THE EMPLOYMENT OF THE INDUSTRY ADJUNCTS-TAUGHT COURSE IN T&I TRAINING - AN EXPLORATIVE CASE STUDY IN A CHINESE UNIVERSITY

Liu Shuang[i]
Lecturer,
School of Translation Studies,
Xi'an International Studies University,
China
orcid.org/0000-0001-5450-725

Abstract:

In response to the persistent gap between academic training and industry demands in Translation and Interpreting (T&I), a closer link between academia and industry is widely advocated. One promising approach is the integration of industry professionals into T&I training programs. However, empirical research on the effectiveness of this pedagogical model remains scant. This study investigates an industry-adjunct-taught course implemented at a university in China, examining its influence on students' self-efficacy as translators. Through thematic analysis of semi-structured interviews with 10 participants, the study explores the sources contributing to their enhanced self-efficacy. The findings reveal that the course significantly fostered students' self-efficacy in three key domains: translation competence, interpersonal skills, and service provision competence. This suggests that the course is effective in bridging the academia-industry divide by equipping students with the skills and knowledge essential for greater employability. The paper concludes with practical implications for the design and enhancement of such industry-integrated courses.

Keywords: self-efficacy; translator competence; academia-industry collaboration; industry adjuncts; curriculum design

1. Introduction

The blossoming of T&I training programs worldwide in recent decades comes along with an assortment of challenges. One of the major concern is that the outcome of the T&I training is criticized for failing to meet the dynamic demand of the job market, and to bridge the gap between academic training and industry requirements, researchers suggest that translation training should not be detached from the industry, and advocate the incorporation of the industry expectation into the translation curriculum (Bowker, 2004; D. Li, 2000; Peverati, 2013; Rodríguez de Céspedes, 2017). An assortment of approaches has been adopted in T&I training,

---

[i] Correspondence: email liushuang9310@gmail.com

the main aim of which is the acquisition of competencies desired by the dynamic job market. The industry adjunct-taught course, by inviting industry professionals to the classroom, is one of the explorative endeavors to adapt the curriculum to the demand of the industry. Despite the fact that many institutions have recruited industry professionals to deliver classes, empirical research into the effects of industry adjunct-taught courses remains scant. This paper reports on the practice of inviting professionals from the industry to the translation class in a university in China, examines how it influences students' self-efficacy as competent translators, and what contributes to these influences through semi-structured interviews. The findings of this study are expected to contribute to the existing body of literature on T&I training by providing valuable insights into the influence of industry adjunct-taught courses, and inform practical recommendations for the revision and upgrading of the course.

2. The use of industry adjuncts in higher education institutions

2.1 Market-driven curriculum development

There are increasing debates over whether the current T&I training is aligned with the needs of the job market. A growing body of empirical studies is implemented in different countries to identify the competences required by the job market by various sources like employers, interns, professionals and job ads. The findings unravel that generic skills, provision service competence, domain knowledge and technology competence are the ones that should be further enhanced in T&I training (AI-Batineh & Bilali, 2017; D. Li, 2007; Hirci, 2022; Schnell & Rodríguez, 2017; X. Li, 2022).

In order to better respond to the abovementioned concern, a wave of educational reforms is in full swing. Pedagogical approaches like internships or work placements, simulated or authentic projects, specialized courses, lectures or seminars led by industry practitioners are introduced in an attempt to realize the acquisition of essential competences and make a link between the formal learning and vocational experience. For example, Way (2009) presented the professional practice exercised at the University of Granada by exposing students to the real process of revising and editing of a translation agency in an attempt to improve their psycho-physiological competence, and interpersonal and strategic competence. Chouc and Calvo (2010) presented the methodology adopted at Heriot-Watt University and the University of Granada. Curriculum design at Heriot-Watt University attempts to develop key transferable skills through language-based tasks. The course entitled Liaison Interpreting, open for second-year undergraduates, is designed to focus on transferable skills instead of interpreting performance by setting students in various fictional scenarios like work visits, informal sightseeing tours. The University of Granada established a series of electives with clear objectives of better preparing students for the job market, like equipping students with knowledge about job-seeking (e.g.,, CV writing and job-seeking resources). Tao (2012) proposed the constructive model adopted in T&I training at Fudan University in China in an attempt to develop students' professional competence by three modes, which are task-based training and group discussion, skills-based translation workshop and project-based translation practice. Céspedes (2017) introduced the endeavors made by the University of

Portsmouth as a response to the academia-industry challenge. The university proposed incorporating simulated and real projects and co-curricular activities, including internships and work placements, into the curriculum. Besides these endeavors, a more direct approach of tailoring the T&I curriculum to market needs is inviting professionals from the industry to the training of T&I students. One of the main aims of these endevours is the "*acquisition of competence and skills representing transferable and significant knowledge with respect to social needs and real-world applications*" (Calvo, 2011).

