CULTIVATING EMPLOYABILITY COMPETENCE: AN EXPLORATION USING CAPITAL THEORY FROM THE PERSPECTIVE OF CHINESE LANGUAGE PRACTITIONERS IN THE 21ST CENTURY

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DECLARATION SHEET

STATEMENT 1

This thesis is the result of my own investigations, except where otherwise stated. Where correction services have been used the extent and nature of the correction is clearly marked in a footnote(s). Other sources are acknowledged by footnotes giving explicit references. A bibliography is appended.

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Abstract

Artificial intelligence advancements, particularly in the field of language services, have demonstrated power in both augmenting and replacing human labour in the workplace. While the concept of employability has been extensively explored across a wide range of sectors, empirical research does not conclusively and clearly establish the capabilities required for individual language practitioners (LP) in response to massive changes. The main purpose of this research was to ascertain the components and mechanisms of LPs' competence necessary for enhanced perceived employability (PE) in China. To achieve this, 19 open-ended interviews were conducted to investigate the construct of capital essential for LPs, and 320 subsequent online questionnaires were gathered to investigate the extent to which various capabilities were possessed in influencing the level of PE. The primary finding is the development of a framework consisting of four categories that contain a wide range of competencies and abilities deemed crucial for LPs' PE. Second, a strong correlation and beneficial impact of capital on the PE of LPs were confirmed, with adaptability being identified as the most prominent factor. Third, valuable recommendations for enhancing the PE of LPs within the context of China were provided. The present study encompasses an examination of the latest advancements in professionalisation within the language service industry (LSI). The results of this study not only align with previous theoretical assessments but also contribute to the field of management science by emphasising the role of individual adaptability and the varied forms of capital within the realms of sociology and translation studies, drawing upon Bourdieu's theory of capital. The ultimate revised competence framework presents an innovative synthesis that extends existing models, offering a nuanced understanding of the multifaceted skills and attributes LPs require to navigate their professional landscape. This study addressed existing research vacuum in the field of LPs' competence and PE, and offers valuable insights for practitioners, employers, educators, and institutions to critically examine present difficulties and be adequately equipped for the future.

Key words：language practitioners; employability; capital theory;

Acknowledgement

By penning this first word in this section, I feel more genuine than ever that I am approaching an important stage of my life, one that I have dreamed of for years. These four and a half years I spent with this piece of work flashed before my eyes like film footage, reminding me again and again of those memorable moments: the first time stepping into the classroom in Swansea, the unforgettable trip back to my home country during the previous pandemic, those days and nights sitting at my computer desk, discussions with my peers and supervisors, and the first sight of my daughter at birth in the middle of my research journey.

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Finally, to myself, closing a doctoral thesis is not approaching the end but another starting point, and I consider it a commencement towards a world where I feel more confident, passionate, and well-equipped to explore what I am interested in. Here, I notice, is the constant source of strength and power for me.

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Abbreviation

Adaptability	AD
Artificial Intelligence	AI
Boundaryless career	BC
Capability Approach	CA
Computer assisted translation	CAT
Cultural capital	CC
Capital Theory	CT
Economic Capital	EC
EU-China Business & Technology Cooperation Fair	EUCN fair
Job Insecurity	JI
Language Competence	LC
Language Practitioners	LP
Language service industry	LSI
Machine translation	MT
Perceived employability	PE
Psychological capital	PC
Social Capital/sociability	SC
Source language	SL
Sociology of translation	SoT
Translation and Interpreting	T&I
Thematic analysis	TA
Translation Competence	TC
Target language	TL
Translation Studies	TS
Translators' association of China	TAC
World Economic Forum	WEF

Chapter 1 Introduction

1.1 Overview

It was predicted a few years ago (Worldbank, 2019) that what people are confronted with as a result of technological development is not a theoretically regional or national problem, such as the Great Depression in 1929 - 33, but rather an unprecedented fast reformation occurring in almost every aspect of life on a global scale, necessitating practical solutions. The irreversible change of workforce and definitions of employability has been further intensified by the overwhelming emergence of "an AI gold rush" represented by chatbots such as ChatGPT (Zarifhonarvar, 2023), among which wide concerns have arisen in education (Kooli, 2023; King, 2023), academic research (Ju Yoen, 2023) and the language industry (Haluza and Jungwirth, 2023) that have been less discussed previously. Given the lack of consensus on the definition of employability, more research is required towards a better understanding of the concept. Moreover, with the AI evolution more research in this regard is needed to provide a conventional shape with AI content (Editorial, 2023).

From a sociological theory perspective, this thesis explores the way LP's competence creates their PE and its link to capital categories. The nature of disciplines, including translation and interpreting (T&I), human employment, and general capital theory (CT) in sociology, define this study as a multidisciplinary exercise that contributes to a valuable literature review and methodological application for employability research in this specific industry.

Being a LP, the author of this study has 12 years of working experience in the language service industry (LSI) and has participated in over hundreds of hours of T&I projects both at domestic and international levels, including the World Economic Forum (WEF), EU-China Business & Technology Cooperation Fair (EUCNfair), Universiade Chengdu 2021. Cooperative partners and clients include the International Labour Organisation, UN Women, universities and colleges in China, the United States, the United Kingdom, Canada, Germany, and Singapore, among others. The author was also a member of the Translators Association of China (TAC) and a lecturer in the Translation Department of a university in China, coaching students in the translation major. Extensive experience in both practical work and teaching brings the issue of "AI's influence on LPs' competence and employability" to mind, as the definition of LPs' competences evolves with the development of this specific profession, which is more than just filling job vacancies regardless of long-term affiliation.

Because of these considerations, this study focuses on translators working in organisations (full-time or part-time) to examine how various factors interact with their

perceptions of employability. Through regular conversation with tech experts, demanding clients, and LP peers themselves, these issues triggered this multi-disciplinary research that engaged with relevant stakeholders to help address unsolved problems.

1.2 Language Service Industry (LSI)

From the perspective of employment relationships, the previous categorisation of working mode for translators was shuffled because there was a sharp increase in the number of people who work exclusively as freelancers, which was observed mostly in EU countries (Cincan, Joeman and Bejgu, 2023). Though the boundary between being in-house or freelancing is blurred, there are variations within these categories, such as the differences in work preferences, income stability, and job satisfaction, which offer valuable directions for research relating to culture-bounded practitioners. Therefore, this research chose to focus on translators who have worked as full- or part-time employees in Chinese educational institutes, focusing on how social, instrumental, and psychological aspects affect their employability.

It is difficult to access the unorganised freelance translators, to quantify their number, and to understand their habit of employing translation methodologies (Abdi, 2020). Thus, translators who work have worked as full- or part-time employees in educational institutes are the key sample to study how social, instrumental, and psychological aspects affect their employability, for several reasons. First, higher qualification. Most LPs have language study educational background and postgraduate certification in relevant fields, though a small portion of LPs start this career because of their living experience in other countries (Fraser and Gold, 2001). China, like many other nations, requires postgraduate certification for educators. Second, they have worked in organisations with technology-enabled working environment (Gaspari, Almaghout and Doherty, 2015). For LPs in the educational sector, their identity is even more complex than that of their freelancing counterparts or those who work in other corporate organisations. They have characters that are similar to freelance translators, or "portfolio workers," that are independent on projects and provide service for fees, while they do not have that high level of control and autonomy over their choice of work, because they are members of a specific organisation, such as a school, college, or association, which requires them to carry out responsibility in coaching and training future LPs within certain educational curriculum. They provide services not only for fees but also for other factors such as psychological contract, generation difference, or so (CIPD, 2019; Pyöriä et al., 2017). However, it is impossible to eliminate LPs who are not in the educational sector in the process of convenience sampling.

To guarantee external validity, LPs of different working types were distinguished in the survey for this study. In this research, LPs mainly include groups of people: the professional translators/interpreters in Chengdu, Sichuan Province of China. These groups of persons are linked because a considerable proportion of college teachers are playing a key role in international communication activities in the local society. In addition, some professional translators are engaged as visiting or permanent scholars in college lectures (Wang and Chai, 2016). They share the ability to communicate in two or more working languages and are regularly involved in multicultural communication scenarios. Additionally, their employability is typical and significant to the LSI, which is also likely to be affected by global development, although the researcher is unaware of any CT studies. Expert translators and foreign language teachers are often used as sample groups in empirical studies on translation competence (TC) (Beeby *et al.*, 2005) because they vary from typical bilinguals or multilinguals. PACTE (2015) defines experienced translators as those with at least 6 years of translation experience and for whom translation accounts for more than 70% of their professional income. In this study however, in order to capture a broader spectrum of professional experiences, towards understanding the challenges and developmental stages that professionals face before they reach the 6-year mark, professionals with at least 5 years of experience were considered eligible. It is acknowledged that employed translators cannot adequately represent all LPs as a profession, thus they only reflect their expertise and unique tales. Future studies might use alternative methodologies for various LPs, such as freelancers, with a different study goal and focus. This research studies education translators because to resources and practicality.

Value of LSI

According to the latest report on LSI by the Translation Association of China (2023), there's a total of 52.01 billion US dollars earned by global enterprises whose main business is translation and language service (see Appendix XI). Among them, Chinese language service enterprises contributed more than 60 billion yuan (approximately 8.3 billion US dollars) for the first time in history, hitting a year-on-year increase of 17.2%, higher than that of global growth. Information technology, cross-border e-commerce, and education and training are three dominant areas for translation and language services. Even though the overall business has been crippled by the pandemic for three years, the communication between nations is unstoppable, yielding fast growth in the LSI globally. With such a dynamic market, there is a paradoxical situation for LPs. On the one hand, the number of people involved in translation and LSI continues to surge with unprecedented momentum, exceeding 6 million by the end of

2022 (Nicol, 2022). On the other hand, enterprises have tasted the sweetness of computer-assisted tools (CAT) and AI-powered devices, as technology has a pragmatic contribution to make in boosting work efficiency, making the role of LPs much more in crisis (Alexander and Pescaroli, 2020). With such a large contribution to economic output, the LSI in China attracts great attention from the national strategic level, bearing a mission of spreading Chinese works and cultural pieces in its current policy of diplomacy.

LPs in LSI being impacted by technologies

LPs face uncertainties and complexities in their work, including challenges related to self-management and blurred boundaries between work and personal life. They also often receive less clear feedback from clients, but generally have more autonomy and control over their working arrangements. It is reported from empirical research that the majority of translators have at least one or more other sources of income (Fraser and Gold, 2001), such as teaching, interpreting, editing, copywriting, examining and lexicography etc, which makes their job character less likely to be more precisely categorised in research (CIOL, 2022), and as noted by Torres-Simón and Pym (2016), LPs usually come from a wide range of occupations and cultural backgrounds. The sustainable development of society should consider both benefits and handicaps associated to automation (Grybauskas, Stefanini and Ghobakhloo, 2022). Prior debate of automation "replacing" or "augmenting" jobs now come to the AI stage (Tschang and Almirall, 2021). It seems that the loss of employment to AI was compensated by the emergence of new jobs, with the polarisation of non-routinised jobs at higher-skill, and loss of routinised, low and middle-skilled work (Jaimovich and Siu, 2020). One prominent figure in the report shows the proportion of full-time LPs who make their full living on translation, while those who work in part-time constitute 85% of the total population. The shift of work forms reflects that the on-going revolution on AI's effect on employment has spread to LSI, which is technologically sensitive. More than half of enterprises offering language service business agreed that "AI+post-editing" highly improved work efficiency (TAC, 2023) in ways like replacing routine tasks such as documents translation, managing projects in niche sectors such as E-commerce trading websites, out-bound tourism, and social media in real time. Views on the effectiveness of AI in language services vary, depending on the quality of the AI, the complexity of the language tasks, and the specific requirements of the industry. For example, research on PEMT (post-editing machine translation) explores how AI can be integrated with human post-editors to optimise translation workflows, which is vital for understanding the potential and limitations of AI in language services, as well as for developing best practices in utilising tools alike (O'Brien, 2022; Koponen, 2016). It is beneficial for

organisations to explore new business with the help of AI technologies, saving labour cost, becoming more tech-driven and information sensitive. For clients seeking for language services, AI-powered translation services help to bridge language barriers, offer more accessible business opportunities to people who do not speak the same language, granting the potential to enhance cross-cultural interactions, promote inclusivity, and broaden access to information and services.

For LPs, it is controversial that on the one hand, while automated translation systems are not perfect and can still produce errors or inaccuracies, they have evolved and become increasingly reliable for general translation, which is effort-saving and time-efficient especially for repetitive work. On the other hand, for LPs who do not really have competence that are irreplaceable by technologies, they may lose their jobs because quick and informal translations were more affordable to common people as long as they have access to the internet and translation apps.

1.3 Gaps in the Literature

Though the LSI has seen huge momentum in recent decades, empirical research connecting translation studies (TS) to sociological theories is still limited. In the last two decades, researchers have studied in-depth *sociology of translation* (SoT) mainly through three theoretical perspectives rooted in sociology, including actor network theory (Latour, 2005; Law, 1992; Michael, 2017), social system theory (Luhmann, Baecker and Gilgen, 2012), and most extensively, constructive sociology by Bourdieu (1986b). But limited attempts have been made on the issue of how LPs could play their role in this system and the interaction with the environment.

On a global scale, Bourdieu's theory has been widely adopted and applied, far more than the other two scholars, by researchers in linguistics and TS (Inghilleri, 2009). But limited attention has been paid to the CT and its application to LPs' competence and PE, even the word "LPs" is rarely mentioned. Research mostly concentrated on Bourdieu's other two theoretical elements: that *field* theory is applied to TS by analysing social and cultural factors under the power relation and structured systems to translation practices; and also on *habitus theory*, that individuals' perception and action were shaped by their social and cultural background, by which translators and interpreters make practical decisions in that power dynamics (Bourdieu, 2018; Bourdieu, 2017). According to Buzelin (2016) , though TS have thought about Bourdieu's theory, they lacks of empirical study. They usually overemphasise the book translation and political and economic factors among literary and cultural exchanges, and

ignores the translation practice, autonomy, and professionalisation of LPs as a separate industry, thus, yielding few novelties combining perspectives on the capabilities of LPs and the sociology of different scholars. Latour's actor net-work theory complements Bourdieu's in a way that the previous is more agent-focused and process-oriented, taking into consideration the overwhelming impact brought by science and technologies, particularly in the LSI. Furthermore, despite the fruitful research achievements made in the employability literature, researchers mainly focus on the employability of stakeholders, the skill-set of employability from a gender perspective (Ebrahim Salehi and Elahe Rahmani, 2013), and the construct of employability (Neroorkar, 2022) with diversified industries, domains, and focus groups. But less was addressed in conjunction with LPs' competence and their PE by adopting sociological theories, especially in the wake of AI technologies and their overwhelming impact on the LSI as an independent profession. In the exploration of the translation industry's landscape and the factors influencing employability, a conceptual framework is developed to guide analysis. Figure 1.1 visually represents this framework and establishes a clear context for subsequent exploration. The central component is the sociological turn of translation, which combines the sociological capital theories, and translation studies by focusing on translator studies, and the active agents in the translation service activities.
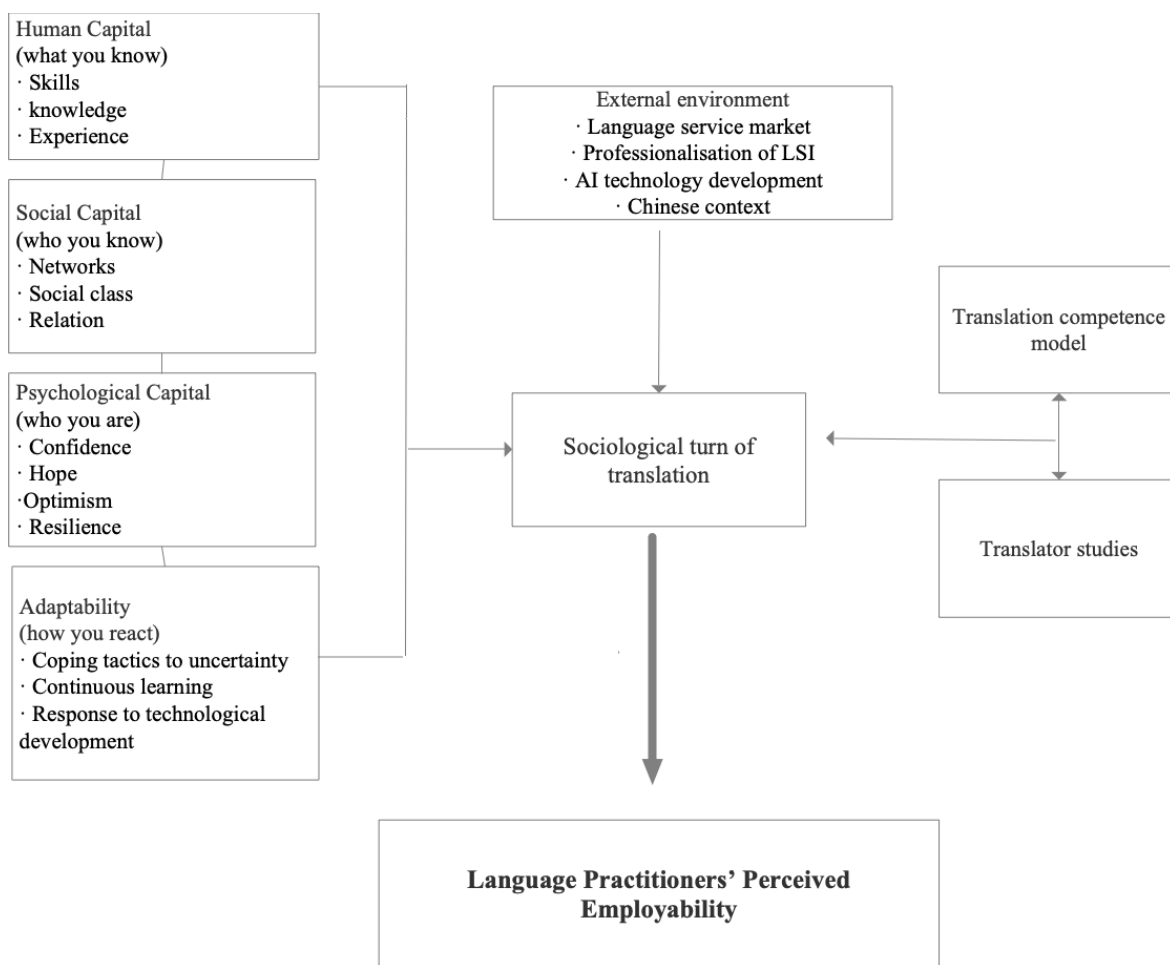
Figure 1.1Proposed Conceptual Framework

For research methods, studies on SoT are densely focused on case studies such as behaviour analysis of individual translators, process analysis of a certain translation project, and translation as an introduction to traditional Chinese literature (Wang, 2019a). According to Han (2023), the use of statistical methods in T&I has been gaining momentum and has become increasingly diversified, but most methods used have remained at the basic level. Among them, interpreting studies saw a general balanced application of both qualitative and quantitative methods, but most lack a discussion of the reliability of measurements, especially with a small sample size and few referential statistics (Liu, 2011). For research on employability, past studies have primarily used quantitative methods with relatively large samples. Some recent studies have begun to use qualitative research methods taking the employability perspective (Batra, 2021). Generally speaking, empirical research that integrates practice and theoretical guidance targeting LPs is scarce, and fewer attempts were made combining qualitative and quantitative methods in building a valid and inclusive competence model against complexity in the modern society, which further underscores the necessity for this current study.

1.4 Research Aim and Objectives

Based on the main research question, "How can Chinese LPs in the 21st century cultivate employability competence from the perspective of CT?", the aim of this research is "to explore the construction of LPs' competence, its relationship with PE, and measurements for enhanced PE through CT". It is aimed in this study to contribute to the discourse by proposing a competence framework that not only addresses domain challenges but also empowers LPs to enhance their employability.

Embedded in this aim are three specific objectives. First, to critically review the component of necessary competences that LPs require in relation to employability in the era of artificial intelligence (AI). Secondly, to identify, evaluate, and categorise the required capitals of LPs regarding how different competences influence LP's PE from the angle of CT. Thirdly, to establish a framework that could benefit LPs enhanced PE in the future.

While AI technologies have made impressive advancements in language translation and interpretation, they cannot fully replace the skills and expertise of human translators and interpreters in the Chinese context. The Chinese language presents significant challenges for automated translation systems due to its complexity, rich variety of dialects, idiomatic expressions, and cultural references. In the Chinese context, qualified human language professionals (LPs) are essential for accurate and effective communication. These professionals not only have a deep grasp of the language but also possess the ability to adapt to contextual and cultural subtleties, which automated systems struggle to interpret.

In China, government support for technology development has implicitly signalled its acceptability as a state strategy. This message is reinforced both at home and in the workplace, where individual employability is increasingly affected by AI development. Those working in non-traditional employment arrangements, such as part-time, freelance, or self-employment, are disproportionately researched in terms of their replaceability in this industry. The current situation is being overlooked, and possible loss of job and displacement of roles may intensify if the relationship between competence and PE are ignored. Given the gaps in the literature, it is necessary to review the employability competencies of workers with practical experience and explore the efficacy of different forms of capital in enhancing their PE. This will contribute to a better understanding of how to measure and enhance the employability of LPs and the sustainable development of LSI. To achieve these objectives was necessary to meet with LPs to discuss the experience and perception of their competence, their feelings about the change of work, and understanding of employability.

1.5 Significance of the Study

It has been well recognised that identifying significant factors influencing employability and the job market is beneficial to all stakeholders in any industry, including graduates who are searching for job opportunities, educators and trainers in reforming programs and curriculums for up-to-date competence, and organisational managers in improving and upskilling employees in reaction to changes (Mezhoudi *et al.*, 2023).

Integration of the LSI, employability and CT in sociology deserves attention due to the increasing prominence of employment issues that are complicated by the double-edged effect of technological development. There are three specific reasons that support the rationale for conducting this research. First, this study is triggered by practical problems during real T&I projects, which were established based on previous research findings on the competence of student language trainees and the ethical role of LPs (Jiameng, 2020). Beyond the theoretical level, practical concerns warrant further research targeting individual LPs' competence through empirical data-collection and in-depth analysis in this complex social and technological environment. Second, there is a gap in TS literature relating to LPs' PE from the capital lens. Ever since the "cultural turn" in TS (Bassnett and Lefevere, 1990), there has been a shift in paradigm that emphasises cultural and social factors during the translation process and emphasises the interdisciplinarity and multi-perspectivism (Gómez and Muñoz-Calvo, 2010). Research outcomes in relevant fields are fruitful but lack diversity that most concentrated on the literature translation work in book industry, political and economic affairs during cultural exchanges, and less developed countries, more of a one-way input by opening doors to modernisation and westernisation, and providing access to the values of other civilisations, where translation has been seen as a form of rewriting that original text is adapted to a different audience with the intention of influencing their perception of the work(Aksoy, 2001). Though translation has been recognised as a powerful force in cultural transfer and bridging links between different societies, its absence was spotted in research about people who conduct the translation process, as a profession in the AI era. Canada, the USA and EU countries led early research on LPs (Gentzler, 2014), but LPs as a profession has been less considered in research particularly in China, compared with other professionals like lawyers and doctors, even though translators in ancient times were well-recognised (e.g., Xuan Zang in the Tang Dynasty) in translation masterpieces. So, the development of LPs as a profession is still in its infant stage. Research in the Chinese context mainly focuses on the training and assessment of interpreting practice (Yan *et al.*, 2013), while ignoring the translation practice, autonomy, and professionalisation of LPs in the present-day world, yielding few novelties combining

perspectives of PE and LPs' competence as a profession, concerning tech-factors with a sociological lens in China. Thirdly, there is a deficiency of mixed-method research focusing on experiences and perceptions of real LPs for the sustainable development of LSI and, more specifically, for the good of individual LPs and relevant stakeholders. Previous research on TS was divided into four types (deductive, experimental, speculative, and inductive ones), adopting qualitative, quantitative, and hermeneutic approaches relating to fields including linguistics, semiotics, behaviour, and sociology (Vandepitte, 2013). Research methods targeting LPs were used separately in the Chinese context, quantitative approaches were adopted in the examination of translation quality and corpus-based translation patterns (Mellinger and Hanson, 2016), qualitative interviews and case studies were preferred in translators' decision-making processes, experiences and stories (Lai and Costello, 2021); while mixed methods were usually adopted in studies of translation process, strategies, and norms that LPs paid attention to in the social context (Zehnalová and Kubátová, 2022). For studies concentrating on LPs in China, most are limited to single research method or mixed ones with a focus on the translation activity instead of the competence of LPs. This research adopted mixed-methods research with an aim of exploring LPs competences and their relation to social perspectives. It is believed the mixed method for TS is well worth exploring in greater depth for a sociological background study by crossing the traditional boundaries of the qualitative and quantitative approaches (Meister, 2018). Using that approach would provide an insightful direction and implications for practice, filling gaps in the literature and offering managerial strategies, all towards the sustainable development of LPs in this AI-influenced era. This research is related to the SoT while looking at LPs as a separate profession, where translation institutions, international circulation of translation products, and the relation between sociology and translation in specific settings, such as workplace, organisations, literature and culture, as well as social sciences, interact with each other dynamically (Wang, 2019a).

LPs as a profession

Figure 1.2 below is based on Holmes's map (Holmes, 1975; Holmes, 1988). Although there have been criticisms regarding the comprehensiveness, inclusiveness, and preciseness of this map, further improvements have been made in terms of the categorization of TS (Vandepitte, 2008) , translators have been and will always be the key agents in relevant studies.
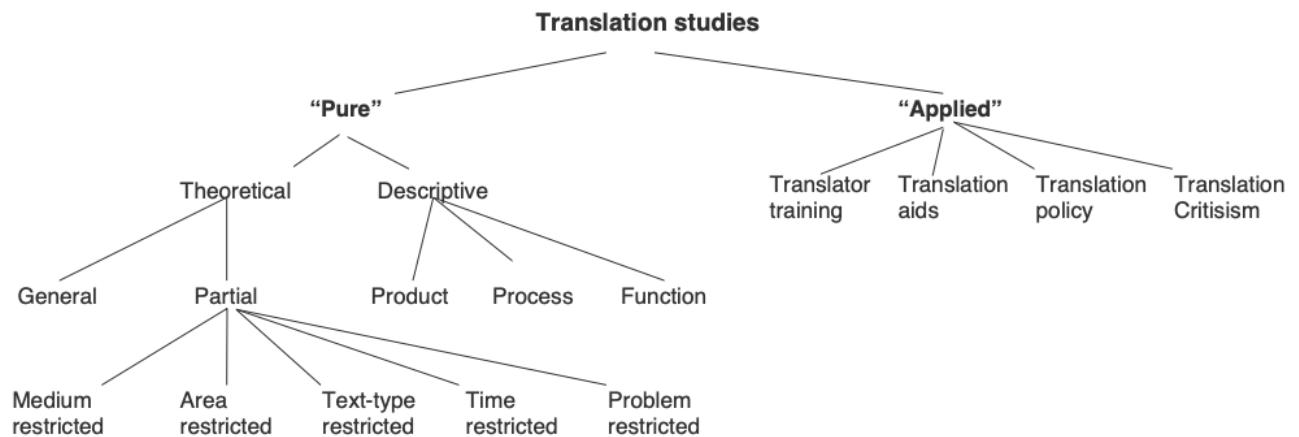
Figure 1.2 Holmes's map about translation studies, adapted from Holmes (1988)

It is believed that the formation of a profession is usually symbolised by several indicators, among which an increasing demand for relevant services is the premise, together with the protection of laws and legislations, the establishment of formal associations, and educational institutes, as highly professionalised work requires special training for particular skills as well as accreditation of qualifications (Huang, 2010). The symbiotic relationship between translator training and industry demand is crucial. Training translators not only ensures a sustainable pipeline of skilled professionals but also drives innovation in the field. Conversely, a thriving translation industry justifies and necessitates robust educational programs. This cyclical relationship is fundamental to the growth and evolution of TS as a discipline. On the other hand, the sustainability of the industry is crucial for maintaining linguistic diversity and supporting global communication, and if this profession lacks momentum, it would be meaningless to train practitioners regarding the fitness of educational side and employment side (Zhu, 2023). As mentioned earlier in this chapter, the importance of LPs as agents could be seen from the economic and social contributions made, and the employment of translators is projected to increase by 20% by 2031 globally (Statistics;;, 2021). Except for international organisations, associations for LPs appeared with the foundation of the International Federation of Translators (FIT) in 1953 and the International Association of Conference Interpreters (AIIC) in the same

year, marking a milestone in the professionalisation of interpreters (the first appearance in trial interpretation), and later evolving to a wider range of professionals who deal with editing, proofreading, and precise writing, leading to a more comprehensive and modern definition of language services. Though translation activities in China began thousands of years ago in trading activities along the Silk Road, the earliest countries that developed relatively mature market in LSI and TS were Canada between 1960s and 1970s (Huang, 2010) and the low countries (Gentzler, 2014). However, in the Chinese context, limited numbers of associations and organisations were established and rarely recognised by the public in comparison to other professions, indicating a low degree of professional development. Problems encountered by the LSI in China could be viewed from three aspects: lack of regulation in approving translation companies, unstandardised accreditation of LPs, and lack of administrative and legal supervision (Xu, 2022), these have been discussed in-depth in chapter 2. With prior market statistics, the researcher is motivated to find empirical experience and possible explanations behind the phenomenon, to come to the LPs face-to-face for their reasons against the backdrop of the AI revolution. Less discussion was found in the literature regarding the "unique" role that human LPs could be playing at the current and coming ages, and the question of whether it brings possibility or adversity to LPs remains.

1.6 Thesis structure

This thesis explored professional LP requirements in LSI through a critical literature review, mixed methods data collection and analysis, and a competence framework with a CT lens. It is an interdisciplinary exploration that integrates linguistics, sociology, and human resource management foundations. The competence framework, as detailed in the subsequent chapters, is grounded in the multifaceted lens, including coordinative skills, bilingual knowledge, domain knowledge, and instrument competence, while also considering personal attributes such as self-efficacy, resilience, and sociability. In the first section, the research background is presented explaining the research problem, and major research directions. Links between practical issues and the significance of this research were established, and key terms and research process outlines were introduced to enable better understanding. Chapter 2 and chapter 3 critically examined existing scholarly works relating to the field of study. Doing that helped to position this study within a wider academic discourse, providing a comprehensive understanding of theories, models, and findings related to the competence of LPs and their employability as well as relevant stakeholders in LSI. Through a critical analysis of previous literature, the research objectives and research gaps as well as core debates in the

literature underlined towards explaining the research premise covered in this study. Building on the literature review, chapter 4 discussed the research design, rationale behind methodological choices, sampling techniques, selection of participants, and analytical approaches employed. Mixed-methods is applied combining quantitative and qualitative tools, which is well attuned to the complexity of cross-disciplinary research. In explaining the research methodology, this chapter also touched on the aspects of reliability and validity of the data collection and analysis process. Chapter 5 explained the analytical process utilised to make meaning out of the interview data as well as data from online surveys. In line with the methodological combination explained in chapter 4, qualitative and quantitative analyses were carried to explore the research questions. However, while the qualitative analysis steps taken were explained in chapter 5, the quantitative analysis steps were explained in chapter 6. In chapter 5, the results based on the qualitative analysis carried out in this study were presented, organised based on the emergent themes. Following that, chapter 6 presents the quantitative analysis and the results therefrom. In the last chapter of the thesis, the core conclusions from the study are summarised. In that chapter too, the contributions of this research were specified, from the point of the study's implications, as well as the future research directions. In doing that too, the limitations of the study were acknowledged.
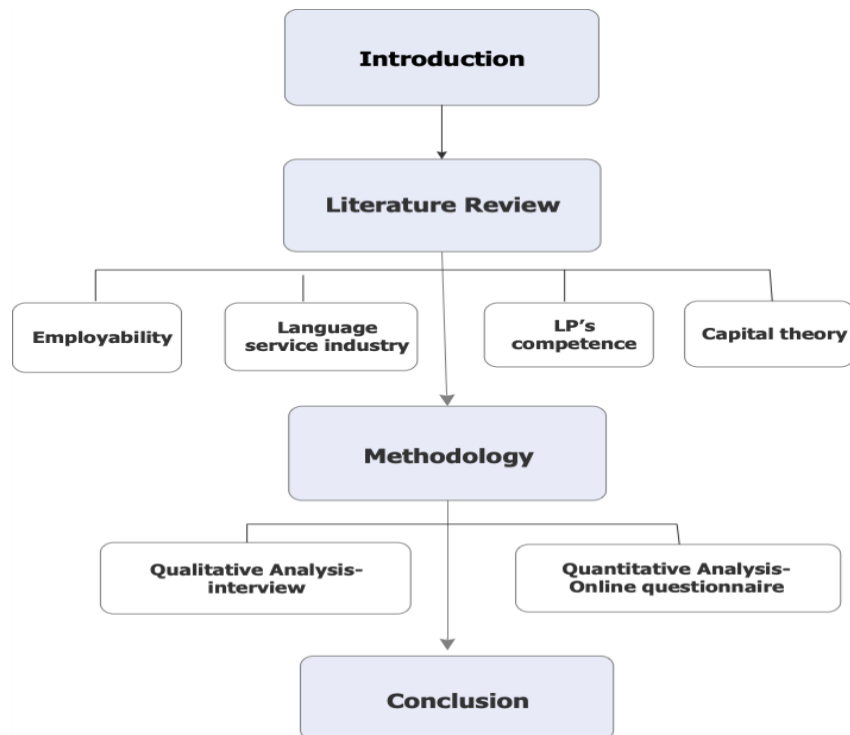
Figure 1.3 Thesis structure

Chapter 2 Literature review

2.1 Chapter Introduction

The previous chapter presented the foundational work of the research and the thesis structure. It explained the aims and objectives of the study. Three main objectives were considered in this study: 1) to explore the component of necessary competence for PE in the era of AI. 2) to unearth how different competence influence LP's PE from the angle of CT. 3) to establish a framework of LPs' capital that could benefit their enhanced PE. It also presented how this research will contribute to the existing body of knowledge in the field of PE. This chapter critically reviews the SoT literature, which builds a basic understanding about key concepts, including employability, and discusses influential factors in the employment market for LPs, mainstream arguments, LPs competence models. It concludes with an overall review that pinpoints possible contributions this research could make to areas of study based on current knowledge.

This interdisciplinary literature review aimed to establish an integrated framework for LPs' employability competences from the CT approach, including social capital (SC), human capital (HC), and psychological capital (PC) subsequently discussed in detail in chapter 3. The review was grounded in the work of LPs, involving contextual, organisational and individual interaction with each other (Clarke, 2018). Another reason for taking an interdisciplinary approach is that it is supported by literature, where knowing "what", "why", "whom" and "how" are key variables in promoting employability in this globalised world (Eby, Butts and Lockwood, 2003; José and Tradução de: Yéo, 2017; Odacıoğlu and Köktürk, 2015).

2.2 Literature Review Approach

In this study, an iterative approach was taken in the literature review, and this involved searching for key words in the university online library, academic online databases, industry reports and Google Scholar. The key word combination and the returned items were then analysed and filtered to build an early grasp of the research concepts in the current research domain. Other publications were spotted by "snowballing" references in seminal works to deepen the understanding of research topic towards ensuring that all relevant literature is considered in the literature review. As new ideas and arguments emerged during the process, the researcher updated the literature.

Articles were grouped according to their degree of relevance to research questions, and journals were cross-referenced with the ABS Ranking (CABS, 2018) for highly critical and peer-

reviewed articles. Of course, journals not included in the ABS ranking were also considered, mainly peer-reviewed publications in the translation field and LSI. Though the literature review was conducted from the very beginning of the research, it should be realised that it is an iterative process as time and energy are always limited, and new, contradictory ideas might arise at any time during the whole research process (Boell and Cecez-Kecmanovic, 2014). As a result, the researcher must stay on top of pertinent research topics, results, and discussions to rectify and update knowledge as needed.

2.3 Conceptualising Employability

2.3.1 Definition of employability

By identifying the concept about employability, people are able to rethink the nature of work in a changing society and develop a general understanding of this concept, so as to explore the differences, similarities, and relationships between employability, employment, and different types of capital in the first place. According to Williams (2016), the discourse on employability has moved from a dichotomy of being employable or not to a perspective of employability as having a dynamic adaptable aspect. From a long-term perspective, the most representative definition was offered by Hillage and Pollard (1998) more than 25 years ago. Since the late 1990s, employability has been widely referred to as a person's ability to gain, maintain, and make transitions within organisations, or to obtain new employment in the labour market (Hillage and Pollard, 1998). Forrier (2003) explains that the focus of employability development is not a linear process, and has shifted from the government encouraging people to go to a tight labour market, to the organisational function revolution, and back to the labour market, where the focus is now on an individual's ability to maintain a job. Because there are various and contrasting opinions on understanding employability, it reflects the importance and popularity of studying it, especially when technological developments add complexity and ambiguity to the status quo. As a result, this research tries to explore new connotation of employability that are possibly perceived by working adults in this complex working environment and try to add dynamism to the existing knowledge for LPs.

As noted above, efforts to understand employability have increased since the 1990s. At that time, opinions about the end of one employer/job and the prevalence of self-employment arouse, which coincided with what Hall (1996); (2018) speculated about the *protean career:* workers' inherent ability to change when needed. Therefore, different from the previously dominant lifetime employment career when staying in an organisation and get paid was the priority, the boundaries of careers were crossed compared, and the importance of knowing what

necessary competences for employability at a time of change was crucial (Heijde and Heijden, 2006).

However, these ideas have, more or less, overlooked contextual factors as the primary determinants influencing employability in the labour market beside the capabilities of individuals (Brown, Hesketh and Wiliams, 2003). Enhancing the discourse, Van Der Heijden (2009; 2006) proposed the "competence-based employability theory" that focuses on individuals' perceptions of their skills in work opportunities, and a three - component employability concept concentric circles (Thijssen, Van der Heijden and Rocco, 2008) (see Figure 2.1). It includes 'assets' and 'occupational expertise' as ingredients that could be utilised to indicate economic gain for the individual resulting from these components. Employability should be considered a continuous accumulation of new knowledge and experience throughout an individual's lifetime (Harvey, 2001), as well as a multifaceted construct towards career success (Williams, 2016) .

Employability radius

Personal adequacy to perform a job, that is, somebody's current employability

Employability skills/personal qualification

Personal factors influencing future labor market

Contextual factor

Factors influencing future labor market perspectives
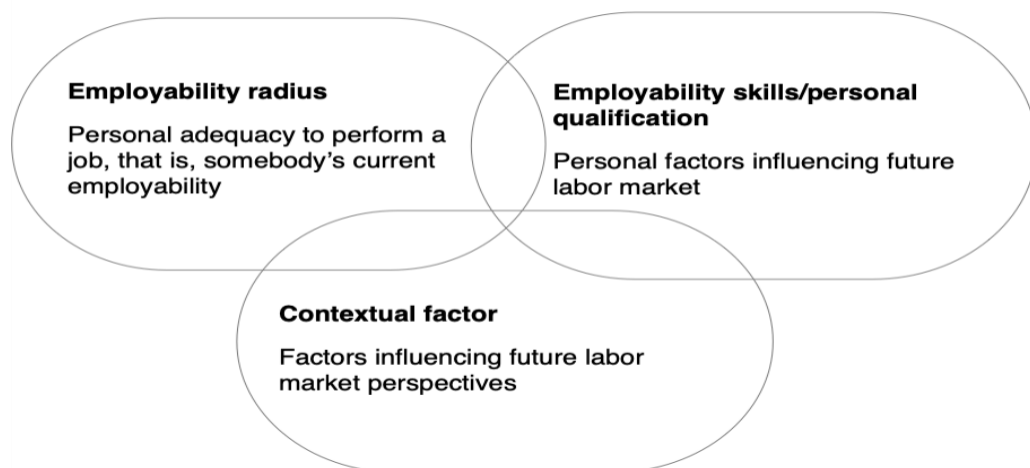
Figure 2.1 three-component employability concept, adapted from Thijssen and Van der Heijden (2005)

Since the 2000s, knowledge of employability has developed rapidly. The concept of employability has been defined from different perspectives and from different domains, and the lack of clarity and specificity of meaning in this concept triggered criticisms and a call for more unified definitions and conceptual frameworks of employability (Knight and Yorke, 2004; Smith, Ferns, and Russell, 2016; Peeters et al.2019). The research gap still exists as AI adds more complexity to the current employability contexts, and the way of measuring it as an asset is less discussed. "How should employability be evaluated" (Clark, 2008), or "measured", lacks a systematic theoretical framework for effective evaluation, especially in the field of LSI. The current study may attribute it to the overarching complex nature of employability which itself

is measured with a high level of subjectivity, as most studies about self-perceived employability quantify indicators produced by feelings and expectations from the individuals themselves (Udayar *et al.*, 2018; Veld, Semeijn and van Vuuren, 2015).

Based on the existing literature (see detailed discussion in section 2.3.2), and given the complexity of society and individual characteristics, this study argues that employability is not a set of static skills that keep one person employed, but an integration of tangible and intangible attributes of the individual, relevant to the given context. It is not only a continuous accumulation of knowledge and expertise, but also capitals that could not be easily replaced by machines in the age of AI, highlighting the importance of continuous learning and adaptability.

2.3.2 Manifestation of employability

Understanding employability is critical for understanding the relationship between employability and employment, which are often intertwined and important to grasp the essence of employability and adapt it to new meanings in the 21st century.

Employability, employment, and unemployment

Harvey (2001) conceptualised employability as both continuous and distinct from employment. If employability is about the ability to get employed in the labour market, then employment may be considered the status, or outcome of possessing such ability, with unemployment standing on the opposite side. Employment is a visualised result for employees to get paid and to estimate their future employment prospects. It is reasonable to consider employability as the value of an individual in the labour market, which might be tangible or intangible depending on both contextual and implicit factors. Employment is more of a figurative outcome of value, which is much easier to see with statistics and consequences in the labour market. *Employment rate* (or unemployment rate) is indeed an important and critical indicator in evaluating the dynamism of the economy and the overall development of a region or country, which has been highly valued by organisations and policymakers (Peeters *et al.*, 2019). However, it should be recognised that the dichotomous status—being employed or not - is not a direct result of having much or less employability. The status of being unemployed has long been discussed from the perspective of natural unemployment theory (Friedman, 1995), which believes "zero unemployment" is not possible in the real world even in a well-operated and healthy social and economic environment. It could be affected by, from the employer's side, the costs of recruiting and turnover, and the intensity of job search and efficiency of job -matching from the employees' side (Hall, 1978). Getting employed, either by enterprises or people themselves, is a consequence of a combination of both internal and external factors, such as population density, demographic factors like genders (Petts, Carlson and Pepin, 2021), and ages, fertility

rate (Ahn and Mira, 2002), pandemic and post-pandemic influences (Su *et al.*, 2022), and of course technologies.

Focusing on the Chinese context, the equilibrium in the labour market has been further influenced by specific characteristics, such as higher education expansion (Xing, Yang and Li, 2018), migrant workers during urbanisation, mutation of population structure, and reformation of state-owned sectors (Feng and Guo, 2021; Appleton *et al.*, 2002). Going back to how Friedman (1995) defined "natural rate of unemployment", an emphasis has been placed on the fact that it is not immutable by being "natural". Instead, it is rather man-made and policy-made in terms of market characteristics. Being highly influenced by its social mechanism and population base, the Chinese government and the labour market is very keen on controlling its unemployment rate, initiating the "employment-first" strategy and corresponding measurements to stabilise and expand employment (Siqi, 2023; Times;;, 2023). In the wake of the 4th industrial revolution, AI-powered machines may replace the human labour force at a low cost, which poses threats to the society and more directly to individuals. Therefore, it is necessary to contextualise the policy-market-people relationship concerning employment characteristics at the current stage and explore the irreplaceability of humans in this specific industry.

Practically, employability does not necessarily guarantee employment because of fluctuations in economies, uncertainty of the labour market and flattening of organisation structures that are further fuelled by tech-development. Predictors of objective career success, such as salary and promotions, do not influence the PE of individuals alone. Mediators like unexpected career shocks (either negative or positive career events) (Blokker *et al.*, 2019) and indicators of subjective career success, such as job satisfaction and personal career aspirations, also play a salient role (Clarke, 2008; Michael, Svetlana and Celeste, 2005; Heslin, 2005). However, it is undeniable that underdeveloped employability is less likely to bring good employment in the current environment, with mega changes caused by new technologies, national and regional conflicts, and pandemic diseases, yielding further volatility, uncertainty, complexity, and ambiguity (VUCA) in employment (Bennis, 2009). As a key player in labour relation, the capabilities and skills in employees can be considered as the capitals they possess in return for payment. On the other side of the labour supply and demand equation, organisations or employers provide services and goods to the product market, and get revenue as a financial return (Sowell, 2014). Just as the laws of supply and demand indicate, people who lose their jobs are not necessarily subjective to a consequence of lack of essential skills, but highly possibly because of limited job vacancies versus excessive job applicants. They might have

demonstrated their capability to get initial employment, so they are not unemployable in the "blame game" (Hurrell, 2015). Therefore, individual capitals and contextual factors should both be considered when studying the employability of practitioners in a certain field over a period of time. And that is the foundational setting of this research.

