A Preliminary Discussion of Talent Cultivation of Korean MTI in China's Higher Learning Institutions

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I. Introduction

Nowadays, driven by industrialization and market development, artificial intelligence and big data as well as the rapid development of cloud computing have posed unprecedented challenges to talent training of MTI. The challenges include not only the change of communicating, reading, and studying, and the advance of reading and writing methods in the era of information, but also the improvement of translation tools, translation mode, and technology-driven translation subjects, service standard and translation requirement. It has been pointed out that in the era of AI machine translation, human translators may face unemployment. So far, it is possible to apply machine translation for books. Recently, People's Daily reported that the first book translated by AI in the world was published, and AI will accelerate copyright publishing.

It is a time of change. However, we should keep what should not be changed, no matter how the world changes. The studies conducted by translators and translation theorists from generation to generation provide us with foundation for translation research and minds cultivation. In the ancient times, we had An Shigao, Zhi Qian, Daoan, Xuanzang, Kumaras, Zhen Di, Yan Cong. In modern times, we

had Wei Yuan, Li Shanlan, Xu Shou, Lin Shu, Liang Qichao, Lu Xun and other literati volunteers. In the contemporary era, we have Yang Xianyi, Ye Junjian, Wang Zuoliang, Xu Yuanchong, Yang Zijian. For translators, both in the ancient times and modern times, they should meet the basic requirements, including good translation skills, fluency in language, understanding of cultural backgrounds and following of ethic rules. In the contemporary era, translators need to have a command of varied translation techniques. We can say that our instructors are faced with the mission and project provided by the times. That is to make translation more applicable to and serve the society, to make translation teaching meet more requirements of market, and to push the discipline forward.

In the past few decades, translation studies have undergone the linguistic turn in the 1960s and 1970s as well as the cultural turn in the 1980s and 1990s. Zhang Chengzhi and Wang Huashu (2016: 104) point out that translation studies are currently undergoing a technical turn, which is not the first time to put forward.[1] The technical turn of translation studies means that with the development of information technology, computational linguistics, terminology and other disciplines, translation practice has changed from translation only by people to the translation combining people and information technology, which has led to the transformation of research on translation theory. (Zhang Chengzhi, Wang Huashu 2016: 106).

Literature review and observation are applied in this paper. It is related to the discussion on challenges faced by Chinese talents training in Korean MTI and the status quo of Korean MTI education, as well as the main problems and improvement programs of MTI educa-

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1   Cronin (Michael Cronin, 2010: 188) first proposed the concept of technological turn. He pointed out that the technological turn of translation studies is not driven by the theoretical development of adjacent disciplines, but by translation practice. This has led to the need for traditional translators and translators to be re-examined. He believes that technological turn is a result of tremendous changes in translation practice in today's world (quoted from Zhang Chengzhi; Wang Huashu, 2016: 104-105).

tion, aiming to provide experiences for the building and development of Korean MTI.

II. Current Situation and Existing Problems in the Training of Talents in Korean MTI

The representative achievements, related to the training of translation talents, are as follows: Zhong Weihe and Murray (2008) take Guangdong University of Foreign Studies as an example to practice and verify the "translation talent training model". Wang Zhiwei (2012) puts forward three inspirations which he got from the talents training system of applied translation in American universities, including strengthening legislation, improving the role of education authorities and associations, and highlighting talent training mode of higher learning institutions. Learning from Graduate Institute of Interpretation and Translation SISU, Chai Mingying (2012) focused on the overall design and macro thinking of staff construction, curriculum and professional internship. Zhao Junfeng and Murray (2013) explore and summarize the innovation and practical experience of Guangdong University of Foreign Studies in this aspect, by comparing the teaching plan of MA with that of MTI. Murray (2013) proposes that the development of the language service industry and vocation require high-level talents and analyzes the necessity and feasibility of setting up a doctoral degree in translation. Zhong Weihe (2014) points out that there are 7 questions in MTI in China, including confusing concept of talent training, inappropriate the talent training program, etc.. He also proposes some countermeasures and suggestions, including clarifying the concept of professional translation talent training, exploring the international mode of talent training, etc.. Dai Lei (2018: 87) divides the development and current situation of translation education in China into the following: the exploration phase-entangling between theory and practice; development phase-the establishment

of translation disciplines and translation majors. He has analyzed the main problem of the application-oriented teachers who are currently responsible for translation teaching of undergraduates and graduates in universities.

