Chinese MTI Students' Self-Perceptions of the Status Quo of their Translator Competence and the Influential Factors

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Abstract
The rapid growth of Master of Translation and Interpreting (MTI) programs in China reflects the increasing demand for high-quality translation services across multiple sectors. However, recent studies indicate a concerning trend: a significant number of Chinese MTI graduates are reluctant to pursue full-time translation careers, citing perceived inadequacies in their translator competence relative to market demands. This study investigates Chinese MTI students' self-perceptions of their current translator competence and explores the factors that influence the quality of Chinese MTI programs. By adopting a mixed-methods approach, this research combines quantitative data from surveys with qualitative insights from in-depth semi-structured interviews with MTI students from different universities in China. The findings reveal that MTI students' self-perceptions of the sub-competences of their translator competence are at medium level. This study highlights the gap between academic training and industry expectations, underscoring the need for curriculum adjustments that emphasize practical competence development and real-world exposure. These insights contribute to a better understanding of the challenges facing MTI programs in China and offer recommendations to bridge the competence gap, thus improving the employability and market readiness of future translators.
Keywords: Chinese MTI Students, Curriculum Quality, Market Demands, Self-Perceptions, Translator Competence

Introduction

Since the year of 2007, MTI (Master of Translation and Interpreting) programs in China have experienced unprecedented growth. Up till 2022, MTI programs have been started in 316 universities in the mainland of China. The number of MTI graduates reached 68,000 (*Translators Association of China*, 2022). On July 31, 2024, 55 MTI programs and 9 DTI (Doctor of Translation and Interpreting) programs have been approved to be started in Chinese universities by Academic Degrees Office of the State Council of the People's Republic of China (2024). Despite the fast-paced expansion of MTI programs in China since 2007, a significant disconnect persists between the training provided by Chinese MTI programs and the demands of the professional translation market (Mu et al.,2013). Previous research has shown that many Chinese MTI graduates lack the necessary translator competence to meet market expectations and often pursue careers unrelated to translation or interpreting (Wang & Peng, 2012; Peng, 2017). A nationwide study pointed out the weaknesses of Chinese MTI graduates, such as inadequate linguistic proficiency and specialized knowledge, insufficient translation training, etc. (Cui et al., 2017).

Some studies explored factors influencing translator competence development (Lǚ, 2019), such as curriculum design, pedagogical approaches, and industry collaboration. Kang (2014) explored the translation profession in Malaysia, focusing on translators' status and self-perceptions, highlighting key challenges faced by professionals in the translation field. Kang (2015) conducted a comparative study between the translation profession in Malaysia and Korea, offering insights into the current status of the translation profession in these two countries, and probed into the factors influencing translators' career development. However, few studies have specifically investigated the self-perceptions of MTI students in the mainland of China regarding their current translator competence. This gap underscores the need for a comprehensive examination of the factors shaping students' experiences in MTI programs and the implications for program improvement.

This study aims to explore Chinese MTI students' self-perceptions in two aspects, guided by the following two research questions:
1. What are Chinese MTI students' self-perceptions of the status quo of their translator competence?
2. What are Chinese MTI students' self-perceptions of the factors influencing the quality of Chinese MTI programs?

Literature Review

Since 2007, MTI programs in the mainland of China have experienced rapid development. The status quo and quality of Chinese MTI programs have drawn significant attention from researchers. Some typical studies are reviewed as follows:

Previous Studies on Chiese MTI Programs

In 2017, Cui and his research team conducted a nationwide survey to assess the status quo of MTI education and the employment of MTI graduates in the mainland of China. This study highlighted several key issues about Chinese MTI programs, shedding light on the existing challenges and areas in need of improvement:

Rapid Development of MTI Programs: According to the above-mentioned study by Cui (2017), most MTI teachers (72%) reckon that Chinese MTI programs have been developing too fast. This speed may be outpacing the necessary adjustments in curriculum, quality control, and industry alignment.

