

Addressing Perspectives Of Critical Stakeholders On Integrating Internship Programs In Translation Curriculum For Enhancing Practical Skills And Industry Connection

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Abstract

Translation internship has proven to provide translation students with vital chances to bridge the gap between academic knowledge and practical application in real-world settings. Through active engagement in professional translation settings, students have the opportunity to put theoretical knowledge acquired in the classroom into practice, enhance their linguistic abilities, and cultivate a more profound comprehension of the intricacies inside the translation sector. Nevertheless, one way in which translation educators can help their students in engaging in such program is by integrating it into translation curriculum. While this program has numerous advantages on translation students, it is however, important for the translation students to understand that this program can provide quality training and also prepare them with the necessary skills to meet the market demands of the translation industry. Hence, this current research aimed to explore the perspectives of critical stakeholders in the translation industry, on how internship programs improve students' industry connection and professional preparedness in translation and related professions. In regards to this objective, a quantitative research methodology was employed. In accordance with this methodology, the study data were collated through the use of an online questionnaire. Here, the views shared by the relevant stakeholders (103 in number) such as students, teachers, and industry experts, in regards to the subject matter, formed the basis of the data for the study. On the other hand, a descriptive-statistic method was utilized in analyzing the research data. Moreover, several discoveries were derived from the data that was presented and scrutinized. Based on these findings, study highlighted the importance of translation internship for translation students; as it does not only provide students with practical aspect of translation, but also prepares them for professional jobs in the industry. Additionally, the insights which were drawn from the responses of the participants recognized some challenges translation educators encountered in regards to integrating internship programs in translation curriculum. One of these challenges is logistical complexities. Identifying appropriate internship options for students may be a significant challenge. The process of identifying firms that are willing to accept interns and coordinating their activities with school timetables may provide a significant challenge. As such, the study recommends that proper planning, partnering with industry stakeholders, and demonstrate unwavering dedication to delivering enriching educational opportunities to students. Also, translation educators may be required to modify their strategies for including internships, taking into account the unique requirements¹ and limitations of their universities and the translation business within their geographical area.

Keywords: *Internship Programs, Translation Curriculum, Translation, Translation Training*

1. Introduction

Over the years, the field of translation education has undergone significant changes in order to adapt to the ever-changing needs of the translation market. Nevertheless, this evolution has placed a strong emphasis on the acquisition of practical skills and the establishment of industry contacts, recognizing their crucial role in preparing students for successful careers in translation. In response to this demand, translation education recognized the essence of the inclusion of internship programs into translation curriculum. The incorporation of internships signifies a significant advancement, beyond conventional classroom limitations, by providing students with immersive experiences in genuine translation settings.

According to Yuan (2018), internship programs in translation education can be referred to as a period provided to the translation students with an opportunity to engage in professional settings, with the goal of acquiring pertinent skills via hands-on experiences across various placements within a certain subject. The transdisciplinary character of translation necessitates its engagement with and assimilation of knowledge from several fields and professions. Other disciplines may offer as valuable examples and resources for the field of translation science in its pursuit of optimal practices for the development of translation programs, particularly in regards to the mechanisms and modalities of translation internships.

Furthermore, this program provides individuals with the chance to engage with practical translation obstacles, acquire significant experiential learning, and develop professional networks within the translation field. Instead of only engaging with translation theories and ideas within a classroom environment, individuals are exposed to real-world translating challenges that professionals often face in their everyday practice. The aforementioned obstacles may include tasks such as comprehending intricate materials, navigating linguistic subtleties, adhering to strict time constraints, and fulfilling precise customer specifications. Through active involvement in these tangible challenges, participants acquire firsthand knowledge that transcends theoretical concepts, enabling them to cultivate their aptitude for resolving problems and honing their practical proficiency. A growing number of universities have started to include internships and/or job placements in the curriculum for translation students in recent years. More so, these internship programs range from the ones offered by translation agencies, language service providers to international organization and non-governmental organizations.

