Professional interpreting translation education in the Chinese mainland
History, achievements, challenges and future prospects

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This paper reviews the history and achievements of professional interpreting and translation education in the Chinese mainland since 1979, discusses the internal and external challenges it faces in the new era and puts forward some measures to accelerate and upgrade its development so as to offer some insights for the future development of translation education in China and beyond. It is hoped that this paper will enable interpreting and translation teachers and scholars around the world to better understand the achievements and status quo of professional interpreting and translation education in the Chinese mainland and will enhance understanding, communication and exchanges of the interpreting and translation education circle internationally.

Keywords: reform and opening up, professional interpreting and translation education, achievements, challenges, countermeasures

1. Review of historical development of professional interpreting and translation education in Chinese mainland

In the past four decades, a large number of historical events and milestone moments showcase China’s rapid development to become a big nation of interpreting and translation. In 1979, the establishment of the United Nations Interpreter Training Division at Beijing Foreign Studies University marked the beginning of China’s formal training of interpreters and translators for international organizations. In 1982, China’s first and the then only national associa-
tion – Chinese Translation Workers’ Association (later renamed as “Translators Association of China”) was established. In 1987, the first national conference on translation theories was held in Qingdao, which unveiled the discussions of translation studies as an independent discipline. In 1993, Guangzhou Institute of Foreign Languages (now renamed as Guangdong University of Foreign Studies) and Xiamen University took the lead in offering translation and interpreting track in the undergraduate programs. In 1994, Beijing Foreign Studies University established the Graduate School of Translation and Interpretation and started enrolling postgraduate students in translation and interpreting. In 1997, Guangdong University of Foreign Studies established the first translation and interpreting department in the country and started enrolling translation students at both undergraduate and postgraduate levels. In 2005, Shanghai International Studies University started enrolling PhD and Master’s students of “Translation Studies”. In 2006, the Ministry of Education of China approved the trial running of Bachelor of Arts in Translation and Interpreting (BTI) program. In 2007, the National Academic Degree Committee of the State Council approved the running of Master of Translation and Interpreting (MTI) programs. In 2012, translation and interpreting became a basic program in the list of undergraduate programs of the Ministry of Education. In 2018, the National Standards for the Teaching Quality of English-related Undergraduate Programs was formally promulgated, offering national guidance to undergraduate education of English language and culture, business English, and translation and interpreting. In 2018, China’s Standards of English (CSE) was released, clarifying the levels of professional translation and interpreting competences.

2. Achievements and status quo of professional interpreting and translation education in Chinese mainland

The achievements and status quo of professional translation education are represented in five aspects, namely, disciplinary construction, development, achievements, exchanges and contributions.

2.1 Disciplinary construction

Disciplinary construction of professional translation education in Chinese mainland includes the following:
1. the approval of MTI program in 2007 and the listing of translation and interpreting as a basic undergraduate program in 2012 mark the establishment of Translation Studies as an independent discipline in China;

2. a complete training system of translators and interpreters involving BTI, MTI, MA in Translation Studies and PhD in Translation Studies (see Graph 1) offer diversified training to different types of students for different learning objectives. BTI aims at training students’ bilingual competence and basic competences of translation and interpreting. MA and PhD are theory-oriented, focusing on training students’ research competence in translation theories and translation teaching; while MTI and DTI are practice-oriented, with special focus on training students’ professional competences as translators and interpreters, project managers of language services companies, or BTI and MTI teachers. In the past decade, scholars have called for the establishment of DTI programs and offered constructive suggestions (e.g. Chai 2014a, 2014b, 2014c; Mu and Zhong 2017). Since 2019, Shanghai International Studies University has started the trial running of its DTI programs (Zhang and Ding 2019);

3. universities around the country have built various labs, such as “bilingual cognition and development lab”, “interpreting innovation research lab”, “ERP lab”, “eye-tracking lab”, “perception lab”, and “behavioral science lab”, which are equipped with advanced facilities such as MRIs, EEGs, and eye-trackers to facilitate teachers’ and students research and teaching.