2.2 Who to teach? - duties shared between academia and industry

Institutions are blamed for failing to produce competent translators aligned with the market requirements for a variety of reasons. One significant challenge in translation education is the scarcity of qualified trainer-practitioners who can effectively deliver professionally-oriented courses (Pym, 2001). The ideal translator trainer should possess not only academic credentials and teaching skills but also substantial professional translation experience, including familiarity with industry strategies, techniques, and tools. Such trainers should ideally have authentic experience in translation service provision (D. Li, 2011; Gouadec, 2007; Orlando, 2019). However, translation and interpreting (T&I) programs frequently face a shortage of faculty with professional field knowledge, with teaching responsibilities often assigned to academics specializing in linguistics or literature rather than translation practice (Chai, 2017; Farghal, 2000; Salamah, 2021). This disconnect is particularly evident in China, where research indicates that few T&I educators have professional experience in translation institutions or substantive interactions with language service providers, resulting in limited understanding of industry workflows (Xu & You, 2011; Chai, 2017). Even when full-time faculty maintain some industry connections, their primary academic focus often "*shifts and potentially diminishes the quality of knowledge they bring regarding current industry expectations*" (Bower & Walker, 2020, p.17). Another significant problem is the misunderstanding that institutions are solely responsible for embedding students with methodological and theoretical elements and thus expect the industry to share the responsibilities of professional training (Gouadec, 2007). However, the mission of providing professionally-oriented training tailored to the industry should not merely rest on academia; industry should be encouraged to work with schools and back up training programs aiming to make a link between academic training and vocational training (Chouc & Calvo, 2010). Gouadec (2007) draws a clear line of the responsibilities shared between academia and industry in terms of incorporating professional elements in the curriculum. He argues that institutions should be fully responsible for providing basic training of future translators, including formulating the basic professionally-oriented courses objectives, delivering fundamental training, creating simulated professional situations and professional practice. Meanwhile, the industry should assume responsibility for furnishing information on training profiles, defining professional objectives, and offering work placements and employment opportunities. He also highlights the common duty of providing information on the various job profiles and careers shared by both parties. Nevertheless, he underlines that the duties assigned to the institutions entail the assistance of external tutors from the industry.

Inviting industry experts to engage in the basic training of students is practiced in many institutions nowadays. Industry adjuncts are adjunct instructors who are fully employed in a non-academic position primarily and hired by the school to instruct and mentor college students (Eagan, 2007; Gappa, 2000). With their active touch with the trends of the industry and hands-on experience, industry expert adjuncts are believed to be an asset to universities that are seeking to provide students with practical knowledge from the industry. To address the concern of the academia-industry gap, institutions are recruiting industry professionals for professionally-oriented courses in T&I training. Pym (2019) proposed that in response to technological advancement, institutions should welcome professional translators from the industry, and they need training in teaching. Mu (2020) analyzed the landscape of T&I training in China and reported that as of April 2019, there are 2,250 industry adjuncts employed by institutions to engage in the training of MTI (Master of Translation and Interpreting). Including industry experts in the training of T&I students is strongly encouraged and supported by the China National Committee for Graduation Education of Translation and Interpreting. As reported by Mu, industry adjuncts are of a diversified background, including those working at the language service providers and those in other domain fields, with 90% of them having more than 5 years of experience in the field. Industry adjuncts engage in the basic training of T&I students in a variety of forms, e.g., guest speakers on seminars, one-time talks or lecturers, consultants on curriculum design and improvements, thesis supervisors and course instructors. As cited by Gouadec (2007), Rennes 2 University, since 1991, initiated the practice of updating the T&I curriculum by consulting former students and industry professionals from translation companies or those working as freelancers. Chouc and Calvo (2010) gave a detailed account of the two approaches of embedding employability in T&I curriculum. Strategies employed by HWU include inviting industry professionals from translation agencies, the local council, etc., to the university to give a series of talks on the recruitment procedures, market requirements and working procedures in the professional field. In addition, HWU organized graduate round-tables joined by former graduates who are active professionals. Yue, Lin and Zeng (2018) presented the challenges faced by industry adjuncts and effective approaches to the problems by interviewing industry adjuncts. They pointed out that some of the institutions, as a response to the appeal of the China National Committee for Graduation Education of Translation and Interpreting, recruited industry professionals as adjuncts yet failed to engage them in the actual training of T&I students in either of the abovementioned ways. They summarized that there are several factors contributing to the current problems: institutions failed to set up professionally-oriented courses aligned with industry needs due to their unfamiliarity with the job market; institutions have problem choosing appropriate professionals for professionally-oriented courses; insufficient financial and other supports provided by institutions; demotivation of adjunct due to students' and administrators' insufficient acknowledgement of industry adjuncts-taught courses; rigid administrative procedures etc. They ended by providing an assortment of successful strategies taken by the company and Fujian Normal University in streamlining the management of industry adjuncts. The use of industry adjuncts should be cautious, though. Gouadec (2007) noted that "*a harmonious combination of trainers who are primarily translators*

and trainers who are primarily academic" (p.354) is needed and that industry tutors should be especially trained in pedagogy, including instruction techniques, grading grids and educational contexts. Similarly, Orlando (2019) warned that many institutions recruited practitioners for professionally oriented courses without any requirements for their knowledge of the theories and methodologies, which may impede the theoretical education of future translators.

