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Tailoring T&I curriculum for better employability: An exploratory case study of using internship surveys to inform curriculum modification

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Abstract

T&I scholars advocate an experiential approach, for example, internships, to bridge curriculum-employability gap. However, the advantage of using internships to diagnose curriculum problems and tailor it to market needs is under-researched. This exploratory case study aimed at investigating interpreting students' internship responsibilities, the effect of internships and their inadequacies in internships, and ultimately diagnosing curriculum problems and making modifications accordingly. Twelve third-year MA students interning as interpreters contributed to the study through online questionnaires. The survey highlights that interpreters are supposed to provide both interpreting (mostly consecutive) and translation services in the local market, that internships can effectively upgrade their interpreting skills particularly professionalism, and that the interns' linguistic competence still needs improving. Accordingly, translation courses should be available for interpreting students; consecutive interpreting should be given more pedagogical attention; more internship opportunities should be introduced to the T&I curriculum and language enhancement courses should be added. This contribution provides a conceptual model for T&I curriculum development and demonstrates how to diagnose curriculum problems and tailor the curriculum to market needs. As an initial effort, the present study will hopefully lead to changes in curriculum development norms in collegiate T&I communities.

Keywords: internship; employability; market needs; curriculum development; curriculum modification.

1. Introduction[1]

Higher education is supposed to provide curricula that fit the dynamic needs of labour market and equip students with employability skills (Atkins, 1999; Mandilas et al., 2014). However, educational research indicates that there seems to be a gulf between curriculum content and employability (Leveson, 2000; Hillsa et al., 2003; Marzo-Navarro et al., 2009). With a view to re-orientating curricula toward market needs, one current trend in higher education is experiential education or expanded classrooms (Brubaker, 2011), aiming to cultivate university-industry collaboration and eventually prepare students for certain professional communities (Lehtimäki & Peltonen, 2013).

In the field of translator and interpreter education, the same is true. At the 2014 "Portsmouth Translation Conference From Classroom to Workplace", scholars put forth that current translation and interpreting (T&I) curricula are based on discrete and sometimes incoherent modules into which competence is compartmentalised and the content of which depend a lot on the specialisation of instructors (Astley et al., 2014). Consistent with such inadequacies is the growing curriculum-industry gap (see Durand, 2005; Gouadec, 2007; Johnston, 2007; Donovan, 2008, 2011; Drugan, 2013; Liu, 2017). Therefore, T&I scholars have been calling for an experiential approach to narrow the curriculum-employability gap and provide enculturation into the T&I professional career (see Kurz, 2002; Sawyer, 2004; Lesch, 2011; Kiraly, 2012; Mitchell-Schuitevoerder, 2013).

One approach of experiential education is internships. Also known as experimental learning, apprenticeship, placement learning, workplace learning or field experience (Wan et al., 2013), an internship refers to a professional practicum for authentic working experience in the industry where students can apply and upgrade knowledge learned in school curriculum and integrate classroom learning with real professional experience (Ruhanen et al., 2013). Internships may upgrade profession-specific skills (Scholz et al., 2004), enhance critical personal attributes and abilities demanded by the markets, for example, communication, interpersonal skills, networking, etc. (Clark, 2003), develop attitudes towards lifelong and autonomous learning (Chapman & Howkins, 2003), integrate university learning and workplace learning (Flanagan et al., 2000), ease the transition from graduates to employees (Billett, 2009) and enhance employability after graduation (Salas-Velasco, 2007).

Internships as a real-life approach have been practised in interpreter and translator training. Literature supports that interpreting internships test and hone skills acquired in training programmes, offset the drawback of classroom teaching, narrow curriculum-employability

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gulf, motivate and empower students to learn, ease the transition from graduates to professionals and provide information to improve or adapt training to real needs (Furmanek, 2004; Valero-Garcés & Taibi, 2004; Johnston, 2007; Valero-Garcés, 2010, 2011; Lesch, 2011; Pérez & Wilson, 2011; Li, 2015). Translation internships help improve language skills, translation speed, confidence, independence and team work, develop professional translation and management skills, apply classroom experience into real world, gain knowledge of the industry, and provide a chance to rethink career prospects (Astley & Torres Hostench, 2017).

This research relates to one of the above benefits that internship is a source from which information can be elicited to modify a curriculum so that it can better serve market needs (Valero-Garcés, 2011). Though internships are quite pervasive in translator and interpreter education, not many studies have used them as a source to guide decisions on curriculum modification. In the T&I literature, case studies have been conducted where academicians, industry insiders or graduates are used as sources to inform curriculum modification (Li, 2000, 2002, 2007; Jeong, 2005; Lung, 2005; Napier, 2005; Slatyer, 2006; Rico, 2010; Park, 2015). However, the merit of using internships to guide curriculum renewal has not been reported.

