

Pre-internship in Chinese Translation Education at Undergraduate Level

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Abstract—Though translation education in China has achieved great leap in recent years, it cannot produce qualified translation talents for translation industry. This is increasingly worsening graduates' employment situation. The very reason lies in the long-time gap between translation education in China and Chinese Translation market or industry. In order to deal with this problem, pre-internship is proposed as a special stage integrated into the present education system at undergraduate level with the very aim to align the translation market needs with the education orientation. This pre-internship serves as a ZPD for students to transform from knowledge-orientation to competence-orientation, even to performance orientation according to performance standard required by translation industry. At this stage, the very key is that professional standard can be introduced into the present education to narrow down the gap between today's translation education and translation industry, facilitating the process of empowering student translation service provider.

Keywords—*professional translation competence; ZPD; translation internship; translation pre-internship; curricula system for translation pre-internship*

I. INTRODUCTION

The world is changing dramatically now. It exerts great influence over every aspect of our life, naturally leaving no space for translation to keep unchanged. Translation as a professional activity and an industry is greatly different from those days in the past. Education as a special place and means preparing translation talents has to be in the shifting age (Yuan, 2018). As he said, after translation achieved its status as an independent science or discipline and greatly pushed by the changing world, translation education, especially Chinese translation education is experiencing great change owing to many factors, internal and external. First, the nature of translation as professional activity has changed in many aspects. Its orientation has changed from traditional translation product to translation service provision, function from the past transferring means from one language to others to the means of localization, even as a strategy meeting for the needs for the increasing momentum of internationalization and globalization, even translating means with many other diversified modes such as translation writing and transcreation, greatly different from the

traditional understanding of translation in nature. Its working content has also changed in the shifting age. A large number of different types of texts, hyper-texts, and super-texts need to be dealt with the help of translation with a very limited time lag so as to follow the pace of the changing world. Naturally the working manner of translation needs to be changed, even subverted with new and innovative alternatives such as team collaborative translation and outsourcing. All changes in nature of translation arise from the changing world, especially the change in translation industry. The changing translation industry speeds its way with the impetus from the changing world. It is a large industry with great value often underestimated, especially in China. Thus the changing industry needs different translation talents to cater for the needs in the different markets in the world. The change in the structure of translation talents required by different markets calls on the active responses from the translation education. This is special true for Chinese translation education. Compared with the relatively long history of translation education in Europe, the translation education in China has a long way to go. The changing world, the changing China, and the reform in Chinese high education in China with the great transformation from the academic orientation to the applied orientation, all force the translation education in China to seek changes and reform for today's shifting age, especially filling the gap between the academic education and translation industry for educating professional translation talents for Chinese reality (Ibid). Owing to the reality for Chinese translation education translation pre-internship is produced as a way, even as a strategy to restructure translation programme or major in China with the very aim to empower students for their future employment and career with personal dignity and value. This idea will be also discussed and supported by the following sections.

II. TERMS INVOLVED AND LITERATURE RELATED

A. Terms

Before the point or idea of translation pre-internship is discussed, the following terms involved with it will be interpreted.

1) *Professional competence*: Translation has developed as a special industry with the common nature as other industries (Ibid). It means translation as a profession has to require basic professional competence as other industries do so as to fulfil routine professional practice. This is the very difference between translation programme and foreign language programme in the orientation of education. Foreign language programme attaches its priority on the cultivation of student's language proficiency with translation only as a teaching method to speed the process of language acquisition. Professional competence establishes the basic tone of translation as independent science not that one affiliated with foreign language. This is decided and required by the nature of profession, not by academia. According to the website of "Reference", Professional competence is the broad professional knowledge, attitude, and skills required in order to work in a specialized area or profession. Disciplinary knowledge and the application of concepts, processes and skills are required in a test of professional competence in any particular field ("What Is Professional Competence," 2018).

Obviously "competence consists of various competencies. A competency is a part of generic competence; it is a coherent cluster of knowledge, skills and attitudes which can be utilized in real performance contexts" (Mulder, 2014).

This is echoed by Lester's statement: My 2012 study indicated first that professions devote significant attention to generic aspects of professionalism and professional activity, with things such as ethics, professional development, self-management and management of work, and communication or client relations accounting for on average over 40% of the content of professional competence frameworks. Second, what might be termed the functional areas of the profession tend to be described in terms of essential standards of practice rather than detailed work functions, with enough flexibility to apply across different contexts and allow for practices to evolve. Additionally, a majority of professions (65% in the study) favor generic frameworks, where the whole framework applies to all practitioners, as opposed to frameworks with different standards for different career pathways, specialisms or work contexts (Lester, 2014).

