Insights and viewpoints of University Translation Lectures and Translation Industry Experts on Collaborative Approaches to Translation Training Programs

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Abstract

In recent times, there has been a notable transition within the domain of translation studies, wherein a greater emphasis is placed on collaborative methodologies for training purposes. However, this shift underscores the significance of fostering cooperation between university translation lecturers and professionals from the translation industry. This shift in focus goes further to bridge the existing gap between academic translation training programs and translation industry experts. Hence, the aim of the current research is to identify these existing gaps and explore how collaborative approach between the university translation lecturers and translation industry experts can enhance the translation training programs. Also, the research explored the diverse opinions of two identified stakeholders on various collaborative approaches to translation training programs. To execute these objectives, the research adopted a quantitative research methodology which deals on collation, analysis, and evaluation of large numerical data. Additionally, the research data was gathered using online questionnaire; wherein 76 randomly selected research participants were tasked to share their varied opinions regarding the survey items contained in the questionnaire. However, the key findings from the research highlighted industry partnership, technology integration, and collaborative research project, among others as relevant collaborative approaches in training future translators. More so, the research recognized the benefits of these approaches in enhancing the quality of translation training. On the other hand, the research emphasized the need for practical aspect of translation training programs which can be truly obtained by involving professional translators in the industry during training.

Keywords: *Translation Training programs, Collaborative Approaches, University translation Lecturers, Translation Industry Experts, Translation Industry, Collaborative Methodologies.*

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1. Introduction

Over the years, a great concern has been raised about training of future translators to handle challenges and trends in the translation industry. However, these trends and challenges contributed to the dynamisms of the translation industry. With a view to addressing these issues, several translation training approaches have evolved with the purpose of enhancing translation methodology and strategies for translation training.

According to Olvera et al., (2007), many scholars have proposed several approaches for effective translation training programs. One among these approaches is, collaborative approach. According to Bayraktar-Özer & Hastürkoğlu (2020), collaborative methodologies in translation training include the pedagogical practices that foster the acquisition of translation competencies via collective endeavors, including student-student, student-instructor, and sometimes student-industry expert interactions. Nevertheless, these methodologies priorities the integration of cooperation and peer collaboration as means to augment the quality of translation and provide students with the necessary skills to meet the practical requirements of the translation industry and fill the existing gap that exists between the translation training programs and the translation industry.

Meanwhile, there is already a gap that exists between the translation industry and translation training programs. This gap is as a result of difference in the demands of translation industry and what the translation training program teaches. For instance, translation students may be taught courses that are not relevant in the translation industry. With collaborative approaches which involve the participation of industry experts and professionals in the training process, students have the opportunity to acquire important insights, practical skills, and a more profound understanding of the practical issues they are likely to face in their future translation vocations. The aforementioned methodologies strive to cultivate individuals with comprehensive skills and knowledge, enabling them to effectively navigate the challenges in the translation industry. Also, the approach promotes a mindset that blends theoretical study with practical experience, creating a new generation of translators who are well-versed in both the theory and practice of their craft.

Moreover, the collaborative approaches to translation training programs encompasses different approaches. O'Brien (2011), identified 'industry partnership as one of the approaches. In this approach, translation educators' partnership with translation and language service enterprises, alongside global institutions, to provide students with practical translation assignments, internships, or mentoring prospects. This opportunity enables students to get hands-on experience and familiarize themselves with the requirements of the translation business. Other approaches include, guest lectures and workshops, joint curriculum development, and collaborative online platforms, among others.

Summarily, the use of collaborative methodologies in translation training programs yields mutual benefits for both academic institutions and the translation sector. The collaboration between academics and industry plays a crucial role in tackling the changing demands and prospects within the field of translation. This collaboration eventually brings advantages to students, professionals, and the wider community.

2. Literature Review

This section aims at expounding related literature on collaborative approaches to translation training programs. However, by examining these existing literature, relevant concepts that surround the understanding of collaborative approaches to translation training programs will be investigated.