2. Literature Review

This section explored relevant and related literature on integrating internship programs in translation. However, relevant concepts such as internship, translation education among others would be elucidated to set proper foundation to the understanding of the current research.

2.1. Translation Education and Internship Programs: an Overview

Existing scholarly works in the translation industry (Mohamed, 2021; Bowker, 2020; Moratto, 2023) have recognized the evolution and current demands in the field. This evolution which emerged from the need for effective intercultural communication resulted to a paradigm shift in translation education. According to Alenezi (2020), modern translation education is characterized by departure from traditional instructional methods towards proactive learning strategies that emphasize the active participation of students in the learning process. The impetus for the shift stems from a growing acknowledgment of the importance of engaging learners, cultivating critical thinking, and preparing them for the demands of a constantly changing society.

Currently, the concept of translation education is seen from different perspective, rather than the theoretical-based definition. Chen et al. (2020) claimed that translation education is a training that equips students with a range of essential skills. These skills include cognitive abilities, cultural understanding, research capabilities, technical expertise, domain knowledge, and translation proficiencies. On the other hand, Darwish (2022) asserts that translation education involves a thorough four-year academic program at the undergraduate level, often provided by prestigious state or foundation institutions. More so, this education is designed in a manner such that trainees who successfully fulfil the requirements are granted an undergraduate degree, which serves as a formal recognition of their shown competence in the field of translation, Altuhaini (2016).

On the other hand, the need for the training of skilled translators for future translation works led to the inclusion of internship programs into translation curriculum. The term "internship" refers to a structured program that provides individuals with the opportunity to get practical experience in a professional setting for a duration beyond one week, Epstein & Hundert (2002). According to Yuan (2018), interns are engaged in the implementation of the production technique that is linked to certain vocations, and their activities are closely overseen by a proficient worker who has expertise in the respective occupation. One of the main objectives of an internship is to develop proficiency in both technical and job-related abilities. In the translation training context, Kiraly (2012) defined internship as a comprehensive project carried out by a group of students to assist a real-world customer or user. It serves as a structured opportunity for diverse and interconnected experiential learning.

Colmenero et al. (2019) claimed that evaluation process is included in translation internship program. The evaluation of the interns' learning is conducted by both the internship mentors and the interns themselves, enabling them to get direct learning experiences from the assessment process (Birkan& Karadag, 2014). The evaluation has both formative and summative components. The formative evaluation encompasses the mentors' conclusive review of the translations generated by the interns in the latter phase of the internship, before the commencement of a guided tour rehearsal. Additionally, the document comprises deliberations on the interns' perceived acquisition of knowledge and skills at the sessions conducted during the duration of the internship. In addition to engaging in formative self-assessment over the duration of the project, some interns also do a summative self-assessment at its completion.

Several universities and organizations, such as the Middlebury Institute of International Studies at Monterey (MIIS), the University of Bath, Glendon College, York University, among others, have gained recognition for their incorporation of internships or work placements into their translation curriculum. A study carried out by Aguero (2017), summarized the nature of internship program designed by the Middlebury Institute of International Studies at Monterey (MIIS) in preparing translation students for jobs in the international organizations (Dybiec-Gajer et al. (2019; Gaballo, 2012; Moratto, 2023; Oner, 2013)). The scholarly work, highlighted that MIIS students conclude their academic and professional preparation by engaging in a year internship to several international organizations located in Washington, D.C. in the internship, students at MIIS are given the opportunity to familiarize themselves with foreign institutions, interpreters, and staff members, to enable them to see themselves in similar roles.

2.2. Career Readiness Within Translation Internship Program

As it is seen in other disciplines, the essence of internship is to engage students with the practical aspects of the course being studied. For instance, medical students under several training, including a compulsory internship in order to prepare them to be professionals in the field. Nevertheless, to pursue a career as a translator or any skill associated with the translation

sector, it is important to engage in extensive professional experience, such as internships, over an extended period of time, Yuan (2018).