Another definition of profession competence from medical area is meaningful. It says as the following:

Professional competence is the habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served. Competence builds on a foundation of basic clinical skills, scientific knowledge, and moral development. It includes a cognitive function — acquiring and using knowledge to solve real-life problems; an integrative function — using biomedical and psycho- social data in clinical reasoning; a relational function — communicating effectively with patients and colleagues; and an affective/moral function — the willingness, patience, and emotional awareness to use these skills judiciously and humanely (Epstein & Hundert, 2002).

This definition is unanimous with the former definitions in generic knowledge, skills, and attitudes as well as affection, obviously a bit different in much emphasis on context factor. It is largely owing to the specialty of medicine. According to this definition, professional competence is developmental, impermanent, and context-dependent (Ibid). From the listing of definitions of professional competence, two key words can be found. They are "generic" and "context". It means on the one hand, when translation competence is defined, it must not be limited in translation academia and translation industry, and must consult other industries to borrow something in common, such as professional standard shared by all industries, Just as the case of European commission in which translation is under the guidance of ISO17100, not the past EN15038; on the other hand, translation industry requires its own professional competence, namely context-dependent competence. It means when the definition of translation competence is made, two lines are involved. One is set against all industry; the other is against on translation itself. Often the majority of the definitions of translation competence are only limited in translation academia and translation industry. With the detailed interpretation of the definitions of professional competence the focus is on the very trans-disciplinary nature of translation as translating and a special science. This is also a way to really develop translation as a mature industry with the same chance and challenge as other industries.

2) *Professional Translation Competence*: Up to now, there is still not a clear definition of translation and translation competence. This is largely owing to the nature of translation itself. Translation keeps its pace with the times with different identity at the evolving stage. In this aspect, great progress has been made by Kiraly in 1995. He coined a new concept "translator competence" as a way to narrow down the gap between translation academia and translation profession. As he says, a more appropriate objective of translation pedagogy might be translator competence rather than translation competence. In choosing this term, emphasis is placed on the complex nature of the professional translator's task and the nonlinguistic skills that are required. This term also allows us to distinguish between the more general types of native and foreign language communicative competence the professional translator shares with bilinguals (as native translators) and the translation skills that are specific to professional translation and which most bilinguals do not develop naturally. Translation pedagogy must ask itself what the specialized skills of the professional translator are (Kiraly, 1995).

From Kiraly's statement above, one key word is found, that is, "professional". It means Kiraly coins the concept of "translator competence" in place of often-discussed "translation competence" with the very aim to build a connection between academic education and translation profession or industry, getting away from the traditional consideration only purely from the angle of translation as a science.

Based on the definitions of professional competence and Kiraly's unique contribution to this, European efforts on this aspect can be cited as a good example. Within European area ISO17100 ("ISO 17100 Professional competences of translators," 2015) is used to supersede the past EN15038 (2006) with the very emphasis on the specifications of translation workflow or process. It defines professional competence from the roles or positions from the translation workflow or process with the detailed divisions as professional competence of translator, professional competence of reviser, professional competence of reviewer, and professional competence of project manager. This is as what Kiraly says "In choosing this term, emphasis is placed on the complex nature of the professional translator's task..." (Kiraly, 1995). Professional task decides professional competence, especially divided as different professional competence at different stages. To some extent, this type of the definition of professional competence in translation industry is a typical transition from abstract discussion to specific description linked professional context. This is also unanimous with the nature of descriptive translation studies. More importantly, it represents the transition from emphasis on competence to emphasis on performance linked with real professional task. This is meaningful and a great enlightenment for translator education and training. It is special true for the very topic of translation pre-internship in this paper because in the designed pre-internship on campus, students are put into different comprehensive tasks in the form of simulation to improve their observable performance for the acquisition of professional translation competence.