2.1. Evolution and Current State of Translation Training

Over the years, emphasis has been placed on preparing translation students in the acquisition of translation skill. However, according to Pym (2009), the reason for this concern is the increased responses to the evolving dynamics of the translation sector. Earlier translation training focused on classical model of teaching; whereby translation students are only taught how to translate text from the source language to the target language. However, Al-Hadithy (2015), noted that the traditional translation training is characterized by teacher-centered learning method. Here, the student assumes a passive role in translation learning, rather than actively participating in the learning process. Additionally, traditional translation training has faced significant criticism for its teacher-centered approach, lack of creativity, inflexibility, and outdated nature. Thelen (2016), observed that the emphasis on the translation results rather than the translation process in the traditional translation training undermines the learner's autonomy and self-confidence.

Meanwhile, the evolution in the field of translation education has brought about a significant shift in the way translators are trained, providing them with the essential abilities to effectively navigate the intricacies and opportunities within the contemporary translation industry. According to Alwazna (2021), there has been a notable change in the focus of translation education, resulting in the development of a field usually known as modern translation education. However, according to Erton (2022), modern translation training programs equip translators with the necessary skills, knowledge, and outlook needed to proficiently navigate the complexities of translation in the present day. Several scholars, including Mohamed (2021); Bowker (2020), and Jolley & Maimone (2022), have examined various factors that have contributed to the development of translation education in the 21st century. These factors encompass globalization, advancements in technology, ethical considerations, professionalization, and the complex nature of translation, among others. Pintado (2022) has presented supplementary data to substantiate the proposition that these factors have influenced the curriculum, pedagogical strategies, and overall orientation towards preparing language experts for the translation domain.

Mohamed et al., (2021), asserts that modern translation training prioritizes the cultivation of cross-disciplinary competencies and ethical consciousness in addition to proficiency in languages. Moreover, contemporary translation education acknowledges the significance of hands-on training and continuous career advancement. With regard to these, scholars (Olvera Lobo et al., 2007; Pym 2009 and O'Brien 2011), have consistently, proposed different approaches to translation training, such as task-based approach, collaborative approach, and technological-enhanced learning, among others. According to Alwazna (2021), the reason for the emergence of different approaches is to effectively prepare translation students for the challenges they will face in the professional field of translation.

2.2. Collaborative Approaches to Translation Training: An Overview

As the traditional approach to translation training programs is becoming obsolete, focus has been shifted to more result-proven approaches, like collaborative type. According to Thelen (2016), collaborative methodologies in translation training include the active engagement and harmonization of several stakeholders in the education of prospective translators and interpreters. These methods acknowledge the need of integrating people and organizations with academic and industrial backgrounds to improve the quality and applicability of translation education (Al-Jarf, 2023; Awezbekova, 2022; Baker & Perez, 2011). Meanwhile, the stakeholders involved in this context may include individuals such as university professors, specialists in the translation business, students, and other relevant entities.

Collaborative approaches emerged as a reaction to the increasing need for translation practitioners equipped with practical competencies, tangible exposure, and industrial

applicability. On the other hand, Bayraktar-Özer & Hastürkoğlu (2020) observed that this methodology signifies a break from the traditional method of translation education, placing emphasis on fostering collaborative partnerships between academics and industry. Also, the origination of collaborative translation training programs was characterized by the implementation of various endeavors, including internships, industry partnerships, and guest lecturer programs (Moratto, 2023; Hubscher & Devaux, 2021; Gambier, 2012; Erton, 2022; Alenez, 2020). These initial undertakings established the groundwork for the all-encompassing collaborative models currently implemented (Bahromovna, 2020; Carreres, 2006; Trampus, 2002; Sun, 2020; Sahin et al., 2021).

Although identifying the exact originators of the collaborative approach is difficult, several people and organizations have made substantial contributions to the development and advancement of collaborative methods in translation training programs. These scholars individuals include, Pym (2009, and 2011), Thelen (2016), and Al-Jarf (2020), among others. Anthony Pym, a renowned scholar in the field of translation studies, has made noteworthy contributions to the progression of collaborative approaches in the realm of translation education. The author's work, specifically highlighted in the publication "Training Translators" underscores the need of a paradigmatic transformation in the realm of translation education (Hatim, 2014); Pym (2009 and 2011) argues in favor of a collaborative pedagogical approach that integrates industry personnel into the educational setting and includes authentic translation projects. The significance of establishing a connection between academics and industry is emphasized in his work, since it is crucial for translation students to get practical and industry-specific training.