Set in the author's local educational and industry context, this exploratory case study aimed at investigating interpreting students' internship responsibilities, their inadequacies in internships and the effect of internships, and ultimately diagnosing problems and tailoring the current curriculum to needs of the T&I professional community.

This study is of value to T&I curriculum development and modification. In spite of growing interest in minimising curriculum-industry gap, relatively few empirical studies have concentrated on internship duties and students' inadequacies in internships and in particular explored their implications to curriculum renewal under the guidance of a market-driven curriculum development model. One contribution of the current study involves developing a conceptual model for T&I curriculum development and renewal. It also demonstrates how to put it into practice to tailor existing T&I curriculum to industry needs in a given context. Characterised by a partnership between academicians in the T&I programmes and interns in the T&I industry, this contribution may help minimise university-industry divide in curriculum development. It is hoped that the present effort may initiate changes in curriculum development norms in collegiate T&I communities.

2. Interpreting internships as a source to modify curriculum

2.1. Interpreting internships: justifications and benefits

Interpreting is situated in and constrained by the context (Hatim & Mason, 1997; Gile, 2009). In an interpreting service, interpreters align with one of the parties and deliver information and

affect, constructing meaning in the context and meeting its needs (Angelelli, 2004). Given the social and interactive nature of interpreting, speech production, interpreting and the context go on together, and impact one another. The context is dynamic, constantly being constructed and reconstructed by the participants (speakers, interpreters and audience) attending an event (Van Dijk, 2001). Interpreting is, therefore, a contextualised activity.

Consistent with the nature of interpreting as a contextualised task, the development of interpreting competence is also contextualised. Interpreting competence consists of bilingual competence, general and subject-specific knowledge, cross cultural communication, transfer competence, psychological competence, strategic competence and professionalism (Kalina, 2000; Al-Qinai, 2002; Albl-Mikasa, 2013). Basic competences, for example, those related to language, knowledge, cross-cultural communication and transfer, can be acquired through curriculum-based teaching and learning (Way, 2008; Hoffman & Kiraly, 2014). However, those relates to affective, motivational and self-regulating aspects (professional ethics, problem-solving skills, negotiation, creativity, resourcefulness, business know-how, interpersonal relations, cooperativeness, etc.) are hard to teach in training programmes and can be better developed in contextualised practices (Way, 2008; Fernández Prieto & Sempere Linares, 2010; Hoffman & Kiraly, 2014; Li, 2015). If competence is context-bound and interpreter education aims at producing graduates ready for the market, interpreting competences should be developed in a situated way. This is also supported by such learning theories as situated learning and adult learning.

According to the theory of situated learning, knowledge acquisition is a gradual and unintentional process where students create and co-construct their new identities in certain communities of expertise, where they progress from the periphery of the community as a novice towards its centre as a professional in collaboration with peers, teachers and professionals, and where their learning is situated in certain social, physical and cultural context and transferable to similar contexts (Lave & Wenger, 1991; McLellan, 1996; Wilson & Myers, 2000). If learning is situated, it is important to design each learning activity as it is.

Based on Knowles' theory of andragogy (Knowles et al., 2015), adults learn differently from children, in terms of their need to know, orientation to learning and motivation. Adult learners need to know the distance between where they are and where they want to be, through real work experiences. The extent to which their learning is connected with the tasks they encounter in real life affects their attitude to learning, and their learning is most effective when they learn in authentic contexts.

In accordance with the situated nature of interpreting, context-bound development of interpreting competence, and the theory of situated learning and andragogy, internship constitutes one appropriate approach in interpreter education. It plays an indispensible role in the evolution of competence, as is supported by the two models in table 1. In both models, in-

ternships serve as a transitioning phase, developing competence that can be better acquired through contextualised practices and linking traditional classrooms and workplaces.