Among the limited scholarship of industry adjuncts, few examine the effects of courses led by industry professionals, especially from the perspective of students' perceptions. Understanding students' change of self-efficacy as a competent translator is expected to contribute to identifying the effectiveness of the course and thus optimizing the educational process.

3. Students' self-efficacy

Self-efficacy was employed to assess the influence of the industry adjunct-taught course in this study. Self-efficacy is defined as an individual's belief in his or her ability to perform a task successfully (Bandura, 1997). Self-efficacy is believed to stem from four principal sources: enactive mastery experience, verbal persuasion, vicarious experience and physiological and affective states (Bandura, 1997). According to Bandura, enactive mastery experience refers to the hands-on experience of performing a task and is believed to be the most significant source as it serves as a direct indicator of one's capabilities. Verbal persuasion arises when an individual receives positive feedback when performing a task. In addition, vicarious experience changes an individual's efficacy through the transmission of competencies and comparison with others' achievements, and physiological and affective states are the emotional arousal people experience when performing a task.

Self-efficacy is validated as a significant variable that influences individual behaviors in four main categories: cognitive, affective, motivational and selection processes (Bandura, 1993; Schunk & Dibenedetto, 2021). Therefore, it is positively correlated with individuals' problem-solving, decision-making, goal-setting and persevering in the face of challenges (Bandura, 1993). In the educational context, the development of self-efficacy is a contributing factor to high academic achievements, satisfaction and perseverance and plays a significant role in understanding how students perceive and experience courses, and thus provides valuable references to the improvements of the educational process (Kryshko, 2022). The investigation of students' self-efficacy beliefs as competent translators after taking this course is expected to unravel students' experiences with the course and offer valuable insight that can inform curriculum modification.

4. Competent translator

Over the past decades, there has been a proliferation of diverse translators' competence models, which have emerged in response to the changing landscape of T&I training (EMT, 2017; Göpferich, 2009; Katan, 2008; Kelly, 2005; PACTE, 2003). This study adopted the

European Masters in Translation (EMT) competence framework (2017) to examine how the industry expert adjunct-taught course helps enhance T&I students' self-efficacy as competent translators. The EMT competence framework was put forward by the European Master's in Translation (EMT) Board (2017) and aims to enhance the employability of graduates of a Master's degree in translation. The EMT competence framework formulates a set of competencies that translation graduates are supposed to possess to respond to the social and industry needs. It is regarded as one of the most sound and exhaustive curriculum design processes in the field of translation and "*chooses a purely vocational approach appropriate for postgraduate levels*" (Calvo, 2011). Since the subject of this study are MTI students signing up for a translation course taught by industry experts, the application of the framework is appropriate as the MTI program is a master-level program established in China to train professional and specialized translation talents tailored to the social and industry needs, according to the guiding book of China National Committee for Graduation Education of Translation and Interpreting. The EMT competence framework (2017) consists of five major aspects of competence (see Table 1):

Table 1: EMT Competence Framework (2017)

Category	Definition
Language and culture	All the general or language-specific linguistic, sociolinguistic, cultural and transcultural knowledge and skills
Translation	Strategic, methodological and thematic competence
Technological	All the knowledge and skills for implementing translation tools
Personal and interpersonal	All the generic skills or "soft skills" that enhance graduate adaptability and employability
Service provision	Skills and knowledge relating to the implementation of translation and language services in a professional context

5. The industry adjunct-taught course at the examined school

In response to the academia-industry gap and the dearth of specialized trainers, the school initiated the course entitled "News Trans-editing" by recruiting industry professionals as instructors. Eight experienced translators employed in a reputed news agency in China were hired as adjunct instructors. They designed the course based on the course objectives set by the school and their own professional experience. They all hold at least a bachelor's degree with at least 10 years' experience in the field of news translation-editing. The course is a two-credit elective open to the first-semester MTI students.

Students signed up for this course were required to take a preliminary test to ensure they were adequately qualified for the curriculum. The course itself consists of two major stages: classroom-based instruction and authentic projects to foster both students' declarative knowledge and procedural knowledge. The former is delivered by industry adjuncts and encompasses 8 modules, each designed to impart explicit and articulate knowledge to students. This includes familiarizing students with fundamental components of news, the precise wording used in news reporting, techniques for translating and editing news, a landscape of prominent news agencies worldwide and their distinct characteristics, and the

translation and editing of specific texts. On the other hand, the project involves immersing students in professional environments, where they can apply the declarative knowledge in practical contexts and acquire procedural knowledge by implicitly performing translation tasks. Throughout the project, industry adjuncts responsible for classroom instruction acted as mentors and provided valuable feedback on students' translation to further foster their skills. MTI students are usually asked to take internships in the second semester of the second study year. This model, on the one hand, aims to expose students to the authentic professional context at the very early stage (the first semester of the first study year), and enables students to effectively apply the skills and knowledge they acquire through classroom-based instruction in a real-world setting, fostering a deep understanding of the practical applications of a future profession. On the other hand, it benefits the company by bringing forward the vocational training assigned to the company, which usually takes place at the beginning of the internship period, to an earlier stage in students' academic career through classroom-based instruction. The combination of classroom instruction and experiential learning aims to arm students with a solid foundation in both theoretical and practical aspects of the field.