The essence of translation internship program is to provide students with professional knowledge and skills. Additionally, it also allows students to master various professional skills required in the translation industry (Syahputra et al., 2022; Wang et al., 2020; Wu, 2019). However, the above benefits of internships prove the fact that the job preparedness of prospective translators is greatly influenced by internship programs in translation. One of the skills that translation students acquire in internship programs in translation is professional competence. According to Epstein & Hundert, (2002) Professional competence refers to the consistent and thoughtful use of effective communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in one's daily practice. This is done with the intention of benefiting both the person and the community being served. Competence is established upon a fundamental framework including rudimentary clinical proficiencies, scientific acumen, and ethical maturation. The cognitive aspect of this encompasses the acquisition and application of knowledge for the purpose of resolving practical issues. On the other hand, professional translation competence encompasses several skills, knowledge, and abilities possessed by professional translator to effectively and accurately translate texts from one language to another. In other words, it includes a range of linguistic, cultural, technical, and ethical competencies that are essential for producing high-quality translations in various contexts (Yilmaz et al., 2023; Torres-Simon & Pym, 2019).

Additionally, Kiraly (2012) claimed that translation internships frequently provide support and career advice to students. Advice on developing a portfolio, getting ready for interviews, and figuring out prospective career options within the translation sector may be given to interns. This advice is essential for assisting interns in making knowledgeable selections regarding their future jobs. Linxin, S. (2023) acknowledged the relevance of ethics in the internship program. The study revealed that this program helps to cultivate a strong feeling of responsibility in students. Interns in the translation industry are taught how to safeguard the interests of their client, while doing the main work (translation). Also. They are taught to refrain from accessing customers' personal information, sharing work material on social platforms, revealing the work interface to those outside the workshop, and engaging in discussions over translation content with external parties.

Furthermore, internship program exposes translation students on several digital tools for translation tasks. Tools such as, CAT tools, machine translation systems, among others are provide efficiency and accuracy during translation. Hence, interns are made to know how to use them in order to prepare them to meet the demands of the contemporary translation landscape.

2.3. Integration of Internship Translation Programs in Translation Curriculum: Roles of Relevant Stakeholders

Internship programs in translation is a prominent aspect of translation training which do not only pave way for production of competent translators but proves to be an avenue where translation students are given the opportunity to put into practice, what they have been taught in translation. While it is important to integrate such program in translation curriculum of translation students, it is also worthy to note that this can be achieve with collaborative efforts of relevant stakeholders in the industry. These stakeholders include, academic institutions, students, industry and employers, and professional associations. Academic institutions play a pivotal role in the integration of internship translation programs into translation, Kiraly (2012). The responsibilities of these individuals comprise a wide range of tasks, including the formulation of curriculum, coordination of programs, engagement of faculty members,

allocation of resources, guarantee of quality, establishment of networks, assessment of outcomes, consideration of ethical implications, provision of career assistance, and documenting of activities. Academic institutions may effectively equip translation students for prosperous careers in the area and foster the growth and professionalism of the translation sector by proactive collaboration with industry partners, steadfast adherence to rigorous standards, and ongoing enhancement of their internship programs.

Other important stakeholders are the translation students. The role that translation students play include taking ownership of their learning. They may also align the experiences that the gathered during their internship program with their academic and career goals. Hence, preparing themselves for successful careers in translation. More so, the incorporation of internship translation programs into translation curriculum can be significantly influenced by the involvement of industry partners and employers. The contributions made by the organization encompass a range of activities, including the provision of internship opportunities, mentorship for students, exposure to industry tools, facilitation of networking, and evaluation of interns' performance. By engaging in partnerships with academic institutions, companies actively contribute to the development of the translation industry's forthcoming workforce, so guaranteeing that students receive comprehensive preparation to meet the profession's requirements.

