



Core Skills, Knowledge, and Competencies Needed by Translation Students in China

—————◇ **ECDE 7013 (2023-2024)** ◇—————

Presented by Chaoying Yang (2307764)

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01

Introduction



Rationale - National and International Guidelines



Research Question:

What are the core skills, knowledge, and competencies needed by translation students in China?

- *Action on Assuring and Improving Quality Digital Public Learning for All*

- -the United Nations' conference on transforming education (UNESCO, 2023)

- *Outline for Improving National Digital Literacy and Skills*

- -China' s Central Network Security and Information Commission (CAC, 2021)



Research Question:

What are the core skills,
knowledge, and
competencies needed by
translation students in
China?

Rationale - Researcher's Positionality:

- Professional Experience and Expertise
- Preparing Students for the Workforce
- Filling a Gap in Existing Research
- Promoting Continuous Improvement

02

Literature Review



Research Background and Context

01

Growing Need for Digital Literacy Skills (Feng, 2020; Kornacki, Pietrzak, 2021)

02

Transformation of the Translation Industry in China (Feng, 2020 ; Mu, Liang, and Liu, 2023)

03

Integration of AI and Other Digital Technologies (Mu, Liang, and Liu, 2023)

Digital Literacy: In translation industry, Wang (2023) defines the the concept of digital literacy as the collective competency of an individual translator to efficiently assist the translation process, achieve self-worth and pursuit through digital technology in a digital environment.

Comparison of Scholarly Perspectives

Technological Integration

Several authors agree that digital literacy entails not only familiarity with digital tools but also an integrated understanding of how these tools can enhance translation efficiency and quality (Wang, 2023; Cui, 2020). Wang (2023) specifically defines digital literacy within the translation sector as the capacity to employ digital technologies to enhance the translation process and personal development effectively.

Educational Needs and Curriculum Development

Mu, Liang, and Liu (2023) discuss the rapid growth of China's translation industry and the consequent need for a curriculum that responds to technological advances. They argue for a curriculum that evolves to incorporate digital tools, thus aligning with the digital literacy requirements of the modern translator.

Challenges and Opportunities

The literature identifies significant challenges, such as the absence of structured digital literacy courses and inadequate teaching resources. Despite these challenges, the evolving digital landscape presents opportunities for enhancing educational practices and preparing translation students to meet industry demands effectively (Cui, 2020; Wang & Li, 2021).

The Research Gap and Future Direction



The Research Gap

There is a lack of detailed insights into the specific digital literacy needs of translation students in China.

The Research Direction

Future research will focus on identifying the core skills, knowledge, and competencies that translation students need to thrive in the evolving industry.



03

Methodological Choice



Methodology

- Qualitative Research

Justification:

- Allows for an in-depth exploration of complex experiences and perspectives **(Sinuff, Cook, and Giacomini, 2007)**
- Captures the richness and depth of participants' personal narratives **(IdeaScale, 2023)**
- Suitable for understanding the nuanced impact of digital literacies on translators' professional practices **(White, Matteson, and Abels, 2008)**

Research Approach:

- Life History Research

Justification:

- Focuses on understanding individuals' subjective accounts of their lives and experiences **(Goodson and Sikes, 2006)**
- Enables deep exploration of interviewees' professional journey, providing comprehensive understanding of their expertise and knowledge **(Goodson and Sikes, 2006)**
- Captures rich narratives that can be translated into actionable insights for digital literacy training among translation students in China