TABLE 1

Two evolutionary models of skill development in T&I students

	PHASE I	PHASE II	PHASE III
Kiraly & Piotrowska's (2011) model	(1) Teacher-centred instruction: Acquiring basic skills and knowledge in classrooms. (2) Scaffolded problem-based teaching: Applying the basic skills to realistic situations in classrooms.	(3) Facilitated project work and internships: Tackling authentic projects first in classrooms and then in workplaces.	(4) Workplace experience: Moving beyond the fragmented sub-competences developed in the institutional setting and merge them into a unified super-competence in workplaces.
Li's (2015) model	(1) Initial skill development in traditional interpreting classrooms: Emphasis is placed on competences that can be developed in a less contextualised environment (linguistic, textual and cultural competences, transfer, research, and general and subject-specific knowledge).	(2) Skill sharpening through simulated practices and internships: Students develop other competences that can be better acquired through contextualised practice to prepare themselves for lifelong learning and self-learning after graduation: professionalism, psychological competence, strategic competence, and many other non-linguistic dimensions (e.g. interpersonal skills, business know-how, problem-solving skills, negotiation, resourcefulness, reflectiveness, professional codes, etc.).	(3) Skill maturity phase in the form of on-the-job learning after graduation: Graduates continue to develop their various competences and form super-competence on the job through lifelong learning and self-learning throughout their career.
Learning evolution	From less contextualized and more instructive approaches to more contextualized and constructive approaches.		

Interpreting scholars believe that internships bring many benefits to the university, students and the host institution:

(1) Test and hone skills acquired in training programmes, in particular aspects related to self-reflective expertise (autonomous learning, awareness of collaboration, respect of professional ethics, confidence enhancement, ability to work under pressure and freedom of performance anxiety) (Valero-Garcés & Taibi, 2004; Johnston, 2007; Valero-Garcés, 2010, 2011; Lesch, 2011).

(2) Offset the drawback of classroom teaching by allowing access to rich contextual cues that can hardly be reproduced in a classroom or laboratory (Li, 2015).

(3) Narrow curriculum-employability gulf by familiarising students with institutional procedures through contact, observation and collaboration with professionals and clients of the host institution (Furmanek, 2004; Valero-Garcés & Taibi, 2004; Valero Garcés, 2010, 2011);

(4) Motivate and empower students to learn (Valero Garcés, 2010);

(5) Ease the transition from graduates to professionals by increasing students' readiness to deal with their respective clients and tasks in the job market (Johnston, 2007; Valero-Garcés, 2010, 2011; Chouc & Calvo, 2011; Pérez & Wilson, 2011);

(6) Provide information to improve or adapt curriculum to real needs (Valero-Garcés, 2011).

The ultimate goal of the current study was to take advantage of internships as an important source of information so as to tailor curriculum to real industry needs. The use of interns' feedback to diagnose problems and inform curriculum modification may be an essential step in the curriculum development model.

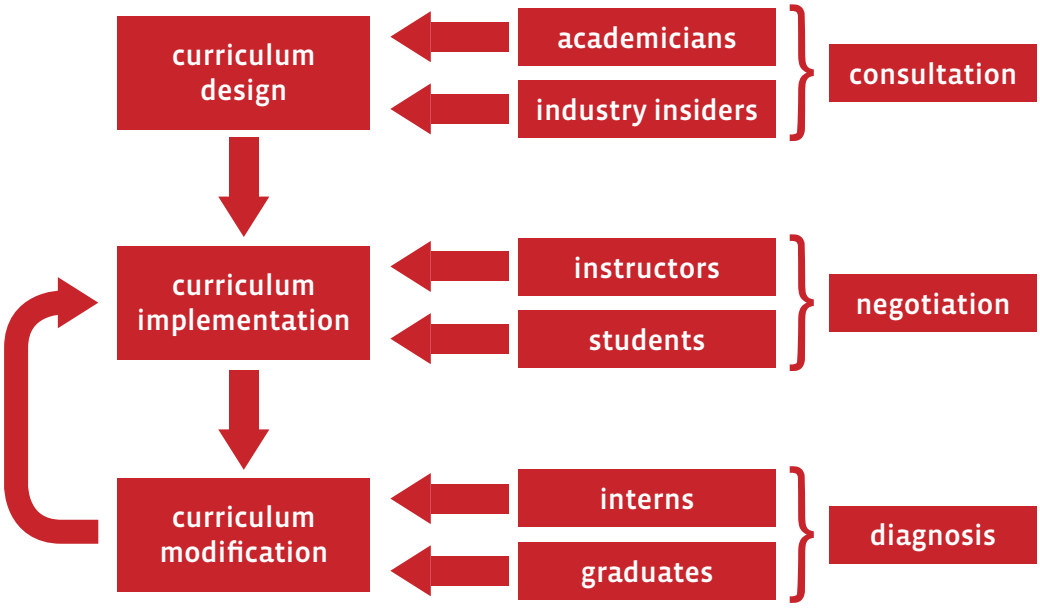
2.2. Internships as a source to tailor curriculum to industry needs

