



RESEARCH ARTICLE

Vol. 12. Issue 4. 2025 (Oct-Dec)

ISSN
INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA
2395-2628(Print):2349-9451(online)

Exploring the Training of Translator Trainers: A Content Analysis

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[doi: 10.33329/ijelr.12.4.1](https://doi.org/10.33329/ijelr.12.4.1)



Article information

Article Received:03/09/2025

Article Accepted:10/10/2025

Published online:15/10/2025

Abstract

Despite the blossoming of translator training programs worldwide in recent decades, there is a conspicuous dearth of studies on the professional development of translator trainers. This study explored the continuing development training programs targeted at translator trainers in China in recent five years through content analysis of the program announcements, and reported what is taught, who organize the programs and who lead the training courses. The results reveal that instrumental competence and knowledge of the translation industry are underscored prominently. Meanwhile, they unveiled translator trainer competences of local characteristics: embedding ideological education in the course, pedagogy in thesis writing and assessment, as well as teaching students to pass Certificate of China Accreditation Test for Translators and Interpreters (CATTI). The second finding is that universities and translation associations are the mainstay of organizing training programs while Language Service Providers (LSP) are increasingly engaged in the organization. The third finding is the majority of the course leaders are scholars from universities and research institutes while a significant proportion of the course leaders are from LSPs. This study is expected to fill the gap by providing the landscape of the training of translator trainers and how the training serves local and international needs.

Keywords: translator trainer; teacher development; translator trainer competence; translator trainer training

1. Introduction

The advancement of technologies and globalization has transformed the landscape the translation industry and pushed translators to constantly upgrade their skills and knowledge tailored to the dynamic market. Given the variety and complexity of the challenges, Translation programs are suggested to constantly improve the pedagogical content in a combination of both vocational and

academic training (Bowker, 2004; D. Li 2007; Rodríguez de Céspedes 2017; Schnell and Rodríguez, 2017). Consequently, institutions have to recruit translator trainers with a multitude of expertise that can respond to the requirements from both the academia and industry. However, the question is barely addressed in terms of what competences translator trainers should be equipped with to help translators better develop professional and academic competences. Despite the fact that translation pedagogy has received a constant attention since the establishment of the discipline, there is a significant dearth of attention directed to the topic of translator trainers training. Even though many studies aimed at translator competence and translator pedagogy expressed implicit interest by involving translator trainers' opinions into the study or provided implications for translator trainers, the topic of the role and professional development of translator trainers is relatively neglected. Publications targeted at the training of translator trainers with a pronounced influence on the development of translation trainer competence is even rarer (Kelly 2008; Li and Zhang 2011; Massey 2019; Pinto and Sales 2008). The palpable lack of attention to translation trainer training does not deny the fact that translation trainer training in various forms has taken place worldwide. Therefore, more research is needed to investigate how the training was conducted, what competences are guiding the training of translator trainers, and how the training serve the local needs. China is home to 301 Bachelor of Translation and Interpreting (BTI) programs, 316 Master of Translation and Interpreting (MTI) programs as of 2022. The blossom of translator training programs has generated urgent needs for the quantity and qualification of translation trainers. Lack of qualified translation trainers is seen as the centrality of translator training, the bottleneck of the advancement of translator training in China (Liang and Mu 2020).

This paper reported the continuing development training programs undertaken in China in recent five years and uncovered competences guiding these programs, as well as characteristics of organizers and course leaders. It is expected to extend the current scholarship about the competences and profiles of ideal translator trainers and how the training of translator trainers is practiced and serves local context.

2. Literature review

2.1 Prior studies on translator trainers training

There is a wealth of research into translation pedagogy since the establishment of the discipline of translation studies, the majority of which, however centers around non-human aspects such as translation content or activities (Kelly 2005). Though a growing body of studies spring up targeted at humans involved in the translation pedagogy, the attention was directed to students. The group of people who conduct the teaching activities is a less researched area though they are often offered an assortment of advice on pedagogy in those student-centered studies. Among the exceptions including translator trainers into the study, the majority is "largely in conjunction with student-centered studies" (Massey 2019), and the ultimate objective is to enhance the learning experience of students by eliciting trainers' responses (Hubscher-Davidson 2008; Pinto and Sales 2008; Sánchez-Castany 2023; X. Li 2018). For example, Hubscher-Davidson (2008) compared the discrepancies of students' and trainers' perceptions of group work through questionnaire and class observation. The purpose of the study was to report the strengths and weaknesses of such practice and provide trainers with implication for further improvements. Pinto and Sales (2008) examined translator trainers' views on students' information literacy and the importance of each of the competences through questionnaire and a recorded translation class, with view to providing solid basis for curriculum improvements. X. Li (2018) reported translation teachers' and learners' beliefs in translation training based on the grounds that teachers' beliefs affect teaching and assessment methods and that students' beliefs determined their learning plans and strategies. He found teachers' beliefs encompassed a mixed of behaviorism and situated learning and there is a rift between students' and teachers' beliefs. Sánchez-Castany (2023) offered a holistic account of how technologies were utilized in translation classrooms by interviewing translator trainers, and reported the actual use of technologies, the problems trainers face in terms of

the use of translation technologies. The study aimed to provide translator trainers with implications for the incorporation of translation technologies in translation teaching.

