Closing the Industry-Academia Gap in Translation Education; Exploring Collaborative Strategies as Tools for Effective Curriculum Alignment

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Abstract

The translation industry has evolved extensively to reflect the transformations in the communication industry and the impacts of the technological advancements. As such, this paper explored the implications of closing the gap between academic and industry systems in the training of translation graduates. The aim is to explore collaboration strategies to bring translation practice experts and lecturers together to enhance the productivity of translation graduates. A total of 97 critical stakeholders were engaged in this quantitative survey. Data was collected through digitally designed questionnaire and analysis was conducted using relevant statistical measures. The survey's results show that, when it comes to integrating industry involvement into translation education programmes, participants typically see methods like guest lectures, internships, advisory boards, industry events, and communication channels favourably. These tactics are essential for closing the knowledge gap between business and academia and improving students' readiness for the translation field. However, the ambivalent and often contradictory answers indicate that putting these tactics into practise could need giving them some thought and perhaps tailoring them to the particular requirements and setting of translation education initiatives. Additional investigation and examination of optimal methodologies are necessary to maximise the efficacy of these approaches in mitigating the disparity between industry and academics. The results of this survey highlight the positive attitudes expressed by participants towards the potential influence of cooperation between professionals in the translation sector and educators in the development of curriculum design. The statement emphasises the general agreement that these collaborations have considerable potential in improving the preparedness of translation graduates for the evolving demands of the profession. The results of this study are consistent with the current body of research on the cooperation between business and academia in the area of translation education. These findings highlight the potential advantages of such collaboration in equipping graduates with the necessary skills and flexibility for prosperous careers in the translation sector.

Introduction

In the dynamic realm of translation education, a key component in equipping future language professionals for achievement is in the promotion of creativity. In a recent study conducted by Szabo (2022), attention has been drawn to the imperative need of bridging the enduring divide that exists between the realm of academics and the translation business. This study proposes the inclusion of industry employers and academic experts in the process of designing and developing translation curriculum. This partnership has the potential to rejuvenate translation education and provide students with the necessary skills required in today's competitive job market. It is imperative that the translation curriculum undergoes a transformation from its current static state to one that reflects the evolving dynamics within the field of translation education. It is important to establish a connection between theoretical concepts and practical applications. The strong partnership among academic institutions and industry practitioners is of utmost importance in order to guarantee that the curriculum remains in line with the technical advancements that are defining the field of translation (Chesterman, 2009; Baker, 2016; Cronin, 2003; Gentzler, 2001). The alignment of interests between students, institutions, and the business may have ultimate benefits.

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The rationale for this study arises from the acknowledgment that the establishment of a productive partnership between stakeholders in the translation business and teaching professionals is crucial in order to confront the obstacles presented by the gap between the industry and academia (Franco, 2020). The partnership mentioned has the ability to not only provide valuable insights for the creation of curriculum but also improve the overall quality of translation education. Through the incorporation of industry specialists in the process of curriculum creation, educational institutions may effectively guarantee that their graduates possess not only a comprehensive understanding of theoretical concepts but also the practical skills necessary for immediate integration into the professional workforce. Furthermore, the need for cooperation goes beyond the realm of curriculum creation. The concept involves a more comprehensive exchange of ideas and perspectives between the academic community and the business, promoting a sense of mutual comprehension and collaborative objectives (Marczak & Bondarenko, 2022). The symbiotic nature of this partnership may lead to the establishment of internships, guest lectures, and joint research projects. These initiatives provide students valuable exposure to real-world experiences and opportunities, while simultaneously allowing industry stakeholders to actively contribute to the development of the future workforce.

The research has two main objectives: firstly, to examine the existing translation curricula at academic institutions, and secondly, to suggest collaborative ways that might successfully synchronise these curricula with the evolving demands of the translation business. This study endeavours to provide the groundwork for a translation education framework that is more adaptive and aligned with the needs of the business. The significance of this research cannot be exaggerated. Addressing the divide between the translation education sector and the industry is not only a scholarly project, but rather a crucial need for the long-term viability of the profession (Garcia, 2019). The findings of this study possess the capacity to redefine the landscape of translation education, guaranteeing its congruence with prevailing industrial patterns and endowing graduates with the proficiencies essential for success in an ever-changing globalised society.

