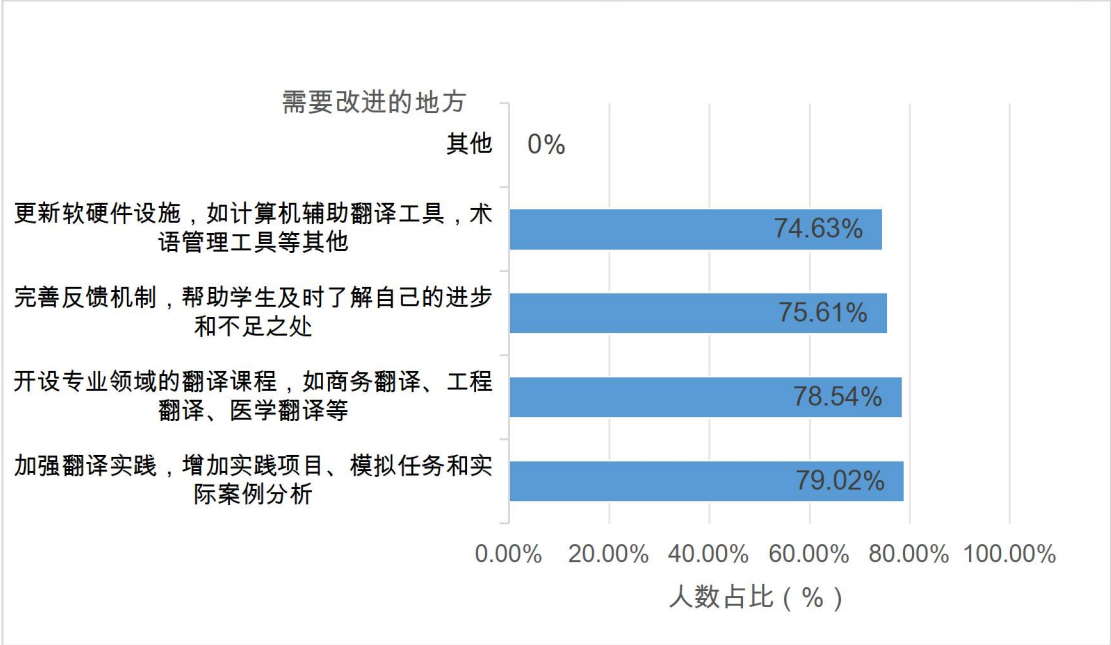

Figure 3.8 Areas for Improvement in the Current Multidimensional Translation Competence Training System

The bar chart in Figure 3.8 reflects students' expectations for improvement in the current training model. Among them, 79.02% of students think that translation practice should be strengthened by adding practical projects, simulation tasks and real case studies. And 78.54% of students suggest that school should offer translation courses in professional fields, such as business translation, engineering translation, medical translation, etc. And 75.61% of students think that feedback mechanisms such as classroom assessments, homework grading, or individual coaching should be provided to help students keep abreast of their progress and shortcomings. Finally 74.63% of students suggest that hardware and software facilities should be updated, such as computer aided translation tools and terminology management tools.

4 Strategies for Multi-translation Ability Training of Compound Talents

After the preceding investigation of the education mode of foreign language majors and students' needs in the context of new liberal arts, the necessity and urgency of multi-translation ability for contemporary foreign language talents have

been clarified. In this part, the educational strategies and practical means to improve the multi-translation ability of foreign language majors will be discussed in order to meet the composite requirements of foreign language majors in the new era.

In terms of translation ability, the most authoritative one is the five components of bilingual competence, extra-linguistic competence, knowledge about translation competence, instrumental competence, strategic competence, and psycho-physiological components proposed by PACTE group.[17] The "multi-translation ability" refers to the sum of the ability of internalized knowledge and externalized knowledge. Based on the aforementioned research theories, strategies to improve the multi-translation ability of foreign language majors is discussed in this part.

4.1 Reforming Curriculum System for Cultivating Extra-linguistic Competence

Extra-linguistic competence is a sub-competence in the multi-element translation competence model proposed by PACTE team. Hu Bo pointed out that extra-linguistic sub-competence is mainly the translator's bilingual cultural knowledge, encyclopedic knowledge, and thematic knowledge in science and technology, education, law, news, medicine and other related fields.[21]

Reforming the curriculum system is an important way to cultivate students' extra-linguistic competence. The optimization of the curriculum is discussed in this section, including the addition of professional translation courses and externalized knowledge courses, complemented by extracurricular activities. Through these measures, students can adapt to the diverse translation needs under the background of new liberal arts and become professional translators with comprehensive qualities.

4.1.1 Adding Translation Courses in Professional Fields

Under the background of new liberal arts, the training mode of foreign language majors is gradually shifting from the traditional language learning to the development of multi-translation ability based on "foreign language + X". This model requires students not only to have a solid language foundation and translation ability, but also to master interdisciplinary knowledge in order to become compound foreign language talents.