Standing opposite to employment, the issue of unemployment is also important. It is reported that the COVID-19 pandemic increases the global unemployment rate, especially in most European economies (Su *et al.*, 2022). They adopted various measures to alleviate unemployment, with a specific focus on the youth that are mostly affected (Lambovska, Sardinha and Belas, 2021). Strategies and policies are in need at the macro level for governments, regional institutions, and international organisations in relevance. Unemployment is not exclusive to the European economies. In China, employability research is represented by a number of scholars who focus on college students and study the relationship between graduates' features and their employability (Yang *et al.*, 2022). Because the most prominent situation in the employment market in China is reflected by the aging problem, I integrated and adopted the definition of employability as 'a state of variability that is influenced by the external environment, and individual capital that develops through a range of skills and competence in relevant contexts. The reason I propose this definition of employability is that as subjects in the labour market, the capabilities and capitals that individuals may acquire are dynamic, and it is crucial for me as a researcher to look into the general nature of work while contextualising the practical context for LPs in China.

2.3.2.1 Measurements of employability

Definitions of employability have all been shaping the grand understanding of the concept, but the supply-demand relationship and models of employability in the market make it much more complicated, especially with different cultural dimensions. Before taking cultural components into further consideration, general factors, including the changing social context and labour market position, the capital involved in changes in career, and the development of new and disruptive technologies that bring in new forms of organisations, have been influencing the connotation and adaptation of employability. There is a diversity of studies on the models of employability from different perspectives (Stoffers, van der Heijden and Schrijver, 2019; Van der Heijden, Gorgievski and De Lange, 2016; Thijssen, Van der Heijden and Rocco, 2008; Dacre Pool and Sewell, 2007).

These models, widely referenced, tried to measure and assess the employability in workplace. However, critics argued employability can hardly be objectively measured from a

psychological perspective, and self-perceived employability is of low validity (Vanhercke *et al.*, 2014; Rothwell and Arnold, 2007). In a general sense, some major measurements of self-perceived employability in the literature categorised it into three kinds. The first consists of a ***competence-based approach*** (Heijde and Heijden, 2006) that focuses on "the employed"; the second is the ***dispositional approach*** (Fugate and Kinicki, 2008) that stresses the perception of one's attitudes to work; and the third is ***PE*** (Vanhercke *et al.*, 2014), including self-perceived perspectives (Rothwell, Jewell and Hardie, 2009). They all share similar perspectives concerning both personal and structural factors in terms of personal adaptability to the internal and external labour market and focusing on individuals' perceptions. But they vary in that the competence-based approach is on evaluating abilities, while the dispositional approach focuses on motivational attitude, and perceived-employability on labour market. By comparing their characteristics and target population (see Table 2.1), individual and contextual variables are referred to as they mainly focus on the employed and the environment's influence.

Table 2.1 Research on employability concepts and models in the last 3 decades

Initiator	Time	Employability model/concepts	Major argument/features	Targeted people
Hillage and Pollard	1998	Framework of employability	A person's capability to gain and maintain employment within an organisation or in the market.	Not specific
Anneleen Forrier	2003	Employability process model	A map illustrates factors affect an individual's chance of a job in the internal and external labour market and how these factors can interact.	Not specific
Mel Fugate	2004	Dispositional approach	Perception of people's proactive attitudes to career in general	Not specific
Van der Heijden	2006	Competence-based approach	Individuals' perception of their capabilities and skills to promote employment opportunities	The employed
Rothwell and Arnold	2007	Self-perceived employability	self-perceived employability is assessable with both internal (in the organisation) and external employability components.	Not specific
Pool and Swell	2007	Key to Employability	A model of five proposed components directly accessible to all stakeholders in higher education	Graduate students
Fugate and Kinicki	2008	Dispositional approach	Highlighted the influence of personal proactive attitudes on their career	Not specific
Dorrien Vanhercke	2014	Perceived employability	Individuals' perception of the possibilities of obtaining and maintaining employment; focuses on job quantity and quality	Different groups of people: unemployed, employed, graduates…

Among them, Forrier's (2003) employability process model (see Figure 2.2) gives a clear map of how people start, are influenced, and make transitions in their career. The elements involved in the process is massive and could not be discussed to their full extent within limited writing. But there are some elements especially useful in analysing the relationship between capital and employability in this research, such as the labour market positions of employees, which help people to locate their current situation. Movement capital discusses the individual ability and their career expectations that may influence their behaviour and work motivation, and more importantly, it highlighted the importance of external environment - the context in shaping one's employability along the process, which goes along with this research focus. Though employability is widely discussed, a general concept that incorporates multiple dimensions does not apply to every kind of work in all kinds of sectors, therefore, it leaves research space for each industry when considering the employability of LPs in a specific context.
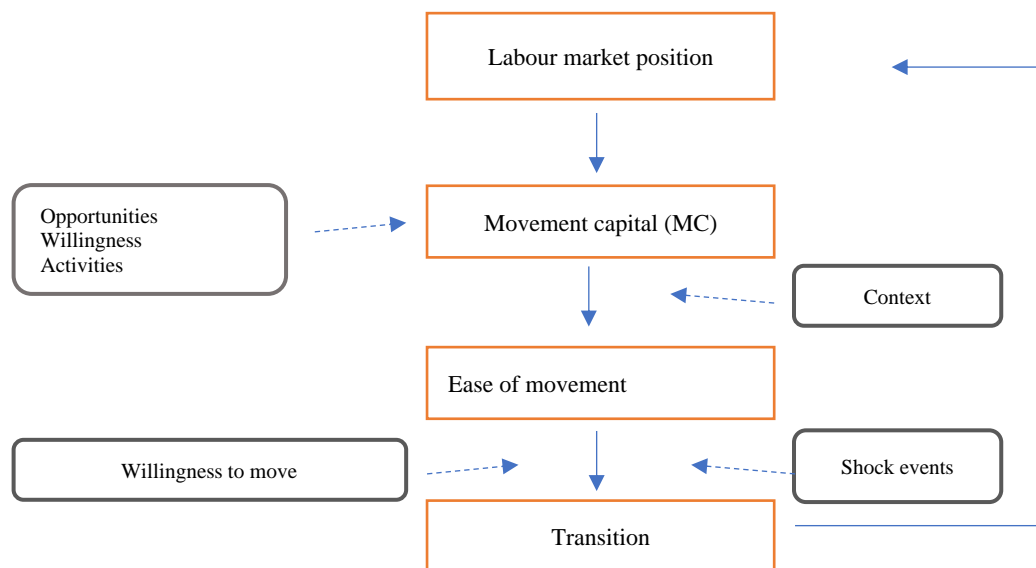
Figure 2.2Employability process model adapted from (Forrier and Sels,2003)

With the change of workforce, life expectancy, aging population, and ever competitive market, organisations adopt more flexible employment relationships with employees, having a peripheral workforce only for short and temporary contracts (Atkinson, 1984). Then further developed technologies brought much more renovation to the form, shape, and size of organisations (Wyman, 2017), so to the models of employability. Some scholars proposed terms to adapt to the changes in market conditions and social status at the time, like employability capital (Peeters *et al.*, 2019) as a combination of gaining and keeping jobs from different facets, such as self-reported perception or supervisor-rated perception (Rothwell and

Arnold, 2007; Van der Heijden *et al.*, 2009). Therefore, capitals are not a strange name when discussing employability, but who is powered by and, in turn, influences these capitals should be made clear.

2.3.2.2 Stakeholders of employability

Tracing back to the development of employability as a concept (see Figure 2.3), the focus of research in the literature shifted from and back between government, organisations and individuals. Therefore, it is sensible to look at employability from the three angles that have been playing as the main actors alternatively.

Proposed by Rothwell (2009), employability is perceived by three different stakeholders in relation to the labour market (see Figure 2.4). Workforce employability at the national level usually concerns the changing nature of the work in the new century (Worldbank, 2019), and employability as human resource strategy at the HRM (Boxall, 2016) level within organisational performance. Since this study is focusing on self-perceived employability in a specific group of working adults, it chooses to evaluate the concept of employability from the perspective of individuals. However, we cannot ignore other stakeholders especially in the current environment that deeply shaped by technological development. Therefore, the impact of AI on language industries as an independent and strong factor is considered.

Timeline		Research focus
1950s-1960s	→	***Government*** facilitates to achieve full employment concerning attitudes toward work and self-image
1970s	→	Employees try to be employable with knowledge and skills as an economic necessity
1980s	→	Shifted from labour market to ***organisational*** HR instrument to improve functional flexibility of staff
Since 1990s	→	As an alternative of job security that based on ***individuals***' personal skills and abilities

Figure 2.3 History of employability as a concept (adapted from Forrier and Sels, 2003; McQuaid and Lindsay, 2005)
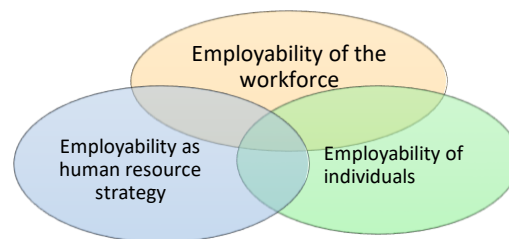
Figure 2.4 Stakeholders of employability, adapted from (Rothwell, Jewell and Hardie, 2009)

Employability of the workforce

The government is also an important stakeholder in employability as both a contributor through upskilling investment, and a beneficiary, as higher employability leads to a higher employment rate and an active economy (Peeters et al., 2019). From a sociological lens, a greater and prolonged work force is vital in tackling the social and economic issues in an aging society, especially in European countries (Van der Klink et al., 2016). Because of the aging society, an ascending aging population with descending birth rate, results in a shortage of labour force, which put possible limitations on social and economic development. In policy terms,

employability is presented as both a problem and a solution (Brown, Hesketh and Wiliams, 2003). The problem is that income inequalities and unemployment become more pronounced in a global knowledge economy (Reich, 1991). But if employability is the problem, it is also the solution. By raising educational standards for all to international benchmarks of excellence, nations can attract a larger proportion of the global supply of highly skilled, high-waged jobs (Brown and Lauder, 1996; 2001). Mainstream theories of employability are works from Western scholars, and few focuses were on China, a country with an enormous population, aging society, deeper global participation, and the prominent role of government in the labour force market. With such special characteristics in the national economy, politics, society, and cultural contexts, it is worth discussing employability among the focused participants in this setting.

Employability as an organisational strategy

As another important player in the labour market, organisational strategy takes employability seriously because the functional flexibility of staff largely impacts organisational performance and effectiveness. The importance of employability is widely recognised by employers in the process of recruiting employees. It is evident that organisations offering training opportunities for employees are more likely to be rewarded with higher levels of commitment, engagement, and performance (Armstrong, 2017). Organisations like Netflix (McCord, 2018) are willing to rematch employees as an in-time remediation and recruit people with the right skills in the long run. On the other end, the powerful participation of AI provides a more efficient choice for organisations in maximizing productivity and controlling costs spent on human resources. However, it should be critically viewed for the impact of technologies on organisational management, causing possible bias in decision-making and loss of autonomy (Lee *et al.*, 2015), and therefore some employers still prefer flesh-and-blood employees for higher flexibility and human-centred values. Others are just reluctant to provide skill development to improve individual employability out of fear of losing them, instead, they prefer employees who already possess the necessary skills and can bring visible profits in a short term (Clarke, 2008). The concern of costs and benefits in terms of employment training for employees is based on the overall strategic development of the organisations. But the change of technical environment does not allow organisations to sit aside anymore, or they may lose an edge in talent/labour competition.

Employability of individuals

According to Hillage and Pollard (1998), employability could be considered a kind of personal capability that reflects a degree of self-sufficiency in the labour market in a long run. It has also been defined as a form of adaptability to identify and realise job opportunities (Fugate et al, 2004), or a kind of willingness to keep attractive and anticipate the environment proactively (Sanders and de Grip, 2004). With the change of labour market and organisational structures, employability integrates a person's ability to stay employed both within an organisation and outside of the labour market, referred to as ***internal and external employability*** (Forrier, Verbruggen and De Cuyper, 2015). The previous trend of life-long employment within one organisation has changed to life-long employability across work boundaries, where the boundaries of career expand. Issues on protean career (Hall, Yip and Doiron, 2018) and boundaryless career (Inkson *et al.*, 2010; Inkson, 2008) is getting more attention since the last three decades, when the concept of protean career orientation was first proposed by Hall (1996) and BC formed by Arthur (1994; 2014; 2006), which is a reaction against the traditional organisational structures (Kost, Fieseler and Wong, 2020). It started a personal value-driven trend towards pursing one's career success. As a result, career is largely shaped by the individual's personal values and sense of identity than by the organisations (Cortellazzo *et al.*, 2020). Although scholars (Inkson *et al.*, 2010; Hall and Heras, 2010) empirically found that boundaryless career is still developing modestly along with traditional organisational careers, success in career development will be influenced much by motivation, willingness to upskill, and adaptability (Pike, Dawley and Tomaney, 2010) to comply with the mainstream career theories from personal perspectives. The difference between a protean career and a boundaryless career is in their variant forms of manifestation. But a common point can be found in both targeting individual factors in career and employment environment, which indicates a bottom-up driving force in work environment (Williams *et al.*, 2016), and a focus on career success from the perspective of individuals, which is the focus of this research.

But these definitions of employability pay less attention to the irreplaceability of humans by machines in the 4th industrial revolution (Clement, 2020). It should encompass the overwhelming presence of AI and its impact on LSI while considering the irreplaceability of human LPs in the change of nature of works. Therefore, from a practical stance, contextual factors are considered in this research as a presumed mediator in influencing the PE and career success of practitioners.

One more element worth mentioning in addition to the employability stakeholders in these models is the training institutions. The list has been enriching, not only including the traditional diploma-granting universities and colleges, short-term and long-term training programs, but

also interest-based or self-training schemes. Just as Yorke (2006) has argued long ago that graduates' employability largely depends on the attended education institution in that, the more training they were provided meet the labour market requirements, the more likely they are to gain employment and achieve career success. Though there are multiple models that have tried to measure and quantify employability (Harvey, 2001), in this research, we start with the external factors of the contextualised society, and focus on the internal capabilities among workers. Taking the capitals such as HC, PC, SC and technological awareness into consideration, it builds a framework that might help to achieve sustainable employability and career success in the future workplace.

2.3.2.2 Perceived employability

The concept of employability has been discussed and researched from various perspectives and levels, and perceived employability (PE) focuses on the psychological perception of individuals about their employment ability and possibilities (Rothwell and Arnold, 2007). The definition of employability has evolved from a binary stance where an employee's current employability radius and the skills/qualifications needed to survive are regarded as primary components. The contextual factor in employability was ignored until life-long employment is no longer the norm, and the contextual factor it is also true to LPs' working conditions. The key point for individuals is to maintain attractive and movable employment. Therefore, both internal employability and external employability are considered next.

Internal employability

Internal employability refers to an individual's capability and willingness to be employed within the current organisation, which reflects the HC of individual, as an employee in the internal labour market ((Sánchez-Manjavacas, Saorín-Iborra and Willoughby, 2014)).

Internal employability has been studied with richness, especially in human resource management literature that focuses on employer-employee relationships, the employee competence development within the organisation, and their capability profile that continues to fit and serve for the organisational development (Tee *et al.*, 2022; Moreira, Sousa and Cesário, 2022; Moreira *et al.*, 2020). In the post-pandemic environment, it is believed that attitudes are essential when considering employability competency, with a positive attitude -proactivity and preparedness - highly expected in labour market to show readiness (Buheji and Buheji, 2020).

External employability

Since employability was initially defined as the capability to get, maintain, and approach new employment when necessary (Hillage and Pollard, 1998), internal employability is not enough

to fulfil mobility in the labour market. External employability refers to the ability of an individual to secure employment opportunities externally, outside of their current organisation (Fugate and Kinicki, 2008). It relates to the individual's marketability and attractiveness to prospective employers in the job market. External employability is influenced by factors such as the individual's skills, qualifications, experience, and the demand for their expertise in the labour market. Research has shown that, against the backdrop of continuous changing type and nature of work, a protean attitude prevails especially among freelancers (Lo Presti, Pluviano and Briscoe, 2018) and professionals in certain industries, such as information technology. Therefore, external employability is considered an influential factor in pursuing career success. For example, academic staff are believed to be dependent on external employment opportunities in terms of academic success (Tee et al., 2022). According to social cognitive theory, humans rely on others, such as parents, spouses, and relatives, to exert control over their lives (Bandura, 2001). A triadic model (see Figure 2.5) of personal, behavioural, and environmental factors forms the foundation for reciprocal *determinism*, the interactive view of these three elements and their impact on personal factors and behaviour (Pajares, 2002).
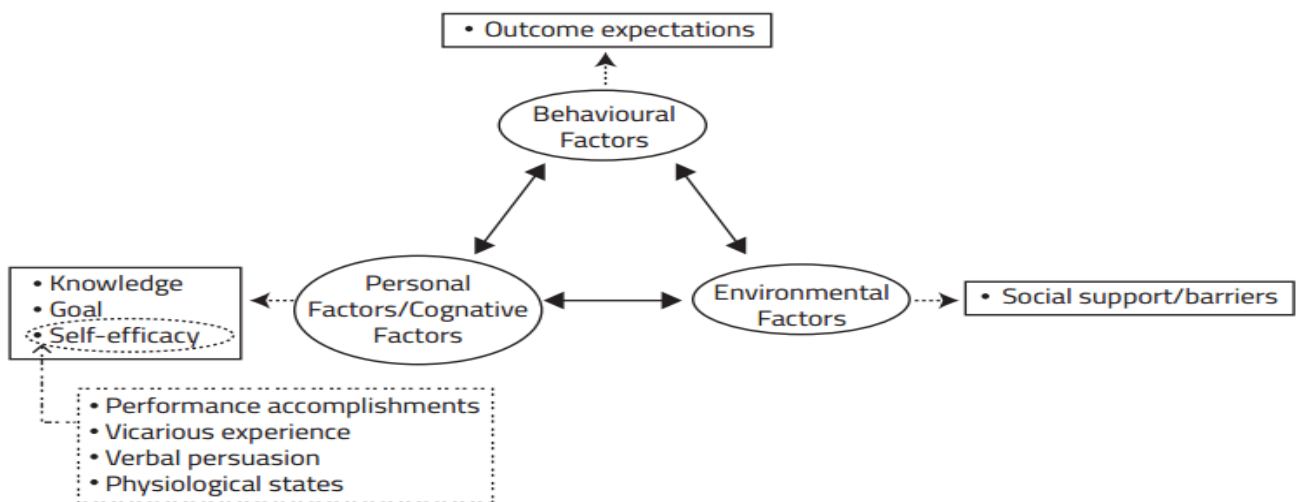
Figure 2.5 Social cognitive theory

Employability in the TS context

However, with massive discussion on Employability has long been discussed as a generic scale and limited focus has been put in the context of TS. In this section, the author examines the concept of employability within the translation industry and studies conducted in the unique challenges and opportunities faced by translation professionals.

Substantial opportunities were predicted in in the translation industry especially for countries proactively engaging in the globalized market. For example, the Bureau of Labour Statistics (2023) anticipates a 4.3% increase in employment opportunities for interpreters and translators from 2022 to 2032. It is expected that approximately 3,000 job openings will be available during this period. However, despite opportunities, challenges await, and limited empirical research has been conducted in this specific industry from the perspective of LPs employees. Instead of defining the employability of LPs directly, terms of "skills" "competence" and "capabilities" are seen as more frequently used to describe LPs' employability, and the closest employability to LPs was combined with graduate employability. Except for common models for employability(Appendix XIII and TC models (Appendix IX), scholars discussed "what should/should not employability be" (see Table 2.2), and presented findings from joint programs between higher educational institutions and enterprises (Rodríguez de Céspedes, 2017), and tackling problems affecting LPs' employability such as nation-wide educational program reform in China (Wu and Jiang, 2021) and freelancers' rate-setting (Lambert and Walker, 2022).

Table 2.2 About translators' employability

Representatives	Time	Translators' employability
Begoña Rodríguez de Céspedes	2017	One-size-fits-all approach is not suitable for a comprehensive strategy to integrate employability practices into the curriculum. Higher educational Institutions are encouraged to focus on developing employability skills, which extend beyond securing a UK -based job.
Claire Cuminatto, et al	2017	Employability should not be an added extra but rather an embedded ethos within academic programs in translation and interpreting.
Hoang Yen Phuong	2020	Employability attributes of alumni from the perspective of graduates, with communication, cultural and social skills being the key employability skills alongside with English proficiency. Vietnam-based
Minna Kujamäki	2021	Employability varies according to the substantial internal variation relating to professional translation service.
Bianca Vitalaru	2021	To identify employment tendencies and differences in certain labour markets, the graduates' perception about the training received and its applicability to the labour market were analysed through programs.
Yun Wu; Zhiwei Jian	2022	The employability requirements in China's workplaces were complex that a nationwide revision of MTI programs was carried out.
Joseph Lambert; Callum Walker	2022	Employability of translators were under threat more than ever because of price formation practices, disruptive technologies, Uberisation, and non-professional translation, etc.

2.3.3 Influential factors of employability
2.3.3.1 External factors

Labour market conditions

First, there is hardly any doubt about the notion that the economic situation determines the supply-demand relationship in a market-oriented economy. Labour market refers to the place where organisations compete to acquire employees for organisational development, which is usually categorised by the relationship between labour supply and demand (Clegg, 2016; Taylor, 2019). Looking at the macro-economic environment, after a transformation from the agrarian economy to the industrial economy, and then to the knowledge-driven economy, now it has evolved to a human economy (Seidman, 2014), where people add value with human characteristics to work, such as creativity, passion, and empathy. In such an economy, employability has been considered a source of competitive advantage of the nation towards prosperity, not only through knowledge but also skills integrated into human traits. The contextual component is about how the weights of all aspects of capital interact with each other in different workplaces, and employability is about the fitness between individuals and employer's requirements compared to fit of other applicants for this role. Labour markets find different manifestations at the national and local level for employment markets in specific industries and sectors. Two decades ago, Brwon (2003) already saw the difficulty for governments to guarantee employment in this global environment. Now it evolves with higher complexity and challenges combining individual, contextual, and technological variables in different situations (Clarke, 2008; Frank *et al.*, 2019).

In China, for example, the labour market is considered to be relatively tight (see Figure 2.6). This is as a result of multiple reasons, including the transformation of economic schemes from the 1978 Opening and Reform, the latest economic development by encouraging innovation and higher employment quality; the tightening workforce especially in STEM-related (Science, Technology, Engineering and Mechanics) developments that depict a drastic transformation from the primary and the second industry to the tertiary industry (Mohrss.gov.cn, 2018). The quick turning of economic restructuring put an ever-high requirement for workers, making a mismatch between 'vacant positions' and 'unwanted employees', skill gap caused by rapid technological demand in the workplace and the lack of supply (O'Leary, Agarwal and Widener, 2018). There is also the fast development of a much flexible but less stable working environment such as gig economy. Changing labour market condition poses greater challenges for individual employability in terms of their position in the larger environment.

Bar chart (industry distribution by year):

Year	primary industry	second industry	tertiary industry
2014	29,5	29,9	40,6
2016	27,7	28,8	43,5
2018	26,1	27,6	46,3

Legend: ● primary industry ● second industry ● tertiary industry

People aged over 60 (percentage):
1990: 8.2% · 2000: 9.9% · 2010: 12.4% · 2020: 17.6% · 2030: 25.1% · 2040: 30.1%
● People aged over 60

The most STEM graduates 2016:
China 51.28% · India 28.37% · USA 6.20% · Russia 6.12% · Iran 3.66% · Indonesia 2.25% · Japan 2.13%

1.39 billion — Total population
775.8 million — Employed population
3.61% — Unemployment rate
6% — GDP growth rate

Labour Market in China

Migrant workers (Population of migrant worker in millions):

year	migrant took families together	migrant left home alone	inter-provintial	intra-provintial	local migrant
2010	30,7 m	122,64 m			88,88 m
2012	33,75 m	129,61 m			99,25 m
2014	35,78 m	132,43 m			105,74 m
2016			76,66 m	92,68 m	112,37 m
2018			75,54 m	96,72 m	115,7 m

Legend: ● migrant took families together ● migrant left home alone ● inter-provintial ● intra-provintial ● local migrant

Wage (in thousands):

year	Annual wage/year	Wage in manufacturing/year	Minimum wage/month
2010	¥37147	¥30700	¥1120
2012	¥47593	¥41650	¥2450
2014	¥57361	¥51369	¥1820
2016	¥68993	¥59470	¥2190
2018	¥82461	¥72088	¥2420

Legend: ● Annual wage/year ● Minimum wage/month ● Wage in manufacturing/year

Figure 2.6 Labour Market in China; adapted from: World Bank (2019); NBSC (2019); Trading economics (2019)

Demographic change

In China, employability means to have a permanent job, or a "golden bowl" is to find a job in state-owned enterprises in the past, which offers people the lowest job insecurity (JI) in the past. According to the latest census completed in May 2021, the population of mainland China increased by 5.38% to 1.41 billion, which appears to be the least since the modern census began in 1953. The slow growth of population was estimated to continue till a peak in 2030, together with the booming silver and white economy, as the data shows citizens aged 65 and older hit 13.5% in 2020, far higher than that of 2010 with 8.87% (Woo and Yao, 2021; OECD, 2014). It indicates that, compared with the elderly who have only one or two jobs in their lifetime, which is typical for Chinese working traditions, people may lose or have to change their jobs in their late 50s in the future. Together with the previously mentioned challenges, government tried to deal with the demographic change and to keep a dynamic labour market by extending the retirement age (from 55-60 for females and 60-65 for male). Though the government has been promoting the second-baby policy nearly ten years now, data in the census displays a lower birth rate and aging trends similar to developed countries. One reason is believed to be the increasing cost of raising a child, which leaves the problem of social welfare, life quality and payroll equality to the policymakers (Moss, 2018).

Against the backdrop of globalisation, the border of working locations was blurred, and traditional labour market norms changed, and the demands for change both domestically and abroad, new generations with more diverse learning and living experiences became the key players on the stage of working, and what came with them were the new requirements of capabilities and a changing relationship in the labour market.

Technologies

Technological innovation has been considered to have a double-edged sword effect on employment. On the one hand, it directly displaces employees (Chen and Lim, 2012) from working positions, and on the other hand, it creates more new positions as technological development boosts the demand for labour in numbers and new forms. In practice, more stress was added to the majority of industries that were already under polarisation in developed labour markets (Autor and Dorn, 2013) and among people with "ordinary" skills (Brynjolfsson and McAfee, 2014). The truth is, nowadays people cannot complete everyday tasks without the help of technology. In an economy where businesses are trying to gain a larger share of the market, it is not unusual that a higher concentration of wealth distribution is happening among fewer people who own the power to access technology and information (Bansal, 2019). The

transformation of the workforce has been happening in diverse sectors of society, with machines outperforming their human counterparts (WEF, 2018), and generative AI models represented by Chat GPT immensely helping business management and improving customer experience (Mondal, Das and Vrana, 2023). However, it also led to thought-provoking discussions about its disruption on ethical and creative works, particularly with a concern for long-term social development and future education (Popenici, 2023). Threats from automation replacement are also widely reported in industries like computer science, mechanics, finance and services on repetitive tasks (Grace *et al.*, 2018). There are features considered unique in human compared to machine, such as psycho-physiological components, creativity, in organisations with high demand for problem-solving skills (Zhou, Hirst and Shipton, 2012), and the growing demand of cognitive and social skills (Deming, 2017), and career management skills like self-efficacy and motivation. If we are to create a world for "ourselves" and "generations to come", the goal should be upskilling and reskilling talents to increase their learnability and adaptability to the changing world (Frankiewicz and Chamorro-Premuzic, 2020). Knowing these helps people look at the human-tech relationship more critically. Nevertheless, measuring the impact of technology on labour is still in continuous research, as empirical data, methods and the correlations between these factors are limited (Frank *et al.*, 2019). As a result, in a future that is largely likely to see people-tech cooperation (Manyika *et al.*, 2017), tapping the employability potential and minimising the displacement effect responsively to real-time changes in the labour market is a critical issue for individual workers. In previous studies, scholars have researched people's competitive advantage using resources theories, including traditional economic capital (EC), to human capital (HC), and to cultural capital (CC) ,and social capital (SC) (Peeters *et al.*, 2019), and the more current positive psychological capital (Luthans, Luthans and Luthans, 2004). With the unprecedented renovation of technologies, its capacity has permeated to more complex and human-featured jobs (Tynan, 2017), it is highly urgent to look into the capital power that could help employees in future employment.

2.3.3.2 Internal factors

Internal factors are always central to individual success even in the complex and changing society. There are components influencing employability from inside of individuals, such as job satisfaction, job success, JI (Gallie *et al.*, 2016) and employee potential (Fugate, Kinicki, and Ashforth 2004; de Grip, van Loo, and Sanders 2004; Hillage and Pollard 1998; Van Der Heijde and Van Der Heijden 2006).

Psychological approach

Because of its practical importance and academic popularity, employability has been studied through different lenses based on different underpinning theories. Social CT perspective (Coleman, 1994) has studied the interaction between SC effects and career success, which is considered as a direct outcome of good employability. The psychological approach has a great deal with its influential components and consequence. Further discussion about psychological factors on the PE of LPs is done in section 2.5. One of the most salient factors in the technological development is JI. Though job security was an essential component in the models of work motivation, the inquiry into JI began only after the widespread layoff in workplace in the late 1980s (Shoss, 2017). Against a backdrop of declining union power and more competitive market, the stability and predictability in employment is more likely to be replaced by JI, doubled with the phenomenon of downsizing organisation and labour outsourcing. JI has been widely studied by scholars and researchers in the past few decades, especially with the uprising momentum in technological changes around the global, which has left much more insecurity and unpredictability about the future of jobs (Shoss, 2017). According to Burgard et al (2009), JI firstly refers to as a threat to population health, and later to the work-related attitudes, behaviour and outcomes *(Cheng and Chan, 2008; De Cuyper et al*., 2019). It reflects a forecast about an event, specifically a loss event, not happening now but might happen at some time in the future. Thus, not all anticipated job-related activities create JI, only those that involve the "potential for harm or loss"(Shoss, 2017).

Therefore, JI is to help people perceive and respond to possible losses in the future as opposed to actual job losses. This differentiates JI from other constructs, such as employability, as is mentioned above, a result of know-how, skills, knowledge of the labour market, and adaptability (De Cuyper *et al*, 2008).

Career management skill

As discussed in section 2.3.2.3, identity is a crucial element in successful career management. George Herbert's argument (1934) proposed that individual's identity is constructed through an understanding of the projection of the self to others. Here it links to the previous identity part of employability (Aboulafia, 2020), and the professional identity of LPs has been a research focus. Employability is believed to be mediated by self-career management, especially in this dynamic career environment (Hirschi and Koen, 2021) . Self-management has become so important in terms of employability since Hillage and Pollard (1998) integrated it as 'deployment'. Harvey, Locke, and Morey (2002) highlighted 'self-reflection' as another of the core impacts on employability. In self-management, there are self-reflection and identity, and

from a personal perspective, self-management and self-reflection are considerably crucial in building one's employability, given that it is difficult to showcase one's capital if we do not know how to make use of them in an organised way consciously.

The role of LPs has been somehow controversial for quite a long time. The invisibility of translators is a kind of weird self-annihilation (Venuti, 1995) because though individual translators are independent with self-perceptions on the work they translate, a balance between personality and loyalty of the original texts should be pursued. And little recognition was received by translators, or it seems they are in a shadowy position in the Anglo-American and Euro-centric culture of the past decades (Venuti, 1995), let alone in other countries and regions. Even in legal terms, British and American law define translation as an "adaptation" or "derivative work" of the authorship. Visibility vs invisibility has long been a concern for professional LPs, because the recognition of their professional identity is quite restrictive in the process of translation or interpreting activity and lacks research in its sustainable development in a wider context of complex society.

To conclude, basically, LPs need the skills and competences expected by the clients in demand of services, which is decided by multiple factors but mainly by the capability possessed by LP individuals. Therefore, section 2.4 discusses certain competence from different perspectives that are believed to have an impact on LPs' success in their career.

2.4 Conceptualising Competences

In this section, the concept of competence is explored, initially in broad terms to establish a foundational understanding. Subsequently, the focus is narrowed down to the specific context of translation, examining how competence manifests within this specialised field. This approach allows us to first build a general framework of employability and then tailor it to the unique challenges and opportunities of the translation industry.

2.4.1 Sustainable Employability

Because of the frequent changes in the workplace caused by external factors, competences should be viewed from a sustainable perspective. *Sustainability* first appeared in the United Nations' Brundtland Report (WCED, 1987) to address the importance of natural resources for future generations. Later, global development extended its association into other fields, to the psychological sustainability that cares about the well-being of all people (Annamaria Di, 2017), and later to the sustainable workforce (Pfeffer, 2010; Ybema, van Vuuren and van Dam, 2020). Sustainable employability has been studied not long ago and was defined by Van der Klink (2016) as relating to how workers can achieve tangible opportunities in the form of a set of

capabilities throughout their working lives, and when the focus of the employees and the environment is on maintaining work - or employability in this research - that is valuable for both, it is considered sustainable. However, Fleuren (2016) criticised this definition by pointing out its limitations, namely the unclearness of application and the lack of longitudinal consideration. The pursuit of valuable work is a product of the post-industrial economy, when the working environment shifted from being physically risky to more mentally demanding in service sectors, that except the most important value brought by work --- income, other work-related values emerge, like self-esteem and social contacts (Sachau, 2007; Schreiber-Barsch and Mauch, 2019). In this continuum of changes, summarised health, productivity, valuable work, and long-term perspective as the core components in sustainable employability (Hazelzet *et al.*, 2019). It is believed that sustainable employability consists of a set of skills that could help individuals to orient their direction in their journey, and more importantly, combined with a full understanding of the environment, clear objectives in career, self-driven force, and a growth mind in all (Dweck, 2012).

However, technological development adds more complexity to the convention of sustainable employability. Seventy-five million human jobs are estimated to be replaced by AI in the fourth industrial revolution by 2030 (Forum, 2023). *Therefore, it is urgent to consider the long-term employability of human beings, since employability today no longer equals "getting employed".* The complexity of environment urges people to let go of a lifelong career and seek for values other than income (Monahan, Schwartz and Schleeter, 2018). Values are essential elements in cultivating motivated and satisfied employees in work (Pink, 2011), and capabilities such as emotional intelligence (Goleman, 1996), creativity and opportunity awareness (Stein Smith, 2016; Ghonsooly and Showqi, 2012) are representations of these values in the new era. When values can be realised, employability becomes sustainable (Van der Klink et al., 2016). Therefore, it is necessary to explore competences that could help seize opportunities under technological challenges and achieve values in work.

2.4.2 Competences in Work

Competence, competency, and capabilities are considered the 3C human advantages in terms of future employability skills (Griffiths *et al.*, 2018). Sometimes they are used alternatively, but if looking for distinction, they could be differentiated in a sense that competence links more to "know what," such as technical knowledge led to visible certification and accreditation; while competency deals with "know-how" and "know-why," involving the practice of applying knowledge and the development of skills; capability sets an emphasis on handling uncertain contexts. In that sense, it seems capability is more of a general and comprehensive set of skills

that one can make use of competence and competency. From an interdisciplinary perspective, competence is a long-time studied object of TS (Yajun and Penghui, 2020; Albir, 2017; Luis Miguel Castillo, 2015). As a combination of "disciplinary immigrants" (Gile, 2008), TS is tending to expand outwards across boundaries to communicate with other disciplines globally (Bassnett and Johnston, 2019). Therefore, competency is chosen as a basic element, as it includes the acquisition as well as application of competence previously studied, and capability will also be further considered in addition.

2.4.2.1 Work Ability

Based on the definition of employability, even though cultural dimensions differ in Eastern and Western societies, practitioners in the workplace share similarities in terms of the major types of skills and capabilities. Employability was decomposed into certain tangible and assessable indexes according to the performance of employees. For example, the OECD (2018) (see Figure 2.7) proposed four dimensions (Examining issues-dimension 1, Understanding perspectives- dimension 2, Interacting across cultural differences- dimension 3, and Taking action- dimension 4) and the essential specific components of each dimension, namely *attitudes, values, knowledge and skills*. Applied to LPs, for example, dimension 1 is critical as mixing critical thinking skills with world knowledge to establish their own opinions about global issues. LPs with these skills could employ higher-order cognitive abilities, including media literacy to better obtain, analyse, and critically assess messages for work in this era. A*ttitudes* and *values* refer to LPs being capable in appreciating world views that are different from their own while being effectively engaged in interaction across cultures in an appropriate way; it coincides with the LPs' involvement in the international working environment, which becomes ever explicit with the intensifying globalisation requires deeper integration of different cultures across geographical borders. *Knowledge* and *skills,* in this model, stand for two strands of the most practical competence. In this report, it could be understood as LPs' ability in knowing issues of different cultures while being able to take appropriate actions for sustainable development, which could be re-categorised into hard skills and soft skills accordingly.
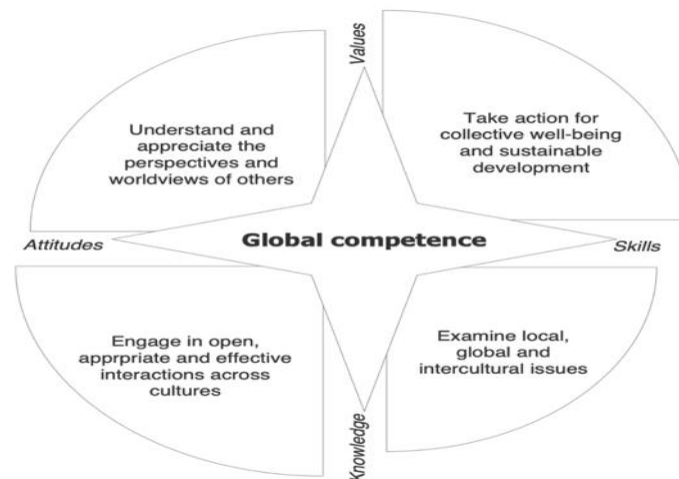
Figure 2.7 Dimensions of Global Competence, adapted from (OECD, 2018)

Studies on differences between competencies and skills showed that (D. W. Sue et al., 1982 (Drejer, 2001), competences were divided into three categories: attitudes/beliefs component, which refers to the understanding of one's own cultural conditioning that affects personal values, a kind of combination of value and attitude dimensions in the OECD's (2018); knowledge component, which reflects the world views of culturally different individuals and groups; and skills component, which demonstrate personal use of culturally appropriate intervention/communication skills.

Because of external challenges, new competencies are expected of employees in the 21st century. If organisations depend on the knowledge and skills of the workforce, then power rests with those that have the knowledge, skills, and insights that companies want (Micheals, et al., 2001). But here it is necessary to rethink, what about in the future when the power rests on non-human smart machines and software, an even riskier situation may occur. Therefore, for individuals who want to maintain high employability in the future, especially in industries highly influenced by AI, it is important to know what expectations are placed on them. And same from the demand side from the organisation and society.

In the Work Ability House model, 4 floors of competences were stressed (Smyth, Pit and Hansen, 2018): Health and functional capacities, competence, values, attitudes, and motivation and work (see Figure 2.8). External operational environment, social networks and family, all of which are important components in pursuing a balanced lifestyle of work and life. In China, the work ability house has been built at a relatively slow and different pace, where work has been put as the priority of one's life in the past decades because usually people only have one job throughout their lifetime. Personal competence is undervalued in the face of powerful leadership and the unbalanced supply-and-demand relationship in the job market (Sadun, Bloom and Reenen, 2017). However, other elements begin to emerge, which begins with more opportunities of upskilling and education in younger generations, that the role of competent individuals is becoming more influential. It arose from the pursuit of a more balanced relationship between work, life, and self-fulfilment in employability. in that case, it is important to explore what makes and helps people reach sustained relationships from a personal perspective.
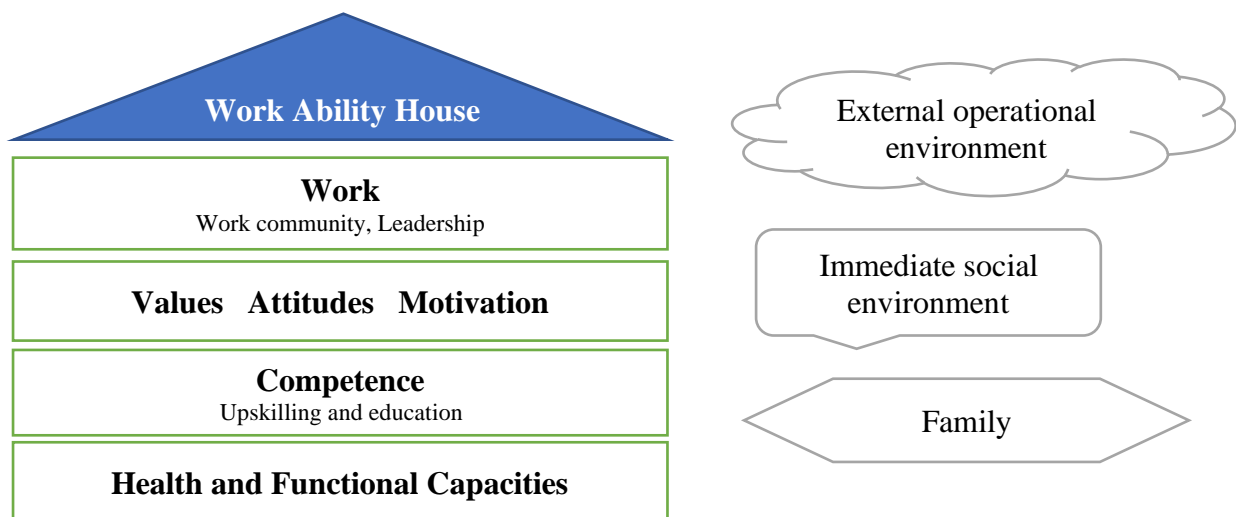
Figure 2.8 Work Ability House model (Smyth, Pit and Hansen, 2018)

2.4.2.2 Hard skills

Research showed that what employers expected and noticed lacking among applicants are specific functional skills for a job role -hard skills, and person-related skills -soft skills, reported by the UK government (2023). Hard skills are usually referred to those job-specific ones that are acquired through formal training and experience. Some of the capabilities are measurable that individuals could assure themselves being the right person for a right job in human resource development, which could be presented in forms of working experience, educational qualification, know-how in an industry, skills in coping with state-of-art techniques, especially the ICT competences in the last 5-10 years (Pate, 2020). A variety of jobs are waiting to be fulfilled in this complex world, especially when the technological revolution brings much more change of work positions (Acemoglu *et al.*, 2020). Though not all workers have opportunities to be educated, people with few qualifications are also capable of being employed in this knowledge-driven economy, depending on the demand for the workforce. As Crouch (2004) points out, skill formation systems may not operate effectively during periods of change, such as the current growth of the service economy generally (Innovation, Universities, Science and Skills Committee, 2009). Similarly, it is true in the vibration caused by the technological revolution. The existing methods of equipping individuals with skills may not be effective when there is little understanding of skill demands. It has long been considered that hard skills embodied in acquired qualifications are necessary for labour market success (Balcar, 2016). Hard skills are important for all, especially when shifting positions with no previous working experience. One thing worth mentioning in hard skills, except qualification and educational experience, would be instrumental skills. It refers to the ability to utilise necessary tools and instruments in the working environment to help achieve goals. The reason why it is chosen as a separate skill here is that in a society that is deeply integrated with technological development, it is much more difficult to complete one's work without the help of machines, software, and programs. Therefore, the skill of mastering a new technology is of greater importance in the modern market. A large amount of position advertising clearly requires the skill of digital, analytical, and technical skills, as firms of various kinds are resorting to big data than ever before (De Mauro *et al.*, 2018). It is a tendency that extends from STEM (science, technology, engineering, mathematics) areas to more human-related areas including marketing (Di Gregorio *et al.*, 2019), education, and LSI, which is the focus field of this research.

There are various types of qualifications and certificates in each professional field, some issued by global organisations, some by government authority departments, and some by nation-wide

or local associations, which are highly likely recognised as the passing-board to work in that profession. Generally speaking, qualifications are widely recognised as important for professionals in the workplace like nurses, financial analysts, and teachers (Macaro, Akincioglu and Han, 2020) etc. For LPs, especially translators, the leading qualifications that are recognised in the world are shown in Table 2.3 below:

Table 2.3 Accreditation of LPs in different countries

UNLPP accreditation: United Nations Language Professionals Training Programme
AIIC membership: Association Internationale des Interprètes de Conférence
CIOL membership: The Chartered Institute of Linguists, UK
ATA: American Translators Association, USA
NAATI: National Accreditation Authority for Translators and Interpreters,
CATTI: China Accreditation Test for Translators and Interpreters, China

In China, CATTI was considered the threshold for entering this industry as a qualified professional, no matter whether a graduate or a freelancer. Of course, there are experienced translators who are doing extremely well without any certification, especially when the necessity of language translation is relatively small and fewer people are engaged in this kind of job. But now experience can guarantee no one a decent job (Beard, 2019). For translators, with the demand for cross-language and cultural business increasing more than ever before, empirical research from Chan (2010) argued that "translation companies generally welcome employees with translator certification, as it provides a relatively reliable signal of applicants' linguistic ability, and this has made the recruitment process easier and more time efficient".