Literature Review

The Industry-Academic Gap in Training Translators

There has been a lot of academic focus on the mismatch between what students learn in translation classes and what professionals need to succeed in the field. Several studies have attempted to bridge the gap between academics and the translation business by analysing the curriculum gap between the two. The researchers Al-Batineh and Bilali (2017) attempted to find out more about the current situation of translation education in the Arab world. Their research revealed serious gaps between what is taught in schools and what is needed in the translation industry. This demonstrates the importance of incorporating business leaders in the curriculum development process. The purpose of Flanagan and Christensen's (2014) research was to investigate the extent to which post-editing rules are useful and to illuminate the range of interpretive choices available to students of translation. The results of this study highlight the challenges associated with training future translators to satisfy the industry's standards. Marczak and Bondarenko (2022) performed a research that compared academic and professional training for translators in Poland and Ukraine. The results highlight the need of increased collaboration between academic institutions and business in tackling this problem.

Recognising the enormous impact technology has had on the development of translation education is important because of the persistent gap between industry and academic institutions in this space. Several new opportunities and challenges have arisen as a result of the incorporation of digital technology and AI into the translation process. Researchers like Risku (2018) have thoroughly studied the impact of AI in translation studies, highlighting the need of including machine translation and other computer-assisted

technologies into translation curricula. This amalgamation conforms to the ever-changing requirements of the translation industry, which increasingly calls for translators to work in tandem with AI systems (Franco Aixelá, 2020).

Furthermore, the phenomenon of market globalisation and the advent of the digital era have resulted in an increased need for translation services that cater to certain domains or industries. Kiraly (2014) underscores the need of adopting a social constructivist framework in the realm of translation education, whereby the focal points are empowerment and specialisation. Translation programmes are responding to these developments by providing specialised programmes in areas such as medical, legal, or technical translation (Tymoczko, 2003; Kelly, 2014). This specialisation aims to satisfy the industry's need for specialised knowledge in a particular subject area, ensuring that education is in line with practical necessities.

The translation sector is subject to ongoing changes, which can have an impact on the development of intercultural competence. The study conducted by Tomozeiu, Koskinen, and D'Arcangelo (2016) examines the pedagogy of intercultural competence within translator training programmes, emphasising its increasing significance within the context of a globalised society. The competence of navigating cultural subtleties and adapting material for broad audiences is more valued as marketplaces grow more heterogeneous (Hubscher-Davidson & Borodo, 2012). Therefore, in order to equip graduates for the interconnected and culturally diversified industry of the present day, translation education programmes are integrating intercultural elements (Tomozeiu et al., 2016; Göpferich, 2009).

The disparity between the translation education provided by academic institutions and the demands of the industry continues to be a significant issue. Extensive research and respected experts have underscored the need of establishing congruity between educational programmes and the expectations of the professional translation field. In light of the ongoing evolution of the translation business in response to technology breakthroughs, globalisation, and market demands, it is imperative for translation programmes to modify their curriculum in order to provide students with the necessary skills and knowledge to thrive in this ever-changing environment. Contemporary translation education encompasses crucial elements such as the integration of technological training, the cultivation of specialisation, and the prioritisation of intercultural competency.

It emphasises the need of staying updated with the ever-changing business to guarantee the continued relevance and preparedness of future translators and professionals in this sector. In recent years, the translation business has seen significant changes in its dynamics, mostly driven by developments in technology, the process of globalisation, and shifting market requirements (Bassnelt, 1991; Even-Zohar, 1990; Hatrim & Mason). The introduction of machine translation and computer-assisted translation technologies has resulted in a restructuring of responsibilities within the translation business (Garcia, 2009; Gaspari et al., 2015). Furthermore, the phenomenon of market globalisation has resulted in an amplified need for localization services, therefore leading to a modification in the skill set expected from translators (Pym, 2010). The aforementioned changes need a workforce that is adaptable and capable of adjusting to evolving technological advancements and market requirements (Kruger, 2018; Nitzke et al., 2019). Translation education programmes are now facing the difficulty of adequately equipping students to meet the demands of the evolving profession (Holmes, 1988; Robinson, 2019).