Professional association is another important stakeholder that plays a vital role in in the integration of internship translation programs into translation. They make contributions through the establishment of industry standards, provision of resources, facilitation of networking opportunities, promotion of ethical practices, and collaboration with academic institutions to ensure alignment between internship programs and the translation industry's requirements and expectations. The active participation of these individuals contributes to the enrichment of the educational journey for students studying translation.

2.4. Gap in the Literature

There is no doubt about the benefits of internships programs in the translation education. A plethora of studies have explored the benefits and challenges of integrating these programs in translation curriculum. Nevertheless, prominent but less, focused area in translation internship programs is an aspect which is concerned about the opinions of relevant stakeholders including the students, translation educators, and experts in the translation industry on the integration of internship programs in the translation education. Meanwhile, a proper investigation to this identified area will provide more insight that will not only provide academic institutions with the opportunity to tailor their programs in order to foster the development of competent translators with valuable practical insights and industry-specific knowledge that are highly sought after by employers in the field.

2.5. Research Hypothesis

The following hypotheses were created in order to guide the foundation of this research.

- i. There is a correlation between the integration of internship programs into translation curriculum and students' industry connection and professional preparedness in translation.
- ii. The effectiveness of internship program is influenced by the alignment between internship goals, curriculum objectives, and industry demands within the translation field.

3. Research Methodology

A. Research Approach

The research methodology used in this study is a quantitative approach. This methodology involves the collection, organization, analysis, and interpretation of numerical data via the use of several statistical techniques. Based on this approach, an online questionnaire was administered to 103 randomly chosen study participants in order to gather the numerical data. The collated data were subsequently subjected to a quantitative analysis.

B. Research Sample

The study included a total of 103 participants, consisting of forty (31) experts in the translation industry, 39 translation students who are currently undergoing internship program, and 33 translation educators who are presently engaged in instructing translation students. Nevertheless, online platforms, such as discussion boards, facilitate the recruitment of the research participants in a random manner, including diverse geographical places. On the other hand, relevant information about the research participants such as their age, gender, among others were also obtained. The data revealed disparities in the allocation of crucial demographic variables, including age, gender, and other aspects. Nevertheless, ethical considerations were duly acknowledged, and the anonymity of the subjects was safeguarded via the acquisition of their informed consent.

Table 1. Demographic Variables

Categories	Variables	Frequency	Percentage
Gender	Female	49	47.57
	Male	54	52.43
Age	20-35 years	25	24.27%
	36-45 years	32	31.07%
	46-65years	33	32.04%
	66 and above	13	12.62%
Years of Experience	Less than 10 years	18	17.48%
	11-30 years	30	29.12%
	31-40	26	25.24%
	30 and above	29	28.16%
Educational qualification	Bachelor's Degree	21	20.39%
	Master's Degree	44	42.72%
	PhD	38	36.89%

The above table is summarized as thus;

- i. The study participants comprise of greater percentage of male and 49 females.
- ii. The age range of the participants is from 20-66+ years above. The age range within the bracket of 46-65 are large in number compared to other age range.
- iii. In terms of years of experience, participants with 11-30 years of experience were greater in number.
- iv. Nevertheless, the research sample primarily consists of individuals who possess a PhD degree, comprising 36.89% of the participants. In contrast, individuals with a Bachelor's degree are comparatively fewer, accounting for 20.39% of the sample.

C. Research Tool

The data for the study were collated via the use of a Likert-scale based questionnaire. A Likert-scale based questionnaire which was developed by psychologist Rensis Likert, is a prevalent survey tool used to assess the attitudes, views, perceptions, or beliefs of respondents on a certain topic or subject matter. The questionnaire format aims to evaluate the level of agreement or disagreement with a set of statements or questions. Hence, the participants for this study were tasked their views on the provided survey items. The said questionnaire is divided into two parts. The first section deals with the basic demographic data from respondents (such as age and gender), while the second section tests whether or not the research's two hypotheses are correct. Nonetheless, the following hypotheses were developed for the study;

- a. There is a correlation between the integration of internship programs into translation curriculum and students' industry connection and professional preparedness in translation.
- b. The effectiveness of internship program is influenced by the alignment between internship goals, curriculum objectives, and industry demands within the translation field.