It is worthy to note that collaborative approaches within the context of translation training programs may manifest in multiple ways or models, each with distinct attributes and benefits. The primary objective of these models is to provide students an all-encompassing educational encounter that integrates academic understanding, practical proficiencies, and industrial perspectives. One among the models is 'inclusion of guest lecturers and industry professionals. Here, these stakeholders serve to enhance the educational experience by providing students with valuable real-world insights and knowledge inside the classroom setting. These experts not only disseminate information but provide students a look into the pragmatic obstacles and prospects they will face in their professional endeavors.

Another model is identified as 'work-based learning and internships. This model provides students with the opportunity to engage themselves in practical work experiences with business partners, enabling them to apply their acquired abilities to real-world translation challenges. In 'collaborative translation project' model, students work together to translate texts from one language to another. These initiatives have the potential to replicate the professional translation setting when numerous translators work together to create a coherent and exemplary productive translation environment. Furthermore, another important model is 'joint curriculum development'. Here, academic institutions partner with industrial entities to facilitate the creation of collaborative curriculum. This methodology guarantees that the training programs is in accordance with the industry requirements. The final model is 'collaborative online platforms'. These online platforms serve to foster collaboration among the teachers, students, and the experts in the industry. However, it is noteworthy that the integration of these pragmatic approaches collectively enhances the comprehensive nature of a collaborative training experience.

2.3. The Future of Collaborative Approaches in Translation Training Programs: Exploring the Roles of Relevant Stakeholders in the Industry

With the current focus on the collaborative methodologies in translation training, it is necessary for the relevant stakeholders in the translation industry, especially, translation educators and experts in the industry to leverage on this pedagogical aspect in translation education, to produce competent translators. In this regard, there is a call for all the

stakeholders in the translation industry to play their pivotal role in promoting collaborative approach, which will not only help to equip students with the necessary skills for navigating the intricacies of contemporary translation and interpretation but also guarantees the ongoing development and advancement in the field of translation, (Thelen, 2016).

The educational institutions are the important stakeholders having a major role to play in promoting collaborative approaches in translation training programs. However, their role includes creative practical-based translation curriculum that includes collaborative projects, internship, and practical aspect. They can also establish partnership with translation agencies and language service providers, thereby paving way for students to gain real-life experience and industry insights.

Other important stakeholders are the translation industry and language service providers. Here, these stakeholders can collaborate with the academic institutions to offer internships to translation students. They can also offer important inputs on the course contents relevant and are currently required in the translation markets. On the other hand, translation students have their role to play. These roles range from active participation in collaborative projects, providing feedback and evaluation to improve the effectiveness of the translation training programs. Professional associations are other important stakeholders that can help in promoting collaborative approaches in translation training programs. Their roles include establishing standards in the industry for collaborative translation training in such a way that these translation training programs adhere to rigorous criteria of 'quality'. They can also bolster translation training by providing vital resources, scholarships, and comprehensive assistance to foster collaborative activities aimed at augmenting the quality and effectiveness of translation education.

Lastly, technology developers such as developers of translation tools and software, play significant role in promoting collaborative approaches to translation training. Their roles include designing and constructing collaborative translation platforms and tools that effectively promote cooperation within student communities, as well as foster collaboration between students and experts within the industry. These software applications provide instantaneous collaboration, evaluation, and feedback, therefore replicating the practices often seen in the business. Additionally, collaboration between developers and educational institutions may be established to guarantee that students are equipped with up-to-date computer-assisted translation (CAT) tool technology and possess a high level of proficiency in using these tools.

2.4. Gap in the Literature

The emergence of several factors such as globalization and digitalization has propelled a shift in focus from the traditional approach to translation training to more sophisticated methodologies such as collaborative approaches. Nevertheless, several scholars have explored this pedagogical method of translation teaching, identifying its benefits and challenges. However, despite a plethora of research carried out in this regard, there seems to be less scholarly works carried out on the perspectives of the university translation lecturers and experts in the translation industry on collaborative approaches to translation training. Hence, the objective of this research is anchored on tackling this identified gap.

