

Original Paper

Comparison and Analysis of the Current Situation of the Educational Quality of Translation Master's Education in China and Abroad

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Abstract

With the development of science and technology, the accelerated pace of China's economy going global, and the increase of foreign investment, the demand for translation talents has increased significantly. This paper describes the development history of MTI in China, the European Union and Australia, and discusses the similarities and differences of the talent training programs for Chinese and foreign masters in translation from the perspectives of admission methods, schooling systems, training categories, and curriculum settings, and puts forward suggestions for talent training for masters in translation.

Keywords

MTI, domestic and overseas, talent cultivation, differences between China, the UN and Australia

1. The Development of the Master of Translation and Interpreting (MTI) at Home and Abroad

MTI, a national professional degree, was approved and implemented by the Ministry of Education (MOE) in 2007. The original intention of this degree was to serve reform and opening up and socialist modernization and cultivate high-level, application-oriented translation talents. After fifteen years of development, there are now 250 colleges and universities across the country have established these specialities. In the past fifteen years, a lot of achievements have been made, but there are also some problems.

Australia, a country with lots of immigrants, boasts residents from more than 120 countries and more than 140 nationalities. This diverse population composition has a strong demand for translation, which has accelerated the development of the translation education industry in Australia. The country's MTI conducts curriculum and sets a talent training model based on the needs of the local market and society.

The EU Master's Program in Translation and Interpretation was in trial operation from October 2004 to September 2005, and officially started in October 2005. Five universities in Denmark, the United Kingdom, Spain, Germany and Belgium were the first to participate in the implementation of enrollment training. In October 2006, the **Directorate-General for Translation (DGT)** held a seminar, inviting all relevant units and educational institutions to participate, and decided to hold a special meeting again in March 2008 and 2009 respectively to improve and recommend the training program. The European Union's MTI has a long running time, and it is relatively mature in terms of training programs and curriculum settings. The British translation and interpretation postgraduate courses were first set up in the 1960s, and entered the golden age of development in the 1990s. More and more colleges and universities offer translation professional postgraduate courses. The master's degree in translation is mainly divided into teaching type and research type. Among them, the master of teaching translation is consistent with the domestic MTI talent training goals. In 2009, the European Commission decided to launch the "European Master's Translation (EMT) program", which aims to respond to the rapidly growing global demand for high-quality language translation services and to double the number of EU official languages. Since the establishment of the EMT, the EU has held regular meetings to invite relevant parties to formulate goals and tasks. The European Union also held a conference in 2005 to study issues related to linguistic diversity and multilingual communication, and put forward a proposal for the establishment of a "European Master of Translation" program at the conference. In 2006, during the first European Language Translation Conference on Sentence Patterns, the EU held a ceremony to officially initiate the project of establishing the "European Translation Master" course. In 2008, on the basis of the previous work, the European Commission put forward the standards and competency requirements of the "European Master of Translation" program, which provided references and standards for EU countries to formulate their own translation syllabus. At the same time, it laid the foundation for cooperation among EU member states. Its March 2009 meeting designed three issues including reviewing the standards and technical indicators of various translation courses proposed at the 2008 meeting and comparing the relevant translation courses and teaching standards among EU countries. The meeting was highly valued by European countries. More than 100 European universities, translation training institutions and relevant personnel from educational administrative departments attended the meeting. Although the meeting did not pass new proposals, the participants agreed that it is necessary to set up European translators as soon as possible. Master's degree and to label European translation training programmes with the European brand to further promote European linguistic and cultural diversity.

2. Comparison of the Translation Master's Education at Home and Abroad

2.1 Enrollment Method

In China, students have to pass the fierce competition and participate in the national entrance examination for postgraduate including initial and retests. Preliminary examination subjects include:

101-Ideological and Political Theory, 211-Master of Translation English, 357- English Translation, 448-Chinese Writing and Encyclopedia Knowledge. Among them, only ideological and political theory is a national unified topic, and the other three subjects have independent propositions of each university. The re-examination time is generally in April, and the re-examination list and requirements will be published on the homepage of the graduate schools of each university, and the difference re-examination will be implemented. The specific re-examination method is determined by each university. The colleges and universities select the candidates based on the results of the preliminary examination and re-examination. This is a process of survival of the fittest, and many candidates cannot withstand the long-term preparation process and give up. In recent years, with the difficulty of finding employment for fresh undergraduates and the expansion of postgraduate enrollment in colleges and universities, more and more postgraduates are applying for a master's degree in translation.