Among the increasing amount of the research into translator trainers, only a very limited studies were designed intentionally to examine the role and development of translator trainers. For example, Xu and You (2021) interviewed 11 experienced teachers in China about their translation practice, and concluded that their translation practices are taken on a passive, random and utilitarian basis due to the impact of individual, social and environmental-societal systems, and that translation teachers have rare connections with the translation market and are not familiar with the translation technologies used in translation. This study aimed to shed light on the training and assessing of translation teachers. Chen and Liu (2023) examined four Chinese translator trainers' views on their professional identity at work through in-depth interviews. They concluded that translator trainers conceptualize themselves in four categories of roles: curriculum maker, praxis initiator, learning facilitator, advocate for translation technologies, broker between the translation market and training programs. The study ended with implications for translator trainers' professional development. Wu, Zhang and Wei (2019) explored translator trainers' beliefs and training practice in China through questionnaire, interview and classroom observation. The results revealed that there are disparities between their beliefs and practice, which can be attributed to external factors (e.g. students' ability, curriculum) and internal factors (e.g. self-efficacy, motivation). Pedagogical implications were provided for the self-training of trainers.

Among the limited scholarship about the role and professional development of translator trainers, all point out the necessity and significance of training translator trainers. However, investigations targeted at the actual practice of translator trainers training remain rare (Kelly 2008; Li and Zhang 2011; Orlando 2019; Pinto and Sales 2008)

2.2 *Training translator trainers*

The blossom of translator training programs worldwide in the past decades came along with a series of challenges. For example, the dynamic advancement of technologies has transformed the ecosystem of translation training and translation industry; a large number of teachers enter into the field of translation studies with merely language background instead of translation and thus demand specific training in the field; the nature of translation and rapidly changing technologies request institutions to recruit professional translators to deliver classes regarding professional practice and trending technologies that translation teachers do not possess, which generate the demand for the training of pedagogy (Pym 2001).

As a response to these problems, translation trainer training has been advocated following an assortment of attempts. Training programs targeted at translator trainers in the form of academic conferences training sessions, workshops or course flourished in a variety of institutions. Pym (2001) gave a full account of the trainer training programs undertaken in recent decades. Early attempts to train translator trainers include the teacher training program at the Centre Jacques Amyot in Paris initiated by Daniel Gouadec in 1986, which was afterwards turned into a one-month training session located in Rennes, France, as well as the 10-week teacher training program run by Birgitta Englund Dimitrova in Sweden in 1996 which is currently targeted at the training of interpreters. In addition to these isolated initiatives, programmatic attempts have been made. In the same year, the three-year Thematic Network Project was initiated, attracting institution representations from prestigious translation schools in Europe. The project, featuring the synergies between translation teaching and market needs, encompassed a wide range of modules like the nature of translation, theory, tools, procedures of translation in professional contexts, translation management, classroom management, curriculum development and assessments, aiming to develop ideal translation trainer profiles. The project ended up being an interpreting trainers-centered training programs in Geneva. Pym then

outlined the features of the sequent three training programs held in 2001 at the University of Rennes in France, the Universitat Rovira i Virgili in Tarragona and the Monterey Institute of International Studies (MIIS). The three programs featured different focal points despite the overlapping of aims and contents. As summarized by Pym, the program in Rennes centered around the current market for technical translation, the one in Monterey was launched with a focus on teaching practice while the Tarragona program was designed to meet the demand of both. As these three programs generally covered the training of translation practice and pedagogy, other programs existed in an attempt to offer courses about translation theory like the one in Stockholm (Englund Dimitrova 2002). Kelly (2005) reported a variety of resources and specific courses regarding translator trainers training. She introduced efforts made by academic associations like IATIS and EST in offering resources (bibliographies and book reviews) in training translator trainers, efforts of translation conferences in offering training sessions like Cay Dollerup of the University of Copenhagen in 2001 and efforts of the then established Consortium for Training Translation Teachers (CTTT) training seminars run by Universitat de Vic in Spain. Besides continuing professional development programs, initial training programs with a module of pedagogy is another form of training for those with the aspiration to become translator trainers in the future, like the postgraduate diploma in Translation and Interpreting Pedagogy offered by Macquarie University, postgraduate course in pedagogy at Royal Melbourne Institute of Technology in Australia (Massey 2019) and postgraduate program in translation education offered by Guangdong University of Foreign Studies in China (Wu, Wei and Mo 2018). It is noted that initial training programs are not the focus of this study. In the most recent one decade, a variety of training programs targeted at translation programs were in full blossom worldwide, however, there is a dearth of studies on how those translation trainer training programs were organized, what is taught and how they serve the local or international needs (Massey 2019).

2.3 Translator trainer competence

Translator trainers are expected to perform a wide range of duties. The toolkit of skills and knowledge translator trainers are supposed to have is well presented in the established competence model proposed by Kelly (2005) and EMT (2013). Besides these two widely accepted model, scholars subsequently make additional or supplementary components to the ideal profile of translator trainers (D. Li 2011; Gouadec 2007; Wu, Zhang and Wei 2019) (see Table 1). To sum up, translator trainers are expected to be equipped with knowledge and skills required by the multiple identities as practitioners, researchers and teachers.