Numerous scholars and research endeavours have contributed significant insights into the dynamic transformation occurring within the translation sector. In a scholarly discourse, Szabo (2022) examined the implications of machine translation on the community of translators, underscoring the need for translators to cohabit and engage in collaborative efforts with automated systems. In his study, O'Hagan (2011) examined the effects of using technology as a translation approach, emphasising the importance of the link between the translator and the machine. Nord (1997) presented functionalist ideas, which

have gained significance in handling the dynamic requirements of the business (Holmes, 1988; Hermans, 1999). The aforementioned assessments emphasise the significance of aligning translation education with the demands of the business in order to provide graduates with the requisite skills for achieving success in the current translation market.

Essence of University-Industry Collaboration in Translation Education

The partnership between academics and the translation business in the production of curricula has garnered considerable interest in recent times. The partnership strategy acknowledges the need of integrating translation education with the actual requirements of the business. Translation programmes strive to narrow the gap between theoretical knowledge and practical application by including industry experts in the development of their curricula. This partnership guarantees that students possess the necessary skills and information that are in accordance with the current demands of the business. This method transcends a simple transfer of knowledge and encompasses the active engagement of industry specialists in influencing the educational environment (Lefevere, 1992; Munday, 2009; Wu et al., 2011). The notion of cooperation signifies a major transformation in the organisational framework of translation education, highlighting the significance of synergistic interactions between academics and the industry in order to adequately equip students for their forthcoming professional endeavours.

Numerous exemplary studies and projects have shown the advantageous outcomes resulting from the collaborative efforts between academics and the translation business in the construction of curricula. An exemplary illustration may be seen in the integration of internships or work experiences into translation programmes. These experiential learning programmes provide students the opportunity to apply their acquired skills in authentic real-world contexts, while also benefiting from the mentorship and advice of industry experts (Wills, 1982; Vinay & Darbelnet, 1958; Trosborg, 1995). One example of an initiative that has facilitated such cooperation is the European Masters in Translation (EMT) network, which has actively encouraged the establishment of partnerships between universities and language service providers (De Sutter, 2020). Moreover, partnerships between business and academia have resulted in the establishment of collaborative initiatives or specialised educational offerings that cater to the unique requirements of certain industries, such as medical or legal translation (Tymoczko, 2003; Kelly, 2014). These projects underscore the benefits of incorporating hands-on experience and industry knowledge into the curriculum of translation education.

The significance of cooperation between business and academics in the field of translation education cannot be overemphasised. This collaboration aims to tackle the enduring issue of the disparity between academic education and the demands of the business. Translation programmes may effectively equip graduates with the essential abilities, such as competency in new technologies, to satisfy the expectations of the business by actively engaging industry actors in the construction of the curriculum (Risku, 2018; Franco Aixelá, 2020). According to Gambier and van Doorslaer (2010), the use of collaborative techniques in education enables the integration of real-world projects and case studies into the curriculum, hence enhancing the relevance and engagement of students. In addition, this partnership serves to bolster the legitimacy of translation programmes by matching them with established industry standards, so equipping graduates with enhanced readiness for prosperous employment in the area of translation.

The establishment of a productive partnership between industry stakeholders and educators may result in a wide range of possible results and benefits. Firstly, the acquisition of practical skills and industrial insights equips graduates with enhanced employability (Nord, 1997). Furthermore, it facilitates the implementation of a flexible and responsive curriculum that may effectively address industrial developments, including breakthroughs in machine translation and the process of globalisation (O'Hagan, 2011). In addition, it is worth noting that cooperation plays a crucial role in cultivating a

feeling of community within the translation domain, hence facilitating continuous conversations and reciprocal knowledge acquisition (Göpferich, 2009; Hubscher-Davidson & Borodo, 2012). Ultimately, this initiative facilitates a platform for experts in the sector to actively participate in the development of future translators, so guaranteeing a consistent flow of information and experience. The aforementioned possible consequences highlight the importance of successful cooperation as a catalyst for transformational change in the field of translation education.