3. Research Questions

The following are the research questions that will serve as guide to the study.

1.	What are the prevalent collaborative approaches used in translation training programs?

2.	What are the perspectives of the university translation lecturers and experts in the translation industry on the benefits and challenges of these approaches in the translation training?

3.	What are the best methods for integrating these approaches into translation training programs?

4. Research Methodology

A.	Study Approach

The current study employed the use of quantitative methodology. However, this type of research methodology deals with the collection of large numerical data; with the sole purpose of drawing conclusion based on the collated data. Using this method, the study further engaged seventy-six (76), randomly selected research participants who shared their views on the current subject matter.

B. Study Community

The research community is made up two relevant stakeholders in the translation industry; namely, university translation lecturers (those who teach translation specifically) and experts in the translation industry. These stakeholders also comprise of study sample with different education and professional backgrounds.

C. Study Sample

The study sample which is made up of thirty-five university translation lecturers and forty-one experts in the translation industry were randomly selected from various geographical locations. Nevertheless, the research participants were chosen using several digital channels and online discussion forums. These participants were further engaged in the research survey; wherein they shared the required responses using online questionnaire. On the other hand, the distribution of demographic information of the respondents including age, gender, and job history, was found to be uneven. Additionally, the ages of the participants spanned from 25 to 64 years. The poll showed a near-even distribution of participants based on gender, with 43.42%identifying as female and 56.58% identifying as male participants. Furthermore, ethical issues regarding the participants' information were put into consideration. As such, prior to data collection, informed permission was acquired from the participants to ensure the protection of their privacy.

Table 1. Demographic Variation

Categories	Sub-categories	Frequency	Percentage
Gender	Male	43	56.58%
	Female	33	43.42%
Age Range	25-34years	9	11.84%
	35-44years	31	40.79%
	45-54years	26	34.21%
	55-64years	10	13.16%
Educational Background	Bachelor's Degree	12	15.79%
	Master's Degree	26	34.21%

	PhD	38	50.00%
Years of Experience	5-14years	9	11.84%
	15-24years	22	28.95%
	25-34years	28	36.84%
	35+ above	17	22.37%

The above demographic information of the research participants is summarized as follows.

i). More than 50% of the research participants are males, while the remaining participants are females.

ii). The age of the respondents ranges from 25-64years, with the group that falls within the age bracket of 35-44 years are more than others.

iii). Also, the participants who are PhD holders are greater in number as compared to others.

iv). Finally, the participants with significant years of experience are 28 in number.

D. Study Tools

The current research utilized a Likert-Scale based online questionnaire. However, the questionnaire consists of four fundamental components. The first segment of the study is devoted to the assessment of crucial demographic information about the research participants. The second segment aligns with the main objective of this research. The part contains three sub-segments; each aligning with the three research questions; which are, 'what are the prevalent collaborative approaches used in translation training programs? what are the perspectives of the university translation lecturers and experts in the translation industry on the benefits and challenges of these approaches in the translation training programs? and, what are the best methods for integrating these approaches into translation training programs?

E. Method of Data Analysis

In line with the research methodology adopted, descriptive statistics, including the use of tables and graphs, was applied to the Likert-scale survey results. Frequencies and percentages were used to calculate and determine the responses of the research participants. In addition, the mean and standard deviation were also computed to see how much agreement or disagreement was there among the study participants.

5. Data Presentation and Analysis

5.1. Results

This section is dedicated to the presentation of the responses of the respondents using graphical representations and tabular statistics. This method helps to indicate the frequency and percentage of the respondents' replies. Meanwhile, the study's key questions were addressed through the formulation of various below-given survey items.

I). What are the prevalent collaborative approaches used in translation training programs?

