

A Bibliometric Analysis of the Mapping Knowledge Domains of Chinese Translation Teacher Research Utilizing CiteSpace

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Abstract: This paper selects relevant literature on the subject of Chinese translation teacher research from 2004 to 2023 and employs the visualization analysis software CiteSpace to conduct hotspots and trends analysis. The literature quantity is analyzed to investigate the overall trend in volume. The keyword co-occurrence analysis and keyword cluster analysis are employed to identify the research hotspots in Chinese translation teacher research. The keyword burst analysis and timeline mapping analysis are used to examine the research trends in Chinese translation teacher research. The research reveals that the development of translation teacher competencies and translation teaching and models represent the research hotspots in the field of Chinese translation teacher research, with related studies exhibiting a diversified research trend. Based on the analysis of existing literature, this paper puts forth the following research directions: conducting systematic research on Chinese translation teachers and conducting diversified research on Chinese translation teachers from research perspectives, research objects, research orientations, and research regions.

Keywords: Translation teachers; Mapping knowledge domains; Bibliometric analysis; Research trends

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1. Introduction

The role of Chinese translation teachers in cultivating high-quality translation talent is of significant importance, as they contribute to the increased output value of the national translation and language services industry, facilitate China's international communication, and meet the demands of international service trade. However, the majority of these studies adopt a unilateral approach that focus on a specific aspect^[1], and there is a paucity of articles that integrate and synthesize existing literature to explore the research hotspots and trends of Chinese translation teachers. In order to gain a more comprehensive and clear understanding of the hotspots and trends in Chinese translation teacher research over the past two decades, this paper employs the visualization analysis software CiteSpace. The aim is to analyze Chinese translation teacher research findings more intuitively and vividly, to provide reference and

insights for the development of Chinese translation teachers.

2. Data sources and research methodology

The data sources for this paper come from the relevant literature on the subject of Chinese translation teacher research from 2004 to 2023, employing subject terms such as “translation teachers,” “translation faculty,” “written translation teachers,” “written translation faculty,” “interpreting teachers,” “interpreting faculty,” “MTI teachers,” “MTI faculty,” and “BTI teachers” for multiple literature searches. Furthermore, irrelevant and duplicate documents, including conference proceedings and book reviews, were manually excluded to ensure the integrity and quality of the data. Ultimately, a total of 197 valid literature were obtained. In terms of research methodology, this research employs the visualization analysis software CiteSpace-6.3.R1 to map knowledge domain analysis. Through mapping knowledge domains, the myriad of implicit complex relationships between knowledge units or clusters can be revealed [2], and significant literature, research hotspots, and cutting-edge directions within a particular scientific field can be identified [3].

3. Analysis of research hotspots and trends in Chinese translation teacher research

3.1. Literature quantity analysis

The annual volume of literature constitutes a pivotal metric for gauging the development of scientific research, reflecting to a certain extent the growth in the volume of knowledge within the field [4]. This paper employs a graphical representation, with the year on the horizontal axis and the volume of literature on the vertical axis, to investigate the overall trend from 2004 to 2023 (Figure 1). It reveals that the volume of literature on Chinese translation teacher research is low and lacks attention in the country. Still, overall, the volume of literature on Chinese translation teachers has been on the rise over the past two decades. During the period spanning 2004 to 2023, the volume of literature in 2004 was the lowest, with a single article being published in that year. The greatest number of literature was published in 2018, with 24 articles.

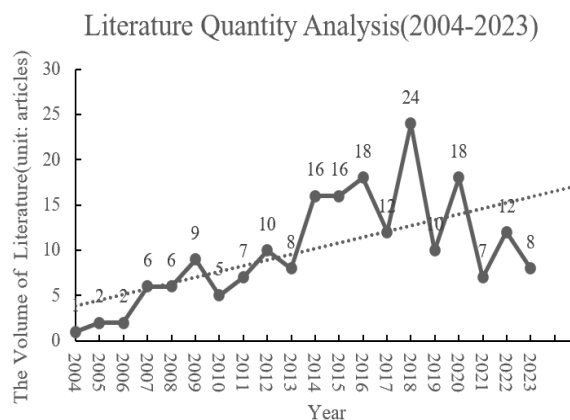


Figure 1. The annual trend mapping of the volume of literature in Chinese translation teacher research.