In order to learn about the relevant situation, the author looked up some information by typing the key words "translation talent training" and "translation professional training" on the database of CNKI.

Table 1. Statistics of Researches on Translation Talent Training (1)
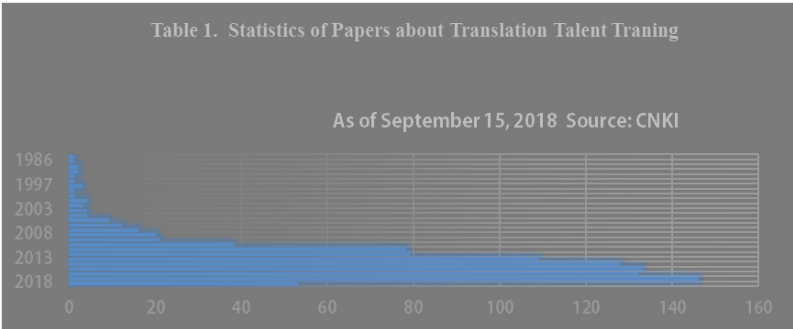
There are 845 papers where the keywords include compound, regional economic development, training environment, training linkage mechanism, professionalization, film and television translation, cultural external communication, market-driven, applied translation talents, local teachers/undergraduate institutions, private colleges/higher vocational colleges/technical colleges, Chinese culture going out, integration of production, education and research, faculty, the Belt and Road, Russian, Australia/Taiwan, legal English, tea products, language service perspective, book copyright trade, workshop mode, regionalization, terminology, new media, employment orientation.

Table 2. Statistics of Researches on Translation Talent Training (2)

There are 162 papers which are related to the following keywords: local colleges, Beijing-Tianjin-Hebei region, tea product translation talents, language service perspective, the background of the Belt and Road initiative, legal translation, business English, film and television translation, translation qualification, new media, Hubei /Jiangxi/Yunnan, Tibet, CAT, Russian, French, Korean, and interpreting.

There is only one paper related to Korean. In the "Research on Korean MTI Curriculum in China - Targeting Interpretation Major", Liu Chenchen (2018) points out that there are some parts worthy of further improvement in the four aspects of training objectives, curriculum, teaching content and teaching methods, after categorizing and analyzing the effective data of the survey and comparing the current situation of MTI education. The adoption of measures in these four areas will continue to make talent training more efficient and reasonable.

Above all, compared with English, the talent cultivation of Korean MTI in China starts late, and lack relevant researches.

So far, representative researches on relevant subjects are as follows. Park Guanghai (2010) summarizes the major problems on undergraduate education into 3 aspects: 1) lake of teaching materials 2) weakness of faculty 2) lack of skills and inadequacy of practice opportunity; Jin Juhua (2014) points out that existing teaching materials are inadequate, and the education target needs to be specified.

According to Nida, E's translation process model, Lim Hyung-jae & Song Yinjing (2015) separate translation process to 3 phases, analysis, transfer, and restructuring. Based on the difficulties and requirements of learners, they propose the cultivation goal and relevant education content.

According to teaching situation, we can make clear the current situation and existing problems in the training of talents in Korean MTI.

First of all, as a part of MTI in China, Korean MTI has not only the common aspect, but also the distinctive aspect.

China's MTI education belongs to applied translation, including Bachelor of Translation and Interpreting (BTI) and Master of Translation and Interpreting (MTI). They were officially approved by the Ministry of Education in 2006 and 2007 respectively, so as to nurture professional translators. By the end of 2017, "a total of 252 colleges and universities across the country were permitted to open translation major for undergraduates, and 215 colleges and universities were approved to open it for graduates" (China National Committee for Translation & Interpreting Education, 2017).[2] Korean education in China enjoys a history of nearly 70 years.[3] At present, there are over 200 colleges and universities with the major of Korean in China.[4]

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2 Quoted from Dai Lei 2018:86.

3 In 1949, Peking University was the first to establish the Department of Korean Language and Literature and carry out academic education for undergraduates. It opened the first Korean language major (referred to from Park Yinshu, 2018::112).