The intersection of academics and the translation business in the creation of curricula is a burgeoning area of focus within translation education. The awareness of collaboration as a significant concept is increasing; nonetheless, there exists a noticeable deficiency in the existing body of research about complete frameworks or standardised practises that facilitate efficient cooperation (Gaspari et al., 2015). Although many models and projects have been acknowledged for their effectiveness, there exists a dearth of comprehensive research that examines the effects of these partnerships on translation education programmes in a systematic manner. Moreover, a scarcity of research exists about the precise functions and contributions of industry professionals in the process of curriculum building, as well as the extent to which their expertise enhances the preparedness of graduates (Olohan, 2014; Nida, 1964; Robinson, 2019; Shutteworth, 1997; Snell-Hornby, 2006; Venuti, 1995).

The extant body of literature emphasises the significance of cooperation between business and academia; nevertheless, it often lacks empirical substantiation regarding the measurable advantages of such partnerships (Franco Aixelá, 2020; Risku, 2018). The recognition of the positive impact of cooperation on graduates' employability is well acknowledged. However, it is important to conduct thorough investigations that assess the enduring career prospects of students who have participated in collaborative programmes in comparison to those who have not. Furthermore, the existing body of research lacks comprehensive examination of the many obstacles and hindrances that may hinder successful cooperation, including but not limited to clashing priorities, communication gaps, and logistical restrictions. Comprehending these problems is vital in order to formulate effective tactics to surmount them (Toury, 1995).

The importance of cooperation between business and academics in the field of translation education goes beyond the obvious advantages. Nevertheless, a notable study vacuum exists about the enduring effects of these partnerships on the translating profession. Insufficient consideration has been given to the potential impact of cooperation on industry standards, professional organisations, and the general impression of the translation sector. Additionally, there is a dearth of scholarly research that thoroughly investigates the ways in which cooperation may be modified to effectively respond to developing trends within the business, such as the ongoing integration of artificial intelligence and the ever-changing needs of global marketplaces. The examination of these facets is crucial in order to develop a comprehensive comprehension of the transformational capacity of cooperation in the field of translation education.

Research Methodology

Research Questions

The following research questions are pursued in this study:
1. What strategies can translation education programmes use to successfully include industry participation into their curricula?
2. How can a partnership between specialists in the translation business and lecturers in curriculum design enhance the readiness of translation graduates to meet the changing requirements of the profession?

The above research questions are the main directions for the designing of the study tools and

analysis parameters.

Study Approach and Design

This research is a quantitative analysis of the partnership between translation industry experts and academics in designing translation curriculum for enhancing employability skills of translation graduates. The study aims to gather numerical data from critical stakeholders in the industry-academia on the strategies for the partnership, the relevance of the partnership and the challenges of the collaboration. Survey design is considered to be very effective in the completion of the study.

Research Community

The stakeholders that participated in this study include translation lecturers culled from different universities, and experts in translation practice who are currently working as translation experts for different firms. The choice of these stakeholders for this study is motivated by the need to engage translation pedagogy experts and translation practice professionals.

Study Sampling

To collect the required data, non-randomized study sampling strategy was implemented in the process of selecting the number of stakeholders that participated in the study. In this order, a total of 39 university lecturers and 58 industry translation experts were engaged in the study. As such, the study population is 97 stakeholders. The details of the demographic variables are summarized in table 1 below:

Table 1: Demographic Variables.