Graph 1. Training system of translation programs

2.2 Disciplinary development

The disciplinary development of China’s translation education is summed up below.
1. Expanding scale. As of 2019, there have been 281 universities offering BTI programs and 253 universities offering MTI programs, covering over 30 provinces, municipalities and autonomous regions, with an accumulated enrollment of over 65,000 students (websites of China National Committee for MTI Education and China National Committee for BTI Education). The distributions of BTI and MTI universities are shown in Graphs 2 and 3. Over 40 universities offer PhD programs of Translation Studies and have cultivated over 1,000 PhDs in total.

![Graph 2](image1.png)

**Graph 2.** Distribution of BTI universities in Chinese mainland

![Graph 3](image2.png)

**Graph 3.** Distribution of MTI universities in Chinese mainland

There are 5959 fulltime MTI teachers, 2250 guest lecturers from the translation and language services industry, and over 100 PhD supervisors of Translation Studies.

2. Standardized development. The Ministry of Education and related authorities have promulgated a number of standardization documents such as *Teaching Requirements of Bachelor of Translation and Interpreting (BTI) Programs*, *National Standards for the Teaching Quality of English-related Undergraduate Programs* and *Basic Requirements for the Master of Translation and Interpreting Degree.*
3. Characteristic development. Characteristic translation education has been carried out in Chinese mainland to serve the development needs of the whole country. For example, some universities offer characteristic MTI programs in maritime affairs, electricity, agriculture, traditional Chinese medicine (TCM), water conservancy, forestry, architecture, petroleum, civil aviation, law, and finance by relying on their advantageous characteristic programs, disciplines, and geographical locations. In addition, Nanjing Normal University of Special Education started running undergraduate sign interpreting program in 2016, thus making China the first country in the world to offer undergraduate sign interpreting programs.

2.3 Disciplinary achievements

The disciplinary achievements include teaching, learning and research.

1. Teaching. Some universities in the country have formed their own systems of translation and interpreting teaching with advanced translation theories, systemic teaching philosophy and series of teaching solutions (Zhong and Zhan 2016), such as the interpreting modes of Guangdong University of Foreign Studies (GDUFS) and Xiamen University. GDUFS Interpreting Teaching Mode is called the searchlight mode (see Graph 4). Interpreting practice is the foundation while theory is the guidance at the top. Interpreting skills form the main axis while language and thematic knowledge are the two supporting axes. Corresponding courses are designed for each axis. The Interpreting Department of GDUFS which has created and implemented this interpreting mode and the corresponding courses has won the National Elite Teaching Award. Its experience and courses can serve as references for other universities which offer BTI and MTI interpreting programs. In Graph 4, the five horizontal lines from top to bottom represent theory, language, skills, themes, and practice respectively while the five vertical columns represent the semesters in which the courses are offered. Courses in red boxes are must-have ones, those in green boxes should-have ones, and those in green-boxes could-have ones (Zhong and Zhan 2016). The Xiamen University Interpreting Teaching Mode (see Graph 5) divides interpreting into three links, namely, Foundation Building (FB), Interpreting (I), and Quality Control (QC), of which the interpreting process consists of Comprehension (C), Analysis (A), and Reproduction (R). Skills and professional ethics at the core are of ultimate importance during the interpreting process. In the future, excellent interpreting teaching modes of different universities can be further integrated to form characteristic interpreting teaching modes that are in line with the
status quo of translation and interpreting education in Chinese mainland (Chen and Xiao 2014).

Graph 4. Interpreting teaching mode of Guangdong University of Foreign Studies

Graph 5. Interpreting teaching mode of Xiamen University

In the meantime, a large number of translation and interpreting textbooks have been published to serve as rich teaching resources. Take interpreting
textbooks as examples. In terms of interpreting modes, published interpreting textbooks cover consecutive interpreting, simultaneous interpreting, and sight interpreting. In terms of special training skills, they focus on listening, understanding, and note-taking. In terms of themes, they cover foreign affairs, business, medicine, science and technology, and law. In addition, there are also interpreting textbooks for specific regions, such as *The Essential Interpreter’s Guide to the China-ASEAN Free Trade Area*, for accreditation tests such as *An Advanced Course for Interpretation* (4th Edition), and for teaching research, such as *Interpreting Theory and Teaching*.