04

Research Tools

➤ Tools Used and Its Justification

Choice of Research Tools and Its Justification



Data Collection Methods: Online Interview

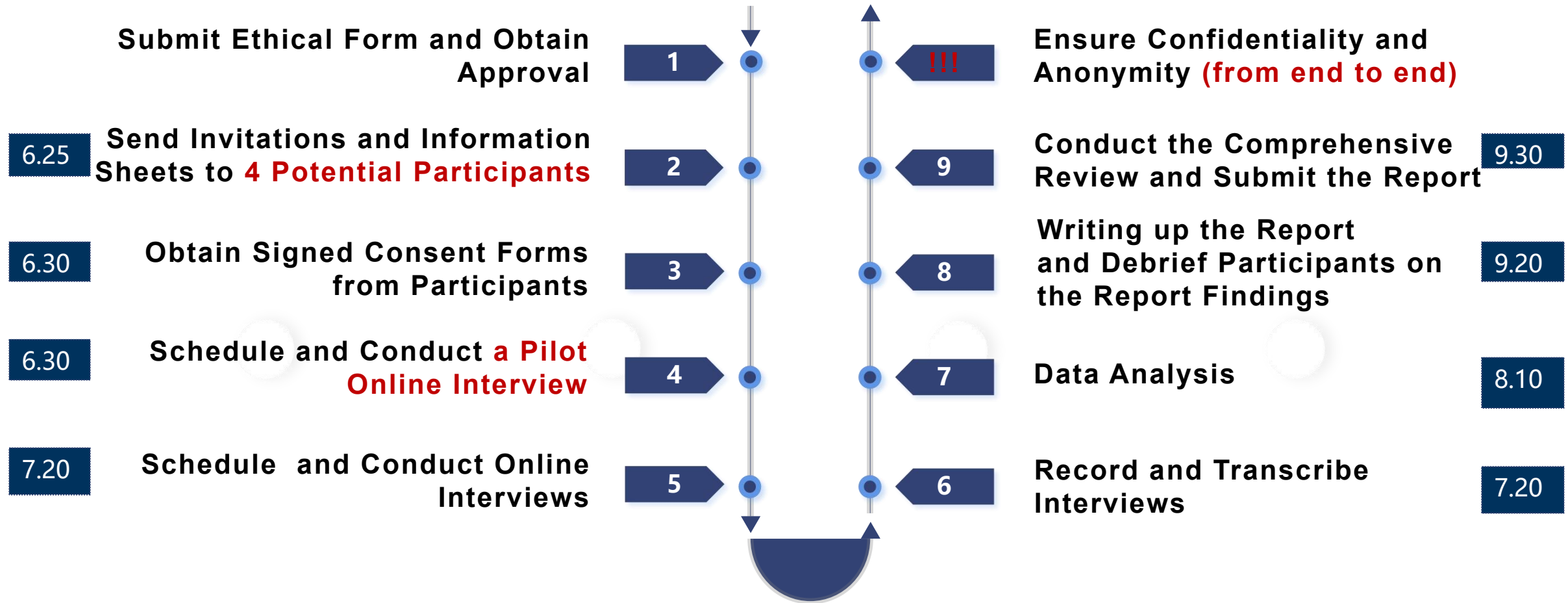
Justification:

- Geographical Convenience
- Cost-Effectiveness
- Flexibility and Accessibility

05

Research Procedures

Research Procedures and Timeline



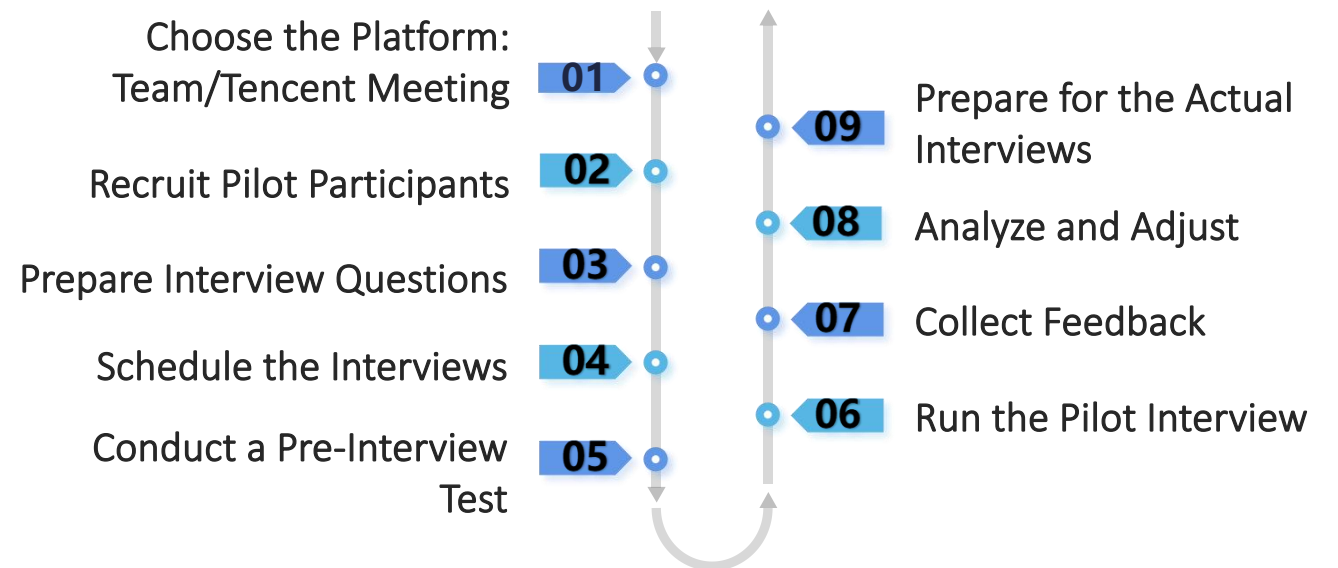
The research project will undergo a thorough ethics review and approval process to comply with UWTSD's *Research Ethics and Integrity Code of Practice*.