3) *Internship*: As for the definition of internship, one version can be found on Wiki, as shown in the following words: An internship is a period of work experience offered by an organization for a limited period of time. Once confined to medical graduates, the term is now used for a wide range of placements within businesses, non-profit organizations and government agencies. They are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field. Internships for professional careers are similar in some ways, but not as rigorous as apprenticeships for professions, trade, and vocational jobs. The lack of standardization and oversight leaves the term "internship" open to broad interpretation. Interns may be high school students, college and university students, or post-graduate adults. These positions may be paid or unpaid and are temporary ("Internship," 2018).

Another version of definition of internship is also introduced as the following:

"Internship" means a system of gaining on-the-job experience by placement in a work environment for a period of over one week. Interns are employed in the production methodology associated with the specific occupations and are supervised at all times by a worker that is considered an expert in the specific occupation. A primary goal of internship is to build both technical and job awareness skills. Internships may be paid or unpaid (Ohio Department of Job and Family Services, 2013).

From the definition of internship, one fact can be found that "internship" is originally linked with medical field, very similar to apprenticeship. It is a period for students to involve them into profession with aim to gain relevant skills in the form of experiencing in a wide range of placements in a particular field. Translation is similar to medical science in practicality. Compared with other disciplines, translation is only a newborn baby, only being milked by other science with very ripe system of internship to be borrowed. The transdisciplinary nature of translation forces itself to learn from other disciplines and professions. It means other disciplines serve as good examples, even as huge resources for translation science to seek the best practice for the construction of translation programme, especially for the mechanism and modes of translation internship.

4) *Pre-internship*: Pre-apprenticeship normally features a classroom and/or lab setting, but may also involve work-site visits, job-shadowing, or other activities outside the program facility, to provide exposure to the work environment for the targeted occupation(s). The model for pre-apprenticeship training varies depending on the targeted group recruited for training (Ohio Department of Job and Family Services, 2013). The definition of pre-apprenticeship here comes from Ohio state authority with the very emphasis on the exposure to work environment in this way. Meanwhile, the University of Sydney states explicitly that the pre-internship term aims to ease the transition to internship. Students are placed in locations by their Clinical Schools accredited by the Postgraduate Medical Council of New South Wales for intern training with programs modified to meet the special needs of final-stage students ("Pre-Internship Term-GDMP4025," 2018). Absalon University College further specifies pre-internship as a special course as it described as the following:

The pre-internship course is undertaken in the 5th semester, prior to the internship in the 6th semester. The pre-internship project assists the student in the intellectual preparations for the internship. The competencies are developed to demonstrate readiness for the internship, meaning searching and applying for relevant internships and attending job interviews, demonstrate intellectual readiness for the internship, with regards to personal reflection and internship objectives, and demonstrate the ability to combine the knowledge previously obtained during the study at Bachelor of Leisure Management ("Pre-Internship, Professions," 2017).

From the exploration of pre-internship above, one thing is clearly shown that pre-internship is designed to establish a transitional stage for students ready for forthcoming internship, often with systematic courses as aids to speed up the process. The orientation and arrangements of pre-internship from the former citations can be borrowed by translation education. It will be explored in the later after the literature of translation internship is reviewed in the following section.

B. Literature Related to Translation Internship

Internship is as essential in translation education as in doctor education. The two types of education share the same orientation for competent talents required by two different professions. To be a doctor needs a long-time education and training, especial long-time internship as the transitional stage to empower students as professional. To be translator or a talent related to translation industry also needs long-time professional involvement in the form of internship. Medical education has formed a complete and ripe system for internship through many years' exploration and experimental study. Almost each medical university or college in the world own its affiliated hospital as the base for students to involve themselves in professional environment as intern. Though this is not easy for translation education, the great importance of internship has been explored by many scholars. Gaber thinks that internship as "hands-on experience also helps to raise their awareness of the realities of the translation market; to develop more distinct professional identities; to develop into more confident and competent professionals; and to enhance their job prospects upon graduation. Students in turn participate in supervised translation activities and are involved in performing other administrative work for employers" (Gabr, 2007).