Beside qualifications, people who have received systematic education and received degrees on translation and interpreting, were accorded recognition when entering this industry thus become more employable, either at the undergraduate level or graduate level. Degrees and educational programs were available by universities and colleges around the globe. The number of translator-training programs has surged since the early 1990s, with over 500 by 2020 (Hao and Pym, 2022), among which 301 BA and 316 Master programs in translation and interpreting existed in China by 2023 (TAC, 2023). However, regardless of the insufficient training of teachers in translation pedagogy (Pintado Gutiérrez, 2021), the curricula were challenged to adapt to foster practice-focused knowledge and skills integration for students (Plastinina, Stepanova and Bogdanova, 2023). A blend of technical proficiency and interpersonal skills were refocused with the advent of digital technologies and the rise of freelance platforms has also introduced new dimensions to the concept of employability

(O'Brien, 2022), with the implications of technological advancements for the future of translation work.

The truth is not all LPs who were highly spoken of and accepted by clients graduated with a translation degree, qualifications and degrees are only part of the options to becoming employable. Soft skills are also important components of employability for jobs at both the top and bottom ends of the labour market (Brown and Hesketh, 2004; Lafer, 2004).

2.4.2.3 Soft skills

Though specialist hard skills are in high demand, soft skills are also appreciated and expected by employers among applicants in the AI era (Succi and Canovi, 2020). The future of work for most people requires human to explore and highlight skills that are hard to systematise by robots, to give full play of their capability edge over machines and software (Kosslyn, 2019). For example, there are these very skills that people are expected to be educated and trained through their work life-such as emotion and context, which are deeply involved with essential workplace capabilities such as decision making, innovation and adaptivity. As the hard skills are closely related mainly to knowledge (e.g. mechanical operation, Chinese language grammar, statistical analysis, etc.), they can be trained for and measured with the help of organised training and education through several sessions (Balcar, 2016). Soft skills, however, are more closely related to unmeasurable traits in psychology, such as attitudes, motivation, self-efficacy and emotional intelligence. According to Marc (2019), there is a skill gap between graduates and the right skills the job wants. Actually, it is not only a concern for graduates but a common problem for all practitioners in the workplace because of the unprecedented technological development. Soft skills are the toolkit for "how" to help people fulfil the gap in this dynamic process, instead of a known "what" in hard skills. According to a comparison of job projections by the World Economic Forum (2018; 2023; 2020) every 2-3 years, there are change of trends in future job in terms of demanding skills and capabilities (see Appendix X). It reveals that businesses perceive skills, mainly cognitive skills, especially complex problem-solving, and socio-emotional factors like curiosity, flexibility, and resilience as being of higher importance yet absent, for employees at the workplace, especially in the era of AI. Employability has become a concern of government, society and individuals both at macro and micro levels, which urges all stakeholders to prepare themselves to participate in a dynamic labour market (Nickson and Cullen, 2011). BRICS (Brazil, Russia, India, China and South Africa) and EU countries, OECD, UNESCO and other organisations all have listed out categories of skills that they believe are essential for future workers. Because regulations and standards in the LSI are

crucial for maintaining the quality and professionalism of translation and interpretation services. Countries have established various legislative frameworks and professional codes to govern these services (see Table 2.4). For instance, Australia has the NAATI Endorsement and the Disability Discrimination Act 1992, while Canada is guided by the Official Language Act and the Canadian Charter of Rights and Freedoms. Globally, the ISO 17100 and ASTM F2575 standards, along with the AIIC Code of Professional Ethics, govern translation services under the aegis of the United Nations Interpretation Service (UNISERV) and the Association Internationale des Interprètes de Conférence (AIIC).These regulations collectively, aim to standardize the LSI, enhance service quality, protect client interests, and safeguard the rights of LPs, thereby facilitating effective cross-cultural and cross-linguistic communication. They have been continuously standardizing this profession and providing better service.

Table 2.4 Employability skills listed by diverse countries and regions; adapted from UK (2023);OECD(2013; Rasul, Abd Rauf and Mansor, 2013)

Region/country	Categories of skills
UNSCO/OECD/WBG	Educational attainment; literacy rate; cognitive skills; skill formation …
BRICS countries	Information and communication technology (ICT); the ability to work with data; technical know-how; and personal skills…
UK	Communication; leadership; problem-solving; positivity; flexibility; adaptability…
Australian Chamber of Industry	Communication; teamwork; problem-solving; initiative and enterprise; planning and organising; self-management; learning; technology…

Such projection is in alignment with what was under discussion about soft skills. Soft skills represented by emotional intelligence have been studied over a century through tests and exams to understand different groups of people, and existing results show that possessing soft skills would facilitate success in one's life (Heckman and Kautz, 2012; Deming, 2017).

Multiple research revealed that the most wanted soft skills are closely related to soft skills in working with people and creating new ideas, ranging from teachers (Fernández-Arias *et al.*, 2021) to students (Ritter *et al.*, 2018), and even professionals working in IT sectors (Singh Dubey and Tiwari, 2020). The top 10 soft skills for business executives are believed to be "people skills" an individual have, including (alter in terms) integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic.

Emotional Intelligence and Networks

In the past knowledge economy (Phillip, 2003) employability involves - from the graduate's level---how students manage employability when entering the market and how employers redefine the skills of knowledge workers of the future. It is generally agreed that the more

training you receive, the more employable you will become. Now it has evolved to a new phase of the human economy. Based on this background, employability of university graduates includes soft skills like social interaction and critical thinking more than previous types of economy (Gruzdev *et al.*, 2018). But the educational route after choosing a formal qualification course/program may limit the opportunity to apply to other kinds of jobs. For example, if you have an art degree, then you are excluded from jobs that require technical knowledge/medical knowledge. However, it should be admitted that there is a social division of labour, and the controversial situation is faced by employers in choosing professionals in a certain area, and by employees in trying to become more employable regardless of their qualifications in a professional level – a boundaryless career. For example, the gender composition of occupational structure in men and women - social identity shaped by social construction (Holmes, 1995). And for practitioners, some jobs are overlooked because they are considered inappropriate for people who have the degree or qualification. (Phillip, 2003).

Professional Identity

Identity recognition (Fugate Kinicki and Ashforth, 2004) is considered a psychological construct encompassing goals, hopes, and fears, personality traits, values, beliefs, and norms, interaction styles, time horizons, and so on. The individual perspective was emphasised by the MIT group, Lotte Bailyn, Edgar Schein and John Van Maanen (1989) in their studies of career development. Career development is a lifelong process between individual interest and opportunities in the external environment, which is also individuals' project onto the world. Tomlinson's (2007) identity model explains how individuals position themselves in relation to their approach to work and development; and how they put themselves to their career goals in the short and long term. Eby, Butts and Lockwood (2003) also contribute to the link between identity and employment outcomes. They remind of the "front stage and backstage" theory popularised by Goffman (2002) that people have different roles to play in society and that identity is a multi-dimensional synthesis of social projection at different times. For the population of this research, identity refers to the professional identity of LPs, whose identity is complex as their front stage behaviour largely determines how professional they are. As front stage behaviour is typically routinised and learned through cultural norms, it perfectly links to Pierre Bourdieu's argument that CC is important in shaping front stage behaviour and highly affects how others judge "performance." It will be discussed later in the CC and cultural competence section. For the population of this research, identity refers to the professional roles

of LPs and it has now been confronted with a huge challenge, which will be discussed later in cultural competence.

But there is an existing gap between the perception of college graduates when entering the workplace and the expectations of employers (Mikhail V. Gruzdev 2018; Chiara Succi and Magali Canov 2019). Though students are not the direct sample groups of people this research focused on; they are the resource of the workforce who will highly possibly enter the job market in relevant industries. Therefore, knowledge of previous research in this area may shed some light on the continuum of study for this group of people. Another meaningful function of this research is to emphasise the importance of reskilling all age groups of practitioners to adapt to the change of work in the future by focusing on a less focused yet important group: LPs (Zao-Sanders and Palmer, 2019).

But this is only a part of current research about employability for different groups of people, which indicates there exists a research gap in the research population in this study - the LPs. It is meaningful to look into what kind of people are in real need of employers who have the desired capabilities. Employers need to differentiate the core elements - social background, gender, ethnicity, and educational background from their profile. And the assessment departments will have to 'objectively' identify the best performers of the future from the very beginning. It is important to understand if employers believe that there is an expanding talent pool of knowledge workers or a more intense "war for talent."

These soft skills are not universally applicable to all industries, like their hard-skill counterparts. According to a research conducted by MIT (Alabdulkareem et al., 2018), there is a tendency for skill polarisation in the workplace, which may limit the individual mobility in their career. Though statistics show that there is a rapid growth in AI related vacancies with skill requirements that were not previously listed (Acemoglu *et al.*, 2020), it is not fair to blame technological development in terms of occupation displacement. In China, there is a hot word "内卷(neijuan)", which is embodied in a phenomenon that people with higher skills degrade to low-skilled jobs that used to be taken by less skilled people, and therefore lower - skilled ones lose their jobs in such competition.

Therefore, a specific group of practitioners is selected and researched. Though the researcher agrees that both hard skills and soft skills are worth discussing and should be paid attention to, the actual focus should be distinct in accordance with the demands of employers, as significant differences exist in the value of certain skills in various economic sectors. For LPs, it is

believed both skills are important, but research on soft skills are urgent in this social context considering the turbulence brought by AI.

2.4.3 Translator Competencies

Before engaging more deeply with the core point of the capabilities of LPs in the labour market, it should be made clear the distinction between employability for more generic skills and the employability for LPs. There are no universal clicking boxes for all types of employability at different times. Therefore, the following section will look at this specific group of people who work as practitioners in the language industry.

Research on LP as an independent profession

Regulations and standards in the LSI are crucial for maintaining the quality and professionalism of translation and interpretation services. Countries have established various legislative frameworks and professional codes to govern these services (see Table 2.5). For instance, Australia has the NAATI Endorsement and the Disability Discrimination Act 1992, while Canada is guided by the Official Language Act and the Canadian Charter of Rights and Freedoms. Globally, the ISO 17100 and ASTM F2575 standards, along with the AIIC Code of Professional Ethics, govern translation services under the aegis of the United Nations Interpretation Service (UNISERV) and the Association Internationale des Interprètes de Conférence (AIIC).

These regulations collectively, aim to standardise the LSI, enhance service quality, protect client interests, and safeguard the rights of LPs, thereby facilitating effective cross-cultural and cross-linguistic communication. They have been continuously standardising this profession and providing better service.

Table 2.5 Legislation and regulations of LSI in different countries

Country	Legislation in LSI	Association of LPs	Time founded
Australia	NAATI Endorsement, Code of Ethics and Code of Conduct; Disability Discrimination Act 1992	Australian Institute of Interpreters and Translators (AUSIT); National Accreditation Authority for Translators and Interpreters (NAATI)	1987
Canada	Official Language Act; Canadian Charter of Rights and Freedoms, Section 16	Canadian Translators, Terminologists and Interpreters Council (CTTIC); Joined by provincial associations including Association of Translators and Interpreters of Ontario (ATIO) and Association of Translators and Interpreters of Alberta (ATIA); Language Industry Association (AILIA), etc.	1970s
Germany	Court Interpretation Act; Federal Data Protection Act (Bundesdatenschutzgesetz – BDSG); DIN2345	Bundesverband der Dolmetscher und Übersetzer (BDÜ)	1955

Holland	ATA Taalmerk certificate	NGTV (Netherlands Association of Interpreters and Translators/ (Nederlandse Vereniging van Tolken en Vertalers or NTV)	1960
Italy	UNI10574; UNI 11591:2015 Standard; Law No. 4,2013	Associazione Italiana Traduttori e Interpreti (AITI)	1955
Russia	Federal Law No. 3-FZ; GOST ISO 17100-2017 Standard	Union of Translators of Russia (UTR); National League of Translators and Interpreters (NLT)	1975
Spain	Law 2/2014;	Asociación Española de Traductores, Correctores e Intérpretes (Asetrad); Regional: Association of Professional Translators and Interpreters of Catalonia (APTIC)	1986;2003
Switzerland	ISO 17100	Swiss Association of Translators, Terminologists and Interpreters (ASTTI), the Swiss Society of Translators, Terminologists and Interpreters (SSTTI), and the Swiss Association of Conference Interpreters (AIIC Switzerland)	1951; 1960; 1953
United Kingdom	BS5750, BS4755; ISO 17100; Interpreters Code of Conduct 2021	United Kingdom is called the Chartered Institute of Linguists (CIOL); Institute of Translation and Interpreting (ITI); Association of Translation Companies (ATC)	1910
United States	Interpreting service regulation in Federal and State Contracting Laws; ISO 17100 and ASTM F2575;	American Translators Association (ATA); the National Association of Judiciary Interpreters and Translators (); Regional: California certification program for court interpreters	
EU	European Standard DIN EN 15038 for Translation Services (replaced by ISO 17100); Regulation (EU) 2016/679 (General Data Protection Regulation - GDPR); Directive 2010/64/EU	International Federation of Translators (FIT); European Master in Translation (EMT) Network; European Union of Associations of Translation Companies (EUATC)	1953
UN/Global level	ISO 17100; ASTM F2575 ; AIIC Code of Professional Ethics	United Nations Interpretation Service (UNISERV); Association Internationale des Interprètes de Conférence(AIIC)	1946

Though China has been involved in cross-cultural activities thousands of years ago, which was marked by Monk Xuanzang's formal translation of Buddhism in Tang Dynasty (618 AD-907 AD), as a profession, language service did not become an independent industry that early in China. China is now in its third phase (since 2007) of professionalism in LSI. In the previous two phases (Phase I: 1949-1979; Phase II:1979-2007), there is no complete description of people whose job it is to interpret and translate between languages; thus, there was lack of independence, visibility, and autonomy of this profession (Ren, 2020). Therefore, this group of people has not been fully recognised for their high relevance to multiple domains that are autonomously operated within their own mechanisms. Problems encountered by the LSI in China could be seen from three aspects: lack of regulation in approving translation companies, unstandardised accreditation of LPs, and lack of administrative and legal supervision. As legal and administrative supervision are usually interrelated, at present, China temporarily does not have a special management department responsible for the administrative management of professional translators. Only associations like Translation Association of China (TAC) are

actively engaging in the regulation and administrative management with limited recognition, compared with other professions such as lawyers and doctors. Consequently, there are only several normative formal documents concerning the LSI in the last 2 decades (see Table 2.6). **CATTI (China Accreditation Test for Translators and Interpreters)** has been included into the *National Vocational Qualification Catalogue* since 2017 among the 58 categories(Security;, 2017), which marked the recognition of translators and interpreters as a profession at the national scale. However, LPs include not only people who literally translate or interpret multiple languages back and forth. There are also people who work in diverse positions to ensure the smoothness of the whole language service process, such as project management, post-editing, and proof-reading. Canada is the earliest country in promoting LSI and formed a relatively matured market between 1960s and 1970s (Huang, 2010). Its matured LSI could be attributed to the high demand of language service in a historically multilingual environment (English and French) , strong support by the government, attractiveness as a destination for immigrants (Hum and Simpson, 2004), all resulting in a preferable environment and the earliest LPs society has been incorporated since 1956 and joined by several regional associations. It is reasonable to conclude that a highly developed profession cannot be achieved unless the obligations, rights, and interests of people as professionals could be fully identified.

Table 2.6 China's development of LSI regulations

Country	Year	Legislation and regulation in LSI
People's Republic of China	2022	ZYF 014 --2021 Specification for patent document translation service
	2017	T/TAC 2-2017 Competence of Translator and Interpreter
	2017	ZYF 001- 2017 Guidelines on procurement of translation services
	2016	T/TAC 1-2016 ISO 17100 2015.IDT /Amd 1:2017, IDT Translation service-requirements for translation service
	2014	Quotation for Translation and Interpretation Service ZYF 002/003–2014
	2008	GB/T 19363.1-2008
	2006	GB/T 19363.2-2006 *Translation service-requirements for Interpreting service*
	2005	GB/T 19682 - 2005 Target Text Quality Requirements for Translation Services

2.4.3.1 Translators in translation studies

This research proposes a definition that challenges some of the previously defined content by standing at a sustainable angle and searching for work-related values, looking at a specific group of people- the LPs, at the turning point of a new decade.

Looking back to the research journey of language translation as an independent discipline, it shows a shifting of trends in different times with various focuses. Translation theories have been emerging during the process of globalisation in the field of TS (see Table 2.6). Many disciplinary perspectives on TS were reviewed including conceptual orientations, methodologies and tech-based approaches, among which research on LPs' competence is relatively less studied.

Table 2.7 Research trends and theories of Translation Studies since 1980s

Initiator	Time	TS Theory/Approach/Direction	Major argument/achievement
Ernst-August Gutt; Katharina Reiss, Hans Vermeer; Gideon Toury	1980s	Relevance theory; Skopos theory; Pseudo-translation	/
Mona Baker	1990s	Corpus-based translation	/
Gideon Toury	1990s	Polysystems theory-descriptive studies, literary	Provides the base for independence of TS
Andre Lefevere; Lawrence Venuti	1990s	Complex model of Translation as refraction; creativity and visibility of translators	Stresses cultural grids (derived from CC of Pierre Bourdieu); the role of translator changed from subservient to manipulative agent for cultural change
Gayatri Chakravorty Spivak	2000s	Translation Inequality with colonialism	
Michael Cronin	2000s	Translators' identity	the role of translation and translators is a necessary part of safeguarding and promoting linguistic and cultural diversity.
Bassnett	2010	The cultural turn of translation	translation is not just a linguistic activity but a cultural one, where the translator acts as a cultural broker between different linguistic and cultural systems.
Pochhacker; Cynthia	2010s	Overview of Interpreting Studies as a branch in TS	Provides a road map for interpreting studies from theories to applications;
Anthony Pym;	2010s	Translator ethics	translation professional ethics in the West as researchers
Joseph Lambert	2020s	Translation Ethics, and sustainability in the profession	Built a systematic understanding of ethics in this profession; individual translator's experience is vital to build a thriving professional environment
Federico; O'Hagan	2020s	Technology and TS: MT; localisation; digitalization	Provide insights for latest technological development and application to translation industry
Pym and Hao; Lucía Pintado Gutiérrez	2020s	Pedagogical translation; translation education	Training in the teaching of translation is essential; educational and professional environment should be built providing more practice-focused knowledge and skills integration for students;

Translation study and translators as LPs

Based on review of TS articles and reports in high-qualified and widely cited academic journals in China, such as the CSSCI and CORE journals, TS (including TS and interpreting studies) has seen significant development since 2004, with dominant research themes including interpreter training, theories, techniques, product and process (see Appendix XI). However, only a small proportion focused on interpreter competence (Wang, 2015). According to the categorisation themes proposed by Pochhacker (2016) and the research trend between 2006-2014 (Zhao and Ma, 2019), the most developed studies focus on foundational issues, such as concept, theories, evolution, paradigms and models in TS. Applied TS, such as practice and profession, were less focused yet in great demand for further exploration. This research aims to contribute to filling that gap by focusing on market demand for a new generation of LPs, promoting state-of-the-art competences necessary for LPs. Usually, the focus of research is predominantly put on "text-oriented" translation tasks in the training and producing processes. The success of LPs lies not only in 'how good one can translate from L1 to L2 or vice versa', but also in their ability to provide services that people from different cultures expect, and the capital they can acquire to achieve these goals. This review of literature narrows down to TS and highlights the research gap worth exploring.

Past Research on the LP's perspective

Though translators and interpreters have their distinctive features in terms of theoretical territory, interpreting could be considered a form of Translation (Pöchhacker, 2016), which is a process of transferring information and ideas (Brislin, 1976a), a production of utterance/text (Rabin 1958), from SL to TL within a cultural context (Toury, 1995). Research on people who conduct T&I activities is not new. LPs include people with different status, including professionals, who are regarded as having special skills and training; and non-professionals, who might be called lay practitioners who could do natural translation (Harris, 1978) - bilinguals without special training for T&I. In terms of the roles played by LPs, their images were somewhat contradictory in the 1990s. One seems to be an intercultural mediator and interpreter across time and space, to help the continuity of culture in the world; while another seems to be a lack of inequality in power relations specially created by the dominant culture against the 'other' culture, through purposefully-created ideas and texts in language.

After decades of discussion, translation has now been seen as a process of negotiation not only between texts but between cultures, in which all kinds of transactions happen with the translator-here LP-as a mediator (Bassnett, 2013). For scholars represented by Lefevere and

Venuti, TS has seen a "cultural and social turn" with a higher emphasis on the importance of the role of LPs. Either from a view criticising the role of language translation in dangerous betrayal of the origin, or from the later belief that TS serves as an inter-cultural bridge between source and target languages, the reality is that in a world where boundaries between politics, cultures, economies, and geographical locations are ever more blurred, the role of LPs becomes ever significant in their fluid movement between cultures (Bassnett, 2013).

It could be seen from Table 2.8 that building upon the methodological foundations established by previous research, questionnaires are the prevalent tool employed to explore the psychological and behavioral attributes of LPs. These studies have shed light on the intricacies of personality differences within the translation community, debunking stereotypes and offering insights into how the translation process and product could be influenced from the personal front. For instance, the work of Kurz used questionnaires to draft personality profiles of translators and interpreters, revealing distinct orientations that are more typical of each group. Similarly, Schweda-Nicholson (2005) utilised the MBTI psychometric test to further construct the interpreter's profile, suggesting that both extroverts and introverts can be effective interpreters, with a cognitive preference for quick logical decisions being more pronounced in 'Thinkers'. This methodological approach has not only helped to humanise the translation process by highlighting the individual differences among practitioners but also paved the way for more nuanced understandings of the skills and traits that contribute to effective translation and interpretation. The existing body of research has laid the groundwork for methodology choosing. Aiming to offer a richer, more nuanced perspective, towards contributing to the existing literature on translation and LPs, leading to more effective translator selection, training, and assessment methodologies that are sensitive to the unique demands, this study combines quantitative and qualitative methods.

Table 2.8 Literature about LPs on methodological bases from sourced papers

Author	Year	Aim of paper	Sample group	Method	Main outcome
Reiss	1971/ 2014	Connect psychology and TS; research whether certain personality characteristics might be related to the quality of translation performance	No empirical data		Personality characteristics might be related to translation quality
Henderson	1987	Personality difference in translators and interpreters are identifiable	65 translators and 35 interpreters	Questionnaires	Debunked the stereotype of translators-introvert and interpreter-extrovert; but found personality characteristics are important for the acquisition and development of TC
Kurz	1996	Draft personality profiles of translators and interpreters with Casse's communication value orientation model.	31 beginners and 39 advanced students of TS	Questionnaires	Typical translator was process and people oriented, while a typical interpreter was people and action oriented.
Schweda-Nicholson	2005	Constructing the interpreter's profile shifting from purely psychological domains to cognitive psychology	68 interpreter trainees	MBTI psychometric test	Both extrovert and introvert in interpreters, and interpreting requires quick logical decisions which Thinkers are more likely to make.
Hubscher Davidson	2009	Use Think Aloud Protocols (TAPs) to link personality types and the translation process and product		Questionnaire, online MBTI test, assessment	
Oktay Eser et al.	2020	to research on relationship between three-dimensional virtual environment of wearable technology and interpreter training in public service	Students and trainees	qualitative data - observation and semi-structure interviews	using wearable devices in interpreter training has the potential to create immersive simulated environments for auto-nomous learning and to improve interpreter training when used with instructional support

2.4.3.2 Translation Competence Models

Competence is a roughly specialised system of abilities, proficiencies, or skills that are necessary to reach a specific goal; but there is no single conceptual framework for competence. Weinert (2001) has classified 7 approaches in terms of competence in general. However, when focusing on LPs, the adoption of term "competence" has a change of wording, from "ability," "proficiency," "strategy," "expertise," "capability," and the mostly recognised "competence" in this field of study. Therefore, the word "competence" will be used in the discussion of this specific group of people. There are mainly two categories of competence models for LPs that are densely researched in the last two decades: multi-component models and minimalist models. As Samuelsson-Brown proposed in his practical guide for translators (2004), the skills needed to meet job demands include innate ones, such as linguistic ability, time management, software use; and other skills related to the surrounding business and interpersonal environment. According to **multi-component** models (see Table 2.9), translators' competence is embodied not only in the quality of the translation product, but also during the translation process, including the demand from market, matching to service suppliers, translation service process, quality assessment, and word of mouth, etc. The competence of translators is involved and takes effect in every single stage, thus, in all, it largely determines how the whole product turns into value. In the *multi-component models* on TC, the most popular and cited model is *by PACTE Group (Beeby et al., 2005; 2009)*, which considers TC to be the central one, and the sub-competences are composed of 5 components and psycho-physiological components, including linguistic and non-linguistic ones, such as bilingual, extra linguistic, transfer competence, instrumental, strategic competence, and psycho-physiological components (see Appendix IX). Besides, there are components considered important in other models, such as cultural competence (Neubert, 2000; Sofer, 2004), subject-area competence (Schaffner, 2000; Kelly, 2005), interpersonal competence (Rothe-Neves. 2007) etc.

Among the limited TC empirical studies, there are TransComp's TC model (Göpferich, 2009) and EMT model of competences (EMT Expert Group, 2022) (see AppendixIX). These models have homogeneous components but with different sub competence. For example, PACTE model stresses the dynamic learning from pre-TC to TC, as an acquisition spiral process involving sub competence; while TransComp's model stresses the importance of motivation and the external working sources and conditions; for the updated EMT model, the sub competence perspectives are relatively independent, and it is centralised in translation production that requires interpersonal aptitudes and teamwork of experts.

Table 2.9 Multiple component models (representatives)

Name of model	Author/initiator	Time	Competence involved
PACTE Group Translation Competence Model	PACTE Group	2005	Bilingual competence
			Extra-linguistic competence
			Instrumental competence
			Knowledge about translation
			Psycho-physiological components
			Strategic competence
TransComp's TC Model	Göpferich	2009	Communicative competence in at least 2 languages
			Domain competence
			Psycho-motor competence
			Translation routine activation competence
			Tools and research competence
			Strategic competence & motivation
			External source of information and tools available working conditions
			Translation norms & assignment
			Translator's self-concept/professional ethos
			Psycho-physical disposition
EMT model	EMT Expert Group	2009; 2022	Language and cultural competence
			Technological competence
			Personal and interpersonal competence
			Service provision competence
			Translation competence

While there are also ***minimalist models***, such as Pym's 2-component-model (2013) , they focus on selecting only one viable target text among several choices, which deals with the general abilities that are necessary in the translation process on a large scale. No detailed subcomponents were explicitly discussed and listed out. Although it is traditionally believed that the most important competence for translators is the linguistic-related skills of SL and TL, the complex construct of today's business environment requires different sub competences for this group, including but not limited to competences like translation revision competence (Robert, Remael and Ureel, 2017) and quality control processes according to the new EU 15038 standard (Biel, 2011). Therefore, the minimalist models have been criticised as less valuable as a reference to practitioners, trainees, and especially students new to this industry. That is the reason why, in this research, the multi-component model is preferred for exploring specific capabilities based on empirical research and their relationship with PE.

However, after longitudinal studies and verification about the capabilities of multi-component models, there are new problems that require new solutions. Because of the technological development happening around the globe, translators are expected to have digital competence in terms of a higher accuracy and efficiency during the translation process (Ivanova, 2016). The final goal would be promoting individual's autonomy as a means instead of an end-product, and the competences of translators for SE should cover the whole process of language service. Most of the current empirical research about TC focus on MT (Gaspari, Almaghout and Doherty, 2015), freelancers (Atkinson, 2012; Abdi, 2020) and students at different levels (Liu and Yu, 2019; CHANG, 2018) . There is a research gap in terms of competencies and PE among LPs, who are highly likely to be affected by these technological developments and social changes. Therefore, it is worth examining whether the measuring scales could be adapted to LPs, and the cultural comparison in employment reality. In this research, the focus is not to measure the scales of LPs, but to identify the skills, the SC that LPs should have for future employability, and capability components that are influential on the PE of LPs in the academic field. This research will provide a set of suggestions to practitioners, relevant organisations and policymakers through collecting and analysing opinions.

2.4.3.3 Challenges for Translators

Apart from the external factors influencing employability as discussed in section 2.3, there is an overwhelming phenomenon in the workplace: with China in the accelerating lane of industrialisation in the middle and high end, fields like the Internet economy are becoming the main force of employment (Qian, 2022). As a result, people, especially in the STEM field, work in a 996 pattern, which means they work from 9 a.m. to 9 p.m. every 6 days a week, causing a concern of overwork and fatigue. According to the Chinese labour market development report in 2020, over 80 pe cent of workers spent more than 40 hours at work. Technology may seem to be a possible rescuer in saving time and increasing efficiency at work. However, despite the associated convenience, it poses challenges to people at work.

With the trend of the simultaneous transformation of industry and employment caused by intelligence, the quality of labourers will become the core element of the efficiency of the workplace, which requires a more complex set of capital in employees, including digital skills, intelligence, and other multi-skill in this revolution (Li, 2020). It is not hard to see how technology is playing as an important factor of influencing LPs' work environment and training of competencies (see Table 2.10). On the one hand, it provides more choices for the training of LPs by combining brain science and cognitive science together. On the other hand, it poses challenges on the competencies of LPs to frequently adapt to technological development and higher expectation from employers and clients. Mental health has become a challenge for employability aspects in this complex society for a long time. However, the external influence on LPs' mental well-being has not been recognised until recently (Darroch and Dempsey, 2016), such as suffering from lack of professional education in both genders (Norma and Garcia-Caro, 2016), vicarious trauma (HODGE, 2016) in the working experience --- the "emotional hangover" like other types of social workers such as nurses and psychotherapist (Lai and Costello, 2021). Especially among community and public service practitioners, they are in need of respect emotionally instead of being regarded as a machine in service, which largely results from the interplay of the working environment and the professional identity of the practitioners (Cunningham, 2004). For LPs, chronic stress in daily exercise is a great challenge as huge amount of effort is required to keep their skills sharp in different linguistic dimensions, including listening comprehension, reading, speaking and short term memory and comprehensive knowledge/or the long-term memory (Kintsch, Patel and Ericsson, 1999). The mastery of languages is based on frequent use of each language, day and night, but usually for translators and interpreters, it is difficult to stay in a foreign context other than the first language

context. Therefore, not only physical strength but also psychological power is a challenge for practitioners, and that needs to be considered together with the hard skills.

2.5 Chapter summary

This chapter has examined sociological theories in understanding employability in the context of Chinese LSI. In conclusion, the sociological turn of translation enables the analysis of LP's employability from CT, and the emerging technological challenges calls for a timely exploration on components of LPs competence. In line with the research questions outlined—"What are the components of necessary competence for Post-Editing (PE) in the era of AI?", "How do different competences influence LP's PE from the angle of CT?", and "What would a framework be for LPs' capital that could benefit their enhanced PE?"— review of relevant literature has been conducted, focusing on the most current and high-quality sources. This review has highlighted the popularity and significance of certain elements such as employability, social capital (SC), and technological impact in this interdisciplinary field.

Table 2.10 The Challenges faced by LPs and their work relating to added value in charts from papers extracted-related to technology

Author	Year	Aim of paper	Sample group	Method	Main outcome
Gaspari, Federico et,al	2015	Survey of machine TCs in translation technology among professionals	Freelance translators, language service providers, translator trainers, and academics	Survey	Should provide a more comprehensive snapshot to inform the provision of translation training and the need for increased technical competencies
Koksana Ivanova	2016	To identify the main advantages of ICT competence in translator training	No	Literature	ICT is now in the centre of the translation process and the application of tools adds value to translators' work and to the training of digital competence.
Paul A. García et, al	2018	Perspectives on world language teacher Development	Pre-service Method instructors who teach the world language methods class(es) in USA	Survey + contend based coding	There are challenges faced by the shortage of qualified supervisor teachers and needs collective solution
Rustam et, al	2019	Investigate whether technological approach would facilitate cross-cultural understanding and the intercultural sensitivity	College Students	Comparative Experiment	Cross-cultural learning literally took place during the learning activity and that the intercultural sensitivity of the participants improved, with divergence in different languages
Oktay Eser Miranda Lai	2020	Tries to enrich the literature in technology-assisted training of LPs	Interpreter trainees and students	Qualitative-Observation, interview	

Chapter 3 Capital and Translation Studies

3.1 Translators' capital in perceived employability

LPs' employability in this research is defined as the working status of translators in the market and their interrelation with internal and external factors in achieving work values.

As can be seen from the TS models, linguistic competence, knowledge about translation, and cultural familiarity in specialised domains are the most frequently mentioned constructs. Therefore, different competences will be discussed with a theoretical underpinning from different forms of capitals. Not all forms are considered because of different degrees of relevance between these concepts.

Sociological turn of Translation

Researchers studied in-depth SoT mainly through three theoretical perspectives rooted in sociology, including actor network theory (Latour, 2005; Law, 1992; Michael, 2017), social system theory (Luhmann, Baecker and Gilgen, 2012), and most extensively, constructive sociology by Bourdieu (1986b).

Luhmann's social system theoretical approach emphasises communication in building and maintaining different social systems, which has laid a methodological foundation in understanding the conflict between modern societies and technological risks, as well as complexity and sustainability (Valentinov, 2014). On the basic concept of "world society" (Luhmann, 1997), where worldwide attainable communication could be achieved, Luhmann's theory has been applied to TS by Tyulenev (2009), elaborating translation as both a self-organising system (autopoietic), and acting as a subsystem under the mega system of society in a form of medium between two sides (communication). Latour's sociological theories, particularly the actor-network theory, emphasised the role of non-human actors in social networks, and discussed the politics of scientific knowledge (Latour, 2005). His work has greatly inspired translation researchers to explore the role of technology in the translation process across different historical periods, and also in the presentation of cultural and linguistic dynamics. However, though Latour's approach is helpful in considering agency from a more humanistic perspective, which minimises the distinction between subject and object, it lacks empirical support in identifying environmental factors in the translation practice as well as their relationship (Buzelin, 2005).

Literature containing the keywords of "SoT", "social translation," "habitus," "fields," and "capitals" accumulated to more than 300 articles published in journals and periodicals between 2002 and 2022 (Xu, 2023). Bourdieu has always been the most cited scholar in research across

translation and sociology. However, limited attempts were made for the CT and its application to LPs competence relating to PE.

Sociology of translation in China

The development of translation as an industry has been divided into three phases (Ren, 2020). Phase I (early 1950s): China began to hold training classes for interpreters. Given the country's nascent status and need to engage with the global community, training of interpreters was primarily experiential, with a focus on diplomatic and escort interpreting, reflecting the era's political and national priorities (Tang and Chen, 1951). Therefore, the content of translation training classes is limited to the non-textbook experience of teachers (Tao, 2016). Relating to Bourdieu's filed theory, there is no autonomous field for LPs because their work is not happening in an autonomous field, which is largely nation-oriented and highly motivated by political elements. Because of this absence, LPs in China can hardly form a community with their individual habitus noticed, leading to a dearth of research on their capital and professionalism.

Phase II: The period 1979 to 2007 marked China's post-reform and opening -up era. It witnessed the born of the first T&I profession in higher education and the first UN translator and interpreter program (Tao, 2019). During this phase, translators were mainly occupied by work of introducing the outside world to people in China, which is accompanied by the control of expertise both inside and outside the country. Although the translation profession was not fully mature, it began to diversify beyond government work.

Economic globalisation largely promotes cross-border activities pragmatically, satisfying communicative needs to the strategic level of improving the competitiveness of enterprises and people's intentions of knowing cultures different than their own (Wang, 2019b). International organisations such as the UN and European Union are in high demand for multi-language workers since they deal with thousands of documents from diverse countries. Along with freelancers, the number of professional translators who work as permanent staff at UN Geneva is about 170, dealing with 80 million words annually (UN, 2023).

Phase III: China's translation industry saw a promising opportunity at the 2008 Beijing Olympics, when people around the world see China as a country capable of holding international events. With a higher demand for cross-cultural communication and cooperation, there are more job opportunities for people doing language-related work. The LSI is shaped by market, commercialisation and client-centred projects (Ren and Huang, 2019), but absence of

standards in pricing, codes of practice, and ignorance of professional ethics, which are believed to be core issue in this stage of development but lack discussion.

However, the researcher feels unprecedented threats and challenges with the emergence of ChatGPT by OpenAI at the end of 2022 and subsequent updates like GPT-4. While ChatGPT offers higher quality solutions to complex problems, there is bias imposed by human trainers (Kocoń *et al.*, 2023). For LPs, it is not only a matter of real conflicts in the field of job opportunity replacement, but also potential disturbance in terms of the ownership of translation work, the identity of knowledge-workers, the role of educators and trainers, and the subjectification of tech-human relations at a collective level. With many concerns in mind, what humans fear the most is not the difficulties themselves, but rather the uncertainty that comes with them. History shows that in every stage of human development, we have faced and overcome challenges, achieving new breakthroughs and accomplishments. Therefore, it is crucial to identify the underlying conflicts and find solutions from different perspectives to address the issues at hand. The author suggests that CT, when viewed from the perspective of individual interpreters, can provide a comprehensive and multifaceted approach. Therefore, the author proposes to combine this theory with empirical analysis to investigate the research question. One of the novelties of this research lies in the inclusiveness of diverse capitals, not limited to but initiated by what Bourdieu has brought in. Because the researcher believes that in a modern society filled with uncertainty and volatility, LPs cannot fulfil their employability only by "having" these capitals.

3.2 Capital theory in Bourdieu's sociology

As is mentioned above, what Bourdieu has initiated early in his sociology theory are three key concepts, *field, habitus*, and *capital*, which are interrelated and mutually - active. Among them, the core concept is "*field,*" which could be considered a system of power relationships (Bourdieu, 1990). Fields are also interpreted as arenas of production and exchange of resources, such as goods, services, knowledge, and competitive positions occupied by people who accumulate, exchange, and monopolise power resources, or capitals (Swartz, 2016). Therefore, the concept of "capital" is closely linked to "field." That is one far-sighted application of "capital" by Bourdieu, beyond its conventional association with economic meanings, encompassing a wider range of assets in diverse fields. *Habitus,* interrelated and coexisting with field, is considered a complex system that incorporates people's senses, perceptions, and actions in the social environment (Bourdieu, 2017; Hillier and Rooksby, 2005). If "field" is a relatively objectified place where participants' power position was constructed by capital and habitus, then "habitus" is a dynamic collection of behaviours that participants accumulated

unconsciously, which is structuring the field and being structured simultaneously. Habitus could be viewed as part of "capital" possessed by the participants, which together influences the quantity and structure of "field" in performing power (Bourdieu, 1990).

It is worth noting that both "field" theory and "habitus" theory are heatedly discussed when considering SoT (Angelelli, 2012; Michaela, 2017). TS incorporates macro-level relationships of translation and relevant fields, and the interaction of participants within the translation field, such as translators, authors, publishers, readers, etc. Habitus focuses on the micro-level perspective of individual translators because it influences their behaviour and actions through long-term practice both consciously and unconsciously (Xu, 2023). Both macro and micro aspects are utilised by researchers to explore translation phenomena through sociological lenses. However, despite the fact that capital is the main medium for field come into action and the overarching assets in forming individual habitus, there has been little research towards analysing LPs' capitals concerning employability, and this research uses CT as a reflexive lens to further understand LPs' PE.

In the past 20 years, research on CT developed massively and quickly in terms of its level and depth. With different popularity of different types of capital, EC, HC, CC, SC, and psychological capital (PC) emerge (see Figure 3.1). Notably, theses capitals have been explored in different contexts and for different research purposes, but they were utilised in a chronological order when the attention of employability shifted to competitive advantages of organisations and the personal development of individuals. Based on the career mobility model of Forrier (2009), four dimensions of movement capital are hypothesised as the antecedents of PE, namely HC, adaptability, self-awareness, and SC (Peeters, Akkermans and De Cuyper, 2020).
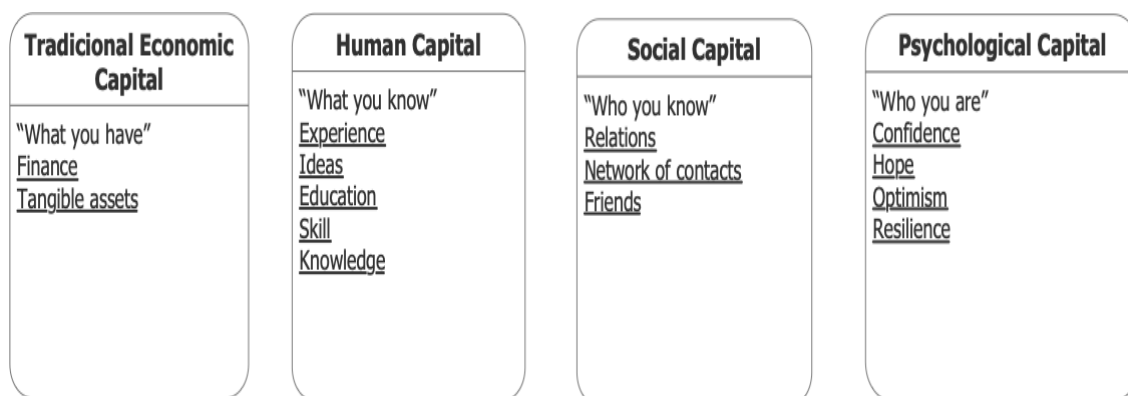
Figure 3.1Expanding of capitals, adapted from (Boudrieu,1986; Forrier, 2003; Lin,2011; Luthans, 2006)

CT is a concept mentioned in Bourdieu's sociology, along with the other two: field and habitus (Bourdieu, 2017). It is believed that capital is accumulated labour, which could be viewed as the potential capacity to produce profits and to reproduce in identical or expanded form. It could be in the disguise of three forms, EC, CC, and SC, with the latter two capitals being conditionally convertible into EC and institutionalised in different forms. Additionally, the three forms of capital function in symbolic capital, which refers to social recognition in all manifestations and does not have independent meaning by itself unless acknowledgement from others in the field is presented (Bourdieu, 2018).

Capital Theory and LPs

The link between capital and employability of LPs was found in research evidence when scholars discussed the "sociological turn" of TS (Michaela, 2017; Angelelli, 2012; Inghilleri, 2005), which underpins this proposed empirical research. Additionally, though the sociological theory of Bourdieu talks less about professionalism directly, it is an ideal tool for understating professional work, because professionalism could be understood as a collection of symbolic capital aiming at occupational production and reproduction in all forms (Noordegraaf and Schinkel, 2011).

> "Professions are islands of cultural and social exchange that materialise social services, guard expertise and craftsmanship, symbolise the "goodness" of service provision, and generate material awards for the professional workers concerned" (p.98) ….

However, rather than embracing Bourdieu's three forms of capital, EC was ignored, and HC was introduced to replace CC in this research, because HC fits mor closely to the focus of this research - knowledge, skills, abilities, and other characteristics contributing to economic achievement in the workplace (Ployhart *et al.*, 2014), for few previous literatures explored LPs' competences through the angle of CT and the relation between capitals and PE.

3.2.1 Human capital

According to Bourdieu (1986a), EC is the fundamental source of all other categories of capital. For example, CC refers to the resource that could be transferred into EC, such as education qualification; SC refers to a property of relations composed of social responsibilities, such as work positions that could be transferred into EC under certain conditions. HC came to the stage in respect to these predecessors. From the macroeconomic perspective, HC is an important element for organisational performance and employees' productivity, as well as a driver for sustainable competitiveness (Schultz, 1972).

In a labour market characterised by low organisational loyalty, security in the market depends on becoming the right kind of worker rather than finding the right job (Helens-Hart, 2019). Therefore, it requires individuals to possess proper knowledge, skills, and experience to be the right kind of worker. On a micro level, HC has been regarded a compilation of knowledge, skills, abilities, and other characteristics (KSAOs), and controversial thoughts exist relating to the relationship between educational background and occupational practice. Some believe that education level has a positive relation to occupation practice (Forrier, 2009, 2015), while others have argued that the relation between education and work is not linear but complex (Marginson, 2019). Further discussions about unit-level HC resources and organisational performance (Nyberg *et al.*, 2014; Ployhart *et al.*, 2014), suggest distinctions exist between HC and HC resources (see Figure 3.2 and Table 3.1). For example, the research by Ployhart et.al (2014) established a framework that stresses the complexity and multiplicity of HC resources, a more value-driven angle evolved from HC. However, it solely focuses on the unit-oriented value. Therefore, in this research, HC will be subsequently emphasised because it has a wider spectrum of KSAOs for all organisations, units, and individuals. Since this research focuses on the micro-level HC - individual KSAOs (Campbell, Coff and Kryscynski, 2012), the research question in this study is "How can Chinese LPs in the 21st century cultivate employability competence from the perspective of CT?.