According to the results of the questionnaire, the current training courses set up by universities emphasize the teaching of basic translation courses, and ignore the translation courses in certain areas, resulting in insufficient translation knowledge reserves in some professional fields. The addition of translation courses in specialized fields can help students build a body of knowledge in specific fields. These courses usually involve different fields such as economics, law, science and technology, and medicine, and through professional teaching, students can gain an in-depth understanding of the basic concepts, terminology, and practices in these fields. In addition, these courses encourage students to think about problems from different perspectives, facilitating them to make connections between language learning and knowledge of other subjects. This interdisciplinary perspective is essential for understanding and handling complex translation tasks and helps students become versatile talents who can adapt to changing environments and needs. Therefore, translation courses in different professional fields should be added to the training curriculum of foreign language majors in different types of colleges and universities.

For foreign language majors in science and technology universities, translation courses in the field of engineering should be offered to combine foreign languages with engineering, achieving "foreign language + engineering". Such as General Engineering English, Power Engineering English, Mechanical Engineering English and Traffic Engineering English.

For foreign language majors in finance and economics universities, a series of translation courses related to economics, finance, business fields can be set up to combine foreign languages with business, achieving "foreign language + finance". Such as business translation skills, international trade practice English, business English audio-visual speaking, financial translation practice, financial legal translation.

For normal universities, translation courses in various fields of education can be set up to combine foreign languages with education, achieving "foreign language + education". Such as pedagogy terminology translation, educational literature translation practice, cross-cultural educational communication translation, educational psychology translation.

For agriculture and forestry universities, translation courses in the fields of agriculture and forestry can be offered, combining foreign languages with agriculture and forestry to achieve "foreign language + agriculture and forestry". Such as agriculture and forestry economic translation, agriculture and forestry technology translation, environmental protection translation, ecology translation, horticultural translation, food science and engineering translation.

For medical universities, translation courses in the medical field can be set up to combine foreign languages with medicine, achieving "foreign language + medicine", such as basic medical terminology translation, traditional Chinese medicine culture translation, medical interpretation practice, public health and health policy translation.

4.1.2 Enriching Externalized Knowledge

Externalized knowledge is cultural ability, historical ability, aesthetic ability and logical ability. Zhong Junping stated that cultural ability refers to the ability to make a sharp judgment of the differences between two cultures and adjust them, while historical ability refers to the translator's ability to have a certain degree of historical thinking and to develop dialectical thinking ability through learning and researching historical issues. Logical ability includes translator's thinking ability and cognitive ability. The aesthetic ability in translation refers that translators make aesthetic feeling and understanding of the original work, and then transfer the aesthetic features of the original work to the surface structure of the target language.[22]

According to the survey results, currently most students have systematically mastered internalized knowledge such as translation methods, skills, and strategies, but there is still a lack of externalized knowledge. The grasp of externalized knowledge is crucial for improving students' multi-translation ability. Schools can attach importance to courses that cultivate these externalized knowledge abilities. Of course, classroom credits are limited, and it is necessary to combine

extracurricular tasks to improve students' externalized knowledge abilities

For the improvement of cultural and historical ability, schools should lay emphasis on courses such as intercultural communication and cultural introduction to expand the cultural reserves of foreign language majors. In addition, cross-cultural communication training can also be conducted to simulate communication scenarios in different cultural backgrounds, allowing students to learn how to understand cultural differences and adapt to them for effective communication.

For the improvement of aesthetic ability, schools can strengthen the teaching of courses such as translation appreciation to cultivate good aesthetic abilities, improve the translator's understanding of the original text, help the translator solve aesthetic problems encountered in the translation process, strengthen the translator's perception of the original author's thoughts and emotions, and make the aesthetic value and effect of the translation reach a level similar to or close to the original text.

For the improvement of logical ability, it is important to focus on critical thinking training in class, guide students to analyze and evaluate various information, cultivate independent thinking and rational judgment abilities, which are crucial for understanding complex contexts and generating innovative ideas. At the same time, logical ability can help translators accurately and rigorously reflect the internal connections between the various components of a sentence when presenting a translation, making the translation objective, accurate, logically strong, and structurally rigorous.

In addition to classroom teaching, teachers can also assign extracurricular tasks to improve students' externalized knowledge. For example, to give a list of books to improve the externalized knowledge of culture, history, aesthetics and logic, students are required to do extracurricular reading and write a book report, and the teacher consult the book report and give feedback. Furthermore, the teacher can assign translation tasks after class, ask the students to show their work in class, and give analysis and comment. In this way, students can have a better aesthetic appreciation of translation.

