

Chinese-Persian Translation Studies In Higher Educational Institutions In Iran With Market Demand

Dr. Marziyeh Mirtajaddini Goki ¹, Yin Ji Ming Prof²

¹⁻³Institute: Fudan university

¹ 18110110167@fudan.edu.cn

² marzi.tajeddini@hotmail.com

³<https://orcid.org/0009-0009-9726-1605>

*Correspondence: 18110110167@fudan.edu.cn,

Abstract:

Chinese is being widely recognized as the language of the future, presenting innumerable opportunities for commercial markets and exchanges. However, the studies in Chinese, especially in translation faculties, have not been able to keep up with this new demand. To address this issue, some research has been written that provides a historical overview of Chinese-Persian teaching studies and the translation of these two languages in Iran universities for both undergraduate and postgraduate courses. It describes the two universities in Tehran that teach Chinese-Persian and provide related translation courses, the subjects they offer, and the postgraduate course which are studied in both universities. The authors drew data for this paper from the researches of trainers and postgraduate students of Chinese-Persian translation in Iran, academic literature, and comparing the Iranian Student's experience as Linguists, trainers, and translators in Non-Chinese language environments with the students in Chinese language environment like the author herself as a PhD of Chinese Philology in China with the privilege of the language environment. This paper provides detailed insights into the Chinese official university courses and their subjects, Chinese lecturer and student profiles, teaching methodologies, available materials, and methods of assessments. The authors in this paper offers a brief analysis of the relationship between the labor market and university training in Iran and describes the current state of research in this particular language combination. The paper concludes by highlighting the merits and shortcomings of

training and research in Chinese-Persian translation in Iran and by considering future perspectives in the field.

Keywords. Chinese-Persian Language, Chinese-Persian translation, Translation Methods and training, China-Iran Culture, Market demands.

Introduction

The early cultural exchanges between China and Iran date back to over 2,000 years ago during China's Western Han Dynasty, with the establishment of the Silk Road or probably earlier. This historical passage fostered close economic and cultural ties between the two nations. Following the Mongolian expeditions to the west in the 13th century AD, a substantial influx of Persian-speaking individuals from Iran and neighboring regions entered China, contributing to the ancestral roots of the present-day Hui community(回回人). Notably, during the Yuan Dynasty, that period of time Chinese and Persian scholars proficient in Chinese facilitated the translation of various aspects of Chinese civilization, including medicine, printing, and art, into the Persian world and vice versa (Laufer 1919). Following the establishment of the People's Republic of China in 1949, the bilateral relationship between China and Iran transitioned into a modern era. In 1971, despite political complexities, China and Iran formally established diplomatic relations. Subsequently, leaders from both nations participated in reciprocal visits, leading to significant progress in political, economic, and cultural exchanges. The cooperative relations between the two countries have experienced substantial development across various sectors. In a noteworthy initiative to further enhance engagement with China in politics, economy, trade, science, technology, and culture, the Iranian government made the decision to introduce a Chinese undergraduate major at Iranian universities in 1997 for the first time.

In 1997, with the aim of strengthening bilateral ties with China in politics, economy, trade, science and technology, and culture, the Iranian government resolved to establish a Chinese undergraduate major in Iranian universities. Subsequently, in 1998, SHAHID BEHESHTI UNIVERSITY partnered with Shanghai International Studies University to establish the Chinese Department and introduce a Chinese major for recruiting undergraduate and postgraduate students. Biennial enrollments have been conducted

since 2002, resulting in over 200 graduates from this major by 2015. In 2008, TEHRAN UNIVERSITY, widely regarded as Iran's high rated university and China's esteemed institution Yunnan University jointly launched the first Confucius Institute in Iran. This endeavor inspired several universities in Iran, such as ALLAMEH TABATABAI UNIVERSITY and ESFHAN UNIVERSITY, to establish Chinese departments or programs (MIRTAJADDINI 2017). The growing interest in learning Chinese in Iran has led to an increasing number of universities establishing Chinese departments. Although formal Chinese language education in Iran is relatively new, the increasing need for Chinese language proficiency emphasizes the critical necessity to further develop Chinese language education in Iran. However, the current output of Chinese language talent from Iranian universities falls short of meeting the diverse development needs across various sectors in Iran.

The main purpose of this paper is to offer a comprehensive outline of the development of Chinese-Persian translation studies in Iran, with a particular focus on training and research. Furthermore, we aim to examine the relationship between translation courses in higher education institute programs and real demand of the market, providing an in-depth analysis of the present state of affairs. To achieve this, we have collected data from three primary sources: survey questionnaires for students both within and outside of a Chinese language environment, academic literature, and our own extensive experience.

Firstly, we collected information from survey questionnaires completed by lecturers and undergraduate student of Chinese language. These questionnaires covered a wide range of topics, including personal information, educational background, professional experience, teaching methodologies, materials, and methods of assessment, as well as opinions about translator and interpreter training. As part of the study, the survey questionnaire was conducted between February and March of 2024 to gather data on the current state of Chinese-Persian translation studies in Iran. The questionnaire was administered to all the lecturers who had taught or were teaching Chinese-Persian translation at Iran and in China. It consisted of forty questions that were divided into these categories: personal information, educational background, professional experience, methodology, impressions about translator and interpreter training, personal engagement in

research, and future perspectives, Job offers and Market amendments. Out of the Fifty questionnaires that were sent out, forty-two of them (84%) were completed and returned, providing valuable insights. The participants had an average professional translation experience of twelve years with a range of four to twenty-five years and different Chinese Level.