Professional translation practice is deemed as an essential competence of translator trainers due to the nature of the discipline. Translator trainers are expected at first to be an active translator with extensive experience in the field and master specialized knowledge of the course taught, otherwise they will be unable to either foster self-concept of a professional and trained translator or assist translation students to develop the translation skills (Kelly 2005; Kiraly 1995; Setton 2016). In addition, the advancement of technology and globalization require translator trainers to adapt themselves to the ever-changing market by acquiring perfect knowledge of the industry trends and the profession, and being well versed in the strategies, techniques and tools used in the professional practice (EMT 2013; D. Li 2011; Gouadec 2007; Orlando 2019). The ideal translator trainers are expected to have first-hand personal experience of the industry and the profession. Gouadec (2002) proposed that translation teachers should have one-month experience in a translation firm, in an in-house translation service and as a freelance translator, working as translator, reviser or terminologist.

However, knowing translation practice and translation industry yet having no idea of the theories and research carried out in the discipline may hinder the theoretical education of translation students. Translation programs are designed to incorporate more theories and research studies than they were 20 or more years ago (Gile 2009) Most universities expect translator trainers to be intensively involved in research, and the promotion and rewarding schemes are closely associated with the

academic accomplishments while teaching can only be only in the subsidiary position (Kelly 2005). Translator trainers are expected to be outstanding academics with in-depth knowledge of the translation studies scholarship, research trends, research methodologies in the field and active involvement in research activities, and publish articles in academic journals (D. Li 2011; EMT 2013; Gouadec 2007; Kelly 2005; Orlando 2019; Wu, Zhang and Wei 2019).

Being an experienced translation practitioner as well as an esteemed scholar does not make for the mastery of pedagogical competence. Echeverri (2008) argued that translator trainers tended to mirror the practice of those who trained them without systematic training in pedagogy, and they are often “left literally to sink or to swim in the classroom” based on the assumption that they already know how to teach (Kelly 2008, 102). Setton (2010) argued that neither professional translators nor academics are able to become translator trainers without receiving proper training in pedagogy. González Davies (2004) also pointed out that a translation teacher should be an expert in teaching. Teaching is deemed by Kelly (2005) as an essential competence compared to research and professional translation practice which are seen as the prerequisites. A qualified translator trainers should pay close attention to students’ needs, expectations, wishes, concerns and opinions and receive intensive training in teaching techniques, grading and assessment, local and international educational contexts (EMT 2013; Kelly 2005; Orlando 2019; Takeda 2010).

Table 1. Translator trainer competence models

	Teaching	Professional translation	Research
Kelly (2005)	Organizational competence; interpersonal competence; instructional competence; contextual competence; instrumental competence	Evolution of the market and prospects for the future; job opportunities for graduates; project management; time management	Research methodology; research supervision
Gouadec (2007)	Teaching approaches	Knowledge of the industry (market needs/ profession)	Academic accomplishments
EMT (2013)	Interpersonal competence; instructional competence; assessment competence	※Language proficiency and intercultural competence ※ Knowledge of the professional field translation project management; domains of specialization in translation-related professions; market requirements; operating procedures and tools in professional translation; foreseeable development of the profession ※translation-service provision competence knowledge of the existing standards and specifications; ability to critically analyze them;	Translation study scholarship and research relevant for the course

		ability to perform the tasks involved in translation-service provision	
D. Li (2011)	Pedagogic knowledge; Pedagogic content knowledge; Knowledge of other disciplines	Knowledge of the trade: translating abilities and the knowledge of the profession (e.g., the market; the technology).	Knowledge about carrying out research on translation studies and translation practice, e.g., research methods.
Wu, Zhang and Wei (2019)	Knowledge of translation pedagogy; knowing how to teach.	Knowledge of translation discipline/profession/industry; knowing how to produce high quality translation.	Knowledge of research; knowing how to conduct research.

Table 2. Description of translator trainer competence in current study

Teaching	Organizational: the ability of designing and applying courses and teaching activities; Assessment: the ability of designing and applying appropriate assessment and grading system; Instructional: the ability to utilize appropriate teaching methods and strategies to present content and arouse students' interests; Assessment: the ability of using appropriate training sources and tools; Contextual: the ability of understanding program development and assessment in local and international education contexts
Research	Mastery of research methods and theories; Identifying research trends and be proficient in scholarly writing; Carrying out research projects, and compiling monographs and textbooks
Professional translation	Ability of mastering general translation skills and translation of specialized domains; Knowledge of industry trends, market requirements, procedures, strategies, standards utilized in professional translation, and translation project management; Literary in technologies and tools used in professional translation

3. Research questions

This study aims to respond to the following questions:

1. What competencies are guiding translator trainer training in China in recent five years?
2. Who are the organizers of training programs?
3. Who are the course leaders?