6. Research design

Ethical approval was obtained from the institution where the subjects of this paper pursued their study prior to the implementation of this study. For the exploratory study, this research adopted a qualitative approach and collected data from semi-structured interviews with students enrolled in this course to gain exhaustive and in-depth information about participants' perceptions of this course. An invitation to participate in the interview was sent to 10 students out of 30 who took this course, and all students agreed to participate in the interview on a voluntary basis in written form. The subjects were selected using maximal vibration sampling to ensure the diversity of gender, specialization and academic performance of participants. Among the interviewees, 8 (8/22) specialized in translation, while 2 (2/8) in interpreting, and 8 (8/25) are females, 2 (2/5) males, and one of them worked as a teaching assistant as required by the school. It was made clear that their identities would remain confidential, and interviews were recorded with the consent of the interviewees. The interview was conducted in person or by QQ, a social media platform. Transcripts of recordings were analyzed manually by two coders. One is a professional translator, and the other is a Translation and Interpreting scholar. The interview data were analyzed following the six-step thematic analysis by Braun and Clarke (2006) using the EMT competence framework. Two coders worked independently to identify categories in the interviewees' answers and compared and discussed their findings to respond to the research questions. In addition, complementary data were collected from industry adjuncts, course coordinators, the guidebook of training programs and the university website.

7. Findings

7.1 Self-efficacy in translation competence

An increase of self-efficacy in translation, especially thematic knowledge about news trans-editing, was prominently observed. When students talked about their prior knowledge about news trans-editing before the course, they responded by saying "*knew little about trans-editing*", "*barely knew any strategies or knowledge about news trans-editing*", "*a totally strange area for me*". By contrast, phrases like "*improved a lot*", "from barely knowing news trans-editing to basic mastery of it", "*systematically learnt about news trans-editing and gained in-depth understanding of it*" were used to describe their knowledge and ability after the course. Students expressed their concern that bilingual competence and general translation strategies alone cannot make them stand out from the crowd. Disciplinary knowledge is regarded as considerably important, and early exposure to and mastery of it is beneficial in earning part-time jobs and internship positions, as well as better preparing them for their future career. Courses guided by translation experts with domain-specific knowledge can help students overcome challenges by leveraging their extensive industry experience.

Students attributed the increase in their self-efficacy belief in translation to the acquisition of declarative knowledge from classroom-based instruction and hands-on experience from the project. To begin with, classroom-based instruction expanded students' knowledge and understanding of news trans-editing. By outlining the basic concepts and strategies of news trans-editing with a sizeable number of authentic examples, the course furnished students with a broad and in-depth understanding of the complex network of knowledge that underpins the field of news trans-editing. For example, Wen said, "*I have improved a lot in my knowledge about news trans-editing. I know we barely have teachers specializing or having working experience in this field. Industry expert adjuncts of this course draw on their years of working experience and expose us to the knowledge of journalism with many authentic examples, for example, the components of a news report, how to pick appropriate ones among seas of news reports to translate and edit, type of news, what to caution when translating and editing, characteristics of major news agencies worldwide. I really learn a lot about translating and editing news reports.*"

Apart from classroom-based instruction, students expressed that the project provides them with opportunities to engage in authentic projects and develop their trans-editing ability through hands-on practice and valuable feedback from the industry adjuncts. That is to say, the increase of their self-efficacy in translation derived from enactive mastery experience and verbal persuasion. For example, Yu said the project enabled her to apply what she had learnt from the classroom to practical settings and enriched her understanding of the theoretical concepts. Mao said, "*Industry adjuncts are patient, nice, supportive and professional. They provided us with on-time and effective feedback on my translation work. It always inspires me a lot. I will always look forward to the feedback from them every time I submit my work, since it helps to improve my translation ability a lot. And they always encourage us a lot, even though I always make mistakes at the primary stage.*"

7.2 Self-efficacy in service provision competence

Besides the growth of self-efficacy in translation, students believed that they would acquire knowledge about the translation service in the professional context. Most of the interviewed students did not have formal translation placement experience or had little direct contact with industry professionals before the course. They expressed that the course "*expanded their knowledge of the translation industry*", "*corrected their misconceptions of the profession*", and "*helped them gain insight into the market requirements*".

