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Research on the Construction of Translation Technology Teaching and Language Service Talent Training System under the New Liberal Arts Context

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Abstract: The rise of technologies like machine-assisted translation and terminology management is transforming translation education and industry. The 2020 "Teaching Guide for Undergraduate Translation Major" formalized translation technology as a core course, supporting professionalization. However, research on translation technology teaching in China remains limited and often lacks practical application. Ethical issues, such as AI-related privacy and intellectual property concerns, are also growing. This study proposes a framework to enhance translation technology education, aiming to better align teaching with industry needs and cultivate skilled professionals.

Keywords: Translation Technology; Talent Training; New Liberal Arts

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1. Research Background

The rapid development of information technology has brought revolutionary changes to the traditional translation industry. Tools such as computer-aided translation, translation memory, corpus alignment, and terminology management are reshaping the ecosystem of the translation industry and transforming translation workflows. As translation technology experiences explosive growth, its impact on translation education has become increasingly evident. In April 2020, the "Teaching Guide for Undergraduate Translation Major" (hereafter referred to as the "Teaching Guide") was released, marking the first time that "translation technology" was included as a compulsory course for translation majors. The inclusion of translation technology in the "Teaching Guide" reflects the formal acceptance of translation technology in undergraduate translation education and serves as crucial support for national strategic needs, the development of specialized programs with institutional characteristics, and the promotion of professionalization among translators.

2. Current Research

In recent years, translation technology teaching research in China has grown, showing promising development with expanding scope and diverse studies. However, compared to traditional translation teaching, it still lacks depth and volume, highlighting the need for greater attention, broader perspectives, and improved research quality and quantity.

Firstly, research related to translation technology teaching in China is predominantly comprehensive in nature. Although the topics covered are diverse, they often lack a systematic approach. For example:

Yue Zhongsheng (2020) reviewed nearly 20 years of research on translation technology teaching in China, highlighting issues with themes, theories, orientations, and methodologies. Xiao Weiqing and Qian Jiajun (2021) analyzed 241 studies from 2000 to 2020,

comparing domestic and international research on teaching practices, assessments, and the impact of the language service industry, and exploring future research directions. Wang Huashu and Liu Shijie (2021) conducted a quantitative analysis of studies from 2000 to 2021, identifying trends, key researchers, institutions, and emerging issues, and proposed recommendations. These studies often use quantitative methods to map the research landscape and identify key problems, but there remains a need for more research outputs and greater investment in this field.

Secondly, research on the current state of translation technology teaching frequently employs questionnaire surveys. Although these methods effectively capture the real situation, they tend to be somewhat repetitive in approach. For example, Wang Huashu, Li Defeng, and Li Liqing (2018) conducted surveys and interviews across 249 MTI (Master of Translation and Interpreting) programs nationwide, identifying numerous challenges, including weak awareness of translation technology teaching, a lack of a coherent curriculum, insufficient teaching resources, and a shortage of professional faculty. Similarly, Wang Huashu and Li Ying (2021) surveyed 434 universities in China, revealing significant issues in translation technology teaching, such as delayed course

Lastly, although research outcomes in translation technology teaching are continuously updated, the application of theory to practice remains unsatisfactory. For instance, Tao Youlan (2023) noted that despite the ongoing updates in translation technology teaching research and international exchanges with peers, the current state of translation technology teaching still falls short of expectations and fails to achieve its educational objectives as a compulsory course for translation majors.

Translation technology ethics, an essential aspect of translation technology, involves the moral principles guiding stakeholders like designers, developers, educators, and users. Ren Wen (2019) defines it as the ethical framework for actions within translation technology activities, while Li Jun (2022) highlights ethical concerns in AI, such as user privacy, intellectual property, and fairness to translators, urging a strengthened focus on translation ethics. Different stakeholders should assume regulatory roles: companies must follow legal standards in user agreements and data use, legislative bodies should enhance laws on technological ethics, and educational institutions need to emphasize AI translation ethics. Liu Chengke and Kong Yan (2023) stress that translation technology providers bear significant ethical responsibilities, especially regarding intellectual property and data accuracy. The ethical challenges posed by translation technology extend from breaches of traditional ethics, like fidelity violations, to new dilemmas where translators' roles are undervalued. Thus, early translation technology education should prioritize cultivating students' awareness of ethical standards to prevent misuse.

3. Suggestions

3.1 Adhering to a problem-oriented approach, focusing on weaknesses and shortcomings.

A problem-oriented approach is essential in translation technology teaching and language service training, focusing on practical issues in education and practice to guide targeted improvements. By using methods like surveys and literature reviews, it helps identify challenges in translation processes, enhancing problem-solving skills and emphasizing the application of technology, critical thinking, and innovation. This approach ensures that curricula remain relevant and practical, prioritizing skill application over theory to meet the evolving needs of the language service industry, ultimately strengthening the link between education and professional practice and producing adaptable, well-rounded professionals.

3.2 Adhering to a demand-oriented approach to align with social development.

A demand-oriented approach plays a pivotal role in the construction of translation technology teaching and the training system for language service professionals. This approach focuses on integrating the latest market demands and forecasts into the design of teaching content and methods, ensuring that education is closely aligned with industry needs. This alignment emphasizes updating course content, skill training, and professional practices to keep pace with industry standards and cutting-edge trends, providing students with up-to-date knowledge and technical skills. Under the guidance of a demand-oriented approach, teaching content extends beyond theoretical and traditional skills to emphasize the integration of interdisciplinary skills and the application of emerging technologies, such as machine translation and translation project management. Additionally, this approach fosters innovation in teaching methods, such as simulation-based learning and project-driven instruction, to develop students' practical skills and innovative thinking. It also encourages close collaboration between educational institutions and industry through internships, practical training, and school-enterprise partnerships, enhancing students' practical experience and enabling them to adapt more swiftly to future career challenges. Overall, the implementation of a demand-oriented approach helps build an education system that evolves in sync with professional development, producing highly adaptable and skilled professionals for the language service industry.

3.3 Adhering to a standards-oriented approach to ensure the quality of talent.

A standards-oriented approach holds an indispensable position in the construction of translation technology teaching and the

training system for language service professionals. It establishes a set of standards for teaching and assessment, playing a crucial role in ensuring the quality and consistency of education and talent development. In translation technology teaching, a standards-oriented approach means that all course content, teaching methods, and evaluation systems must align with industry standards and certification requirements, ensuring that the skills students acquire meet the actual needs of the language service market. For example, incorporating international translation service standards, such as ISO 17100, as teaching references helps students understand the importance of industry expectations and quality assurance, and apply these principles to real-world translation practices. Furthermore, a standards-oriented education emphasizes the importance of technical skills in the educational process, including the use of translation tools, project management abilities, and teamwork skills-essential requirements in the modern translation industry. By adhering to a standards-oriented approach, educational institutions can offer students industry-relevant internships and practical opportunities, allowing them to engage with real work environments during their studies and lay a solid foundation for their future careers. Overall, a standards-oriented approach not only enhances the relevance and practicality of educational content but also better equips students to meet industry demands after graduation, thus promoting the standardization and professionalization of the entire language service industry.

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