Internship "allows students to develop and integrate a wider range of competences and to do so more effectively than in a classroom context" (Kelly, 2005). Gouadec gives more detailed exploration of translation internship. He stresses that "A logical progression of internships over three years would be: (1) a relatively short 'passive' period spent simply learning what it is like to work in a professional context, (2) a period of three months learning basic professional skills, and (3) a five- to eight-month placement (Gouadec, 2007). This is meaningful for the construction of translation programme. Three year's education are integrated with different types of internship at the corresponding stages with the aim to bring professional elements into the whole process of student's learning period, in nature it is a process of the integration of education and training. This is echoed and specified with the systematic practice under the European Bologna framework (2009). In this framework, work placement is often compulsory. As shown in Maastricht School of Translation and Interpreting, Zuyd University of Applied Sciences, the placements/internship is intentionally designed into a series of arrangements at different stages through three years of all four year-time study. In the second year students have to make short orientation visits to professional translation bureaus. In the third years students have to stay abroad. In the fourth year students have to run simulated in-house translation company and fulfill their placements with professional translation with the time span of 20 weeks divided as two stages for simulation and placement (Thelen, 2012). In this way students in Maastricht School of translation and interpreting keep close ties with professional reality. It is one of the best programmes which includes internship or alternating internship and coursework for students (EL-KARNICHI, 2017). Similarly, in the universities of Latvia, translation internship lasts 16 weeks as a form of studies in which the students improve their

translation skills while working, which is regulated by the Internship Regulation approved by the Senate of VUC (Silis, 2009). In fact, the translation education under European framework is streamlined with different badges or logs as EMT, OPTIMAL, Quale-tra, OTCT, EGPS, AGORA, and TransCert. EU's Directorate-General for Translation offers placements for learners from all institutes under the framework of the European Master of Translation (EMT) to involve themselves into professional environment. This work is aided by European Union of Associations of Translation Companies. OPTIMALE is a special project ready for learner's professionally-oriented practice, including work placement and internship as one of many work packages for its own purpose. EGPS is another special project or framework for European graduate placement. Agora is another special project for learner's placement abroad. Quale-tra is designed for improving the quality of law translation. OTCT is a project to use professional simulation as the basic way to educate learner's comprehensive professional competence. TransCert is a system of accreditation ready for learners to get their professional translation qualification. All listed above shows a systematic constellation of translation from the education, through training, to internship, up to certification with the aim to realize the standardization to establish the best practices and promote them around within the European framework and beyond. Another typical example of translation education in the world is Canadian translation education. It is stylistic as co-op model, starting at the end of year two or the beginning of year three with a one-semester length every three semester to help the student to achieve professional inclusion integrity (EL-KARNICHI, 2017). The whole year is divided into two terms: study term and work term. Students finish academic tasks on campus; meanwhile they can start their internship outside, leading to the working experience and opportunities (Luan & Miao, 2016). When students graduated after four years, they can end up with the accumulation of two-year working experience as well as a degree (EL-KARNICHI, 2017). Canada has its special translation internship project in charge of Canadian Youth League. It lasts three years with the aim to provide quality chance for translation students to fulfill their internship. It involves many aspects of translation profession, such as translation, terminology, localization, language technology, etc. For this internship project, the cumulative investments from Canadian Federal Government amounts to 562671 \$ for students to work paid as intern (Luan & Miao, 2016).

As one of the countries with translation professionalized, Australia gives the world another good example on the way to bridge the gap between the academic education and professional world. This is owing to the special national vocational system making all industries in Australia under the guidance of training package. This package includes three basic parts: competence standard, assessment guideline, and qualifications. It means any candidate's learning and training has to be assessed with the competence standard stipulated by the corresponding training package to his or her professional field. Only in this way the candidate can have the corresponding qualifications to work. For translation, it is not exception but a little bit different. On the one hand, it has

to be under the guidance of the training package; on the other hand, translation has to be accredited and supervised by NAATI (the Australian National Accreditation Authority for Translators and Interpreters). This means the training and education of translation in TAFE (Technical and Further Education) colleges and universities in Australia have to be managed by the combination of training package at the national level and NAATI at the industrial level. It makes translation education in Australia begin with the professional orientation not academic one (King, 2016). In this situation, the great importance is attached to translation internship. Students must spend 75 hours of interpreting practicum experience, and 75 hours of translation practicum experience during their studies and keep a logbook and a journal to reflect on their experiences of observing and working with other translators and interpreters. (Napier, 2005). Owing to Australian national policy, students in the internship only serve as auditor or assistant of professional translator or interpreter. Meanwhile, student's internship has to be mentored by supervisor with the minimum of NAATI translator or interpreter level accreditation (Ibid). This is special true for newly accredited trainees. The importance and significance of translation internship is echoed by the statement of "a minimum number of 'mentored' jobs undertaken by new interpreters in their first year might enable a more effective and efficient transition into the profession, and training programs are only the beginning for interpreters. Practice in the field with appropriate mentors will ensure appropriate standards" (Bontempo, 2012). Under the guidance of national training package for translation and NAATI, the translation professional competence required by translation profession is divided into different competence standards used to form different courses or units for students to learn. Meanwhile these courses have to be accredited by NAATI. After finishing the units of courses gradually, students have to be tested by NAATI for their professional qualification. This system or framework of translation training and education makes each course and student's learning at each stage is linked with professional engagement. The practice is typically different from those in other parts of the world. Practice and professionalism stands the obvious feature of translation training and education in Australia. So to speak, practice and internship in Europe, are integrated into different learning stage or periods of two, three, or four years, etc. In Australia, practice and internship is often integrated into different units of courses with their corresponding professional competence standards.