The first research question focuses on unveiling the prevalent collaborative strategies used in translation training. The findings of the data collected are submitted in figure 1 below:

Figure 1: Results of Collaborative Strategies
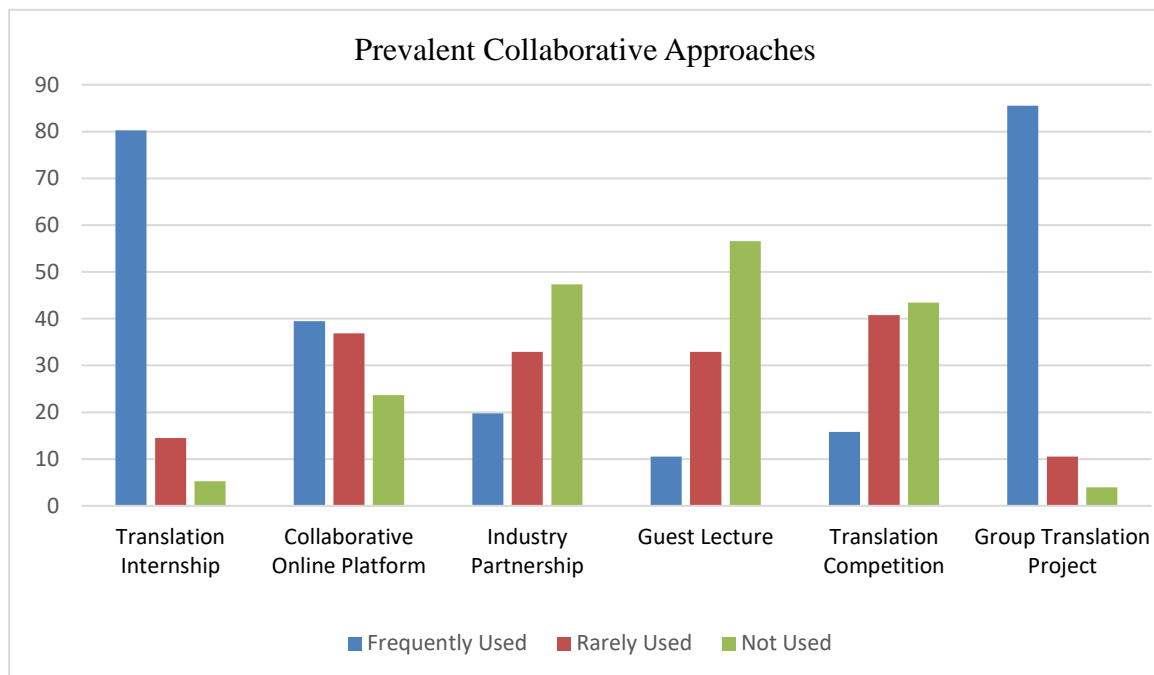
The above chart represents the views on the research participants on the prevalent collaborative approaches used in the translation training programs. However, these approaches are identified as: 'translation internship', 'collaborative online platform', 'industry partnership', 'guest lecture', 'translation competition', and 'group translation project'. These approaches were further categorized based on their frequency in usage. From the chart above, it can be observed that 'translation internship' and 'group translation project' are the most prevalent collaborative approaches being used in the translation training. While more than 50% of the research participants affirmed that 'translation internship' and 'group translation project' are the most frequently used collaborative approaches, less 50% of the participant maintained that 'collaborative online platform' is rarely adopted in the translation training. On the other hand, more than 50% of the research participants perceived that 'guest lecture' is not adopted in translation training. It is worthy to note that the research participants gave their opinions on the prevalence of these approaches based on their experience. In this regard, it can be deduced that translation educators pay less concern on 'industry partnership', 'guest lecture' and 'translation competition'.

II). What are the perspectives of the university translation lecturers and experts in the translation industry on the benefits and challenges of these approaches in the translation training programs?

Below are the survey items that are contained in this research question.

i). Do collaborative approaches to translation training programs bridge the gap between translation education and the requirements of the translation industry?

ii). Translation internships provide translation students with real-world experience.

iii). Are there any approaches that are more effective than others?

iv). Does the combination of these approaches enhance the quality of translation training?

v). Can the effectiveness of these approaches be hindered by cultural and linguistic factors, resource constraint and time management?