As a subset of KSAOs for achieving economic outcomes, HC is revealed through empirical research to have a positive correlation between economic earnings and education and skill level, as well as an inverse correlation between formal education and unemployment (Becker, 2009). On a macro level, it is also believed that investment in HC is beneficial to achieving income and poverty goals especially in less developed countries (Collin and Weil, 2020). In the simplest terms, HC represents the collective "knowledge" and "know-how" that individuals possess, setting it apart from other forms of capital. This knowledge can be both hard skills, such as technical expertise in a particular field, and soft skills, like problem-solving abilities mentioned in section 2.4.2. It is reasonable to explore the new connotation of HC in a timely manner. The competence of LPs, which is intrinsically linked to their HC, is a determinant factor in their employability. By examining the interplay between HC and other contributing factors, this research aims to identify the specific skill sets and competencies that can enhance the PE of LPs in China. This includes not only the mastery of language skills but also the ability to navigate cultural nuances, adapt to technological advancements, and meet the dynamic demands of the market.
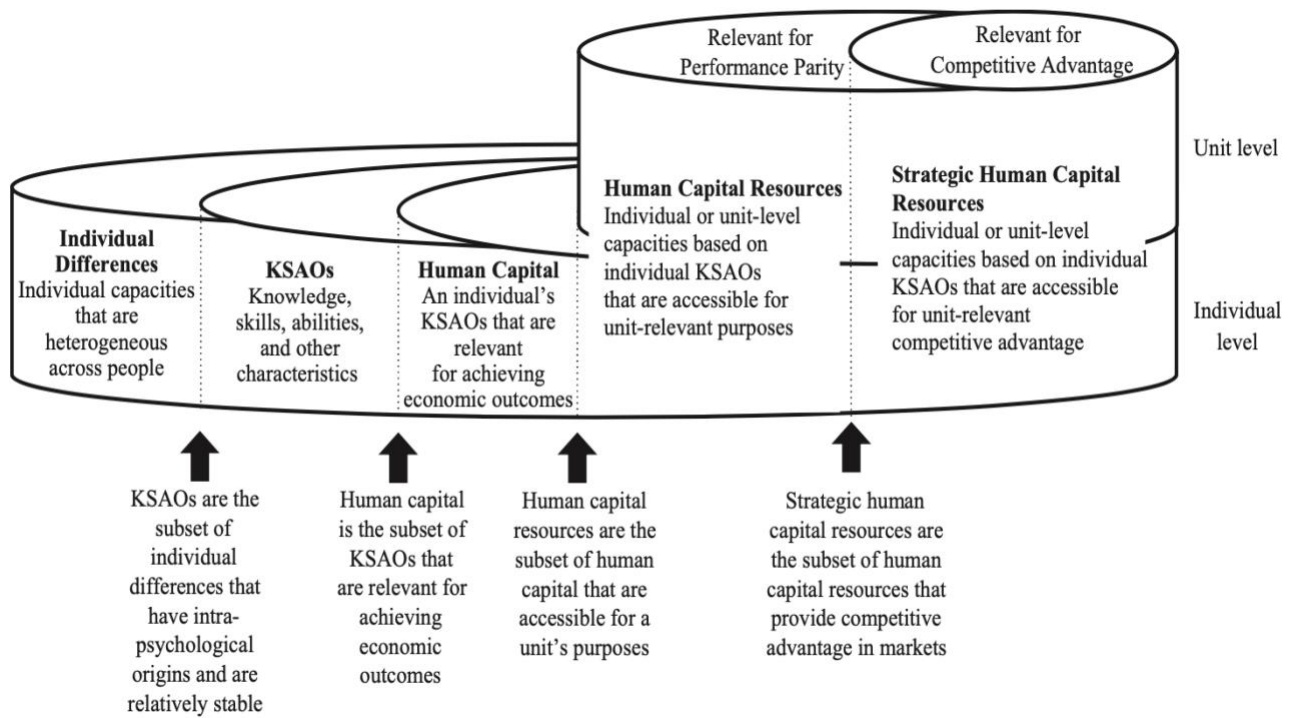
Figure 3.2 Distinction of relevant constructs of HC, adapted from Ployhart, 2013

Table 3.1 Representative definitions of HC resources

Article	Definition	Level of Analysis	Disciplinary Origin
Becker (2002: 3)	"Human capital refers to the knowledge, information, ideas, skills, and health of individuals."	Individual	Economics
Coff and Kryscynski (2011: 1430)	Human Capital: "an individual's stock of knowledge, skills, and abilities (hereafter skills)."	Individual	Strategy/ Microfoundations
	Firm-level human assets: "firm-level aggregation of employee skills."	Firm	Strategy
Crook, Todd, Combs, Woehr, and Ketchen (2011: 444)	"The term *human capital* refers to the knowledge, skills and abilities (KSAs) embodied in people (Coff, 2002)."	Firm/Individual	Strategy
Hitt, Biermant, Shimizu, and Kochhar (2001: 14)	"Human capital attributes (including education, experience, and skills) … of top managers affect firm outcomes."	Firm	Strategy
Huselid, Jackson, and Schuler (1997: 171)	"Employees' collective knowledge, skills, and abilities."	Firm	Strategic Human Resources Management
Kor and Leblebici (2005: 968)	"Firms' strategic human resources such as professionals with specialized knowledge and expertise."	Firm	Strategy
Ployhart and Moliterno (2011: 127-128)	"A unit level resource that is created from the emergence of individuals' knowledge, skills, abilities and other characteristics (KSAOs).	Unit	Psychology/Strategy
Somaya, Williamson, and Lorinkova (2008: 936)	"Defined broadly as the cumulative knowledge, skills, talent, and know-how of the firm's employees."	Firm	Strategy/Knowledge-Based View
Wright and McMahan (2011: 95)	"At the unit level, human capital can refer to the aggregate accumulation of individual human capital that can be combined in a way that creates value for the unit."	Unit	Strategic Human Resources Management
Youndt and Snell (2004: 338)	"Human capital simply refers to individual employees' knowledge, skills, and expertise."	Individual	Strategic Human Resources Management

3.2.2 Social capital

The basic concept of SC is defined by Bourdieu (Bourdieu, 1986a) and Coleman (1994) as a property of relations, and later discussed and agreed by Putnam, Burt and Lin *et al*,(2001),as a property of relationships among individuals that are a resource actors can use and benefit from (Häuberer, 2011) . According to Bourdieu, SC refers to the aggregate of the actual or potential resources linked to the owning of durable networks that features in acquaintance and recognition of the members (Bourdieu, 1986a). According to this definition, SC is a kind of individual resource that is convertible to EC in an intangible way. The successful utilization of

SC depends on not only the width of network connections of an individual, but also the concrete amount of resource each member within the network possesses. Coleman (1994) agrees with Bourdieu in terms of SC's embedded feature in relationships between actors as a resource, but instead of personalize this resource, he regarded it as a capital both at personal and collective level especially for institutionalised organisations (see Figure 3.3).

Relations of mutual trust
Authority relations
Information potential
Effective norms
Appropriable social organisation

Figure 3.3 Coleman's social capital

Burt and Lin (2001) regarded SC as a structural feature and integrated critical elements on the basis of previous SC concepts (see Figure 3.4). They believe SC comes into play either as a surplus resource to the production beyond what is minimally required, or as the added value of a resource, which contribute to to the increase in the value due to its use in production. Within the social networks, a hierarchical structure is embedded thus all actors (individuals) bring together their social networks (position, occupation, profession, etc) with them, into this integrated SC framework. In essence, they proposed a nuanced view of SC that considers both the individual's network and the larger social context, recognizing that the value of these networks is not just in the connections themselves, but also in the structural advantages they provide to produce benefits.

However, these founding remarks about SC just pressed the button of further research and critics. Considering the practical application of SC in this research, the definition of SC will also include non-institutionalized factors in human relationships, such as friendship (Häuberer, 2011). Methodologically, the size, range, openness, and density of social networks, either

formal or informal, strong or weak, have been considered and measured by Hauberer and adjusted into a refined version of the SC model (see Figure 3.5).
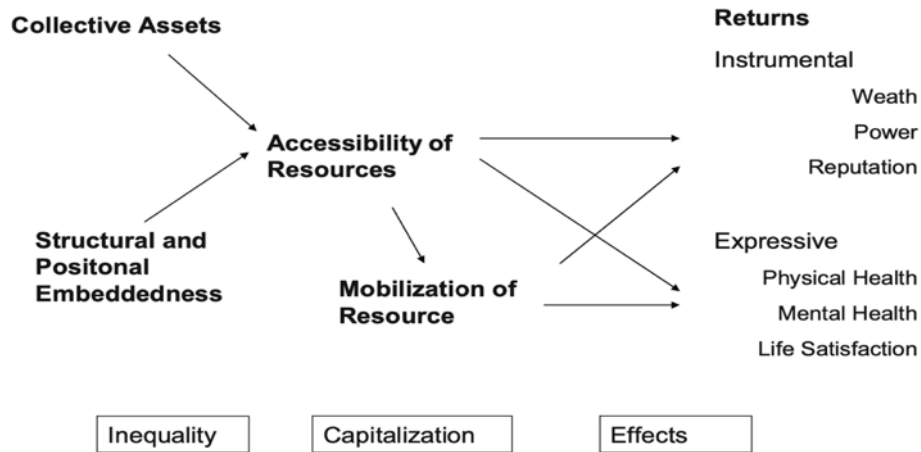
Figure 3.4 Lin's Social Capital Model
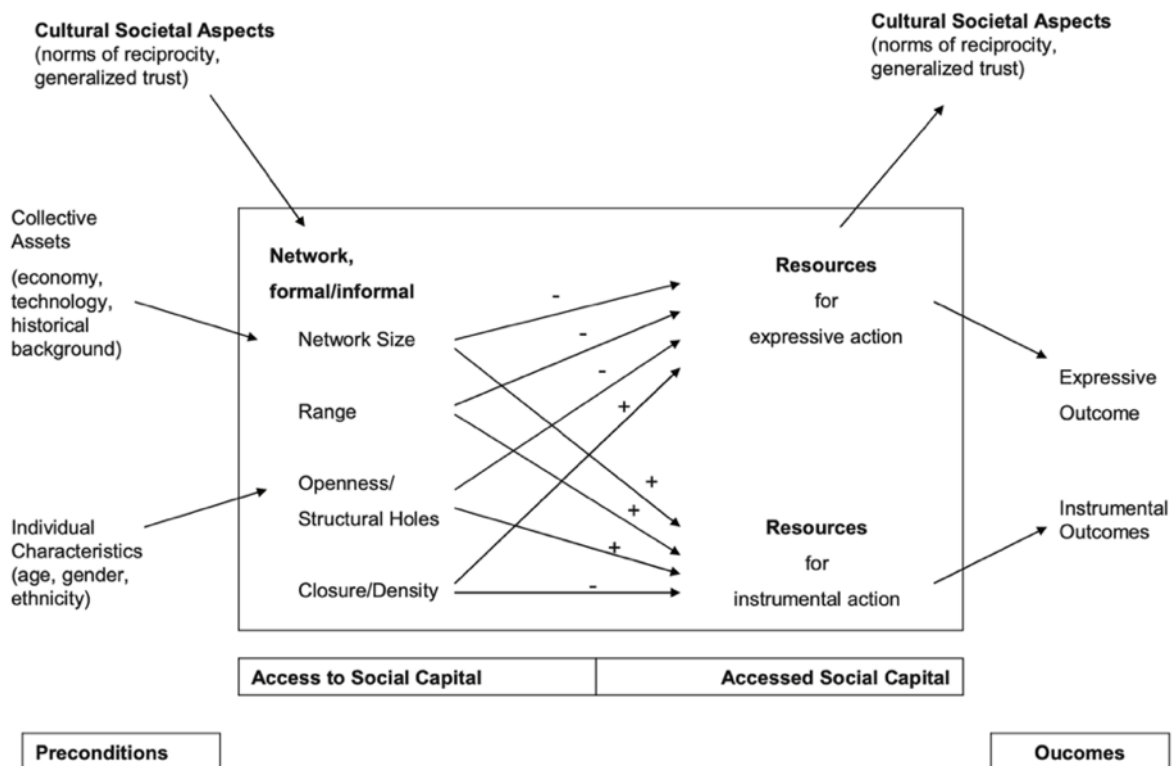
Figure 3.5 Häuberer's Refined Social Capital Model

SC has been discussed under other names. For example, in studies of graduate employability, Mayrhofer et al. (2005: 42) claimed that networking and being open to social contacts are components of *sociability*. Forret and Sullivan (2002) argue that research shows networking improves the likelihood of finding new jobs, and is linked to increases in compensation, promotions, and career satisfaction, which have been studied extensively among college graduates (Chen, 2017), but limited research has been found in LPs. Relating to SC, which refers to networks of contacts that provide support and information to individuals (Fugate et al., 2004), *sociability* is frequently referred to as an embodiment of SC, which can be undertaken as the quality of the support network that one is able to account on for better employability (Gazier, 2001: 10). "Who individuals know and their relationship quality with other individuals is a valuable and nonreplicable asset that gives them planned competitive benefit. Sociability comes with other benefits like job opportunities, promotion, influence, and venture capital (Forret & Sullivan, 2002: 251). Sociability is also connected with proactivity, in that someone with a proactive disposition is usually good at socialising with others, and is more likely to be "likeable, trusting, easy to cooperate with,... expected to adapt easily to new work environments" (Wahat, 2009: 283, 287).

Considering the three perspectives of social network proposed by Greve and Salaff (2003), strength, size, and heterogeneity of networks influence individuals' accessibility and possibility of acquiring more information relating to employability. Therefore, SC is significant for practitioners because they need to find "ties" to help capitalise on their relationships, whether they are strong or weak (Trieu *et al.*, 2019). It is true especially for LPs in China because the market for language as a service industry is relatively lacking behind comparing to their counterparts in developed countries, which means *Guanxi*, a cultural characteristic that strongly impacts interpersonal dynamics in Chinese society, benefits the market competition (Park and Luo, 2001). As the Chinese market lacks professionalism in the current phase and the development of a practitioner training system, which has been discussed to depth in section 2.5.1., and the theory of SC believes that relational returns can be achieved through investment in social networks (Lin, Cook and Burt, 2001), it is necessary to explore LPs in their career development and how much interpersonal connection affects their PE.

3.2.3 Psychological capital

In management research, psychological capital (PC) is considered useful initiative for the work performance of employees and organisational competitiveness. Fred Luthans (2004) proposed positive organisational behaviour and PC, another form of capital beyond HC and CC. In organisational management, PC has been regarded as positive psychological capability of individuals, which consists of four dimensions, namely, ***self-efficacy, hope, optimism, and resilience*** (see Figure 3.6) (Youssef and Luthans, 2007; Luthans, Avolio and Youssef, 2006; Luthans, Luthans and Luthans, 2004). But because of the "state-like" feature of PC, which means the state-like variables are easy to vary and be explored, it seems difficult to quantify one's PC with fixed measurements. Instead, a kind of media or trait could be purposefully cultivated to tap the potential of one's capability through positive promotion. It should be noted that according to the "resource caravans" (Hobfoll, 2011) (see Figure 3.7), resources include object resources, condition resources, personal resources, and energy resources, among which personal resources consist of personal traits such as self-efficacy - an element of psychological capital. It also stressed that different settings form an ecology, exerting an impact on the formation of PC elements. Therefore, a discussion of the Chinese-culture context in which shared values toward PC are formed is meaningful and necessary.
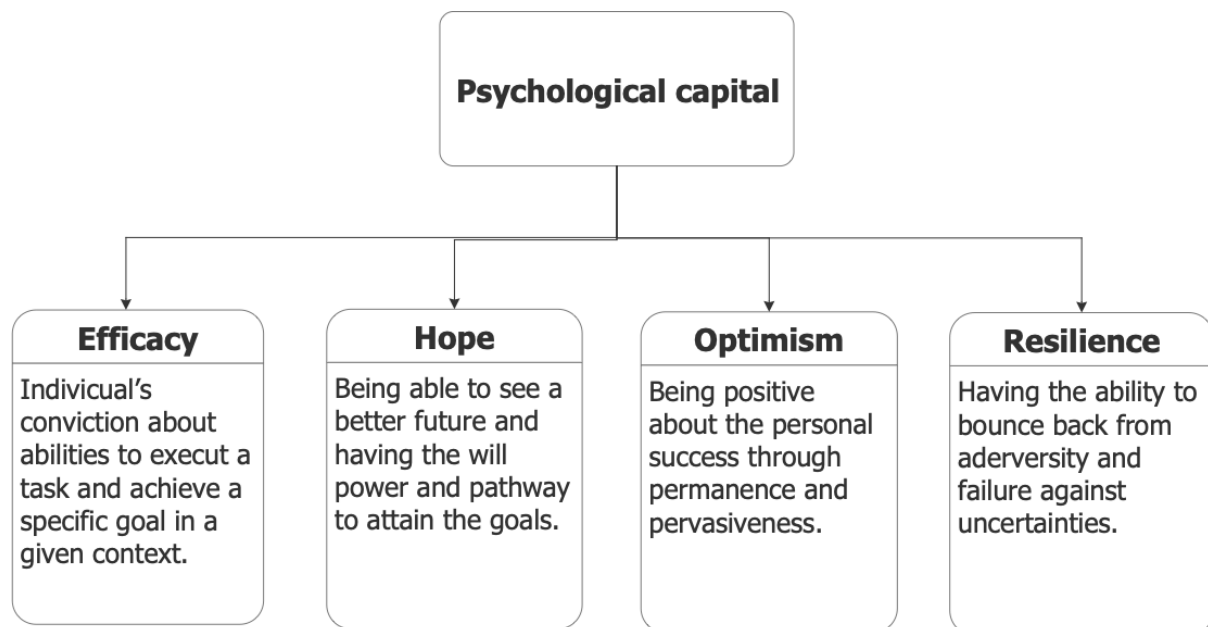
Figure 3.6 Constructs of psychological capitals (adapted from Luthans, Avolio and Youssef 2006)
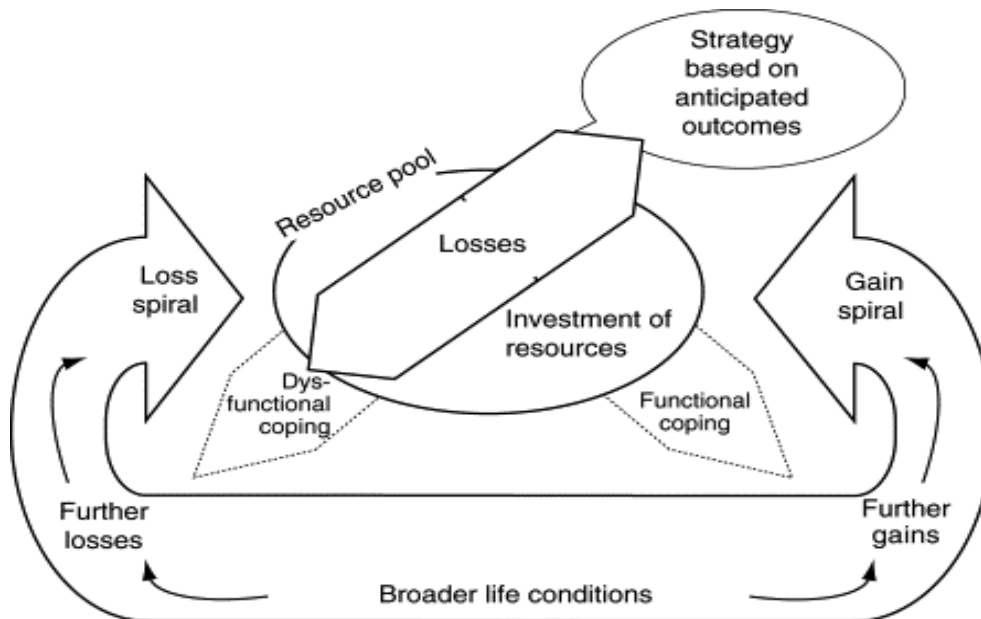
Figure 3.7 Process of resource conservation (adapted from Hobfoll,2008; Buchwald and Schwarzer,2010)

Though PC is not an elemental factor in Bourdieu's CT, it is deemed applicable to LPs in a way that positive PC enhances well-being in professional development and the definition of career success (Brennan and O'Grady, 2022), and is therefore beneficial for employability elevation. Research shows that how individuals feel and behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing (Qenani, MacDougall and Sexton, 2014; Newman *et al.*, 2019; Jung and Yoon, 2015). Psychological factors, such as self-efficacy (Luthans, Avolio and Youssef, 2006; Bandura, 2006), self-evaluation and resilience (Di Fabio and Saklofske, 2014), emotional intelligence (Petrides *et al.*, 2016), have been studied in terms of their relevance to employability. Especially, TS has already begun to explore the role of emotional intelligence, with its latest updates in psychological sustainability of LPs and enhancement through the translator's education process (Penet and Fernandez-Parra, 2023). It indicates that positive intervention of emotional skills is critical to LPs psychological and employment sustainability (Hubscher-Davidson, 2024), which could be understood as the extent to which LPs believe they are capable of largely influences their practice at work, which is of similar importance to the actual capabilities they possess at hand. However, practical skills and knowledge are mostly discussed and regarded as predominant in career success for LPs especially in the current tech-development of AI, and LPs' PC has been less studied.

Though PC is commonly believed as an influential element in affecting people's work performance and in helping combat mental health in the VUCA context (Luthans and Broad,

2022), there's a lack of evidence that PC can lead to a positive employability result among the group of LPs in LSI. In addition, as a profession that requires complex capabilities, the components of LPs' PC and the relationship between PC and other capital forms are to be explored. In terms of measurement of PC, research has used the four subscales of Luthans as a valid and reliable tool and has predicted an effect of PC facilitating language learning outcomes for English learners (Lin, 2020). Based on the Psychological Capital Questionnaire (PCQ), which has long been regarded as the standard measure to assess PC for organisations, Compound PsyCap Scale (CPC-12) was created as a valid self-report scale measuring PC (Lorenz *et al.*, 2016). Even though it provided a comprehensive way of understanding the psychological well-being of English learners, it was not specifically focusing on LPs' PE which requires much more as a profession. With its original sample in Czech and Germany, it also lacks verification in terms of its suitability to different samples across cultures (Platania and Paolillo, 2022), in this case in China. Other research has also discussed LPs' psychological elements beyond the four dimensions of PC, including stress and job satisfaction (Jennifer and Mary, 2019), identity and social responsibility (Yoo and Ja Jeong, 2017), and personality (Lehka-Paul and Whyatt, 2016). But limited studies were conducted from the perspective of employability. Therefore, this research will explore the element of PC through in-depth interviews with LPs and build a framework of elements indicating PC's important for PE, and the exploration of such a relationship is worthwhile in filling the research gap.

3.2.4 Other capitals

CC was originally introduced by Pierre Bourdieu (1986a) as one of the three basic kinds of capital (the other two are EC and SC). It has been defined as the accumulation of durable qualities in an individual, such as knowledge and skills. According to Bourdieu, the amount of these three kinds of capital differs among various groups in societies because the allocation of these capitals mainly depends on the characteristics of specific fields and the cost of transformation between capitals (Bourdieu, 1983). As mentioned earlier, CC is considered one aspect of the HC because the latter is more inclusive in terms of qualities required in LPs.

One of the most important concepts in CC might be its physical embodiment - habitus, which refers to the deeply integrated skills and "know-how" that people possess through life experience. For example, it is habitus that determine when, what, and how the LPs respond in a complex cross-language situation without awareness. It is hardly possible for it to be duplicated or taught word for word to people who have different experiences. Cultural capital is believed as the cultural knowledge that serves as currency to help navigate culture and alter opportunities available to us (Vaughn, 2012). Since cross-cultural elements are highly relevant

to LPs' work, this section discusses cultural competence of translators. It includes the material and non-material possession of higher social stratification in three forms: embodied state, objectified state, and institutionalised state. The more capital people have access to, the more likely they are to live a successful life. However, the degree of CC influence on people differs in societies and cultures, and both negative and positive relationships could be found between CC and success. Rich discussion happened in diverse fields in terms of the wide application of CC, especially in education (Lareau and Weininger, 2003; Davies and Rizk, 2018). As CC originates from the Western world, it is found that in East Asian countries like Japan (Yoko and Mary, 2010) and Korea (Soo-yong, Evan and Kyung-keun, 2012), the higher the CC of students, the worse their academic performance. While in China, CC has an impact on the choice between science and liberal arts majors in college, because students with higher CC would be able to choose what they like in college life, such as arts, music and humanistic majors, which require high cost in China and longer time of investment. But those who have lower CC, usually children from common families that cannot spear that much resources, tend to choose practical majors such as engineering and information technology that give them more opportunities in the job market and earlier foreseeable payment (Hu and Wu, 2019). However, Lareau and Weininiger (2003) tried to develop an alternative interpretation of CC that does not intend to separate from ''HC'' or ''technical'' skill, but stresses the importance of micro-interactional processes in an individual's use of knowledge, skills, and competence.

Except for the cultural capital elements brought by Bourdieu, there are other forms of capital that studied by scholars in relation to professional language industry workers, including technological capital (TC), digital capital and professional capital which can all be merged into the three capital types mentioned before. For example, previous research on TC focuses on the theoretical foundation, distinction of cognitive modes and bilingualism (Yu and Schwieter, 2018), and the developmental features of people who have bilingual capability. Because of the important but controversial ideal proposed by Harris, newer models of LPs' competence are discussing extra-linguistic competence that is not possessed by bilinguals, which distinguishes professionals from non-professionals. Similar but with a different focus, digital capital stressed a digital mindset, which not only encompasses new technological skills for timely transformation, but also attitudes and behaviours for them to realise new possibilities in the tech-intensive world (Neeley; and Leonardi, 2022). Ariane (2019) argues that because of the ubiquitous existence and power of technology in modern work, digital capital emerged a new form capital. It is not merely about people's access to computing resources, but also the awareness, motivation, and skills needed in a highly connected society, which also involves

identified connectivity, online self-presentation, and privacy management in the boundary management between work and life in the last decade. It is believed that young people who grew up with tech gigs are more likely to acquire digital CC, but the reality is people who need to find a job, in spite of their age, need to cultivate digital CC, such as gig jobs in the labour market (Monahan, Schwartz and Schleeter, 2018). It is believed to be highly applicable to the group of LPs, a group whose work competence is largely influenced by technologies and their awareness of using technologies. While professional capital (Noordegraaf and Schinkel, 2011) could be considered a combination of skills and experience and attributes for professional individuals' employability, it could therefore be categorised into HC.

However, there's another important ability that could not be easily emerged into the HC, SC and PC: *adaptability* (AD), which refers to individuals' ability to adjust and develop successfully in changing environments and contributes to their employability and overall career achievement. Previous research found a mediating role of adaptability in self-perceived employability and competence (Monteiro, Ferreira and Almeida, 2020). It also includes attributes like willingness to learn, being flexible, and embracing change regarding working environments, with research indicating that AD can effectively facilitate job transitions for people in their mid-career periods (Brown et al., 2012). There are measurement scales designed to assess AD – concern, curiosity, and confidence (Savickas and Porfeli, 2011), and a framework that presupposes people's work life: contextual possibilities, dynamic processes, non-linear progression, multiple perspectives, and personal patterns. The essence of AD stressed not only people's competence of adjusting to changes, but also the ability to spot and seize opportunities that may come from challenges and uncertainties, which coincides with the research question that triggers this study. Focusing on LPs, their AD has been frequently mentioned about especially with every single technological development and has become more noticeable in the wake of AI presence, which poses threats to their job positions, challenges their efficiency and accuracy, and asks updated of identity shift in their career. So, it is of practical importance to consider AD, even though it is not on the list of capital forms, due to the dynamic nature of LSI. By conducting interviews with LPs and later a survey, the significance of AD might be supported or refuted by empirical evidence.

3.3 Influence of capitals

3.3.1 Influence of human capital

As discussed above, HC was born as an addition to traditional physical capital, which symbolised that people with their abilities have been recognised in producing and stimulating economic outcomes (Galor and Moav, 2004) . CC, as part of HC, includes the durable qualities

people have, represented by certain qualifications, scholastic titles, diplomas, or objectified properties such as books, paintings, etc. They deal with the intangible assets of individuals; therefore, they will be discussed as one aspect of affecting the competence of LPs. For TC, it is generally believed to be supported by professional qualifications, which is not only about academic qualifications, but also competence and skills people cultivated through training and practice (Atkinson, 2012).

Language competence

There has been research on the process of language competence (LC) in TS development. *LC* is considered to be the central piece in the acquisition of TC (Luis Miguel Castillo, 2015). From the perspective of its relation to bilingualism and second-language acquisition, Harris (1978) proposed that all translators have to be bilingual and that all bilinguals can translate. It is believed that all bilinguals have the competence of mastering the two different languages and the competence of translating between these languages bilaterally. Toury (1986) proposed another model of TC development - 'Translation as transfer'. It claims TC is a combination of bilingual competence and interlingual transfer competence, therefore, the innate predisposition to bilingualism is necessary but not sufficient to build TC. Grosjean (2001) claimed in contradiction that bilinguals are not necessarily qualified professionals, in terms of cultural awareness, inequivalence of knowledge of both languages, and the specific skills required in language forms and meanings. With increased educational and sociocultural opportunities, language has become a significant capital in the economic market (Pauwels, 2014). On the one hand, language wields enormous power, through translation, in the construction of national identities in front of other cultures, and therefore will be faced with confrontations in ethnic recognition or other challenges. While at the same time, language was empowered, again through translation, by cultural dominance in the target language, competing for maintenance in the form of concepts, practices, philosophies etc. (Venuti, 1995). In my understanding, capital is something that exists or could be acquired by individuals or organisations through efforts, some kind of resource out there to be explored. But competence is not there to be gained, and should be built based on experience, education, practice in a certain field, and cognitive knowledge. LC exactly acts in that way in enabling translators to put what they know into real practice.

Cultural competence

In organisation, having employees from diverse cultural background, does not necessarily equal to being culturally diverse as an organisation. Similarly, having that kind of capital as an individual, does not guarantee the cultural competence needed in the workplace. Not every

person is able to walk the talk in cross-cultural activities as being influenced by biases and deeply rooted beliefs and worldviews. Cultural competence generally refers to the cultural awareness, attitude, skills and knowledge in reaction to people and values that are different of ourselves (Vaughn, 2012). These components are interconnected but not necessarily coexist in social interactions. Literature shows in the past two decades, cultural competence has been studied mainly in field of health care and nursing (Purnell, 2002), and in business (James, Tomasz and Salvador, 2006) especially in international environment (Nadan, 2017), which indicates meaningful implications in its cultural framework. Cultural competence is "the adaptation of care in consistence with the culture of client" in the Purnell model (2002). For LPs, it could be the cultural consideration of people involved in translation process. However, it should be realised that these models are designed for practitioners in other sectors, such as health care and business, not for LPs in LSI. So, as the nature of LPs' work rests in cross-cultural activities every now and then, it is necessary and valuable to discuss and explore cultural competence that adopts by translators. According to Sue (2001), individuals are inherently influenced by a cultural framework consisting of ideas, values, rules, and social practises. Certain aspects of this framework, such as race, gender, disability or ability, and age, remain constant throughout one's life. Conversely, other aspects, including education, financial level, marital status, and geographic location, have the potential to change over time. The concept of individual identity can be succinctly encapsulated in the following statement: Every individual possesses unique qualities that distinguish them from others in many aspects. There exists a lack of consensus about the precise meaning of cultural difference, since many perspectives emphasise aspects such as variety, awareness, similarity, and dissimilarity, as well as inclusivity and exclusiveness. Therefore, as the bridge between different cultural individuals and groups, LPs need to cultivate cultural competence more. According to CA, the above components could be considered as the basic capabilities for translators, just like the "ability to move about" in CA from the perspective of human rights. Therefore, this research focuses on the non-linguistic competence that perceived necessary by the experts, including social, instrumental, and psychological skills.

Instrumental competence

However, it seems there is an "innate" barrier between technical and humane jobs. LSI in the new century sits at the conjunction of both (O'Hagan, 2020). With the recognition of the professional identity of LPs, there is an increased prevalence of technologies in the translation and localisation industry (Gaspari, Almaghout and Doherty, 2015; Slator, 2020; Massardo and Meer, 2017). It is estimated that the industry's value would reach a staggering 69.3 billion by

2023, and the industry is projected to experience a robust expansion, reaching an impressive $90.8 billion by the year 2027. This growth is driven by the increasing demand for services such as translation and localization, which are provided by 89.3% of the largest language service providers (LSPs) (Nimdzi, 2023). Challenges faced by LPs have a close relation to technological development in this globalised world, especially with the development of computer-assisted translation tools and MT (Doherty, 2016). According to research in the last decade, represented by the book edited by Minako (2019), there are specific topics and discussions on the relation between language translation and technology as well as the necessity of ICT competence and its significance in LP training. With the development of MT, technical competence was fully revealed for untrained netizens who do translation out of their affection to certain specialised industries, such as the game localization (O'hagan, 2009). However, risks remain in terms of the deficiencies that machines could hardly replace human LPs, which have been pointed out since the launch of MT marked by Weaver's memo (1949) and several challenges were predicted for MT. Interestingly, all the challenges were, to a different extent, tackled by scientists and up-to-date (see Figure 3.8).
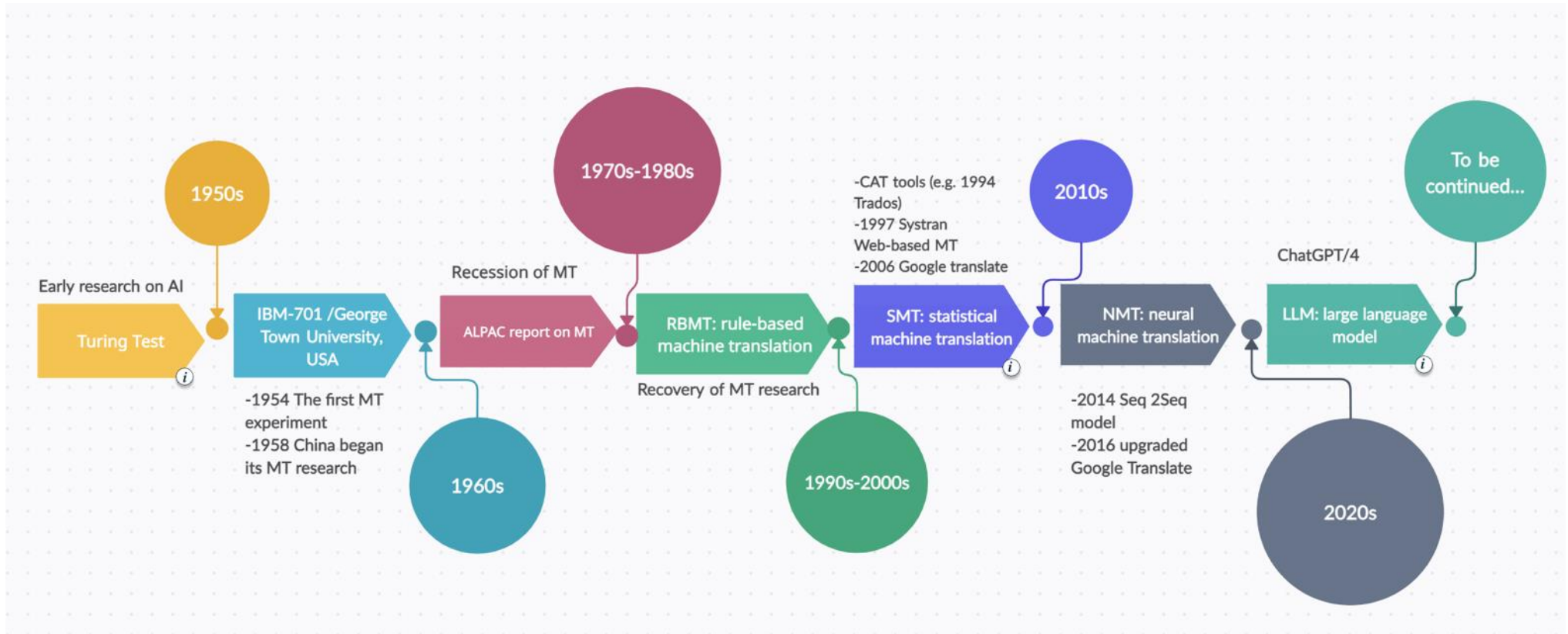
Figure 3.8 Timeline of MT development, adapted from Feng (1984) and Melby (2020.p.1451)

According to the term Sustainable Development coined by the Brundtland Commission (WCED, 1987), it is the development that "meets the needs of present generations without compromising the needs of future generations." SE is a component within this huge system, which aims at achieving intragenerational and intergenerational equity in the labour market (Bansal, 2019). Technological competence should by no means be spared from the list that shaping the working environment of LSI.

However, there was research discussing setbacks of translation technologies represented by MT, including the possible social inequalities caused by current tech levels (Vieira, O'Hagan and O'Sullivan, 2021) and the lack of accuracy under emergency responses for people with less English proficiency (Turner *et al.*, 2019). It indicates that it will take some time for MT to perform more accurately under specific circumstances and in specialized industries. Except for translation work (the written form), interpreting work requires even higher flexibility, cultural understanding, and interpersonal competence in MT.

Except O'Hagan's focus on localisation, the development of translation technology and its influence has been reviewed from both positive and negative side. For the performance of MT, O'Brien (2022) has provided a comprehensive overview of the post-editing (PE) process, which is essential for refining machine translation (MT) output, especially when the text is intended for publication. He emphasized the importance of PE in the translation industry and the need for further research and training to optimize the process. It also highlighted the evolving nature of PE with advancements in MT technology and the integration of adaptive and interactive systems. Highlighting the importance of considering ecological and workplace sustainability in the context of translation and technology use, Moorkens (2020) addresses the impact of data-driven MT on the translation industry, society, and the profession itself. By viewing translation as a shared resource, it is believed AI will influence the translation profession while being sensitive to market shifts and demographics. By addressing potential risks, a model was proposed as an adaptation of Elkington's (1998) triple bottom line model and stressed a broader notion of sustainability is important in empowering translators, ensure fair data ownership, and sustain the industry in the face of AI advancements. Though based on region-bounded data, Firat (2024) has examined the effects of digital labor platforms on the working conditions of translation workers. Risks were discussed in this new trend, including those for LPs like uncertain employment status, variable income levels, reduced bargaining rights, and dependence on platforms, as well as challenges for other stakeholders in the process such as protection of data privacy and intellectual property right. Relevant research has called for the need for a more equitable and sustainable approach to work in the digital age.

Brougham and Harr (2018) have found a positive relationship between the technological awareness and well-being of employees, and a negative relationship between technological awareness and job outcomes, such as organisational commitment and career satisfaction. In other studies, it is argued that human touch and soft skills are irreplaceable by smart technologies, and therefore employees need to perceive the tech-revolution as an opportunity rather than a threat of displacement (Bhargava, Bester and Bolton, 2020). No matter for the technophobes who have irrational fear towards technological development, or the non-technophobes who believe technology generates more jobs and banish inequality (Mc Clune, 2018), PE is indeed influenced by people's personal traits (Rothwell, 2009), interpersonal relationship and the external labour market (Berntson, Sverke and Marklund, 2006). Early in chapter 2, ICT has been mentioned as being at the centre of the translation process, and the application of tools adds value to translators' work and to the training of digital competence (Ivanova, 2016).

3.3.2 Influence of social capital

Social competence, including communication skills are spotted with the highest frequency mentioned in jobs advertisements in the labour market (Katy *et al.*, 2018). The link between CA and TS lies on the CT, where scholars such as Venuti puts high emphasis on the cultural grids of LPs that derived from the SC and CC of Pierre Bourdieu (1986a).

SC became the research focus by Bourdieu (2008), Coleman (1994), Putnam and Nin (2005) … who have different interpretation on its component, but Bourdieu and Coleman have established the fundamental thoughts in SC . While Bourdieu explained SC in line with EC and CC, he emphasised the importance of context in discussing SC in a certain social condition (Gannon and Roberts, 2020). In that sense, SC is believed to be a resource that connected within one's social networks (Bourdieu, 1987), which is rather personal than collective in nature, fluid, and flexible. The reason for choosing SC from Bourdieu's standing is that it fully recognises the complexity of the social environment and the differences in social stratifications, professionals, and the labour market (Claridge, 2015), which is in line with the research focus of this study. SC is defined as a framework of skills, knowledge, and expectations that guides behaviour, which contains *bonding SC, bridging SC and linking SC*. It is the capital that needed for success, which is much more critical than HC and EC (Pasricha, 2014) and is believed to be essential in enhancing business networks (Batt, 2008). According to Wynne and Field, SC provides the route to other forms of capital that are important to one's life, including EC and HC.

It is researched that ***social competence*** is likely to have a positive impact on SC (Lans, Blok and Gulikers, 2015), but some empirical results are based on samples from college students with an aim of network study in early-stage entrepreneurship, which lacks the applicability to LPs in this research. Luckily, the study reveals that social competence is much more than from mere sum of its separate parts, which indicates it is necessary to look at LPs' competence with an integral perspective instead of looking at it dispersedly. Besides, Gannon and Roberts (2020) have done research to combine theoretical and empirical research on SC and emphasise its multi-dimensional perspectives. In the multi-component competence models discussed in section 2.4.3.2, social competence, also termed interpersonal competence, or contact competence, are explicitly mentioned. Other elements of "being socially-connected," like "autonomy" and "control," have been studied as important variables influencing self-employed translators' working conditions (Fraser and Gold, 2001). Therefore, this research will discuss LPs' competence by focusing on this group of people through inductive methods that can better conclude their general features while not ignoring differences existing in individuals.

SC as is believed to be critical for organisations, as well as to individuals' personal lives. It is related to one's social networks, for LPs who are supposed to have LC and TC, it is not known much in current research results what might be the necessary component in their social competence, such as who they know, their networks in the market, relations with agencies and customers, and identity recognition in a community. SC is a reflection of how social resources are acquired and maintained by individuals and be used as helpful tools in helping them achieving personal goals. According to CA theory, if individuals do not have the capability to get the necessary skills and resources, it is an indication of the society that fails to offer freedom and conditions for individuals (Burchardt and Vizard, 2011). Possessing employer-relevant knowledge and skills is not enough, especially in China where the extent of professionalism of LPs is lagging that of developed countries. Individuals also need the capability to exploit their capitals, and to sell and market themselves for better competitiveness (Hillage and Pollard, 1998). As is discussed in section 2.4.2, according to the PACTE Group (Albir, 2017; Beeby *et al.*, 2009), sub-TCs were extracted for successful translation outcome in professionals.

Because of the multi-componental feature and the AI prevalence, LPs are supposed to have linguistic knowledge, and also competence that should be developed during the translation practice, such as extra-linguistic skills in communicative competence (Juliane House, 1986), sociocultural background, strategic competence, and psychophysiological competence, as well as some peripheral competences like the use of digital devices and technological tools (Beeby *et al.*, 2003).

For LPs today, compared to the past when translators basically only translated, they are usually required to do more, like rewriting, post-editing, documentation, or activities involved in localisation industries - the other aspect of skills set in CA. They are usually called "knowledge related to translation". With a dearth of empirical studies on multi-componential models, it is worth noting that there is no single model that best for all translation activities and for all LPs, and the list of components in TC should be updated as time and context keep changing. From here, it might be fair to say that TC is an extended kind of competence built on LC, but still not enough to describe the full range of competence a translator needs in this new era. According to Olalla-Soler (2019), during the language service process, strategies adopted by practitioners are influenced by both TC and cultural competence.

3.3.3 Influence of psychological capital

PE is closely linked to the psychological components in people's job seeking and career development processes (Chen and Lim, 2012). As is discussed in the models of employability in Chapter 2.3.2, PE focuses on individuals' perceptions of their abilities and possibilities of getting and maintaining employment, which is based on subjective evaluation. Therefore, it is individually based and psychologically oriented.

From traditional relationships to the modern career characteristics, individuals no longer only provide expected loyalty, and employers offer much more than job security (Vanhercke *et al.*, 2014). Employees actively shape and build their career profile in the organisation, and also across functional boundaries. In that case, more responsibility and initiative are shifted to the side of individuals personal traits, resources and reactions to changes. Psychological skills are crucial to a capable employee at the individual level, because they benefit people in the workplace. Besides, employees' psychological competence is conducive to the long-term development of organisations as positive psychological elements, such as psychological safety is believed to be positively related to the willingness of speaking up and creativity at work (Judith *et al.*, 2019). For LPs, among the cognitive and affective variables, aptitude and motivation are highlighted as the most relevant predictors of language learning success (Liu and Yu, 2019).