Low Professional Interest Among Graduates: A large percentage of MTI students show little interest in pursuing professional translation or interpretation careers after graduation. Only 2.98% of MTI graduates opt for translation work, suggesting a disconnect between the training they receive and the career opportunities they choose to pursue (Ibid:71).

Employers' Feedback on MTI Graduates' Competences: Employers have raised several concerns about the inadequacy of MTI graduates. These issues include insufficient professional knowledge and practical skills, lack of proficiency in using computer-aided translation (CAT) tools and office software, and poor communication abilities. The feedback emphasizes that MTI graduates' comprehensive competences, particularly bilingual competence, need substantial improvement (Ibid: 87).

Shortage of Qualified MTI Teachers: Another significant problem is the shortage of qualified MTI teachers with practical experience. The lack of such instructors is adversely affecting the quality of MTI education (Feng, Tao, Wang, Cui, and Xu, 2019). Practical teaching skills and real-world experience are essential for effective training in translation and interpretation.

The existing challenges outlined above reveal a gap between the objectives of MTI education in China and the actual outcomes for graduates. Despite the rapid expansion of MTI programs, many graduates are not prepared well for professional translation or interpretation careers, and the education system has yet to meet its intended goals.

A Chinese scholar Lǚ (2019) investigated factors influencing the quality of MTI education in several Chinese universities via questionnaires and interviews. It has revealed that Chinese MTI students' extrinsic learning motivations are strong and their intrinsic learning motivations are weak. MTI students are satisfied with their instructors' lectures and professional competence, but are not satisfied with insufficient translation practice opportunities provided by the universities. They desire more academic exchanges. Some suggestions were put forward by Lǚ (2019) for Chinese MTI education, which include rational guidance of learning motivations, more channels for academic exchanges and optimization of the curricula (Lǚ, 2019: 42).

Though Lǚ (2019) has identified some factors influencing the quality of Chinese MTI programs, there are still other factors which need to be further probed into from MTI students' self-perceptions.

Previous Studies on Translation Competence and Translator Competence
Translation competence is a multifaceted and extensively researched concept in academia. During the 1970s and 1980s, scholars primarily approached translation from a linguistic perspective, viewing translation competence as being solely comprised of bilingual competences (Lesznyak, 2007).

Subsequently, various scholars developed multi-componential models of translation competence (Wilss, 1976; Delisle, 1980; Göpferich, 2009; EMT, 2009; Neubert, 2000;). In 2003, the PACTE Group redefined the Holistic Translation Competence (TC) Model and updated the concept of translation competence, proposing that it consists of six sub-competences: bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, strategic sub-competence, and psycho-physiological components (PACTE, 2003) (See Figure 1). Each of these sub-competences, as outlined in PACTE's model, includes several sub-components (Salamah, 2021: 281).

PACTE Group's study of translation competence focuses on both the translation process and translated texts. Their research is based on hypotheses and then tested empirically. Up till now, PACTE Group's view on the sub-competences of translation competence has been regarded as the most comprehensive (Li, 2011: 47).
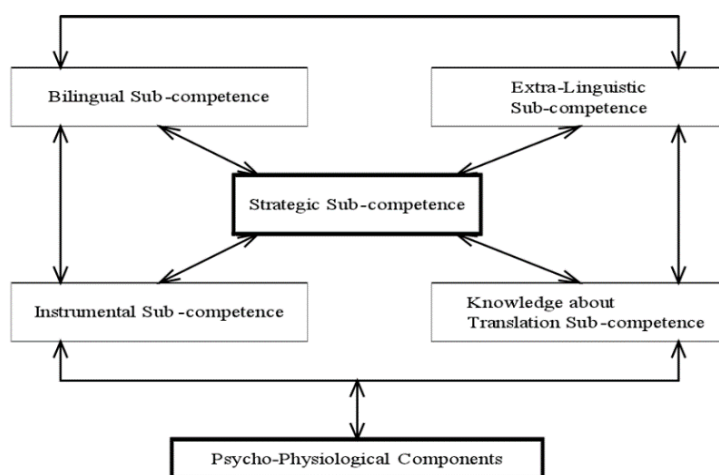