2. Learning. The professional knowledge, skills and comprehensive qualities of MTI students have seen rapid improvement, with constantly increasing numbers of published papers, patents, translated books and awards, CATTI II holders, international exchanges and start-ups. Take the achievements of MTI students in 2014–2018 as examples. During this five-year period, MTI students published 10,404 academic papers and 1,191 translated books; applied for 35 patents; and won 14,904 national or provincial awards. A total of 7,305 students passed CATTI II (China Accreditation Tests for Translators and Interpreters Intermediate Level) translation or interpreting; 3,279 students had scholarly visits abroad through various channels and projects and 1,098 students started their own businesses (Master Table of 2014–2018 MTI Development Assessment Investigation). The details of the achievements during the 5 years are shown in Graph 6.

![Graph 6. MTI students’ achievements in 2014–2018](image-url)
3. Scientific research. Both translation teachers and students have been actively engaged in translation studies research, publishing 214,512 academic papers from 1970 to 2019 (accessed Aug. 1st, 2019) on China National Knowledge infrastructure (CNKI), the largest and most authoritative and influential database of academic achievements in China (see Graph 7 for annual publication data). Publications in international journals have also kept increasing. Take interpreting studies as an example. In recent years, Chinese scholars have published over 50 research papers (excluding book reviews) in SSCI and A&HCI journals such as *Interpreting, The Interpreters’ Newsletter, The Interpreter and Translator Trainer* (Wang 2018). Productive Chinese interpreting scholars such as Han Chao have made their names internationally. Translation and interpreting teachers have undertaken over 700 National Social Sciences Fund projects and over 500 Ministry of Education projects.

Graph 7. Annual publication data of translation studies papers on CNKI

The themes of the above research achievements cover various aspects of translation studies, such as translation teaching, translation theories, translation history, translation cognition mechanism, translators’ and/or interpreters’ roles, interpreting norms, quality assessment, corpus, community interpreting, professionalization of translators and interpreters, and application of new translation technologies, thus greatly boosting the scientific, rational and disciplinary development of translation studies in China (Lan 2013). In addition, the Chinese translation academia has attached great importance to translation studies research of the “Belt and Road” countries and of languages other than English. Take translation studies research in the four UN official languages other than English as examples. Of the 3,168 papers on translation studies concerning French, Russian, Arabic and Spanish languages on CNKI (accessed Dec. 31st, 2018), 581 are French-related, 2,041 Russian-related, 284 Arabic-related and 262 Spanish related (see Graph 8 for annual publication figures).
2.4 Disciplinary exchanges

Frequent exchanges in various forms have been carried out which have fully embodied the characteristics of involvement and integration of governments, industries, universities and research institutes. For example, the China National Committee for MTI Education and the China National Committee for BTI Education provide policy guidelines for professional translation education. Translation teachers and scholars frequently participate in various forums and conferences, such as the Annual Meeting of Translators Association of China, the National Interpreting Conference, Translation PhD Students’ Forum, which have become regular exchange mechanisms to share successful experiences. Since 1997, Translators Association of China has hosted over 20 short-term training programs for translation and interpreting teachers of higher education institutions, covering such areas as translation practice, teaching methods, translation theories, translation studies research, translation technology and the like. Such training programs have been the largest and the longest lasting in the world, training near 6,000 person times in total (Luo and Bao 2018).

Students of interpreting and translation have also taken part in various competitions, such as the National Interpreting Competition, the Elisabeth Comber International Translation Competition, the Cross-Straits Interpreting Contest, and the National Business English Translation Competition.

To enhance students’ practical abilities, MTI universities have actively explored university-enterprise cooperation mechanism. By now, the MTI institu-
tions have established 1976 internship bases with language services enterprises, foreign affairs offices, TV stations, courts, hospitals, and publishing houses. Among them, 368 are on-campus teaching and research internship bases, 1371 are off-campus ones, and 151 are internationally cooperative training bases. As a result, the professional translation education is heading towards the deep water of integration of governments, industries, universities and research institutes.