Motivation has long been studied as an incremental factor in the literature of their employer-employee relationship (Pink, 2011), and as a mechanism through which JI takes into effect (Shoss, 2017) . In this research, it can either be a positive or negative factor in TC training. It has been studied as both an independent and dependent variable in the performance of translators, whose level would be influenced by external factors such as trainers and organisations, and by internal factors including but not limited to self-perceived competence

and support during the process (Zhiwei, 2016). Focusing on the motivation of LPs, Sakamoto *et al.* (2024) have worked on a valid measurement to evaluate translators' work satisfaction and motivation since they are likely to be negatively affected by technology-led cost-cutting efforts and the industry's digital transformation. Through a lens of the i9mpact of digital Taylorism (DT) on the translation industry, the autonomy of LPs was at higher risk since more decomposed tasks resulting from platform-mediated work and multimedia projects that requires rapid turnaround times. Therefore, the increased monitoring, surveillance and subdivision of tasks are likely to erode trust between translation clients and providers, which is a key factor in job satisfaction Moorkens (2020). It is suggested that policymakers, translation agencies, and translator trainers should work together to empower workers and introduce business ethics and contemporary work practices to ensure a sustainable and fair industry in the long run.

Self-efficacy acts as another psychological factor influencing PE. It usually represents Bandura's statement in his *general self-efficacy scale (GSES)* that "belief in individuals' abilities to mobilise their motivation and cognitive resources to meet situational demands" (1996; 2006). It is believed that it is not who we are that will have an impact on the environment, but more importantly, how we look at ourselves will alter an outcome, which is usually called *self-efficacy*, the conviction that one can successfully execute the behaviour required to produce the outcomes" (Bandura, 1977, p. 141). Because "being capable of completing it" or "I cannot do it" are the most common two alternatives for people when they look at their capability for a task in the future. It stands for a set of psychological powers that influence people's determination, willingness, and motivation to complete a test, including the time and effort they decide to exert during the process. Relating to career success, motivation is believed to have a positive relationship with the possibility of having a successful career. The capability of individuals to consider the future consequences of their actions is a cognitive source of motivation. It is future-oriented because it is not the result of the past and achievement made at present, but the parameter indicating people how they *can* do in the coming situation, more like a psychological hint. Based on criticisms of GSES, Chen (2001; 2004) has proposed a new general self-efficacy (NGSE) that claims to be concise in question items and high in internal reliability. Nevertheless, either of these scales are not designed for a specific target and could be adopted to measure self-efficacy for different contextual purposes among different groups of people, such as children, students, and teachers (Perera, Granziera and McIlveen, 2018) and entrepreneurs (Newman *et al.*, 2019) etc. But to the researcher's knowledge, no current research has done empirical research about translators. Self-efficacy is concerned with people's

beliefs in their capabilities to exercise control over their own functioning and over events that affect their lives (Bandura, 1994). Empirical research has proved that self-efficacy facilitates higher PE both internally and externally, especially among protean individuals (Sultana and Malik, 2020), such as LPs with flexible working forms.

Resilience has long been through the complexities of definitions because of its multitude of meanings and diverse research methods and perspectives (Van Breda, 2018). According to the resilience grid (see Table 3.2), it could be measured from the individual level to the organisational level (team level), with different focuses from each perspective. For organisational resilience, as is believed to be ever more important in times of uncertainty (Duchek, 2019; bsi, 2018) , it emphasises the ability of organisation to adapt to changes and pull through difficulties, including individuals in the organisation, the process of doing so, and the organisational culture overall. Team resilience is believed as sub-category of organisational resilience, and a collective efficacy (Bandura,2000) made by individuals who support each other in the face of problems. Fleming and Ledogar (2008) saw community resilience, or cultural resilience, as the capacity of a certain community or cultural system in reorganising themselves under disturbance, while retaining key features of identity when changes happen. Research from the above social dimensions is gaining awareness by researchers as a capacity, which also links closely to Bourdieu's social CT. Individually, the essence of resilience, according to Masten, Powell and Luthar (2003), is an inference of one's life when it meets two fundamental criteria: one is that a person is in a state of "doing okay," and another is that significant risks are there to overcome. In short, it is believed to be the ability to bounce back after stress, and individuals with resilience also possess positive conduct in adapting to adversity. Though different researchers hold controversial opinions on whether resilience is "an innate and natural human psychological capacity" (Kelley, 2005), or "a resource that can be built and used up"(Walsh, 2015). In this research, the researcher integrates both perspectives and views resilience as a dynamic process that featured by psychological attributes that could be learned and come into effect for the benefit of one's employability (Luthar, Cicchetti and Becker, 2000). Because adversity, one of the two criteria in the formation of resilience, is more frequently seen in the working environment of LPs, and the application of resilience research to fostering positive outcomes is scientifically supported (Luthar and Cicchetti, 2000).

Table 3.2 Research perspectives on resilience adapted from (Lewis, Donaldson-Feilder and Pangallo, 2011)

Individual level	
Category	Description
Personality/individual characteristics	Resilience is seen as part of a person's personality or innate characteristic.
Environment	Resilience is dependent on the social or environmental context.
Person-environment reaction	Resilience is a result of the person's personality combined with social and environmental factors.
Organisational/team level	
Category	Description
Job design	Resilience can be developed by focusing on a person's role and how non- monetary rewards may contribute to reducing stress and motivate a person to be more engaged and productive in the organisation.
leadership	Focus on the role of leadership in resilience and how it may promote resilience.
Organisational structure and culture	Resilience interventions using processes and organisational culture to best equip organisations to face challenges.
Systematic/external environment	Interventions that use risk management and assess risk by examining external factors and threats.

Self-efficacy and motivation are interrelated, but they address different psychological perspectives in terms of employability. So does the ***locus of control (LoC)***. LoC was first proposed by Rotter (1975) and later developed as a core determinant in terms of labour market success (Cobb-Clark, 2015), and a component of self-evaluation in job satisfaction and job performance (Judge and Bono, 2001), which are key indicators of the employability of employees. Similar to self-efficacy, LoC is also targeted at the future expectations of outcomes, but it is scaled from internal LoC and external LoC, which attribute the cause of events, respectively, to their own motivation and competencies, and by other external forces such as luck and fortune. LoC has also been regarded as an element of protective factors in modifying the effects of risks in positive direction, which researchers invested in identifying in relation to resilience (Luthar and Cicchetti, 2000). However, recent critics tend to view LoC as an independent construct with salient features in relation to other psychological concepts, including self-efficacy and motivation (Galvin *et al.*, 2018) (see Figure 3.9). It turns out that there is hardly any correlation between LoC and PE success in freelance translators (Atkinson, 2012). But for LPs who are engaged in other forms from a more comprehensive perspective, the result is uncertain and need to be explored.

The reasons of choosing motivation, self-efficacy, resilience and LoC as variables are that, firstly, they are considered the common personality traits influencing career success (Kerr, Kerr and Xu, 2017), and the personality traits of translators are believed to be related to translation competencies and product quality (Lehka-Paul and Whyatt, 2016). Though there might be other explicit psychological components, such as attributional style (Ashforth and Fugate, 2006), or implicit ones yet to be found, these three were selected to commence the research. As discussed previously, the author's perception of LPs' employability for the purpose of this research is "a state of variability that is influenced by the external environment, and individual capability that develops through a range of skills and competence in relevant contexts." Especially in an area where technologies like AI have become the key players on the stage, outsourcing intelligence to machines may not be the ultimate solution. Although technologies have useful and attractive features to help increase life experience, they are merely emulating the cognitive processes of the human mind (von Krogh, 2018). From a sustainable development perspective, flexibility, adaptability, and originality in human intelligence should not be eliminated. Individually, it should not be an excuse for depriving us of rights to experience challenging yet meaningful activities in life. Therefore, it is significant to spot capabilities and how they are influencing people's PE in this disruptive environment, to enhance sustainable results for individuals, organisations, and society.

Antecedents   Ranges of locus of control   Outcomes

External
(Individual perceives that outside forces such as powerful others, luck, fate, social structures, objective complexity, and/or difficulty of task will control outcomes)

Early Experiences

- Parenting style
- Socioeconomic background
- Environmental factors

Bi-local expectancy
(Individual perceives a control of outcomes that alternates between external and internal, is more balanced in nature, or alternatively is a paradoxical blend of both)

Internal
(Individual perceives that he/she will control outcomes through ability and/or effort)

**Proximal Outcomes
(Motivational)**

- Psychological empowerment
- Self-efficacy
- Self-esteem
- Intrinsic task motivation
- Problem focused coping strategies
- Expectations for success

**Distal Outcomes
(Attitudinal, Behavioral, Well-Being)**

- Job satisfaction
- Affective commitment
- Job involvement
- Job performance
- Organizational satisfaction
- Perceived organizational support
- Perceptions of justice

Figure 3.9 General model of LoC adapted from (Galvin et al., 2018)

3.3.4 Influence of adaptability

During the process of exploring capitals and their influences on LPs in terms of employability, an unignorable element emerges here and there - technological capital (TC). It was introduced as a replacement for contested terms such as "digital divide," and it is believed to be a kind of awareness, knowledge, access, and technological capability of one's social collective (Carlson and Isaacs, 2018). The link between TC and the capitals mentioned above is that TC was introduced on a sociological basis by Bourdieu, which is primarily about the unequal distribution of technological resources, embedded in norms and habits (habitus theory of Bourdieu)(Romele, 2021). It is considered to have specific mediating functions between humans and the world, where an exchange between "producers" and "users" is established within a particular symbolic relation of power (field theroy of Bourdieu)(Romele, 2021). TC is also believed, as all the other forms of capital are dependent on symbolic capital, which means it cannot get rid of the restrictions of power relations that extend far beyond technology itself. TC should by no means be static assets to be measured along with the other capitals. For example, accessibility to ubiquitous technologies (Harari, 2019), such as AI, machine learning, data mining, wearable devices, etc, is partly decided by economic and SCs, leading to substantial discrepancies in terms of TC acquired by people from different groups. However, having access to new technologies is just a matter of time, which should not be the only element for people to consider. For LPs, the capability to find, make use of, and adapt to the capital, is much more important, especially the competence to deal with up-coming challenges every now and then in the current VUCA environment. Therefore, the term "adaptability" is preferred by the researcher instead of TC in this research. Early in the 1990s, adaptability was mentioned by researchers as a concept of individual adaptive performance. Later, it expanded to a more focused discussion at the team and organisational levels regarding (Pulakos *et al.*, 2000), and then to empirical research on career adaptability in front of job transition as a result of job loss (Ebberwein *et al.*, 2004), further exploration on university-grads adapting to the work place (Monteiro, Taveira and Almeida, 2019), and the more recent adaptation to the post-COVID period (Besser, Flett and Zeigler-Hill, 2022). Instruments to measure adaptability include the Career Adapt-Ability Scale (CAAS)(Savickas and Porfeli, 2012), which measures four aspects of individual's concern, control, curiosity, and confidence.

This research focuses on the individual level, which regards adaptability that defined by Ployhart and Bliese (2006), as an individual's ability, skill, disposition, willingness, and motivation to change or fit different tasks and social and environmental features. Research results indicated statistical significance in the relationship between adaptability at the

workplace and proactivity in different cultural contexts (Villalobos *et al.*, 2020). On such a basis, concerning the characteristics of Chinese contexts (Yu *et al.*, 2020), indicators like *life-long learning* and *marketability* were added to the question list, which are supported by the prior interview results and the capacity perspective that adaptability is relatively stable over certain periods but also malleable in the long run through training (Hartmann *et al.*, 2020). Therefore, adaptability is the other capital in this research, beyond the contested three capital forms by Bourdieu, acting as a more individual-focused, context-oriented, and environmental-sensitive and long-lasting factor in exploring its significance upon PE of LPs.

3.4 Chapter summary

Given the complexity of the topic, it was challenging to encompass all existing findings on employability and the myriads of competences. Therefore, it concentrates on the elements that are most pertinent to the Chinese context and the future of LPs' employability. The selection criteria prioritized sources that offer incremental insights and align with the objectives of this study.

The critical review reveals a gap in the literature regarding the relationship between the resources that LPs possess, and the competences expected for future employability, especially in the context of technological changes. While there is research, it often targets different groups, and the specific needs of LPs in the Chinese LSI have been under-researched. This research aims to contribute to filling this gap by designing questions that probe the intersection of CT, technological influences, and LPs' competence in the Chinese context. Through the collection and analysis of empirical data, the intention was to link existing theories with practical needs for this specific group, providing a fresh perspective on employability and competence through the lens of capability theory, focusing on the HC, SC, PC and AD. It is possible to be employable but not be in employment. This Chapter sets the stage for the subsequent chapters, where a comprehensive and practical framework that considers LPs' skill shifts, social connections, inner state of mind, and reaction to the external changes.

Chapter 4 Methodology

4.1 Chapter Introduction

After a review of the literature and relevant concepts, this chapter outlines the research design, including research philosophy and research methodology, followed by data collection and analysis. In doing that, effort was made to ensure research quality and ethical considerations in this study. Thus, this chapter explains and justifies the mixed methods for understanding LPs competences and employability from the CT perspective.

4.2 Research Philosophy

Though it has been stated by Lincoln (1985) that research design cannot be pre-specified but should emerge and unfold during the research process, it is necessary to make clear the epistemological and theoretical stances for research. Because it combines theories and practice in real world and guides the researcher towards appropriate methodological approaches among the available options. For this study, the research goals and questions are specifically set in the Chinese context where the LSI is previously focused on translation products. There's a lack of a professionalised environment for LPs' sustainable development, especially with the concern of impactful AI technologies. To restate, the specific research questions are "what are the components of necessary competence for PE in the era of AI"; "how do different competences influence LP's PE from the angle of CT"; and "what would be ideal framework for LPs' capital that could benefit their enhanced PE". To answer these questions, the following **objectives** are useful in achieving the overall aim of this study: 1) to understand the necessary competence that LPs require in relation to employability in the era of artificial intelligence (AI). 2) to identify, evaluate, and categorise the required capitals of LPs and how different competences influence LP's PE from the angle of CT. 3) to establish a framework that could benefit LPs towards enhancing PE in the future. Because pragmatic issues arise in the real workplace, the philosophy of this study flows naturally as follows.

4.2.1 Epistemology

Before discussing the detailed methodologies of this research, epistemology as an element of research philosophy is explained. Epistemology is embedded in the theoretical foundation, in the methodology and methods of the whole research and at the same time as a reflection of the researcher's ontological beliefs (Crotty, 1998). It influences how the researcher frames the study of knowledge and decides how we know what we know. The aim of positioning epistemology before moving on to detailed methodological process in this research is to make sure it serves the research question and aim with appropriate validity. By referring to the range

of epistemological stances (see Appendix V), the purpose of this research is to find answers and possible solutions for a real problem: "what and how the required competences could be found and acquired for higher PE among Chinese LPs in the 21st century." The answer led the researcher to capital of PE.

Employability in this research means 'a state of variability that is influenced by the external environment, and individual capability that develops through a range of skills and competence in relevant contexts. Thus, this research does not belong to positivism, as positivists believe reality is out there in no need of human's consciousness and could be found anyway, which is unchanging and static (Gray, 2014). But the competences of LPs were alternating according to internal and external environments. Also, this study does not belong to the pure interpretivism premise because capitals of LPs in the real world neither exist nor develop all on their own, rather evolve and change while being influenced by the existence of an objective environment, society, and technological revolution. The realisation of employability is a process of integrating individual competences through real-word application. The research methodology comes from the research questions itself, aiming to find possible solutions to a problem, and therefore the paradigm floats naturally to ***pragmatism***, as pragmatist focuses on producing actionable knowledge and approaching to solutions (Kelly and Cordeiro, 2020). Its driving force is not philosophical stances but the action to solve a practical problem. This research is under pragmatism as it believes "a statement is true if it works" (Epstein, 2011).

Among different interpretations of research paradigms, pragmatism can be regarded as the worldview, epistemological stances in research, and shared beliefs in a research field for a research group, as well as a model towards specific problems (Aikin and Talisse, 2011; Hildebrand, 2021) . The researcher adopts it as "the epistemological stances" because it suits the purpose of this research design in understanding reality or knowledge. Before moving on to further discussion, it is necessary to consolidate the theoretical perspective.

4.2.2 Theoretical perspective

After a clear identification of pragmatism as an epistemology belief, the theoretical perspective of this research keeps consistent. The theoretical perspective is the approach to understanding society and provides underpinning grounds for researchers in their methodological choice direction (Crotty, 1998). Positioning the ***research paradigm*** is an important step towards detailed research methods. Paradigm was first used by Thomas Kuhn in his work *The Structure of Scientific Revolutions* (1996; 2012), and later widely discussed and explained as a set of fundamental beliefs that guide research action (Guba and Lincoln, 1994). It is also interpreted as an integration that captures the embodiment of theory and the reflexivity of researchers (Collins and Stockton, 2018) and decides what kind of data is to be collected in the research. Saunders (2016) calls it the strategies in the "research onion", while usually it is referred to as the framework of research methodology. The methodological approaches mainly include three strands: quantitative, qualitative, and mixed methods (Denscombe, 2008). The ***pragmatic*** approach came as a new guiding paradigm of social science and played a role in combining both qualitative and quantitative methods on the basis of choosing what work for the research question, which redirected attention from metaphysic concerns to methodological ones (Morgan, 2007). The aim of this research is to explore and construct the competences of LPs for enhanced *sustainable employability* - a combination of tangible skills and intangible values (Jonker and Pennink, 2010). According to the epistemological nature of pragmatic constructivism, knowledge is a combination from social contexts and relationship (Crotty, 1998). To avoid the metaphysical debates against the nature of truth and reality, the researcher chose going with the pragmatism, with which more emphasis is on practical understandings and wisdom about real-world issues (Patton, 2015). This theoretical perspective is not chosen from personal preference but emerged from the research question, and therefore abduction is considered as the appropriate approach concerning its function in data collection (see Table 4.1. Therefore, to properly respond to the research aim, pragmatic mixed methods will be adopted in this research based on the perception and responses of participants.

Table 4.1 Pragmatic alternative to key issues in social science research methodology (adapted from Morgan, 2007)

	Qualitative approach	**Quantitative approach**	**Pragmatic approach**
Connection of theory and data	Induction	Deduction	Abduction
Relationship to research process	Subjectivity	Objectivity	Intersubjectivity
Inference from data	Context	Generality	Transferability

4.3 Research Design

4.3.1 Research Paradigm

During the literature review process, it is found that in most cases, research results are not the target of criticism, but the research methods that determine how data are collected and analysed, and outcomes are found and justified. Therefore, the importance of a sound and valid research methodology design is critical; it does not only introduce the research process, but also fulfils the role of documenting how the conclusions are reached. Below, the research design which aligns with the research onion, reflects the steps taken in this research (see Figure 4.1).
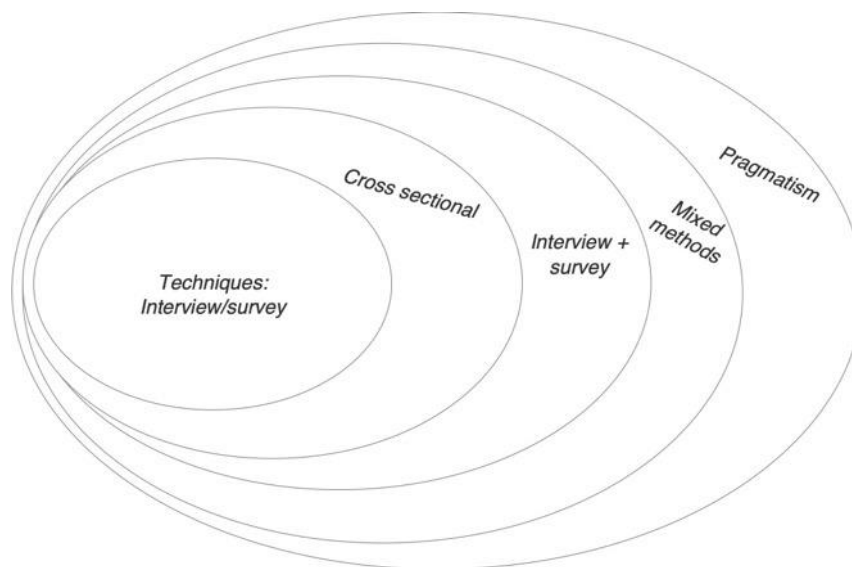
Figure 4.1 Research onion adopted from Saunders (2012)

Pragmatic mixed research methods

Research methods should be in accordance with the clearly claimed paradigmatic and theoretical stances. However, to avoid being metaphysical in a top-down manner, it is necessary to think from a practical perspective about what kind of methods are most suitable, in answering the questions (Morgan, 2007). Mixed - methods research has been considered the third paradigm, along with its qualitative and quantitative counterparts (Denscombe, 2008). The predecessors of mixed research methods say quantitative and qualitative methodologies are designed to serve different paradigms with different epistemological stances, such as ***positivism*** and ***constructionism*** (Bryman, Becker and Sempik, 2008; Johnson and Onwuegbuzie, 2016; Tashakkori and Teddlie, 2010). Mixed method research involves the adoption of both qualitative and quantitative methods in one research project, towards

addressing the research questions. and equal attention should be paid to the connection between epistemology and methodology, as well as that of the methodology and methods. Though arguments are against a possible combination of different methods rooted in different paradigms (Sale, Lohfeld, & Brazil, 2002), more and more people accept a certain degree of permeability across different paradigms, especially in its recent revival (Tashakkori and Teddlie, 2009), which implies there are no absolute boundaries between paradigms if the purpose is to solve a practical problem. Therefore, it is reasonable to say that the research paradigm tells the researcher whether combining quantitative and qualitative methods is possible and appropriate in research. For mixed-method research, Maxwell proposed that researchers should consider five interconnected components, namely, research questions, the goals of study, conceptual framework, methods, and validity considerations (Maxwell, 2013)(see Figure 4.2). The goals of this research questions have been explained in chapter one, while conceptual framework was explained based on the literature review undertaken. The research method is the focus of this current chapter, and the point of validity is considered in this current chapter as well as in the next chapter.
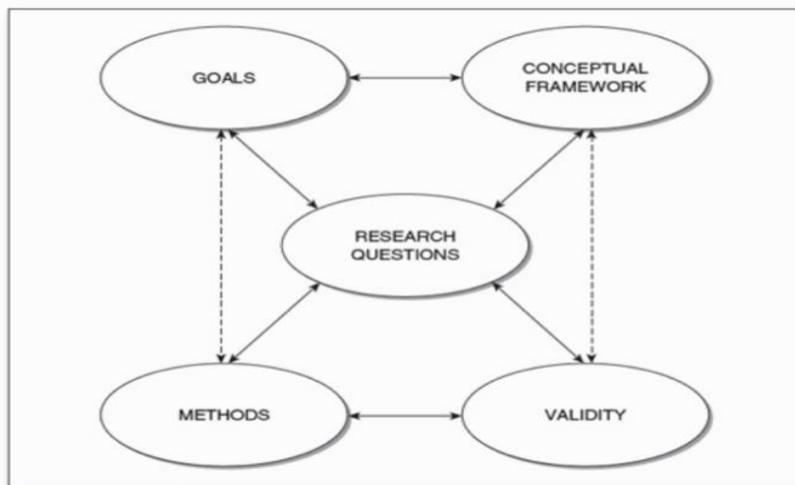
Figure 4.2 Interactive model of research design (adopted from Maxwell 2013)

Design type

The specific design of mixed methods is deemed vital because the methods, or approaches, are helpful to researchers in terms of understanding their thoughts and putting them into practice in steel-and-concrete reality. According to Creswell (2017), there are three basic and most used design types among their various counterparts. As shown in Appendix VI where the characteristics of these three design types have been compared, they are convergent designs, explanatory sequential designs, and exploratory sequential designs. In an explanatory sequential design, qualitative data is collected and analysed after the quantitative part, serving

as an elaborator in the triangulation of quantitative analysis. Thus, quantitative data are utilised to explain qualitative results as a measurement for instrument development and theory confirmation. Priority in mixed methods varies according to its sequence and weight, and in sequential exploratory design, the priority is typically given to qualitative research, which represents the major and initial part of data collection and is closely linked (Ivankova, Creswell and Stick, 2006). In this research context, the capabilities of LPs in terms of employability change with the environment, including technologies and values that are perceived differently. Therefore, to find out how LPs feel about their careers, mixed method is ideal in combining both qualitative and quantitative approaches together, minimising bias and partial answers to the research question (Creswell and Creswell, 2017). A framework will be inductively developed (Denzin and Lincoln, 2011), but not tested through an outcome approach, and the rigour of methods will be discussed based on in-depth discussion with empirical data.

4.3.2 Exploratory Sequential Mixed Methods

According to the purposes of research projects, there are mainly three types: exploratory, descriptive, and explanatory (Ivankova, Creswell and Stick, 2006). The rationale for utilising an exploratory mixed-method approach is justified by the nature of the research. This research is exploratory and there is no single answer to the proposed research question. There are two reasons, one is that it is most suitable for answering this research question, and another is that it is a method more preferred and has been testified in relevant fields of sociology and TS.

The exploratory sequential mixed method, which combines qualitative interview-based study and quantitative survey-based study, enhances the validity of this research. It helps to counter the limitations of each method when used separately and individually (Creswell and Creswell, 2017). The paradigmatic positioning of this research lends support to the use of mixed methods. Through review of most employability research, several combinations were used, including interviews, surveys, questionnaires, and case studies (Williams, 2016). In capability development studies (Dacre Pool and Sewell, 2007), descriptive questionnaires, case studies, and interviews are commonly employed (Giaber, 2018). For research on employability-related capabilities, both qualitative and quantitative research methods have been adopted (Egdell and Beck, 2020; Abma *et al.*, 2016). Research on LPs is scanty, but diversified methods have been adopted to measure translation competence (Beeby *et al.*, 2000; EMT Expert Group, 2022; Kiraly, 2013), work capability set (Abma *et al.*, 2016), and employability capitals (Peeters *et al.*, 2019) in general population. Experiments (Popel, 2018) and surveys (He, 2014) are generally adopted when discussing technological-related capabilities.

Language-related services are considered a social phenomenon (Berwick *et al.*, 2013), and factors including intrapersonal, interpersonal as well as external elements add complexity to employability in human resource management development (HRM)(Boxall, 2016). Data consists of qualitative and quantitative, including interpretive perceptions and measurable variables. Recent research on capitals (Lans, Blok and Gulikers, 2015; Gannon and Roberts, 2020; Davies and Rizk, 2018) use both narrative qualitative research and quantitative research methods through interviews and surveys among the sample population, ranging from small-scale college students, to entrepreneurs and the elderly in European countries. Research uses qualitative methods, primarily interviews, to examine LPs' competences, working experience, personal traits and perceptions of employability during career development (Cuminatto, Baines and Drugan, 2017; Mónica, 2015).

The above arguments have justified the rationality of choosing mixed methods in this inter-disciplinary research that incorporates HRM, sociology, and technology. Exploratory research usually first provides tentative answers to initial questions and that follows up with detailed research for further dependable answers (Saunders, 2012). Therefore, after the first step of searching for relevant information through academic literature, the next step before conducting interviews is choosing LPs with rich experience in the LSI.

4.4 Data collection approach

The data for this research were collected in Chengdu, an inland city in Western China. Most of the participants are employees who are either employees in translation agencies, or part-time practitioners, such as teachers of language majors and at the same time practitioners in the industry. The researcher set the research in this context - Chinese LPs currently working in the LSI - mainly because of its particular relevance and contemporary importance. First, Chinese LPs, like most of their counterparts, are no longer life-time civil servants in China, (they were before the Reform and Opening-up in 1978), which means they do have to consider their career with more challenges, risks, and dynamism compared to the elder generation, who once they became employees did not have the worry of losing it anymore. Therefore, PE fluctuates in the changing labour market at this point and is worth studying. Second, the professionalisation of LPs and this LSI in China is still in an initial stage, so the issue of LPs' employability has seldomly been discussed and rarely considered in contrast to other societies in the world, even though Chinese LPs began to participate in international communication activities very early and made active and practical contributions. Third, the researcher has a good understanding of this group of people and has access to this group, which is important

for collecting valid data (see Table 4.2). It is believed research methods should be coherent with the nature of the research question (Creswell and Creswell, 2017). In this mixed-methods research, through purposive sampling, findings from interviews were utilised first to formulate the main themes of the construct, and rich information from interviews will explore in-depth information before the instrument development of quantitative surveys (Jonker and Pennink, 2010). Then online surveys based on random sampling (Patton, 2015) was utilised to further validate the findings about the key factors influencing LPs employability, adding trustworthiness to the result (Dawson, 2013).

Table 4.2 Data collection methods in relation to research questions using exploratory sequential mixed methods

1. What components are considered important in relation to LPs' employability?	Qualitative: semi-structured interview
2. To what extent do different factors influence perceived employability of LPs? 3. How to enhance LPs' PE through competency development in the era of AI?	Quantitative: survey questionnaire

1. Based on general employability skills of LPs from existing literature, design an interview with 15-20 senior/experienced translators working in higher educational system, to get rich information about their perception of competences for employability and their concerns about challenges.
2. Get the interview categories and components sorted, identify variables, and form initial hypothesis in a questionnaire targeted at LPs in the local higher educational system.
3. Select participants with certain criteria and carry out a pilot study using the questionnaire among a group of 15 people, about 10% of the total participant population in the survey.
4. Revise the questionnaire based on pilot study and send the questionnaire through the local Translators and Interpreters up to 200 members, most of whom work as trainers and practitioner of LSI.
5. Integrate findings from both methods. The online survey will hopefully generalise, and provide support for, the resulted from qualitative interviews, to improve the validity of conclusions.

Industry sampling

Teddlie and Yu (2007) specify different techniques of sampling for mixed method research (see Table 4.3), with each scheme serving different research goals, objectives, purposes, and questions.

Table 4.3 Sampling techniques, adapted from Teddlie and Fen (2007)

Mixed Methods Sampling	Basic Mixed Methods Sampling
	Sequential Mixed Methods Sampling
	Concurrent Mixed Methods Sampling
	Multilevel Mixed Methods Sampling
	Combination of Mixed Methods Sampling Strategies

Sequential qualitative-quantitative (or vice versa) sampling is the commonly chosen technique in mixed method literature (Kemper, 2003), which involves a selection of units for analysis through either probability or non-probability strategies (Teddlie and Yu, 2007). Being exploratory, the samples selected included two groups of people with different methodological approach: The first group is composed of 19 language professionals through purposive sampling, a technique of non-probability sampling, including full-time translators and language trainers (Goria et al., 2019) who are experts in the local language associations and educational institutions the researcher could have access to. Through interviews, data, including opinions and feelings about roles and responsibilities for this profession, and factors they believe that are influencing their competence and employability, were collected. The second group (which participated in the second stage of this research – quantitative tool) includes a wider framed sample group that consists of members of the organisations, to complete questionnaires based on the results of qualitative interviews. Stage two utilised probability sampling as no restrictions were enforced in the online survey and all who were willing to participate could do so. This was done towards enhancing the validity and representativeness of results. However, it is acknowledged by the author that in mixed method research, the representativeness/saturation trade-off (Teddlie and Yu, 2007) in sampling is decided by the available resources of the researcher and stems from the research purpose, goal, objectives, and questions. Therefore, since the importance of context-bounded information richness and saturation outweighs the sampling aim of reflecting the characteristics of this whole population, the compromise is that more emphasis is placed on the saturation of QUAL interview data and less on the representativeness of QUAN.

4.4.1 Qualitative research method

Interview as a phenomenological approach

This mixed-method research under pragmatism is composed of two complete and independent parts of the research process: qualitative interviews with phenomenology and quantitative surveys. Therefore, methodology in both parts should be discussed respectively as a rational procedure in finding the most appropriate one that supports research questions. In order to identify the meaning of employability through the lived experience of LPs, this phenomenon was analysed using a phenomenology approach, as the foundation of phenomenological study is believed to be "aiming at an in-depth understanding of the nature or meaning of our daily experiences" (Crotty, 1998). It serves both as a philosophical context and a research method, and Van Manen (2007) believed that phenomenology is an ideal approach with a pragmatic perspective in dealing with personal and professional lives. For human action that is derived from practical working experience from a first-person perspective, it is believed that inquiry focused on people's own experiences is more appropriate (Bachkirova, Rose and Noon, 2020). LPs' PE mainly involves the subjective experience and meaning of their experience, and it aligns with the purpose of phenomenology that attention has been paid to the experience when exploring the essence of the phenomenon.

Differences between the two types of phenomenology: descriptive approach and interpretive approach could be differentiated by "how the findings are generated" and "how the findings are used to augment professional knowledge" (Lopez and Willis, 2004). *Descriptive phenomenology* as a method was proposed by Edmund Husserl (1970), who advocated that individuals' insight could give a true representation of their consciousness, and the knowledge of the researcher is a necessary process in grasping the core of participants' lived experience. A key purpose in descriptive phenomenology is to form an integrated picture of the essence of the phenomenon studied, with which the previous theory in relevant fields should be bracketed, and only descriptions of interview texts should be considered and analysed (Giorgi, 2012). Therefore, researchers adopting a descriptive phenomenological approach are expected to follow transcendental subjectivity, which means the influence of the researcher should be well recognised and constantly assessed to reduce bias (Lopez and Willis, 2004). On the other hand, *interpretive phenomenology* is proposed by Heidegger (1962), which focuses on the situated freedom of humans in their subjective lived experience of practices and socialisation in their everyday life context. Different from the purpose of descriptive phenomenology, it aims at forming a picture of the similarity and variability of human experience. So, interpretive

phenomenology is more of a combination of understanding by both participant and researcher in terms of the application of research.

This research fits more with descriptive phenomenology because it aims to find the essence by building a framework of competences that influence LP's PE, which is based on the lived experience of Chinese LPs. Deficient research in this area has been further revealed through the descriptions of participants and their lived experience in this industry, thus, it would be a blend of understanding combining the researcher's bracketed awareness and the lived experience of LPs in language industry. Bracketing acts as a means of demonstrating the validity of the data collection and analysis process (Ahern, 1999). However, it has been stressed that no human could possibly be absolutely objective (Crotty, 1998). The ability to perceive one's own knowledge is the basis for forming and presenting one's thoughts, which is critical in comparison to the awareness of putting aside personal values. Therefore, it is important to realise that achieving bracketing means pursuing "reflexivity" rather than "objectivity" especially in qualitative research with high validity. Bracketing could be achieved from different perspectives, including the preparation process, post-analysis process and feedback process (Ahern, 1999) as well as the literature review, data collection, and data analysis preparation (Chan, Fung and Chien, 2013). For example, begin the preparation process with a thoughtful design of interview questions when important factors in a phenomenological approach are taken into consideration.

4.4.1.1 Question design

To get insights from interviewees, effective question design with careful consideration of goals and objectives is necessary. In this part, the purpose of interviews is to explore components of capital that they believe are influential to their PE, so the focal point was to get rich descriptions from their own experience and extract meaningful themes for quantitative surveys to be conducted. Therefore, open-ended questions were used as they help to prompt responses in detail, including their feelings, experiences, stories, and thoughts. Drawing from insights from existing literature, interview questions were designed with a clear focus on the overall research purpose. It is important to strike a balance between specific questions that elicit targeted information and broader questions that allow for exploration of themes and perspectives.

There are two ways of identifying patterns and themes in data analysis: inductive-bottom-up approach, with which themes only emerge from the data; and deductive- top-down approach, which bears in mind the theoretical stance and specific research questions. In this research, it is a combination of both approaches but led by the inductive bottom-up approach because codes

are not predetermined before interviews but produced through the process of reviewing and examining data transcriptions. On the other hand, specific research questions were previously designed in accordance with the big research goal, which guided the interview in a general direction. Open-ended questions were added to probe any possible aspects that are critical for the research question that the researcher may not be aware of, which is important in ensuring the quality of analysis because "at-surface interviewing" is a major reason for poor quality data (Connelly and Peltzer, 2016). Therefore, at the end of the interviews, "Is there anything else you want to share" was asked of every participant (see Appendix III.). It's important to use probing questions during interviews instead of just relying on the prepared questions. Probing questions, such as "Can you give me an example?" "What makes you feel like that?" asked when the researcher sensed uncertainty in the answers, led to a more thorough understanding of the participants' responses. This not only enriched the research data but also improved the quality of the data. Additionally, it laid a strong groundwork for theme development and data analysis (Connelly and Peltzer, 2016).

4.4.1.2 Pilot Interview

Pilot studies enhance the reliability and validity of research, and a well-conducted pilot study gives a clear list of aims and objectives within a formal framework. Based on the questions designed, two pilot interviews were conducted in the very first stage of qualitative research. It encourages the methodological rigour of follow-up interviews, and ensures the validity of the quantitative surveys afterwards, from which the variables will be built upon the qualitative results. LPs' name list was ready for choosing pilot interviewees, which had been prepared in advance while choosing the interviewee sample group. To minimise researcher's bias, the two participants for pilot interviews were selected randomly, one male and one female of different age groups. Two pilot interviews were conducted within one month, and the researcher found data sorting and cleansing unexpectedly time-consuming. Questions were considerably revised after the first interview and a discussion with supervisors, because the researcher found the order and the way of asking questions did not work out well in digging out enough information as expected beforehand.

The pilot interview revealed several shortcomings in our initial question set, particularly in terms of organization and comprehensiveness. A prime example of this was Pilot Question 1: "Please introduce a little bit about yourself as a practitioner... How do you define the term 'employability competence'?"

This question proved problematic for several reasons:

1. The request for an "introduction" was vague, resulting in inconsistent responses. One interviewee provided a lengthy answer, while another offered just two sentences.

2. Given that the researcher already had background information on the interviewees and detailed demographics were collected via survey, this introductory question was largely superfluous.

3. The use of the academic term "employability competence" caused confusion among interviewees unfamiliar with the concept, necessitating additional explanation during the interview.

Therefore, Pilot Q 1 was revised to "Reflecting upon your experience in your opinion what are the skills, expertise, competencies necessary to be expert…", and personal experience were taken as probing questions afterwards according to the situation. The revised question directly targets relevant information by emphasizing unique experiences and understanding, while using straightforward language to enhance accessibility. This approach not only avoids confusing academic jargon but also allows for flexible, tailored follow-up probing questions based on each interviewee's personal experiences. After the pilot interview, questions were refined, a clearer and more specified question list was prepared for the up-coming interviews (see Appendix III).

4.4.1.3 Formal Interview

Sample size

With informed consent from the participants, 19 interviews were completed within 3 months, with 2-3 per week because, as data were being collected, questions emerged and required in-time adjustment, including the way of inviting interviewees (most LPs are willing to help and accepted the invitation immediately, which may be seen as a good consciousness of helping others and establishing social network, but there is one person who did not reply without any reason), and also the way in asking questions. All interviews were carried out for an average length of around 40 minutes, with a few lasting up to one and a half hours. Considering the sample size, Morse (2000) has claimed that it is better to overestimate rather than underestimate the number, and the sample size mainly depends on the following aspects: the *quality of data*, the *scope of the study*, the *nature of the topic*, the *amount of useful information obtained from each participant*, the *number of interviews per participant*, the *use of shadowed data (*that is when interviewees talk about not only their experiences, but also the experiences of others as well), and *the qualitative method and study design* used.

Profile of interviewees

Specific criteria have been set for transparency and appropriateness in participant selection to avoid possible biases with such diverse backgrounds (see Appendix II). Different working experiences, educational levels, working status, employment types, and other demographic information were included to ensure that the selection is representative of the population being studied. Specifically, it encompassed a spectrum of industry experiences, from 5 to over 20 years, to capture the depth of professional insights; participants with different employment status were included, including those who recently left translation positions, part-time LPs with secondary roles in academia or teaching, full-time employees in translation agencies, state-owned/private enterprises who have cross-border business, and self-employed LPs/ freelancers, etc. Towards ensuring validity in the data analysis, all participant identities were anonymised, ensuring that the analysis was solely based on the content of the responses, not the personal attributes of the respondent. The interview questions and processes adhered to ethical guidelines, and all participants provided informed consent, ensuring ethical conduct.

The *scope of the research* question is constrained to LPs and their working experience, and the *nature of the topic* is obvious since three research objectives were clearly stated. As mentioned earlier, the research design involved conducting single interviews with individual participants one at a time, and the shadowed data were provided unconsciously by the interviewees, which enhances rationality and promotes the process of analysis. There is presumed to be a reverse link between the amount of usable data from each interview and the number of participants, which means if richer information could be obtained from individual participants, there could be fewer participants to be interviewed. Since information acquired through interviews were quite rich, not too many interviews were needed to reach saturation. The intended interview number was 20; however, 19 interviews were conducted overall as data saturation was reached at that point.

Data saturation

Myers and Newman (2007: 123) noted a more "vital issue than the number of interviews in qualitative research is ensuring the people interviewed represent various voices." *Data saturation*, in qualitative data collection, was defined as the point where no new additional data emerges for the development of a conceptual framework (Glaser, 1973). It is also defined as information redundancy by Lincoln and Guba (1985) when no new information, codes or themes emerge from data. Morse (2015) viewed data saturation as the reciprocal development of scope, replication, and theoretical construction through data enrichment. More recently, researchers in qualitative studies widely adopted data saturation, or an alternative term of

"conceptual depth"(Nelson, 2017) as a tool to provide guidance on the number of interviews to be conducted. However, it is argued that it is not feasible to have a concrete sample-size in advance because new codes, themes, or categories may emerge as the process progresses, especially in qualitative research with an exploratory nature (Braun and Clarke, 2019b). According to Francis (2010), in spite of practical constraints and different focuses of research questions, the adequacy of sample size could be detected by setting prior criteria and stopping criteria for data saturation initially, and present the saturation-decision-making process in graphs to enhance transparency and verifiability. For this research, keeping an updated research memo every now and then is another useful approach to provide verification and justification during the data collection and analysis in this empirical research.

4.4.2 Quantitative research method

Questionnaire design in survey

According to Christine and Annette (2020), the fundamental questions for applying quantitative methods are the exact research question and the most appropriate approach to address this question. In this study, a questionnaire survey was considered appropriate for understanding "to what extent different capital factors are influencing the PE of Chinese LPs," which is considered good at describing and making inferences about data, and here it helps measure the weight and relationship between variables based on qualitative results.

4.4.2.1 Question design

In exploratory mix-methods research, qualitative findings provided a basis for the questionnaire design. Using quantitative survey results to enhance the reliability of qualitative findings adds depth to the understanding of LPs perception in employability and also adds breadth to the generalisability of the findings, based on the quantitative outcomes. Since the author's emphasis was developing a capability model of for LPs in China, this study concentrates on the qualitative part and therefore prioritise the qualitative interview analysis, and a quantitative survey was used as a complementary method. Considering the context of this study is in China, the researcher adapted the questionnaire into Chinese (see Appendix IV). Questions and items were translated into Chinese and back into English after collection. It took several translations and revisions of the questions to achieve the desired content quality, especially the equivalence between Chinese and English expressions. The final version was comprised of 37 questions that divided into three sections.

Throughout the question designing process, the purpose of survey was always underlined. Response bias could be limited by asking questions written concisely and precisely in a

general-specific order, which is believed less likely to influence the responses of others (Lietz, 2010). In addition, response rate is also a concern for data sampling quality, especially when the sample representativeness is not certain (Cook, Heath and Thompson, 2000). Though response rate is a complex item that could be influenced by multiple factors (such as sample size, type of research questions, survey period, etc,), the average response rate is between 40-50% for all kinds of online surveys (Wu, Zhao and Fils-Aime, 2022). In that case, a medium-length introduction to each topic-based section is beneficial for increasing data quality with a limited response rate. The response format in this research is combined with a close-ended choice of categories and Likert scales, and one or two open questions for people to choose "others" providing alternatives.

4.4.2.2 Tool development

Measurement is believed to be a fundamental element in scientific research (DeVellis and Thorpe, 2021).With scales carefully developed, the qualitative themes could be transformed into quantitative scales, and codes converted into variables (Creswell, 2011). The steps of developing quantitative scales are well researched and thereby presented as guidelines in questionnaire design (see Figure 4.3). However, with limited time and budget as research resources, it is not feasible for the researcher to create a totally new scale from scratch. Borrowing valid measurement scales from published works is a valid choice in scale development (Creswell, 2011). Therefore, for a purpose of exploring the weight of and relationship between thematic factors, the survey instrument for this research was generated from previously validated scales that endured validity tests (see Appendix VII). A minor adaptation for measurement items was made considering the research context of this study.

Step 1	Determine Clearly What It Is You Want to Measure
Step 2	Generate an Item Pool
Step 3	Determine the Format for Measurement
Step 4	Have Initial Item Pool Reviewed by Experts
Step 5	Consider Inclusion of Validation Items
Step 6	Administer Items to a Development Sample
Step 7	Evaluate the Items
Step 8	Optimize Scale Length

Figure 4.3 Scale development guidelines, adapted from DeVellis (2021)

In the discussion of normative Likert scales on personality, Saville and MacIver (2017) concluded that scales developed thoughtfully and precisely are highly likely to grow into questionnaires that could deal with the real world with more accuracy. Especially when scale development is not the final purpose of the research but serves as a complementary method of deeper understanding and generalising qualitative results.