Figure 1. PACTE's Translation Competence Model Revised (PACTE, 2003)
The holistic and dynamic TC Model proposed by PACTE Group (2003) includes not only procedural knowledge but also declarative knowledge, which is considered to be the most complex and complete one. Declarative knowledge means knowing about concepts or notions, and procedural knowledge means knowing how to carry out or implement the translation process (Salamah, 2021: 281). In this study, PACTE's Translation Competence Model (2003) will be adopted as part of the conceptual framework for designing the questionnaires.

Don Kiraly (2000) was the first to make a distinction between "translation competence" and "translator competence". In 2013, a translator competence model was put forward by Kiraly, in which it is held that the professional translator's super-competence comprises three bundles of sub-competences: social competences (SC), personal competences (PC), and translation competence (TC) per se (Kiraly, 2013: 201-202).
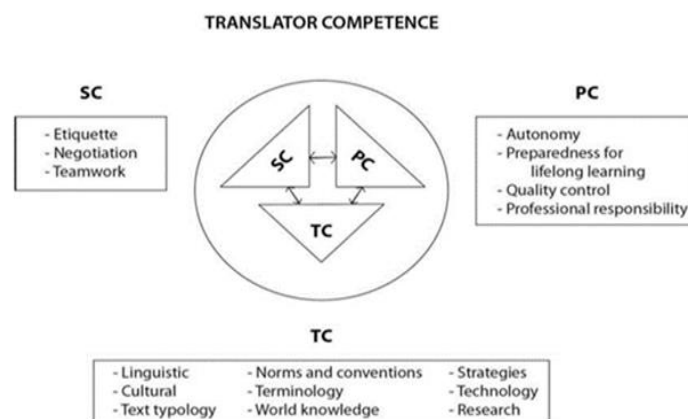

Figure 2. A Componential Model of Translator Competence (Kiraly, 2013: 202, based on Kiraly, 2006)

As shown in Figure Two, Kiraly's Translator Competence Model (2013) expanded the scope of translation studies. This reflects the real-world demands placed on translators, who must navigate complex social interactions, cultural nuances, and individual adaptability in professional settings. In Kiraly's view, translation competence is a very important part of translator competence, which includes linguistic sub-competence, cultural sub-competence, knowledge about text typology, norms and conventions, terminology, world knowledge, strategies, technology and research competence. The sub-components of "Personal Competence" proposed by Kiraly (2013) show the importance of professional literacy for a translator, which include autonomy, quality control, preparedness for lifelong learning, and professional responsibility. As for "Social Competence", Kiraly stressed such aspects: teamwork, negotiation, and etiquette. In Kiraly's Translator Competence Model (2013), most of the sub-competences of translation competence are the same as those in PACTE's Translation Competence Model (2003). This model is very enlightening on translator training.

Kiraly's Translator Competence Model (2013) is a valuable framework for understanding the multifaceted nature of translation practice. Its holistic approach helps redefine translator competence beyond technical mastery, emphasizing the translator's role as a socially and personally competent professional. Therefore, both PACTE's Translation Competence Model (2003) and Kiraly's Translator Competence Model (2013) will be applied in this research as the conceptual framework to guide the design of questionnaires.

Research Methodology
This study employs a mixed-methods research design to comprehensively investigate Chinese MTI students' self-perceptions of the status quo of their translator competence and the factors that influence the quality of Chinese MTI programs. The mixed-methods approach(Creswell, 2017) integrates quantitative data from surveys with qualitative insights from semi-structured interviews (Kvale, 2007), allowing for a nuanced analysis that captures

both general trends and in-depth perspectives. By combining these methods, the study aims to provide a broad overview of competence self-assessment while exploring the underlying reasons behind MTI students' perceptions.