4 At present, there are 118 universities with Korean departments in China, including 19 universities in Project 211 (Project 211 is a strategic cross-century project formulated by the Chinese government for the implementation of the strategy of invigorating the country through science, technology and education.) and universities in Project 985 (Project 985 is implemented by Chinese government for the construction of a number of world-class universities and a number of internationally renowned high-level research university higher education construction projects.). Translation-related courses are generally offered in the third year of university. However, small in the number and lack of diversity in content, most of the students are not qualified for translation or interpretation when they graduate, because they lack enough translation expertise and

Park Sin-shu (2018:112) pointed out that among the 111[5] universities that have conducted translation courses, there are 20 key universities, 60 undergraduate universities, and 31 colleges. According to the 2019 professional catalogue of the Graduate Admissions Information Network, there are 13 institutes of higher learning offering Korean translation for graduates, 15 offering Korean interpreting for graduates. There are 7 institutes of higher learning offering both translation and interpreting to graduates, including Beijing Language and Culture University, Tianjin Foreign Studies University, Dalian University of Foreign Languages, Yanbian University, Shandong University (including Weihai Campus), Qingdao University, Sichuan International Studies University.

Over the past 30 to 50 years, domestic Korean education has embarked on its own journey for the growth driver and requirements of MTI cultivation.

In addition, we are required to transform our ideas and make pragmatic cooperation when encountering problems in discipline building and talent training.

In general, the major problems faced by Korean MTI education include 1) the concept of talent training is unclear; 2) the talent training program is not appropriate; 3) the construction of the staff is not strong. 4) the teaching method is not new; 5) the practice base for teaching is not put in place; 6) the teaching management method is unchanged; 7) the vocational qualification certificate is

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Korean language skill. Judging from the major settings of graduate schools in China, since 2012, the number of schools with MTI programs or related majors has increased significantly. As of March 2015, a total of 17 universities have offered Korean interpretation or translation for graduates, including 6 universities of 211 project and 985 project (Lin Hengzai; Li Xian: 2015: 294.).

5   More attention should be paid on that: the six universities in the list of the "Double-First Class" initiative released by the Ministry of Education recently were Peking University, Yanbian University, Nanjing University, Hunan Normal University, Beijing Foreign Studies University, and Shanghai International Studies University (the total of 137 schools).

not accepted.[6]

On the basis of setting and use of textbooks for domestic Korean translation courses, Park Yin-shu (2018: 111) analyzes the status quo and problems of education in translation and interpretation. It is pointed out that translation education has achieved achievements in the following aspects: 1) the increase of credits and hours in the Korean language training program for translation and interpreting courses; 2) the increasingly systematic content of the course; 3) abundant educational resources; 4) publishing various textbooks for different level learners; 5) increasingly diversified educational resources; 6) an increasing number of matches of translation and interpreting on national level.

Zhong Weihe (2010) made an exploratory discussion in the article "Cultivation of Translation Talents: Ideas and Principles" about the origin of translation discipline, translation talents and their characteristics (applied; practical; vocational), knowledge and skills for translation professionals, the concept of translation talent training (three clarifications and four differences), the four principles of translation talent training (skills principle; practical principle; theoretical principle; phased principle), and four misunderstandings of translation talent training (foreign language talents = translation talents; to learn translation, you must master all translation skills; interpreting = simultaneous interpretation; to learn translation, you must major in foreign languages).

6　This is a question pointed out by Zhong Weihe (2014) in the article "Problems and Countermeasures for Translation Professional Education in China". In terms of MTI education, combined with educational experience and discussions and interviews, we can also draw this conclusion. The above seven issues are only different in degree.

Table 3. Differences between Translation Teaching in University and Professional Translation Teaching

	Translation Teaching in University	Professional Translation Teaching
Teaching Unit	Department of Foreign Language	Department of Translation
Teaching Purpose	To learn foreign languages	To learn translation skills and cultivate qualified translators
Teaching System	Closed, free of charge	Open, paid work
Training Keypoint 1	Correspondence between target text and source text	Conveying the meaning of source text
Training Keypoint 2	Focusing on language	Focusing on discourse and context
Training Keypoint 3	Consequence-orientation	Process-orientation
Training Keypoint 4	Focusing on grammar	Focusing on background knowledge
Training Keypoint 5	Dependent on dictionary	Searching on information

There are three aspects we should make sure: 1) Making sure the discipline orientation of the translation as a major. Translation and interpreting is a major that develops on the basis of "translation studies". It has great disciplinary differences with traditional foreign language and literature, foreign linguistics and applied linguistics; 2) Making sure the goal of talents training on translation and interpretation. The goal is to cultivate professional translators (interpreters or translators) and high-level, applied, and professional talents who are able to meet the needs of global economic integration, the improvement of the country's international competitiveness and the building of national economy, culture, and society. 3) Making sure the teaching purpose of translation and interpretation. The purpose is to teach translation and interpretation skills and relevant professional knowledge in order to cultivate the professional translators and interpreters.