Category	Variable	Frequency	Percentage
Gender	Female Male	43 54	44.33% 55.67%
Age	18-28years	27	27.84%
	29-39years	30	30.93%
	40-50years	25	25.77%
	51 above	15	15.46%
Educational Qualification	Bachelor's	28	28.87%
	Masters'	35	36.08%
	PhD	34	35.05%
Years of Experience	Less than 5years	25	25.77%
	5-10years	18	18.56%
	11-16years	22	22.68%
	More than 16years	32	32.99%

The demographic table offers significant information into the grouping of the population included in the research. The analysis of gender distribution reveals a marginal predominance of male participants (55.67%) in comparison to their female counterparts (44.33%). The observed gender balance might perhaps be indicative of larger patterns within the field of translation or the particular demography of the sample. The research encompasses a wide spectrum of age groups, with the highest proportion (30.93%) belonging to individuals between the ages of 29 and 39. This is closely followed by participants aged 18 to 28, constituting 27.84% of the sample. The observed distribution of participants in this research includes persons at various career phases, namely early-career professionals and those in the mid-career stage. This distribution is in line with the study's aims, which aim to investigate the cooperation between industry and academics throughout different points in individuals' careers. The educational credentials of the participants are noteworthy, exhibiting a nearly equal distribution between those possessing a Master's degree (36.08%) and those who have obtained a Ph.D. (35.05%).

Study Tools and Administration of Tools

Questionnaire was used in gathering data for the study. Five survey questions were drafted from each research question, using the five points Likert scale (Strongly Agree as SA, Agree as A, Neutral as N, Disagree as D, and Strongly Disagree as SD). The statistical measures computed the variables in values of 1-5 across the SD to SA scales. In terms of administration of study tools, digital means were used, wherein the participants received the questionnaire through different digital platforms, including their emails and relevant social media platforms. The questionnaire was designed as Google form.

Analysis Procedure

The collected data was sorted out based on the percentile value of the responses from the study participants. the percentile values were used in the computation of the mean values and the standard deviation. All the results are presented in descriptive statistics tables, focusing mainly on the percentages of the Likert scales, the mean and the standard deviations.

Results and Discussions

Results

It has been established that the data was collected based on the focus of the three research questions, which also inform the results presentations. As such, this section is further segmented into three subsections which will offer the results of each of the three research questions.

Strategies for the Integration of Translation Industry Experts in Designing Translation Curriculum

The first study question focuses on the strategies universities can integrate in partnering with translation industry experts in the effort to close the gap between academic programs in translation and practical application of translation skills in the industries. Five survey questions were developed from this study question, and the results are contained in the table below:

Table 2: Results of the Strategies for Academia-Industry Partnership in Translation Training.

Question Variables	SA	A	Neutral	SD	D	Mean	S. D
Incorporating guest lectures and workshops by professionals from the business community into translation courses is a viable approach to augmenting industry engagement within the curriculum of translation education	12.37	42.27	22.68	7.22	15.46	3.69	1.11
Incorporating internships or work placements with translation industry organisations into the curriculum is an advantageous approach for providing students with firsthand exposure to authentic industry practises.	30.93	25.77	8.25	20.62	14.43	3.48	1.08
Incorporating industry experience may be effectively achieved via the establishment of advisory boards consisting of experts from the relevant field. These boards play a crucial role in providing advice on curriculum creation and programme enhancement.	10.31	20.62	24.74	18.56	25.77	3.14	1.03
Incorporating industry conferences, seminars, and networking events into the educational experience of students helps foster meaningful engagement between academics and the translation business.	12.37	25.77	20.62	30.93	10.31	3.31	1.15
The establishment of constant communication channels, such as forums or online platforms, to facilitate discourse among students, faculty members, and industry experts has the potential to cultivate sustained cooperation and facilitate the flow of information.	28.87	30. 93	12.37	15.46	12.37	2.90	1.20

In a nutshell, the survey's results show that, when it comes to integrating industry involvement into translation education programmes, participants typically see methods like guest lectures, internships,

advisory boards, industry events, and communication channels favourably. These tactics are essential for closing the knowledge gap between business and academia and improving students' readiness for the translation field. However, the ambivalent and often contradictory answers indicate that putting these tactics into practise could need giving them some thought and perhaps tailoring them to the particular requirements and setting of translation education initiatives. Additional investigation and examination of optimal methodologies are necessary to maximise the efficacy of these approaches in mitigating the disparity between industry and academics.