Students explained that their increase in belief in service provision competence flowed from the transmission of knowledge from industry adjuncts through classroom-based instruction, as well as their engagement in the translation tasks through the project. Their increased confidence in service provision competence mainly falls into three aspects:

7.2.1 Translation as a profession

Students mentioned that they had an illusion about the real look of translators in the professional context. Full-time instructors at school, despite their remarkable teaching capacity, generally have no experience working in translation service agencies. Instructors from the industry are in active touch with trends in the market and gain their competitive edge in exposing students to all aspects regarding translation as a profession, like the real working environment, the typical working content, the payment and workload, and the industry trends in a timely manner. Li commented, "*Professionals provided us with a timely perspective on the profession when delivering classes. It is very valuable for us. They shared with us about their day-to-day work, including their daily workload, overtime, translation speed, pay, benefits, and the prospect of working as translators in news agencies, which our full-time teacher seldom did. And I gained better insight into what the profession of a translator is all about through my engagement in the project.*" Ma said, "*I come to have a clear picture of the profession through the vicarious experience industry adjuncts share in the classroom, and gradually develop a professional identity by participating in the project.*"

7.2.2 Standards of the industry

Another significant increase in belief is the knowledge of industry standards in the real workplace through classroom instruction and involvement in the translation project. The evaluation criteria of translation assignments by full-time instructors are usually academic instead of industry-oriented. Some of the criteria adopted by academics, e.g., faithfulness to the original text, equivalent styles, may seem insignificant in some real cases. They may ignore factors valued in the real-world situation, like clients' purpose, target readers and expected quality. Chances are, students are doing translation assignments based on texts from decades ago, and are evaluated by standards detached from the market. As a consequence, the mismatch between the dynamic job market requirements and translation training provided by academia arises. In this way, the hands-on experience these practitioners accumulate could be of great value in meeting assessment requirements from the market. And students could avoid the suffering of adapting themselves to the real workplace afterwards. Zhang commented, "*I am doing well following the instructions of textbooks or full-time faculty, but only to*

find that the evaluation standards of translation assignments at school are sometimes different from those in the real workplace to some extent. For example, authentic translation tasks should be client-oriented, while translation practice at school ignores the involvement of clients' assessments. These are what I am lectured on in the classroom by industry adjuncts. And this feeling is intense when I engage in the project."

7.2.3 Market requirements

Students gained declarative knowledge and enactive mastery experience from the course in aspects of gaining an insight into the qualifications and competencies the job market expects translators to have. Instructors from the industry could draw on their years of experience and shed light on the demand of the dynamic translation market. From their experience in the workplace, students could have a clear picture of the wants and needs of the market. Chang said she learned a lot from the vicarious experience shared by industry adjuncts in the classroom about the criteria of news agencies in recruiting translators, like degrees and certificates, and the competence required of a translator in a news agency.

7.3 Self-efficacy in personal and interpersonal competence

In addition, students expressed that there is an increase in self-efficacy in personal and interpersonal competence. When asked about their generic skills in a professional setting, they responded by saying *"ordinary"*, *"had no idea of how to measure the level of generic skills"*, *"didn't know how to behave in professional settings"*. By contrast, they said *"improved a lot"*, *"had a clue of codes of conduct observed in the workplace"* after the course. Their increased confidence in generic skills was built on classroom instruction, and vicarious experience of industry adjuncts, as well as enactive mastery experience in the project. Wu commented that through the experience shared by industry adjuncts, she developed the awareness that soft skills are as important as hard skills. Generic skills such as a sense of responsibility, problem-solving ability and interpersonal communication ability are given equal weight as translation ability. Mao said, *"I have come to realize the importance of sense of responsibility, attention to details, time management, multitasking and teamwork through my participation in the authentic project and feedback from the industry adjuncts, and observing how those professionals work in the real project. For example, usually if assigned the translation task, we have to finish it within a very limited time, during which I have come to know how to comply with deadlines and prioritize my tasks. And I would observe the manners those industry adjuncts communicate with their colleagues and us, and try to imitate them."*

It is noteworthy that students pointed out their increase in self-belief as a competent translator stems more from the involvement in an authentic project than from the classroom-based instruction. It is not only because that authentic projects provides the platform where students can apply prior academic learning in a real-world place setting, gain constructive feedback based on their performance of authentic tasks, and develop professional identity by immersing in the professional settings, but also because of the problems of classroom-based instruction by industry professionals expose mainly because of their lack of training in theories and pedagogy.

To begin with, industry practitioners gain their competitive edge through their hands-on experience and specific knowledge. However, generally, they receive little academic training, as few of them get a doctoral degree. The consequence is that they are not capable of building skills and knowledge with advanced content, e.g., generalizing from their translation practices, elaborating on the theories their translation principles are based on, in-depth understanding of the content, systematic design of the curriculum, and critical thinking. Wen said one of the weaknesses of industry instructors is that they are not able to deliver their lectures systematically with a well-structured syllabus. Yu said, "*One drawback of this course is that students fail to have an in-depth understanding of the translation theories underlying those authentic cases and how translation practice relates to theories.*"

Another major problem of the industry expert adjunct-taught course is their teaching capacity since professionals from the industry have no or little teaching experience and master a few teaching techniques. And they have little access to training and resources provided by their host institutions. As a result, industry instructors have trouble effectively translating their hands-on knowledge from the industry to students due to relatively poor performance in designing courses and classroom activities, applying appropriate assessment and grading systems. For example, Li said, "*Instructors don't know how to deliver a lecture. They simply 'read' the texts presented in their slides, and students are solely passive recipients. There are no sections like warming-up, lead-in, or group discussion in this course.*" Wen commented, "*We only have one translation assignment at the end of the task. I prefer the formative assessment used in other courses*".