Pilot Online Interview

The Value:

- Testing the Technology (Bryman, 2016)
- Refining Questions (Creswell and Poth, 2018)
- Training Interviewers (Maxwell, 2013)
- Identifying Logistical Issues (Bryman, 2016)
- Building Participant Comfort (Creswell and Poth, 2018)

The Process (June.20-June.30):



(Bryman, 2016; Creswell and Poth, 2018; Maxwell, 2013)

The Significance of Ethical Considerations

Justification

Why these ethical processes are important for my study?

By adhering to these ethical processes, the study ensures the protection of participants' rights and well-being, maintains the integrity and credibility of the research, and complies with UWTSD's established ethical standards and guidelines.

*UWTSD Research Ethics
& Integrity Code of
Practice*

*UWTSD Research Data
Management Policy*

*The British Educational
Research Association
[2024]*

06

Data Analysis

➤ Thematic analysis and its Justification

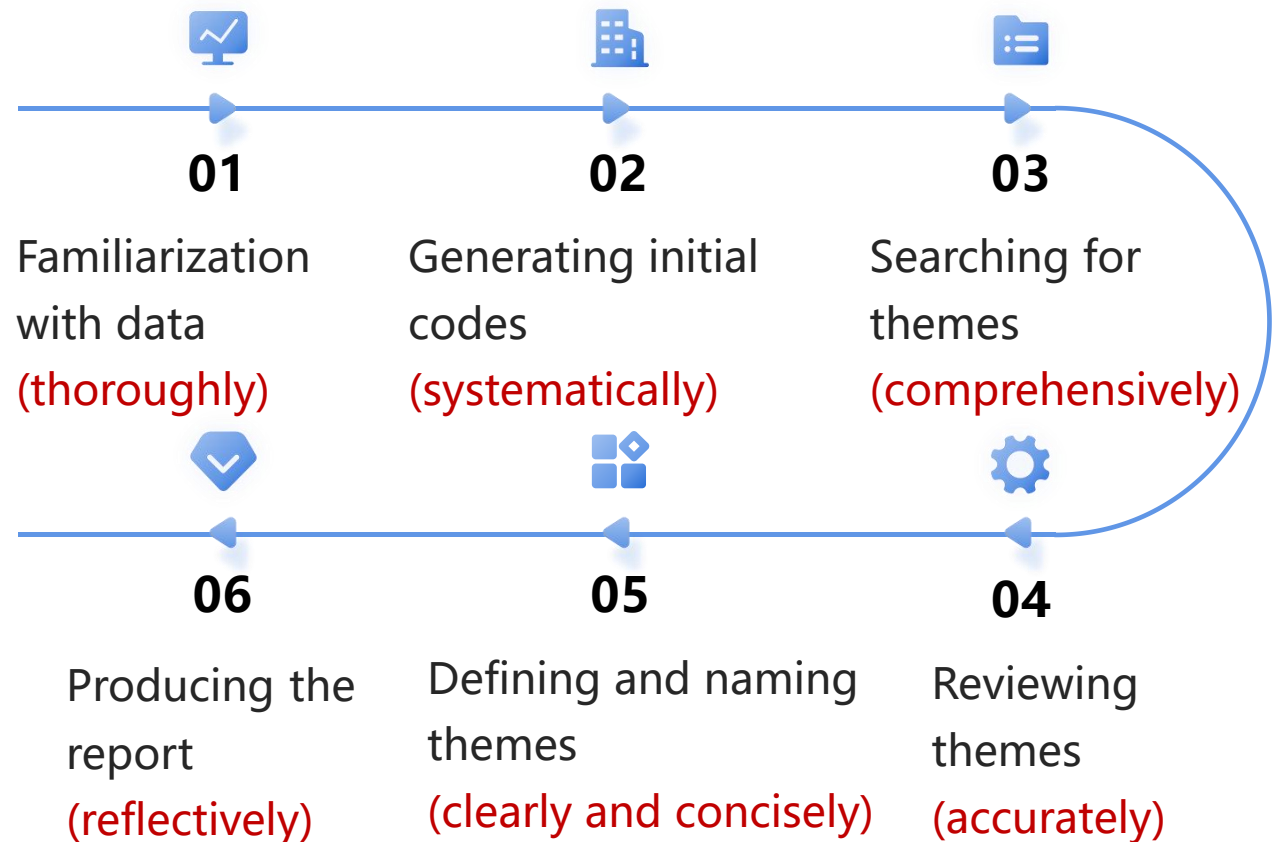
Data Analysis

Thematic Analysis and its Justification

Justification:

- Appropriateness for Qualitative Data
- Flexibility