The current problem of T&I curriculum design is that it is left to academicians and keeps T&I professionals from being involved in discussions. The curriculum content is compartmentalised into courses which are taught by different faculty members with inadequate awareness of how each course is related to other parallel and previous/following courses (lack of horizontal and vertical coherence between courses), and which is shaped by the background, specialisation, preferences and research interests of individual staff rather than a coherent plan to incorporate all key areas of professional expertise (Astley et al., 2014). For example, linguistic and cognitive skills may be given more attention than interpersonal skills; consequently, students may not be able to contextualise the interaction in interpreting services and grow into visible and culturally sensitive professionals (Angelelli, 2004). Such bias ignores

the fact that the graduates of T&I programmes should meet the expectations of industry and may lead to a T&I curriculum that may not meet clients' needs and serve the professional T&I community. Consequently, it results in a widening gap between education and industry (Durand, 2005; Gouadec, 2007; Johnston, 2007; Donovan, 2008, 2011; Drugan, 2013).

The pressing issue facing the T&I community is, therefore, how to establish a connection between education and industry. Inspired by the results-oriented training approach proposed by Robinson and Robinson (1989/2013), a curriculum development and modification model is formulated by the present author. Unlike traditional curriculum design where only academicians are involved, the new model incorporates contributions from industry insiders, graduates and interns. As seen in figure 1, curriculum development is a consultative, negotiating and diagnostic process. The main purpose of this three-phase model is to enhance students' employability in the T&I industry after graduation. This model is consistent with the contextualised curriculum development method proposed by T&I scholars (Kelly, 2005; Kearns, 2006; Calvo, 2011). It is held that effective curriculum development should involve analyzing the needs and situation of the context which the T&I curriculum serves, including societal factors, employment norms in local T&I market, educational policies, institutional factors, instructor factors, student factors, etc.

FIGURE 1
A three-phase model of curriculum development



Curriculum designers may start planning by consulting T&I academicians and industry insiders to shape the key areas of curriculum content, instructional strategies and educational

objectives to be achieved at the end of a programme. Although academicians may know what competence should be taught to students, their professional knowledge may be limited, if they do not continuously practice the profession. Industry insiders may complement academicians to ensure adequate coverage of competence in curriculum. Such a partnership between educators and professionals may bridge the gap between T&I educational outcomes and industry expectations. Then, different component courses are created and assigned with different teaching objectives. Overlapping of objectives between related courses may not be avoided, but division of responsibility in different objectives between different courses to ensure vertical and horizontal coherence is essential.

The next phase is curriculum implementation, which is a negotiating process between instructors and students. The planned curriculum, though ideally reflected expectations of both the academicians and industry insiders, may not be realistic and achievable, and far above students' current competence and expectation. If students' needs are ignored and no modifications are made, it may frustrate and demoralise them (Latifi et al., 2013). Therefore, students' learning needs, for example, their baseline competence and preferences in instructional strategies and assessment formats, should be respected and taken into consideration to modify the curriculum. Any resulting change is a product of negotiation between instructors and students, epitomising a democratic process of involving students as co-creators in curriculum development (Bovill, 2014).

The third phase is curriculum modification, which is based on diagnostic evaluation. Diagnostic information may come from interns or graduates both of whom have experiences in the T&I industry as novice professionals. Students, in particular interns and graduates, are invaluable resources, and their feedback should be taken advantage of to revise the curriculum (Bovill et al., 2011). Multiple channels, for example, interviews or questionnaires, may be used to collect data to inform curriculum modification (Long, 2005). The results may be used to tailor the current curriculum, so that the modified curriculum can better serve the needs of the T&I community. This is consistent with the belief of Kiraly (2015, 2016) that curriculum design is not a task to be accomplished by the instructor alone prior to curriculum implementation, but a tentative and dynamic plan that takes into account new challenges and leads to unpredictable outcomes.

In the T&I literature, several case studies have been conducted in which academicians, industry insiders, students or graduates are used as sources to inform curriculum change. In four Hong Kong-based case studies, the input of industry insiders (professional translators and administrators of translation services) and translation students have been, respectively, taken advantage of to tailor the curriculum to market's and students' needs (Li, 2000, 2002, 2007; Lung, 2005). In two Australia-based case studies, industry insiders (professional interpreting organisations and service providers that hire interpreters), academicians and

students provide input to inform modifications of two interpreting curricula (Napier, 2005; Slatyer, 2006). In two Korea-based case studies, survey results of students' and graduates' needs provide the basis for curriculum renewal (Jeong, 2005; Park, 2015). In a Spain-based case study, multiple sources are consulted to inform translation curriculum reform, including industry insiders (professional translators and interpreters, professional associations, companies and organisations providing T&I services), academicians and graduates (Rico, 2010). So far, the merit of using internships to guide curriculum renewal has not been reported.