Compared with these practices done in the countries and region listed above, translation internship is not cared enough in China and not complete in system. Anytime if the topic of translation internship is searched on CNKI, the biggest database in China, one fact is obvious that very few papers of translation internship can be searched out. This is not normal. In fact, internship is often no more than a formality (Shen, 2017), only on the education scheme, not done into student's real practice in professional field. The situation is even worsening to the extent to which some students would rather buy internship passport on internet than attend their internship (Yi & Chen, 2017). The faking of translation internship is also popular (Yue & Lin, 2017).

Why do so many students turn to the faking of internship? The phenomenon involves many factors. One of them is that the very little chance can be found for student's internship. As ANTA asserts, "There are simply not enough suitable workplaces that can provide links with educational institutions" (ANTA, 2003). For China now, it is special true. In 2018, the number of graduates will rise up to nearly 8million as statistical data related shows. For such a big population, no enough enterprises or companies can serve as the bases for student's internship. Another factor is involved with the education offered to students. On the one hand, the learning contents university students work on sometimes have little to do with the real job market while, on the other hand, the majority of students on internships only receive fragmented professional training". (Annabel, 2011). Thus "In China, not many enterprises are willing to participate in such cooperation, leaving schools to play a solo role, only 28.1 % willing to provide training" (Zhen, Xie, & Li, 2017). How to find a way to deal with this problem? The "Online Internship proposed by Yue and Lin (2017) is not only an answer but also an angle for this problem. In the latter section, the topic will be further discussed, and some constructs and a framework will be proposed to deal with the inadequacy or absence of student's internship to enrich the present literature involved and meet the urgent need from the reality.

III. ESTABLISHING A SYSTEM OF TRANSLATION PRE-INTERNSHIP AT UNDERGRADUATE LEVEL

A. *Filling the Gaps*

From Literature involved and analysis above, obviously the study of translation internship is not enough in Chinese academia. It cannot meet with the present situation. In fact, in China, the majority of Chinese colleges and universities have to be transformed from academic-oriented to professional-oriented education as required by Ministry of Education of People's Republic of China. In order to meet with the required transformation, professional elements and standards have to be integrated into all elements of present education system. Internship as the very stage established to make students smoothen the transition from school to profession has to be totally changed away from the past traditional academic orientation, aiming at the acquisition of professional competence needed by the market. This needs the great efforts from academia to explore the way to complete the present internship system, even reconstruct the system for the new situation. Up to now, the efforts made in this aspect are visibly limited. Only two papers can be found in China on CNKI, one on the online internship design (Ibid); the other on internship used as "hands-on" approach to teaching translation (Wang, 2011). The gap between the present education situation and the present research in academia has to be filled by more efforts. In reality, on the one hand, the number of students surpasses that of places for internship; on the other hand, students have little professional competence required by the places for internship. All gaps arising from the two above, such as gap between the number of students and that of places available, and the gap between student's real competence and the competence required by the professional place, have to be

filled by new or innovative methods. In order to fill these gaps in this paper, one system of translation pre-internship is proposed.

B. Establishing the System of Translation Pre-internship

1) *Orientation:* The system is established to develop student’s professional competence, not pure translation skills or translation competence. It involves a transversal competence with the integration of all knowledge, skills, and attributes as well as affection involved with professional environment. (ISO17100, 2015).