2.5 Social contributions

In recent years, interpreting and translation education in Chinese mainland has made important contributions to the development of language services, technology innovations, social services and international exchanges. First, interpreting and translation education has catered to the social and market demands and cultivated large numbers of excellent graduates as important intelligent support for the development of the language services industry. Second, interpreting and translation education has boosted the development of advanced technology. For example, multiple translation modes such as telephone interpreting, video interpreting, online translation, and human-machine interactive translation have prompted the R&D of technology and tools such as translation terminology management software, portable translation machines, and AI simultaneous interpreting. At the same time, related research advancements such as corpora, resources banks, and automatic translation quality assessment have improved the efficiency of online translation, teaching and scoring. In addition, literary translation, technical translation, simultaneous interpreting, community interpreting, and sign interpreting have served the popularization of Chinese culture abroad, national leaders’ foreign visits, international forums, large-scale international competitions, public services, and the internationalization of Chinese enterprises. In short, translation practitioners, teachers and researchers have contributed their strength and wisdom to accelerating China’s integration into the global governance system, to spreading Chinese culture, and to creating barrier-free communication environment.

3. Challenges faced by professional interpreting and translation education in Chinese mainland

In recent years, the constantly changing social, economic, technological and educational environments have endowed China’s interpreting and translation education with grander and loftier missions, such as helping construct new international relations and a community of shared future for mankind, thus pushing
the transformation of the translation market from import-dominant to export-dominant (Huang 2018), and bringing innovations to translation education, such as improving teaching effectiveness and classroom capacity, and using big data, natural language processing, internet+, and virtual reality. Therefore, translation education in China, while accomplishing the above-mentioned achievements, is still facing various challenges in talent cultivation, teacher construction, teaching, management, practice, exchange and research (Zhong 2014).

1. Challenges in talent cultivation. It manifests itself in two aspects. First the talent cultivation concepts, training solutions, and curricula of some universities lag behind the market demands, stressing the teaching of traditional translation theories while ignoring the emergent language services industry. For example, specific fields such as medicine, law, energy, Chinese-foreign literary translation and machine translation have not received enough attention. Second, undue stress has been given to skill teaching to the neglect of students’ professional competences demanded by language services industry such as professional ethics, encyclopedic knowledge, learning ability, organizational and managerial ability, innovative ability, and teamwork ability. Take the course of professional ethics for translators as an example. Only five MTI universities, namely, Guangdong University of Foreign Studies, Jilin International Studies University, Shanghai University of Science and Technology, Xidian University, and Fuzhou University have offered related compulsory and elective courses of professional ethics, highlighting the deficiencies in training students’ professional qualities.

2. Challenges in faculty building. Translation teachers have long been regarded as the bottleneck restraining the development of China’s translation education (Chai 2017; He 2016; Zhong 2014, 2017). Translation teachers here refer to both fulltime teachers and part-time teachers. Compared with other countries in the world, China lacks fulltime and part-time translation teachers with rich industrial experience. According to the latest statistics of the 253 MTI universities, though China has a total of 5959 fulltime teachers, only 2525 of them have industrial experience, accounting for less than 43%; and there are only 2250 part-time teachers from related industries. In addition, the age structure of both fulltime teachers and part-time teachers is not optimal, with young teachers accounting for very small percentages. The statistics shows that there are 663 fulltime teachers and 273 part-time teachers below the age of 35, accounting for only 11% and 12% of their respective total; those between 36–50 are respectively 3736 and 1198 people; and those over 51 are respectively 1579 and 735 (Survey on Development of MTI Universities in 2014–2018).
3. Challenges in teaching. Translation teaching is faced with three main challenges. First, the teaching methods and technology are still traditional, and few universities or teachers have created or innovated teaching methods based on corpora, MOOCs, virtual reality, or online learning system, resulting in low level of informationization, low teaching efficiency and limited classroom capacity. Take the emergent MOOCs as an example. There are only 29 translation and interpreting MOOCs on 10 major MOOCs platforms in China. What's more, these MOOCs are not satisfactory in terms of development, content, production, management and application. Second, translation textbooks are not satisfactory, which are mainly represented by inadequate electronic resources, scarcity of interpreting textbooks of specific fields, improper arrangement of difficulties, and lack of textbooks in languages other than English. Third, students' internship lacks stringent supervision and is not effective. According to the assessment statistics of MTI programs, a large number of internship bases suffer from unfavorable conditions, incomplete regulations, inadequate number of supervisors, lack of characteristics and insufficient use, all of which deviate from the Guideline for Granting Certification to Internship Bases for MTI Programs in China.