4. Methodology

The study employed content analysis to identify the research questions. Content analysis can be conducted in both inductive and deductive approaches (Elo and Kyngäs 2018, 107). In this study, both deductive and inductive approaches were utilized. The deductive approach was selected as the primary approach of the study as the major objective of the study was to identify the translator trainers' competence underlined in training program against the established frameworks instead of proposing new ones. In current study, the author formulated the framework composed of description of each competence subcomponents based on the summary of PACTE (2013), Kelly (2005), D. Li (2011), Wu, Zhang and Wei (2019), Gouadec (2007) and other studies on translator trainers' competence as

presented in the literature review. In terms of the content analysis of the organizer and course leaders of the training programs, the inductive analysis was employed as no prior models were found.

Program information was collected from program announcements published online by organizers. There are two major sources of information collection: WeChat and Baidu. To the best of our knowledge, the two platforms are the two most popular platforms in China where people would choose to publish any information. “Translator trainers/instructors/teachers/ educators” and “training” were used as key words to identify training programs for translation trainers. Programs specifically tailored to translator trainers only and programs held for a wide range group of people (e.g., translation practitioners, students) including translation trainers are all the target of this study. It is noted that study focuses on continuing development programs, thus excluding initial training programs aimed at undergraduates, postgraduates or doctoral students. This study found a total of 94 training programs on the two public platforms in recent five years, namely from 2019 to 2023. The information of each program was saved in a spreadsheet with the following information included: name of the program, year of organization, organizer, content and trainers. All data were cleaned by a duplication process by two independent coders who are proficient in the discipline. The two conducted the coding independently and discussed about the revision if any inconsistencies occur to avoid any ambiguities in wording or overlapping. Data were coded against the framework as mentioned in the literature review (see Table 2). If a given code was present in the training program agenda, “1” was marked, otherwise “0” was marked. At the same time, the coding system was designed to be flexible and adaptable, allowing new codes to be developed and incorporated when necessary. And then the frequency of each code was generated and reported.

5. Results and discussions

Overall speaking, a total of 94 training programs was organized in recent 5 years in China. The programs were mainly organized in forms of training sessions of academic conferences, workshops or courses. One of the longest-standing and largest-scale training programs was the annually held Translator Trainer Training co-held by the Translators Association of China (TAC) and National Committee for Master of Translation and Interpreting Education (CNMTI). The program was initiated in 2004 by TAC and CNMTI began to co-organized the program in 2007 since the launch of Master of Translation and Interpreting degree in 2007.

5.1 Competences guiding the programs

Each training program focuses on translator trainers’ competence in a variety of areas or one specific area. As presented in Figure 1, it is conspicuous that among the three broad categories of translator trainers’ competence, knowledge of professional translation received the greatest attention (82%), followed by knowledge of pedagogy which was mentioned by nearly three quarters of the training programs (71%), as well as knowledge of the research which also took up a significant proportion (48%). The results are inconsistent with the argument made by Kelly (2005) that pedagogy competence lies in the center of translation trainers’ profile, and expertise in professional translation and academic accomplishments “are a little like the language competence on expects of a professional translator, in that they constitute prerequisites rather than the central competence we are interested in (105). However, Kelly’s claim was deemed as being contradicted by the real practice in many translator education institutions (Massey 2019). On the other hand, the results support the argument of Gouadec (2010) that there is an urgent need of “staff whose teaching and practice is based on both their ability to reflect on their subject and on their own professional competence in the field” (366).

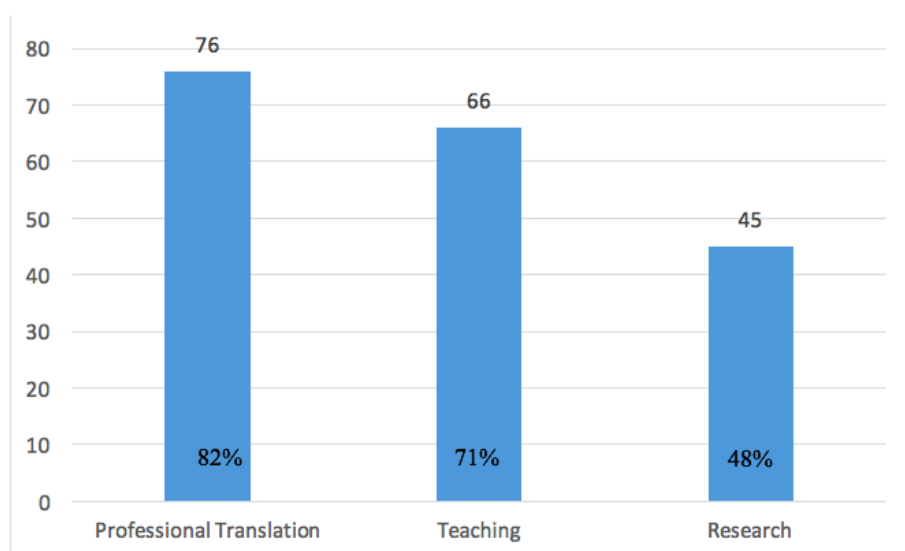


Figure 1. Three categories covered in the training programs

5.1.1 Professional translation competence

With regard to the frequency of each subcomponent of professional translation competence, as shown in Figure 2, literacy in tools and technologies stands as the predominant one as 67% of the programs prized the training of instrumental competence, closely followed by knowledge of the industry (48%) and translation skills (29%).