2) *Theoretic base:* According to Pacte’s Model as shown in “Fig. 1”, Yuan (2017) explored the acquisition of professional translation competence as a gradual process from lower stage to middle, and to the high one. At each stage, knowledge, skills, and attributes as well as affection have to be integrated as an organic unity or system, only the system can produce comprehensive competence, not separate as in the past. Only this integration as a strong momentum at each stage can push the competence development from lower point to the high one.

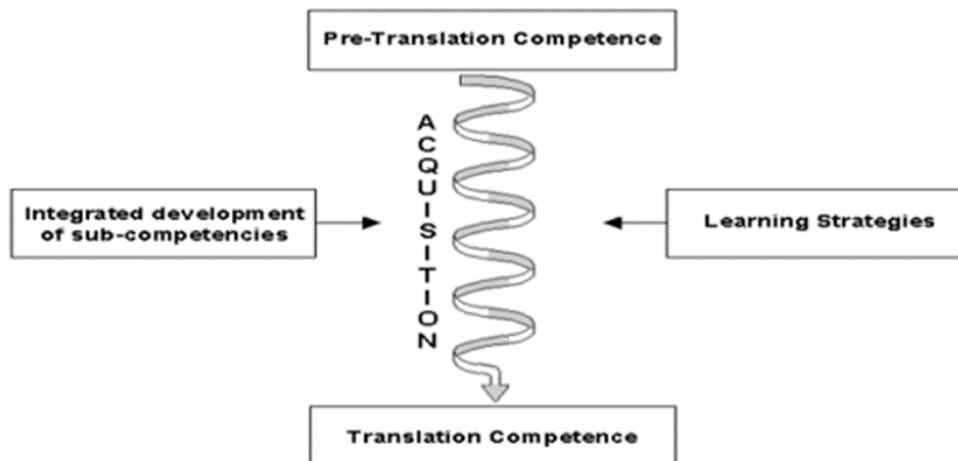


Fig. 1. Pacte’s model.

3) *The conceptual framework:* The very conceptual idea is to establish a ZPD between academic education and profession. ZPD means the zone of proximal development. Here it serves as a middle belt, bridging over the gap between academic education and profession. The belt

consists of two areas: one is pre-internship; the other is internship. The whole process of student’s learning can be divided into different parts as educating, pre-internship, internship, and working. This can be illustrated with “Fig. 2”.

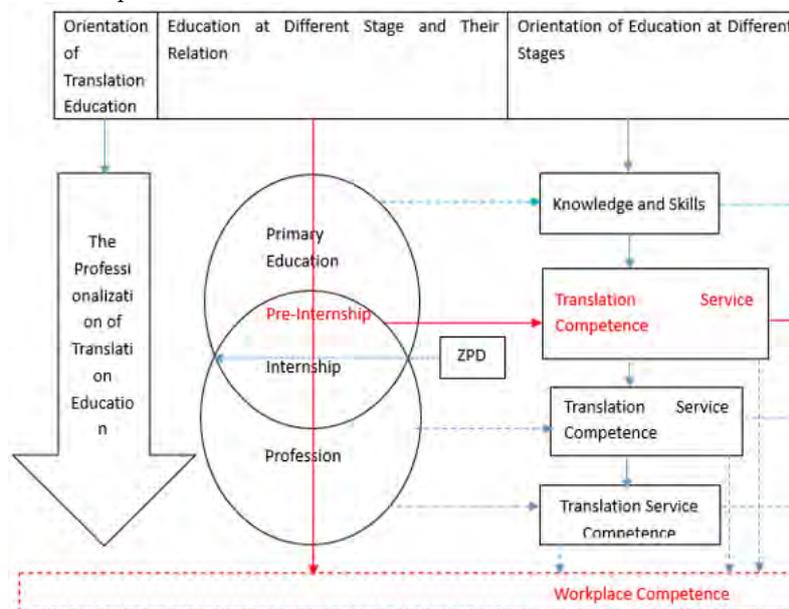


Fig. 2. The conceptual framework of pre-internship.

From “Fig. 2”, it is obvious that the left column stands for the process of the professionalization of translation education. This process aims to develop student’s professional competence, namely, workplace competence (Kiraly, 2014), typically different from normal language competence, the orientation of language education. The middle column is the specifications of the process of the professionalization of translation education. The whole process is specified into different stages or parts. At each stage or parts different orientations are placed, as shown in the right column in the figure above. Students have to experience transformation at different stages in their learning process, from the acquisition of knowledge and skills to translation service in pre-internship, to translation service in internship, to translation service, until melting into profession as experts. This process is long, needed to be specified with clear orientation and concrete content. Translation service is the core of working content. It makes

up a major part of student’s learning, covering three stages. Its important role is easily seen in the professionalization of translation education, especially in student’s transformation from a student to a translation professional with translation service competence and workplace competence. From the different parts of the whole process, the change of the learning mode can also be found from traditional transmission learning through simulating, and pre-internship and working in place (internship), to working in profession.