Outside China, international students need to apply and meet the conditions for admission. For Chinese students to apply for foreign institutions, the entire application process will last for more than half a year. Assuming students want to enroll in 2022, they will need to start applying in September 2021. September is when most schools open for applications. Students need to prepare materials including personal statement (personal statement), curriculum vitae (CV), recommendation letters (about 2) and transcripts in July and August. Students in school should provide proof of reading, and students who have graduated need to provide a graduation certificate. In addition, IELTS scores are also required. Different schools have different IELTS requirements for students. Some schools in the United Kingdom, the United States, and Australia are on a first-come, first-served basis. The earlier you apply, the higher the chance of success. From September to January of the following year, it is the golden application time. After January, there will be more intensive written examinations, oral examinations and interviews. The written test generally examines the students' translation skills, and some schools have an oral test. Finally enter the interview, the interview includes consecutive interpretation, sight translation, public speech inspection and so on after entering the interview. After the written test and interview, in April, the school issued an offer. All in all, you should prepare the application materials from July to August, start the application from September to January, prepare test, oral test, and interview from January to April and receive the offer from April.

As an economically developed and diversified country, Australia has a great demand for translation. Today, the Australian government provides free translation services to foreign language speakers in order to help immigrants integrate into mainstream society. The admission requirements for the Australian MTI are IELTS 6.5 overall, with no single sub-score less than 6. Applicants need to provide a valid IELTS score within 2 years. Chinese students need to have IELTS scores before they can apply for a visa. The academic requirements including applicants with an Australian bachelor's degree or undergraduate degree, or an overseas equivalent recognized by the National Overseas Skills Assessment Office. No work experience required. The Master of Translation Studies degree in Australia is accredited by the National Accreditation Agency for Translation Studies (NAATI). NAATI

is the only professional translation certification body in Australia, and it currently covers technology, life, medical care, industry and agriculture, finance, law and the environment. The pass rate of the third-level interpretation and translation is very low, so it is authoritative in Australia. There are two ways of NAATI certification, examination and reading of university courses and overseas qualifications recognized by NAATI. So if students want to study in Australia, it is a good choice to study a NAATI-accredited program. Enrolling in a translation program accredited by NAATI can directly earn 5 additional language points and a globally recognized translation certificate. For example, the Australian National University Master of Translation, Australia's top comprehensive university, has a 2-year education system and no special requirements for students' background. Graduated from 985 students, the average score needs to reach 75%, and graduated from 211 universities 85% of students.

2.2 Training Classes

There are two types of translation and interpretation programs offered by domestic colleges and universities. There are more colleges and universities offering translation programs (91.3%) than interpreting programs (71.7%). The translation master's degree in foreign institutions is divided into three categories: interpretation, translation and translation and interpretation. The most institutions offer translation (68.3%), and there are 13 institutions that offer the integration of interpretation and translation, accounting for 31.7%. The translation direction can be opened at the same time as the other two categories. With economic development and social progress, translators are required to have super-strong interpreting and translating skills at the same time. Therefore, the teaching of master of translation should strive to break down the barriers of interpretation and translation teaching, so that students' ability of interpretation and translation can be improved at the same time. In this regard, nearly one-third of foreign colleges and universities have made practical efforts to set up a special direction for interpretation and translation.

Foreign institutions do not distinguish between academic and professional types of translation masters different from the practice of setting up a master's degree in translation in domestic institutions.

2.3 Length of Schooling

The schooling system for full-time learners is 2-3 years for colleges and universities in China that offer MTI points. In a college with a two-year schooling system, in the first academic year, students take regular classes, offer relevant courses, and practice translation practice a lot to train students' translation skills. In the second year, no courses are offered, and a graduation thesis is written. Completing the content of the training program within the specified time limit, in accordance with the relevant regulations on the management of postgraduate student status and degree awarding in various colleges and universities, those who meet the conditions will be awarded the corresponding academic certificate and a master's degree.

The full-time study period in Australia has been extended from one year (two semesters) to two years (four semesters), and the on-the-job study period is four years (eight semesters) since 2015. Students

can enroll in the spring or autumn semesters of each year. There is no special internship period. Courses are scheduled each semester. This greatly reduces the burden on students.

The EU academic system is flexible, you can study for one year full-time, or you can study for two years on-the-job. You can also only take part in the study of some courses if you only want to improve the translation level without taking a degree. There are not only traditional face-to-face teaching, but also new models such as distance teaching and online learning.