In addition, we should make sure what the four differences are. They refer to the differences between the training of translators and interpreters and the traditional training of foreign language talents in terms of staff requirements, teaching content, teaching methods and

means.

Teaching Objectives: The goal is to convey vocational translation skills to students who are bilingual. In order to meet the vocational requirements of translation and interpretation, the instruction includes three aspects: language knowledge, encyclopedic knowledge (especially international politics, economics, law) and translation skills training (including vocational knowledge of translation and interpretation).

Teaching content: Translation teaching is mainly to train students' ability to analyze source language logically by virtue of language knowledge, subject knowledge and encyclopedic knowledge, and to express the meaning in another language.

Teaching methods and means: Translation teaching requires a bilingual communication environment as well as specific communication target and theme, and the needs of employers. Translators and interpreters cannot express their own ideas, nor can they explain or bring in their own views, but faithfully express the speaker's/author's thoughts or message. Therefore, in the training, teachers should train students by various means to understand the information in one language but express it in another language. It cannot be achieved unless students do a large amount of practice.

Staff requirements: There are various requirements for instructors. They are required not only to have a good knowledge of language, the subject and professional training, but also have rich experience in translation and interpretation.

Although Korean MTI education has developed rapidly, it is faced with many problems. We are required to face the problems, make innovation, and analysis. On the training, we need to review such problems as training objectives, training orientation, professional knowledge and ability, curriculum, teaching requirements, teaching principles, teaching methods and means, evaluation and testing, and practical teaching.

III. Improvement Plan for Korean MTI Teaching

What the author has mentioned above is mainly for undergraduates. After learning from the experience of personnel training over the past few years, the author proposes four suggestions on the training of talents in Korean MTI.

1. Make Clear of the Training Objectives

First, the training objectives should be clear. Domestically, the professional orientation of Korean MTI and teaching objectives among different universities are similar. It is necessary to highlight regional characteristics and disciplinary advantages and highlight and optimize training goals. Furthermore, regional characteristics and disciplinary advantages should constitute a complete system, and it will be integrated into the whole process of curriculum, translation practice, translation practice report. For example, there are several factors that may be considered:

1) Whether it conforms to the law of discipline development or not: curriculum setting and training objectives;
2) The level of schools and enrollment: comprehensive universities and professional institutions (employment, market orientation);
3) Regional differences: market and practice, opportunity costs;
4) Individual differences: The instructor needs to understand the differences of students in a timely manner and teach them in accordance with their aptitude.

Second, classification training should be scientific. According to the abilities of students, learning interests, and market requirements, students are divided into application-oriented and academic-oriented types. That is to say, according to the characteristics of translation and interpreting, instructors give specific training on translation history,

translation teaching, translation theory and practice, legal translation, drama translation, translation technology (computer-assisted translation). A one-size-fits-all teaching method is not conducive to the development of the discipline, nor to the growth of students. The above suggestions are mainly based on the following aspects: 1) whether students have the ability to translate in a specific area and have the potential for long-time development or not. 2) students have a strong willingness to learn in relevant area, which can make interest play a good role in self-development. 3) the cultivation of translation talents should be diversified: the direction of translation or interpreting is too broad and vague, so that it requires both experts who understand teaching and theory, as well as practical translators and interpreters.

Third, the method should be practical. The goal of talent training should be refined, but not vague and general. According to the ability of students, we need to develop a personalized training program, by learning from the theory of "the right medicine" of traditional Chinese medicine. Students' goal must be distinctive, but also be supported by relevant research or practice. The MTI training programs of various universities should be practical and feasible in light of their own circumstances, reflecting on curriculum, course content, teaching methods.

2. Enriching and Improving Teaching Methods

With limited experience and outdated knowledge, translation practice does not keep pace with the times. Teachers do not have a good command of technique and program management procedure. They need to accept relevant training and improve translation skills.

Combined the use and novelty of teaching content with the current background, it is necessary to build an analogy corpus based on parallel corpus, and achieve data sharing by constructing college alliances. To this end, it is necessary to convene trans-disciplinary talents in linguistics, translation studies, and computer programming at home

and abroad to develop related databases. Of course, it also involves dealing with copyright and developing data sharing principles. At the same time, students can be encouraged to build their own term bases.