In addition, due to the fact that industry instructors are employed in companies primarily and have no offices at school, they only appear when there is class, thus interact with students less frequently compared to full-time teachers who usually have a fixed office for any inquiry from the students if they make advanced appointments. It makes it difficult for students who have questions and wish for a face-to-face way of discussion.

Due to the design of the course and working style of the company, students were not exposed to much to the mastery of the tools used in professional settings in either classroom-based instruction or projects. And students did not mention the increase of self-efficacy in linguistic competence since they explained that their linguistic competence is well established in their undergraduate study.

8. Discussion and Conclusion

The findings indicate that, generally speaking, the model positively influences students' self-efficacy as competent translators. It is consistent with prior studies in other disciplines that industry adjunct-led courses have a positive impact on students' self-efficacy (Dunlap, 2005; Radhakrishnan *et al.*, 2023). It can be concluded that this model is effective in training students to be qualified translators, as there is an increase of self-efficacy in translation competence, service provision competence and generic skills. Prior studies in other disciplines demonstrate there are enormous benefits of inviting professionals from the industry to the classroom as they are capable of providing students with a timely perspective of the market trends, and embedding students with field knowledge and generic skills in a given subject where full-time

instructors at institutions are less knowledgeable (Boyer & Walker, 2020; Eagan, 2007; Gappa, 2000). The course proves to be a successful explorative endeavor in addressing the academia-industry gap by equipping students with a set of indispensable skills, and therefore is suggested to be advocated and implemented on a larger scale in T&I training.

The findings also showed that students' increase in self-efficacy as qualified translators was related to both classroom instruction and the authentic project. They first acquired declarative knowledge, e.g., concepts of specialized translation, service provision skills and generic skills through lectures, then gained procedural knowledge by performing genuine translation tasks, and felt the increase of self-efficacy by enactive mastery experience, vicarious experience and verbal persuasion.

However, it should be noted that students attributed their increase in self-efficacy more to the project than to classroom instruction and pointed to the problems of industry adjuncts in delivering the class. The inadequacies should be taken into serious consideration, and efforts should be made to give full play to the industry adjunct-taught courses.

First of all, in response to the problem about industry expert adjuncts' teaching capacity, despite the fact that professionals from the industry lack teaching experience, the host institutions could organize periodic and targeted training to enlighten industry instructors about teaching, either in the form of seminars or workshops (Gouadec, 2007; Orlando, 2019). It is one of the common recommendations mentioned in prior studies to provide industry adjuncts with chances of professional development (Powers, 2013). Moreover, the host institutions could assign experienced teachers as industry instructors' mentors to give personal advice on teaching. Mentoring programs are one of the tools suggested to offer orientation and development (Meixner *et al.*, 2010).

With regard to the problem that industry instructors are less knowledgeable in the aspect of theory, and are not able to impart their knowledge systematically. It is suggested that this course could be co-taught by full-time faculty at institutions who have academic training in translation theory and professionals from the industry with hands-on knowledge. The combination of the two could address the disadvantages of both sides. But both should caution against the potential drawbacks by communicating with each other in a timely manner.

The host institutions could also involve industry expert adjuncts in the evaluation system as they require full-time instructors, and formulate a series of reward and punishment schemes to encourage industry expert adjuncts to develop their commitment to teaching. Industry instructors' pay and awards should be closely linked with their teaching effects by eliciting responses from both students and administrators. It is beneficial to motivate industry instructors to be more serious and responsible with the undertaking of teaching, and to gain feedback on the improvements of their teaching. Other benefits like vehicle allowance and fixed offices should also be provided to improve their sense of belonging, as Gappa, Austin and Trice (2005, p.37) indicated, *"it is essential to find ways to ensure that all faculty members, regardless of their appointment type, are supported in their work and valued by their institutions"*.

This study is expected to contribute to the improvement of the effectiveness of the industry adjunct-taught course. A better understanding of students' needs and wants

provides timely and useful feedback on the upgrading of curriculum design. The ultimate goal is to shed light on how to address the industry-academia gap and cultivate T&I talents competent in the job market. However, the study still has limitations in the following aspects. The generality of this study is limited due to the small-scale sample. Further study could involve more such courses practiced by other schools and generate a large-scale quantitative study. Another aspect is that this study only elicits responses from students. A more exhaustive study should draw opinions from all the stakeholders, including professional instructors and administrators.

Ethical Approval Statement

Approval was obtained from the ethics committee of the institute where the research was conducted. The procedures used in this study adhere to the tenets of the Declaration of Helsinki.

Informed Consent Statement

Informed consent for this paper was obtained from all participants in written form. The author has stated this in the interview, and all participants recognized this.

Author Contribution Statement

The sole author wrote the full paper and did all relevant research that contributed to it.

Competing Interests Statement

The author declares no competing interests.