D. Validity of the Tools

The current study used a sample of one-hundred and three (103) research participants in the field of translation to evaluate the reliability of the two hypotheses proposed for this research. Within each of the section of the questionnaire, the participants actively shared their varied opinions in regards to the survey item provided. The survey questions were further subjected to modification and editing in order to ensure the correct capture of the feedback supplied by the respondents.

E. Statistical Measures of the Data

The statistical measure utilized in the analysis of the research data are listed and summarized below.

- i. The mean, standard deviation, t-value, standard error, and probability values (p-values) of each research hypothesis was computed.
- ii. The T-test was used to decide whether to reject or accept each of the two hypotheses.
- iii. A statistical software known as Jamovi was used for randomization of the statistical indicators.
- iv. Descriptive statistics tables were utilized to compile and display the collected data.

4. Data Presentation and Analysis

The objective of this section is to present the collated data, and analyze them using descriptive statistic method.

A. H1. There is a correlation between the integration of internship programs into translation curriculum and students' industry connection and professional preparedness in translation

The survey items that are contained in this first hypothesis are listed below;

- i. Does integration of internship programs into translation curriculum has any impact on students' industry connection in the translation domain?
- ii. Integration of internship program into translation curriculum prepares translation students for career opportunities in translation field and other related professions.
- iii. Translation students who are engaged in internship programs have better translation competence than those that did participate in the program?
- iv. Does internship program in translation enhance students' skill set compared to the traditional based training?
- v. Time and financial factors, lack of mentorship, technical issues, among other mitigate the effectiveness of the integration of internship programs into translation curriculum.

Table 2. Integration of Internship Programs into Translation Curriculum

Survey Items	Mean	Standard Deviation	T-Value	Standard Error	Degree of Freedom	P-Value
Q1	3.72	0.95	4.52	0.09	102	<0.001
Q2	4.13	0.82	6.14	0.08	102	<0.001
Q3	3.98	1.03	4.12	0.10	102	<0.001
Q4	4.27	0.74	7.32	0.08	102	<0.001
Q5	2.85	1.25	2.36	0.12	102	0.002

The above table represents the responses of the research participants in regards to the survey items contained in the first hypothesis. However, t-tests were used to offer statistical support for this hypothesis. The work of this t-test includes evaluating the average replies to each survey question with a value of 3.0, which represents a condition of neutrality according to the null hypothesis. Also, the t-value used in t-test analysis is used to quantify the amount by which test results deviate from the null hypothesis, accounting for data variability with respect to the mean. Standard error was used to get a rough margin of error for the sample mean. The p-value is a measure of the likelihood of experiencing an event as uncommon as the one observed, if the null hypothesis is correct, while the number of degrees of freedom (df) represents the number of independent observations available for statistical analysis. The findings of the above table are summarized below.

- i. The mean score of the first survey item which is 3.72 is an indication of positive agreement among the research participants that integration of internship programs into translation curriculum has any impact on students' industry connection in the translation domain. Furthermore, the t-value, which is statistically significant, together with the low p-value, suggests that there is a substantial difference between this view and a neutral position. Nonetheless, the presence of standard deviation implies the existence of heterogeneity among respondents' perspectives, with some individuals expressing higher levels of agreement while others exhibit lower levels.
- ii. There is a high mean value (4.13) in the second survey item. This indicate that there is a high agreement among the respondents that the integration of internship program into translation curriculum prepares translation students for career opportunities in translation field and other related professions. Nonetheless, the obtained t-value, which is statistically significant, together with the very low p-value, suggests a large deviation of this viewpoint from a neutral standpoint. Nevertheless, the presence of standard deviation implies that there is a certain degree of variability in the level of agreement among the respondents. While the