Table 2. Integration of Collaborative Approaches in Translation Training Programs

Question Variables	SA	A	N	SD	D	Mean	Standard Deviation
Q1	42.11%	26.32%	5.26%	11.84%	14.47%	3.33	1.10
Q2	34.21%	28.95%	14.47%	10.53%	11.84%	3.16	1.11
Q3	14.47%	27.63%	25.00%	19.74%	13.16%	3.07	1.27
Q4	32.89%	26.32%	15.79%	14.47%	10.53%	3.13	1.13
Q5	19.74%	30.27%	23.68%	14.47%	11.84%	3.11	1.11

SA= Strongly Agree, A = Agree, N= Neutral, SD= Strongly Disagree, D= Disagree

The above table represents the responses of the research participants regarding the survey items that are contained in the second research question. However, the data above is summarized as follows.

i). More than 60% of the participants affirmed that collaborative approaches to translation training programs bridge the gap between translation education and the requirements of the translation industry. While 5.26% were neutral, less than 27% of them refuted this claim. However, the mean score of this item which is 3.33 indicate that the participants acknowledged the effectiveness of these approaches.

ii). In the second survey item, a significant number of participants confirmed that translation internship, which is one of the approaches in collaborative translation training approaches provides translation students with real-world experience. Nevertheless, less than 23% of them did not affirm to this proposition. The high mean score (3.16) which is above the neutral point, indicates a high agreement among the respondents.

iii). There is unclear consensus regarding the third survey item, which states that some approaches are more effective than others. However, 42.1% shared positive responses to this claim while 32.9% of them rejected it. Meanwhile, it is worthy to note that those who affirmed to this claim are not up to 50%, including those who disputed it. Furthermore, there is a decrease in the mean score, which is 3.07, indicating that less agreement among the participants.

iv). In the fourth survey item, there is a strong support that the combination of all the collaborative approaches enhances the quality of translation training; with more than 50% participant affirming to this proposition and less than 25% of them refuting it. More so, 15.79% remained neutral regarding this item. Furthermore, the mean score of 3.13 slightly surpasses the neutral point, suggesting that, on average, participants exhibit a tendency to concur that the integration of several collaborative methodologies has the potential to improve the efficacy of translation training programs. This finding implies that the participants usually perceive variety in training approaches to be advantageous.

v). The findings of last survey item revealed that majority of the participants acknowledged that collaborative translation training approaches are faced with so many challenges. This is evident in the item's mean score which is 3.11.

III). What are the best methods for integrating these approaches into translation training programs?

The survey items that are contained in this research question include:

a.   Is the promotion of collaborative approaches to translation training one of the ways to integrate these approaches into translation training programs?

b.   Has each stakeholder in the translation industry a role to play in promoting collaborative approaches to translation training?

c.   Is the Incorporation of collaborative translation project into the curriculum, mentorship program, and industry simulation among the best methods for integrating these approaches into translation training programs?

d.   Do translation students play any significant role in promoting collaborative approaches to translation training programs?

e.   Can technology facilitate the implementation of collaborative approaches to translation training?

Table 3. Integrating collaborative approaches into translation training programs

Question Variables	SA	A	N	SD	D	Mean	Standard Deviation
Q1	26.32%	32.89%	10.53%	17.11%	13.15%	3.13	1.13
Q2	28.95%	36.84%	15.79%	13.16%	5.26%	3.18	1.07
Q3	26.32%	36.84%	11.84%	9.21%	15.79%	3.16	1.11
Q4	19.74%	22.37%	26.31%	14.47%	17.11%	3.07	1.27
Q5	23.68%	31.58%	15.79%	13.16%	15.79%	3.11	1.11

The findings from the above table are summarized as under.

a). More than 50% of the research participants affirmed that promotion of collaborative approaches to translation training is one of the ways to integrate collaborative approaches into translation training programs while 30.26% of them refuted this claim. However, the presence of high mean score indicates high agreement among the respondents.

b). In the second survey item, a significant number of the participants believe that each stakeholder in the translation industry has a role to play in promoting collaborative approaches to translation training programs. More so, less than 19% of the participants rejected this claim. Additionally, the high mean score which is 3.18 indicate that the participants hold positive view with regard to the second survey item.