About the Author(s)

Shuang Liu received the Bachelor's degree in Business English from Xi'an International Studies University, Xi'an, Shaanxi, China, in 2015, and the Master's degree in Translation and

Interpreting from Fudan University, Shanghai, China, in 2018. She is currently a Lecturer with School of Translation Studies, Xi'an International Studies University, Xi'an, Shaanxi, China. She has authored papers published in journals such as *Current Psychology* and *Journal of Education and Learning Environments*. Her research interests lie in translator training, academia-industry collaboration and language education.

References

Al-Batineh, M., & Bilali, L. (2017). Translator training in the Arab world: Are curricula aligned with the language industry?. *The Interpreter and Translator Trainer*, *11*(2-3), 187-203. https://doi.org/10.1080/1750399X.2017.1350900

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist*, 28(2), 117-148. Retrieved from https://educational-innovation.sydney.edu.au/news/pdfs/Bandura%201993.pdf

Bandura, A. (1997). *Self-efficacy: The Exercise of Control.* New York, NY: Freeman. Retrieved from https://psycnet.apa.org/record/1997-08589-000

Bowker, L. (2004). What does it take to work in the translation profession in Canada in the 21st century? Exploring a database of job advertisements. *Meta: Journal des traducteurs/Meta: Translators' Journal*, *49*(4), 960-972. https://doi.org/10.7202/009804ar

Boyer, D. M., & Walker, E. B. (2020). The Impact of Industry Expert Adjuncts on Students' Course Experiences. *International Journal of Innovative Teaching and Learning in Higher Education (IJITLHE)*, *1*(2), 16-28. https://doi.org/10.4018/IJITLHE.2020040102

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Calvo, E. (2011). Translation and/or translator skills as organising principles for curriculum development practice. *The Journal of Specialised Translation*, *16*, 5-25. https://doi.org/10.26034/cm.jostrans.2011.484

Chai, M. (2017). Understanding the Status Quo, Upgrading Quality and Pioneering Forward—the Future Development of Translation Programmes. *East Journal of Translation*, (6), 4–8.

Chouc, F., & Calvo, E. (2010). Embedding employability in the curriculum and building bridges between academia and the work-place: a critical analysis of two approaches. *La linterna del traductor*, (4), 71-86. Retrieved from https://www.researchgate.net/publication/280577603_Embedding_employability_in_the_curriculum_and_building_bridges_between_academia_and_the_work-place_a_critical_analysis_of_two_approaches

Eagan, K. (2007). A national picture of part-time community college faculty: Changing trends in demographics and employment characteristics. *New directions for community colleges*, *2007*(140), 5-14. https://doi.org/10.1002/cc.299

EMT Board. (2017). "EMT Competence Framework." https://ec.europa.eu/info/sites/info/files/emt_competence_fwk_2017_en_web.pdf

Farghal, M. (2000). The training of student translators. *Journal of Translation Studies*, *9*(1), 39-49. Retrieved from https://www.researchgate.net/publication/285523217_2000_Training_of_Student_Translators

Gappa, J. M. (2000). The new faculty majority: Somewhat satisfied but not eligible for tenure. *New directions for institutional research*, *2000*(105), 77-86. https://doi.org/10.1002/ir.10507

Gappa, J. M., Austin, A. E., & Trice, A. G. (2005). Rethinking academic work and workplaces. *Change: The magazine of higher learning*, *37*(6), 32-39. https://doi.org/10.3200/CHNG.37.6.32-39

Göpferich, S. (2009). Towards a model of translation competence and its acquisition: the longitudinal study TransComp. *Behind the mind: Methods, models and results in translation process research*, *4*(4), 11-37. Retrieved from https://gams.uni-graz.at/o:tc-095-187

Gouadec, D. (2007). *Translation as a Profession*. Amsterdam: John Benjamins. Retrieved from https://books.google.ro/books/about/Translation_as_a_Profession.html?id=EzuEHQw5psYC&redir_esc=y

Hirci, N. (2022). Translation Work Placement in Slovenia: a key to successful transition to professional workplace settings?. *Perspectives*, 1-19. Retrieved from https://doi.org/10.1080/0907676X.2022.2055482

Katan, D. (2008). University Training, Competencies and the Death of the Translator: Problems in Professionalizing translation and in the Translation Profession. In *Tradurre: formazione e professione* (pp. 113-140). Cleup. Retrieved from https://www.academia.edu/7591209/University_Training_Competencies_and_the_Death_of_the_Translator_Problems_in_Professionalizing_translation_and_in_the_Translation_Profession

Kelly, D. (2005). *A handbook for translator* trainers. Translation practices explained. Manchester, UK: St. Jerome. Retrieved from https://www.routledge.com/A-Handbook-for-Translator-Trainers/Kelly/p/book/9781900650816

Kryshko, O., Fleischer, J., Grunschel, C., & Leutner, D. (2022). Self-efficacy for motivational regulation and satisfaction with academic studies in STEM undergraduates: The mediating role of study motivation. *Learning and Individual Differences*, *93*. https://doi.org/10.1016/j.lindif.2021.102096