- Depth of Understanding
- Alignment with My Research Question

Braun and Clark, 2013, pp. 201-212
(Iterative and Reflective)



07

Expected Outcomes



I expect to find...that are beneficial for translation students from the small-scale research.

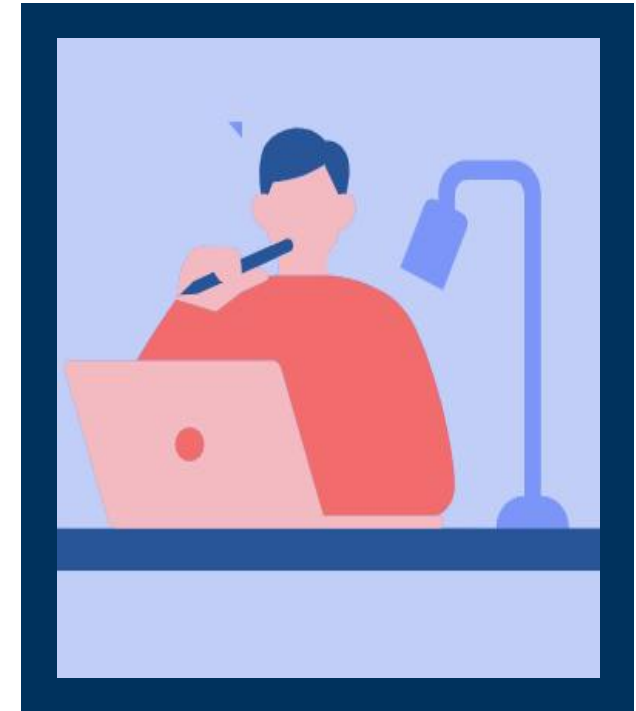
Core Skills and Knowledge



Specific Digital Literacy



Challenges and Barriers



08

Conclusion

➤ **Limitations and Future Research Direction**

Conclusion

Limitations

This study focuses specifically on translation students in China. **The findings may not be directly applicable to students in other countries.**

Practical Implications

The findings can **contribute to the development of more comprehensive and relevant curricula for translation programs** and will better prepare graduates for the demands of translation industry.

Future Direction

One potential area for future research is **to explore effective methods for training digital literacy among translation students.**

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THANK YOU!

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