The study was conducted in two phases. In the first phase, a survey was conducted to a sample of 144 MTI students to gather quantitative data on their self-perceived competences in key areas such as linguistic skills, technical proficiency, professional competences, etc. To ensure a diverse representation, the study sample consisted of MTI students from different universities across China, based on program size and reputation in the field of translation and interpreting education. Participants were invited from first, second and third-year MTI students, allowing for comparisons across different stages of the MTI programs.

The survey was designed to assess MTI students' self-perceived sub-competences across several dimensions of translator competence. Survey questions were formulated based on the established frameworks like PACTE's Translation Model (2003) and Kiraly's Translator Competence Model(2013), with some items adapted to address the specific context of MTI students in China. Each competence area included five items rated on a five-point Likert scale, ranging from "Not at all competent" (1), "Not competent" (2), "General" (3), "Competent" (4) to "Extremely competent" (5) (See Appendix A). The survey was pilot-tested with a small group of MTI students to ensure clarity and reliability, resulting in minor adjustments for improved comprehensibility.

In the second phase,qualitative data were collected through in-depth semi-structured interviews with a subset of survey participants, focusing on factors such as educational experiences, internship opportunities, and perceived industry expectations. This sequential design allows for the initial survey findings to guide the selection and focus of the interview questions, thus enhancing the depth and relevance of the qualitative analysis. Of these respondents, 20 students were selected for in-depth interviews based on their survey responses. Selection criteria for interviews included representation across different levels of self-perceived competence and varied internship or work experience, ensuring that a wide range of perspectives on competence and industry readiness were captured. The final sample consisted of 10 male MTI students (50%) and 10 female MTI students (10%). Each interview lasted approximately 30-45 minutes and was conducted in either Mandarin Chinese or English, depending on the participant's preference. Interviews were audio-recorded, transcribed, and translated into English when necessary for analysis.

In this study, the online questionnaire platform https://www.wjx.cn/ was used to collect the quantitative data conveniently and efficiently. The data collected through questionnaires were analyzed by adopting Microsoft Excel, since only descriptive statistics were used in tabulating and presenting the numerical data for this research. Descriptive statistics, such as mean scores were calculated to summarize MTI students' self-perceptions of the status quo of different sub-competences of their translator competence. Quantitative data from surveys were also analyzed by using statistical methods with SPSS to identify patterns and trends. Inferential statistics, such as t-tests and ANOVA, were used to compare perceptions across different participant groups (Field, 2013).

Quantitative data from the survey were analyzed using descriptive statistics and inferential analyses. Descriptive statistics provided an overview of MTI students' self-perceived competence levels across each of the competence areas. Mean scores were calculated to summarize MTI students' self-assessment for each competence category.

Qualitative data from the interviews were analyzed using thematic analysis, following the six-step approach outlined by Braun and Clarke (2006). Thematic analysis was chosen for its flexibility and suitability for identifying recurring patterns and themes in qualitative data. The process involved: familiarization with data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report.

Results and Discussion

The results of this study include two parts: (1). Chinese MTI students' self-perceptions of the status quo of their translator competence; (2). The factors influencing the quality of Chinese MTI programs identified by Chinese MTI students. The findings will be discussed as follows:

MTI Students' Self-perceptions of the Status Quo of Their Translator Competence by Survey Questionnaires

According to the quantitative data collected by Questionnaire I *A Questionnaire on the Factors Influencing the Quality of Chinese MTI Programs* with the 5-point Likert Scale, MTI Students' self-perceptions of their translator competence are at medium level (General) (See Table 1 & Appendix A). MTI Students' Bilingual sub-competence, Expertise,Terminological Sub-competence, Instrumental Sub-competence, Intercultural Communication Skills, Socio-cultural Sub-competence, Computer Operation Ability, Strategic Sub-competence, etc., need to be further improved.