Measurement of variables

The measured items are not static "variables," but "traces" that indicate a temporary and interactive process that composes the real world (Byrne, 2002). Yin (2004:123) observes that some qualities of one unit are drivers of conduct at another level. As a result, this study investigates the nature and degree of the relationships between the dependent and independent variables depicted in the conceptual framework. To investigate conceptual links, survey instruments with many questions were created using validated scales from earlier research, providing higher trustworthiness in instrument reliability and validity. Dynamic adjustments were done by adding or selecting only a portion of the scale components to construct a new scale suitable for this study. In the second stage of data collection, 37 questions were designed to measure the four dimensions captured in the qualitative results. With only a few newly emerging items from the qualitative results, minor adaptations were made to form measurement scales in this research context. Dependent and independent constructs, along with their reliability statistics, are reported in section 4.4.5, the validity statistics for the respective

constructs are detailed in section 4.4.6. Based on the thematic analysis (TA) of qualitative research, items under independent variables were adapted according to the relevance and adjusted to different groups of items respectively. Four groups of twelve independent variables were explored and designed into the questionnaire scale. Overall, it embraced the instruments developed in previous studies, which discussed constructs of competence, skills, and psychological elements that relate to this research topic to a different extent.

These measurements were reported valid and reliable, and relevant as they are already measurement researched in the Chinese context. These scales are chosen based on the qualitative results and the industry of language service as the research context. To view each scale that has been adapted to this research context, see Appendix II.

HC scales were developed based on the competence model by the PACET Group, which incorporates various skills and competencies of LPs. Combining the qualitative results, linguistic competence, extralinguistic competence (ethics), knowledge of instruments and markets, coordination competences were adopted accordingly in this research context and presented to participants for scaling. The main items under psychological scales include self-efficacy, resilience, and affection. According to Schwarzer (1995), there are general self-efficacy scales and social self-efficacy scales. Because sociability in this research has been taken as a separate scale, the *self-efficacy scale* mainly concentrates on general self-efficacy and ignores social self-efficacy. Though there is already a Chinese version of general self-efficacy with high consistency, and its findings indicate self-efficacy is an important psychological measure in Chinese population (Cheung,1999)(Zeng *et al.*, 2020), it has not been applied to the group of LPs. Based on that, items relevant to this research are selected and adjusted to align with research questions. In the past thirty years, measurements of "*resilience scales*" were frequently used in relevant research (Wagnild and Young, 1993; Oshio et al., 2003; Sinclair and Wallston, 2004). This research targets LPs in the Chinese context, so individual resilience is the focal point for exploration, as is the brief resilience scale of Smith Smith *et al.* (2008).

Sociability scale was adapted from Agran et al. (2016) and Salzberg et al. (1986), with the former developed based on the latter. It is established on the basis that sociability is one of the most important employability skills for professions across all areas, and since obtaining and retaining a job is believed to be highly dependent on the quality of one's social interaction with different parties (Agran *et al.*, 2016). To ensure that survey items were indeed representative, some social skill used in the Agran (2016) investigation were abandoned and some new elements added based on the qualitative results. "Salzberg et al. (1986) suggested that social

skills at work were divided into two categories: production-related skills that are directly related to job task performance (e.g., following directions, in this research dealing with managers and) and personal skills that are not directly related to task performance (e.g., using social amenities to build connections with customers)." Previous studies revealed that *career adaptability* was positively correlated with job search success, organisational success, and individual career success (Pan et al., 2018; Yu, Guan, Zheng, & Hou, 2018). However, research on career adaptability and PE is scarce. A shorter Chinese version is adopted because it has been tested as a reliable alternative to career adaptability scale of China (Yu *et al.*, 2020).

In addition, shorter questionnaires are deemed appropriate in improving completion rates of participants, which could therefore enhance the validity of survey. As the only dependent variable, *PE* was measured based on the well-established scale by Rothwell and Arnold (2007). The original scale had 16 items, but this research only aimed at exploring some perspectives of the PE; therefore, based on what was previously generated from the qualitative part, 6 items were retained in the PE scales measuring internal employability, external employability, and overall employability, respectively (see Table 4.4).

Table 4.4 Turning qualitative results into quantitative variables

Qualitative Themes	*Variables*	*Reference*
Personal attributes could be summarised as psychological capital that defines a person.	Personality Self-efficacy Resilience Self-management; Dedication for profession	OLHA,2016 Zeng *et al,2020* Smith, et al, 2008 Self-developed
LPs HC consists of complexed skills and knowledge they know.	Linguistic competence Extralinguistic competence(ethics) Instrument knowledge Knowledge about the market Coordinative competence	PACTE Group Self-developed
LPs' sociability acts as a unique power	Sociability (with clients, managers and peers)	Agran, 2016 Peter Kitchen,2012 and self-developed
Capability to cope with external environment are perceived critical	Career adaptability Learning capability Curiosity Marketability (word of mouth;	Yu, 2020 Self-developed Self-developed
Perceived Employability by LPs	Internal employability External employability Overall employability	Rothwell and Arnold, 2007

1.1.1.3 Data collection procedure

According to Cresswell (2017), the major steps in data collection comprise multiple elements in forging a quantitative survey (see Table 4.5). Each step has been carefully considered to ensure the validity of the research.

Table 4.5 Major steps in data collection, adapted from Creswell (2017)

Major Steps in Data Collection	Quantitative Data Collection Procedure	Relating To the Quantitative Part of This Research
Use Sampling Procedure	Identify the sites, participants, sample size and sampling strategy	Online survey sent to individuals; 200-300 participants; nonprobability samplings (snowball or convenience sampling)
Obtain Permission and Recruit Participants	Obtain permissions and approvals, and discuss recruitment strategy	Informed consent in the beginning of the questionnaire; recruitment strategy-personal contact
Identify Data Sources	Types of data to be collected	Questionnaire responses that could be transferred into quantifiable records
Record The Data	Instruments or checklists to be used; validity and reliability for instruments	instruments were bought from published journal articles, combined with self-developed scales from qualitative results
Administer The Process	Who, what, when, where and how long of data collection; ethical issue and standardization of procedure	Data collection is planned to be accomplished within 1 month; ethical issues are considered with every procedure steps.

Pilot survey

To increase survey validity, a pilot test is necessary to be carried out in similar contexts. According to the nature of the exploratory mixed method, participants who have been interviewed in the first stage of qualitative research usually do not participate in the quantitative survey any more (Creswell, 2011). Therefore, the 19 interviewees were not included in the pilot survey. As a mini version study that aims at testing the feasibility of full-scale study, a pilot study utilised a purposive sampling because a "mini" population is enough in this pre-testing (Van Teijlingen and Hundley, 2001). Similarly, non-probability sampling was adopted in the main study, as the purpose of conducting this survey was not for generalisation but for achieving representativeness among certain groups of people with specific features (experienced LPs). The number of pilot participants was 150, as it is believed that an ideal pilot size is about 10 percent of the main survey (Connelly, 2008). After reviewing the pilot survey results, questions were carefully considered and revised. For example, the pilot survey originally included a part of "Please rank the following categories of competences according to its importance in your employability." From the results, it showed that little relevance was produced regarding the initial research questions, and additionally, may pose threats to the response rate with a relatively long time in answering ranking questions. Therefore, it was deleted to allow higher efficiency after careful discussion with supervisors. The final survey questionnaire was then confirmed before being handled out to a larger range of participants. It should be noted that the outcome of pilot study should not be ignored, because it informs the detailed problems to be solved and improvement to be made in the following research process (Van Teijlingen and Hundley, 2001).

Sampling scheme

In mixed methods research, sampling strategies possibly involve both probability sampling and purposive sampling for the strengthening of external validity and transferability, respectively (Teddlie and Yu, 2007). Purposive sampling techniques have been adopted in the previous qualitative part by selecting individual LPs that are specifically associated with the research question. Based on that, the quantitative questionnaire serves as a follow-up procedure for better understanding and interpretation of the phenomenon of capabilities influencing LPs' PE. Usually, quantitative research is believed to be achieved through probability sampling techniques for it aims at a higher external validity in generalisation. However, the choice of sampling technique should be decided based on the actual research question and the purpose of sampling. In mixed methods research, either probability sampling and purposive sampling could be used in combination, and is more than appropriate than adopted alone (Teddlie and Yu, 2007). The false dichotomy that random sampling is for quantitative research while non-random sampling is for qualitative research has long been ruled baseless (Onwuegbuzie and Collins, 2015; Leech and Onwuegbuzie, 2007) Therefore, though the second half of the data collection procedure is of quantitative nature, purposive sampling was used, because its exploratory function is to form a more information rich understanding of the LPs' PE, which could be achieved through purposively chosen samples rather than a random population (ibid.).

Formal questionnaire delivery

To assess Chinese LPs' self-perceived employability and relevant types of capital, the quantitative data collection method was online survey, using Wenjuanxing, the most popular survey platform available for all practitioners in China. WJX is a powerful online survey tool that has a website, applications, and mini-program embedded in social media. Data collection through questionnaire was planned to be completed within one month, during which steps were taken to increase the response rate, including precontact before questionnaire delivery, sending personalised letter using a university-registered mail (Pit, Vo and Pyakurel, 2014), and follow-up calls or letters to remind after one or two weeks respectively. It is worth noting that for online survey, a clearly defined participant population positively influences the response rate rather than the mere number of participants (Wu, Zhao and Fils-Aime, 2022). Incentives were considered as being controversial in rising response rate, therefore, no specific incentives were provided when delivering the questionnaire. The final questionnaire consists of three sections, including demographic information, capitals, and self-perceived employability (see Appendix IV). As this survey was carried out in Chinese context among LPs whose native language is

Chinese, informed consent message and all 37 questions were translated from English to Chinese to gain higher accuracy for answers. To validated the expression, one experienced LP participant was asked to translate the Chinese questionnaire back to English, which shows a high equivalence in the two bilingual versions regarding message delivery (Nida and Taber, 1969).

4.5 Quality management

Research quality should by no means be ignored in any research, since it is the indicator of a serious academic study conducted through reasonable and scientific methods by well-trained researchers.

Data analysis approach

TA (Braun and Clarke, 2022) was chosen for the qualitative data of this study due to its data-driven nature and the ability to interpret themes based on transcripts from interview recordings. The analysis process was not pre-decided but determined by the data collected. Therefore, the study combined a latent and inductive approach, involving the interpretation of themes and exploration of their relations (Joffe, 2012). Interview recordings were transferred and analysed using NVivo before, with all contents coded in the original Chinese language as nuances were better enabled, and later translated into English. Survey items were developed based on themes produced from interview results in an exploratory sequence. Responses in the questionnaires were imputed into SPSS for validity checks, normality tests, factor analysis and parametric statistical tests, as well as correlation, regression and ANOVA (Field, 2018). This ensured the quality of data analysis through appropriate tools and approaches at each step.

Quality in research design

Creswell (2017) highlights the quality of mixed method research, which involves reporting of both qualitative and quantitative validity issues. The design is rigid by adhering to the criteria of rigour and trustworthiness (Lincoln and Guba, (1986), such as sampling method, data saturation, and ethical concerns. There are widely accepted criteria for assessing the rigor of a research (see Table 4.6), which also have analogies in their quantitative counterparts. Equally important, the reflexivity of the researcher, including the awareness and insight of personal bias in conducting research and making decisions, is essential for trustworthiness and rigor of qualitative research (Johnson, Adkins and Chauvin, 2020).

Table 4.6 Elements of rigour in qualitative research, adapted from Lincoln and Guba (1985; 1986) and Bryman (2016)

Terms used in qualitative research	Conventional rigour (Analogy)	Meaning
Credibility	Internal validity	Exploring the truth value of the inquiry or evaluation; the results accurately represent the target;
Generalizability Transferability	External validity	Applicability of the inquiry; the results are applicable to other situations;
Replicability Dependability	Reliability	Consistency of the inquiry; the research process could be repeated across time;
Confirmability	Objectivity	Neutrality of the inquiry; the results are based on empirical data instead of interpretations of the researcher;
Authenticity	/	Different realities and participants' lives are completely presented.

4.6 Ethical consideration

According to De Vos *et al.* (2011), ethics refers to a collection of moral principles that pertain to the quality of research procedures and the researcher's adherence to their professional, legal, and social obligations towards research participants. The process unavoidably presents ethical challenges for researchers, because of the interpersonal activities between researchers and the interviewees, as well as the shifts of stands between a researcher and a practitioner through different stages of study. Therefore, clear ethical guidelines are vital to maintaining valid research (Sanjari *et al.*, 2014), which are key to the appropriateness of procedure administration and to ensuring the research's validity at large. Ethical issues should be well addressed during the whole process of the research design and with different focus when conducting various research approaches. In this exploratory mixed methods research, the research questions focus on the exploration of qualitative perceptions of LPs on their PE, therefore, conducting ethical research means maintaining the research integrity and respecting the rights and interest of participants as well as the researcher (Stutchbury and Fox, 2009). The ethical considerations lie in the validity of collecting, handling, and keeping relevant data, including having the voluntary willingness and informed consent of participants, ensuring anonymity and confidentiality of personal information, securely storing and protecting data during the study, and all data will be destroyed and deleted at the completion of the research. (Yip, Han and Sng, 2016). To address the potential risks of being identified, all participants were anonymised with alphabetic numbers, sensitive information that may indicate their specialisation and positions were replaced by Company A, B, C etc.

In the qualitative part, the researcher acts both as an interpersonal relationship initiator and data collection instrument. Interviews have been the most widely used format for sociological

qualitative research targeting individuals and groups (DiCicco-Bloom and Crabtree, 2006). Therefore, *semi-structured interviews* provide rich insights into SoT, exploring the constructs of capital and dependent-independent relationships and offering suggestions for enhanced PE. ***Informed consent*** is a vital component of ethical consideration and a valid measurement in all sampling strategies (Teddlie and Yu, 2007). It acts not only as a proof of signature but also as a process justifying an understanding of the research content and potential risks, with awareness of self-decision, which is embedded in the ethical codes of human subject research (Sara and Amelia, 2018). In this research, informed consent was obtained before the data collection through a separate form (see Appendix I) for interviewees in written form and online questionnaires. Participants were informed about the purpose, risks, and rights to participate and withdraw voluntarily. Confidentiality of personal information and answers was well recognised and secured, with names of participants replaced by numbers in random orders, and questions designed to only include necessary information. Data was encrypted and stored in the cloud system of the UWTSD Office 365 and protected by passwords. A backup copy of data was stored on USB sticks in case of an online system breakdown. With all these measures, the anonymity of participants was ensured, and all data were only accessible to the researcher, supervisors, and examiners for inquiry.

Flinders' Framework (1992) and Seedhouse's Grid (1998) are mostly mentioned in sociological research, and their works were the theoretical underpinning of the ethical considerations of this study. Flinders' ethical framework (see Table 4.7) offers utilitarian, deontological, relational, and ecological perspectives on different stages of research. Seedhouse's ethical grid helps to understand ethical issues from four aspects, namely external, consequential, deontological, and individual, which have been adapted to suit other contexts (Stutchbury and Fox, 2009). This research considered the overlapping contents from both theories as they are the most helpful tools to promote ethical thinking.

Table 4.7 Adapted from Seedhouse's and Flinders'

Seedhouse	Flinders	Overlaps	Considered in this study
External layer	Ecological perspective	Wider context beyond researcher and participants	Cultural identity, be responsive in communication, and be alert to risks
Internal layer	Relational perspective	A caring attitude towards others	Respect people's rights and willingness to participate and withdraw
Consequential layer	Utilitarian perspective	The most positive outcomes for the most people	Acquire informed consent and ensure confidentiality
Deontological layer	Deontological perspective	Duties and motivations prior to positive consequence	Tell the true purpose of research and provide follow-up results if inquired

It should be recognised that theories and ethical guidelines are authentic rationale for moral conduct, which ensures research integrity and validity, however, the researcher should always stay alert to and handle potential risks during the whole process. The researcher's life experiences, research background, beliefs, and knowledge exist and began to influence decision-making regarding the research question and initial aims and objectives. In phenomenological qualitative research, bracketing should be considered a key factor.

4.7 Chapter summary

With the research context and specific research goals and aims clarified, this chapter introduced the pragmatic context of the research and approaches employed in the study and sets the foundation for the research design and data collection methods. The research design highlighted the exploratory nature with a mixed methodology that aligns with the research questions driven by practical concerns. Sampling strategies and participants were discussed, including the target population, sample size, and techniques employed in both qualitative interviews and quantitative surveys as data collection instruments in sequence. TA and basic statistical techniques were designed to analyse data using software like NVivo and SPSS. It also addressed the measures taken to ensure validity and reliability during analysis and findings, and specific ethical aspects considered through obtaining voluntary participation, informed consent, and confidentiality of data collected, which reduces potential risks to both participants and the researcher.

Next, the findings from this study are presented. While the findings for the qualitative study are presented in chapter 5, the findings for the quantitative study are presented in chapter 6.

Chapter 5 Qualitative Findings and Analysis

5.1 Chapter Introduction

In this chapter, the research findings from the qualitative data are presented. As a reminder, the aim of this research was to find out how LPs themselves look at different types of capital in terms of influencing their employability. The analysis of this chapter is based on qualitative interviews. The purpose is to find answers to the research questions practically through empirical data. Following the research question and methodology design, the diagram of this exploratory sequential design is presented with data collection and analysis procedures (see Figure 5.1). Because it was an exploratory sequential study, qualitative data was handled and analysed before the quantitative data, adopting TA techniques, and the results were converted to build a quantitative questionnaire. Through combined analysis, discussions and interpretations were made based on descriptions and statistics, respectively.

Gather:
information
for qualitative
analysis

Build:
contexts for establishmen
of quantitative instrument

Collect:
quantitative data
for final analysis

Interpret:
how quantitative results
enhances the reliability
of qualitative results

Qual questionnaire development

Qual data collection and analysis

Quan instrument development

Quan data collection and analysis

Procedure:
-Set the context of
employability
-Target at LPs in China
-Write questions for interviews

Procedure:
-Purposive sampling;N=19
-One-on-one semi-structrued
interview
-Coding and thematic analysis

Procedure:
-Set areas in the four themes
-Write representitive items

Procedure:
-Pilot survey
-Reach out for sample group

Product:
-8 questions for semi-
structured interview

Product:
-Transcripts
-Translation of transcripts
-Four themes

Product:
-Items across four areas
-Survey questionnaire

Product:
-Descriptive result
-Correlations

**Final product:
Capability model of Chinese LPs'
employability**

Figure 5.1 Diagram of data collection and analysis design

5.2 Thematic analysis in qualitative data

TA as proposed by Braun and Clarke (2006) has been widely utilised in a variety of research. By approaching the end of interviews, a few new opinions appear, and more convergence is spotted. The codes are neither fully decided before nor followed in the interview, nor do they emerge from the data without any thorough consideration. Looking at the difference between the exploratory and confirmatory approaches in TA (see Table 5.1), it can be inferred that the codes in this research were mainly data-driven, because the data are all transcripts from interview recordings, and what I tried to achieve from the coding and analysis was not pre-determined but based on the available data. TA deals with both implicit and explicit content (Joffe, 2012), and based on the type of data and research question, the analysis process was combined with a *latent* and *inductive approach*, which involves a deeper degree of interpretation of themes.

Table 5.1 Difference between Exploratory and Confirmatory approaches in data analysis, adapted from Guest (2014)

Exploratory ("content-driven")	Confirmatory ("hypothesis-driven")
• For example, asks: "What do x people think about y?"	• For example, hypothesizes: "x people think z about y"
• Specific codes/analytic categories NOT predetermined	• Specific codes/analytic categories predetermined
• Codes derived from the data	• Codes generated from hypotheses
• Data usually generated	• Typically uses existing data
• Most often uses purposive sampling	• Generally employs random sampling
• More common approach	• Less common approach

Braun and Clarke (2019a) revised and clarified the proper application of TA and thereby redefined it as reflexive thematic analysis (RTA), which indicated that TA has been evolving as a solid data analytic approach for qualitative research and are now identified with three types of TA: coding reliability TA, codebook TA and reflexive TA(RTA). Different clusters of TA are sorted according to different philosophical assumptions. Since RTA does not make a fixed codebook and the researcher is able to adjust the codes flexibly at any stage of the analysis process, it is more *inductive* in alignment with the approach stated above. In addition, since the research question of this study is focused on the perception and views of LPs in the context of employability, RTA is suitable as an approach for analysis (Braun and Clarke, 2022). It is necessary to determine, based on the research purpose, theoretical and conceptual framework, which approach of TA is more appropriate, as the TA approaches are not compatible with each other. In this research, the TA followed the guidance provided by Braun and Clarke (2006) (see Figure 5.2).

According to the diagram below, the first analytical step after data collection is to familiarise oneself with the data and prepare for coding, which usually involves recording transcription, cleaning, and anonymising sensitive data through several rounds of reading. However, it should be noted that, within RTA, it is believed that a researcher's subjectivity is a resource for analysis, as knowledge generation is inherently subjective (Braun and Clarke, 2022).

Phase 1 Familiarizing yourself with data

Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.

Phase 2 Generating initial codes

Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.

Phase 3 Searching for themes

Collating codes into potential themes, gathering all data relevant to each potential theme.

Phase 4 Reviewing themes

Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.

Phase 5 Defining and naming themes

Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.

Phase 6 Producing the report

The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Figure 5.2 Phases of thematic analysis, adapted from (Braun and Clarke, 2006)

5.2.1 Pre-coding preparation

Phase 1 Familiarising with the data

Transcription of recorded material

All 19 interviews were conducted in Chinese, some in Mandarin, and some in Sichuaness, the local dialect of Sichuan province. IFlytech recording pen was chosen as the tool for interview recording with the participants' awareness, and permission was granted before interviews. It

took almost the same time as the interview duration to get the auto-transcription sorted. The most difficult thing is misrecognition, wrong characteristics, pauses, unpunctuated sentences, and a lack of tones and intonations. The author spent a large amount of time and energy on manual transcription by listening to the raw recording material again, to ensure the correctness of information, expressiveness of spoken language, and completeness of semantic meaning in that specific context.

Data cleaning

The reason for data cleaning before analysis is that information is all transcribed from recordings, either spoken in Mandarin or Sichuan dialect, therefore there were quite a lot of misrecognitions, which hampers understanding for further analysis. Data cleaning includes the rectification of wrong spelling in Chinese characters, the representation of oral expression in written form, and the connection between paragraphs and contexts for a sense-making purpose.

Anonymising sensitive data

Having obtained permission from the participants, the interviews were recorded. However, sensitive data were inevitably discussed, such as names of people, names of companies, commercial data that is not public, interpersonal relations, etc., therefore information should be anonymised before further analysis. The researcher used random numbers and alphabet letters to substitute sensitive data, which aligns with research ethics and the need to ensure confidentiality of participants and their companies while doing analysis.

5.2.2 Coding and recoding

Phase 2 Generating initial codes

The first-hand data were examined by the researcher through transcribing and cleaning up the recorded content, including redundant details, jumbled words, and spelling in voice recognition. But it should be noted that data analysis is usually conducted concurrently with data collection in qualitative research (Sutton and Austin, 2015).

Coding strategies

It is believed that coding is not a once-and-for all mission, but it should be carried out at all stages along the research journey because it requires the researcher to make decisions in context, which may alter iteratively (Elliott, 2018). Therefore, the coding phase began as early as the pilot interviews were carried out. Coding is regarded as an important influencer for robust qualitative research (Strauss, 1987, p.27). However, whether to choose it as a method depends mainly on the individual researcher and the specific aim, purpose, and objectives of the

research (Saldaña, 2016). As a pragmatist, the code of conduct in choosing coding strategies should be targeted at those that are helpful to analyse qualitative data.

Coding methods

In this research, the coding process is performed using qualitative data management software (CAQDAS), and here NVivo is chosen as a tool for utilising research methods, which should be critically applied with a purpose of quality improvement. The function of CAQDAS in qualitative research is obvious, especially in managing massive qualitative data collected from samples, and in searching for and categorising relevant information under specific themes through coding. Though the researcher should always take control of the data and way of doing analysis, the CAQDAS indeed, plays a useful role especially in large volumes of qualitative data collection and analysis (Patton, 2015), which adds reinforcement to the validity and the reliability of the research process, as well as the rigour of research result (Flick, 2018). Therefore, CAQDAS was utilised during the coding process.

In this research, data in qualitative research were mainly interview transcripts that were transformed from interview recordings, and therefore codes in this research were mainly the summaries made by the researcher from the essence of interviewees' words. The process of deciding what to code is important, especially at the first cycle of coding based on raw transcripts, because it is regarded as the transitional phase between data collection and data analysis (Saldaña, 2016); But coding is difficult because it is interpretive, or subjective to some extent.

It should be borne in mind that the lenses, angles, and positions of the researcher will influence the questions, responses, and specific ways of collecting data. In this research, the researcher observed from a fieldworker angle because she has been an active LP for 8 years. In terms of research lens, the interviewees are all experienced LPs actively involved in this field and most of them worked from a local base, therefore the researcher would look at them equally as experts, who only differ with each other in personal experience. According to Saldana (2016), there are plenty of coding methods forming diverse coding categories (see Table 5.2), which provides a reliable foundation of choice for the coding process. In the qualitative part, it mainly deals with descriptive data in interviews and explains experience as well as feelings described by the interviewees. From the first time of reviewing all data, in Vivo coding, followed by focused coding that categorises coded data based on thematic similarity and develops the most salient categories of the data, and descriptive coding, are largely used since the TA is driven

by data as pre-decided in the research design. It could be understood that the choice of appropriate coding methods is a natural result of the alignment of the coding process.

Table 5.2 Coding categories adapted from (Saldaña, 2016)

Coding Categories	Coding Methods
Affective Methods	Emotion Coding, Values Coding, Versus Coding, and Evaluation Coding;
Elemental Methods	Structural Coding, *Descriptive Coding, In Vivo Coding*, Process Coding, Initial Coding, and Concept Coding;
Exploratory Methods	Holistic Coding, Provisional Coding, Hypothesis Coding, and Eclectic Coding;
Grammatical Methods	Attribute Coding, Magnitude Coding, Sub coding, and Simultaneous Coding;
Literary and Language Methods	Dramaturgical Coding, Motif Coding, Narrative Coding, and Verbal Exchange Coding;
Procedural Methods	Protocol Coding, OCM (Outline of Cultural Materials) Coding, Domain and Taxonomic Coding, and Causation Coding;

The coding process is largely agreed to be iterative during the data collection and analysis, or a transitional phase between the raw data and the processed data. However, at which point the coding should come in is believed not to be a fixed design. The interactivity of coding is not a determinate map to follow in the beginning, but a practical process that is evoked naturally by the next stage of analysis (Locke, Feldman and Golden-Biddle, 2022). It reassures the "living" character of the coding process, which has been stated to be "organic" that codes and data are interdependent and inseparable in shaping each other (Locke, Feldman and Golden-Biddle, 2015). By the end of fist-cycle coding, it ends up with a large number of codes all together. Of course, there are overlaps and redundancies because of the variance of wording and expression during the coding process. For example, "feeling of accomplishment", is also labelled as "sense of accomplishment", but obviously these two stand as different positive feelings and therefore could be merged into one code of pleasant feeling. It costs about one week to complete similar work since the number of codes is huge.

Recoding

According to Saldana (2016), the second cycle of coding aims at developing a more categorical, thematic, and even theoretical set of categories and themes based on the first cycle code. For this research, the first round of coding ended up with more than 80 codes. Through reviewing, these codes are intertwined with overlaps and redundancies, and therefore the number of codes was further reduced through merging and combination. Finally, by further refining those codes through cutting redundancy in Nvivo diagrams, it was reduced to 41 more concise and well-supported codes, which is in alignment with the number range suggested by supervisors. Silver and Lewins (2014) proposed that "some codes will be merged together because they are conceptually similar; infrequent codes will be assessed for their utility in the overall coding scheme; and some codes that seemed like good ideas during the first cycle of coding may be dropped altogether because they are later deemed marginal or redundant after the data corpus

has been fully reviewed." The recoding process is thereby presented through sorting codes into categories, which will be further explained in the next section.

5.2.3 Identifying categories

Phase 3 Searching for themes

Code is commonly mentioned in its partner ***category***. Their relationship is clearly stated by Saldana (2016),

> "I advocate that qualitative codes are essence-capturing and essential elements of the research story that, when clustered together according to similarity and regularity (i.e., a pattern), actively facilitate the development of categories and thus analysis of their connections".

After all transcripts were coded for the first-round work, there were all together several hundred initial codes. Following the steps of TA, the next step is identifying themes. But before that, a lot of messy codes -by messy, it means the wording of codes is not normative in terms of their essence because there may be several different kinds of expressions describing the same issue, which hinders the process of gathering contents of the same meaning into one category. Therefore, the author revisited all codes and corresponding references, and aggregated codes from subcodes to form major categories. 41 codes were grouped into 8 big categories based on the common points stressed through codes. For example, code *Changes of working environment* and code *Changes caused by COVID-19* are put into the category of *Macro environmental challenges* (see Table 5.3). Codes were driven by repetition in interview scripts, and categories driven by condensed codes, which reflects the TA approach with an exploratory feature being data driven. By doing so, 8 categories were transcended into themes. Following the next phase, themes were identified, reviewed, named, and later analysed as findings of the qualitative part, which will be discussed later in section 5.2.4

Table 5.3 Turning codes into categories (excerpt from interview data)

Codes (partial)	Categories	Description
Mental power Physical features Personality	LP's personal attributes	personal attributes such as personality, mental power and physical features play a complex role in becoming a LP with high employability
Multiple forms of work Continuous education	Work and education	working experience in different sector adds competitiveness to LP; LPs who dive into a certain sector/industry also benefit
Skills beyond language Understand norms of profession	Rational understanding of profession	knowledge about codes of conduct, norms and regulations of this profession; know the process in doing pracitical work
Achieving career goals Pleasant feeling High income	Indicators of successful employability	should achieve at least certain forms of employability, which embodies in subjective feeling, materializable index and recognition from others
Communicative skills Awareness in self-marketing Life-long learning	Versatile skills	extra-linguistic skills such as communication, learning and self-marketing are helpful in keeping employable
Clients Colleagues Agencies	Social resources	the professional market is not mature in China, so LPs should manage relationship with clients, colleagues, and employers to keep employable
Change of working forms Change caused by COVID-19 International relationship Domestic policies	Macro environmental challenges	politics, pandemic and other external events change the way and environment of LPs work, which requires higher resilience
Positive attitude Uncertainty Distrust	Controvetial attitudes to tech-human	technological evolution heavily influenced LPs' work both positively and negatively; LPs should maintain personal competence and capability of utilizing tools

5.2.4 Development and analysis of themes

Phase 4 Reviewing themes

The difference between category and theme is confusing yet important in developing a solid and valid construction of the TA process (Vaismoradi *et al.*, 2016; Mojtaba and Sherrill, 2019; Graneheim, Lindgren and Lundman, 2017). It is believed by Morse (2008) that categories are more generalisable because it decontextualises the links to persons (such as different forms of laugh), but themes are believed more capable of describing the essence of the key term.

> "A *category* is a collection of similar data sorted into the same place, and this arrangement enables the researchers to identify and describe the characteristics of the category. This, in turn, enables the category itself to be defined, and then compared and contrasted with other categories…."

Categories are helpful in labelling important codes and domains of research, but they are not the final products of analysis. Having 14 categories on hand*, theme*, on the other hand, is a meaningful "essence" that runs through the data (Morse, 2008). "Just as a theme in opera occurs repeatedly, sometimes in the foreground, sometimes in the background, and sometimes co-occurring with other tunes, so does the theme in research. It is the basic topic that the narrative is about, overall". Categories could be one or two-word phrases, but themes should be capable of depicting the relationship between different categories (Connelly and Peltzer, 2016).

Basically, themes are clusters of meaning that most frequently appeared or are highly mentioned by the interviewees, which can be taken as the essence based on the codes collected. Initial themes were drawn from coding processes. According to Braun and Clarke (2006), a theme should be both analytic in explanation and illustrative by showing extracts from the data. It "captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set (pp.82)". However, they explicitly emphasised that theme should retain some degree of flexibility of the researcher (see Table 5.4) and should not be decided merely on a quantifiable measure, such as the frequency of appearance in the verbatim transcription. The segment of information also captures the key points of research questions.

Table 5.4 Features of themes adapted from (Braun and Clarke, 2006)

• Shows patterns within the data
• Broader than codes
• Connects codes across and between data
• Captures something about the data in relation to the evaluation question

Themes are the more interpretive results of relevance that are extracted from multiple codes and categories and are of two types: sematic themes and latent themes. When deciding what the prevalence themes are, conventions include "the majority of people" and "most people". It really is about the comprehension and choice of the researcher. Since it is a data-driven inductive approach, the four identified themes are latent, through which raw data were identified or examined for the underlying ideas, assumptions, conceptualizations/ and ideologies (Burr, 1995).

Theme development is believed to be more complex and time consuming than forming categories (Connelly and Peltzer, 2016). It requires the researcher to continue to improve research practices and skills. The researcher has encountered the anxiety about how to further analyse after the completion of initial coding and getting some time in figuring out difference and links between *categories* and *themes*. These were noted in the research memo in Nvivo, which provides a reflexive process to conduct a reasonable analysis.

The utilisation of NVivo facilitated the intricate process of coding by allowing the researcher to assign descriptive labels to segments of the texts of interviews, thereby creating a coding guideline step by step. This guideline served as the foundation for identifying patterns and relationships within the data, through subgroups and upper-levels function bottoms ready at hand to recategorised data chunks. It visually represented connections through node maps and diagrams, which significantly enhanced the understanding of the data. Consequently, four themes were developed through repetitive reviewing of codes and categories (see Table 5.5) and further descriptions are presented, each representing a distinct type of capital: personal attributes, skills and knowledge, social networks, and responses to external factors. By illustrating these themes, a thick description is provided, combining excerpts from participants' interview transcripts. The names of participants were replaced by random alphabetic letters or numbers to conceal their identity.

Table 5.5 Turning codes into categories and themes (excerpt from interview data)

Codes (partial)	Categories	Description	Themes
Mental power Physical features Personality	LP's personal attributes	personal attributes such as personality, mental power and physical features play a complex role in becoming a LP with high employability	Personal attributes and experiences are influential factors for LPs employability
Multiple forms of work Continuous education	Work and education	working experience in different sector adds competitiveness to LP; LPs who dive into a certain sector/industry also benefit	
Skills beyond language Understand norms of profession	Rational understanding of profession	knowledge about codes of conduct, norms and regulations of this profession; know the process in doing pracitical work	Capabilities expected for LPs are getting complex
Achieving career goals Pleasant feeling High income	Indicators of successful employability	should achieve at least certain forms of employability, which embodies in subjective feeling, materializable index and recognition from others	
Communicative skills Awareness in self-marketing Life-long learning	Versatile skills	extra-linguistic skills such as communication, learning and self-marketing are helpful in keeping employable	
Clients Colleagues Agencies	Social resources	the professional market is not mature in China, so LPs should manage relationship with clients, colleagues, and employers to keep employable	Social net-work factors as a unique power in Chinese LP's employability
Change of working forms Change caused by COVID-19 International relationship Domestic policies	Macro environmental challenges	politics, pandemic and other external events change the way and environment of LPs work, which requires higher resilience	LPs hold controvetial attitudes towards external factors
Positive attitude Uncertainty Distrust	Controvetial attitudes to tech-human	technological evolution heavily influenced LPs' work both positively and negatively; LPs should maintain personal competence and capability of utilizing tools	

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Phase 5 Defining and naming themes /Phase 6 Producing the report
Theme 1: Personal attributes are influential factors for LPs' employability

Personal attributes are always a research target that are influential for all employees in the labour market. For example, the personalities of employees are discussed as relevant in terms of career success (Sutin *et al.*, 2009). Though few consistent findings were found because of different research sectors, interview data reveals that it is valuable to look at the specificity of LSI as to what extent personality is related to indicators of employability and career success. *Personal attributes*, *working experience*, *subjective feelings* are the three spotted categories under the first theme and supported by 10 codes. In the following part, key codes will be discussed for a thick description by reviewing supporting subcodes.

Personal mental characteristics such as *self-efficacy, personality, affection (dedication for profession), resilience, and confidence,* as well as *physical features,* and *working experience,* will be considered co-ordinately. Most of the interviewees mentioned the importance of self-evaluation and recognition on professional capability and career choice (some comments from interviewees are shown below). Self-evaluation and recognition can be seen as important elements of **self-efficacy**. For LPs, evaluation and recognition include the assessment of personal energy and time during a particular period regarding the difficulty and urgency of translation tasks; it also means a good awareness of personal capability in terms of what, how, and when you can complete the task satisfactorily.

"I really couldn't do anything out of my capability, if I have time and energy, I will take the task, but there were too many things during that time. Calm down, I said to myself or otherwise I might crash." (lp6)

"If you continue to fail…you won't have such a sense of accomplishment, and you can't turn it over, right? It would be very painful, so I need to understand my own abilities and what I'm suitable for." (lp15)

"… Because the cake of interpretation is not so big, if one has never been able to enter into the high-end market and recognized by clients, he may hover around… making oneself doubts self-identity, and may also impair self-confidence..." (lp19)

It can be concluded that the allocation of time is especially important for both freelancers and part-time practitioners. In their opinion, though sometimes luck may strike, and opportunities may arise, a rational evaluation and recognition of oneself on every task is a critical stepstone in building self-confidence, self-efficacy, and self-esteem. Besides, evaluation and recognition

of oneself help to build the sense of "being in control," which is a necessary psychological attribute for the development of capability-suitability-accomplishment-improvement virtuous cycle. It also adds competitiveness to LPs long-term employability by knowing current weaknesses and possible chances, as well as through the word of mouth.

Dedication for profession (DP)

Another element in *personal attributes* is DP. It has been spotted in important positions of multiple motivation models (e. g.). For example, according to Maslow's Theory of Hierarchical Needs (1943), DP is on the social ladder, which is an important factor to be fulfilled and provides a precondition for moving toward self-esteem and self-actualisation; usually in these models, DP has been talked about mostly in a positive way among the participants:

> "Some people may feel this is a very advanced industry, and it has a kind of halo in it, so they want to enter the industry. But my suggestion is if you don't like it, have no affection in it, it might not be the best choice...I suggest them to choose other industries." (lp11)
> "The priority is you have to be interested in it and then work hard. The results are just the externalization of your capability." (lp12)
> "… my expectation in this industry is to be part-time, not full-time. I do not rely on it for a living, I have my stable job being a college teacher. I do it for a side business … expansion of my professional skills, interests." (lp19)

However, on the contrary, most participants, who expressed that they do enjoy and have a kind of DP in working as a LP, there is a different. Participant No.13 has explained her own feelings and the voices of her colleagues as being "stressed" and "loaded" in doing their work. The original excerpt is shown below:

> "… only a very small part of people really has that kind of love in translation. They will persevere all the time with a passion … because he does not only do it for money…I do not recommend people to take this stressful road, because most people work only for survival. … very few people I know really love their job. If you don't really like it, don't enter this business." (lp13)

While contacting the above interviewee, this LP said she just quit her job as a professional translator at KPMG a few days prior to contacting her. Bearing in mind that the LP seemed to be enjoying her work as at the last time that the researcher met her, the researcher, driven more by anticipation than disappointment, was curious to know what changed her mind in such a

short time. As a researcher, I anticipated that this interviewee would bring key insights into the understanding of LPs' perceptions in terms of professionalism and employability. It turns out that this interviewee was very anxious to talk. The most impressive information from the interview is that she was very unsure about her future career as well as her future life. Looking from the angle of descriptive phenomenology (Patton, 2020; Lopez and Willis, 2004), the essence of a phenomenon should come from the lived experiences of individuals. According to this participant, the company she works for is an accounting firm that has an extremely tight working schedule and heavy workload. And the working content she deals with is intensive, which requires "mechanical" skills rather than interpersonal communication. She felt it was difficult to find a value in looking for her future career in her position, hence working overtime. It might be the working environment and management styles that stress her. But she also admits that some of her colleagues, who are senior practitioners and can deal with pressure, enjoy working there. As I have known her for several years since college, her pessimistic feelings towards work may also be partly affected by her personality, which is another element of discussion in the next segment.

Though strongly negative opinions were expressed by this participant, the researcher does not regard her as an outlier but as a representation among all LPs. One participant with more than 15 years of working experience critically suggested:

> "If you haven't entered the industry, think twice. This is a suggestion and a warning. Because it's tough … everyone has something that doesn't want to endure hardship…Translation is indeed not an easy thing, and it is also a road of no return, once you set foot on, you do not literally have the freedom to decide when to switch on and switch off. You will always be at work." (lp6)

Another participant expressed her understanding of the cruel but true reality in the language industry, saying:

> "If you don't like it but come in for other reasons, such as just hearing the descent income… as a beginner, you do not necessarily have so many job opportunities, and you may not be able to earn much money. Compared with other jobs, it means that you earn less and feel difficult to survive … It is the law of the jungles." (lp4)

It should be mentioned that DP alone is insufficient to determine LP's employability. LPs reached a consensus that to catch up with individual DP and interest, competences and efficiency are essential. For example, the following participant expressed that she is not good at sitting around and doing the written-form translation:

> "I think translation is a bit of a pain for me. If the workload is not that large, I am ok. But if it is too intensive, I really feel very frustrating by facing the computer in the house every day and night... Yes, if you like it you can put up with it. The fit between personality and interests are very important." (lp9)

As can be seen from the above discussion, as an important element of the internal motivator, DP is of high importance to LPs perception of employability (Zhiwei, 2016). For those employed, if they do not have DP, they do not feel a good status of employment. Likewise, those who have real love for and willingness of devoting themselves to translation industry perceive that they are in a well - employed state because they enjoy what they do.

Confidence is usually mentioned in the discussion of self-efficacy (Gilad, Stanley and Dov, 2004). For LPs, confidence is critical as it stands for the trust and belief in oneself of mastering the core competence in accomplishing the task at hand and dealing with possible challenges in the future.

> "What are your expectations for yourself? You may have to set some goals. For example, if you are not frequently exposed to the working language environment, then your ability will be partially weakened. Maintaining working language ability is important, which forges your confidence and competitiveness." (lp1)

> "Why cannot some people just translate well? It is complicated…comprehensive knowledge, culture, in knowing something about everything, these must be accumulated over years... the more experienced I am, the more tools and methods I can apply and the more confident one could be." (lp15)

Resilience

Resilience has been the second most commonly referred to subcode in discussions of personal mental characters, only next to personality. Resilience is another important factor in the personal attributes of LPs, which is one of the four elements of PC (Luthans, Avolio and Youssef, 2006). Its importance is embodied in the nature of LPs' work, the working environment especially for oral interpreters, and their self-management skills. As captured in the literature, resilience is a wide research domain (Aburn, Gott and Hoare, 2016). Personal resilience relating to the workplace largely refers to the ability to overcome, bounce back from, and adapt to adversity and stress (Jackson, Firtko and Edenborough, 2007). Stress is a word frequently mentioned when talking about resilience. Dealing with stress properly could be seen as a necessary skill for keeping resilient against external uncertainties, and it has been considered one of the four essential elements of PC in employability (Chen and Lim, 2012; Swati and Suman, 2015). From the interview data, it was evident that resilience has been consciously thought of by experienced LPs.

> "From a psychological level, taking myself as an example, if you stop translate for a long time, when you do it again, you will doubt yourself." (lp1)

> "…psychological capability is very important, that is the ability to resist pressure. For example, if I do some freelance tasks, I may sometimes procrastinate, or get the time arrangement inappropriately." (lp11)

Stress is not the only thing that worries LPs. Career burnout (Nele De *et al.*, 2012) is also perceivable, especially after a long time of work in one sector, or potential psychological vicarious trauma working with clients (Darroch and Dempsey, 2016). Among the reasons for causing stress, LPs in different working modes have different attributions, but in general, the capability to deal with stress is an indispensable element that was agreed upon by interviewees.

"in a translation company, the pressure may be greater…if the KPI is not completed, it will affect the salary or bonus, opportunity to promotion…but the good thing is you only mind the translation task itself. You don't need to worry about the payments from customers. I have been stood up with an individual customer. If I am with translation company, its finance department would deal with it... you do not bother in finding projects by yourself ..." (lp11)

"in translation companies, the problem of time management does not exist, because as an employee you don't have choice but goes to work on time. It is impossible to be lazy one day and diligent the other day. But for freelancer and part-time LPs, self-discipline is very important.;" (lp1)

"I felt free now. I used to work in the government department. But my work not only involve interpretation…I am the interpreter of business investment, I sometimes write memorandum for cooperation… you seem to be working 9 am to 5 pm every day, 5 days a week, but in fact you may be called back to work overtime. Now I completely have control of my time, I can say no when I want to take a today off…I feel better now being a freelancer." (lp14)

"… it can be divided into two categories. One is full-time translators in translation companies or the government. Since you choose this stable path, you know the ceiling of your salary… if you are particularly outstanding, most people choose to be freelancers after experience in the company. Especially interpreters. Because translators of huge projects need teammates to cooperate, like post-translation editing…" (lp8)

Generally, full-time LPs working in language service organisations such as translation companies felt higher pressure than in-house translators; but more in-house translators would have trivial matters to take care of other than translation and interpretation; being free-lanced is commonly agreed to be flexible in working time and place, but not exactly equal to "being free from stress"; on the contrary, people who have freelanced or are currently freelancers used "self-discipline" as a threshold to be freelance. It is commonly agreed that being a freelancer means you are more capable in managing diverse issues and has more opportunities in self-development. Freelancers are more likely begin their job as organisational employees, and the market seems more friendly to interpreters than translators according to the different features of tasks. Some strategies are suggested as useful in reducing stress and avoiding burnout.