4.2 Reforming Teaching Form

Internalized knowledge ability is bilingual ability, discourse ability, instrumental ability and conversion ability. In order to effectively improve multi-translation ability based on "foreign language +X" of students, the simple updating of the course content is not enough to cope with the rapidly changing social needs and market dynamics. The teaching form also needs to keep pace with the times, carry on the corresponding innovation and adjustment. In this section, the author will explore how to improve the internalization of foreign language majors by reforming traditional teaching methods, including practical teaching to strengthen translation skills and teaching students to effectively use modern tools.

4.2.1 Strengthening Translation Practice Teaching for Cultivating Bilingual Competence

Bloomfiel (1933) considered bilingual ability as the ability to use another language in addition to one's mother tongue. In the context of new liberal arts, the training of foreign language majors is no longer limited to the traditional language learning mode, but requires students to be able to effectively communicate and translate bilinguals in a variety of practical scenarios. This shift emphasizes the central role of practical teaching in improving students' bilingual competence. Strengthening translation practice teaching directly promotes students' ability to apply theoretical knowledge to practical contexts, enabling them to better understand the deep meaning of language and cultural differences. Zhai Qingyong pointed out that through a large number of practical activities, students can improve the speed and quality of translation, so as to realize the bilingual conversion from conscious to unconscious.[20]

According to the survey results, the bilingual conversion ability of students needs to be improved. Currently, students generally have a solid language foundation and a good grasp of phonetics, intonation, vocabulary, and grammar. However, the ability in practical output is still insufficient. Therefore, schools need to strengthen the construction of translation practice teaching modules, so that students can improve translation speed and quality through a large number of practical activities, thereby achieving bilingual conversion from conscious to unconscious.

Firstly, the use of real materials. Use authentic texts and materials in teaching, such as news articles, business documents, legal documents, etc., so that students can handle practical translation tasks. Second, the simulation translation project. Design a simulated translation project that allows students to practice throughout the entire translation process, including text analysis, terminology research, draft translation, editing, and proofreading. Thirdly, workshops and on-site visits to translation companies for practical activities. Regularly hold translation workshops and interpretation workshops for practice. Under the guidance of teachers, gradually improve one's translation knowledge, tool application ability, and various strategic abilities by visiting the translation workshop environment, translation process, etc; Through the practice of interpreting workshops, students are encouraged to quickly improve their interpreting skills through abundant interpreting opportunities. Fourthly, internship and practical opportunities. Provide students with opportunities to intern and participate in real-life translation projects, allowing them to exercise and improve their translation skills and flexible coping abilities in practical work.

4.2.2 Teaching the Use of Modern Translation Technology for Cultivating Instrumental Competence

Instrumental competence is also an important part of multi-translation ability. Ji Hongqin mentioned that instrumental competence refers to the translator's ability to know how to use translation tools and when to use which tools.[23] With the advancement of technology, modern translation tools have become very intelligent and advanced. Modern translation tools, such as computer-assisted translation tools, online terminology libraries translation management systems, etc., have become an integral part of the professional translation field. Learning to use these modern translation tools is essential for students to improve their instrumental competence, which not only improves the efficiency and quality of translation, but also enables students to remain competitive in their future career paths.

In terms of curriculum teaching, schools should include the use and training of translation tools in their teaching plans as part of translation courses or related language courses, such as computer-aided translation courses. Invite experienced

lecturers or professionals to teach, establish a technical support team, and help students solve technical problems encountered during the use of translation tools.

In terms of learning resources, it is necessary to provide students with necessary software and hardware resources, such as installing mainstream CAT tools and providing sufficient computer laboratories. Relevant teaching materials and manuals should also be provided to help students better understand and use translation tools. In addition, with the development of technology, new translation tools and functions continue to emerge. Therefore, schools should keep teaching content and resources updated to adapt to changes in the industry.

4.3 Improving Evaluation Feedback Mechanism for Psychological and Physiological Components

Students' psychological and physiological factors are crucial to the process and outcome of translation learning, because they are directly related to students' learning motivation, emotional attitude and physical and mental health. The PACTE group emphasized that translation ability includes not only cognitive aspects such as language knowledge and translation skills, but also psychological aspects such as individual emotions, attitudes, confidence and risk tolerance, as well as physiological aspects such as physical conditions and energy levels.[17] According to the survey results, most students lack the psychological and physiological elements required for translation, that is, they lack confidence and dare not display foreign languages in public.

To solve this problem, the evaluation feedback mechanism should be improved. This is because effective assessment feedback can not only provide objective information about learning effectiveness, but also have a positive impact on students' psychological state. A comprehensive, timely and constructive assessment feedback system can help students understand their own strengths and areas for improvement, enhance self-confidence, improve learning motivation, and thus promote the improvement of their translation ability on the psychological and physical level.