3.2. Research hotspots analysis

3.2.1. Keyword co-occurrence analysis

The keywords of a scholarly paper serve to encapsulate the research theme and content in a concise manner.

CiteSpace, v. 6.3.R1 (64-bit) Basic
 November 12, 2024, 7:32:13 PM CST
 CNKI: D:\Desktop\citespace pictures\data
 Timespan: 2004-2023 (Slice Length=2)
 Selection Criteria: g-index(k=25), LRF=2.5, L/N=10, LBY=5, e=1.0
 Network: N=204, E=297(Density=0.0143)
 Largest 1 CCs: 137(67%)
 Nodes Labeled: 1.0%
 Pruning: None
 Modularity Q=0.7654
 Weighted Mean Silhouette S=0.949
 Harmonic Mean(Q, S)=0.8474
 Excluded:

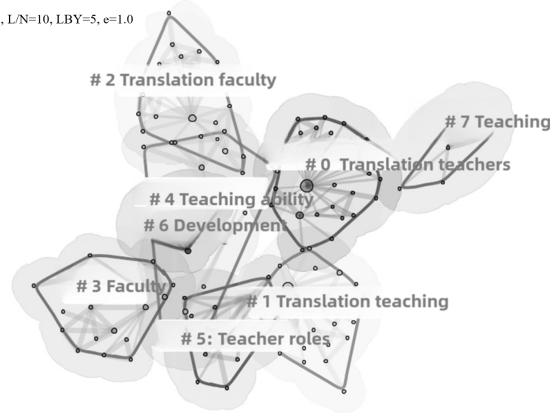


Figure 3. The keyword cluster mapping within the literature related to translation teachers in China.

3.3. Research trends analysis

3.3.1. Keyword burst analysis

The keyword burst analysis can identify words with high frequency changes and rapid growth rates from a large of bibliographical references, thereby illustrating the temporal evolution of research hotspots within a specific field to a certain extent. Through the keyword burst analysis in the field of Chinese translation teacher research, a total of 35 burst terms were identified, as illustrated in **Figure 4**. It depicts that the focal points of research within this field vary across different years, and the duration of attention accorded to distinct keywords is not uniform. Through keyword burst analysis, it can be concluded that research on Chinese translation teachers has begun to shift towards a more diversified range of research directions.

Top 35 Keywords with the Strongest Citation Bursts

Keywords	Years	Strength	Begin	End	2004-2023
Translation teaching	2005	2.62	2005	2012	██████████
Faculty	2005	1.67	2005	2010	██████████
Professional development	2005	1.35	2005	2011	██████████
Reflection	2005	1.34	2005	2006	██████████
Translation theory	2007	1.77	2007	2009	██████████
Constructivism	2007	1.07	2007	2009	██████████
Surveys	2007	0.94	2007	2012	██████████
English major	2008	1.65	2008	2012	██████████
Teacher roles	2008	1.55	2008	2011	██████████
Translation teaching	2008	1.11	2008	2014	██████████
Classroom teaching	2010	1.24	2010	2011	██████████
Faculty development	2011	1.89	2011	2015	██████████
Teachers	2007	1.47	2013	2015	██████████
Interpreting	2013	1.32	2013	2017	██████████
Translation faculty	2007	1.06	2013	2015	██████████
Teacher feedback	2013	0.99	2013	2014	██████████
Strategies	2013	0.95	2013	2015	██████████
Development	2014	1.59	2014	2015	██████████
Globalization	2014	1.06	2014	2015	██████████
Practical ability	2014	0.77	2014	2017	██████████
Strategies	2015	1.39	2015	2017	██████████
Translation curriculum	2015	0.69	2015	2016	██████████
Translation	2007	1.11	2016	2018	██████████
Professional quality	2016	0.79	2016	2019	██████████
Professionalization	2008	0.67	2016	2018	██████████
Faculty training	2012	0.62	2016	2020	██████████
Translation teachers	2006	2.27	2018	2019	██████████
Teacher development	2013	1.08	2018	2023	██████████
Cultural teaching	2018	1.08	2018	2019	██████████
Research review	2018	1.08	2018	2019	██████████
Faculty team	2014	0.73	2018	2020	██████████
Professional development	2015	0.73	2018	2020	██████████
student perspective	2019	1.14	2019	2020	██████████
teaching ability	2014	0.69	2019	2023	██████████
translation masters	2020	1.05	2020	2023	██████████

Figure 4. The keyword burst mapping within the literature related to translation teachers in China.