"… the burnout period come in when you feel your job can no longer give you any excitement with repetitiveness. Whether for money or sense of achievement, few things could rarely give you any stimuli … no challenge. When this time comes I usually change a place for work, or a self-promotion plan, such as joining an education program." (lp12)

"…try focusing on something that has nothing to do with work, the engagement will make you relaxed. I prefer to take one day out to learn coffee-making…if you put too much pressure on yourself, you will burnout, so self-regulation really matters…" (lp6)

"…adjust yourself to adapt to the changing society… psychological capability is important; it is how well you can cope with stress … some people cannot sleep when under stress, the brain could not work the next day, it then further weakens confidence, increases self-doubt, higher stress - a vicious circle." (lp4)

Positive and professional relationships; maintaining positivity; developing emotional insight; achieving life balance and spirituality; and, becoming more reflective - these are coping tactics provided by Jackson (2007) for improving personal resilience at work.

Personality

TS has always been regarded as a shelter for "disciplinary immigrants" (Gile, 2008), the research on LPs' personalities thereby reasonably combines perspectives of linguistics, psychology, and cognitive psychology (Reiss and Rhodes, 2014). Though the researcher is aware that frequency of words in qualitative analysis is not a reliable measure, personality is, indeed the most densely discussed topic in personal attributes with participants which has an unexpected result. The widely adopted personality traits are the Big Five Personality proposed by Cattell (1977), Eeysenck (1964) and McCrae and Costa (1989), and HEXACO Inventory by Ashton and Lee (2009). Another well-known and widely adopted approach in psychology is Myers-Briggs Type Indicator (MBTI), the personality typology by Carl Jung (1971). Whereas personality traits approach represents stable and quantifiable individual characteristics that mostly derive from genetic endowment for a longer period of time, personality typology believes people differ in combination of psychological functions and form qualitative features of personality, which means one can both be a sensor and intuitor, an extrovert and introvert, and a thinker and feeler, as well as a perceiver and judger (Lehka-Paul and Whyatt, 2016). Literature in Translation LP's personality started quite early but obtained focus only in the recent two decades (Reiss as the first applying psychological theories to translation). Theoretical hypothesis believes that there are good and bad types of character-

based translator categories (Reiss and Rhodes, 2014), and it has been proved with later empirical research that personality influences a translator's choice as well as his/her performance. However, this research analysis showed the consistency with the identifiable personality features in differentiating translators and interpreters, and at the same time, participants believed personality was not that important in influencing LP's performance, which could be seen as a new form of enrichment on the debunked statement that translators are introverts and interpreters extroverts (Henderson, 1987). Combing interview results and previous literature, personality traits are seen as influential but not determinant building blocks in developing TC and expertise (Lehka-Paul and Whyatt, 2016). Personality is a frequently researched factor in psychology, which means it is easy to be subjective. Therefore, being reflexive, when reviewing interview transcription and listening back to the recording again, as the researcher knows each participant in person and their personality, awareness has been taken by peeling off the personality label of each person and the bilateral relationship with the researcher. Only the remarks and information given by the participants, and their different work and life contexts were taken into consideration. Research journals and analysis memos were carefully noted as a way of bracketing and keeping being reflexive.

Influence of *personality* was emphasised, however perceived diversely, some believe types of personality will affect the choice and performance of LPs. Some believe personality influence is weakening in professionalised employment, which could be differentiated from the type of language service.

> "Some people may be more introverted. They just don't like to do work that involves interpersonal communication, so they are more suitable for written translation…I had known a translation company where translators could sit there working without speaking for a day…" (lp13)

> "Most interpreters I know are more extroverted…if one's personality is a little quieter, he usually prefers written work as a translator… I don't like sitting in front of the computer, strictly follow the targeted number of words to translate. I am flexible…follow my own pace and enjoys working as a freelance interpreter… maybe it has to do with my dream job --- archaeologist, so there is adventurous bit in my personality." (lp6)

However, not all participants agree that there are extinct personality features in written translators and interpreters.

"I think I was a little more introverted when I first started working. It takes time to go through some lessons and training, and then be more open to accept challenges and develop an extroverted personality… it also helps developing my job better." (lp5)

"… personality is not the determinant at least in high-end interpreting, because if the client really thinks you are a professional, he will prioritise your ability, just like certified lawyers, it is the professional ability that matters the most… your personality has been weakened …It may be influential in low-end liaison interpreting, maybe as an escort interpreter…" (lp10)

"…experienced interpreters are mostly introverted; sometimes your expressive ability and personality may split, and some people don't seem to speak very much, but what they say is convincing; I am outgoing, which is helpful to my interpreting career… but it changes, I became more introverted these days …" (lp7)

The word "split" has been mentioned regarding the level of capability and the type of personality. It relates to the worry of "split personalities" (Lehka-Paul and Whyatt, 2016) combining extrovert and introvert ones that, according to the participants, one's personality may change in accordance with their life status.

If personality traits are considered stable and context-bonded inner features of individuals, subjective feelings towards current employment could be seen because of their perceived performance. Almost every participant expressed their two-sided feelings towards translation as a profession, seeing both the tough side - mentally and physically demanding and challenging, and the rewarding side - a sense of achievement and self-promotion.

"I think this job is two-sided. It has very intensive pressure and challenging for me … from the anticipated difficulties in preparation, and challenges from the content … but the pressure gives way to the sense of accomplishment once the task is fulfilled…personally I take this profession as the top among foreign language industries, the most valuable and practical profession relating to language majors." (lp19)

"I remembered it was in 1993 … very few people who had computers in mainland China at that time … basically no computers in individual families…when I came into global consultation business using my language knowledge… I felt that I was in sync with this era. When I have reached my tentacle to the foreign countries, my vision was broadened." (lp3)

"It is challenging. The challenge of language ability, subject knowledge, learning ability and the speed of learning, technology, and translation assistance software; but also, a great sense of achievement and value …What impressed me the most was working with the International Labour Organization.The UN is a dream of interpreters. Staff of these international organizations broadened my horizons, which is rewarding." (lp4)

"The feeling is quite tiring… for interpreters it is the psychological pressure. There is only a short while when others see you or hear your voice as an interpreter. What you're done and prepared is seen by no one. But all in all, I enjoy teaching interpreters and translators" (lp6)

Interestingly, though the toughness is well recognised by LPs, most of them will choose to take this profession if another chance is given before they make their first choices. However, the proportion of that choice and the possible relationship between personality, working experience, and PE are explored using quantitative methods in section 5.3.

Physical features of LPs such as appearance (lp11), age (lp16), gender inequality (lp12; lp8), and family and marriage (lp4) are mentioned by both male and female participants. Though with limited frequency, the researcher regards them as considerably important factors comprising this theme, because the researcher herself is consciously aware of personal experience, which should be bracketed, and shares similar distractions and limitations that Chinese LPs are confronted with. From the current acknowledgement of the researcher and literature to the date of writing, little research considers the development of LPs employability in relation to their physical features. Therefore, further exploration is necessary for a clearer picture on LPs' physical influence of their PE.

Work and education as a category, represents LPs multiple forms of work, continuous education and training, change of professions, and uncontrollable choice of disciplines. Description of working experience reflects that LPs usually have an environment of continuous change, with a demand for education as well as self-training. Among them, participants with

overseas living experience believed they benefited from that, and one who spent over six years in America said:

> "It is a kind of cross-cultural communication skills…also, I think there is a higher level of self-confidence and optimism in individuals… it may be helpful in building attitudes towards work." (lp1)

From their working experience, an interesting trend is that most participants started working as a LP since college as English majors, and they saw visible thresholds for becoming a LP, including curriculum-based college education, qualifications (e.g., CATTI), and practical experience as a LP in whatever forms. However, with the development of globalisation and the increasing need from the market, the trend of interdisciplinary research is on the increase that requires LPs with diverse backgrounds to engage in TS (Jiang, Wu and Tsung, 2020), and challenges were perceived by LPs who lack knowledge in other disciplines, especially background knowledge in the natural sciences.

> "I used to work with Chinese conservatory and Research Center of Giant Panda. They prefer someone with a zoology background. But there are not many people who are capable of interpreting zoology between Chines and English well, a few years ago. So, they turned to professional translators. Now I believe Ph.D. students in zoology, especially those with overseas study and work experience, are more than competent." (lp7)

Another interesting phenomenon is that people who choose to work as freelancers or in small and medium sized enterprises (SME) hold a more open attitude toward switching jobs and sectors, while people who work in state-owned enterprises, colleges, or as civil servants, though open for changes, are less likely to alter their jobs, at least in a short term. According to participants, the reason for changing a profession vary from health issues (lp17), relationships with colleagues (lp16), limited opportunities for promotion (lp8; lp9; lp10), to flexibility (lp1; lp10; lp14). The researcher considered another implicit factor as a result of the Chinese context, in which stability and long-term orientation are two of the culturally-bonded features that Chinese people value in career choice (HofstedeInsights, 2019; Hofstede, 1984). Uncontrollable choice of work discipline is another distinct feature of diverse w*orking experience*. To LPs who participated, about 39 different sectors and industries have been mentioned relating to their work. There has been a description of translators' abilities as "walking dictionaries and encyclopaedias" (Robinson, 2003). But actually, it is hard to bear everything in mind and ready for use. Therefore, the competence to acquire, store, retrieve, and

apply knowledge to practice is critical. Personal attributes and experience formed a research basis for the discussion of necessary competence for LPs' PE.

Most of them graduate from English-related majors in college, with which specialised training of translation in higher education are perceived important for future career development.

> "…Initially, I didn't learn translation, because when I was in college I didn't take translation as an independent subject separated from English... the traditional belief was that as long as you speak both English and Chinese well, it is believed a person should be able to be a translator, it has been taken for granted. But now we see that it is not necessarily true. Professional training is indispensable for future employability." (lp7)

It is commonly agreed that specialised training is necessary for LPs, and distinguishes them from lay practitioners who could do "natural translation" (Harris, 1978). The saying in English "Jack of all trades" may describe LPs in terms of their expected versatility in knowledge, but it easily falls into the trap of being "master of none." Therefore, diverse working experience provides LPs with a wide knowledge pool but cannot guarantee the depth of their mastery. Taking *reciprocal determinism* from Bandura (1986), which claims that the acquisition and changes of behaviour come from observation and interaction with others. In that sense, both personality traits and situational elements are reasonably perceived important in predicting people's behaviour. More on reciprocal relationship is depicted in the themes presented subsequently.

Theme 2 Skills and knowledge expected from LPs are getting ever more complexed

As described in chapter 2, capability is a general and practical combination of ability based on competence and competency, necessary for responding to uncertainty and challenges. From the most frequently mentioned *TC* models in literature (Beeby *et al.*, 2003; Göpferich, 2009), categories of competence are slightly different but identical in major focuses: competence for translating certain texts to a required standard, which to some extent marginalised the competences LPs need as professionals (Pym, 2013). In response to the development of the LSI and translation as a profession from linguistics, *translator competence* put forward the emphasis of the non-linguistic skills and complex challenges confronted by LPs (Kiraly, 2013). But these data were not collected and analysed in a Chinese context even though they are necessary in guiding the direction of LPs' competence research. New research is called for, with a focus on the Chinese LPs. In this research, qualitative data show that capability elements considered by LPs could mainly be summarised into three categories: indicators of success, self-perceived competence, and suggestions for newcomers. A high degree of overlap and pertinence is found among the topics under these categories. Therefore, they will be analysed in a coordinated manner.

Bilingual LC is highly mentioned and referred to when LPs are asked about the key competences in this profession. Supported by literature, bilingual LC refers to a good mastery of both the SL and the TL (EMT Expert Group, 2022), bilingual sub-competence (Beeby *et al.*, 2005), or communicative competence in at least two languages (Göpferich, 2009). Unsurprisingly, all participants agreed bilingual LC is the fundamental competitiveness of a LP, just like the sword of the soldiers.

> "Language ability is definitely the most important, especially now Chinese ability, we found that many people are relatively lacking." (lp15)
>
> "… first thing is your language proficiency. The foreign language proficiency and Chinese proficiency, especially the foreign language proficiency if the major task is Chinese-to-Foreign translation." (lp16)
>
> "… after you have been in the translation industry for a long time, you will find that whether you can stay in this profession depends on your foreign language ability, but what level you can reach depends on your native language ability." (lp8)

However, though commonly agreed, bilingual LC is not the most frequently mentioned. *Life-long learning* is discussed and regarded as one of the most important capabilities for LPs.

"It is a matter of lifelong learning… you cannot do it once and for all. Because the language is changing with each passing day, such as the financial reports, the latest development in industries, the epidemic, risk control policies, the detection kit, those buzz words, they all happen every day in life. You can't do a good job if you stop learning" (lp9)

"…it is your cognitive ability. It doesn't matter which major you study in college. You may setp in an industry or occupation you have not known…My own life experience told me a learning attitude and capability is the key." (lp3)

"You just can't slack off. The governmental or state-owned enterprise is too stable and comfortable, less competitive. It is easy to loaf on the job. Maintaining a well-prepared state is important to get more opportunities. You can do it only by keep learning" (lp17)

"…learning ability is the most important. We can't predict what the next topic will be, and the depth of discussion. Sometimes they talk about things that ordinary people will not get involved, and you may never encounter again in the rest of your life, but as a translator, you must learn it quickly." (lp7)

The necessity of life-long learning has been mentioned in translator competence (Kiraly, 2013), which actually works for almost every profession in today's VUCA environment. But LPs are highly sensitive to information, as their work is to provide communicative services among different cultures and languages for information exchange. Interestingly, LPs who work for state-owned enterprise perceive their learning ability as relatively low because of their working environment, especially after working for a long time. However, participants who work in colleges or as trainers feel much more confident in their learning status, because they must learn to stay updated all the time.

Extra-language capability includes encyclopaedia knowledge in other sectors, understanding of the history and culture of working languages, global vision, etc. Similarly, *versatile skills* are spotted as a synonym of *extra-language knowledge*. In competence models, versatile skills could be related to plenty of skills, such as communicative skills, critical thinking, physically healthy, info mining (EMT Expert Group, 2022), instrumental sub-competence (Beeby *et al.*, 2005) etc. Beyond the following excerpts, technological capability is further discussed in detail in Theme 4.

"I personally think that health is quite important, especially when there is no working partner in simultaneous interpreting." (lp11)

"…being physically strong is definitely important, especially for liaison translation and consecutive translation, you may follow your clients to the fields or outdoor for a whole day." (lp14)

"… it is necessary to be adaptable, especially when visiting overseas, when emergencies encountered, in large events, lessons were learned from work to get prepared for quick and appropriate response." (lp17)

Since 2006 when China began to establish a complete system of training interpreters and translators at universities across bachelor, master and PhD levels (Tao, 2016), the training of LPs officially became an industry and has developed fast since then. This may explain why sub- competence beyond language has been recognised and frequently discussed in the past 10-15 years in China (Wu, Zhang and Wei, 2019). Among these subskills, *information acquiring capability* has been mentioned. Though it is not the most commonly mentioned code, the researcher attaches much importance to it because it is a problem faced by undergraduate and graduate students in English majors, and some LPs merge it into the capability of using CAT.

"Google ability … It is how you utilize tools to build a strong capability in searching and researching…it benefits your efficiency" (lp6)

"The ability to use the Internet…it means you have to get used to the Internet for acquiring updated information, and learning of new software..." (lp8)

However, previous research (Wu, Zhang and Wei, 2019) demonstrated that sub-competence was marginalised by trainers, and divergence was found in this research where participants were aware of the importance of capabilities beyond languages. This may be an outcome of the internal factors of LPs (e.g., self-efficacy and educational level in Theme 1) and external factors (e.g., technology and the market in Themes 3 and 4).

LP is an old occupation but a young profession in China. Following that, *rational understanding of profession* and *professionalism* are discussed, respectively, in suggestions and perceived capability. The professionalisation of translation is still under development because of a late start. But the codes of conduct for being a translator or interpreter do not change. According to participants, *understanding of profession* includes a critical understanding of both negative and positive sides of this profession, the rewarding and the challenging.

"…one may hear that the salary is high, and work in air-conditioned places, so he wants to enter this industry. I would tell him that it is not like that. Just like you see a duck comfortably swimming on the water, but its feet are thumping hard under the water." (lp12)

"…you have to put in a lot of effort to become a professional, but you may not be respected comparing with other professions, such as lawyers and accountants…because you are seen by someone only as an information agency." (lp10)

Keeping professional includes having a sense of professional identity, an appropriate attitude, commitment, ethics, etc,. Meanwhile, some indicators were also regarded as a symbol of being capable, and employable in the market. The frequently mentioned ones are the intangible word of mouth, the pricing right, recognition from society, and some materialisable index such as sufficient income, remarkable translation works, senior titles, and positions. However, different LPs have different personal pursuits in some of the indicators. For example, for translators, remarkable translation work means translated books published by renowned publishers (lp15;3;6), but for interpreters, it means the absolute number and level of interpreting tasks that are successfully completed (lp16;19). Recognition from society is "acquiring authoritative certifications" (lp8) to some, while "recognition from the manager, colleagues" (lp10) or "recognition from the two parties involved" (lp9) to different people. Having this competence does not guarantee being employable. LPs said one should have an objective and comprehensive assessment of personal capabilities. Because only by knowing to what extent one is capable can one make proper use of those skills.

Theme 3 Social network factors act as a unique power

Social network has long been regarded as an incremental element for translators,

> "…involves dealing with clients, agencies, employers; networking, research, use of technology…an awareness of the roles translation plays in society and society plays in translation. "(Robinson, 2003)

Under the backdrop of increasingly flat world (Friedman, 2005), traditional linear careers are believed to have been phased out in many industries, and individuals are required to become managers of their own careers (Helens-Hart, 2019). Therefore, social networks are unsurprisingly playing an ever-prominent role in employability. However, the relationship between social networks and LPs has few empirical studies with a focus on PE.

Some individuals stressed the increasing importance of LPs in this flat and competitive world, believing that as a LP, the management of social networks is also a part of the necessary capital for career development, which brings more opportunities (lp5,16,9), competitiveness in the market (lp19), and resilience against uncertainty (lp15). When their working experience was probed, these participants shared stories of both losing and acquiring resources through personal relationships:

"For example, the two books I have translated were introduced by my colleague. He got the project and then assigned it to me. Thanks to my title and profession, colleagues from other departments come to me with new projects. If there is no such channel, nor personal connections, it would be difficult for me to receive these projects." (lp3)

"…my experience told be the industry is lack of regulation, and there is no clear model of management… unlike other professions such as the medical system for doctors, and legislative system for lawyers. I felt in a grey area…networks are particularly important as it relates to how many people you know and to what extent they recognise you as a professional… the word of mouth determines what you can do, not what you are capable of." (lp19)

A unique situation in the Chinese context is that because of the lagged development of professionalisation compared to its counterparts in developed countries, the market is not fully self-motivated and Chinese LPs rely much more on personal and interpersonal relations rather than associations such as professions like accountants and lawyers. Research about the Chinese language service market shows that the atmosphere in China is weak, and the professional associations have not played their due role (Cui and Sun, 2019). Unclear standards caused gaps and isolation in professional development, with which only recently a serious number of documents regulating standards were issued, including *Chinese Standard for Evaluation of Translation Aptitude (TAC, 2022)*, *Requirements for translator and interpreter training (TAC, 2019b)*, *Code of Professional Ethics for Translators and Interpreters in China* (TAC, 2019a) etc.

The interview results show that social factors are perceived as important by most participants, but half of them mentioned complexity and controversy as a resource. LPs working with different modes (part-time, freelancer, in-house) perceived different levels of dependence on social networks. On the one hand, to part-time LPs who have stable employment (e.g., teachers, trainers, organisational employees), translation practice is just a part of their work chosen based on interest, and less economic pressure. However, people took it differently, some believe

social network deserves little attention as a part-time business, while others, in contrast, rank it more important as an efficient way of self-marketing. On the other hand, social networks are perceived as less important for full-time in-house LPs (e.g., translation companies, firms with translation demand, governmental departments, etc,). An agreement was reached on the importance of social networks to freelancers, who depend almost totally on themselves, for marketing, business negotiation, project transformation, task allocation, etc. Therefore, it sets a higher threshold for becoming a freelancer, which is in demand for versatile skills, knowledge of a complete project process, and efficient learning capability. Experienced freelancers suggest:

According to the definition of PE, internal employability and external employability have slightly different focus regarding one's capability in keeping employed (Rothwell and Arnold,

"…for example, in a foreign department, you just complete normal tasks assigned to you by your manager… but if you are a freelance, you have to build up your professional portfolio, to market yourself, to meet different people, whether it is a translation company or individual potential clients; in an agency, it's okay to just focus on the task itself… graduates are less likely to do freelance. It is recommended to do in house first for resource accumulation..." (lp16)

"I used to connect with the clients by us…later after the reformation there is a team leader in charge. We do not contact directly with customers. Therefore, Interpersonal communication happens within the company." (lp13)

"…after being an expert and then jumps out from a single company. Having a high capability in learning, one can also learn well efficiently in any other fields, so does turning into a freelancer then." (lp7)

2007). For different types of working modes, social networks as capital seem important to LPs at different levels. It can be bravely concluded that LPs who have higher capability in applying social networks tend to have stronger external employability, and LPs who use little social network resources concentrate on internal employability by fulfilling in-organisation responsibilities rather than external factors. Social network capability also has a relationship with an individual's personality. The relationship and its influence should be further explored by carrying out quantitative analysis in the late part of this research.

Beyond the employee-employer and client-service relationships, LPs also get involved in *peer relationship* with other LP individuals. In current literature, the relation between LPs is rarely discussed within empirical research, though written as professional codes of ethics (TAC, 2019a). Interviews with participants indicated that relationships between LPs are sensitive and complex because, on the one hand, LPs need cooperation either with colleagues in translation companies or with other LPs for information sharing and gap filling at unavailable slots. On the other hand, the competition between LPs should not be ignored, especially for freelancers who largely rely on client resources.

"I found colleagues are helpful because I didn't know anything when I joined the company, didn't know how to use TRADOS (a CAT software). When asked who haven't used the software, I was the only one who raised hand. . . luckily, my team leader and colleagues are very helpful." (lp13)

"I am based in Chengdu now. If there are some projects, me and my friends will inform each other to see who is available. But to be honest, I usually do not share the resources directly, it is better to contact the client directly whoever got this project originally." (lp11)

"…to be honest, there are risks in recommending other LPs. For example, if interpreting is my only income for living, I will definitely not recommend others to my client. This is a very realistic thing, and you may not only lose this project, but possibly all future projects from this client. But if it is a very simple task, maybe recommending someone less capable than you;" (lp14)

Theme 4 Capability to cope with external environment are perceived critical

Categories under this theme consist of the *industry environment, the AI-human relationship,* and *the global challenges*. As industry environment is perceived as closely related to the domestic context, it is discussed along with the domestic policies. In China, because of its social and political system, national policies play a major role in terms of the development of scientific research, including the funding extent, which directly influences the quality of specific research processes and possible outcomes. For TS, it is believed supports from funding associations, such as (NSSFC) the authoritative organisation in China, is important though still unbalanced (Jiang, Wu and Tsung, 2020).

Senior interviewees with longer working years have experienced a drastic change after the opening and reform policy of China, which pushes the development of the LSO because a higher degree of cross-national exchange calls for intellectual and professional talents who know well about the languages they use. They have witnessed the high demand for LPs and the rewarding payment for a job.

> "…only our school has that big number of English majors who could be capable to do translation work in summer vocation…it involves all aspects of social life, finance, stock market, and geopolitical issues in the globe… information need to be transmitted immediately, and appropriate translation is the prerequisite…This is my first translation job when I was a sophomore student, in the year of 1993. I remembered the salary is quite rewarding." (lp3)

This experience is shared by participant 3, who has about 20 years of working experience, and it reflects the desperate need for translators at that time when college students are hired with good payment. It also represented the drastic changes around the globe and the rising need for cross-national communication.

Domestic education of LPs

"People who can master multiple languages" was a job with more than 3000 years in Chinese civilization called "xu(胥)" in Chinese, but translation was introduced into Chinese higher education by 1902 (Lei, 1999), and since the 1980s China gradually established courses, programs, departments, and doctoral-degrees of translation, which became an independent discipline to be recognised in colleges and universities in 2006 (Tao, 2016). The rapid development of TS as an independent discipline reflects the soaring demand for LPs in the market. However, there is a gap between the large number of translation graduates and the real need of the employers. Participants explained it is possibly because of a lack of rational

understanding of this profession and career planning (lp13;17;5), the concentrated development of industry, and the underdevelopment of this profession.

International relationship

Languages are the media of different cultures; therefore, the development of LSI is sensitive to national strategies on language. It includes the bi-lateral relationship between source and target languages, and the overall global attitude towards the country's working languages, which usually includes the mother-tongue language of the LP.

> "For example, if the diplomatic relations between two countries are at a standstill, it will inevitably affect the market demand of the two languages, and then fewer students enrolled in this major, because it indicates less demand for personnel in this industry..." (lp1)

> "Macro strategy is of course very important, such as the incentive measures from the central government to develop translation personnel; five or six years ago, national strategy in China brought opportunities to LPs, such as the Chinese-English publishing projects I've done, because the strategies set a focus in telling Chinese stories to the world in the form of publications..." (lp15)

The language learning education in China is seldomly discussed in current literature. Some participants expressed their concern for LPs as a profession because of the popularity of a foreign language, i.e., English. The reason people have similar worries might be that their working experience in different sectors tells them there are always experts who know well about industry knowledge and master good bilingual, even multilingual, skills. An international survey shows the overall English proficiency level in China has steadily climbed from "low proficiency" to "moderate proficiency" (EF, 2021).

> "I believe with the elevation of education quality and reducing illiteracy rate, more Chinese people learn a second language that not limited to English. As a result, translation may become less popular for as a profession. You must be an expert." (lp18)

> "...kids started learning foreign languages from an early age. When they graduate from university, they could use English for daily communication... foreign companies recruit graduates with good diploma with English proficiency, who could read documents and communicate directly with customers around the globe..." (lp13)

> "As long as the demand for language services exists, there will always be a need for professional language practitioners...it is the diversity of human civilization." (lp9)

But the fact that more people could speak a foreign language does not guarantee a promising future for LSI. With many LPs being optimistic about language as a discipline and an indispensable industry of service, there are also concerns about the employability of LPs as a profession. Some believe that the decreasing demand for LPs will first be reflected in universities and colleges, while contradictorily, there is a shortage in the market especially for high-end interpreters and translators, experienced trainers, and LPs of lesser-spoken languages.

> "…not everyone could become Xu Yuanchong (a renowned translator). The demand is not that high like the past decades; though LPs could not be replaced in some special fields, it is possible that some schools may not offer translation as a major in the future..." (lp13)

> "For example, there is a lack of senior translator. Although the total of LPs is large, people at the top of the pyramid is scarce. There is also a shortage of high-level talents in less spoken languages, such as Thai… there is a gap between college education and the workplace, and some college teachers do not have experience outside the college…" (lp8)

In addition, challenges for LPs come not only from the international environment and domestic policies. The most prevailing concern in recent decades would be the technological application in language industry, and the relationship between human LPs and machines (O'Hagan, 2020). It has been consolidated through interviews with participants in this research.

Tech-human relationship

LP interviewees could be divided into two major groups. On the one hand, distrust, uncertainty, anxiety, and threats are emphasised to different extents when talking about technological impact in LSI. These negative feelings are as a result of the advancement and continuous upgrades of smart technologies, and mainly for the next generation of LPs, because what they have learned might be replaced by machines, and therefore higher expectations are put on them to outperform machines as qualified LPs in the years to come.

> "…When I first started to work, there were students who would do translations at very low prices in the market. Now it doesn't work anymore, because they have been replaced by machines, which is cheaper or even free…" (lp4)

> "I think that professional translators need to understand technology, that is, to have a professional understanding of AI content, no longer an understanding of popular science" (lp19)

Opinions from LPs suggest that people who feel less anxious about their future are those with a higher degree of confidence, ongoing training, more working experience, a good knowledge of how CAT works, and, more importantly, a growth mindset; respectively, they expressed their worry about the future employability of the college students, who may not be very sure about their first job and have a limited understanding of this profession.

> "…I think for some high-end interpreting conferences, especially in foreign affairs, machine could not be a substitute." (lp19)

> "Sometimes the content of the speaker is not logical enough, the change of speaking styles, colloquial idioms, emotional implications… for example, if a Chinese person does not want to cooperate, he may use some words to refuse politely. It is hard for machine to understand and deliver the implicit meaning." (lp17)

> "…it is difficult to have Chinese-English translation all done by machine…because there are many words with Chinese characteristics, and it contains a lot of content related to people and culture…the data base is too huge" (lp15)

Apart from anxiety, there is distrust. Almost all participants have utilised translation software or mobile applications to test, compare, or help with translation tasks. The reasons of distrust mainly come from the sophisticated manual process of different software, the irreplaceable role of LPs on specific occasions, and the immature technology and unsatisfactory quality/product. It is agreed by most interviewees that machines cannot substitute for human LPs especially in occasions like medical treatment, foreign affairs, and cultural communication, when interpreters act as a bridge across cultures.

The ethics of using MT have also been mentioned, which is different from the translator ethics (TAC, 2019a). It involves the problems of accuracy, appropriateness, and confidentiality. LPs cannot totally trust the machine by throwing away their conscience. Whether the understanding of the ST and the translation of the TT is good, is not decided as "correct" by its literal meaning (lp16). At the same time, whether the responsibility of translation quality could be transferred from LPs to machines is also an ethical issue (lp13). On the other hand, the internet and technology bring much more convenience in terms of richer resources and information for LPs during work, such as online databases, corpus, paralleled texts, etc. The majority of participants believed the cooperation between AI and humans is the trend of LSI, which is unstoppable like the previous technological revolutions, and since almost all sectors are under influence, LSI is no exception (Orduña, 2021).

> "When they (tech) come, they will definitely stay there for good. It is a trend, a trend that no one can stop…" (lp4)

In terms of humans' technological substitutes, it is believed possible and realisable in the future, at the level of daily communication, oversea travel and in specific sectors such as contract drafting, but still needs post-editing and reviewing to ensure accuracy. Some even welcome the replacement taken by technologies as it saves time and costs, while upgrading efficiency especially in large amounts of written text translation.

> "Especially the English - Chinese translation, accuracy is acceptable. Of course, you need to post-edit. I Last year I took a large document of 50,000 words. I used Google to translate it first, and then turned it over and over by editing and refining. It works well for some governmental and technological terms." (lp16)

> "For example, going to the airport and being abroad at hotels, it has already been applied by some elderly people who no little of English. It is convenient by just clicking the translation app on your phone." (lp10)

However, some senior interviewees still expressed their worries for those aged LPs who may find is difficult to get along with technologies.

> "I have to import all the materials into Memo Q (a type of CAT software) sentence by sentence, and then compare it sentence by sentence, again, and then you have to sort it out all as a whole. At this point, I find that there is something wrong, and I must do it all over again, which is troublesome." (lp6)

Upon close examination of interviewees' background, the reason that most participants hold an optimistic view towards the tech-human relationship is that they all have a high degree of self-confidence in terms of employability, which means they believe in their capability not only in organisations, but also in their human-featured competence that could outperform programmes and machines. However, they limited their safe zone to a time restriction, which means concerns still exist about the future employability of LPs. Degrees of confidence, uncertainty, and anxiety was further explored by questionnaires.

Generally, most LPs believe technology may uplift the threshold for becoming qualified LPs, by taking over simple and repetitive work in a daily context. However, it could by no means replace humans since it lacks the emotional, aesthetical, and communicative nature of human beings. From a training perspective, Hennessy has suggested the direction of translation is a

future of diverse programmes and self-training, to cope with the emergence of social changes, including MT and CAT development (Hennessy, 2011). It is impossible to predict the future scenario of LSI, but an open and growing mind set (Dweck, 2012) is what human LPs could use to arm themselves against uncertainties (Rechtman, 2018).

LPs affected by the pandemic

Consistent with a worldwide survey conducted by CSA Research (2021), freelance translators across the globe see lower income and fewer job opportunities in this pandemic, with interpreters having witnessed a drop of income and increasing number of documents for translation in the sector of healthcare, medical service and social networking, with the top three forms of working mode as post-edit MT, over-the-phone interpreting and remote SI, and on-site interpreting as the lowest demanded type. It is an obvious contrast compared to pre-COVID 19 period. A large proportion of LPs interviewed felt being affected by the world pandemic caused by COVID-19 and its after effect. Especially for interpreter who used to work mainly offline in face-to-face occasions like meetings and seminars, the places and forms of work change drastically, and some are feeling comfortable with the change while some felt difficult to adjust. Free-lancers and part-time LPs, who work as individual in the market, claimed fewer opportunities in the market because foreign events used to be held in China have been postponed or cancelled as a result of the pandemic.

> "…there are very few opportunities this year; it shrinks a lot. It was quite busy in the last few years, especially in peak hours May and September, but not this year." (lp16)

> "After the epidemic, some changes took place in the working mode. I have used Zoom online several times, but I don't feel good, because of the signal problems, and it has a requirement for your customers to have the knowledge of using simultaneous interpretation mode with the software." (lp19)

> "…in the past clients are sitting in front of you, information come from voice, expressions, and documents, you have a comprehensive understanding of the speaker, but once switching online, voice is the only source…the interaction between the interpreter and the speaker is split by the screen" (lp4)

But it is not so obvious to all participants. LPs who mainly deal with written texts feel less affected because they have always been doing their work with PCs and have fewer limitations in time and place (lp9). A difference could be perceived in the response speed and a shift of focus towards the medical - healthcare sector. LPs agree that the worldwide pandemic has been exerting an impact on their work to a different extent, mainly in terms of market demand and

shifts in working modes. No one can predict what the post-pandemic world will be like, but while hoping to go back to the good old days, it is necessary to adjust to the new norms.

Local geoeconomics

The pandemic also intensified the disparity between different places. Cities that used to have an ascending momentum to become new metropolis have been influenced by the pandemic. Events and activities have been postponed again and again, such as the "world universiade" to be held in Chengdu, which was postponed for the third time until August 2023. The cancellation of international events and relevant services limited opportunities for LPs based locally. Since the participants interviewed were mainly based in the city of Chengdu, they felt this impact. An interesting phenomenon perceived by LPs is that since activities involving language services have been moved online, it reduces the limitation of geography so that LPs at any place could be sought, regardless of where they were based. It might be beneficial for clients because the cost for accommodation and travel expenses paid for LPs will be largely cut down. But it is controversial for LPs. Because those who perceive a higher industry reputation, especially those based in Beijing, Shanghai, and Guangzhou, the first-tier metropolis, will have more opportunities with a higher hourly or daily salary, especially for interpreters, while LPs based in other cities or less well-known became less competitive.

> "For this year, there are fewer opportunities. It would be more difficult for LPs in second-tier cities, because the number of events shrinks more obviously in cities except Shanghai, Beijing and Guangzhou. So, I stopped being free-lanced and became a lecturer in college. I need a stable job first and then a part-time income…" (lp16)

> "Switching to online, the geological barriers were broken; previously, customers were responsible for paying for travelling and accommodation for interpreters. And now since it is online, clients save the budget while having the same or better interpreters with higher quoting price. For example, you used to pay 6,000 for a one-day event, which includes the round-tickets and hotel, now you only need to pay 3,000." (lp8)

In less developed cities in China, the pandemic influences on LPs had additional aspects, such as the ageing problem in the government foreign affairs department, because young people feel possibilities have been limited. This following excerpt is from a LP working in the local foreign affairs office of a prefecture-level city near Chengdu. It used to attract many foreign delegations and cultural activities because it is a famous tourism city, and frequent international communication prompted more staff to do the job. But the pandemic hinders this progress.

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However, not all participants felt the pandemic lessened the demand for language service, on the contrary, with the globalisation of cities, the market needs more LPs for the progress of international communication, and some participants even feel more at ease doing so online, because it is more time-saving and flexible in arrangement.

> "Our department has been dedicated in establishing links between cities in China and overseas…after endless suspension and cancellation of activities, leaders consider the current number of staff is far enough, and there is no need to assign new members to international events; as a result, young people quitted because fewer opportunities were seen in the future." (lp17)

> "I think the market demand has increased, except for the way of working shifted from offline to online…;" (lp4)

> "I really like online. My biggest worry when in the past was conflicting with my lecturing time in the university, of which I lost a lot of opportunities. But online is more challenging that the implicit information is not clear compared to face-to-face communication." (lp7)

Generally, the above four themes embodied LPs concern and interest in employability from two perspectives: their internal perspective, which integrates personal attributes and capabilities, and the external factors such as working environment and unexpected events, as well as the interaction between personal and external factors, such as social networks. In line with the research design explained in chapter 4, statistical analysis was undertaken to examine various capital constructs and the extent of impact on PE.

5.2.5 Development of theory

The quality of the qualitative part was ensured by considering the points discussed in chapter 4. The credibility was further ensured through data triangulation - utilising different sources and methods (Lincoln and Guba, 1986). In this case, a step-wise approach (Johnson, Adkins and Chauvin, 2020) was applied to ensure rigour and quality management throughout the whole process (see Appendix VI). For trustworthiness, the researcher demonstrated a precise, consistent, and exhaustive manner in data analysis, through methods like recording in the interview, systematising, and disclosing details in the research memo, which provided enough information for the reader to see the credibility of the research process (Nowell *et al.*, 2017). The rigour of qualitative research is embodied in the iterative and reflexive process based on the initial question (Agee, 2009). The initial research question was drafted from practical problems in the real world in LSI, and it has been constantly visited and refined through a timely literature review, with which the context and true value of this inquiry emerged and became clearer back and forth. A framework was developed in support of the research question and guided the method selection.

With trustworthiness and rigour ensured in the interview results, there are four main elements in establishing a theory in social science (Saldaña, 2016): It uses certain logic relationships to predict actions, such as if-then logic; it explains variation in empirical situations; it also provides causes and outcomes for something that happened in general; and it gives insights into the development of social life. For this research, the research questions focus on understanding the implications of LP's important capabilities in career development, exploring intra-relationships of different factors, and providing suggestions for capability development through a proposed model. Therefore, a theory is not the final product at the end of the qualitative part. Following the research design with exploratory sequential methods, based on the findings, the next step is to build variables, instruments, and interventions for a quantitative questionnaire.

5.3 Chapter Summary

This chapter began with an introduction that outlines the purpose of this chapter and provides an overview of the research questions and hypotheses that guided the study in a qualitative-quantitative sequence. This chapter deals with the thematic analysis in a detailed manner, from preparation of coding, iterative phases during coding, and the code-category-theme development process. Four themes emerged from the qualitative analyses, and these were used as the basis for measurement in the quantitative tool for this study (see chapter 6).

Chapter 6 Quantitative Findings and Analysis

Based on the four major themes captured in the qualitative study, the key analytical outcomes are summarised in Table 6.1. The criteria for selecting "key" results include the frequency of mentions in interviews, the degree of detailed description, overlaps with items of existing models, and newly emerged items that provoke nuances in the researcher.

Table 6.1Qualitative results through thematic analysis

	Content
Theme 1.	
LPs HC consists of complexed skills and knowledge they know, which could be summarised into:	Bilingual knowledge is regarded as the priority for LPs' competitiveness in enhancing employability by most LPs.
	Extra-linguistic knowledge is frequently mentioned by LPs which include encyclopaedia knowledge, knowledge of translation as a profession, and the process of a translation projects.
	Learning and researching capability are regarded as one of the "most" important capabilities to maintain LPs employability.
	Instrument competence is perceived more helpful in written translation work but hardly believed to threaten LPs with higher level of demand such as aesthetics, communication, empathy, etc.
Theme 2.	
Personal attributes could be summarised as PC that defines a person. The elements include:	Personality traits are changeable and are important building blocks for LPs competence of employability.
	Physical features, gender and age are perceived differently by LPs in affecting their employability.
	Self-efficacy, resilience and DP are important phycological capital in affecting LPs employability.
	Career planning is a critical element in employability but is frequently ignored.
Theme 3.	
LPs' social network and sociability acts as a unique power:	LPs believe social resources and personal network help them in enhancing employment opportunities. (Not employability in a direct way)
	LPs of different working forms rely on sociability to different extent.
Theme 4.	
Capability to cope with external environment are perceived critical.	External uncertainty put challenges to LPs not only on what they know but also on how they could cope with (adaptability).
	LPs' PE is not a set of skill box but an interactive capability-development between internal and external capitals.

This table serves as a thematic summary of the key findings from the qualitative analysis, highlighting the interconnected nature of various factors that influence the employability of LPs. Each theme was identified through a rigorous process of coding and thematic analysis of interviews and discussions with LPs. Theme 1 underscores the critical role of bilingual knowledge in enhancing the competitiveness of LPs, revealing that LPs view this as a priority, suggesting that it is a crucial asset for employability. Theme 2 indicates that personal attributes such as self-efficacy, resilience, and dynamic personality (DP) are highlighted as changeable and vital building blocks for LPs' employability. Theme 3 shows that networking and building a strong social presence are perceived as unique powers that can indirectly influence employability. Theme 4 suggests that employability is not just about possessing a set of skills but also about the

ability to interact and develop capabilities between internal strengths (like personal attributes) and external factors (like market demands).

The results reflected the opinions and feelings of frontline LPs and what they learned from their practical work. However, it only partly explores the question of what capabilities LPs should have, but their correlation in terms of PE was not explored. In addition, the question of how LPs' PE is influenced by different capabilities was not well considered. Therefore, the following quantitative survey collected data and analysed outcomes as a continuous and iterative process of answering research questions based on the qualitative results. In that way, the databases are linked and integrated, which helps build cohesion for this mixed-methods research (Creswell and Creswell, 2017). Instruments of quantitative research are developed based on the results of qualitative research, following the steps introduced by DeVellis (2021) (see section 4.4).

6.1 Delivery of questionnaire

The questionnaire was sent to the targeted group, including the Chengdu Association of Translators and Interpreters, group chats of LP returnees who have studied overseas, and work chats of LPs working in the higher education sector, as well as to experienced LPs the researcher knows individually through email and social media. The questionnaire was administered by hand, postally as well as online. Therefore, it is difficult to calculate the total sample that participated in this survey. However, it shows a collective result in terms of the answering time, which indicates most questionnaires were completed within two days once the link had been sent to the relevant groups.

Originally, the questionnaire was uploaded to Wenjuanxing, the most widely used online survey platform by scholars, and it has been sent to groups and individuals at intervals and the researcher waited about one month to collect enough responses. 82 of the 402 responses collected were identified as invalid for having extreme answers to every question, being too short in answering time, or having irrelevant demographic information, such as never worked as a LP, because the response time is believed to be a reflection of randomness and determined choices (Borger, 2016; ZHONG, LI and LI, 2021).

According to the backstage statistics of this online platform, there were 832 logins into the questionnaire and response through the survey link, which indicates a 48.28% response rate, which is considered acceptable for most online surveys (Wu, Zhao and Fils-Aime, 2022).

6.2 Pilot testing

In large-number statistical surveys, such as clinical experiments, a pilot study is essential as it is designed to test the suitability of the intervention and accessibility of potential participants

(Thabane *et al.*, 2010). In this research, before sending out questionnaires to the wide population, a pilot survey was carried out to detect any possible flaws in the questioning and to test out analysis procedures, which is helpful in assessing the feasibility, maximising response rate, and minimising error rate on answers collected from major results (Burgess, 2001).

According to the major sampling schemes in mixed method research, ANOVA and Pearson correlation are considered appropriate as they suit the research question types in this study. Because the pilot study should be in alignment with the intended main survey in terms of the whole design, process, measurement, and sampling schemes (Sim, 2021), the tests and sampling population planned in the main trial were adopted in the pilot analysis beforehand.

Sampling frame in pilot study

According to Whitehead et al. (2016) , the sample size in a pilot survey varies according to a difference in standardised effect size, which is only known prior to the pilot survey in an ideal situation. For this research, the survey did not aim for generalisation but to serve as a further exploration of the qualitative results. In the pilot trial, 25 responses were collected within three days with a response rate of 100%. A full response proportion reflects the importance of pre-contact to participants before sending out the questionnaire.

Revision on pilot study

From the observation of pilot data, the probability of the observed results could be reflected by working out the *p*-value, the statistical measurement for validating hypothesis. It is believed that when *p*-value is ≤ 0.05, the result is statistically significant, or there is stronger evidence in rejecting the null hypothesis (Whitehead *et al.*, 2016). The questionnaire was firstly sent to and revised by the supervisors of the researcher, and suggestions were made on the number of questions, reducing from 40 to 37 after repeated discussion. After that, experts who have good mastery of statistical knowledge were asked to help check the conformity of this questionnaire, which was considered acceptable. Before delivering the pilot survey, the wording, scale alternatives, and the scale of the questionnaire were carefully reviewed. The "don't know" option is added as an admissible answer in categorical questions, because respondents that are specifically targeted are believed capable of choosing from all listed options. The "don't know" option offers an alternative in presenting user-friendly and ethical choices in case some individuals really do not have the answer. Therefore, it is believed to not have a negative impact on the data quality (DeCastellarnau, 2018).