In the present research, students returning from internships were invited to contribute to the current research and the results were used to inform curriculum modification. Interns are products of a T&I curriculum and are would-be professionals in the industry. This stance of involving interns as novice professionals in curriculum development may enhance students' career prospect and prepare them for employment.

Three questions drove the current research:

(1) What were interpreting students' internship responsibilities?

(2) Were internships effective in improving interpreting skills?

(3) What were the interns' inadequacies?

3. Methodology
3.1. Context and participants

This research was set in a three-year T&I programme, at MA level, in the participating university. Students are admitted into the programme to specialise in either translation or interpreting. The interpreting track aims at training students to become competent conference interpreters who are able to provide consecutive and simultaneous interpreting services for international conferences. The translation track aims to develop students' competence to handle general and specialised translation assignments (e.g. business, legal, technical, diplomatic translation and news trans-editing). Courses are taught by different faculty members, who design their own courses based on their academic background, professional specialisation and preference. Compared with the number of translation students, the number of interpreting students is small, with no more than 30 in each grade. For interpreting students, they mainly take interpreting courses, namely, consecutive interpreting, sight translation, simultaneous interpreting, business interpreting and diplomatic interpreting. They also take subject-specific courses and culture-related courses and thesis writing courses. There are no language enhancement courses, because MA students are believed to have adequate linguistic competence to begin T&I training. The courses progress from more general to more

specialised ones and evolve from less to more contextualised approaches (for example, from traditional lab practices to simulated or mock conferences). It takes them one year and a half to complete those courses. Mock conferences are organised by the conference interpreting instructor before internships begin which last for about 6 months.

The students concerned need to receive academic credits for participating in internships, so that they can graduate. The purpose is to promote the employability of students in the T&I market. Internships are introduced from two sources. Some alumni and part-time instructors occasionally introduce internship opportunities. Based on the collaborative relations between employers (language service departments of governments, companies, or organisations) and the programme, a pool of interpreting professionals (freelancers or in-house interpreters) or administrators of interpreting service providers are honourably invited as supervisors, so that they can provide internship opportunities. Besides, students are also encouraged to find internships for themselves. Since internship opportunities for interpreting students are rare, some may take non-interpreting internships. So far, no methods have been used to assess students' learning in internships. There are also no training sessions for the employers and students. A faculty member is responsible for keeping a record of their internships, including their employers, total amount of working hours and internship duration, and collecting the interns' letters of completion issued by the unit where they have interned.

Twelve out of thirty grade 2012 interpreting students in the programme concerned participated in the current study. In their early twenties, they were third-year students who completed their interpreting internships. All participated in the current study on a voluntary basis and were assured of anonymity. The duration of their internships differed. Most of them worked as interns at the translation, interpreting and language services division of governments or corporations. Only two interned at international organisations. A profile of their internships is presented in table 2.

3.2. Instruments

A questionnaire was used to address the research questions. In the consent statement, it was made clear that grade 2012 interpreting students were invited to complete the questionnaire on a voluntary basis, that the data would be used to investigate internships as a learning activity and improve the current curriculum, that their identities would remain confidential and that their agreement or disagreement to get involved in the research would not have any effect on their credits or graduation.

Section A of the questionnaire was intended to investigate internship responsibilities. Two open-ended questions were presented. What type of interpreting services did they pro-

TABLE 2
A brief summary of the participants' internships

STUDENTS	GENDER	GRADE	MAJOR	INTERNSHIP DURATION	HOST INSTITUTION TYPE
YL	F	2012	Interpreting	1 month	T&I services division of corporations
MQ	F	2012	Interpreting	6 months	T&I services division of corporations
KG	M	2012	Interpreting	3 months	T&I services division of corporations
LS	M	2012	Interpreting	3 months	T&I services office of governments
XC	F	2012	Interpreting	3 weeks	T&I services office of governments
XX	F	2012	Interpreting	3 months	T&I services office of governments
PZ	M	2012	Interpreting	6 months	T&I services office of governments
JC	F	2012	Interpreting	6 months	T&I services office of governments
JF	F	2012	Interpreting	6 months	T&I services office of governments
YW	F	2012	Interpreting	6 months	T&I services office of governments
CM	F	2012	Interpreting	1 week	United Nations (Geneva Office)
WZ	F	2012	Interpreting	1 week	United Nations (Geneva Office)

vide in their host institutions, simultaneous, consecutive, or both? Were they asked to provide other type of language services besides interpreting?