Table 1

MTI Students' Self-perceptions of the Status Quo of Their Translator Competence (n=144)

Core Sub-competences of Translator Copmetence	Mean Score
Chinese Language Sub-competence	3.23 (General)
English Language Sub-competence	3.10 (General)
Professional Consciousness	3.22 (General)
Expertise	2.8 (General)
Socio-cultural Sub-competence	2.99 (General)
Instrumental Sub-competence	2.85 (General)
Intercultural Communication Skills	3.01 (General)
Knowledge about Translation Sub-competence	2.94 (General)
Terminological Sub-competence	2.72 (General)
Organization and Coordination Ability	3.13 (General)
Strategic Sub-competence	2.93 (General)
Computer Operation Ability	2.95 (General)
Overall Mean Score:	**2.99** (General)

MTI Students' Perceptions of Their Learning Needs by Survey Questionnaires
In this research, data on Chinese MTI students' perception of their learning needs have been collected by Questionnaire I *A Questionnaire on the Factors Influencing the Quality of Chinese MTI Programs*, which was distributed to 144 Chinese MTI students from different universities, as shown in Figure Three:
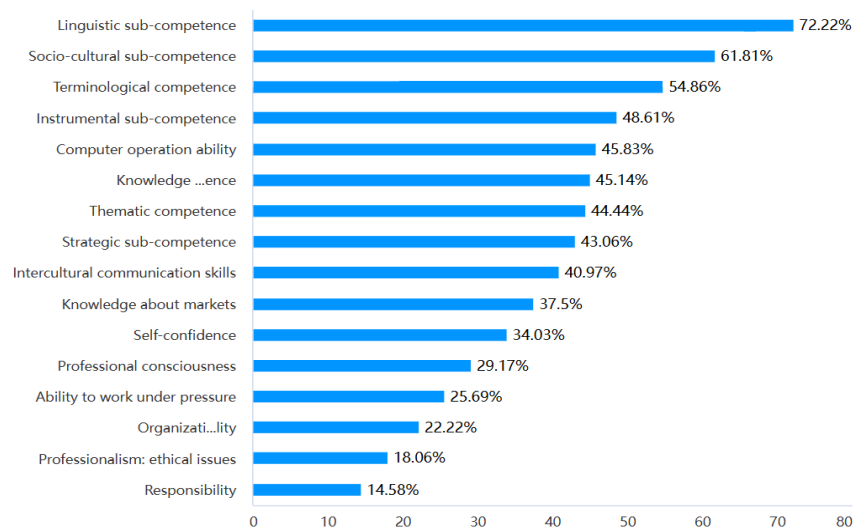

Figure 3. Chinese MTI Students' Self-perceptions of the Sub-competences of Translator Competence that Need to Be Further Improved (n=144)

Before conducting the formal investigation, a pilot study was conducted. Based on the analysis of the questionnaire survey data of 103 participants in the pilot study, the coefficient of the Cronbach's alpha is 0.795. In this study, 24 items are used to assess a certain trait or attitude of the respondent. The result indicates that the questionnaire designed has a high internal consistency. That is, there is a strong correlation between each question item. It can be used as a reliable measurement tool to assess the relevant traits or attitudes of the respondents.

According to the self-perceptions of 144 Chinese MTI students, bilingual sub-competence, socio-cultural sub-competence, terminological sub-competence, instrumental sub-competence, computer operation competence, knowledge about translation, thematic competence, strategic sub-competence, intercultural communication skills, and knowledge about markets are the most important sub-competences that MTI students need to be cultivated. Such data show the learning needs of Chinese MTI students, which can be taken for reference to design the curricula for MTI students.