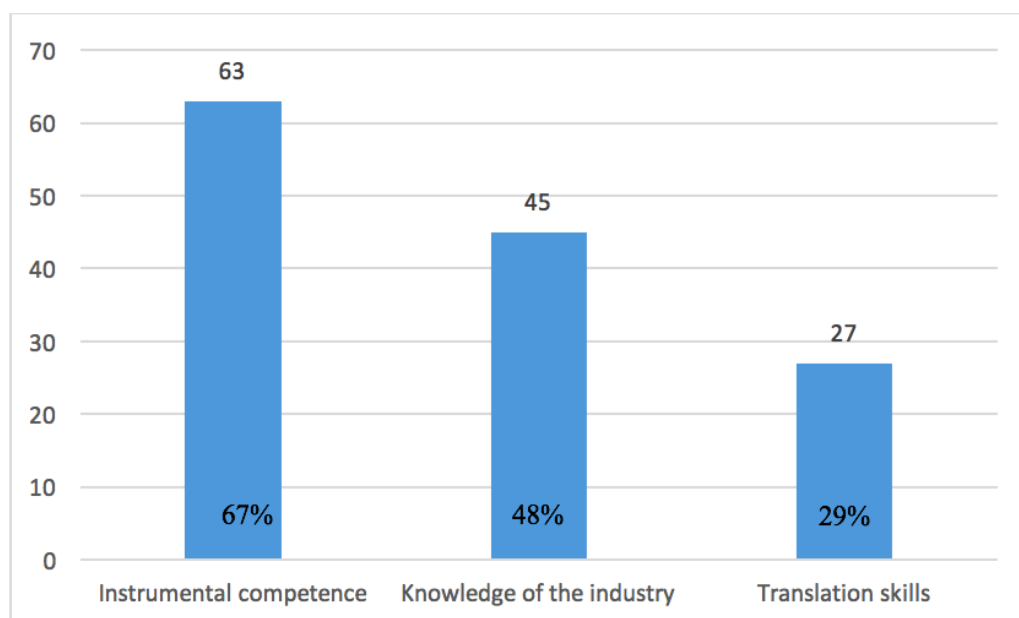


Figure 2. Professional translation competence

The subscale of instrumental competence highlighted in the training programs encompassed the mastery of computer-aided translation (CAT) tools, machine translation and post-editing (MTPE), corpora tools, localization tools and other general technologies and tools. MTPE gains the prevalence (47%) and the pursuit of the literacy in MTPE, especially the use of AI in translation, reaches the climax in 2023 with 61% of the training programs organized in this year list it in the training program. The mastery of making and using corpora (36%) as well as CAT tools (25%) followed with significant weight. In addition, a small number of programs underscore the training of localization tools (9%), and

other generic technologies and tools (11%), like MS software, desk publishing software, web search skills and optical character recognition tools.

Knowledge about the industry is another focal point in this category (48%). Topics covered in this field include current trends of the market, for example, the advancement of AI and how AI can be used in translation is heatedly discussed in 2023, the profession of translators, market requirements on professional translators, standards and procedures (e.g. project management) practiced in professional translation, and academia-industry collaboration etc.

Another significant component of professional translation competence highlighted in the training programs is translation skills (32%). To be more specific, 10% of the programs center around the training of general translation skills while 26% of them focus on specialized translation. In terms of the specialized translation, translation of cultural and literary texts (10%) draws the focus the most, which is a response to the nation's needs of publicizing Chinese culture and improve China's international image through translation. Other domains included legal texts (9%), business texts (8%), political and diplomatic text (4%), and technologic texts (4%).

The results are consistent with the problems identified by Liu and Zhang (2020) and Xu and You (2021) that translation teachers are not adept in either translation tools or have first-hand knowledge of the industry procedures. The findings also echo the call from prior studies that translation trainers should first be an active translation practitioner and get updated of the trends, strategies and tools used in the professional contexts (EMT 2013; Gouadec 2007; D. Li 2011; Orlando 2019).

5.1.2 Teaching competence

The second sought-after competence is the ability of teaching translation, included in 71% of the training programs