Secondly, we conducted an extensive review of academic literature on Chinese-Persian translation studies in Iran, covering undergraduate courses. The literature review allowed us to identify the main trends, challenges, and opportunities in the field, as well as to compare the training and research models used in different universities. Finally, we drew on our own extensive experience in undergraduate, postgraduate and Doctoral period of time and level of Chinese language in four key areas. as translation and interpreting graduates, we were able to provide an insider's perspective on the training and preparation required for the profession. as Chinese philology's professionals we would like to find much more effective method in translation between Chinese and Persian, plus counting the vast experience in the Chinese translation market in Iran as specialist of Chinese-Persian translators, we were able to evaluate the effectiveness of different teaching methodologies, materials, and methods of assessment and to identify the main demands and challenges of the industry, highlighting the strengths, weaknesses, and opportunities in the field, as well as providing recommendations for future development.

We will be focusing our study on Chinese-Persian translation training and research in Iran, aiming to provide constructive insights into the current state of affairs and future prospects in the field. While we acknowledge that data from other countries could be valuable, we believe that our study will provide a solid foundation for further research in this area. Ultimately, our goal is to contribute to the ongoing development of Chinese-Persian translation studies, identifying areas for improvement and opportunities for growth.

1. Brief history of Chinese-Persian translation academic teaching in Iran

1.1 Institution

There are four institutions offering Teaching and Training Chinese-Persian and translation in Iran, namely SHAHID BEHESHTI UNIVERSITY, TEHRAN UNIVERSITY, ALAMEH UNIVERSITY, ESFAHAN UNIVERSITY. It is worth mentioning that Iran still lacks a degree in philology or linguistic and Chinese Studies which the teaching of Chinese language in Iran has traditionally been linked to translation and interpreting schools. As a result, students typically start learning the language as undergraduates and are not expected to reach a high level of language proficiency or translation competence. The focus is on developing students' passive language skills and providing them with basic knowledge of translation tools and techniques. In 1996, Shahid Beheshti University and Shanghai International Studies University (MIRTAJADDINI 2017) initiated collaborative projects. The plan involved establishing a Chinese Department at Shahid Beheshti University to enroll undergraduate and postgraduate students specializing in Chinese studies. Similarly, it aimed to introduce Persian language and literature majors at Shanghai International Studies University (SISU). In 1998, under the supervision of Ms. Fakhri Daneshpour, the Chinese Department at Shahid Beheshti University commenced official student recruitment. Presently, the department comprises three cultural research teachers and six language teachers. As of 2015, the Chinese Department at Shahid Beheshti University has an enrollment exceeding 200 students, including 127 undergraduates and 73 master's students.

The School of Foreign Languages at Tehran University was founded in 1970, offering majors in English, German, French, Russian, Italian, Japanese, and other languages. Through collaborative efforts, the Tehran Institute of Foreign Languages established the Chinese Department in 2008. In January 2009, it became the fourth Confucius Institute in the Middle East and the first in Iran. To date, the Chinese Department at Tehran University has educated 102 students over six years of Chinese language instruction. Additionally, it has developed 14 dedicated classrooms for students in the Chinese Department. The college's Chinese major follows a four-year curriculum for undergraduate students. The Chinese Department at the School of Foreign Languages of

Tehran University employs five Chinese teachers, four of whom are Iranian educators with a background in Chinese studies from China, while the fifth teacher is a Chinese teaching expert from China. Alamey University was established in January 1982 following the merger of six colleges, including the School of Foreign Languages, Higher School of Translation, DAMAVAND School, Institute of Iranian Culture, ABO REYHAN BIRUNI University, and School of Social Communication. Official enrollment commenced in May 1983, offering majors in Persian language and literature, English teaching and translation, French, and Arabic.

In addition to the aforementioned majors, the university also provides programs in Spanish, Turkish, Russian, and Chinese. In 2013, Alamey University introduced an undergraduate degree program in Chinese, in collaboration with the National Education Headquarters and the Chinese Government Confucius Institute. On February 23, 2015, an interview was conducted with Dr. MARYAM MORADI, Director of the Chinese Department at Alamey University, revealing that the department currently comprises two Iranian Chinese teachers and one Chinese teacher, catering to over 30 students. In brief, there has been a modest yet noteworthy increase in the availability of Chinese-Persian translation degrees, especially at the postgraduate level, and the inclusion of China-related studies featuring Chinese language instruction. Consequently, in the medium to long term, it is conceivable that postgraduate translation programs may attract students without formal degrees in translation and interpreting. Such students may also directly enter the translation market. Despite the considerable expansion of translation programs in Iran, none of the new programs encompasses Chinese as one of its designated C languages¹.

¹ A Language: The student's native language. Translators and interpreters work into this language.