MTI Students' Self-perceptions of the Status Quo of Their Translator Competence by Interviews
All the data collected by interviews were transcribed and analyzed by using thematic analysis, focusing on understanding the meanings and implications of participants' experiences and perceptions. The participants' quotes revealing salient issues are presented in thematic clusters. The data collected by semi-structured interviews are analyzed as follows:

Deficiency in Linguistic Sub-competence

The interviews reveal that MTI students feel moderately confident in their English proficiency. They acknowledged the necessity of continual improvement, particularly in advanced vocabulary and idiomatic expressions. Some students expressed concerns about the gap between academic English and the practical language skills required in professional settings.

Most MTI students assess that their Chinese language proficiency is average. They highlighted that a strong foundation in Chinese ensures accuracy in conveying nuanced meanings during translation.

Interview insights suggest that while MTI students feel competent in formal language translation. They experience difficulties in adapting to more nuanced linguistic tasks, such as tone adjustment for specific audiences or industry-specific terminology. One participant noted,

"We are trained well in general language skills, but I feel unprepared to translate specialized content, especially in technical fields like law or medicine." (IR1)

This points to a potential gap in MTI curricula, where general language training may not sufficiently address the demands for specialized linguistic knowledge in various professional contexts.

Deficiency in Intercultural Communication Competence

Intercultural communication competence, which involves navigating and appropriately translating cultural nuances, received moderate confidence ratings. The interview data reveal that many MTI students acknowledge a deficiency in their intercultural communication competence, despite recognizing its critical importance in translation practice. MTI students expressed that while they have a theoretical understanding of cultural differences, they often struggle to apply this knowledge effectively in real-world translation tasks. They reported difficulties in identifying subtle cultural nuances, such as idiomatic expressions, cultural references, and context-specific meanings, especially when translating culturally sensitive or context-heavy texts.

Several students emphasized that their limited exposure to authentic intercultural experiences, such as studying abroad or engaging with diverse cultural communities, has hindered their ability to develop practical intercultural communication competence. They also noted that much of their current knowledge comes from textbooks rather than immersive experiences. Overall, the interview data underscores the need for more experiential learning opportunities to enhance MTI students' intercultural communication competence.

Deficiency in Technological Sub-Competence

Interview responses further illustrated the challenges MTI students face with technology. Many participants described minimal exposure to CAT tools during their studies, often limited to basic introductions or theoretical explanations rather than hands-on practice. Some MTI students remarked,

> "I know CAT tools are important, but we didn't have enough training. I feel lost when I try to use them on my own." (IR2)

> "There is inadequate training in technology. Modern translation tools listed in the job description are not engaged in the course adequately, which leaves me unprepared to work with modern workflows." (IR3)

This finding suggests a critical need for MTI programs to strengthen technological training, particularly through practical sessions where students can develop hands-on proficiency with the tools they will use in professional contexts.

Deficiency in Professional Competence
Professional competence, encompassing project management, client communication, and ethical considerations, also scored moderately.

The interviews revealed that most MTI students had little exposure to real-world project management or client interaction, which are essential skills for freelance and full-time translators alike. One participant shared,

> "We learn about translation ethics, but we don't really get to practice managing client relationships or handling real projects." (IR1)

The lack of practical experience in professional scenarios points to a significant gap in MTI training. Enhancing students' exposure to project management skills, such as setting realistic deadlines and negotiating terms, would better prepare them for professional translation work.

MTI Students' Perceptions of the Factors Influencing the Quality of Chinese MTI Programs
The study identified several factors that influence the cultivation of MTI students' translator competences, including ignorance of culture in foreign language education, ambiguity in translation standards due to lack of expert feedback, limited internship opportunities and real-world experience, lack of access to technological resources, and misalignment with market requirements due to inappropriate curriculum design etc.

