

Value Positioning and Path Reconstruction in MTI Talent Development from the Perspective of Translation Movements in Ancient Rome

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Abstract: Drawing on the ancient Roman translation movement as a historical reference and integrating existing scholarly consensus, this paper conceptualizes the “cultural ferryman” as the core value orientation for MTI talent cultivation, outlines the contemporary challenges and national strategies confronting MTI talent development, systematically examines five pathways—technological empowerment, cultural enrichment, regional and country-specific integration, cultural communication, and industry–education collaboration—and proposes actionable strategies across four dimensions: curriculum, faculty, platforms, and evaluation.

Keywords: Ancient Roman Translation Movement; Cultural Ferryman; MTI Talent Development; Value Positioning; Path Reconstruction

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I. Introduction

In the mid-third century BCE, Livius Andronicus translated Homer’s epic, the *Odyssey*, into Latin, thereby initiating a cultural translation movement in Rome that endured for centuries. Through the translation, adaptation, and innovation of Greek humanistic texts, the Romans developed distinctive Latin traditions in literature, philosophy, and law, ultimately becoming one of the foundational civilizations of Europe.

At present, MTI talent cultivation in China faces dual challenges: artificial intelligence technologies have had a disruptive impact on the translation industry, placing a large number of entry-level translation positions at risk of being replaced; meanwhile, the societal trend of “favoring science over the humanities” has cast doubt on the translation profession, triggering a crisis in the recognition of the value of translation talent. At the same time, MTI talent cultivation also bears the strategic mission of serving the Belt and Road Initiative, promoting the global dissemination of Chinese culture, and enhancing China’s international communication capacity. Mu Lei (2020) pointed out that although the scale of Master of Translation and Interpreting (MTI) education in China has continued to expand, it still faces prominent problems such as structural imbalances between supply and demand, insufficient professionalization of the teaching workforce, serious homogenization in talent cultivation, formalized practical training, and a relatively low rate of employment in translation-related fields.

Using the ancient Roman translation movement as a historical point of reference, this paper examines the historical trajectory, core characteristics, and civilizational consequences of translation practices during that period, and compares them with the practical dilemmas confronting contemporary MTI talent cultivation. It advances the scholarly consensus that “translation serves as a humanistic bridge” from the level of theoretical discourse to that of historical depth, conceptualizes the “cultural ferryman” (Cheng Wei, 2017; Xu Jun, 2025) as the core value orientation of MTI talent cultivation, integrates practical cultivation strategies adopted by various universities, and synthesizes them into a systematic framework of “five pathways plus four-dimensional strategies.”

Compared with existing studies, the contributions of this paper are threefold: first, it draws on the history of translation in ancient Rome as an intellectual resource for understanding the value positioning of MTI talent cultivation, thereby constructing a dialogic framework that connects historical experience with contemporary practical issues across time. Second, building upon the academic consensus that “translation serves as a bridge for the humanities,” it traces the civilizational logic embedded in the history of ancient Roman translation and systematizes the metaphor of the “cultural ferryman” into the core value orientation of MTI talent cultivation. Third, it integrates issues that have previously been discussed separately in academia—such as the impact of AI, skepticism toward the humanities, and national strategic demands—into a unified problem framework of “two

major challenges plus three major strategies," while also synthesizing cultivation strategies dispersed across university practices into a systematic framework of "five pathways plus four-dimensional strategies."

II. A Historical Study of the Translation Movement in Ancient Rome

2.1 The Historical Development of Translation Movements in Ancient Rome

Rome was founded in the 8th century BC, and by that time it had already developed considerable strengths in practical domains such as military affairs, engineering, and law. However, in the humanities—including philosophy, literature, and the arts—the Romans regarded themselves as being in a state of "barbarism" in comparison with the highly sophisticated Greek culture. After the 3rd century BC, following the conquest of Greek colonies, Rome's contact with Greek culture became increasingly intimate. By 146 BC, when Rome conquered Greece, a profound cultural paradox had emerged: although Rome was the military conqueror, it was culturally willing to become Greece's student. In this process, translation became the principal medium through which Rome absorbed Greek culture. Highet observed that the influence of classical culture on Western national cultures operates through three modes: translation, imitation, and innovation (Highet, 1949, cited in Zhang Qiang, 2006). It was precisely on the foundation of "translating and imitating" Greek texts that Rome was able to "innovate" an independent and dynamic cultural form.