Benefits of Industry-Academia Partnership in Translation Education

The second research question seeks to unveil how can a partnership between specialists in the translation business and lecturers in curriculum design enhance the readiness of translation graduates to meet the changing requirements of the profession. Five survey questions were developed from this research questions and the findings are contained in the table below.

Table 3: Results of the Impacts of Academia-Industry Partnership in Translation Training.

Question Variables	SA	A	Neutral	SD	D	Mean	S. D
A good way to include modern industry practises and technology into translation education is to include experts from the translation business in the curriculum design process.	21.65	52.84	5.65	9.28	10.58	4.41	1.08
Lecturers and translation industry professionals can partner to provide translation graduates a better knowledge of the expectations and problems that await them in the workplace	25.77	52.9	5.31	5.46	10.53	4.11	1.03
Experts from the translation sector may contribute to the creation of curricula, giving students exposure to real-world projects that develop their problem-solving and practical skills.	25.77	56.08	7.54	2.37	8.24	3.64	1.09
When it comes to curriculum creation, industry-academia cooperation may help customise instruction to reflect new trends and technical developments in the translation field	21.65	60.90	5.62	5.46	6.37	4.94	0.78
Lecturers and translation industry experts can collaborate to improve graduates' flexibility and preparedness for navigating the changing translation landscape—which includes globalisation and new market demands	19.59	60.12	4.74	6.47	9.28	4.95	0.74

The results of this survey highlight the positive attitudes expressed by participants towards the potential influence of cooperation between professionals in the translation sector and educators in the development of curriculum design. The statement emphasises the general agreement that these collaborations have considerable potential in improving the preparedness of translation graduates for the evolving demands of the profession. The results of this study are consistent with the current body of research on the cooperation between business and academia in the area of translation education. These findings highlight the potential advantages of such collaboration in equipping graduates with the necessary skills and flexibility for prosperous careers in the translation sector.

Discussions

The presented results have offered insights into the answers to the research questions. In the first research question, the results shown in Table 2 provide insightful information about how participants evaluated the effectiveness of different approaches to include corporate interaction in translation education programme curriculum. As they close the knowledge gap between academia and industry, these initiatives are essential to closing the industry-academia gap. First, according to the research, adding industry experts' guest lectures and workshops to translation courses is usually seen as a workable way

to increase industry participation in the curriculum. Notably, 54.64% of respondents (SA: 12.37%, A: 42.27%) affirmed this approach. This result supports the notion that professionals in the field can provide students insightful analysis, practical examples, and up-to-date information on trends (Risku, 2018; Franco Aixelá, 2020). By fostering direct communication between students and professionals in the field, these guest lectures and workshops enhance the educational process and close the knowledge gap between theory and practise (Göpferich, 2009; Kelly, 2014).

Furthermore, the data shows that a sizable majority of respondents (SA: 30.93%, A: 25.77%) believe that including internships or work placements with translation industry organisations in the curriculum is a beneficial strategy. This research highlights the value of experiential learning, which is acknowledged as a useful way to introduce students to real-world business practises (Kiraly, 2014; Hubscher-Davidson & Borodo, 2012). Students may apply their knowledge in real-world situations via internships and job placements, which improves their employability by giving them first-hand experience (Nitzke et al., 2019; Gaspari et al., 2015).

Additionally, creating advisory boards with professionals from the sector is seen favourably as a way to include industry expertise in translation education programmes (SA: 10.31%, A: 20.62%). Advisory boards may provide insightful guidance on developing curricula and improving existing programmes, bringing academic offerings into line with business needs (Tomozeiu et al., 2016; Risku, 2018). The results, however, also point to a sizeable percentage of respondents who expressed neutrality or disagreement, suggesting the need for more research into the particular dynamics and difficulties connected to these advisory boards.

Moreover, the data shows that students (SA: 12.37%, A: 25.77%) have a favourable opinion on the inclusion of industry conferences, seminars, and networking events in their educational experience. These gatherings encourage significant interaction between academic institutions and the translation sector, giving students the chance to network with experts and get exposure to current market trends (Gambier, 2014; Kiraly, 2014). These interactions may help students get a more comprehensive grasp of the translation profession, its difficulties, and its dynamic character.