2.4 Curriculum

Colleges and universities in our country distinguish students into interpretation and translation. Interpreters only need to take courses in interpreting, and translators take courses in translation. In most domestic colleges and universities, the credits of compulsory courses are far higher than the credits of elective courses with large difference. There are many theoretical courses in MTI courses, and the proportion of practical courses needs to be further improved. The types of MTI courses are relatively simple and lack inter-professional and inter-disciplinary attributes. Translation technology courses are missing from the curriculum of most MTI training units. The MTI curriculum lacks local and institutional characteristics. There are currently three forms of dissertation: translation projects, practice reports and research papers. Students lack of the required theoretical basis and research methods because few companies choose school students to engage in the company's translation projects, so MTI students' courses are mainly translation practice. Therefore, 80 percent of students choose the "practice report" format as their graduation thesis. Domestic MTI students rarely have internship opportunities. On the one hand, companies are reluctant to hire students with immature translation skills, believing that they lack high quality translators, and are unwilling to spend a lot of time training students. On the other hand, students disliked the low salary offered by the company they practiced in, and the large amount of translation tasks made translation difficult and time-consuming.

Australian colleges and universities integrate basic skills training into interpreting skills and translation technology courses. From the perspective of the degree of integration between the characteristic courses of colleges and the translation industry, the demand for translation talents in the domestic translation market as well as the characteristics and advantages of colleges and universities are considered, and they have a wide range of coverage. There are also professional practice courses for interpretation and translation, and students are arranged in turn to go to courts, hospitals, immigration agencies or translation agencies, and TV subtitle groups for a one-week internship experience. Compared with China, the internship experience of Australian students has greatly enriched their daily life.

Curriculum setting of "Master of Translation and Interpretation of the European Union" The courses recommended by the DGT in the training plan include nine parts, each of which can be set up as one or more courses, and the specific setting method is formulated by each training institution. The nine parts include translation industry knowledge, translation theory, discourse analysis and translation task analysis, cross-cultural communication, terminology work, translation information technology,

language awareness and language training, specialized fields and their language knowledge, and translation practice.

3. Problems of the MTI at Home and Abroad

Zhong Weihe pointed out that in the development of professional degrees, there are still many problems in talent training concept, talent training program, teaching staff practice base, teaching methods, teaching management methods, vocational qualification examination standards. First of all, the teaching equipment is not well equipped. Compared with foreign countries, domestic colleges and universities are rarely equipped with professional simultaneous interpretation equipment. The University of Newcastle is equipped with three dedicated interpretation rooms, professional translation software language resource center, equipped with audio-visual and computing facilities connected with the digital language library. Secondly, the problem of student resources with the expansion of MTI enrollment, more and more students begin to apply for the master of Translation and Interpreting students are generally distributed in the south of the Yangtze River.

4. Suggestions for the Development of Domestic Translation Masters

4.1 Translation Theory Courses and Public Courses should be Reduced, and Translation Practice should be Increased

In the process of talent training, colleges and universities should appropriately reduce theoretical courses and public courses, and at the same time pay attention to the organic combination of translation theory and translation practice. Colleges and universities should create more opportunities for translation practice according to their own reality. For example, teachers can assign homework in class, let students complete it in groups, and make presentations in class. It can not only translate high-quality papers, but also exercise students' translation ability and improve teamwork ability, so as to make them more suitable for the development of society.

4.2 Combining with the School's Feature Courses such as Medicine, Meteorology, Maritime Affairs

Universities can combine its MTI with its own specialty majors. With the pace of Chinese culture going global, this measure is particularly important. For example, many people in the contemporary era advocate health preservation, and in order to carry forward the traditional Chinese medicine culture in China, it can be combined with traditional Chinese medicine. Students can be organized to translate Chinese classical prescriptions and learn the translation of various medicinal materials, thereby promoting the development of traditional Chinese medicine. In particular, some double-first-class universities can organically combine with their own first-class disciplines to promote the construction of universities and cultivate translation talents with comprehensive development in all aspects.

4.3 Cooperate with Local Companies to Create Internship Opportunities

Although local businesses are reluctant to hire school students because students are not yet mature enough to translate. Schools should play their role by actively connecting with local businesses and

building bridges between businesses and students. In this way, the students' ability is exercised and the foundation is laid for the students to enter the society. However, it should be noted that society is much more complicated than schools, so we must also pay attention to protecting the interests of students. At the same time, students should also cherish the opportunity to go out for internships, and should not care about petty profits and take a long-term view. Through the internship, you can evaluate your translation ability and decide whether you want to work in the translation industry in the future.

5. Conclusion

Students majoring in MTI are all potential translation practitioners. Improving training standards and ensuring graduates' ability and quality are crucial to the school's future development. There is a big difference in the cultivation of translation master talents at home and abroad. We should take the essence and discard the dross, and see the excellent part and use it for us. To make the training methods of master's degree in translation more rational, scientific and diversified, and cultivate more and more high-quality translation talents for the development of my country's economy and society.

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