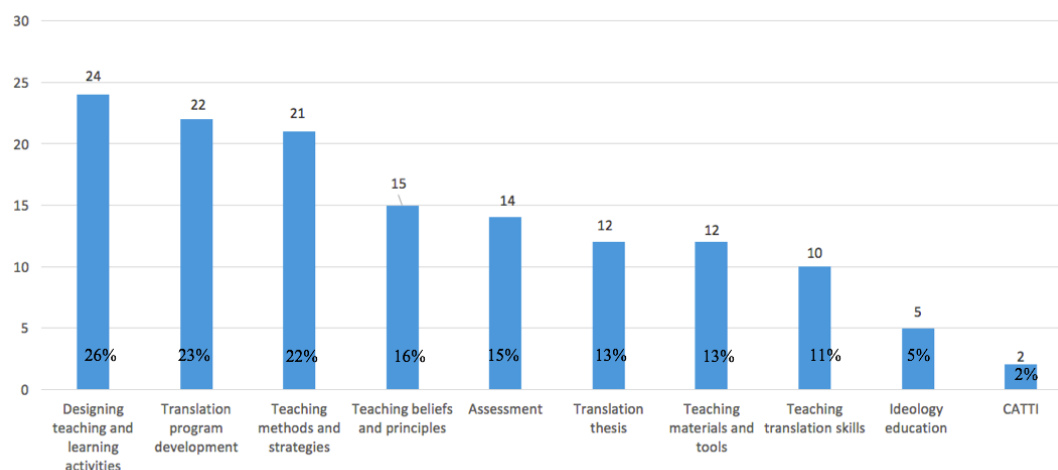


Figure 3. Teaching competence

As presented in Figure 3, mastery of course design and classroom activities is the traction in this section with 24 mentions (26%), succeeded by translation programs development and assessment (23%) as well as teaching strategies and methods (22%) with closely equal proportion. Teaching beliefs and principles as well as assessment techniques are another two significant aspects of the training, taking up 16% and 15% respectively. In addition, thesis writing and assessment (13%), teaching materials and tools (13%) and teaching translation skills (11%) also gain the attention. The results are closely consistent with the survey carried out by Monash University as cited by Orlando (2019), which underscored translation trainers' pedagogical training needs in techniques of assessment, instruction and lesson plan. Such techniques are of great benefits to trainers without training in pedagogy

attempting to establish a solid bond between didactic practice and professional/academic ones (Behr 2015; Orlando 2011). On the other hand, training programs in China also value the macro considerations of translator programs development and assessment, which is unfavorably needed in Monash's survey and seen as coordinators' duties. Nevertheless, Orlando (2019) and Kelly (2005) indicated that efficient translator trainers training should be designed systematically, starting with macro considerations and then approached to micro aspects such classroom organization and instructional strategies.

It is noteworthy that the training programs organized in China unveil several new competences of local characteristics: thesis writing (13%), the embedment of ideology education in translation course (5%), and techniques of teaching students to pass the CATTI (4%). Improving the content and format as well as assessment of thesis writing of both BTI (Bachelor of Translation and Interpreting) and MTI (Master of Translation and Interpreting) level is one of the heatedly discussed topics. Due to the nature of the discipline, requirements and assessments of BTI and MTI thesis are different from those of BA and MA thesis and are still undergoing dynamic discussions and improvements. The combination between ideology education and the nature of different disciplines is strongly advocated in recent years in China and has been made one of the benchmarks of promotions in all disciplines. Another characteristics of translator trainers' training in China in terms of pedagogy is the teaching students to pass CATTI test. Certified status is deemed a prerequisite in job hunting in China (X. Li 2022) and CATTI, organized by the state-owned China International Communications Group (CICG), is the most recognized certificates for translators in the Chinese context.

5.1.3 Research competence

Nearly half of the programs listed the training of research ability as their targets with a peak of 17 mentions in 2023. As shown in Figure 4, among the different emphases, identifying research trends and mastering scholarly writing techniques prevailed (26%). Programs of such kind generally offer lectures on the cutting edge of research focus in the field, how to chooses appropriate topics, paper writing techniques and journal selections. Meanwhile, a significant portion of the programs offer courses regarding translation theories (24%) as well as research methods and tools (21%). In addition, 9% of the programs provide the attendees with courses concerning techniques of applying for academic projects and grants, which is also one of the significant criteria of promotion and incentive schemes in China. The pursuit of academic training can be attributed to the fact that many translation teachers enter the field of translation with background in linguistics, literature or language teaching, and are thus unfamiliar with the theories and research mythologies of translation studies (Pym 2001; Farghal 2000; Salamah 2021; Liu and Zhang 2020) Another incentive is the pervasive "publish or perish" policy, which imposes demanding requirements on academic output and expose academics to the risks of either demotion or termination of contracts (Lee 2014).