The Roman translation movement evolved from an initial emphasis on literal translation to a stage of mature literary creation. Its early phase was marked by Livius Andronicus's Latin translation of the *Odyssey*. During the middle phase, translators such as Cicero produced a substantial body of translations of Greek philosophical works and advanced the creative translation principle of translating "not as a translator, but as an orator." In the later phase, writers such as Virgil and Ovid had already achieved the capacity for independent literary creation, and the emergence of Latin classics such as the *Aeneid* and *Metamorphoses* signaled Rome's transformation from a "translator" into a "creator." This evolution demonstrates that translation is not the endpoint of cultural transmission, but rather an opportunity for cultural reinvention.

2.2 Core Characteristics of Roman Translation Practices

The defining characteristic of Roman translation practices lies in "competitive imitation." McElduff observes that Roman translation practices consistently aimed at "surpassing the original," as translators did not adhere to modern notions of "fidelity" but instead regarded their translations of Greek works as opportunities to display their own creativity (McElduff, 2013, p. 2). In her introduction, she writes: "Roman translators were not as concerned with the dimension of 'fidelity to the original' as modern translators are; they approached Greek source texts with greater freedom and were eager to foreground their translation abilities, thereby demonstrating their mastery of the craft, which rendered translation equivalent to competitive imitation" (McElduff, 2013, p. 3).

In *On the Best Orator*, Cicero explicitly articulated his view of translation: "I translated them not as a translator, but as an orator, holding that it was not necessary to render word for word, but preserving the overall style and force of the language" (Cicero, 46 BCE, quoted in McElduff, 2013, p. 45). In his view, a "translator" is a craftsman who passively serves the original text, whereas an "orator" is an artist who actively employs language for creative expression. This idea exerted a profound influence; more than 400 years later, Jerome, in translating the Bible, still invoked Cicero's perspective and explicitly advanced the principle of "not word for word, but sense for sense" (Jerome, 395 CE, quoted in McElduff, 2013, p. 112), which became a classic formulation of the "free translation" tradition in the history of Western translation theory.

Furthermore, the Romans' selection of texts for translation also merits close examination. The works they first translated and devoted themselves to studying were not Greek practical or technical writings, but rather its humanistic classics, including the Homeric epics, Greek tragedies, Platonic philosophy, and Aristotelian thought. Feeney points out that the distinctive feature of Roman translation practices lies in their paradoxical structure of "upward translation": although militarily victorious, the Romans willingly became cultural students of the conquered, introducing Greek culture into Rome through translation and ultimately creating a Latin cultural tradition comparable to that of Greece (Feeney, 2016, p. 12). The Romans prioritized the translation of humanistic classics over practical technologies not because such technologies were unimportant, but because they recognized that technology determines the pace of survival, whereas humanism determines the height of civilization.

2.3 Core Insights from the Formation of Roman Civilization

The formation of Roman civilization offers several core insights for the cultivation of contemporary MTI talents. First, translation is not merely a process of cultural transfer, but also an opportunity for cultural re-creation. Second, the Romans prioritized translating Greek humanistic classics over practical technologies, and this choice of content reflects their awareness of the fundamental importance of the humanistic spirit in the construction of civilization. Third, through translation, the Romans ultimately achieved the transformation from "Greek heritage" to "Roman creation," demonstrating that translation has never been merely a technical activity of code-switching,

but rather a profound practice in the making of civilization. The core value of translation lies not in its replaceability as a "tool," but in its irreplaceability as a "bridge."