B Language: A language other than the student's native language, usually the first foreign language, of which they have perfect command, and into which they may work in translation and interpretation.

C Language: The C language is a passive foreign language from which a translator or interpreter will work into the A language.

1.2 Curriculum design

A) Shahid Beheshti University:

The Chinese Department of Shahidi Beheshti University in Iran has a well-established history of teaching Chinese, with a comprehensive undergraduate course. Graduation requirements for undergraduate students in the Chinese Department include obtaining 132 credits, covering basic courses, professional courses (compulsory and elective), and Islamic knowledge courses. The curriculum for first-year students focuses on phonetic knowledge, basic Chinese characters, and simple sentence grammar. As students' progress to the second year, the curriculum emphasizes spoken language and introduces Chinese literature courses to foster an understanding of Chinese culture. By the third and fourth years, students engage with ancient Chinese knowledge and modern and contemporary Chinese novels, with translation requirements. While there is no thesis requirement for language majors at Iranian universities, the university mandates a significant thesis completion in the fourth year. Efforts are made to emphasize pronunciation and oral skills, but challenges related to teaching experience, language proficiency, and the linguistic environment have impacted the overall proficiency of graduates.

The educational materials utilized by Shahid Beheshti University are carefully curated in accordance with the standards and guidelines set forth by the higher education department, often in collaboration with the Confucius Institute. These resources encompass a range of publications, including(康玉华.来思平 2007) "301 Chinese Conversation Sentences ² ",(刘 珣 2006) "New Practical Chinese Textbook ³ ",(李 庚 2007)"A Brief History of Chinese Literature⁴" and (李立 2008)"Corporate Chinese⁵" among others.

² 康玉华.来思平.《汉语会话 301 句》.上册.第 3 版.英语注释.北京语言大学出版社 2007 年 6 月

³ 刘珣.《新实用汉语课本》.北京语言大学出版社 2006 年 3 月

⁴ 李庚.《中国文学简史》.北京大学出版社.2007 年 8 月

⁵ 李立.《公司汉语》.北京语言大学出版社.2008 年 6 月

Table 1. Undergraduate curriculum of the Chinese Department of Shahidi Beheshti University

N o	Ye ar	subject	Credit	Time /week	Type
1	1	Elementary Chinese 1	4	6 节	compulsor y
2	1	Elementary Chinese 2	4	6 节	compulsor y
3	1	Chinese characters 1	4	6 节	compulsor y
4	1	Chinese characters 2	4	6 节	compulsor y
5	1	Chinese grammar 1	4	6 节	compulsor y
6	1	Chinese grammar 2	4	6 节	compulsor y
7	1	ancient Chinese 1	3	6 节	compulsor y
8	1	ancient Chinese 2	3	2 节	compulsor y
9	1	Intermediate Chinese 1	5	6 节	compulsor y
10	1	Intermediate Chinese 2	5	6 节	compulsor y
11	2	Chinese lectures 1	3	8 节	Once/sem ester
12	2	Introduction to Chinese Studies 1	3	4 节	compulsor y
13	2	Introduction to Chinese Studies 2	3	4 节	compulsor y
14	2	Chinese characters 3	3	6 节	compulsor y
15	2	Advanced Chinese 1	5	6 节	compulsor y
16	2	Advanced Chinese 2	5	6 节	compulsor y
17	2	Chinese Speaking 1	3	6 节	compulsor y
18	2	Chinese Speaking 2	3	6 节	compulsor y

19	2	Ancient Chinese Grammar	3	2 节	compulsory
20	2	Chinese literary structure	3	2 节	compulsory
21	3	Speaking practice 1	3	6 节	compulsory
22	3	Speaking practice 2	3	6 节	compulsory
23	3	Speaking practice 3	3	6 节	compulsory
24	3	primary translator 1	3	4 节	compulsory
25	3	primary translator 2	3	4 节	compulsory
26	3	Elementary reading	3	4 节	compulsory
27	3	linguistic skills 1	3	2 节	compulsory
28	3	Famous ancient Chinese sentences	3	2 节	compulsory
29	3	modern Chinese literature	3	2 节	compulsory
30	4	Chinese modern literature	3	2 节	compulsory
31	4	Advanced Chinese Characters	3	6 节	compulsory
32	4	ancient novels	3	2 节	compulsory
33	4	newspaper reading	2	4 节	compulsory
34	4	Study Islamic Translation	2	2 节	compulsory
35	4	Chinese	18		Once/semester

Shahidi Beheshti University has established a Chinese language teaching program, known as the OPEN TRAINING CENTER (OTC), to enhance the proficiency of Chinese students. The only prerequisite for enrollment in the program is a high school diploma. Students are required to adhere to the university's regulations, and their

performance will be evaluated based on both oral and written assessments for each course. The program typically spans a long semester or a year, and upon completion, students will receive a language training certificate from the university. Due to limitations in the number of learners and educators, classes are scheduled on Saturdays, Sundays, and Mondays from 16:30-20:30. The Chinese language program spans one academic year, divided into three semesters (beginner, intermediate, advanced), with 120 class hours allocated to each stage, totaling 360 class hours. The curriculum covers reading, writing, speaking, and listening. Upon completing 120 lessons, students in the beginner class can achieve proficiency in Chinese pronunciation, basic sentence patterns, and acquire around 1,200 words, enabling them to engage in basic conversations on daily topics with Chinese speakers.