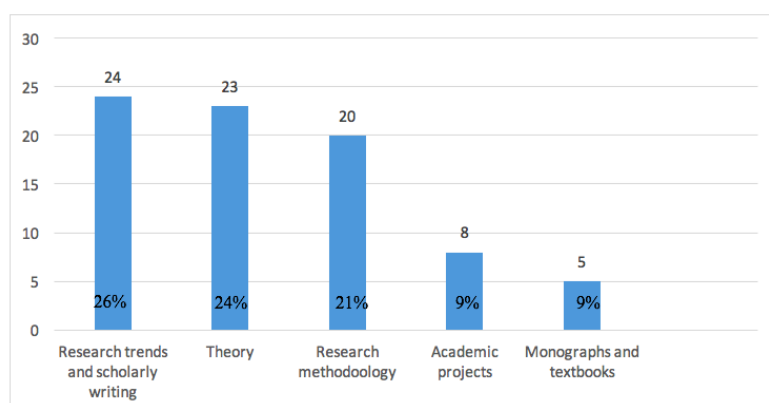


Figure 4. Research competence

To sum up, training programs in China were in full bloom in recent five years. As proven by the market provision, translator trainers' knowledge of professional translation competence and pedagogy are prioritized while research competence takes up a significant proportion and gaining prevalence in 2023. Taking all the subcomponents together, instrumental competence enjoys an absolutely dominant role as over a half of the programs listed it as one of the training topics. Knowledge of the industry and translation skills follow with significant proportions of 48% and 32% respectively. The fourth places are occupied by skills of design the course and classroom activities and ability of identifying research trends and scholarly with equal proportion of 26%, closely succeeded by mastery of translation theories, translation program development and assessment, instructional techniques and research methodology with proportion between 21% and 24%. The results closely echo prior surveys examining training needs of translation trainers conducted by Kelly (2008), and EMT and CUITI as cited by Massey (2019). Kelly surveyed translator trainers in Spanish universities about their needs of training, and reported four main categories: knowledge of the discipline, of the profession, of teaching and assessment and of the educational and administrative contexts. And the subcomponents encompassed research methodology, knowledge of the markets and project management, and design of teaching and learning activities. The survey conducted by EMT and CIUTI in 2018 aimed to investigate the requirements, approaches and needs of continuing professional development. It uncovers that translator trainers prioritize the demand for translation technology, succeeded by the needs for translation pedagogy. The third is the need for the mastery of education technology, following the desire for the knowledge of translation industry and domain knowledge.

5.2 Organizers of the training programs

The programs were organized either by the sole organizer or co-organized by several parties. A diversified background of organizations takes an active part in organizing the programs, including translation associations, universities, language service providers, governmental organizations (e.g. CIGC, foreign affairs offices of different levels), publishing houses and scholarly journals. 51% of the programs were organized by the sole organizer while a similarly share of the programs were co-organized (49%). In terms of the solely-organized programs, translation association-held programs are the most common type with 24% of programs planned by a sole university, followed by university-organized programs (20%) and LSP-held ones (10%). For those co-organized programs, the collaboration between translation associations and universities are the most common (9%), followed by the partnership between universities and LSPs (7%).

In terms of the frequency of different bodies involving in the organization, as presented in Figure 5, university and translation associations are the major force and frontrunners in organizing programs. 45% of the programs were organized by universities, with Shanghai International Studies University being the most active organizer among all the universities in China. Another active force of the organization is translation associations, involving in 41% of the programs. National-level translation associations like CNMTI and TAC keep maintaining their dominant roles while several local translation associations spring up and actively engage in planning diversified programs. Apart from translation associations and universities, an ineligible proportion of LSPs are taking an active role in the organization of training programs. It is noteworthy that LSP participated in organizing 28% of the training programs. The findings are partially consistent with the report by Pym (2001) that translation associations and established universities were the driving force of organizing programs targeted at translation trainers. Meanwhile, the findings reveal that a growing body of forces outside the academia are actively engaged in the translation activities which used to be dominated by the academic forces. In addition, the results suggested that the academia does not separate itself from the dynamic industry but maintain close partnership with the market forces.