III. A Realistic Examination of MTI Talent Development in Contemporary China

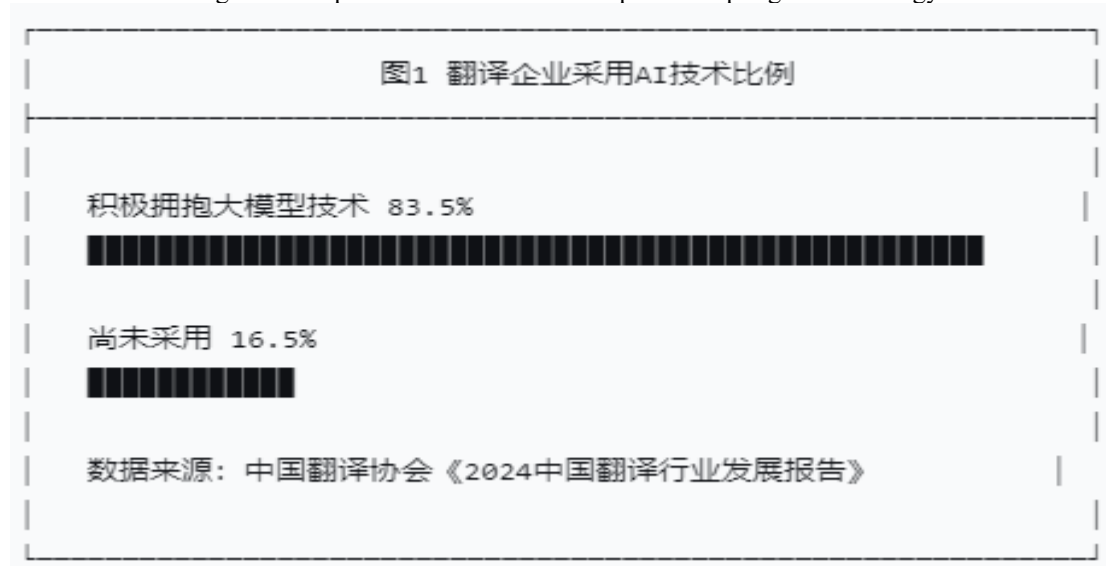
Currently, China's MTI talent cultivation faces the dual challenges of the impact of artificial intelligence technology and societal skepticism that favors science over humanities, while simultaneously bearing the strategic mission of serving the Belt and Road Initiative, promoting Chinese culture going global, and strengthening international communication capacity building. Systematically sorting out these challenges and analyzing their deep-rooted causes is the prerequisite for breaking the deadlock and reconstructing the cultivation pathway.

3.1 Multiple Challenges of External Environmental Changes

The breakthroughs in machine translation and large language models are driving the translation industry toward "human-machine collaboration." On one hand, basic translation tasks are being replaced by machines, and the market has widely adopted the "machine translation + human editing" model. The societal skepticism toward the translation profession, compounded by the tendency to favor science over humanities, poses severe challenges to the cultivation of MTI talents. Li Dechao and Li Zhi (2025) point out that translation education in the AI era faces the "dual challenge of technological empowerment and humanistic commitment," and call for "building a system of elements for national translation education capacity." On the other hand, national strategic demands are escalating. Zhong Weihe (2019) emphasizes the need for deepened reforms under the new circumstances. Currently, critical fields such as political, diplomatic, and cultural translation urgently require high-level translation talents who possess both linguistic proficiency, cultural literacy, political awareness, and a sense of mission. Therefore, MTI education should shift from a "language competence core" to a "three-dimensional drive of post-editing, cross-cultural communication, and international perspective," achieving the integration of technology and humanities.

The application of technology in the translation industry is accelerating. A report released by the Translators Association of China shows that over 80% of translation companies are actively embracing large model technology, and the industry has fully shifted from traditional human-based models to a new paradigm of "human-machine collaboration."

Figure 1: Proportion of translation enterprises adopting AI technology



However, a significant mismatch persists between the current supply of MTI professionals in China and market demand. According to the 2024 China Translation Industry Development Report released by the Translators Association of China, the scale of translation talent in China continues to expand, yet the proportion of MTI graduates entering translation-related professions after graduation remains below expectations (Translators Association of China, 2024).