4. Challenges in management. There are some loopholes in standards formulation, assessment, supervision and personnel management of the steering authorities and the MTI teaching management authorities. For example, though the national committees for MTI and BTI education have formulated related syllabuses and carried out teaching assessments accordingly, the syllabuses and guidelines are general and there are no lasting follow-ups of their implementation. At the same time, some indicators of performance assessments and checks are not specific enough and the authenticity of some data is not strictly checked. As a result, some performance assessments and checks have become more formal than substantial. In addition, the teaching management modes of MTI universities are highly homogenized and rigid. Some universities have no clear training objectives, orientations or distinctive characteristics of their MTI programs. When translation teachers are appraised, it is usually their research achievements rather than their translation practice and teaching achievements that count, which have greatly dampened the teachers’ enthusiasm for translation practice and teaching.

5. Challenges in communication and exchanges. At present, there are apparent inter-collegial, inter-regional and international disparities in terms of resources and quality of translation education; and a lack of effective mechanism for resources sharing and exchanges of teachers and students, resulting in increasing gaps in education quality and equity. At present, MTI universities in the eastern parts of China develop much more rapidly and enjoy
more resources of teaching, practice and research than those in the central and western parts of China. It is suggested that more exchange programs and cooperative relations be established between universities at home and abroad. There are some successful examples for other MTI universities to follow. For instance, Jilin International Studies University has established internship bases with some universities in Russia so that its students can work as teaching assistants there. As a result, they not only improve their Russian proficiency but also practice their language services provision competence.

6. Challenges in research. There are four major research challenges. First, lack of in-depth research. It is manifested as fragmented research themes, superficial data analyses, and lack of in-depth research on the same research theme and repeatability verification research (Zhong 2016). At the same time, a large number of papers only have simple discussions of the research data and results and ignore theoretical aspects (Mu et al. 2016). Secondly, lack of rigor in the research process. It is manifested as incomprehensive or missing literature review, lack of logic between research questions, and mismatch between research methods and research topics, and lack of large samples, validity and reliability tests of the research results. Thirdly, simple research pattern. Simple generalization research still accounts for a large proportion in China’s translation studies research while interdisciplinary topics are still inadequate (Wang and Liu 2015) and a lot of them focus on translation cognition process and translation teacher training, while few on the development of the translation industry and social and cultural backgrounds of translation.

4. Measures for future development of professional interpreting and translation education

In view of the various challenges discussed above, professional interpreting and translation education can be improved from the following seven dimensions to satisfy the development needs of the language services market and to promote exchanges between China and the rest of the world.

1. Disciplinary construction. The development of the language services industry has brought about tremendous opportunities and unprecedented challenges to the disciplinary construction of translation education. In its future development, universities concerned should cater more to the new requirements of the language services industry for translators and interpreters in terms of knowledge system, ability structure and services forms; and adjust the training objectives and plans, teaching contents, modes and methods to better
serve the language services industry. At the same time, it is suggested that more universities will try establishing language services programs at the Bachelor and Master’s levels so as to raise the training quality of language services talents.