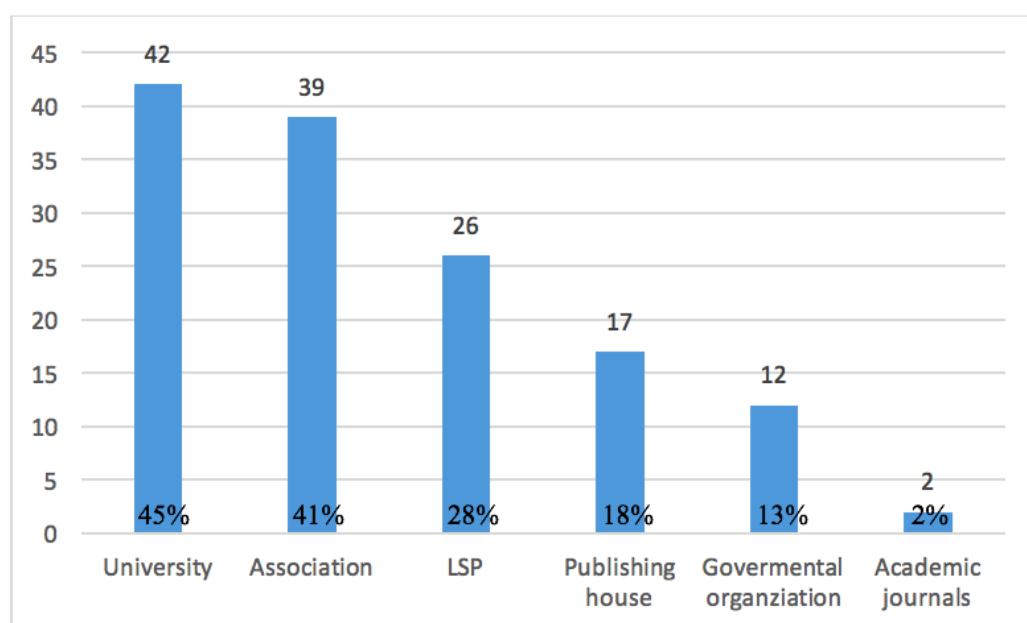


Figure 5. Frequency of organizing the training programs by different bodies

5.3 Course leaders of the training programs

A galaxy of full-time university lecturers, LSP practitioners and governmental officials were invited to the programs as course leaders. As two of the programs did not provide trainers information in any public platforms, this section only reported data from the rest of the 92 programs. In general, as shown in Figure 6, 83% of the course leaders are distinguished scholars from universities or research institutes, 14% are experienced LSP practitioners from translation companies, law firms or tech companies or working as freelancers and 3% are working in governmental organizations. Scholars from university and research institutes remain as the mainstay of the course leaders with their remarkable academic achievements, extensive experience of translation practice and considerable didactic experience. It is noteworthy that a small but growing body of university lectures specialized in translation technologies are active in delivering relevant courses in the training programs. LSP practitioners with their active touch with the industry and hands-on experience were invited to mainly provide translation trainers with knowledge of the industry and particularly the use of translation technologies and tools. Governmental staff found in the examined programs are diplomats and governmental organization translators who are especially invited to share skills of translation in the field of international affairs.

Each program consists of courses leaders of various background. 49% of the programs invited only scholars as course leaders, 45% of the programs include both scholars and LSP practitioners as course leaders, 7% of the programs involve a more diversified team including scholars, LSP practitioners as well as governmental officials like diplomats, governmental translator and interpreters. In addition, other combinations take up a small proportion: 3% of the program include both governmental staff and scholars as course leaders and 2% only include governmental staff to deliver the courses. Another noteworthy aspect of course leaders' profile is where they are based. The majority of the course leaders are domestic scholars or practitioners (93%), nevertheless, an ineligible fraction of the course leaders (8%) are based in America, England, France, Japan, Vietnam, South Korean etc. working for internationally established universities like MIIS, University of Leeds, École supérieure d'interprètes et de traducteurs, suggesting the dynamic tie between China's translation circle with the international community.

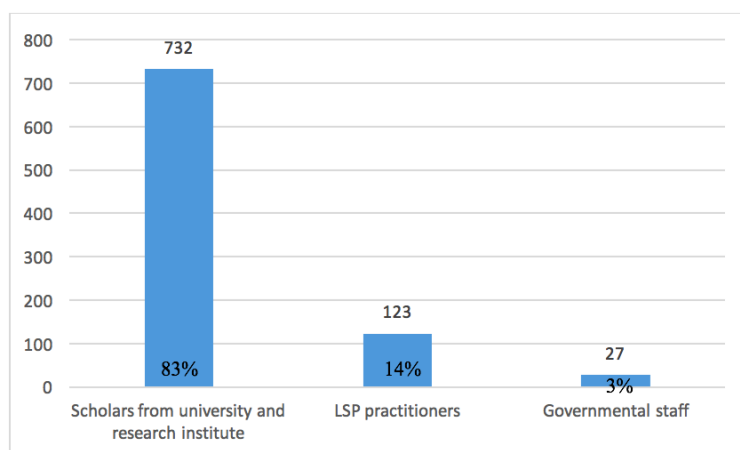


Figure 6. Course leader attendances of each type

6. Conclusion and limitations

This study unveiled the landscape of the translator trainer training programs in China in recent five years. By analyzing a total of 94 training programs that were organized during the given period, the study concluded that these programs mainly focus on three major categories of translator trainers' competences, i.e. teaching, research and professional translation, among which translator trainers' capabilities in professional translation was highlighted prominently. Specifically, for professional translation competence, instrumental competence occupied a dominant position, followed by knowledge of the industry and translation skills. As regards teaching competence, mastery of course design and classroom activities demonstrated the most mentions among the programs. Among research competences, the ability to identify research trends and scholarly writing techniques prevailed, followed by the mastery of translation theories and research methods. To take all the components together, instrumental competence and knowledge of the industry prevail. After analyzing the organizers of these training program, the study reached a conclusion that translation associations and universities are the mainstay in organizing training programs targeted at translation trainers, with LSPs becoming increasingly engaged. Another finding of the study is that the majority of the course leaders come from universities and a significant proportion are LSP practitioners. In terms of how training programs serve local educational contexts, the results unveiled specific training needs in the Chinese context, the incorporation of ideological education in translation teaching, teaching students skills of obtaining CATTI certificate, and improvement of standards of thesis writing uncovered novel aspects outside the framework mentioned in the literature review. To sum up, translator trainer training programs in China sufficiently respond to the challenges posed by both the academia and industry by incorporating the training of almost every aspect of an ideal translator trainer, and especially attaching importance to how translator trainer should face up to the advancement of technologies and dynamic market changes. Meanwhile, training content of local characteristics show how the training programs were designed intentionally to respond to local problems and tailored to the development and needs of the nation. In addition, they unveiled the strong bond between the academia and the industry, as well as between China and the international community. Although it is reasonably expected that the study will shed light on the training of translator trainers, there are, however, certain limitations about the study. Data of the study were collected from public platforms and could not pinpoint all the training programs held in the given period in China if not published online or published in less popular and accessible platforms. In addition, future studies could examine whether there is gap between the training provided currently aligned with the actual needs of translator trainers, by including translation trainers' perceptions of the training programs, e.g. motivation of attending training programs, effects and weaknesses of the training programs, the correlation between training programs and job satisfactions. Another direction of future research is the comparisons between the training programs in

China and those in other countries to draw any differences and similarities to validate how training serve local needs.

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