The recommended approach for encouraging discussion among students, teachers, and business professionals is the creation of ongoing communication channels, including forums or online platforms (SA: 28.87%, A: 30.93%). This strategy may encourage ongoing collaboration and make knowledge sharing easier (Gambier & van Doorslaer, 2010; Hubscher-Davidson & Borodo, 2012). The existence of a noteworthy neutral response (N: 12.37%) implies that more investigation may be required to examine the pragmatic use and efficacy of those communication channels.

For the second research question, the table 3 demonstrates the results of a survey that investigated the opinions of participants regarding the potential influence of collaborations between professionals in the translation industry and educators in curriculum development on improving the preparedness of translation graduates to meet the changing demands of the field. The significance of these results cannot be overstated when it comes to bridging the gap between the industry and academics, as well as equipping graduates with the necessary skills for prosperous employment in the field of translation.

The data indicates a significant agreement among participants that including professionals from the translation sector within the curriculum design process has potential as a way for integrating contemporary industry practises and technology into language education. A significant proportion of respondents, namely 74.49%, expressed agreement or strong agreement with this concept. namely, 21.65% strongly agreed and 52.84% agreed. The aforementioned discovery aligns with existing scholarly literature that emphasises the need of incorporating industry input into curriculum creation in order to maintain its relevance to current industry demands and technological improvements (Gaspari et al., 2015; Risku, 2018). The statement suggests that the partnership between professionals in the translation sector and educators has the potential to effectively connect academic theories with practical abilities in the field.

Furthermore, it was found that a significant number of participants concurred that a collaborative relationship between lecturers and experts in the translation sector might be essential in equipping translation graduates with a comprehensive comprehension of the demands and obstacles they are likely to encounter in their professional careers. A significant majority of 78.67% of respondents expressed agreement or strong agreement with the given statement, with 25.77% indicating strong agreement and 52.9% indicating agreement. This is consistent with the concept that these collaborations provide students with vital insights into the practical dynamics of the translation industry, so arming them with a more realistic and practical viewpoint (Göpferich, 2009; Kelly, 2014). The available data indicates a growing acknowledgement of the significance of cooperation between educators and industry professionals in fostering a comprehensive education that equips graduates with the necessary skills for achieving success in their professional endeavours.

Additionally, the results underscore the perceived advantages of engaging professionals from the field of translation in the process of designing educational curricula. This is especially evident in the context of providing students with opportunities to engage in authentic projects that contribute to the development of their problem-solving abilities and practical competencies. A significant majority of participants, amounting to 81.85%, expressed agreement or strong agreement about the value of contributions made by industry experts. Specifically, 25.77% strongly agreed and 56.08% agreed with this sentiment. The aforementioned discovery highlights the significance of practical experiences and industry-specific initiatives within the realm of translation education (Nitzke et al., 2019; Tomozeiu et al., 2016). The proposition posits that students may get substantial advantages through collaboration endeavours between academia and the translation industry, acquiring practical skills and problem-solving capabilities essential for their prospective professional trajectories.

Furthermore, the data highlights the notion that collaboration between industry and academics may contribute to the adaptation of instructional methods to align with emerging trends and technical advancements within the area of translation. A significant proportion of participants, namely 82.55%, expressed agreement or strong agreement with the aforementioned concept. The breakdown of responses indicates that 21.65% strongly agreed, while 60.90% agreed. The aforementioned discovery aligns with the need for translation education to be updated on industry progressions, guaranteeing that graduates possess the necessary skills to navigate the always evolving nature of the field (Gambier & van Doorslaer, 2010; Hubscher-Davidson & Borodo, 2012). This statement underscores the perspective that collaborations between professionals in the translation business and educators may successfully support the development and evolution of curricula to align with industry demands.