2. Talent training. In view of problems such as disconnections between translation education and industrial development, students’ lack of initiative of autonomous learning, and inadequate and incompetent translators and interpreters for non-English languages and for specific fields, translation education in China should try to do the following: to comprehensively improve students’ moral, cultural, professional and technological qualities; to provide students with personalized management and assessment modes to help them realize their personal values (Shi 2018); to encourage students to participate in translation accreditation tests such as CATTI and various translation and interpreting contests so as “to promote learning by tests” and “to promote learning by competitions”; to strengthen the training of translators and interpreters for “the Belt and Road” countries so as to build a favorable pattern of collaborative development of multilingual translators and interpreters; and to train translators and interpreters who are equipped with knowledge of specific fields and excellent translation and interpreting competences.

3. Teachers. It has become an impending practical and fundamental job to build a high-quality translation teacher team (Luo and Bao 2018). In the future, translation faculty can be improved from the following four aspects. First, all universities and translation teachers themselves should be clear about the requirements for translation teachers’ professional competences, striving to improve their professional qualities (professional ethics and norms, and lifelong learning), professional knowledge (language, culture, subject knowledge, and knowledge of education theories) and professional competences (teaching design and implementation, teaching strategies, application of modern technologies, teaching reflections, scientific research, practice, testing and assessment, digitalized research and learning, and data analysis). Second, universities should combine internal training and external recruitment, optimize faculty structure, and establish translation teacher development projects which focus on internal in-service training and external sharing of excellent teachers. What’s more, collaboration between governments, industries, universities, and research institutes should be vigorously implemented so that fulltime translation teachers will integrate with the industry and enrich their industrial experience, and at the same time, more excellent professionals with rich industrial experience should join the teaching faculty. Fourth, the age structure of fulltime translation teachers should be further optimized by attracting more excellent young people with PhD degrees in translation
studies or related disciplines and by breaking the regulation restrictions in determining teachers’ academic ranks. By adopting the method of mentoring, both the senior and younger teachers can fully exert their respective advantages, namely, the former’s rich experience in teaching and research and the latter’s enthusiasm, intelligence and strong motivation.

4. Teaching. At present, the challenges in translation teaching can be tackled from the following three aspects, namely, innovating teaching methods, optimizing teaching resources and increasing input in teaching software and hardware. First, translation teachers should update their traditional teaching concepts and means, and actively explore and apply various teaching modes and methods, especially technology-based teaching by making use of MOOCs, flipped classrooms, virtual reality or other technologies to increase the classroom capacity and the effectiveness and efficiency of teaching; promote exchanges and interactions between teachers, between teachers and students, and between students; and learn from and make use of interdisciplinary theories of psychology, behavioral science, and sociology and management to make teaching more interesting and more effective. Second, translation teachers should further develop translation textbooks, trying to make them more digitalized, internationalized, virtualized, and comprehensive. Third, translation education authorities should take the lead and support translation teachers in their construction of learning platforms such as teaching corpora, online learning systems, network learning space, network research systems; and allocate funds to buy eye-trackers, EEGs, MRIs, voice transcription software, word frequency analyzers, corpora software to promote the concrete, empirical and scientific development of professional translation teaching and related research.

5. Management. The challenges in management of translation education should be tackled by the supervisory authorities and the teaching units. First, the China National Committee for MTI Education and the China National Committee for BTI Education should play their guiding roles in the new era and carry out regular assessments of MTI and BTI universities in terms of teachers, courses and teaching facilities and eliminate the phenomenon of “stressing program application but ignoring program construction” (Ping 2011). Second, as the implementers of China’s professional translation education, all the universities concerned should shoulder the responsibilities of improving the quality of translation education and promoting the development of language service industry.

On the one hand, the universities should take into account the development needs of the language services industry in their macro teaching plan to cultivate translators and interpreters in line with the national policies and guide-
lines in the new era. For example, with the implementation of The Healthy China 2030 Guidelines, numerous high-quality international medical institutions will enter the Chinese market, so universities with the right conditions can focus on training high quality medical translators and interpreters. On the other hand, the universities should try to further crystalize their own characteristics and by relying on their advantageous disciplines and resources, construct characteristic translation and interpreting programs for the pillar and new industries, such as media, law, finance, foreign affairs, maritime affairs, energy and architecture.