Intermediate courses also encompass reading, writing, speaking, and listening. After 120 lessons, learners can enhance their command of basic Chinese sentence patterns, learn more complex sentence structures, and acquire an additional 1,200 vocabulary words, allowing them to engage in fluent conversations with Chinese speakers on daily topics. Additionally, advanced professional trade courses tailored for business purposes are offered, covering trade, trade policy, and negotiation skills. Upon completion, students will possess the ability to conduct trade transactions with Chinese businessmen and understand China's economic and trade policies.

B) Tehran University

Graduation requirements for students in the undergraduate program of the Chinese Department of Tehran University should be 148 credits. It includes 25 credits of basic courses, 100 credits of professional courses (21 credits of compulsory courses and 79 credits of elective courses), and 23 credits of Islamic knowledge courses. The teaching materials of the Faculty of Foreign Languages of the University of Tehran are selected within the standards established by the higher education department. The textbooks used by undergraduate students in the Chinese Department Includes: the Chinese book of (康玉华.来思平 2007) "301 Chinese Conversation Sentences", "Daily Chinese" ⁶, "900 Chinese Sentences", and "Commonly Used Chinese Glyphs". From the first

⁶ 每日汉语.全六册.波斯语注释

grade to the fourth grade, the undergraduate courses are elementary Chinese, Chinese grammar, ancient Chinese, intermediate Chinese, introduction to Chinese studies, advanced Chinese, spoken Chinese, oral practice, reading, research on Islamic translation, modern Chinese literature, ancient times Novels, introduction to Chinese philosophy, introduction to modern Chinese literature and other such courses.

Table2. Curriculum of Chinese Language and Literature in Tehran University

First semester: 19 credits			Second semester: 19 credits		
No	course name	Credit	No	course name	Credit
1	foreign language	3	1	Persian language	3
2	Chinese grammar 1	4	2	Chinese grammar 2	4
3	Chinese character 1	4	3	Chinese character 2	4
4	Introduction to Chinese culture 1	4	4	Introduction to Chinese culture 2	4
5	language skill 1	3	5	language skill 2	3
6	physical education 1	1	6	physical education 2	1
Third semester: 18 credits			Fourth semester: 19 credits		
No	course name	Credit	No	course name	Credit
1	Islamic history	2	1	Islamic ethics	2
2	Elementary Chinese 1	5	2	Elementary Chinese 2	5
3	Chinese character 3	3	3	Chinese structure	3
4	Chinese Literature 1	3	4	Chinese Literature 2	3
5	Chinese speaking 1	4	5	Chinese speaking 2	4
6	noble life	1	6	third language	2
Fifth semester: 18 credits			Sixth semester: 18 credits		
No	course name	Credit	No	course name	Credit
1	Islamic thought 1	2	1	Islamic thought 2	2
2	Intermediate Chinese 1	4	2	Intermediate Chinese 2	4
3	Junior Translator 1	3	3	Junior Translator 2	3
4	ancient Chinese 1	3	4	ancient Chinese 2	3
5	modern Chinese literature	3	5	Chinese character	3
6	Elementary reading	3	6	Famous quotes of Chinese thinkers	3
Seventh semester: 19 credits			Semester 8: 18 credits		
No	course name	Credit	No	course name	Credit
1	Islamic revolution	2	1	Analysis of Holy Quran	2
2	Advanced Chinese 1	5	2	Advanced Chinese 2	5
3	Chinese speaking 3	3	3	Chinese novel	3

4	Chinese Debate 1	3	4	Chinese Debate 2	3
5	Ancient Chinese Grammar	3	5	Study Islamic Translation	3
6	Chinese literature	3	6	newspaper reading	2

The Chinese Department of Iranian universities has implemented a two-stage undergraduate teaching plan following the announcement by the National Education Headquarters. The initial stage, encompassing the first and second years, focuses on Chinese language proficiency, including pronunciation, basic sentence patterns, and mastering approximately 1,500 words, 800 Chinese characters, and 100 grammar points for daily life use. The subsequent stage, comprising the third and fourth years, aims to develop advanced listening, speaking, reading, and writing abilities. Special emphasis is placed on pronunciation correctness, acknowledging the challenges faced by Iranian students in learning Chinese pronunciation at the elementary level. (Nazari 2012) concluded in "Analysis of Difficulties in Learning Chinese Pronunciation for Iranian Chinese Students at the Elementary Level": Since Iran is a non-Chinese country, pronunciation is a difficult and easily overlooked difficulty for Iranian students. The third and fourth years are the advanced stages of teaching in the Chinese Department of Iranian universities.