- majority of respondents express great agreement, there are a few who may indicate somewhat lower levels of agreement.
- iii. For the third survey item, the value of the mean score (3.98) falls within 'neutral' and 'agree' (based on the five-point likert scale). However, this result indicates that, on average, participants perceive a higher level of translation competence among students who participate in internship programs in comparison to those who do not engage in such programs. The obtained t-value, which is statistically significant, together with the low p-value, suggests a substantial difference between this perception and a neutral stance. Nevertheless, the presence of a standard deviation suggests the existence of a significant degree of variability among the viewpoints expressed by the respondents. This variability is evident in the varying levels of agreement shown by different individuals, with some displaying a higher level of agreement while others exhibit a lower level.
 - iv. The mean score of the fourth survey item is 4.27. This higher value is a clear indication that there is a significant agreement among the participants that internship program in translation enhance students' skill set compared to the traditional based training. On the other hand, the presence of low standard deviation implies that there is a certain degree of variability in the level of agreement among the respondents. While the majority of respondents express great agreement, there is a low level of disagreement among few of the participants. Also, the obtained t-value, which is statistically significant, together with the notably low p-value, suggests a strong predisposition towards favorable opinions of the efficacy of internship programs in boosting students' skill sets.
 - v. Finally, the fifth survey item unveiled the challenges that mitigate the effectiveness of the integration of internship programs into translation curriculum. However, there is a lower agreement among the participants on some identified challenges. This is evident in the lower mean score which is 2.85. Additionally, the t-value and p-value indicate that, on average, participants generally express disagreement with the notion that various problems such as time constraints, financial limitations, lack of mentoring, technical challenges, and other related variables substantially diminish the efficacy of including internship programs into translation curricula. This obvious disagreement among the respondents could be because of disparity in the experiences among the participants. Respondents who did not encounter challenges during their internship program are likely to disagree in regards to the fifth item.

B. The effectiveness of internship program is influenced by the alignment between internship goals, curriculum objectives, and industry demands within the translation field.

The survey items that are contained in the above hypothesis are listed below;

- i. Aligning internship program goals and academic objectives improves internship effectiveness.
- ii. Aligning the goals of internship program with curriculum objectives helps translation students to acquire relevant skills applicable in the translation field.
- iii. Internship programs that are closely aligned with the objectives of the market have to be an obligatory component of translation education.
- iv. Based on of your experience, do the aims of the internship program correspond with the objectives of your school curriculum?

- v. The internship program's connection with industry needs facilitates students' comprehension of evolving technologies and techniques used in the area of translation.

Table 3. Alignment between Internship Goals, Curriculum Objectives, and Industry Demands within the Translation Field.

Survey Items	Mean	Standard Deviation	T-Value	Standard Error	Degree of Freedom	P-Value
Q1	4.12	0.90	5.45	0.09	102	<0.001
Q2	4.36	0.78	7.68	0.08	102	<0.001
Q3	4.52	0.85	6.89	0.09	102	<0.001
Q4	3.92	1.02	3.74	0.10	102	<0.001
Q5	4.18	0.92	5.20	0.09	102	<0.001

The findings of the above table are summarized below.