Section B was designed to collect data on the effect of internships. They were asked to select, from a list of 22 interpreting skills, the areas in which they had made improvement in their interpreting internships. Based on the literature (Kalina, 2000; Al-Qinai, 2002; Albl-Mikasa, 2013), seven interpreter competences, namely, bilingual competence, general and subject-specific knowledge, cross cultural communication, transfer competence, psychological competence, strategic competence and professionalism, were broken into 22 component skills that apply to both consecutive and simultaneous interpreting:

(1) Business know-how

(2) Interpersonal relations, team work, etc.

(3) Being calm under pressure

(4) Sensitivity to the communicative context

(5) Mental agility (flexible enough to cope with emergencies)

(6) On-site problem-oriented strategies (compression, omission, addition, etc.)

(7) Preparation (glossary building, background information research, etc.)

(8) Professional ethics (dressing code, behaviour, etc.)

(9) Meta-reflection (strengths, weaknesses, challenges, etc.)

(10) Life-long learning

(11) Analytical listening and comprehension

(12) Delivery of message in the target language (public speaking, etc.)

(13) Monitoring of production quality

(14) Linguistic agility (resourceful enough to deal with language deficiencies)

(15) General and subject-specific knowledge

(16) Non-verbal communication (facial expression, body language, etc.)

(17) Culture-specific strategies (rendering of culture-loaded elements such idioms, etc.)

(18) Automatic use of language specific strategies (rendering certain syntactic patterns, numbers, titles, terms, pat phrases, and any other less contextualised elements)

(19) Concentration

(20) Short-term memory

(21) Multi-tasking between listening, analysis and note-taking and between note-reading, production and self-monitoring (in consecutive interpreting), and between listening, analysis, production and monitoring (in simultaneous interpreting)

(22) Speed semantic access

In section C, they selected, from the same list of skills, the areas in which they were inadequate during their internships.

3.3. Procedure and analysis

The questionnaires together with the consent statements were delivered to all grade 2012 interpreting students in November 2014. It was stated that only those who took interpreting internships were invited to complete the questionnaires and that their answers should be based on their internship experiences. Till January 2015, twelve out of the 30 students had completed and returned the questionnaire. The data were analyzed and categorised by the researcher. The frequencies and percentages were calculated.

4. Results, discussion and implications

4.1. Internship responsibilities

The participants' internship responsibilities are presented in table 3 and table 4. Most of them were required to provide interpreting, translation and other language services (83%), except those interning at the United Nations who were only responsible for interpreting (17%). For those interning at governments and corporations, they mainly provided consecutive interpreting services (83%). Only two of them interning at the United Nations provided simultaneous interpreting services (17%). For graduates in the context concerned, the potential for them to be admitted as in-house interpreters for international organisations is rare, while the chances for them to work for governments and corporations are pretty high. According to the market needs in the local context, interpreting students are supposed to provide not only interpreting services, but also translation and other language services. For the interpreting services, consecutive interpreting accounts for an overwhelming proportion.

TABLE 3

The participants' responsibilities in their internships

STUDENTS	RESPONSIBILITIES	HOST INSTITUTION TYPE	PERCENTAGE
CM WZ	Only interpreting	United Nations (Geneva Office)	17%
MQ XC KG	Interpreting and translation	T&I services division of corporations T&I services office of governments	25%
YL PZ	Interpreting and other language services (reception, tour guide, etc.)	T&I services division of corporations T&I services office of governments	17%
LS XX JC JF YW	Interpreting, translation and other language services (reception, tour guide, etc.)	T&I services office of governments	41%

TABLE 4

Mode of the participants' interpreting service in their internships

STUDENTS	INTERPRETING MODE	HOST INSTITUTION TYPE	PERCENTAGE
YL LS XX PZ JC KG YW	Only consecutive	T&I services division of corporations T&I services office of governments	58%
MQ JF XC	Mostly consecutive	T&I services division of corporations T&I services office of governments	25%
CM WZ	Only simultaneous	United Nations (Geneva Office)	17%