The learning content includes conversations within a certain professional scope, content related to Chinese culture, and mastering 2,500 words, 1,200 Chinese characters, and 250 grammar points. Able to converse with Chinese people and make professional written translations on both daily and professional topics. The advanced stage places more emphasis on Chinese history, culture, ancient and modern Chinese literature, ancient and modern exchanges between China and Iran, the characteristics, customs and habits of Iranian Islam, analysis of political, economic, and cultural exchanges between China and Iran, etc. in any aspects of the content, some courses at the advanced level are electives, allowing them to choose according to their interests. The teaching purpose of the advanced stage is to hope that students will have relatively strong Chinese reading ability through the study of various courses in the advanced stage. Facts have proved that students who graduated from the Chinese Department of Iranian University do have good reading ability, but their Chinese conversation ability is far from comparable to their reading ability.

Except for some students who have attended Chinese cram schools or stayed in China for short-term study, almost most of the students in the Chinese Department of Iran are not able to speak fluent Chinese at all by the third year of university. Only some students in the fourth year have this ability. There are even fewer students who can use Chinese to write in various practical styles. In other words, if we do not take into account the role of external factors such as Chinese cram schools or short-term study abroad in China, and only look at the educational effect of the Chinese department of the university itself, most students in the Chinese department basically do not have the ability to use Chinese after graduation. Practical ability to communicate in spoken and written language. In May 2010, Iran held the first and only Chinese proficiency test, which has been temporarily suspended due to some reasons. After all, Chinese language teaching in Iran is still relatively young and is restricted by various factors, so it is understandable that it has developed relatively slowly.

1.3 Materials

(NingNing 2011) pointed out in "Comparative Study of "New Practical Chinese Textbook" and "Boya Chinese Elementary"⁷: "For most teaching materials for teaching Chinese as a foreign language, the annotations of new words are mostly in English, and these two sets of textbooks are no exception, so how should they be annotated? What about new words? What problems are there in the annotations of new words in these two sets of textbooks?". Zhang Ningning believes that "we must first understand why we need to annotate new words. Vocabulary is the most basic unit of communication in every language and the smallest unit for people to express their thoughts and exchange feelings. If you want to learn Chinese well, you must learn Chinese vocabulary. Therefore, seek the simplest It is our responsibility and obligation to help students learn Chinese as quickly as possible. Facing Chinese learners with different native languages, it is helpless to use English as a medium to annotate. By using English annotations, we can directly understand the language. Translating Chinese is easy to understand, simple and clear, but while we are pursuing simplicity and ease of understanding, we must not ignore the accuracy and completeness of word meanings. Otherwise, it may cause

⁷ 张宁宁. 《《新实用汉语课本》与《博雅汉语初级》比较研究》. 华中师范大学硕士学位论文. 2011 年 4 月

misunderstanding and misinterpretation by students. This is what we must abide by when writing teaching materials. Principle. After examining these two sets of textbooks, we can see that they both use English to annotate new words, and there is no doubt that accuracy should be the primary principle in English translation." He believes that due to the differences between any two languages and cultural foundations, when annotating new Chinese words in English, the following issues need to be paid attention to:

- A) Processing of polysemy words
- B) When annotating new words, it is necessary to distinguish between conceptual meaning and additional meaning.
- C) The methods of annotating new words can be flexible and diverse

From Zhang Ningning's comparative analysis of these two sets of teaching materials, we can see that both sets of teaching materials have certain merits, but at the same time, they also have certain problems. All in all, the writing of new words must follow the objective rules of second language teaching, combined with the specific situation of teaching Chinese as a foreign language, summarize and establish the principles and methods of word selection and interpretation, and be able to flexibly apply them to the specific teaching material compilation process. Among them, we can effectively improve the quality of writing new words. While teaching Chinese knowledge and basic rules, teachers should also teach how to use Chinese as a tool in specific languages.

1.4 Teaching Methodology

As a kind of academic education, language major has its own requirements and norms in terms of teaching and management. There are two types of Chinese teaching in Iran. The first is undergraduate degree teaching, and the other is non-academic teaching such as various short-term and long-term teaching. Iranian language professor (SALARY 2012 May) pointed out in "Research on Difficulties in Learning a Second Language": "In the process of learning a language, there are many factors such as the language environment, books, and subjective efforts to assist the learner, but the most important thing is the main What methods

should be used to educate students so that they can learn more easily and efficiently"⁸.

The pace of Chinese language teaching in Iran is quite slow, because students at the junior level are different from international students who enter undergraduate degrees in China (international students entering undergraduate degrees in China should have HSK Level 4⁹), starting from scratch and having no previous exposure in Chinese. In the primary stage, in order to allow students to better master certain basic knowledge and basic skills, and to lay a good foundation for them, Iranian Chinese teachers place more emphasis on learners' pronunciation acquisition, so they spend most of their time on basic pronunciation. Correct pronunciation and other aspects of pronunciation teaching. (MIRTAJADDINI (嘉蜜) 2022) According to our research and experience of teaching Chinese and Persian as a teacher and also in the same time as a student we strongly believe that during the teaching period Failing to involve students is the biggest fault of teachers. Certainly, we should grasp the significance of actively involving students in the learning process and the difficulties of establishing a supportive language environment for Iranian students learning Chinese. It is crucial to investigate viable approaches for integrating the target language environment into the classroom and offering opportunities for extracurricular language pursuits. Numerous Chinese educators have been adopting diverse innovative strategies to cultivate students' enthusiasm for language acquisition, including arranging art festivals, incorporating narratives and videos, and facilitating extracurricular group engagements. These endeavors have the capacity to markedly enrich the students' overall learning journey.