3.3.2. Timeline mapping analysis

The evolution and interplay of literary knowledge can be depicted through the use of timeline mapping. Timeline mapping is designed to highlight the interconnections between cluster literature and the historical span, thereby illustrating the evolution of research knowledge over time [1]. In this research, a timeline mapping is constructed with a two-year interval as a single time slicing, with the node type designated as keywords. By analyzing the interconnections between different periods represented on the timeline mapping, it is possible to identify the inherent relationship of Chinese translation teacher research, explore the evolving trends of research hotspots and trace their origins and developmental trajectories. The timeline mapping of Chinese translation teacher research (Figure 5) indicates that the primary focus within the field has been on the development of translation teacher competencies and translation teaching and models, with the overall research content being relatively narrow and lacking in systematic studies over the past two decades.

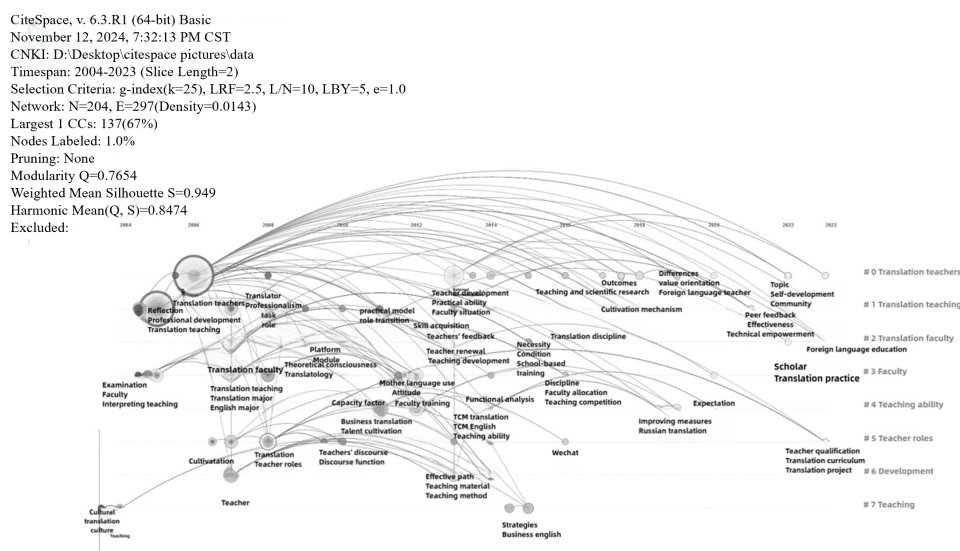


Figure 5. The timeline mapping within the literature related to translation teachers in China.

4. Results and discussion

The preceding analysis demonstrates that the volume of literature on Chinese translation teacher research has remained relatively low over the past two decades, indicating a limited level of attention within the country. However, the volume of literature has shown an overall upward trend, suggesting that research on Chinese translation teachers is gradually gaining the attention of more scholars and experts. This paper employs a visualization analysis software CiteSpace to generate mappings, identifying the hotspots and trends in Chinese translation teacher research.

The research hotspots in the field of Chinese translation teacher research are mainly focused on the development of translation teacher competencies and translation teaching and models, with related studies exhibiting a diversified research trend. In terms of the development of translation teacher competencies, He [6] advocates that translation teachers must possess three types of expertise; Wang et al. [7] suggest that translation teachers can enhance their capabilities by a series of measures in the era of technological empowerment. In terms of translation teaching and models, Bao [8] proposes that the most effective approach to successful translation teaching is translation teacher training; Han [9] suggests that the professionalization of teachers

and translators represents a contradiction in the construction of teaching faculty for undergraduate translation programs. In terms of diversified research trends, Huang ^[10] further explored the role of translation teachers; Long et al. ^[11] analyzed the construction of translation teacher faculties in China; Liu et al. ^[12] conducted research on Chinese translation teachers from various perspectives.