4.2. The effect of internships

As presented in table 5, the participants mentioned 11 interpreting skills that had improved in their internships. They, respectively, belong to five categories of competences, namely, professionalism (business know-how, interpersonal relations, preparation and professional ethics), cross cultural communication (sensitivity to the communicative context and non-verbal communication), psychological competence (mental agility and being calm under pressure), knowledge competence (general and subject-specific knowledge) and strategic competence (on-site problem-oriented strategies). This finding provides evidence that students apply a wide range of skills in their internships. It is generally consistent with the literature that the affective, motivational and self-regulating aspects of competence (professional ethics, problem-solving skills, business know-how, interpersonal relations, cooperativeness, etc.) can be effectively developed in such contextualised practices as simulated practices or internships (Valero-Garcés & Taibi, 2004; Johnston, 2007; Way, 2008; Fernández Prieto & Sempere Linares, 2010; Valero-Garcés, 2010, 2011; Lesch, 2011; Hoffman & Kiraly, 2014; Li, 2015). Therefore, internships may offset the shortcomings of classroom teaching, narrow curriculum-employability gulf and ease students' transition from graduates to professionals (Furmanek, 2004; Valero-Garcés & Taibi, 2004; Johnston, 2007; Valero Garcés, 2010, 2011; Pérez & Wilson, 2011; Li, 2015).

TABLE 5
Frequently mentioned skills in which the participants progressed because of their internships

SKILLS	FREQUENCY OF MENTION
Interpersonal relations, team work, etc.	11
Business know-how	11
General and subject-specific knowledge	10
Sensitivity to the communicative context	9
Mental agility (flexible enough to cope with emergencies)	8
Being calm under pressure	8
Preparation (glossary building, background information research, etc.)	8
Professional ethics (dressing code, behaviour, etc.)	7
On-site problem-oriented strategies (compression, omission, addition, etc.)	7
Non-verbal communication (facial expression, body language, etc.)	6

Note: Only those mentioned by at least half of them are listed.

4.3. Interns' inadequacies

The participants' inadequacies are displayed in table 6. Most of them are fundamental skills. Some of them may be more effectively cultivated in contextualised practices, such as internships or even in their jobs after graduation (for example, business know-how, on-site problem-oriented strategies, general and subject-specific knowledge, life-long learning and sensitivity to the communicative context). In other words, it is normal that the development of those skills is not complete after internships, because progress in them may continue and go beyond internships to their workplaces. However, others, mostly related to bilingual competence, should have been well developed when the students had completed the curriculum (for example, linguistic agility, automatic use of language specific strategies, short-term memory, analytical listening and comprehension, multitasking and speed semantic access). This indicates that the students still need language enhancement to meet market demands.

TABLE 6

Frequently mentioned skills in which the participants were still inadequate in their internships

SKILLS	FREQUENCY OF MENTION
Linguistic agility (resourceful enough to deal with language deficiencies)	8
Automatic use of language specific strategies (rendering certain syntactic patterns, numbers, titles, terms, pat phrases, and any other less contextualised elements)	8
General and subject-specific knowledge	7
Multitasking	7
Short-term memory	7
Analytical listening and comprehension	7
Speed semantic access	7
Life-long learning	6
Business know-how	6
Sensitivity to the communicative context	6
On-site problem-oriented strategies (compression, omission, addition, etc.)	6

Note: Only those mentioned by at least half of them are listed.

4.4. Implications for curriculum modification

Based on the survey results presented above, four areas of modifications may be taken into consideration so that the curriculum can better serve the local market needs.

Firstly, translation and other language services courses should be available to interpreting students, because the local market needs versatile interpreters. The survey suggests that the interpreting students are supposed to provide not only interpreting services, but also translation and other language services. However, in the current curriculum, interpreting students only take interpreting courses, which may not contribute to versatile development. Therefore, translation and other language services courses, if available, should be compulsory or optional for them.

Secondly, skills related to consecutive interpreting should deserve no less pedagogical attention than simultaneous interpreting skills. According to the survey, consecutive interpreting accounts for an overwhelming proportion in the interpreting services in the local market. Though most T&I programmes treat simultaneous interpreting as the ultimate goal of interpreter training, market factors should also be taken into consideration in curriculum development. For T&I programmes located in Brussels and Geneva which are home to international organisations, or in cities like Tokyo and Paris, which are hosts to many international conferences, the market may require more simultaneous interpreting than consecutive interpreting services. However, for T&I programmes based in other cities, there may be more demand for consecutive interpreting. Given the fact that most students (if not all) will serve the local market, courses related to consecutive interpreting skills, for example, memory, note-taking and business know-how, should be given enough pedagogical attention.

Thirdly, the programme leaders and curriculum developers should incorporate more internship opportunities to the curriculum. The survey suggests that internships are effective in cultivating a wide range of interpreting skills (general and subject-specific knowledge, mental agility, being calm under pressure, sensitivity to the communicative context, non-verbal communication, on-site problem-oriented strategies), in particular those related to professionalism, for example, business know-how, interpersonal relations, preparation and professional ethics. They can, therefore, complement classroom teaching by allowing access to rich contextual cues and enhance the pedagogical effect of the overall curriculum. In the curriculum under discussion, due to limited opportunities of internships, students who do not have interpreting internships may be inadequate in some interpreting skills, for example, those related to professionalism. Therefore, programme leaders should introduce more internship opportunities to the curriculum. Equally important, to maximise the effect of internships, it is essential to develop appropriate assessment methods, tutoring systems and employer training sessions (Chouc & Calvo, 2011), which is now absent in the current curriculum.