In our survey of lecturers, we found that the most commonly utilized teaching methodology is in-class correction of translations previously completed at home by students, with eleven out of eleven respondents employing this approach. The second most widely used method is practicing unseen translation, involving the translation of a text in the classroom that has not been previously seen or prepared by the students, as reported by seven out of eleven participants. Additionally, working with parallel texts,

⁸ NIMA SALARY. "A Study on the Difficulties of Learning a Second Language". Master's thesis, University of Tehran. May 2012. Page 39

⁹ Chinese Proficiency Test

comparing student translations with published translations, and analyzing published translations are among the popular approaches to translation training, as indicated by six out of eleven respondents. Notably, correcting published translations did not emerge as a commonly used method in translation training based on our study. Furthermore, in-class and out-of-class group assignments are relatively infrequent, with seven and eight out of eleven lecturers, respectively, reporting that they do not utilize them. Lastly, oral presentations by students are relatively scarce among training approaches in our field, as reported by only five out of eleven respondents.

Part of our survey involves assessing the difficulty of learning in both Chinese and Persian languages. Our findings indicate that students perceive Chinese to be more challenging to learn compared to Persian language. The data reveals that students consider Chinese to be primarily harder in written compare to spoken language, Considering the fact that Chinese language is much more different in written. In contrast, Persian language is predominantly used in spoken language. Our data shows that 92% of students find the vocabulary of Chinese difficult, whereas 88% find Persian's challenging. Additionally, the grammatical difficulty of Chinese is reported to be 82% compared to 92% for Persian, indicating that students consider Persian grammar to be more complex. Regarding the difficulty in understanding the meaning of sentences, Chinese accounted for 84%, and Persian accounted for 80% in the students' responses. The students expressed that comprehending the meanings of a sentence in a text in both languages posed a challenge due to the extending beyond their literal meanings to convey deeper meanings or employing specific historical and cultural allusions to illustrate another meaning. This led to errors in usage during the language acquisition process. The students felt that they needed to first grasp the cultural connotations or historical stories behind in order to understand their extended meanings.

A notable outcome of the survey was the difference in cultural difficulty between China and Iran, which was reported as 72% and 58% respectively. Despite other challenges, the difficulty related to idiomatic culture was comparatively lower. Insights into students' perspectives and reasoning in this regard were gained through interviews, where they shared their perceptions of the distinct and intriguing nature of both cultures. The survey results indicated a

willingness among students to engage with and comprehend different cultures when exposed to them. In undergraduate translation courses at Shahid Beheshti university, a balance is struck between theory and practice, while at Tehran University, the focus is on the practical aspect of training. According to our data regarding the market needs and job demand for Chinese students, 35 students out of 50 more than half of the students, approximately 70% of the students have jobs related to the Chinese language, and the rest of the students use the Chinese language as a second job in addition to their main job, part-time. and they are working on a project. This statistic clearly shows the increase of the high demand in market demand of Chinese language.

2. Chinese-Persian translation Academic teaching and the market Demand

A comprehensive understanding of the Chinese-Persian translation market in Iran, including the profile of professionals and the available opportunities for Iranian-Chinese students, will undoubtedly enable us to better evaluate the suitability of our curricular design and make necessary adjustments to enhance the prospects of our graduates entering the market and achieving professional success. While this paper does not aim to extensively analyze the Chinese-Persian translation market in Iran, it is crucial to have an awareness of its general characteristics in order to explain the underlying reasons for certain paradoxes. This understanding will be instrumental in designing future translation and interpreting training syllabuses. It is noticeable that the majority of professionals in Chinese-Persian translation in Iran lack formal training in translation, while paradoxically, only a few translation graduates are able to access postgraduate programs or the market.

In comparison to other language combinations, the volume of translations to and from Chinese in Iran is relatively small, and currently, those who sustain a career in this field are still a rarity. As a result, professionals are required to be proficient in a wide range of specialized areas. While some scholars, like (Pym 1993), advocate for diversification in dealing with the uncertainties of dynamic translation markets for other language pairs, this need is even more pronounced in the case of Chinese due to low demand. Therefore, a diverse training approach, such as the one offered,

likely represents the best option for preparing professionals to adapt to any new situation and translation task. Nevertheless, with China's emergence onto the global stage at the start of this century, the volume of translations is expected to rise, particularly in specific domains such as tourism, culture, and potentially technology. This is evidenced by the increasing need for Chinese-Persian translators in public institutions (government, police, courts, etc.) and the introduction of official translator accreditation tests at both national and regional levels. It might be beneficial to analyze present and future information flows in order to identify potential needs and imbalances, and incorporate them into translator training. While Pym (1998) suggests that "demand for translations is not subject to unlimited expansion but will tend to give way to language learning policies," a concept that may apply to languages like English, we believe that this scenario is unlikely to occur in the case of Chinese. Nowadays there is and international crises in everywhere and every area which the labor market is undergoing rapid and substantial transformations, it has been already changed a lot, therefor it's also applied in Linguistic, Interpretation and Translation area and market everywhere in the world, such as Chinese language in Iran market or vice varet. Iranian universities are facing considerable challenges in adapting to emerging needs within the market.