3.2 Structural Challenges Within the Discipline

The quality of training has failed to keep pace with the rapid expansion in scale, while misaligned program positioning has resulted in a disconnect between talent cultivation and industry demands. In 2007, there

were 15 inaugural MTI training institutions, a number that had increased to 371 by 2024 (Yu Hongliang, 2025). This expansion in scale has been accompanied by concerns regarding quality: Shanxi University's annual report indicated that students' translation practice output exceeded 2 million characters, yet identified issues such as "insufficiently distinctive training features" and "inadequate interdisciplinary integration" (School of Foreign Languages, Shanxi University, 2024). Mu Lei (2020) noted that some universities' MTI programs still adhere to the academic degree model, characterized by "insufficient alignment of training objectives, a lack of distinctive curriculum systems, a disconnect between practical components and industry needs, and rigid, monolithic quality assessment." An analysis of 704 dissertations conducted by Mu Lei and Li Wen (2019) further confirmed that the writing of practice reports "tends toward formalization and routinization."

Figure 2: Nationwide Growth Trend in the Number of MTI Training Institutions (2007–2024)

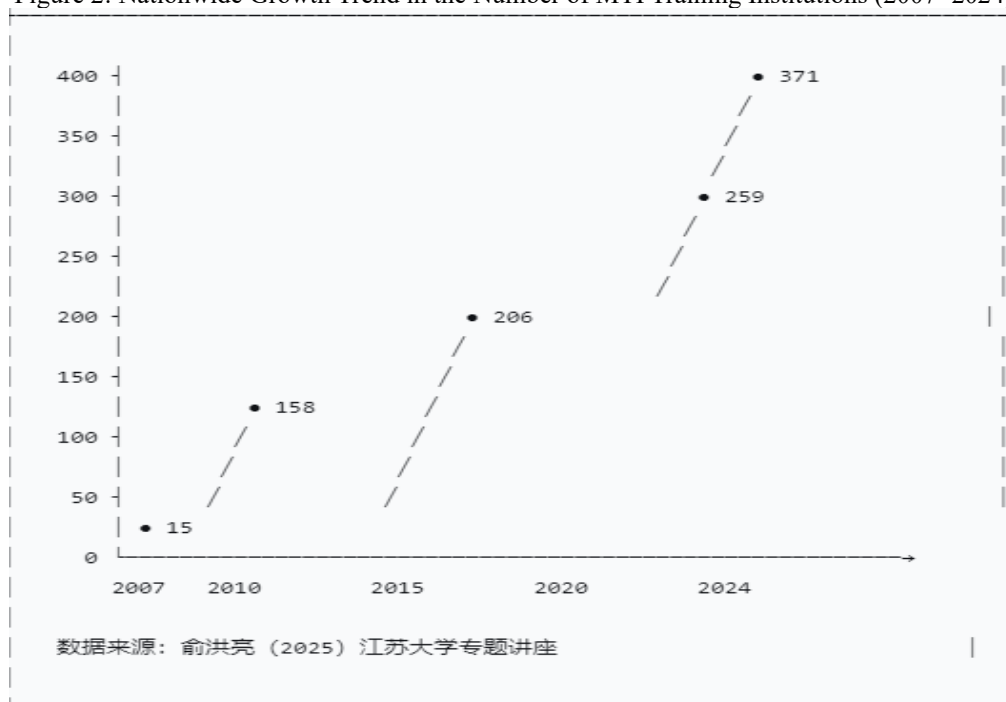


Figure 3: Distribution of Translation Practice Achievement Categories among MTI Students at Shanxi University



The curriculum system remains outdated, resulting in courses that lack distinctiveness and fail to effectively meet market demands. Miao Yanan (2016) pointed out that English undergraduate and MTI programs at science and engineering universities suffer from “poor articulation and insufficient distinctiveness” in curriculum design. At present, MTI courses at some universities still focus primarily on language skills training and translation theory instruction, failing to reflect changes in the industry: in terms of technology, CAT tools, terminology management, and corpora have become industry standards, yet they are not included as compulsory courses. In terms of specialization, demand for translation in fields such as law, medicine, and technology is increasing rapidly, while courses continue to be dominated by literary translation. In terms of competencies, professional skills such as project management, quality control, and client communication lack systematic training.