c). The results from the third survey item show that the participants acknowledged the incorporation of collaborative translation project into the curriculum, mentorship program, and industry simulation is among the best methods for integrating collaborative approaches into translation training programs. This is evident in the high mean score which is 3.16. Meanwhile; 11.84% of the participants remained neutral regarding this claim.

d). The results from the fourth item show that there is unclear consensus among the participants on whether translation students play any significant role in promoting collaborative approaches to translation training. While 42.11% of participants affirmed to this claim, 31.58% stood opposed to this claim. Meanwhile, the low mean score of 3.07 further validate that there is low agreement among the participants.

e). Finally, more than 50% of the participants affirmed that technology could facilitate the implementation of collaborative approaches to translation training programs. Nevertheless, less than 30% of them opposed this view. The mean score of 3.11 shows that there is a moderate agreement among the participants.

6. Discussion

The current research is anchored on examining the perspectives of university translation lecturers and translation industry experts in the translation on collaborative approaches to translation training programs. The research goes further to achieve this objective by engaging the two identified relevant stakeholders in the translation industry. The reason

for engaging the university translation lecturers and translation industry experts is to gain insight on the existing gap between academic translation training and translation industry experts. More so, with the help of three research questions, as identified in the previous section, the research was able to garner relevant issues and more insight into this pedagogical approach of translation training.

As an encapsulation of various pedagogical translation approaches, collaborative approaches to translation training programs include the pedagogical practices that foster the acquisition of translation competencies via collective endeavors, including student-student, student-instructor, and sometimes student-industry-expert interactions. Nevertheless, these methodologies prioritize the integration of cooperation and peer collaboration as means to augment the quality of translation and provide students with the necessary skills to meet the practical requirements of the translation industry and fill the existing gap that exists between the translation training programs and the translation industry.

Based on the detailed analysis carried out in this research, it can be argued that the prevalent collaborative approaches to translation training include, 'translation internship', 'collaborative online platform', 'industry partnership', 'guest lecture', 'translation competition', and 'group translation project'. However, these approaches were further categorized based on their frequency in usage. Hence, it is observed that 'translation internship' and 'group translation project' are the most prevalent collaborative approaches being used in the translation training. programs While more than 50% of the research participants affirmed that 'translation internship' and 'group translation project' are the most frequently used collaborative approaches, less 50% of the participants maintained that 'collaborative online platform' is rarely adopted in the translation training. On the other hand, more than 50% of the research participants perceived that 'guest lecture' is not adopted in translation training program. It is worthy to note that the research participants gave their opinions on the prevalence of these approaches based on their experience. In this regard, it can be deduced that translation educators pay less concern on 'industry partnership', 'guest lecture' and 'translation competition'. According to Jenson (2009), the education in the field of translation has always prioritized the linguistic and academic dimensions of the practice. As such, educators may place a higher emphasis on instructing language abilities, translation theory, and methodologies rather than prioritizing real industry interaction. Also, Sun (2020), maintained that the focus put on industry collaboration may be influenced by institutional policies and goals. Certain academic institutions may place a higher emphasis on research endeavors as compared to fostering connections with business, whilst others may actively promote a balance between the two.

On the other hand, the second research question centered on the perspectives of the university translation lecturers and experts in the translation industry on the benefits and challenges of these approaches in the translation training programs. However, the research uncovered some benefits of these approaches. One among these benefits is bridging the gap between translation education and the requirements of the translation industry. A majority of the participants, above 60%, expressed agreement with the notion that the use of collaborative strategies in translation training serves to effectively bridge the divide between translation education and the demands of the translation business. Among the respondents, only 5.26% expressed a neutral stance, while a minority of them fewer than 27% actively confirmed the aforementioned assertion. Nevertheless, the average mean score of this question, which is 3.33, suggests that the participants recognized the efficacy of these tactics. In the second survey question, a considerable proportion of participants affirmed that the use of 'translation internships', as one of the collaborative techniques in translation training program, which offers translation students valuable opportunities to get practical experience in the field. However, a minority of fewer than 23% of the participants did not confirm their agreement with this idea. The resultant mean

score of 3.16, which is above the neutral threshold, indicates a substantial level of agreement among the participants.