- i. In the first survey item, there is a strong agreement among the participants on the notion that aligning internship program goals and academic objectives improves effectiveness of the internship program. This is evident in the high mean score which is 4.12. Nevertheless, the obtained t-value, which is statistically significant, along with the considerably low p-value, provides evidence that this perception significantly deviates from a neutral standpoint. Also, the presence of a standard deviation implies that there is some variability in the extent of agreement among participants. While the majority of respondents express strong agreement, a few may exhibit slightly lower levels of agreement.
- ii. The high mean score in the second survey item indicates that the respondents strongly agree that connecting the aims of internship programs with curriculum objectives substantially helps translation students learn relevant skills applicable to the sector. However, the large difference between the t-value and the null hypothesis p-value indicates that this viewpoint is substantially different from the null hypothesis.
- iii. There is a strong agreement among the participants that internship programs that are closely aligned with the objectives of the market have to be an obligatory component of translation education. This is seen in the high mean score which 4.52. This mean score falls between 'agree' and strongly agree' on a 5-point Likert scale. As such, it can be summarized that the respondents shared positive affirmation in regards to this survey item. Meanwhile, the t-value and the relatively low p-value indicate that then opinions of the respondents vary significantly from the neutral stance.
- iv. Responses from the research participants in regards to the fourth item show that they have positive attitude towards internship programs in the translation education. With this positive attitude, their responses show that will recommend a mandatory inclusion of the internship program correspond with the objectives of your school curriculum. However, this is evident in the mean score is 3.92
- v. Lastly, the mean score of the fifth survey item is 4.18 (which falls within 'agree' and 'strongly agree' on the 5-point likert scale). On the other hand, the findings in this item clearly indicate that participants hold the belief that the internship program's affiliation with industry requirements greatly enhances students' understanding of emerging technologies and methodologies used in the field of translation. The obtained t-value, which is statistically significant, together with

the very low p-value, suggests a substantial difference between this impression and a neutral standpoint. Nevertheless, the presence of standard deviation implies a certain degree of variability in the level of agreement among the respondents. While the majority of respondents expressed high agreement, there is a possibility that a few respondents may have indicated somewhat lower levels of agreement. In general, the findings of this study suggest that there is a significant favorable view of the impact of industry-connectedness on students' comprehension of emerging translation technologies and procedures.

4.1. Discussion

Translation internship has proven to provide translation students with vital chances to bridge the gap between academic knowledge and practical application in real-world settings. Through active engagement in professional translation settings, students have the opportunity to put theoretical knowledge acquired in the classroom into practice, enhance their linguistic abilities, and cultivate a more profound comprehension of the intricacies inside the translation sector. Contributing to other existing research on internship programs in the translation education, the current research explored the perspectives of the critical stakeholders in the translation in the translation industry on how internship programs improve students' industry connection and professional preparedness in translation and related professions. The objective of this study was executed by engaging 103 research participants. These participants are translation students who are currently undergoing internship programs, experts in the industry and translation educators.

The research developed two relevant research hypotheses which serve as guide to the understanding of the current study. These hypotheses include, 'there is a correlation between the integration of internship programs into translation curriculum and students' industry connection and professional preparedness in translation' and 'the effectiveness of internship program is influenced by the alignment between internship goals, curriculum objectives, and industry demands within the translation field.' Relevant findings were made from the survey items that were contained in these hypotheses. One of these findings is the effectiveness of translation internship programs. Internship programs in translation education provides the translation students with real-world experiences. As affirmed by Linxin (2023). The scholarly work which reviewed internship program in Translation Internet of Languages Technology Co., maintained that students who were interns in the company provided with 'pleasant atmosphere' to practice what they have been taught in school.

Another advantage of integration of internship programs into translation curriculum is that it prepares translation students to be professional and ready for real jobs in the translation and other related industries. As proposed by Yuan (2018), participating in internships within a professional environment provides students with an opportunity to familiarize themselves with the established norms of professionalism and ethical conduct within the area of translation. Individuals acquire the skills necessary to engage in proficient communication with customers, fulfill time-sensitive obligations, maintain confidentiality, and adhere to established norms of behavior within the sector. The acquisition of these soft skills is crucial for achieving success in any professional endeavors.

Not only that internship programs in translation prepare students for professional works, it also equips students with practical skills and experience when they enter the job market. Valero-Garcés (2019) identified so many skills translation students acquire during the course of internship training. These skills include research skill, translation localization skills, quality assurance, cultural sensitivity, communication skills, and ethical skills, among others. Another

important finding in this study is aligning the internship program goals and academic objectives. The alignment of the goals of the internship program with the academic objectives necessary to guarantee that internship experiences are beneficial and directly advance students' overall educational objectives and professional growth. The reason for this practice is to reinforce what the translation students have already been taught in the classroom.