5. The future research directions on Chinese translation teachers

5.1. Conducting systematic research on Chinese translation teachers

China has made notable progress in its research on the development of translation teacher competencies, which reflects the country's commitment to the cultivation of translation teachers and the enhancement of educational quality. Nevertheless, to more effectively address the societal demand for translation talents, further research on the development of translation teacher competencies could be intensified to yield systematic outcomes.

- (1) Research on the development of translation teacher competencies can be conducted from multiple perspectives. For example, Yang ^[13] explored the self-awareness of translation teachers regarding the hidden curriculum from a cognitive perspective. Jiang et al. ^[14] discussed the application of teachers' cross-cultural awareness in English translation teaching from an intercultural perspective. Zhang ^[15] investigated the construction of knowledge structures for translation technology teachers.
- (2) Research on the development of translation teacher competencies can employ a variety of research methodologies. For instance, Zhang ^[16] employed questionnaires to examine the current situation and role fulfillment of Chinese translation teachers. Qin ^[17] utilized interviews to investigate the professional proactivity of 20 exemplary university translation teachers.
- (3) Research on the development of translation teacher competencies needs to yield systematic results and establish theoretical frameworks and evaluation systems, providing a scientific basis for the training and teaching of translation teachers. Furthermore, enhancing the integration with practical teaching and translating research findings into practical experience will effectively guide the cultivation of superior translation talents, promoting the development of China's translation industry.

5.2. Conducting diversified research on Chinese translation teachers

While conducting systematic research on Chinese translation teachers, it can also conduct diversified research on Chinese translation teachers from research perspectives, research objects, research orientations, and research regions.

In terms of research perspectives, in nearly two decades of research on translation teachers, only a limited number of scholars, such as Wang ^[18], have conducted studies on Chinese translation teachers from theoretical perspectives. The investigation of Chinese translation teachers from a multitude of theoretical perspectives not only enriches the depth and breadth of the research but also enhances the theoretical guidance and practical application.

In terms of research objects, during the period spanning 2004 to 2023, the research objects of translation teachers are primarily on those who specialize in the English language, while research concerning translation teachers of less commonly taught languages (LCTLs) is remarkably scarce. In the preceding two decades, only Zhang ^[19] has conducted research on Russian translation teachers, while Xu et al. ^[20] have investigated the development of Japanese faculty. Nevertheless, investigating LCTL translation teachers can furnish invaluable

references and support for enhancing the quality and standards of LCTL translation education.

In terms of research orientations, over the past two decades, those engaged in research on translation teachers in specific orientations include Li et al. ^[21] while those who study translation teachers within different types of higher education institutions include Lin ^[22]. By researching translation teachers across different translation research orientations and types of higher education institutions, it is possible to gain a deeper understanding of the characteristics and requirements of those engaged in translation teaching.

In terms of research regions, from 2004 to 2023, research on Chinese translation teachers is predominantly concentrated in the northern and western regions, for example, He ^[23] conducted an investigation into translation teachers in Hebei Province, while Wu ^[24] carried out a research on translation teachers in the western region, with a notable absence of studies on translation teachers in the more economically developed southeastern coastal areas. By conducting research on Chinese translation teachers at the provincial and regional level, it is possible to gain a deeper insight into the regional characteristics and differences in teaching practices among Chinese translation teachers.

6. Conclusion

This paper employs CiteSpace for visual bibliometric analysis to examine the research on Chinese translation teachers over the past two decades. By employing keyword co-occurrence analysis and keyword cluster analysis, the paper depicts the research hotspots in the field of translation teacher studies in China. Furthermore, the paper employs keyword burst analysis and timeline mapping analysis to investigate the trends in the translation teacher research. The findings indicate that the development of translation teacher competencies and the translation teaching and models are the research hotspots on Chinese translation teachers. Moreover, the research on Chinese translation teachers has begun to shift towards a more diversified range of research directions. In light of the current situation, this paper proposes the enhancement of systematic and diversified research on Chinese translation teachers. It is of the utmost importance to establish a systematic framework for the development of translation teacher competencies, and provide a scientific basis for the training and teaching of translation teachers. Meanwhile, conducting diversified research on Chinese translation teachers across research perspectives, objects, orientations, and regions. It is anticipated that this will provide valuable insights for the professional development of translation teachers and the enhancement of translation education in China.

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