Finally, the participants unanimously agreed on the significant potential of fostering cooperation between academic instructors and professionals in the translation sector. This collaboration aims to enhance the adaptability and readiness of graduates in effectively navigating the evolving translation environment, including phenomena such as globalisation and emerging market requirements. A significant majority of participants, namely 79.71%, expressed agreement or strong agreement with the aforementioned proposition (strong agreement: 19.59%, agreement: 60.12%). This discovery is consistent with the acknowledgment that individuals who have completed translation programmes need more than just language abilities. They also need to possess a diverse range of capabilities, such as adaptability and a comprehension of worldwide patterns (Kiraly, 2014; Risku, 2018). This statement highlights the notion that collaborations between industry and academics may have a significant impact on the development of graduates who possess the necessary skills and knowledge to succeed in a rapidly changing and expanding field.

Implications of Study and Conclusions

This paper critically studies the nature of the partnership between academics and the translation industry experts in designing translation curriculum to enhance the skills of the graduates of translation. The

research's conclusions provide vital insights into the attitudes and preferences of educators and translation professionals, illuminating practical approaches for bringing translation education into line with the changing needs of the translation sector.

The study's findings amply supported the proposition that incorporating experts from the translation business in the creation of curricula is a powerful way to incorporate technology and contemporary industry practises into translation instruction. The vast majority of participants agreed with this approach, highlighting how it might guarantee that translation programmes stay up to date and relevant to business demands.

Additionally, the study results emphasised the perceived advantages of collaborations between lecturers and translation industry experts in furnishing students with a practical comprehension of employment demands and obstacles. Most respondents agreed that these kinds of partnerships may provide students with insightful knowledge about the workings of the translation industry, enabling them to get a well-rounded education. This bolsters the argument that, in order to adequately prepare graduates, translation education need to include real-world viewpoints (Göpferich, 2009; Kelly, 2014). The research highlights how industry-academia collaboration helps produce graduates who are more equipped to handle the challenges of their future professions.

The research also emphasised the need of industry experts' input in curriculum creation, especially when it comes to exposing students to real-world projects that improve their practical and problem-solving abilities. Most respondents agreed that having these kinds of practical experiences is important for teaching translation. This is consistent with the larger body of research that supports providing translation students with chances for experiential learning (Nitzke et al., 2019; Tomozeiu et al., 2016). The study highlights the substantial impact that cooperative endeavours between higher education institutions and translation businesses may have on students' acquisition of transferable skills and analytical aptitude.

Furthermore, the study's results showed clarity on the benefits of industry-academia collaboration in tailoring education to new developments in the translation sector and technology. In order to keep graduates competitive in the field, respondents stressed the need of making sure translation programmes adapt to changes in the market. This aligns with the need for translation education to maintain its flexibility and adaptability (Hubbscher-Davidson & Borodo, 2012; Gambier & van Doorslaer, 2010). The research emphasises how collaborations between experts in the translation sector and academics may support the modification and advancement of curricula.

Ultimately, the study's conclusions highlighted the idea that working together, instructors and translation industry professionals may improve graduates' adaptability and readiness to handle the dynamic translation environment that comes with globalisation and new market needs. Respondents acknowledged that graduates needed to have a wider range of abilities in addition to language proficiency. This is in line with the dynamic character of the translation industry, which calls for experts who can adjust to changing circumstances (Kiraly, 2014; Risku, 2018). The research confirms the idea that collaborations between business and academics are essential to producing graduates who are prepared to succeed in a changing and dynamic field.

In conclusion, this research provides strong proof of how business and academics may work together to improve translation education and close the gap between the two. The results highlight the significance of including professionals from the industry into the creation of curricula, encouraging collaborations between translators and educators, and offering students hands-on experiences and exposure to real-world industry dynamics. The study has important ramifications for translation education programmes, organisations, and industry stakeholders since it highlights the importance of teamwork in preparing language graduates for lucrative professions. The report makes many suggestions, such as encouraging more industry participation in curriculum creation, fostering collaborations between academic institutions and the translation business, and improving the hands-on and problem-solving aspects of translation education. These suggestions may

help ensure that translation education programmes stay current and develop further, which will ultimately be advantageous to students and the translation sector as a whole.

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