4) The system of translation pre-internship

a) Pre-internship as a stage: From the definition of pre-internship in the former section, the very nature of pre-internship is easily detected that it refers to a specific time point, rather, a transitional stage at which students prepare themselves for forthcoming internship. It can be shown in the following figure.

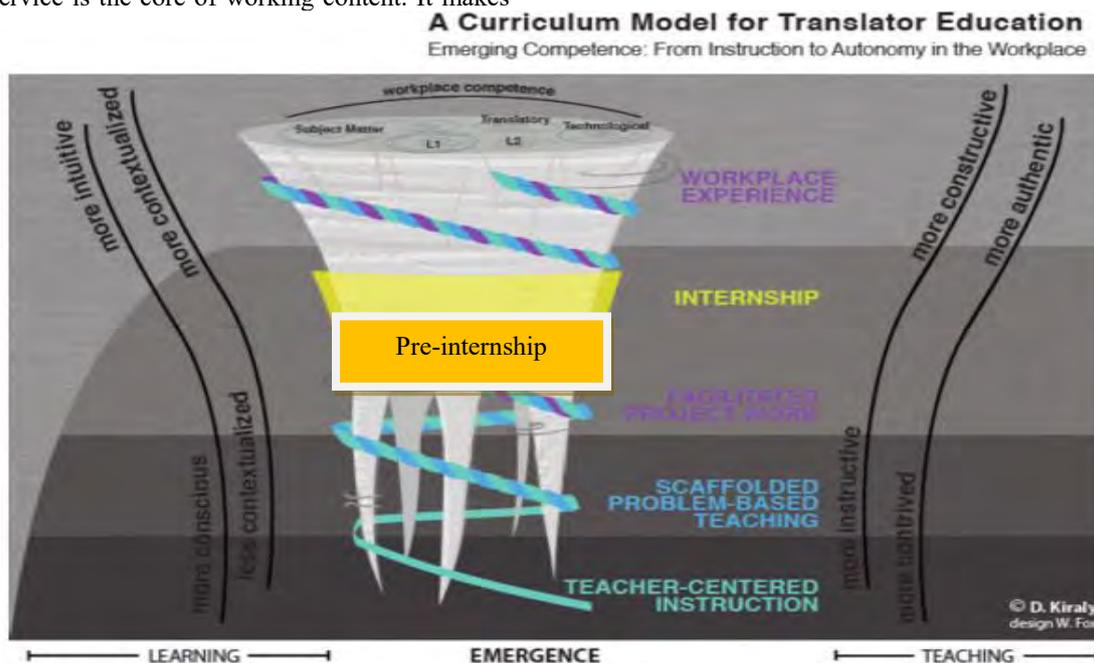


Fig. 3. A curriculum model for translator education (Kiraly, 2014).

Kiraly designed a special point or stage in the curriculum model (2014), as is shown in “Fig. 3”. The light yellow belt stands for internship, not only a time point but an area. Based on Kiraly’s contribution, below or at the bottom of internship, a special time point, pre-internship is placed, also a belt area. Owing to the inadequacy or absence of internship in many colleges and universities, the pre-internship is intentionally designed a little longer than internship. It aims to train students with simulation of working on campus not in workplace. It facilitates student’s transition from school learning to work with easy access to next year’ internship. The stage is designed to last about one year from the second semester of third year to the first semester of last year. It also aims to give students the chance to develop their confidence and self-awareness ready for future internship, even future career in the gradual process of adaption of the professional requirements. This is also indicates that the time of internship in present translation programme is not enough,

impossible to change students dramatically with a short term, which is partially the reason for the inadequacy or absence of internship in some colleges and universities. How to arrange the time allocation between pre-internship and internship, even the specific allocation within the two parts respectively, is still a question needed to be explored more in the later research.