Furthermore, in line with market requirements, an effective professional approach to translator training should extend beyond linguistic competence. It should encompass the amalgamation of knowledge and skills from various disciplines, such as documentation, terminology, desktop publishing, and a grasp of specialized texts. University's professionals are expected to possess extensive subject matter knowledge, adeptness in utilizing numerous computer tools, and versatility in mastering all aspects of the translation process. While these skills are typically taught separately from translation courses at the undergraduate level, they are collectively addressed at the postgraduate level, focusing on the specificities of the respective specialty. Today, another crucial skill for professional translators is the ability to collaborate with other translators on large projects and work with other professionals to address specific translation issues. This collaborative skill, which is not always emphasized at the university level, should likely be included among the competencies to be developed. The question of quality remains one of the most

contentious issues that divides the academic and professional spheres. Currently clients have become more stricter about the Quality of translation or even about their own criteria for quality, therefor we should hold Chinese and Persian professionals to higher standards, we are skeptical about whether such an assertion can be universally applied to translations from Chinese. There exists a disparity between the criteria governing academic standards, primarily focused on quality, and those dictating the job market, where economic considerations and time constraints often take precedence. For instance, while academia typically advocates for translators to always translate into their mother tongue, in professional practice, it is not uncommon to find translations into Persian being carried out by Chinese translators. In the case of literary translation, due to time and economic limitations, Persian translations of Chinese works are frequently translated from an intermediary language level student, rather than directly from Chinese professionals.

In an era where the university system is under growing pressure from society and supranational educational policies to meet market demands and prepare professionals for direct entry into the workforce, it is essential to question whether we may be overlooking certain aspects. Perhaps it is time to ground our degree courses in the reality of the market, rather than pretending that translation practice occurs in an academic vacuum, detached from real-world priorities and constraints. At universities, it may be worth considering the possibility of rebalancing the significance of various aspects and skills when evaluating students' translation assignments. This could involve assessing quality in relative terms, by considering factors such as time constraints, availability of reference materials or subject matter experts, and the function of the translation. Introducing a more realistic mode of training that accounts for these factors should ideally result in professionally trained translators being able to perform more efficiently while upholding the quality of their work.

While Iranian students may currently lack sufficient proficiency in the Chinese language to compete in the job market and enroll directly in Masters courses after graduation, it is essential to question whether we may be overlooking other important aspects of translator competence that they have begun to develop as Translation and Interpreting graduates. These competencies may set them apart from their Chinese and

Taiwanese counterparts who possess solely a linguistic and literary background. In essence, considering that a significant weakness of Persian graduates is not match in their level of Chinese language proficiency, efforts should be made within our institutions to address this aspect, while also encouraging them to pursue further language studies abroad to enhance their Chinese language skills. This prompts us to explore what measures our universities could implement to facilitate Iranian students' entry into specialized postgraduate programs that would equip them for and enhance their competitiveness in the job market.

3. Problems and future perspectives

(ZhuTiti 2004) pointed out in "Research on the Introduction of Cultural Factors in the Primary Stage of Teaching Chinese as a Foreign Language "that: "Developing students' cultural awareness is to make students realize that language skills and cultural ability must be acquired at the same time. Each language reflects It is a cultural fact that produces it. When people learn a certain language, they must not only learn the rules and structures of its language system, but also the difficulties encountered in learning the language and the problems that arise in the time of speaking into the second language. In addition to linguistic reasons, biases also have cultural reasons. Only by continuously improving students' cross-cultural awareness and making students sensitive to the cultural differences and conflicts between Chinese and mother tongue can the interference of mother tongue culture be reduced, successfully completed the task of learning Chinese." In 1994, the second issue of the National Chinese Teachers Association magazine devoted a special issue to exploring the issue of proficiency teaching. Among them, Zhou Zhiping (1994) analyzed the dilemmas and troubles of competency language teaching method. He believes that "textbooks and teaching methods must be adapted to the times, places, and people. There is absolutely no teaching method that can be applied everywhere." However, he also pointed out that "from the experience of actual teaching, we realize that the practice of grammatical sentence patterns is still an extremely effective teaching method." ¹⁰

(AHMADI 2009), an Iranian linguist, analyzed the reasons for the rise of Iranians learning Chinese in the Iranian Education

¹⁰ 陈东东.《美国学生中文教学法问卷调查报告》.《国际汉语教育》.2008年4月.第54页

Magazine, and mentioned three basic main problems and shortcomings of Chinese teaching in Iran. As for the cultural factors mentioned above in teaching Chinese as a foreign language at the primary stage, Iranians and Chinese have a strong cultural awareness, so they can be a very important communication tool in teaching. In fact, unfortunately, due to the poor history of Chinese teaching in Iran, those who are long-term, do not have rich teaching experience, and lack the talents of educators cannot accurately integrate Chinese culture and teaching in the process of Chinese teaching, teach students, and give students the opportunities and conditions to better understand Chinese. He believes that the second and third major problems in Chinese teaching in my country are the Iranian Chinese teaching model and the teaching materials used by Iranian Chinese departments. The emergence of these two problems is definitely in line with the above-mentioned point put forward by Zhou Ziping that "both teaching materials and teaching methods must be based on "According to time, place and people" are closely related. There has been a noticeable advancement in the field of Chinese-Persian translation studies since the inception of training and research in this discipline in Iran. The increasing demand for China and Chinese-related studies has been effectively addressed through expanded provision at the undergraduate and, particularly, postgraduate levels. In terms of research, significant progress has been achieved, notably through the establishment of the first research group dedicated to the study of translation with this language combination.