Structural contradictions within the faculty have resulted in insufficient professional expertise among teaching staff. Liu Bin and Yang Xinhua (2020) pointed out that the practical orientation of professional postgraduate education depends on the dual support of a “dual-qualified” teaching team and a collaborative education mechanism. However, universities primarily recruit teachers from among doctoral graduates, who possess systematic academic training and strong theoretical research capabilities but often lack practical industry experience. In contrast, senior translators with extensive industry experience frequently struggle to meet universities’ requirements for academic degrees and research performance evaluations.

Low social recognition has led to increasingly pronounced value confusion among students. A survey conducted by Wei Xueyan and Cao Xinyu (2021) on the academic development of full-time MTI students revealed that students experience varying degrees of confusion regarding “professional identity, employment prospects, and practical skills development.”

3.3 An In-Depth Examination of the Predicament

Current societal perceptions of translation often remain confined to the level of a “language conversion tool,” reducing translation to a technical operation and equating translators with technicians proficient in two languages. This constitutes the underlying root cause of the aforementioned predicament. However, the historical experience of the ancient Roman translation movement demonstrates that translation has never been merely a process of code-switching, but rather a profound practice of civilizational construction. Through the translation of Greek humanistic classics, the Romans ultimately created their own cultural form, proving that the value of translation lies not in its replaceability as a “tool,” but in its irreplaceability as a “bridge.”

Accompanying the narrowing of translation’s value is the obscuring of the value of the humanities. The social trend of “valuing science over the humanities” is rooted in a misunderstanding of the relationship between the two: science addresses “how to do,” while the humanities answer “why to do”; science provides tools, while the humanities provide direction; science determines speed, while the humanities determine height—both are indispensable.

IV. Value Positioning and Path Reconstruction in MTI Talent Cultivation

The historical experience of the Roman translation movement demonstrates that translation undertakes a cultural mission in the development of civilization that transcends the technical level. A realistic assessment reveals that the current cultivation of MTI talents in China faces multiple dilemmas, including value narrowing and positional deviation. Taking the Roman translation movement as a point of reference, this chapter reexamines the value positioning of MTI talent cultivation, summarizes an optimized framework for cultivation pathways, and translates it into specific strategies for university discipline development.

4.1 A Multidimensional Examination of the Contemporary Implications of Historical Experience

The Romans prioritized the translation of Greek humanistic classics over practical technologies, a choice that reflected profound cultural judgment. They recognized that technology addresses the question of “how to do,” determining the speed of survival, whereas the humanities answer the question of “why to live,” determining the height of survival. The lesson this historical experience offers for contemporary MTI talent cultivation is that while pursuing the development of technical skills, the cultivation of the humanistic spirit must not be neglected. The current societal tendency to “value science over the liberal arts” has, to some extent, overlooked the profound functions of the liberal arts in providing value orientation, shaping national spirit, and constructing cultural identity. As bridges connecting China and the world, MTI talents bear the dual mission of introducing outstanding cultural achievements from abroad and disseminating the essence of Chinese culture, making them an indispensable force in China’s future cultural development.

The defining characteristic of Roman translation practice lay in “competitive imitation,” whereby translators did not regard “fidelity” as the supreme principle, but instead treated translation as an opportunity to demonstrate their own creativity, seeking to “surpass the original” through translation. The insight this historical experience offers for the cultivation of contemporary MTI talents is that translators should not be narrowly

reduced to passive “language servants,” but should instead be positioned as proactive “cultural constructors.” Translation is not passive service to the source text, but a creative transformation of cultural resources.

Through translation, the Romans ultimately achieved the transition from “Greek heritage” to “Roman creation,” establishing Latin literary, philosophical, and legal traditions with distinctive characteristics of their own. The insight this historical experience offers for the cultivation of contemporary MTI talents is that translation is not the endpoint of cultural introduction, but the starting point of cultural creation. The mission of translation talents is not only to “introduce the world,” but also to “contribute to the world.” Contemporary MTI talents should not only translate outstanding cultural achievements from around the world for their own enrichment, but also translate the essence of Chinese culture in order to contribute to the world.

4.3 Transforming Positioning from “Language Servant” to “Cultural Ferryman”

Drawing on the historical insights of the ancient Roman translation movement and in light of the developmental needs of contemporary China, the author proposes that the era-specific positioning of MTI talent cultivation should shift from “language servant” to “cultural ferryman.”

