

CONCLUSION

This book set out to answer the questions: how are universities facing up to the challenges of the new era as a result of neo-liberal market impact? How has this impact affected the translation programmes in the UK and China, and how have the six case programmes investigated in this book responded to market forces?

In view of the above chapters, we can summarise that this book has mainly discussed the following issues. The neo-liberal economic globalisation has had a profound influence on the HE systems in many countries in the world, including both the UK and China. However, due to different academic traditions and national contexts, the HE systems in these two countries have adopted different strategies. For universities in the UK, internationalising its HE sector, building knowledge transfer partnerships, and linking HE to employability are outstanding examples. In China, driven by market forces, some reforms of the HE system have been carried out, such as the expansion of the HE sector, the decentralisation of the HE system, and commercialisation, privatisation and diversification of the HE sector. It has also been found in this book that the UK and China are now placed with different positions in the global context, which has different expectations towards the HE sectors. China, as the rising power and new economy, is now in the process of building an image in international affairs and constructing its own 'soft power', the HE sector (including the translation discipline) is then given a significant role in this national mission. Graduates from the translation

programmes in China are also expected to make contributions to help promote Chinese cultures in other countries and to help bridge the linguistic and cultural gap in the internationalisation process of Chinese firms. Obviously this is not the case in the UK. As the UK has been very competitive in terms of soft power, brand recognition is not an urgent task for the UK. Its economic and business growth of higher education is more important.

Despite these differences, a common pressure faced by the HE sectors in the UK and China is to make their degree courses more professional in order to meet the demands from the market, the employers and the students. There are many methods to address this pressure, such as developing degree courses with a professional orientation, building up work-based-learning programmes, and integrating transferrable employability-related skills into the university curricula. In the subject area of Translation Studies, the importance of professional needs has been given attention in both countries, but the tension between education and training still exist in the curricula of translation programmes in both countries, particularly with British models. Through the findings of this book it is clear that translation programmes in the UK are still struggling with balancing theoretical units (e.g. abstract knowledge; conceptual issues) and professional needs (e.g. linguistic competence, translation competence, professionalism, subject area knowledge), and it is relatively easier for some programmes to offer theory-based modules within their available education resources. In China, it is clear that policy makers have realised the necessity of nurturing professional translators due to the increased need of language professionals, and this is part of the reasons why the MTI Programme has been established. Several prestigious universities with abundant resources, including the two cases studies in this research, have made positive responses to this national policy, and have set up well-thought-out professional translation programmes. But for the rest of the MTI programmes nationwide, especially those located in inland and western areas, there are still many challenges in making their courses professional. It can be concluded here that education resources (e.g. research grants, staff expertise, collaboration with profession) have a strong influence on the design and delivery of translation programmes in both countries. Those translation programmes with more resources and funding are more professional and practical, and vice versa.

SUGGESTIONS FOR FUTURE RESEARCH DIRECTIONS

This study has made contributions to the field of Translation Studies, especially to the area of translator education. However, there are still interesting topics that require further investigating. Firstly, the fact that many students who study translation and interpreting courses do not intend to be professional translators and/or interpreters, as Li (2012) has suggested. Specifically, many students taking translation courses primarily intend to develop their language skills, and prefer to work in multinational companies or become language teachers after graduation. Li (2003, 2012, pp. 108–128) has conducted an empirical study at the Department of Translation of the Chinese University of Hong Kong to gather translation students' attitudes towards becoming translators and/or interpreters. The result has demonstrated that to enter into the profession of translation and interpreting was not the students' first choice. Instead, many of them preferred to work in government departments or private enterprises. This is also true with other translation programmes.¹ Therefore, further studies on the translation graduates' destinations could be conducted, and how to design modules in the translation and interpreting programmes (or 'transferrable' programmes) to deal with the actual needs of those students who do not want to pursue a career in translation and interpreting could be distinguished and specified in future studies.

In addition, this research has investigated that education resources (e.g. staff expertise) do have an impact on the delivery of translation programmes, at least as shown in the six case studies. However, a more realistic issue regarding staff recruitment—which is not analysed in detail in this study—could be further explored. More specifically, empirical studies may be carried out to investigate whether the translation and interpreting programmes demonstrate their success before new staff were appointed, or the purpose of appointing new staff is to contribute to the development of relevant programmes. However, more detailed survey questions or interviews will be required to address this issue.

Last but not least, the translation competences generated by scholars so far are still general ones. But in the new era of Big Data and confronted with the challenges of the AI, what kind of competences should translators and interpreters acquire? Also, in the time when international exchanges happen in almost every sector, what specific competences in different subject areas (e.g. finance and economics; law; international

mediation, foreign affairs, etc.) should translators acquire in order to bridge communication gaps or misunderstandings? In this case, universities that would like to train translators in one or two specialised fields may also need to think how these specific competences can be embedded in their curricula.

NOTE

1. During the interviews with the six interviewees, the author raised the question regarding graduates' destinations. According to their responses, it is a fact that many students do not work as translators and interpreters after graduation. However, since not all the students kept in touch with the universities, the course directors cannot provide the author with published statistics. Taking into consideration the difficulty in gathering all the graduates' destinations, this book cannot provide conclusive evidence. However, this topic could be carried out as a further research project.