There exists a lack of unanimous agreement about the third survey item, which posits that some procedures demonstrate a greater effectiveness as compared to others. In contrast, a significant proportion of respondents (42.1%) expressed agreement with the aforementioned assertion, although a smaller percentage (32.9%) held a contrary viewpoint. It is important to acknowledge that the proportion of those who have confirmed this assertion is less than 50%, even when accounting for those who have challenged it. Additionally, it is seen that the mean score has decreased to 3.07, suggesting a decline in consensus among the participants.

The fourth survey question reveals a significant level of support for the notion that the integration of various collaborative techniques contributes positively to the quality of translation training programs. More than half of the participants (50%) expressed agreement with this thesis, while fewer than a quarter of them (25%) expressed disagreement. Furthermore, a proportion of 15.79% of individuals maintained a neutral stance with respect to this particular issue. Moreover, the average score of 3.13 significantly above the neutral threshold, indicating that, on average, participants prefer to agree that the incorporation of many collaborative techniques has the potential to enhance the effectiveness of translation training. This finding suggests that the participants generally regard the use of diverse training methodologies to be beneficial. The results of the last survey question indicated that a significant proportion of the participants recognized that collaborative translation training methodologies encounter several problems. This is seen in the average score of the item, which is 3.11.

A majority of the study participants, above 50%, expressed agreement with the notion that the promotion of collaborative methods to translation training serves as a means to include collaborative methodologies into translation training programs. Conversely, a minority of 30.26% of participants disagreed with this assertion. Nevertheless, the existence of a high mean score suggests a substantial level of consensus among the participants. According to the findings of the second survey question, a considerable proportion of the participants share the belief that every stakeholder within the translation sector has responsibility for fostering collaborative methods to translation training. Furthermore, a minority of the participants, accounting for fewer than 19%, declined to accept this assertion. Furthermore, the participants' favorable perspective towards the second survey question is reflected by the high mean score of 3.18.

The findings of the third survey question indicate that the participants recognized the effectiveness of combining collaborative translation projects, mentoring programs, and industry simulations as valuable means for integrating collaborative approaches into translation training programs. This is apparent from the observed high mean score of 3.16. In contrast, a significant proportion (11.84%) of the participants maintained a neutral stance with respect to this assertion. The findings of the fourth item indicate that there is a lack of unanimity among the participants on the extent to which translation students contribute to the advancement of collaborative techniques in the translation training programs. While a majority (42.11%) of the participants expressed agreement with this assertion, a significant minority of 31.58% had a contrary viewpoint. In contrast, the mean score of 3.07 provides more evidence supporting the notion that there is a lack of consensus among the participants.

Ultimately, a majority of the participants indicated that the use of technology may effectively support the integration of collaborative methodologies in the realm of the translation training programs. However, a minority of fewer than 30% expressed dissent with this perspective. The calculated mean score of 3.11 indicates a modest level of agreement among the participants.

7. Conclusions of the Study

In contemporary times, a discernible shift has occurred in the field of translation studies, whereby there is an increased emphasis on collaborative techniques for the goal of training in translation studies. Nevertheless, this transition highlights the need of establishing collaboration between university lecturers and practitioners in the field of translation. This shift in emphasis serves to further narrow the current divide between academic translation training and professionals in the translation sector. Therefore, the objective of the present study is to identify the aforementioned gaps and investigate the potential benefits of a collaborative approach between university translation lecturers and experts in the translation sector in order to improve translation training programs. The study also examined the contrasting viewpoints of two specific stakeholders about different collaborative methodologies in the field of translation education. In order to achieve the stated aims, the research study used a quantitative research technique that focused on the collection, analysis, and assessment of extensive numerical data. Furthermore, the collection of research data was facilitated by using an online questionnaire. A total of seventy-six (76) research participants were picked in a random manner and were assigned the responsibility of expressing their diverse perspectives pertaining to the survey topics included within the questionnaire. The study results emphasize many collaboration techniques that are pertinent in the training of future translators, including industrial cooperation, technological integration, and collaborative research projects. Furthermore, the study acknowledged the advantages of using these methodologies in improving the efficacy of translation training. However, the study underscored the need of including practical elements into translation training, mainly by engaging expert translators from the business in the training process of translation training programs.

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