The evolving demands of national strategic development require translation talents to advance from being merely “able to translate” to being “skilled communicators,” capable not only of accurately conveying information but also of effectively telling China’s story, shaping the national image, and participating in discourse construction. At the same time, technological transformation is increasingly replacing basic and repetitive translation tasks with machines, while the value of high-end and creative translation work is becoming more prominent, and such work relies precisely on human intelligence. Furthermore, from the “cultural turn” in translation studies to the advancement of the “New Liberal Arts” initiative, translation is no longer viewed as a neutral process of interlingual transfer, but rather as a constructive practice embedded within specific cultural contexts. The author’s proposed transformation in the positioning of MTI talent cultivation is grounded precisely in these practical realities.

4.4 An MTI Talent Development Framework Responding to the Challenges of the Times and National Strategies

The disruptive impact of artificial intelligence on the translation industry, combined with the societal trend of “prioritizing science over the humanities,” has led to persistent questioning of the value of the liberal arts. At the same time, the deepening of the Belt and Road Initiative, the implementation of the “Chinese Culture Going Global” strategy, and the strengthening of international communication capacity have generated new strategic demands for the cultivation of translation talents. These “two major challenges and three major strategies” are intertwined and together constitute a defining issue of the present era that MTI talent cultivation must address.

At present, the domestic academic community has reached several important consensus regarding MTI talent cultivation. Miao Yanan (2016) explored issues in MTI curriculum design at science and engineering universities. Zhong Weihe (2019) proposed the overall direction for deepening reform in translation professional education. Mu Lei and Li Wen (2019) conducted an empirical analysis of the writing patterns of translation practice reports. Mu Lei (2020) systematically summarized problems in MTI education related to training objectives, curriculum design, practical components, and quality assessment. Liu Bin and Yang Xinhua (2020) analyzed pathways for building a “dual-qualified” teaching faculty in professional degree education. Wei Xueyan and Cao Xinyu (2021) conducted a survey on the academic development of full-time MTI students. These studies indicate that the dilemmas in MTI talent cultivation have attracted widespread attention within the academic community; however, the systematic integration and historically grounded analysis of these dilemmas still require further exploration, which is precisely the area in which this paper seeks to make a breakthrough.

Based on the contemporary positioning of the “cultural ferryman,” this paper integrates the aforementioned consensus into a systematic framework that responds to the “two major challenges and three major strategies.” In response to the impact of AI and the questioning of the value of the humanities, it proposes two pathways: technological empowerment and cultural deepening. In response to the three major strategies of the Belt and Road Initiative, the global dissemination of Chinese culture, and the strengthening of international communication capacity, it proposes three pathways: regional and country integration, cultural dissemination, and industry-education collaboration.

The pathway of technological empowerment aims to cultivate “technically proficient translation talents,” enabling students to develop a sense of agency in “mastering tools” rather than “being replaced by tools.” It equips them with competencies in CAT tools, terminology management, and corpus technology, as well as an understanding of the strengths and limitations of machine translation and mastery of post-editing and quality control. Corresponding courses should be established as compulsory translation technology courses, and practical training should require students to use technological tools to complete real-world projects.

The pathway of cultural deepening aims to cultivate “communication talents with cultural literacy,” equipping them with cross-cultural understanding, including deep knowledge of both source and target cultures

and an awareness of their differences. It should strengthen culture-related courses, encourage students to engage extensively with humanistic classics, and emphasize the cultivation of cultural sensitivity and interpretive competence in practical training.

The pathway integrating area and country studies aims to cultivate “communication talents with regional expertise,” enabling them to systematically understand the politics, economy, culture, and society of key countries along the Belt and Road, while becoming familiar with regional laws, regulations, and business practices. Courses in area and country studies should be established, students should be encouraged to select specialized research directions, and cooperative mechanisms with relevant research institutions should be developed.

The pathway of cultural dissemination aims to cultivate “communication talents who understand China,” equipping them with a systematic understanding of China’s fine traditional culture, an accurate grasp of national development strategies and policy initiatives, and familiarity with national narrative strategies and the principles of international communication. It should strengthen courses on Chinese culture and international communication, while encouraging students to participate in international translation projects involving Chinese academic works.