More so, the use of various evolving translation tools, which are also technologically based is an added advantage to translation students who undergo internship training. The use of these technologies has become indispensable within the contemporary translation business, and a thorough understanding and proficiency in their usage is vital for students aspiring to achieve excellence in their translation professions. This finding aligns with that of Horbačauskienė (2017). However, according to the scholarly work, the possession of translation techniques and use of computer-assisted translation (CAT) technologies are among the prerequisite of getting hired by translation firms.

Meanwhile, some factors that mitigate the effective integration of internship programs in the translation curriculum were identified as time and financial factors, lack of mentorship, technical issues, among others. Academic institutions sometimes adhere to a predetermined academic schedule, which may not always coincide precisely with the temporal requirements of internships. The mismatch between internships and academic timetables might provide a challenge for students in terms of their ability to participate without necessitating an extension of their academic schedules. Moreover, it is common for students specializing in Translation to concurrently manage other academic obligations, including coursework, examinations, and research endeavors. The aforementioned obligations may potentially clash with the temporal requirements of internships, hence posing a considerable challenge for students in properly managing and harmonizing these concurrent responsibilities. Meanwhile, the provision of effective mentoring plays a crucial role in the context of internships. Insufficient monitoring may also lead to a lack of essential feedback for pupils to enhance their abilities.

In order to provide students with meaningful learning experiences, the research suggests that educators should display steadfast focus, prepare ahead, and collaborate with industry partners. More so, translation educators may also need to adjust their methods for incorporating internships in light of the specific needs and constraints of their own institutions and the local translation industry.

5. Conclusion

The internship programme in translation has shown its ability to provide translation students invaluable opportunities to bridge the divide between theoretical knowledge acquired in academic settings and the actual application of skills in real-world contexts. By actively participating in professional translation contexts, students are afforded the chance to apply the theoretical information they have gained in the classroom, improve their language skills, and develop a deeper understanding of the complexities inherent in the field of translation. However, a potential approach for translation educators to support student participation in such a programme is by including it within the translation curriculum. Although this programme offers several benefits to translation students, it is crucial for them to recognise that it can provide them with high-quality training and equip them with the necessary abilities to satisfy the translation industry's market expectations. Therefore, the primary objective of this present study was to investigate the viewpoints of key stakeholders within the translation industry on the impact of internship programmes on students' industry networking and their level of readiness for professional roles in translation and related fields. In relation to this purpose, a quantitative research approach was used. The research data were collected by using an online questionnaire, in accordance with the prescribed protocol. The data for this research was

derived from the perspectives of 103 stakeholders, including students, professors, and industry professionals, who provided their thoughts on the topic matter. In contrast, the study data was analysed using a descriptive-statistic approach. Furthermore, a number of findings were deduced from the material that was given and thoroughly examined. The research underscored the significance of translation internships for students pursuing translation studies, as they provide not only practical experience in translation but also equip them with the necessary skills for future employment in the professional translation business. Furthermore, the analysis of participant answers revealed some problems faced by language educators when it comes to the incorporation of internship programmes into translation curricula. One of the issues that arises is the presence of logistical complexity. The task of identifying suitable internship opportunities for students might be a considerable burden. The task of discovering companies that are open to hosting interns and aligning their schedules with academic calendars might provide a considerable obstacle. Therefore, the research suggests that it is advisable to engage in effective strategic planning, establish collaborative relationships with relevant industry participants, and exhibit a steadfast commitment to provide students with valuable educational experiences. Translation educators may need to adapt their instructional approaches to include internships, considering the distinct demands and constraints of their respective institutions and the translation industry in their specific geographic location.

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