However, despite these positive developments and the prevailing optimism among most professionals regarding the future of training and research in this area, there are a few issues that require attention to ensure continued progress and the resolution of persistent shortcomings in this field of study. It is important to note that both graduate and postgraduate courses, despite their subjects, are essentially introductory. This is due to the fact that graduate students often lack proficiency in the language, and postgraduate students typically come from Persian or Chinese philology studies or in some cases from business related majors, thus lacking prior experience in translation. To ensure that our graduates can compete on equal footing with their Chinese counterparts in the job market, efforts should be directed towards enhancing their Chinese language proficiency. This may involve

strengthening language learning at the undergraduate level, such as by introducing a new undergraduate degree specifically in Chinese Studies with a substantial focus on language acquisition, or implementing a system that includes mandatory study abroad programs as part of the curriculum. Ideally, these initiatives would be supported by a program offering more and improved grants. This approach would better prepare our graduates to pursue specialized postgraduate studies, equipping them with the necessary skills to meet the demands of the market.

Furthermore, it is essential for the professional experiences of lecturers and other professionals to have a more significant impact on students' training. The provision of Chinese-Persian translation training in Iran, while diverse, remains limited and requires improvement in terms of alignment with market needs. Efforts should be made to ensure that the training reflects real working conditions, serving as a genuine bridge between classroom education and professional practice. Additionally, measures should be taken to ensure that our graduates meet the standards required to enter postgraduate courses, and more advanced translation and interpreting postgraduate programs should be offered to cultivate a competitive workforce.

In addition to training, research in this field must undergo further and consistent development. There is a need for increased research output, including publications and theses, along with the provision of a more conducive research environment. It is crucial to enhance the research tools available in Iranian universities and establish platforms such as seminars and academic meetings to support the growth and advancement of research in this field.

4.conclusion

Iran, as a non-Chinese country, has experienced a surge in interest in learning the Chinese language due to the global "Chinese fever 汉语热." This has led to the establishment of Chinese undergraduate majors, language courses, and various short-term training programs related to China at universities and private schools across the country. The rapid development of China's economy has further heightened the significance of Chinese language education in Iran, especially given China's status as Iran's most crucial trading partner. Creating a conducive language environment is pivotal for effective language learning. In an optimal language environment, successful language acquisition

and noticeable progress are more likely. Conversely, in a non-native educational environment, achieving the desired language proficiency can be challenging, even with the adoption of advanced teaching methods. Therefore, to enhance students' Chinese language proficiency, it is essential to focus on constructing a favorable language environment for Chinese teaching, integrating advanced teaching methodologies, establishing a strong language foundation for learners, nurturing more proficient Chinese language professionals, and fostering enhanced Chinese teaching exchanges between Iran and China.

In this paper, we have examined the current state of Chinese-Persian translator training and research in Iran, highlighting both its strengths and weaknesses and also areas for improvement. We have concluded by presenting methods that can help address the existing gaps in contemporary Chinese-Persian translator training in Iran, offering ideas and elements that can serve as inspiration for similar courses in other settings. While we have also highlighted some of the disparities between the university and the market, we recognize the need for greater attention and deeper analysis of this issue. Although fully addressing this matter extends beyond the scope of this study, we have identified it as a subject for future research, signaling our commitment to further exploration and improvement in this field.

About the authors

Mirtajaddini Marziyeh completed her Ph.D. in Chinese Philology at the Department of Chinese Philology, Shanghai Fudan University in China. She also holds a Master's degree in TCSOL (Teaching Chinese to Speakers of Other Languages) and a Bachelor's degree in Chinese Language and Literature from Hangzhou Zhejiang University. Throughout her academic journey, Dr. Mirtajaddini has been recognized as an outstanding international student multiple time. She has gained extensive experience as an accredited freelance translator for various international companies and her areas of research interest encompass literary translation, the teaching of translation, translation bias, translation bias analysis, Chinese and Persian language instruction, pragmatics, discourse analysis, Persian-Chinese-Spanish research as well as Islamic and cultural studies.

Note

1. <https://lc.sbu.ac.ir/languages/chinese/>

2. <https://ffll.ut.ac.ir/>
3. <https://litd.atu.ac.ir/fa/>
4. <https://www.ui.ac.ir/>
5. <http://www.jxteacher.com/314159/column67751/55dfb356-4b24-4ed4-af50-9df5edee49.html>

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