The pathway of industry-education collaboration aims to cultivate communication talents who “understand the industry and possess a global perspective,” equipping them with professional competencies in project management, quality control, client communication, teamwork, and international communication. It should adhere to the principles of professional degree education, establish joint training bases with government departments, language service enterprises, and international organizations, improve the dual-mentor system, and develop a competency assessment system aligned with industry demands and international communication needs.

4.5 Practical Pathways for the Construction of University Majors and Disciplines

The effective implementation of the above five pathways requires coordinated alignment across four dimensions: curriculum systems, faculty development, practical platforms, and evaluation mechanisms. The following strategies represent a systematic integration of existing practices adopted by various universities.

In terms of the curriculum system, an “Artificial Intelligence and Translation Technology” module should be established to ensure that students master multiple CAT tools, while a “Cross-Cultural Competence” module should be added to strengthen students’ cross-cultural sensitivity. An “Area and Country Studies” module should be developed with specializations such as Southeast Asia, Central Asia, and the Middle East to equip students with in-depth knowledge of specific regions. A “Translation of Chinese Culture” module should also be offered to ensure students’ substantial participation in external translation projects, while the proportion of credits allocated to practical courses should be increased to ensure that students can participate in and complete real-world projects before graduation.

In terms of faculty development, two to three young teachers should be selected annually for enterprise-based training, while one to two technical experts should be recruited. A “cultural mentor” position should be established, with professors from schools of humanities invited to deliver lectures. Doctoral graduates specializing in area and country studies should be systematically recruited, and faculty exchange programs should be established with universities located along the Belt and Road. Editors from publishing houses and experienced professionals from external publicity media should be appointed as adjunct professors, and faculty members should be supported in applying for the Chinese Academic Translation Project. Meanwhile, the dual-mentor system should be refined to gradually establish a stable pool of industry mentors.

In terms of practical platforms, translation technology and language data laboratories should be established, students should be selected annually for overseas internships, overseas practice bases should be jointly developed with universities along the Belt and Road, translation workshops should be co-established with publishing houses, joint training bases should be created with local language service enterprises, and channels should be developed for sending interns to international organizations.

In terms of evaluation mechanisms, degree theses in the form of “translation practice reports plus technical application explanations” should be accepted, and cross-cultural competence assessments should be incorporated into scholarship evaluations. A special fund for area and country studies should be established, with student research projects approved annually, while applications for foreign translation projects should be included as one of the options for thesis proposal topics. The practice of “replacing examinations with projects” should be promoted, and evaluations from industry mentors should be incorporated into comprehensive assessments.

V. Conclusion

Drawing on the ancient Roman translation movement as a historical reference, this paper systematically examines the historical trajectory, core characteristics, and civilizational impact of its translation practices. In response to the practical challenges confronting contemporary MTI talent cultivation, it extends the scholarly consensus that “translation serves as a bridge for humanity” from theoretical reflection to historical depth, positioning the concept of the “cultural ferryman” as the central value orientation of MTI talent cultivation. At the same time, the paper synthesizes cultivation strategies dispersed across various university practices, distills a

systematic framework addressing the "two major challenges plus three major strategies," and proposes five pathways—technological empowerment, cultural deepening, regional and country-specific integration, cultural dissemination, and industry–education collaboration—together with a four-dimensional strategy encompassing curriculum, faculty, platforms, and evaluation. This offers an integrated solution for MTI talent cultivation reform that combines historical depth with problem-oriented relevance and can serve as a practical reference for discipline development and curriculum reform in comparable institutions.

VI. Research Limitations and Future Prospects

This study has three principal limitations. First, the analysis of the history of translation in ancient Rome relies primarily on secondary sources and does not include direct examination of Latin texts. Second, the analysis of the current state of MTI education is based mainly on literature and publicly available materials, lacking large-scale field research and questionnaire data. Third, although the proposed strategies are intended to be actionable, they have not yet undergone practical validation. Future research may build on this foundation through in-depth field investigations and case analyses to further verify and refine the training framework proposed in this study.

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