In micro teaching management, all universities should strive for “three integrations”. The first is integration with the industries, that is, to make full use of characteristic resources of enterprises, to enhance supervision of students’ internships in enterprises, and to construct characteristic practice and internship platforms so as to promote the professional and characteristic development of the translation discipline. The second is integration with translation and interpreting accreditation tests and competitions to exert their wash-back effects on translation teaching. The third is integration with students’ employment by offering related courses to enhance their professional qualities, establishing employment feedback and follow-up mechanisms, timely discovering existing problems and disconnections with the market, and timely reforming and readjusting teaching to realize the market- and profession-orientations of translation education.

6. Exchanges. Both domestic and international exchanges should be enhanced. Domestically, MTI universities in the more developed eastern coastal regions should help the less developed ones in the inland and western regions by sharing teaching resources, offering MOOCs or elite courses, and accepting visiting scholars. Internationally, all BTI and MTI universities should formulate relevant regulations to encourage the leaders, teachers, researchers and students to enhance international communication and exchanges, such as cooperation with foreign institutions of higher learning and hold in-depth discussions of talent cultivation objectives, training specifications, curriculum design, textbook use, teaching methods, and assessment criteria. By taking measures such as scholarly visits, flexible recruitment, and participation in international conferences, BTI and MTI universities can make their teachers more internationalized. They can also develop cooperative education projects and long-term internship bases with overseas universities; encourage foreign students to study translation in China and vice versa so as to create a more internationalized learning atmosphere and to broaden students’ horizon and to internationalize their practices. In addition, domestic scholars should have more cooperation and exchanges with their counterparts in Hong Kong,
Macao, Taiwan and other countries, share academic research resources and contribute to internationally renowned journals to better popularize China's translation education and its international impact.

7. Research. Translation studies research is the propeller of the development of the translation discipline in China or even the whole world. In the future, translation studies research can make the following breakthroughs. First, enhancing translation theories research. Emphases should be given to both macro theories of structural analysis and categorization, and also to micro theories on concrete phenomena and problem solving. Thus prerequisite theoretical knowledge can be created for the establishment and development of the translation discipline and a road map will be built for the comprehensive development of the academic translation studies research (Lan 2018). Second, broadening research topics. Translation scholars should closely follow international research hotspots and the latest development of the industries, paying more attention to the sociocultural attributes of translation activities so as to enrich the profession-, market- and technology-oriented research achievements. Third, improving research methods. The validity and reliability of research results can be ensured by improved research designs, increased samples, and multidimensional and interdisciplinary perspectives. Fourth, tackling major issues in translation studies. By relying on collaboration of interdisciplinary research teams, breakthroughs can be made in areas such as directionality of translation, cognition, and neural mechanism.

5. Conclusion

The past four decades have witnessed the tremendous achievements of China's reform and opening up as well as the rapid expansion and development of its professional translation education. In the past dozen years, the establishment and boom of BTI and MTI programs have contributed greatly to China's society, economy and culture; the status of translation studies as an independent discipline has been firmly established. By reviewing the achievements and challenges of interpreting and translation education in China over the past four decades, this paper tries to map out its future development from different aspects in the hope of promoting its healthy development and of offering some inspirations for translation education in other places around the world.
References


Résumé

Cet article passe en revue l’histoire et les réalisations de l’enseignement de l’interprétation et de la traduction professionnelles en Chine continentale depuis 1979, examine les défis internes et externes auxquels il est confronté dans cette nouvelle ère et propose quelques mesures pour accélérer et améliorer son développement, afin d’offrir quelques pistes pour le développement futur de l’enseignement de la traduction en Chine et au-delà. Nous espérons que cet article permettra aux professeurs d’interprétation et de traduction et aux scientifiques du monde entier de mieux comprendre les réalisations et le statu quo de l’enseignement de l’interprétation et de la traduction professionnelles en Chine continentale et qu’il améliorera la compréhension, la communication et les échanges dans le monde de l’enseignement de l’interprétation et de la traduction au niveau international.

Mots-clés : réforme et ouverture, enseignement de l’interprétation et de la traduction professionnelles, réalisations, défis, contre-mesures

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