Ignorance of Culture in Foreign Language Education
According to the data collected by interviews, one of the main factors affecting the development of translator competence in MTI students in the mainland of China is the ignorance of culture in foreign language education. In China, there exists the "Instrument Theory" in foreign language education (Luo, 2002). The so-called "Instrument Theory" refers to the notion that foreign languages are merely tools and should serve as a guiding principle for foreign language teaching. The main manifestation of this theory is a simplistic approach to cultivating comprehensive talents by simply combining different professional courses together. In teaching practice, it often results in superficial understanding of language skills learning without delving deeper or striving for knowledge growth from other disciplines. This phenomenon is prevalent both in specialized foreign language education programs as well as general university-level English teaching (Luo, 2002: 50).In the traditional foreign language curriculum in Chinese universities,the emphasis has primarily been on language skills—such

as grammar, vocabulary, and translation techniques—while cultural education has often been neglected or given limited attention. As several MTI students have perceived,

> "Translation involves more than just linguistic conversion; it requires a deep understanding of the cultural nuances embedded within the text. Lack of cultural understanding can lead to mistranslations or misinterpretations." (IR4)

> "We still adopt a relatively traditional teaching mode. We learned about translation theories and skills. But in terms of cultural knowledge, we didn't have explicit learning goals". (IR6)

> "In some cases, language education may focus primarily on linguistic proficiency while neglecting to provide adequate exposure to the cultural aspects of the target language." (IR8)

Moreover, the limited exposure to diverse cultures within the curriculum means that MTI students may not develop the necessary sensitivity to cultural differences, which is crucial for effective translation. Without cultural competence, students may struggle to adapt their translations to the social, historical, and political realities of the target culture, leading to misinterpretations or culturally inappropriate translations.

Ambiguity in Translation Standards Due to Lack of Expert Feedback
Based on in-depth semi-structured interviews, it is found that MTI students report that classroom activities primarily involve peer reviews of translation quality, with little input from instructors or experienced translators. MTI students struggle to grasp clear standards of high-quality translation. This leaves them without a reliable reference for assessing their tranlation work, leading to potential misjudgments and ineffective self-improvement. As an MTI student stated,

> "Not much feedback on translation coursework is offered by mature translators or teachers. Instead, students exchange comments between each other in the mock translating and interpreting workshop. Therefore, what we can learn is dependent on what our peers' experience and report. Students may receive conflicting information regarding the quality of their translations. The mock project is conducted blindly with a lack of strong ties with industry professionals." (IR10)

Translator competence is developed through the internalization of quality standards, which requires continuous expert guidance. Without such guidance, students may find it challenging to recognize their weaknesses and to refine advanced translation skills. A lack of expert evaluation may result in confusion or diminished confidence, reducing their motivation to pursue translation as a long-term career.

Limted Internship and Real-world Experience
Internships and real-world experience emerged as another critical factor. MTI students with internship experience rated their professional and technological competences higher, citing opportunities to work with CAT tools and manage client projects as beneficial. Interviewees emphasized the value of internships. As participants stated,

"Internships give us a reality check—without them, we wouldn't understand how different real translation work is from what we learn in class." (IR9)

"We have limited practice opportunities." (IR7)
"We lack real translation practice and specific feedback in our translation level." (IR5)
"Limited industry collaboration is a factor influencing the cultivation of MTI students' translator competence. Interaction between educational institutions and the translation service is crucial for providing students with hands-on skills. However, some schools may not forge solid alliances with industry stakeholders, resulting in limited opportunities for internships, guest lectures, or industry-led programs." (IR12)

This suggests that increased access to internships or simulated projects are quite necessary for competence development.

Lack of Access to Technological Resources
Limited access to CAT tools and other translation technologies during training was frequently cited as a barrier to developing technological competence. Interviewees reported that while some universities provided basic introductions to CAT tools, access to full software versions and in-depth training was limited. This gap highlights a need for MTI programs to invest in technological resources or seek partnerships with industry to provide students with the tools they need to build essential digital skills.