Firstly, combine formative assessment and summative assessment. Formative assessment and summative assessment each possess their own merits. The advantage of formative assessment lies in its ability to aid students in comprehending learning objectives, allowing for timely adjustments to study methods, thereby enhancing both the efficiency and motivation of learning. Summative assessment provides students with conclusive feedback, assisting them in understanding their overall performance. According to Ji Hongqin, translation testing constitutes a significant aspect of translation education and the cultivation of translation talents. A mechanism that integrates formative and summative assessments in translation testing actively engages students in the teaching process, facilitating the efficient internalization and effective externalization of translation knowledge, thereby enhancing their multi-translation ability.[23] Integrating formative with summative evaluation provides continuous support and guidance throughout the learning process, while offering a comprehensive assessment at its conclusion. This integration not only helps students timely recognize their progress and deficiencies but also motivates them to make continual improvements, ultimately achieving their learning objectives.

Secondly, diversify translation testing methods. Traditional translation testing typically encompasses written translation and interpretation, which primarily evaluate students' grammar, vocabulary, and expressive abilities. According to Ji Hongqin, the externalization of translation knowledge aims to reflect and examine the mastery and integration of students' translation knowledge. Different methods of externalization reveal varying depths, breadths, and levels of knowledge mastery and integration. To achieve a high level of translation knowledge mastery and integration, it is essential to diversify the contexts in which translation knowledge is externalized (i.e., the situations where students apply their translation knowledge).[23] Translation teaching can incorporate more interactive tools and platforms, such as online translation software and simulated scenario tests, making translation learning more vivid and practical. By simulating real-life translation scenarios, such as business negotiations and international conferences, students' practical application abilities and psychological adaptability can be enhanced. This not only improves students' professional skills but also strengthens their resilience under pressure.

Thirdly, reinforce the link between positive feedback and personal growth. Positive feedback can significantly enhance students' self-confidence and motivation to learn. Teachers should focus on identifying and praising students' strengths and progress in assessments, thereby encouraging them to maintain and further develop these strengths. At the same time, personalized feedback tailored to the characteristics and needs of different students should be provided. This can help students better recognize their uniqueness and potential, allowing for more targeted improvements and development.

Fourthly, establish a multifaceted evaluation mechanism. Employ diverse evaluative approaches, including student assessments, peer assessment, and academic office assessment. Such a methodology facilitates a comprehensive and universal appraisal of teaching quality. Additionally, this method contributes to the formation of an evaluation network based on multiple subjects, thereby enhancing educational quality more thoroughly.

In conclusion, through the implementation of the above measures, it is possible to effectively improve the quality of educational assessment and feedback mechanisms, which in turn promotes the holistic development of students' physiological and psychological qualities. The establishment of this comprehensive evaluation system not only focuses on the improvement of student grades but also emphasizes the multifaceted development of individual student capabilities, laying a solid foundation for their future career paths and personal growth.

Conclusion

This thesis explores the enhancement of "foreign language + X" multi-translation ability for foreign language majors under the context of new liberal arts. In today's era of globalization and rapid development of information technology, traditional foreign language education models can no longer meet societal demands for foreign language talents. Therefore, this thesis proposes a "foreign language + X" model that integrates foreign language expertise with knowledge from other fields, aiming to cultivate foreign language majors with diverse translation skills.

To understand the current status and needs of foreign language professional training, a questionnaire survey is designed and the results are analyzed. The results indicate that most respondents believe improving the multi-translation ability of foreign language majors is positively significant. At the same time, respondents also point out existing issues in current foreign language education, such as irrational course setups, lack of specialized field translation courses, and overly traditional teaching methods.

In response to these issues, this thesis proposes a series of measures. In terms of the curriculum system, universities can combine their own characteristics and utilize their disciplinary advantages to carry out interdisciplinary translation teaching, such as engineering, business, agriculture and forestry, education, medicine, etc., to meet the translation needs of different fields. At the same time, the course should focus on cultivating externalized knowledge such as cultural ability, historical ability, aesthetic ability, and logical ability. In addition, after implementing the new curriculum system, universities should change traditional teaching methods, strengthen practical teaching activities, and provide students with more opportunities for practical exercise. Moreover, utilize modern teaching techniques, such as using computer-aided translation software for teaching, and teach students how to use modern technological resources to improve translation efficiency and quality. Finally, by establishing an effective feedback and evaluation mechanism, reforming the assessment system, and comprehensively evaluating the development status of students' translation ability, not only can students enhance their confidence, but it also greatly helps to improve their translation ability.

In conclusion, this thesis provides certain theoretical foundations and practical guidance for foreign language education reform through research on the enhancement of "foreign language + X" multi-translation ability for foreign language majors under the context of "new liberal arts." However, due to limitations in research time and resources, this thesis still has certain limitations. Future research can further explore the application effects of the "foreign language + X" model in different fields, as well as how to better integrate modern translation technology into foreign language teaching.

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