BIBLIOGRAPHY

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- Li, D. (2012). *Curriculum Design, Needs Assessment and Translation Pedagogy*. Berlin: LAP LAMBERT Academic Publishing GmbH & Co. KG.

APPENDICES

APPENDIX 1: LIST OF INTERVIEWEES IN THE UK AND CHINA

<i>Number</i>	<i>Country</i>	<i>Affiliation</i>	<i>Person</i>	<i>Time of interview</i>
1	UK	GB Case 1	GB Interviewee A	09/04/2013
2	UK	GB Case 2	GB Interviewee B	15/04/2013
3	UK	GB Case 3	GB Interviewee C	27/11/2013
4	China	CH Case 1	CH Interviewee A	25/04/2013
5	China	CH Case 2	CH Interviewee B	09/05/2013
6	China	CH Case 3	CH Interviewee C	30/05/2013

APPENDIX 2: PROFESSIONAL DEGREES AT MASTER'S LEVEL IN CHINA

<i>Number</i>	<i>Chinese name</i>	<i>English name & Abbreviation</i>	<i>Issue year</i>
1	金融硕士	Master of Finance (MF)	2010
2	应用统计硕士	Master of Applied Statistics (M.A.S.)	2010
3	税务硕士	Master of Taxation (MT)	2010
4	国际商务硕士	Master of International Business (MIB)	2010
5	保险硕士	Master of Insurance (MI)	2010
6	资产评估硕士	Master of Valuation (MV)	2010
7	审计硕士	Master of Auditing (MAud)	2011

Appendix 2: Continued

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<i>Number</i>	<i>Chinese name</i>	<i>English name & Abbreviation</i>	<i>Issue year</i>
8	法律硕士	Juris Master (JM)	1995
9	社会工作硕士	Master of Social Work (MSW)	2008
10	警务硕士	Master of Policing (MP)	2010
11	教育硕士	Master of Education (Ed.M)	1996
12	体育硕士	Master of Science in Physical Education (MSPE)	2005
13	汉语国际教育硕士	Master of Teaching Chinese to Speakers of Other Languages (MTC SOL)	2007
14	应用心理硕士	Master of Applied Psychology (MAP)	2010
15	艺术硕士	Master of Fine Arts (MFA)	2005
16	翻译硕士	Master of Translation and Interpreting (MTI)	2007
17	新闻与传播硕士	Master of Journalism and Communication (MJC)	2010
18	出版硕士	Master of Publishing (MP)	2010
19	文物与博物馆硕士	Master of Cultural Heritage and Museology (M.C.H.M)	2010
20	建筑学硕士	Master of Architecture (M. Arch)	1992
21	工程硕士	Master of Engineering (ME)	1997
22	城市规划硕士	Master of Urban Planning (MUP)	2010
23	农业推广硕士	agricultural extension master (MAE)	1999
24	兽医硕士	Master of Veterinary Medicine (VMM)	1999
25	风景园林硕士	Master of Landscape Architecture (MLA)	2005
26	林业硕士	Master of Forestry (MF)	2010
27	临床医学硕士	Master of Medicine (M.M.)	1998
28	口腔医学硕士	Master of Stomatological Medicine (S.M.M)	2000
29	公共卫生硕士	Master of Public Health (MPH)	2001
30	护理硕士	Master of Nursing Specialist (MNS)	2010
31	药学硕士	Professional Master of Pharmacy (M. Pharm)	2010
32	中药学硕士	Master of Chinese Materia Medica (MCMM)	2010
33	军事硕士	Master of Military	2002
34	工商管理硕士	Master of Business Administration (MBA)	1990
35	公共管理硕士	Master of Public Administration (MPA)	1999
36	会计硕士	Master of Professional Accounting (MPAcc)	2004
37	旅游管理硕士	Master of Tourism Administration (MTA)	2010
38	图书情报硕士	Master of Library and Information Studies (MLIS)	2010
39	工程管理硕士	Master of Engineering Management (MEM)	2010

APPENDIX 3: 15 PROFESSIONAL TUTORS HIRED BY THE MTI PROGRAMME AT CH CASE 2

WANG Lei, Deputy Director, Guangxi International Expo Bureau.

CHEN Shengquan, Director, Translation Department, Huawei Technologies Co., Ltd.

LI Yongzhong, Director, Economic and Trade Bureau of Conghua City.

LI Ying, Director, Translation Department, Guangxi International Expo Bureau.

MIN min, Deputy Director, Protocol Division, Foreign Affairs Office of Guangzhou Municipal Government.

ZHANG Jicheng, CEO, Guangzhou E-say.com.

CHEN Dinggang, Officer, Guangzhou LangPro Translation Limited.

LIN Weiping, Director, Division of International Communication, Foreign Affairs Office of Zhuhai Municipal Government.

LIU Zhenlin, Guangzhou New Bridge Translation Co., Ltd.

QI Ying, Manager, Department of Product Innovation, Division of Strategic Management at Guangdong Development Bank.

JIANG Wangyue, Principal Staff Member, Consular Department at Foreign Affairs Office, People's Government of Guangdong Province.

CHEN Jing, Manager, Interpreting Department, Translation Centre at Huawei Tech. Co., Ltd.

XIE Geng, Leader, Electromotor Soft Transediting Team, Translation Centre at Huawei Tech. Co., Ltd.

ZHANG Lingyan, Leader, Document Transediting Team, Translation Centre at Huawei Tech. Co., Ltd.