"There is inadequate training in technology. Modern translation tools listed in the job description are not engaged in the course, which leaves me unprepared to work with modern workflows." (IR11)

Misalignment with Market Requirements Due to Inappropriate Curriculum Design
The findings indicate a misalignment between the competences developed in MTI programs and the skills required by the Chinese translation market. The market demands not only high linguistic accuracy but also proficiency in CAT tools, project management, and client communication. However, MTI students generally rated themselves lower in technological and professional competences, suggesting a gap between academic preparation and industry expectations.

For instance, freelance translators in China must often manage client relationships independently, adhere to project timelines, and utilize CAT tools to enhance efficiency. The limited preparation in these areas places MTI graduates at a disadvantage in a competitive market, possibly contributing to their reluctance to enter freelance roles. This misalignment underscores the importance of aligning MTI curricula more closely with market demands to enhance MTI graduates' employability. As an MTI student perceived,

"Schools don't effectively adapt their MTI curricula to the dynamic demands of the translation sector." (IR12)

Conclusion
This study explored Chinese MTI students' self-perceptions of translator competence and examined the main factors influencing the effectiveness of MTI programs in meeting industry

demands.The findings reveal that while MTI students demonstrate general linguistic competence, they lack confidence in technological and professional skills, such as the use of CAT tools, project management, and client communication, etc. These gaps highlight deficiencies in MTI education, as many students have limited exposure to real-world translation tasks and hands-on technological practice. The study also underscores a misalignment between MTI curricula and the actual needs of the Chinese translation industry, posing challenges to graduates' employability and professional readiness.

Contributions of the Research
Empirically, this research provides valuable data on MTI students' self-assessment, offering insights into their competence levels and educational experiences. It identifies key influencing factors, including curriculum design, teaching methods, limited internship opportunities, ambiguity in translation standards, and individual efforts, etc., which shape the development of translator competence.

Theoretically, by linking MTI students' perceptions with established competence models, this study bridges the gap between theory and practice, contributing to a nuanced understanding of translator education in China.

The findings have significant implications for curriculum reform, advocating for enhanced practical training and integration of industry-relevant skills to better align MTI programs with market expectations. Moreover, by contextualizing China's translator training within a global context, this study offers a valuable reference for translation education in other regions. Finally, the study supports the application of the Outcome-Based Education (OBE) framework in MTI programs, emphasizing the need for clearly defined, measurable learning outcomes to improve translation training effectiveness.

Limitations of the Study
This study has several limitations. First, it relies on self-perceived data from MTI students, which may be influenced by subjective bias. Second, the sample primarily consists of MTI students from selected universities in China, which may limit the generalizability of the findings. Finally, external factors such as industry dynamics and institutional differences were not fully explored. Future research should incorporate broader samples, objective competence assessments, and longitudinal studies to provide a more comprehensive understanding of MTI education effectiveness.

Recommendations for Future Research
To further enhance MTI education and better align translator competence with market demands, future research may further explore the following areas:

- *Intercultural Competence Development:* Investigate the impact of experiential learning, such as cultural immersion programs and virtual exchanges, on MTI students' ability to handle culturally sensitive translations.
- *Internship Effectiveness:* Examine how structured internships and industry collaborations influence students' professional growth and employability in translation markets.
- *Professional Competence Training:* Assess the effectiveness of project-based learning, client simulations, and ethics training in equipping students with essential workplace skills.

- *Technology Integration in MTI Curricula:* Evaluate the impact of hands-on training with CAT tools and emerging translation technologies on MTI students' technical competence and job readiness.
- *Curriculum Adaptation to Market Needs:* Conduct longitudinal studies on the alignment between MTI program curricula and evolving industry trends, ensuring continuous improvements in translator education.

By addressing these areas, future research can provide deeper insights into MTI education reform, ensuring that graduates are better prepared to meet the challenges of the translation profession.

Disclosure statement: No potential conflict of interest was reported by the author(s).

Authenticity: This manuscript is an original work.

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