Li, D. (2000). Needs assessment in translation teaching: Making translator training more responsive to social needs. *Babel*, *46*(4), 289-299. Retrieved from https://benjamins.com/catalog/babel.46.4.02li?srsltid=AfmBOoqTRWsZOv4mnMrOY83D7YnIQw2qCuaXS0AXLDm7_QdbkJ4rDGum

Li, D. (2007). Translation curriculum and pedagogy: Views of administrators of translation services. *Target. International Journal of Translation Studies*, *19*(1), 105-133. https://doi.org/10.1075/target.19.1.07li

Li, D., & Zhang, C. (2011). Knowledge structure and training of translation teachers: An exploratory study of doctoral programmes of translation studies in Hong

Kong. *Meta*, *56*(3), 693-712. Retrieved from https://www.erudit.org/en/journals/meta/2011-v56-n3-meta043/1008340ar/

Li, X. (2022). Identifying in-demand qualifications and competences for translation curriculum renewal: a content analysis of translation job ads. *The Interpreter and Translator Trainer*, *16*(2), 177-202. https://doi.org/10.1080/1750399X.2021.2017706

Meixner, C., Kruck, S. E., & Madden, L. T. (2010). Inclusion of part-time faculty for the benefit of faculty and students. *College Teaching*, *58*(4), 141-147. https://doi.org/10.1080/87567555.2010.484032

Mu, L. (2020). Status quo and problems of MTI development in China – an analysis based on *Report on MTI Development*. *Chinese Translators Journal, 41(1), 10.* Retrieved from https://jime.open.ac.uk/articles/10.5334/jime.551

Orlando, M. (2019). Training and educating interpreter and translator trainers as practitioners-researchers-teachers. *The Interpreter and Translator Trainer*, *13*(3), 216-232. https://doi.org/10.1080/1750399X.2019.1656407

PACTE. (2003). Building a Translation Competence Model. In F. Alves (Ed.), *Triangulating Translation* (pp. 43-66). Amsterdam: John Benjamins. Retrieved from https://benjamins.com/catalog/btl.45?srsltid=AfmBOopo23EKlHgp_E60TOT144vBVfLxFosHtoVGxtHZPkJUaOz_eaax

Peverati, C. (2013). Translation in modern language degree courses. *A Focus on Transferable Generic Skills. inTRAlinea*, *15*. Retrieved from https://www.intralinea.org/current/article/translation_in_modern_language_degree_courses

Powers, E. (2016). *How industry professionals learn to become effective adjunct professors*. Northeastern University. Retrieved from

Pym, A. (2001). Trial, error and experimentation in the training of translation teachers. *Traducción &comunicación*, 2:73-90. Retrieved from https://www.researchgate.net/publication/240622893_Trial_Error_and_Experimentation_in_the_Training_of_Translation_Teachers

Radhakrishnan, D. B., Moreno, W. A., Deboer, J., & Ferekides, C. S. (2023, June). Take responsibility to understand engineering (TRUE): A qualitative investigation of student's engineering self-efficacy as a result of participation in a multi-stakeholder program. In *2023, the ASEE Annual Conference & Exposition*. https://doi.org/10.18260/1-2--44396

Rodríguez de Céspedes, B. (2017). Addressing employability and enterprise responsibilities in the translation curriculum. *The Interpreter and Translator Trainer*, *11*(2-3), 107-122. https://doi.org/10.1080/1750399X.2017.1344816

Salamah, D. (2021). Translation competence and translator training: A review. *International Journal of Linguistics, Literature and Translation*, *4*(3), 276-291. https://doi.org/10.32996/ijllt.2021.4.3.29

Schnell, B., & Rodríguez, N. (2017). Ivory tower vs. workplace reality: Employability and the T&I curriculum–balancing academic education and vocational requirements: a study

from the employers' perspective. *The Interpreter and Translator Trainer*, *11*(2-3), 160-186. https://doi.org/10.1080/1750399X.2017.1344920

Schunk, Dale H. and Maria K. DiBenedetto (2014). "Academic self-efficacy." Michael J. Furlong, Rich Gilman and E. Scott Huebner (eds). *Handbook of Positive Psychology in Schools*. New York, NY: Routledge, 115-130. Retrieved from https://www.researchgate.net/publication/259487303_Handbook_of_positive_psychology_in_schools

Tao, Y. (2012). Towards a constructive model in training professional translators. *Babel*, *58*(3). https://doi.org/10.1075/babel.58.3.03tao

Way, C. (2009). Bringing professional practices into translation classrooms. *The changing face of translation*, 131-142. Retrieved from https://www.researchgate.net/publication/272817611_Bringing_Professional_Practices_into_Translation_Classrooms

Xu, M., & You, X. (2021). Translation practice of Master of Translation and Interpreting (MTI) teachers in China: an interview-based study. *The Interpreter and Translator Trainer*, *15*(3), 343-359. https://doi.org/10.1080/1750399X.2021.1900711

Yue, F., Lin, S., Zeng, S. (2018). Problems and prospects: Industry adjuncts in Translation and Interpreting Training. *Shanghai Journal of Translators*, 2018(5), 4.