Fourthly, language enhancement courses should be added to the current curriculum. In the current curriculum, no language enhancement courses are offered. This is because the programme concerned tests candidate students' language proficiency in admission tests and believes that there is no need to enhance learners' language, as do many other MA T&I programmes (Ilg & Lambert, 1996). However, the survey indicates that the students' linguistic competence still needs improving to provide high quality interpreting services, for example, linguistic agility, automatic use of language specific strategies, short-term memory, analytical listening and comprehension, multitasking and speed semantic access. This might have been because English is used as a foreign language, instead of a second language, and it is not the students' literacy language in the educational context concerned. Compared with many of their European counterparts, T&I students in countries where English is not spoken as one of the official languages may face similar problems. Since linguistic competence influences students' interpreting ability and is an important predictor of success in interpreter learning (Degueldre, 2005; Yan et al., 2010; Tzou et al., 2012; Blasco Mayor, 2015), curriculum developers need to consider adding language enhancement courses to the current curriculum. It is descriptively inaccurate to hold that interpreting should only be taught to those who are bilingually competent (Colina & Angelelli, 2016). Given students' profiles, it makes sense to modify the curriculum to their needs.

5. Conclusion

This exploratory case study aimed at surveying interpreting students' internship responsibilities, the effect of internships and students' inadequacies in internships and using the results to inform curriculum modification, so that the new curriculum can bridge the education-industry gap and serve the market needs.

The survey indicates that the local market needs versatile interpreters, who are expected to provide not only interpreting, but also translation and other language services, that the local market demands more consecutive interpreting than simultaneous interpreting services, that internships are effective in cultivating a wide range of interpreting skills, particularly those related to professionalism, and that the students' linguistic competence still needs improving. As responses, the current T&I curriculum may undergo the following modifications: interpreting students should take translation and other language services courses as compulsory or optional courses; consecutive interpreting may deserve more pedagogical attention than simultaneous interpreting; internships should be incorporated into the T&I curriculum as a compulsory component for interpreting students; language enhancement courses should be added to the current curriculum.

This exploration is based on the philosophy that each T&I curriculum is unique, because it serves a unique market. It is true that all T&I curricula share common core courses, since

the T&I profession requires a common set of competences wherever the working location is. However, since a given T&I curriculum serves a certain market that varies from place to place, T&I curriculum should be programme- and market-specific. A curriculum that works well in one context may not necessarily function the same way in other contexts. Therefore, instead of assuming that there is a one-size-fits-all curriculum, curriculum developers should investigate the uniqueness of the local educational context and market needs and tailor the curriculum accordingly. By adopting such a market-driven curriculum development model, curriculum designers in different contexts will produce distinctive curriculum products that best serve their markets.

This contribution may add knowledge to T&I curriculum design, in that it provides a conceptual model for curriculum development and demonstrates how to diagnose problems of a certain T&I curriculum through surveys, use the results to tailor the curriculum to market needs and, ultimately, minimise curriculum-employability divide. As an initial effort, the present case study may hopefully lead to changes in curriculum development norms in collegiate T&I communities.

This study suggests directions for future research. Firstly, future longitudinal case studies to involve more than one grade of interns may confirm or revise the current findings. There were only 30 second-year interpreting students in the T&I programme concerned and only a limited number of them took interpreting internships and voluntarily participated in the current research. Given the fact that the number of interpreting students in almost all T&I programmes is limited, further longitudinal case studies to involve more than one generation of interns may be conducted to confirm or revise the current findings. Secondly, comparative case studies may be conducted to reinforce the necessity of contextualised curriculum development. Considering the uniqueness of a local educational context and market, survey results and curriculum modifications may only apply to T&I programmes in similar contexts. Comparative case studies based on different contexts may reveal the impact of local context on curriculum development. Thirdly, the effectiveness of the revised curriculum, with addition of new courses, internship assessment methods and tutoring systems as well as redistribution of pedagogical attention, would be interesting for future exploration. If possible, multiple sources of information, including academicians, industry insiders, course instructors, learners, interns and graduates, may be taken advantage to guide any further changes. Responding to new problems diagnosed, the curriculum development will be put into a new cyclic round of adaptation.

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