b) Pre-internship as a course: Pre-Internship as defined in the former section of this paper, is often seen as a course with the aim to ease the transition to internship. The nature of pre-internship as a course is echoed by Kiraly (2014). From the figure above, one fact is clear that Kiraly’s curriculum refers to not only a specific course but a system of courses. This means pre-internship had better not be designed as only a pure course for extra-curricular experience. The pre-internship should consist of different

modules with each organized based on the cluster of units of competencies from the professional working competence not from abstract competence prescribed by translation studies as a science. To some extent, the orientation of pre-internship as a course or a system of courses focuses on the training of student's professional performance linked with concrete professional working places. In this sense, the pre-internship is a type of training course or a system of training courses.

c) Pre-internship as a project: Similar to the internship in European framework, such as the work package of OPTIMALE (OPTIMALE, 2013) and EGPS (Graham & Kiraly, 2014), pre-internship can be developed as a project with the aim to find the best practice and promote it within colleges and universities with translation programme within European framework. To some extent, the pre-internship project serves a bridge among all colleges and universities for further cooperation in student's professional experience.

d) Pre-internship as a programme: Pre-internship can be established not only as a course, but also as a programme. The programme is a special educating organ to plan, implement, manage, and assess the whole process of pre-internship. In this way, internship programmes in the training institutions can be well-structured, avoiding the poor supervision and mentorship, especially students' inadequacy of placements with little relation to their study programmes (Boahin, Eggink, & Hofman, 2014). Here pre-internship programme should coordinate with internship programme, making sure that student's learning at the two stages can promote each other and also restrict each other not away from the proper orbit of the development of professional competence.

e) Pre-internship as a mechanism: In present China, translation education consists of two cycles. The first cycle last four years at the bachelor level. The second cycle last three years for academic master degree and two years for professional degree (doctor degree not discussed here). The educating system borrows from western countries, especially American system. The educating system aims to develop student's academic competence at first cycle, the professional at the second cycle. However, the policy is increasingly going away from the present situation. The number of graduates each year is getting bigger and bigger. Only a very small part of graduates can go further study for postgraduate degree. The major population of them has to go into profession. Here the contradiction strike outs. Professional postgraduate degree is designed to educate student's professional competence but only very small number of students can have the access. It means a large number of graduates walk outside without any professional competence. It is obvious that "the situation today is too many translation graduates not finding employment and too many employers or companies not finding the right translators" (Gouadec, 2007). This is really something wrong with the orientation of the education policy. Furthermore,

after the Establishment of MTI in China, a professional master degree of translation and interpreting, MTI education has achieved great leap in number, but in quality, still has a long way to go. Each year so many students with MTI degree cannot find a proper job matching with their major, even in the long-time unemployment. In this sense, MTI education in China is not successful. This is also something wrong with the orientation of education policy. Professional competence should be oriented at the undergraduate level, not only in MTI. The development of professional competence is not a short time. It should be developed with the combination of two cycles. In this way, students with the bachelor degree of translation can be empowered with a certain professional competence, getting ready for their instant employment; on the other hand students who go for master degree can get further professionalized with greater professional competence. Thus different students with different professional competence can find different job positions in the market. Based on this analysis, pre-internship is established as a system. It can serve as a transition to empower students and prepare them for internship, more importantly and significantly, it can also serve as a belt to cement the relation between the two cycles into an organic unit, not separating from each other, only leaving students at different cycle incompetent.

IV. CONCLUSION

As to pre-internship, it is a popular topic in other disciplines such as engineering, medical science, architecture, etc. In translation education, it is still a new topic, often owing to the short-time development of translation education, especially long-time confusion with language education. Translation education has to follow the pace of all other disciplines with strong professional practicality when translation is established as an independent science and a typical industry. Professional competence is the core orientation of this education. Practice-oriented and professional-oriented training should be integrated and melted into every stage or each course in the process of the professionalization of student's competence. Establishing specific stages or programme is essential and intended to find a point for student's transformation in knowledge, skills, and attitudes as well as affection with the very aim to make all elements involved integrated into transversal professional working competence. Pre-internship is this type of point, more important, a system as an agent to facilitate student's change from physical to chemical or from quantity to quality. The pre-internship is discussed in this paper from orientation through a course, programme, up to a system. This only shows different levels of pre-internship with the expectation to get more attention and exploration from the present academia in these aspects. Meanwhile, these aspects are incorporated as a unit of pre-internship, impossibly separated from each other.

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