The learning style should be diverse. In addition to traditional classroom lectures, workshops, new media, group studies, translation publications, academic salons, and corpus are good complementarity. It will effectively enrich students' self-directed learning and improve their ability. Of course, "smart classrooms" provides important technical support for resources sharing at home and abroad. Teachers can play a role of teaching tool. It can be combined with translation teaching logs and rain classrooms (online teaching APP developed by Tsinghua University)[7] to extend and supplement classroom teaching. The translation log is related to the rain classroom teaching. Beijing Foreign Studies University and the Korean Language Department of Shandong University have made some attempts in this area and accumulated some successful experiences.

Translation teaching is aiming for cultivating qualified talents who are able to engage in translation. The learning methods and habits and knowledge reserves in the postgraduate stage should lay an important foundation for working and researching in the future. The learning phase will help build a comprehensive and systematic understanding of translation and interpretation.

3. Improving Translation Teaching System

Park Yinshu (2018:123-125) points out that there are 25 categories of translation materials for undergraduate teaching. The textbooks were written in the 1990s. The main features are as follows: 1) the composition and form of the textbooks are mainly composed of interpreters and translation, both one-way and two-way and the editing language also includes Korean and Chinese; 2) due to different

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7   The relevant content will be specifically introduced in the subsequent research.

time of textbook compilation, plus the period of consideration, text selection, content difficulty, the textbooks with appropriate difficulty or suitable for beginners can be found; 3) combining theory with practice, textbooks emphasis on theory or translation knowledge and translation skills, or focus on case analysis. In terms of practice, the content is diverse from vocabulary, text, exercises, reference translations to without post questions and reference translations. Some textbook exercises include only one or two questions, consisting of 3-5 subjective questions and answers; 4) some textbooks have detailed explanations on the principles, content, and methods of use of the textbooks. Edited by Zhang Min, a teacher at Peking University, the series of textbooks is a representative example.

Although there are many translation materials published at present, few is suitable for classroom teaching, because they lack translation theory and translation skills, and the text is too long, and there is no reference translation, and the content of the textbook is too complicated. It can be said that the textbooks have certain limitations.

The textbooks suitable for MTI include the new classic Korean translation series and the Korean cultural translation series published by FLTRP.[8] "An Introduction to Korean Translation", "Korean-Chinese Interpretation Skills and Practice", "Chinese-Korean Interpretation Course", and "Chinese-Korean Interpretation Techniques and Practices" in the New Classic Korean Translation Series have been published. "Simultaneous Interpreting in Chinese and Korean", "China-Korean Business Translation Course", "Chinese-Korean Literature Translation", and "China-Korean Business Translation Theory" will be published. In addition, the Korean culture translation series, edited by the Korean Department of Shandong University, will be published by the World Book Publishing Company, including the "Korean Interpretation Course", "Korean Cultural Translation", "Korean Business Translation",

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8   A publishing contract has been signed and the books will be published one after another.

and "Korean Foreign Affairs Translation", "Korean Media Translation".

The two series of textbooks, regardless of editors or textbook design, are systematic, reader-friendly, and clearly defined. They are suitable for postgraduate teaching and can be chosen as teaching materials according to their needs.

4. Actively Innovating and Carrying out Experiment

The Ministry of Education pointed out in the "Opinions on the Reform of Undergraduate Education for Foreign Language Majors in the 21st Century" that there are five pilot models for compound foreign language talents, namely: (1) "foreign language + professional knowledge", (2) "foreign language + professional direction", (3) "foreign language + professional", (4) "professional + foreign language", (5) double degree.

We have seen that the Chinese University of Hong Kong[9] has established a complete translation training system for talents, from undergraduate students to doctoral students, from application to theory,

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9　For example, as Asia's first translation department, the translation department under the Faculty of Arts of the Chinese University of Hong Kong, founded in 1972, enjoys the longest history among Hong Kong's universities and colleges. At present, translation talent training in the Chinese University of Hong Kong is divided into two parts: translation for undergraduates and translation for graduates. There are three modules for undergraduates: (1) Bachelor of Arts, a traditional bachelor's degree in translation literature. (2) Bachelor of Arts (Translation) - Jurum Doctor Double Degree. This is a double degree co-organized with the law school. It adopts the 3 + 2 model, in which the student obtains a bachelor's degree in translation from the translation department in 3 years, and a bachelor's degree in law from the law school in 2 years. So it takes five years to get two degrees in translation and law respectively. (3) Bachor of Laws - Bachelor of Arts (Translation) Double Degree. This is a double degree co-organized with the law school. It adopts the 4 + 1 model, in which students receive a bachelor's degree in law from law school for 4 years, and a bachelor's degree in translation from translation department in 1 year. It takes five years to obtain two degrees in law and translation respectively. Mentioned by Wu Guangjun (2011) in the article "Composite Translation Talents: The Construction and Reform Direction of Translation Professionals in China", the Hong Kong and Taiwan models set examples for us.

so as to better meet the needs of the society for a variety of translation talents. The innovation of the Chinese University of Hong Kong in translation talent training is the turn to a compound translation talent training: (1) In the undergraduate stage, cooperating with other majors, it implements the combination of "translation + professional" and "professional + translation". (2) In the master's degree, it opens the master's degree in computer-aided translation and cultivates compound translators who understand both computer technology and translation. The experience of Hong Kong University of China shows that cultivating compound translation talents is the direction of reform for translation talent training.

There are 4 modules for the training of MTI students: (1) Master of Arts in Translation. Founded in 1984, it is the first translation master's program in Asia, both theoretical and practical. It takes 1 year to study full-time and 2 years part-time. (2) Master of Arts in Computer-aided Translation. The degree emphasizes the combination of modern computer technology and translation. It is the world's first computer-aided translation master's degree established by the Chinese University of Hong Kong in 2002. It is also another innovation of the Chinese University of Hong Kong in the training mode of compound translation talents. (3) Master of Philosophy in Translation. This type of master's degree is a genuine research master's degree, and a five-page research plan is required for admission. (4) Doctor of Philosophy in Translation. It is also a genuine research degree.

Combining their own characteristics and talent training objectives, schools with relevant conditions can conduct some reforms and explorations first.

Liang Chenxuan and Jin Juhua (2018) take students majoring in Korean in the Department of Korean in Shandong University as an example to study the interpreting ability of Korean language learners at the undergraduate level. Through questionnaire survey, the main needs of learners and the required ability are analyzed. This is a targeted study on learners' motivation, learning ability, and learn-

ing needs. Such research objects need to be expanded to MTI, and even cover schools in different regions and at different levels. It is necessary to expand the content of experimental research to improve the ability of translation, and to improve the learners' translation and translation skills in stages. Finally, it is necessary to combine the research methods of statistics and psychology with the research methods of SPSS statistics and person interviews to ensure the verifiability and persuasiveness of the research results.

The reform and experiment related to MTI should cover classroom teaching, academic research and other aspects, and the result should be constantly summarized and reflected.

IV. Conclusion

There are 7 questions in the talents training of Korean MTI. 1) The concept of talent training is unclear. 2) The talent training program is inappropriate. 3) The teacher team is not strong. 4) The teaching method is not upgraded. 5) The practice teaching base is not used. 6) The teaching management method remains unchanged. 7) The vocational qualification certificate does not keep pace with the times. In respond of the questions, the paper proposes four improvement plans, including making clear of teaching objectives, enriching and improving educational methods, improving translation teaching materials system, and actively innovating and carrying out related experiments.

The "translation teaching" of MTI is an extension of the "teaching translation" at the undergraduate level. We need to follow up the teaching philosophy, pay attention to students and optimize our talent training system, according to the requirements and challenges faced by the times.

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ABSTRACT

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Literature review and observation are applied in this paper. It is related to the discussion on challenges faced by Chinese talents training in Korean MTI and the status quo of Korean MTI education, as well as the main problems and improvement programs of MTI education, aiming to provide experiences for the building and development of Korean MTI. There are 7 questions in the talents training of Korean MTI. 1) The concept of talent training is unclear. 2) The talent training program is inappropriate. 3) The teacher team is not strong. 4) The teaching method is not upgraded. 5) The practice teaching base is not used. 6) The teaching management method remains unchanged. 7) The vocational qualification certificate does not keep pace with the times. In respond of the questions, the paper proposes four improvement plans, including making clear of teaching objectives, enriching and improving educational methods, improving translation teaching materials system, and actively innovating and carrying out related experiments. The "translation teaching" of MTI is an extension of the "teaching translation" at the undergraduate level. We need to follow up the teaching philosophy, pay attention to students and optimize our talent training system, according to the requirements and challenges faced by the times.

KEYWORDS   China's higher learning institution, Korean MTI, Talent cultivation