The survey consisted of both closed questions and an open question at the end, and the scaling technique mainly adopted the attitude scale in the form of a Likert scale, which is ideal for

reflecting the degree of agreement and disagreement regarding some phenomena, facts, and events in a simplified way (Taherdoost, 2019). Though it is argued that reliability is relatively independent from the number of scale options (Matell and Jacoby, 1972), this research adopted a 5-point Likert scale for non-categorical questions. Because a scale of five points is commonly acknowledged as an optimal length of instrument that could result in acceptable reliability and validity and offers a higher degree of being "easy to use" for respondents (Preston and Colman, 2000). It is also recognised by the researcher that, from the pilot trial, this 5-point Likert scale is suitable for this specific research, but it may change once any condition alters because there is no single- numbered scale that is appropriate for all circumstances (Cox, 1980).

The pilot trial was conducted through questionnaire sent to 25 individuals within the sampling frame. The results show that most questionnaire returned with good quality that supported with high overall reliability (Cronbach α higher than 0.8) and validity (p value ≤0.01, KMO between 0.7 -0.8). However, during the validity check, question NO.14, NO.20, NO.24 reflected poor *common factor variance* (below 0.4). Since the pilot study is only a pre-test of the main survey, these questions were kept in the questionnaire for the main survey with a larger sample. before a decision is made to abandon them or not. Though it is well recognised that with such a small sample (25) in a pilot study, the extent of validity and reliability does not stand strong enough to support or oppose the hypothesis proposed, an acceptable result from the pilot study at least gives a positive hint for the feasibility of the main trial.

6.3 Statistical Analysis of questionnaire results

In quantitative research, the analysis approach mainly depends on the types of research questions and research design. Choosing an appropriate analysis tool enhances the validity of quantitative analysis, because it means the tool can help the researcher to adequately address the research questions. With a purpose of exploring competence elements and possible correlations in the survey results, three core parametric analytical steps were taken in this study: correlation, regression, and ANOVA.

Table 6.2 Statistical test tools for different types of research questions, adapted from Davies and Annette (2020)

Research question type	Statistical test
Is there an association between 2 categorical variables?	Chi-square
Is there a relationship between 2 scale variables?	Correlation/regression
Is there a difference between more than two groups?	ANOVA

Combining these tests (see Table 6.2), the perspectives to be explored in the research question were adequately covered. From the literature of TC acquisition research, it was evident that

this field lacks measuring instruments (Orozco and Hurtado Albir, 2002). Most research uses methods from other disciplines, such as thinking-aloud protocols (TAPs) from psychology, which aim at depicting the detailed steps along the LP translation process by using computer programmes such as Translog II. Recent methods for studying translation process include eye-movement research etc. However, the researcher advocates for a holistic approach to studying the comprehensive development of LP employability, rather than analysing their specific behaviour, based on the elements explored in prior qualitative research. In addition, from the epistemological perspective, previous competence models were mainly from post-positivist or social-constructivist perspectives that advocates either qualitative or quantitative research technique solely (Kiraly, 2013). This research set its goal of developing a model that suits the Chinese LPs and reflects the range, correlation, and emphasis on competence development. To achieve this goal, a quantitative questionnaire was necessary to help explore the qualitative results, as quantitative offers a more objective angle for discovering the phenomena under examination.

In quantitative data analysis, the preliminary data was converted into forms ready for analysis, including data cleaning, normal distribution checks, reliability and validity checks, and the descriptive statistics findings associated with the variables. The computing was completed using statistical computer program Statistical Program for the Social Sciences (SPSS). All the preliminary data checks are reported in this chapter.

6.3.1 Demographics of respondents

Since the qualitative interview deals with the first question to a large extent, the second question needs to be answered with the help of quantitative survey results, as the relationship between elements is not known from qualitative analysis. By presenting a demographic table (Appendix II), it gives an overview of the general information of this whole participating population, familiarising potential readers with the target group before getting down to the analysis section. **Demographic *statistics*** are the first step towards a complete analysis since they offer a general understanding of the data. The demographics of the participants (see Table 6.3) show that 132 participants were between the age of 25-34, taking up 41.25% of the total, while only 10 people fall into the age group of 55-64 (3.13%), with 75 people in the age groups of 18-24 and 45-54 respectively. Females take up 59.69%, much higher than that of the male (37.19%). For education received, there were over 35.31 percent of participants reported being bachelor degree holders and 46.56% being master degree holders and above, which indicates that LPs are mostly well educated as LSI is knowledge-intensive.

Table 6.3 The Demographic Variables (N=320)

Variables	Group	Number	Percentage (%)
Gender	Not filled	1	0.31
	Male	119	37.19
	Female	191	59.69
	Non-binary	2	0.63
	Prefer not to say	7	2.19
Age	18-24	75	23.44
	25-34	132	41.25
	35-44	73	22.81
	45-54	30	9.38
	55-64	10	3.13
Working experience in the industry (accumulated years)	Less than 5 years	142	44.38
	6-10 years	89	27.81
	11-15 years	48	15.00
	16-20 years	23	7.19
	Over 21years	18	5.63
Educational level	High school Graduate and equivalent	31	9.69
	Bachelor's Degree	113	35.31
	Master's Degree	149	46.56
	Doctoral Degree	20	6.25
	Others (Junior college)	7	2.19
Overseas experience	Yes	172	53.75
	No	148	46.25
Senior titles	Expert LP	61	19.06
	International	28	8.75
With certifications	Domestic	144	45.00
	Others	33	10.31
Current working mode	None	77	24.06
	Full time employee (works 40 hr weekly)	31	9.69
	Part-time	116	36.25
	State-owned enterprises	27	8.44
	Private enterprises	20	6.25
	Free-lancer	49	15.31
	Self-employed	24	7.50
	Others	53	16.56
Annual income (tax not included)	Not filled	1	0.31
	Less than 60,000RMB	90	28.13
	60,001-120,000RMB	114	35.63
	120,001-200,000RMB	73	22.81
	200,001-300,000RMB	18	5.63
	Over 300,001 RMB	24	7.50

Variables	Group	Number	Percentage (%)
	Not filled	1	0.31
	More extravert	134	41.88
	More introvert	91	28.44
Your Personality	Mixed	85	26.56
	Not known	9	2.81
	In total	320	100.00

6.3.2 Preliminary data check for normal distribution

As a vital part of data exploration in quantitative analysis, inspection of distribution tells the general trends in the data before formal analysis. With values of the mean and standard deviation discussed in section 6.3.4 with reliability, a check for normal distribution is used to ensure whether the data collected, for those measurable, could form a bell-shaped and symmetrical curve, with the highest scores in the middle and the lowest at extremes (Field, 2018). It is necessary for a normality check before subsequent tests such as ANOVA, linear regression, and t-test, because these parametric tests can only be applied with normally distributed data; otherwise, non-parametric analysis should be conducted.

There were multiple ways to evaluate whether a dataset is normally distributed, including kurtosis and skewness values, graphical presentations of histograms, Q-Q plots, and P-P plots. In this research, values and graphics were analysed co-ordinately to reduce bias and data errors that may possibly be caused by small sample population. The results show that the data collected are approximately normal and appropriate for parametric analysis. ***Kurtosis*** and ***skewness*** values were considered as symbolic values in presenting the distribution of data or taken as two moment-based measures to help calculate the degree of departure from normality As presented in Table 6.4 along with reliability results, absolute normality with both values being 0, however, is rarely seen in the social sciences (Pallant, 2020). Therefore, being approximately normal is considered acceptable for practical research.

Using the ***Skewness*** and ***Kurtosis*** *statistics*, normality of distribution can be assumed (that is acceptable) when the estimates fall between − 3 and + 3, and − 10 and + 10, respectively (Kline, 2016). The ***Skewness*** value provides an indication of the symmetry of distribution. With positive skewness (value above 0), the distribution is "right skewed," with the tail of the distribution curve longer on the right side. Conversely, with negative skewness (value below 0), the distribution is "left skewed," with a longer tail on the left side. With 1 representing extreme right skewness and -1 representing extreme left skewness, the more it approaches 0, the more symmetrical it is (Groeneveld and Meeden, 1984). Values of each variable are

negatively skewed, falling between -1 and 1 to different extent, with a longer tail on the left of means, being considered moderately skewed. The **Kurtosis** value reflects the data "peakedness" in distribution. A value above 0 indicates a clustered distribution in the center of the curve with long, thin tails, while a value below 0 indicates a relatively flat distribution curve. In this research, 8 variables have positive kurtosis, and the rest have negative kurtosis, but all are between -1 and 1, indicating an acceptable degree of peakedness.

However, coefficients can be misleading, especially with small sample sizes (less than 30), and the risk of using a small sample size would likely to cause type I error in the statistical framework (type I error happens when the null hypothesis is true but is rejected; type II error happens when the null hypothesis is false but not rejected) (Gavilanes, 2020). The conventional measures of skewness and kurtosis are sensitive to single outliers (Kim and White, 2004). For this research, the sample size is over 300, which is not small but not as large as pure quantitative-focused research, and outliers were seen in a few variables. Therefore, the test of normality was further validated through histogram plots, where the visual distribution shows a bell-shaped graph, indicating the normality of the data in alignment with the value tests. It is also supported by the normal probability plots and normal Q-Q plots, in which observed value for each variable is plotted against the expected value, and a straight line suggests a normal distribution.

6.3.3 Factor analysis

Factor extraction is a statistical procedure that involves reducing a large set of observed variables into a smaller number of latent factors. Used in factor analysis, the aim of factor extraction is to uncover the fundamental underlying structure that explains the patterns of correlation among the observed variables (Field, 2018). This process can be achieved through different techniques, where the variables with the highest variance are identified as the primary factors. By extracting these latent factors, researchers can simplify and gain a deeper understanding of complex data patterns.

The data were rotated using the maximum variance rotation method (varimax) in order to find out the corresponding relationship between the factors and the research items. The number of factors to retain is thereby decided, which is one of the most important decisions to make based on the extraction of factors, and this research was completed in qualitative research (Costello and Osborne, 2005). Table 6.4 shows the information extraction of the factors after rotation, and the corresponding relationship between the factors and the research items. It can be seen that the communality values corresponding to all items are higher than 0.4, which means that

there is a strong relationship between the items and the factors extracted, and information could be extracted effectively. By confirming that, an analysis of the extent of the corresponding relationship between the factors and the research items is conducted in Chapter 6. It is believed that when the absolute value of the factor loading coefficient is greater than 0.4, the item could be classified to that factor. However, when a research item corresponds to multiple factors, it should be decided which factor it belongs to, and if the corresponding relationship between an item and a factor is inconsistent with the research design or no corresponding relationship was found between the factor and item, it should be considered for deletion.

Table 6.4 Factor loading coefficients after rotation.

Item	Factor loading coefficient					Communality
	PC	PE	AD	SC	HC	
Q1	**0.700**	0.156	0.187	0.103	0.246	0.621
Q2	**0.634**	0.151	0.191	0.137	**0.411**	0.649
Q3	0.313	0.219	0.185	0.202	**0.736**	0.763
Q4	0.287	0.251	0.161	0.150	**0.754**	0.762
Q5	**0.439**	0.327	0.141	0.125	**0.548**	0.635
Q6	**0.648**	0.170	0.129	0.222	**0.418**	0.690
Q7	**0.801**	0.136	0.073	0.115	0.080	0.685
Q8	**0.744**	0.212	0.283	0.141	0.205	0.740
Q9	**0.495**	0.336	0.314	0.224	0.016	0.507
Q10	**0.585**	0.256	0.151	0.279	0.212	0.553
Q11	0.259	0.187	**0.737**	0.231	0.198	0.738
Q12	0.103	0.280	0.234	**0.767**	0.217	0.779
Q13	0.209	0.256	0.097	**0.787**	-0.066	0.742
Q14	0.165	0.150	0.378	**0.597**	0.221	0.598
Q15	0.286	0.084	0.139	**0.634**	0.288	0.593
Q16	0.255	0.152	**0.706**	0.209	0.138	0.650
Q17	**0.435**	0.314	**0.438**	0.182	0.091	0.522
Q18	0.324	**0.442**	0.317	0.292	0.060	0.490
Q19	**0.414**	**0.440**	0.347	0.345	0.067	0.609
Q20	0.384	**0.567**	0.164	0.265	0.083	0.573
Q21	0.171	**0.671**	0.152	0.070	0.299	0.597
Q22	0.112	**0.529**	**0.551**	0.047	0.344	0.716
Q23	0.222	**0.502**	**0.443**	0.217	0.106	0.556
Q24	0.122	**0.495**	**0.468**	0.243	0.060	0.541
Q25	0.190	**0.793**	0.137	0.122	0.057	0.703
Q26	0.188	**0.796**	0.034	0.205	0.238	0.769
Q27	0.139	**0.709**	0.266	0.189	0.250	0.692

Notes：figures in blue indicate absolute values of loading coefficient greater than 0.4.

With the common sense that loadings of factor analysis determine the strength of relations among one factor (An Gie and Sean, 2013), a summary of all items could be drawn. Therefore, the original 27 variables were reduced to 22 regarding the corresponding relationships between items and factors. For items loading on Factor PE, high relevance is spotted, including internal employability, external employability, and in the general sense. The items loading on Factor PC were based on personal attributes, including self-efficacy, resilience, and self-management. The items loading on Factor AD were related to an individual's adaptability to external changes, including marketability, learning ability, and open-mindedness. The items loading on Factor HC referred to one's knowledge, especially extra-linguistic knowledge, indicating the degree of LP's complex knowledge about the job market, profession, domain, and instruments. The items loading on Factor SC refer to interpersonal relationships with clients, peers, and employers. However, with reanalysis of each factor items, item H1 (*I am consciously aware of the development of ethics and codes of conduct as a professional*), PC5 (*I really enjoy doing my job*), SC5 (*I prefer working as a member of a team than working by myself*), AD2 (*I am always curious about things I do not know.*) and AD6 (*I have a considerably stable position in the market*) were deleted as they show low loading coefficients with expected factor groups, indicating poor relevance compared with expectancy.

Among various criteria to determine the number of components (Zwick and Velicer, 1986), the factor extraction criteria of Kaiser (1960) and Cattell (1977; 1966) were adopted while examining the empirical data. It is believed that the number of latent roots greater than one observed correlation matrix should be kept, i.e., factors with an eigenvalue less than one, should be dropped, with factor loadings above 0.3 could be extracted. Following criteria above, all factors' loadings were examined, and those above the threshold were retained. Finally, five factors were kept with a clarified and simplified data structure. It should be noted that the KMO and Bartlett's tests have changed slightly but have no significant impact. In summary, HC, PC, SC and AD were extracted as independent variables, and PE as dependent variable, with all factors achieving the analysis adequacy benchmarks. The results of factor loadings were mainly consistent with the original design, and adaptations were made to present a clarified and simplified data structure for further analysis.

Based on the results of factor extraction, *factor analysis* is carried out as it aims to go beyond data reduction to reveal any possibly latent variables causing the covariance (Costello and Osborne, 2005). Factor analysis is in alignment with this study as its main purpose is to explore any latent variables influencing LPs' PE in a specific context, and it indicates the reliability of tests by telling the researcher what measures belong together. It helps the researcher identify

hidden or underlying factors that are active in explaining correlations between variables and to explore dimensions of variables that no validated instruments existed in relation to the theoretical domain covered in this research (An Gie and Sean, 2013).

Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) are two mostly adopted statistical techniques for variable exploration and examination, yet they are commonly used with error. According to Henson and Roberts (2006), EFA is utilised to search for a smaller set of latent factors (k) that can represent a larger set of variables (j), while CFA is generally employed to test theory or hypothesis expectations for data structure. In this research, LPs' capabilities, capitals, and employability were widely discussed, and a few well-established instruments are worth referring to when developing HC, PC, SC, AD and PE scales separately. However, to the knowledge of the researcher, few people understood LPs competences and PE from the perspective of capital theories, neither had explored their possible causal relationship, and no validated instruments for the individual factors could be tapped from the specific domain of this research. Therefore, it is necessary to use EFA to define frames of dimensions, as EFA is the most recognised approach to be adopted in finding latent variables while deciding which ones are appropriate to be retained under this research design. In that case, even though EFA is a method that is prone to cause error, its nature of being *exploratory* will largely increase the quality of the whole research, which is driven by the exploration of LPs competences at the very beginning. Since its exploratory nature, CFA is only utilised at its basic level for exploration of factor correlations and testing of proposed hypotheses. It is not the final goal of this research but a useful technique with its hypothesis-testing function (Field, 2018), which could help to form a better understanding and interpretation of proposed constructs, and lay a foundation for future analysis that targets statistical model-construction results.

Table 6.5 shows the appropriateness of applying EFA to the data collected in this research. The KMO value is 0.94, which is greater than the value of 0.6. The Bartlett's test of sphericity ($p<0.05$) also indicates that the data were suitable for factor analysis in this research. Both values meet the prerequisites of factor analysis and thereby indicate that the data collected are appropriate to be used for further analysis. By measuring the reliability of research tools through EFA, the results showed that the scale is effective, and HC, PC, SC, and AD are four dimensions that form the PE of LPs. Therefore, it is appropriate to use these factors to do further analysis.

Table 6.5 KMO and Bartlett tests for EFA

KMO and Bartlett Tests		
KMO value		0.94
Bartlett sphericity test	chi-square	4401.517
	Df	253
	p value	0.000

6.3.4 Reporting of reliability

Reliability deals with the extent to which answers collected at different times or occasions are consistent, which means the instrument used in measuring is reliable. It has been considered the repeatability of study results and the degree it could be applied to conditions yielding similar results (Bryman, 2016). Usually, ***internal consistency, stability,*** and ***equivalence*** are the main constructs regarding reliability (Heale and Twycross, 2015).

Internal consistency, sometimes referred to as homogeneity, measures how items on a scale do measure one specific construct, and *stability* assesses whether consistent results could be obtained using *this* instrument more than once, as for *equivalence*, it involves multiple observers' judgement on the same issue and the extent of their agreement. In this mixed-method research that focused on qualitative interviews, a quantitative survey will be analysed for the purpose of exploring the correlation between different factors drawn from the interview results and their influence on PE of LPs. Reliable tools and instruments used will increase the reliability of quantitative survey, and quantitative results with analysis of different aspects will largely increase the quality of the whole research. With the research question in mind, different aspects of reliability and validity are discussed in the following sections.

Equivalence in this research is also dressed in a way of external consultancy, both for measurable instruments and categorical questions. Attaching great importance to research ethics, raw data are not shared to people other than the researcher herself. Therefore, the researcher asked supervisors and professionals in the field for their opinions about the same instruments, and an acceptable conformity of scales was agreed. In this way, it is believed the equivalence was achieved which enhances the reliability of the research design. However, *stability* is less considered in this research because, in the current context, it is not applicable to test the same group of people more than once, because, through snowball sampling,

participants answered questions voluntarily and anonymously, so it is impossible to trace them for repeated answers.

Internal reliability refers to the internal consistency of the scale and how closely a set of items are related as a group in measuring the variable. Cronbach's alpha is the most commonly used measurement for testing the consistency of an instrument. It is believed that Cronbach's alpha is acceptably reliable when it is higher than 0.7 and is much more likely to produce a reliable result (Tavakol and Dennick, 2011).

The following section provides the scale reliabilities of the measurement instruments and subscales: Complexed Capabilities Inventory (CCI-AD), Personal Attributes Scale (PAS-AD), Assessing Sociability Scale (ASS-AD), Career Adaptability Scale (CAS-AD), and Assessing Perceived Employability Scale (APES-AD). Since the normality of this research has been verified, ***Cronbach alpha, mean values,*** and ***standard deviatio***n were calculated for the reliability test, and the results were listed.

Complexed Capabilities Inventory (CCI-AD)

Table 6.6 provides that the Cronbach's alpha coefficient score is .84 for the total sample on the complex capability scale, which is greater than 0.8, indicating that the reliability quality of the research data is high. By looking at the standard deviation, which indicates a high value of reliability for this research (with a low standard deviation). It should be noted that only four items (HC2, HC3, HC4 and HC5) were kept because HC1 showed a disturbing effect in the factor analysis and was therefore deleted. In summary, the reliability coefficient value of the research data is higher than 0.8, indicating that the data quality is high regarding reliability and could be used for further analysis.

Table 6.6 Means, SD, and reliability for CCI-AD

| | N | Mean | Std. Deviation | Skewness | | Kurtosis | | Cronbach |
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error	's Alpha
HC 2	320	4.19	.750	-.373	.136	-.993	.272	
HC 3	320	3.72	1.083	-.590	.136	-.228	.272	0.84
HC 4	320	3.70	1.029	-.478	.136	-.285	.272	
HC 5	320	4.01	.860	-.458	.136	-.447	.272	

Personal Attributes Scale (PAS-AD)

Table 6.7 provides that the Cronbach's alpha coefficient score for personal attributes is .81 for the total sample in the complex capability scale, which is greater than 0.8, indicating that the reliability quality of the research data is high. By looking at the standard deviation, it indicates a high value of reliability and is considered adequate for this research. The value of standard deviation measures how spread out the value is in relation to the mean. A low standard deviation indicates data points are respectively near the mean value and therefore considered reliable. The original five items (PC1, PC2, PC3, PC4 and PC5) were deduced to four as PC5 shows a disturbing effect in the factor analysis. In summary, the reliability coefficient value of the research data is higher than 0.8, indicating that the data, especially about psychological strengths in personal attributes, in this research could be used for further analysis.

It can be seen from Table 6.7that the reliability coefficient value of *personal attributes scale* is 0.81, which is greater than 0.8, indicating that the reliability quality of the research data is high. The CITC values of the analysis items are all greater than 0.4, which indicates a good correlation between the analysis items and also indicates a good level of reliability for the *personal attributes scale*. In summary, the reliability coefficient value of the research data is higher than 0.8, indicating that the data quality is high regarding reliability and could be used for further analysis.

Table 6.7 Means, SD and reliability for PAS-AD

	N	Mean	Std. Deviation	Skewness Statistic	Std. Error	Kurtosis Statistic	Std. Error	Cronbach's Alpha
PC 1	320	3.99	.800	-.348	.136	-.332	.272	
PC 2	320	4.15	.749	-.523	.136	-.228	.272	.81
PC 3	320	4.12	.719	-.328	.136	-.517	.272	
PC 4	320	4.08	.741	-.405	.136	-.282	.272	

Assessing Sociability Scale (ASS-AD)

After factor analysis, one item (SC5) was deleted as it showed a disturbing effect, and the other four were kept with high harmony. Table 6.8 illustrates that the Cronbach's alpha coefficient score for *sociability* is .82 for the total sample in sociability scale. A value greater than 0.8, it indicates that the reliability of the research data is high. The standard deviation indicates a high value of reliability for this research (with low standard deviation). In summary, the reliability coefficient value of the research data higher than 0.8 indicates that the quality of the data about sociability scale could be used for further analysis.

Table 6.8 Means, SD and reliability for SC

	N	Mean	Std. Deviation	Skewness		Kurtosis		Cronbach's Alpha
				Statistic	Std. Error	Statistic	Std. Error	
SC 1	320	4.17	.767	-.429	.136	-.795	.272	
SC 2	320	4.05	.831	-.595	.136	.114	.272	
SC 3	320	4.15	.767	-.604	.136	.127	.272	.82
SC 4	320	4.03	.824	-.470	.136	-.293	.272	

Career Adaptability Scale (CAS-AD)

With the deletion of low-loading items in AD2 and AD5, only 4 items remain for further analysis. Table 6.9 shows that the Cronbach's alpha coefficient score is .82 for the adaptability scale, which is greater than 0.8, indicating that the reliability quality of the research data is high. Standard deviation indicates a high value of reliability (with a low standard deviation). Therefore, a reliability coefficient value of the research data higher than 0.8 indicates that the data quality about the career adaptability scale could be used for further analysis.

Table 6.9 Means, SD and reliability for CAS-AD

	N	Mean	Std. Deviation	Skewness		Kurtosis		Cronbach's Alpha
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error	
AD 1	320	4.06	.749	-.407	.136	-.017	.272	
AD 3	320	4.07	.766	-.417	.136	-.396	.272	
AD 4	320	4.15	.697	-.268	.136	-.720	.272	.82
AD 5	320	3.76	.867	-.245	.136	-.208	.272	

Assessing Perceived Employability Scale (APES-AD)

For PE, results of factor analysis show that all 6 items had high factor loading values, which indicates this variable could be well explained by these items. Table 6.10 shows that the Cronbach's alpha coefficient score is .90 for the total sample in the PE scale, which is well over 0.8, indicating that the reliability quality of the research data is high. This suggests that the items on the PE scale are consistent in measuring the same underlying construct. The high

reliability of the research data supports the validity of findings and suggests results can be used to inform further research on PE. Previous studies have also found high levels of reliability for measures of PE, which were presented by Rothwell and Arnold (2007).

Table 6.10 Means, SD and reliability for APES-AD

| | N | Mean | Std. Deviation | Skewness | | Kurtosis | | Cronbach |
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error	's Alpha
PE 1	320	3.88	.984	-.681	.136	.168	.272	
PE 2	320	3.92	.861	-.547	.136	.170	.272	
PE 3	320	4.13	.801	-.794	.136	.739	.272	.90
PE 4	320	4.24	.766	-.867	.136	.937	.272	
PE 5	320	3.90	.921	-.647	.136	.223	.272	
PE 6	320	4.10	.819	-.732	.136	.651	.272	

From the above tables, it can be seen that the Cronbach's alphas for each proposed factor are .85 in HC, .82 in PC, .82 in SC, .85 in AD, and .90 in PE, respectively, which indicates that elements under each factor are actually measuring the expected aspects according to the research design, and a high degree of conformity is reached between the items within different factors (higher than the benchmark .7). In summary, the reliability coefficient value of the research data is higher than 0.8, which indicates that the data quality is high regarding reliability and could be used for further analysis.

6.3.5 Reporting of validity

To its simplest definition, **validity** refers to the preciseness of the measurements and the extent to which results reflect the true nature of the phenomena being studied. It is believed that research is valid only when it indeed measures what it claims to measure (O Leary-Kelly and Vokurka, 1998). There are several types of validity that are relevant to surveys dealing with different aspects of the quality of research, some said there are three types, *content validity, construct validity*, and *criterion-related validity* (Heale and Twycross, 2015), and some claimed more types, *statistical conclusion validity, internal validity, external validity, concurrent validity*, etc.(Drost, 2011). In the quantitative part of a mixed method research, procedures associated with steps suggest that to validate the data and results, external standards, reliability, construct validity, internal validity, and external validity of scores obtained are believed to be proper methods (Creswell and Clark, 2017). Major types of validity were

discussed and named with slight differences, such as content validity, construct validity, and criterion validity by Heale and Twycross (2015), measurement validity, internal validity, and external validity (Bryman, 2016). Though names were worded differently, the essence of validity keeps similar in terms of its centric meaning in the measurement accuracy of research, especially for a quantitative one. Considering suggestions by Yin (2014) and Hair (2013), *construct validity, internal validity*, *external validity,* and *content validity* are reported with focus in this research.

Construct validity has been regarded as one of the most important elements regarding overall validity (Schwab, 1980), because it is responsible for examining the degree to which a construct measures construct accurately and effectively assesses the intended concept (Strauss and Smith, 2009). Kelly (1998) has emphasised that construct validation is a multifaceted approach that includes three fundamental steps, among which content validity is a key constituent. Moreover, assessing construct validity involves various aspects such as *unidimensionality, reliability, validity* using methods like EFA or CFA, and the significance of Cronbach's value.

Internal validity refers to the extent to which a study's results can be attributed to the alternation of the independent variable rather than to confounding factors, or the extent to which cause-and-effect explanations could be made (Creswell and Clark, 2017). *External validity* refers to the generalizability of a study's results to other people, contexts, or times. It deals with the assessment of findings being applied to other populations, times, or settings, which indicates the relevance and implication in a broader context. *Content validity* is defined as a criterion for ensuring that the indicators used in the research indeed capture the meaning of a concept as defined by the researcher. Two ways were introduced for assessing *content validity*: asking a number of questions about the instrument or test; or asking the opinion of expert judges in the field (Drost, 2011). In this research, the researcher took questions in survey test to expert judges in relevant fields, and positive feedback was received except for minor rectification of minor issues about wording and scaling. Therefore, it is believed a high content validity is ensured.

The purpose of testing survey validity is to make sure that the factor under analysis (HC, PC, SC, AD, and PE respectively) is indeed a construct that captured, presented, and explained by the measurable variables under each factor. It is worth noting that validity should not only be considered by its manifestation in methodical stance, but also be viewed as a process that deals with causal relationship, a matter of degree, not a saying of all or none (Borsboom, Mellenbergh and van Heerden, 2004). Therefore, it is necessary for the researcher to always bear in mind that validity should be achieved through every justifiable research procedure with

valid and ethical demonstration method. Statistically, ***Inter- correlation, value of explained variance, KMO, factor loadings,*** and ***eigenvalues*** were calculated and presented in Table 6.11, Table 6.12, Table 6.13, Table 6.14, and Table 6.15, for each factor separately. The results show that except for items deleted, all remaining statistics satisfy these four specified criteria (Cappelleri *et al*, 2000).

Human capital

Inter-item correlations act as a critical element when conducting an item analysis of survey questions, which examines the extent to which scores on one item are related to scores on all other items in a scale (Piedmont, 2014). Several significant relationships were found between factors within the variable HC. A significant relationship is observed between HC2, HC3, C4, and HC5, respectively (see Table 6.11), which indicates a high inter-correlation and thereby high validity in this variable. It is worth noting that HC1 has been deleted as it shows a disturbing effect in factor analysis with low factor loading and with other items under the same instruction, which means it may not be a true measurement item for this construct in the considered research setting. A preliminary examination of the variables for measuring the HC construct showed relatively good correlations across the 4-items, following a further check of communalities and cumulative variance. The factor extracted has been labelled and abbreviated as HC for the purpose of this study.

Internal consistency and stability statistics were reasonably strong to demonstrate reliability, which indicates that items on this factor (HC) were measuring the same construct, with Cronbach's alpha of .84 presented in section 6.3.4. The value for this factor is adequate for the data at Bartlett's test of sphericity value (p=0.000) and **KMO** (.80). Factor loading represents the correlation between each observed variable and the corresponding latent factor. It indicates the strength and direction of the relationship between the variables and the factors, where coefficients that range from -1 to 1, where a value close to 1 indicates a strong positive relationship, a value close to -1 indicates a strong negative relationship, and a value close to 0 indicates a weak or no relationship (Field, 2018).

Table 6.11 Validity of Variable -HC

Correlation Matrix

		HC2	HC3	HC4	HC5
Correlation	HC2	1.000	.536	.482	.572
	HC3	.536	1.000	.672	.614
	HC4	.482	.672	1.000	.604
	HC5	.572	.614	.604	1.000
Sig. (1-tailed)	HC2		.000	.000	.000
	HC3	.000		.000	.000
	HC4	.000	.000		.000
	HC5	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.802
Bartlett's Test of Sphericity	Approx. Chi-Square	531.457
	df	6
	Sig.	.000

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
HC2	2.744	68.599	68.599	2.744	68.599	68.599
HC3	.548	13.705	82.304			
HC4	.386	9.653	91.957			
HC5	.322	8.043	100.000			

Component Matrix^a

	Factor Loadings
HC2	.772
HC3	.857
HC4	.836
HC5	.845

Extraction Method: Principal Component Analysis.^a

a. 1 components extracted.

Scree Plot
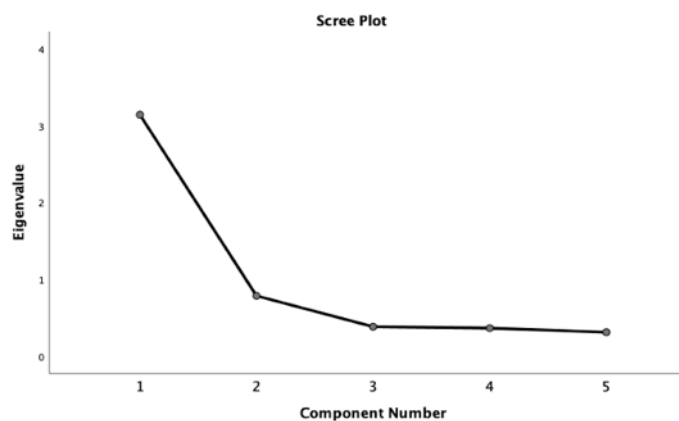
The results of the integration measures achieved are presented in the following table. The four items remained in this study correlate well with one another and load heavily on the factor at values of .77, .86, .84, .85 respectively.

The eigenvalue used in factor analysis helps determine the number of factors to be kept with necessary information, a measure of variance explained by one component. As is shown in the above figure, the scree plot with an eigenvalue of 1 show that there's one factor that could be extracted and kept, which validated the communality of the four items that remained under the construct of HC. The factor analysis results reflect that "I manage specific knowledge within certain fields" and "I can coordinate different skills and knowledge comprehensively", "Good mastery of CAT tools" and "Psycho and physical health" associate with each other mutually, with the first two contributing the most to this factor. With an **accumulative explained variance** of 68.60, it means that these four factors could explain the factor HC to an extent of 68.60%.

Psychological Capital

Internal consistency and stability statistics were reasonably strong to demonstrate reliability, which indicates that items on this factor (PC) were measuring the same construct, with Cronbach's alpha of .810 presented earlier. The value for this factor is adequate for the data at Bartlett's test of sphericity value (p=0.000) and KMO (.77) (see Table 6.12)

From the factor analysis results, among the original 5 items that concluded from the qualitative results, item 5 (PC5-I enjoy doing my job regardless of external factors) shows a low correlation value with the other 4 items (below .4) and a low factor loading value in the component matrix. Therefore, item 5 has been deleted and the 4 remaining items for this construct are believed crucial factor component, with close loading values of .75, .73, .86, and .82 respectively, on the factor, which suggests a strong association between all items.

Table 6.12 Validity of Variable -PC

Correlation Matrix

		PC1	PC2	PC3	PC4
Correlation	PC1	1.000	.469	.483	.473
	PC2	.469	1.000	.562	.459
	PC3	.483	.562	1.000	.672
	PC4	.473	.459	.672	1.000
Sig. (1-tailed)	PC1		.000	.000	.000
	PC2	.000		.000	.000
	PC3	.000	.000		.000
	PC4	.000	.000	.000	

**. Correlation is significant at the 0.01 level of Pearson Correlation

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
PC1	2.565	64.126	64.126	2.565	64.126	64.126
PC2	.588	14.705	78.831			
PC3	.537	13.427	92.258			
PC4	.310	7.742	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.765
Bartlett's Test of Sphericity	Approx. Chi-Square	438.039
	df	6
	Sig.	.000

Component Matrixª

	Component 1
PC1	.745
PC2	.773
PC3	.860
PC4	.821

Extraction Method: Principal Component Analysis.ª

a. 1 components extracted.

Scree Plot

189
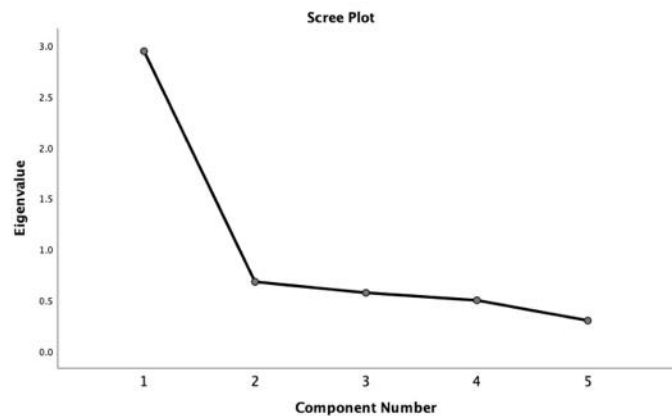
The eigenvalue shows that there's one factor could be extracted and kept, which validated the communality of the four items that remained under the construct of PC. The factor analysis results reflect that "sticking to aims" and "responsibility for decisions made", "bouncing back quickly after hard times" and "confidence in dealing with un-expectancy" associate with each other mutually. With the latter two contributing the largest to this factor, it indicates that the ability to deal with difficulties, being agile and resilient are highly associated with "psychological strength", which is aligned with the literature (Van Breda, 2018).With an accumulative explained variance of 64.13, it means that these four factors could explain the factor PC to an extent of 64.13%, which is acceptable for further analysis.

Sociability

With inter-correlation values and a significant level of 0.01, it indicates a good correlation between the analysis items and a good level of reliability for the sociability scale. Internal consistency and stability statistics of sociability were reasonably strong to demonstrate reliability, which indicates that items on this factor (SC) were measuring the same construct, with Cronbach's alpha of .82 presented earlier. The value for this factor is adequate for the data at Bartlett's test of sphericity value (p=0.000) and KMO (.799). From the factor analysis results, among the original 5 items that were concluded from the qualitative results, item 5 (SC5-prefer teamwork to individuals) shows a low correlation value with the other 4 items (below .4) and a low factor loading value in the component matrix. Therefore, item 5 has been deleted, and the 4 remaining items for this construct are believed crucial factor component, with close loading values of .82, .85, .79, and .77 on the factor, which suggests a strong association between all items (see Table 6.13).

Table 6.13 Validity of Variable -SC

Correlation Matrix

		SC1	SC2	SC3	SC4
Correlation	SC1	1.000	.586	.526	.521
	SC2	.586	1.000	.583	.533
	SC3	.526	.583	1.000	.438
	SC4	.521	.533	.438	1.000
Sig. (1-tailed)	SC1		.000	.000	.000
	SC2	.000		.000	.000
	SC3	.000	.000		.000
	SC4	.000	.000	.000	

**. Correlation is significant at the 0.01 level.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
SC1	2.597	64.918	64.918	2.597	64.918	64.918
SC2	.567	14.163	79.080			
SC3	.447	11.175	90.255			
SC4	.390	9.745	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.799
Bartlett's Test of Sphericity	Approx. Chi-Square	431.326
	df	6
	Sig.	.000

Component Matrixa

	Component 1
SC1	.820
SC2	.845
SC3	.789
SC4	.767

Extraction Method: Principal Component Analysis.[a]
a. 1 components extracted.

Scree Plot
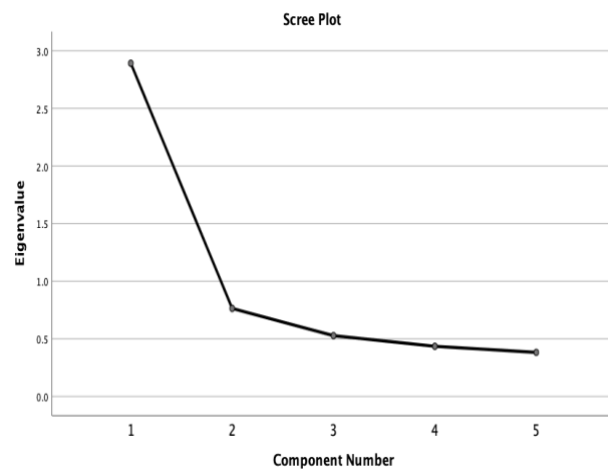
Similarly, the eigenvalue depicted in the figure above indicates that just one component could be extracted, validating the communality of the four items remained within the construct of SC. The factor analysis results indicate that there is a reciprocal association between "resource finding", "interaction between clients", "Info-sharing with peer workers" and "argue with managers instead of complying at disputes". SC1 and SC2 make the most substantial contributions to this factor. It implies that the ability to search necessary information and the quality of relationships with clients are major contributor to "sociability", as supported by the literatures reviewed (Symvoulakis *et al.*, 2022).With an accumulative explained variance of 64.92, it means that these four factors could explain the factor PC to an extent of 64.92%, which is sufficient to warrant additional investigation.

Adaptability

With Cronbach's alpha of .82 presented earlier and Bartlett's test of sphericity (p=0.000) and KMO (.78), the internal consistency and stability were considered reasonably strong to demonstrate reliability, which indicates that items on this factor (AD) were measuring the same construct. Among the initial 6 items derived from the qualitative findings, item 2 and 6 (AD2- curiousity about unknowns and AD6- stability in the market) exhibit low loading values in the component matrix and low correlation values with the other 4 items (below .4), as determined by the factor analysis. Therefore, item 2 and 6 have been deleted and the 4 remaining items for this construct are believed crucial factor component, with close loading values of .81, .82, .86, and .78 accordingly on the factor, which suggests a strong association between all items (see Table 6.14).

The eigenvalue indicates that one factor was extracted and kept under the construct of AD, and the factor analysis results demonstrate that "awareness of continuous education", "learning of emergent things in industries", "regarding tech as a helpful hand" and "confidence in maintaining employable" are interrelated. AD3 and AD4 contribute the most to this component, which suggests that an open-minded attitude towards tech-development, awareness of and capability for continuous learning, and receptiveness to new information are major contributor to "adaptability", as supported by the literature. With an accumulative explained variance of 67.20, it means that these four factors could explain the factor AD to an extent of 67.20%, which is deemed satisfactory for subsequent study.

Table 6.14 Validity of Variable -AD

Correlation Matrix

		AD1	AD3	AD4	AD5
Correlation	AD1	1.000	.615	.567	.474
	AD3	.615	1.000	.614	.464
	AD4	.567	.614	1.000	.635
	AD5	.474	.464	.635	1.000
Sig. (1-tailed)	AD1		.000	.000	.000
	AD3	.000		.000	.000
	AD4	.000	.000		.000
	AD5	.000	.000	.000	

**. Correlation is significant at the 0.01 level.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
AD1	2.688	67.202	67.202	2.688	67.202	67.202
AD3	.597	14.927	82.128			
AD4	.398	9.962	92.090			
AD5	.316	7.910	100.000			

Extraction Method: Principal Component Analysis.

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.779
Bartlett's Test of Sphericity	Approx. Chi-Square	506.234
	df	6
	Sig.	.000

Component Matrixa

	Component 1
AD1	.809
AD3	.824
AD4	.864
AD5	.779

Extraction Method: Principal Component Analysis.[a]

a. 1 components extracted.

Scree Plot
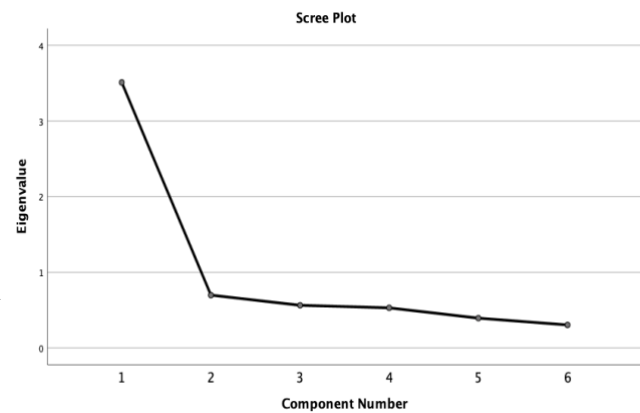
Perceived employability

Reported above, the internal consistency of PE was notably robust, as stated previously, in order to demonstrate its reliability. A strong correlation is shown among the analysis items with a significance level of 0.01, suggesting that the PE scale is reliable and items on this factor (PE) were measuring the same construct (see Table 6.15). The Cronbach's alpha of .90 indicates the values obtained from Bartlett's test of sphericity (sig. p=0.000) and KMO (.86) are sufficient for the data. Based on the factor analysis and the qualitative results, it was determined that all 6 items comprising this construct (PE) are considered crucial factor components. Supported by close loading values: .80, .82, .79, .82, .82 and .84, it suggests a strong association between all items and therefore high validity.

The eigenvalue shows that one factor was retained within the construct of PE, and the results of the factor analysis reflect that "internal employability", "beneficial inter-personal relationship", "general employability", "external employability" and "transferable employability" are interdependent. Both PE6 and PE4 provide the most substantial contribution to PE. It indicates that multiple perspectives of employability, both inside and outside the organisation, are major components to PE, which may be traced back to the literature reviewed in Chapter 2 and Chapter 3. The accumulative explained variance of 66.67 means that these 6 factors could explain the component PE to an extent of 66.67%. This value is considered acceptable for further analysis.

Table 6.15 Validity of Variable -PE

Correlation Matrix

		PE1	PE2	PE3	PE4	PE5	PE6
Correlation	PE1	1.000	.580	.521	.537	.620	.668
	PE2	.580	1.000	.721	.611	.558	.545
	PE3	.521	.721	1.000	.592	.541	.526
	PE4	.537	.611	.592	1.000	.577	.707
	PE5	.620	.558	.541	.577	1.000	.694
	PE6	.668	.545	.526	.707	.694	1.000
Sig. (1-tailed)	PE1		.000	.000	.000	.000	.000
	PE2	.000		.000	.000	.000	.000
	PE3	.000	.000		.000	.000	.000
	PE4	.000	.000	.000		.000	.000
	PE5	.000	.000	.000	.000		.000
	PE6	.000	.000	.000	.000	.000	

**. Correlation is significant at the 0.01 level.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
PE1	4.001	66.675	66.675	4.001	66.675	66.675
PE2	.657	10.950	77.625			
PE3	.469	7.815	85.440			
PE4	.375	6.250	91.690			
PE5	.276	4.594	96.284			
PE6	.223	3.716	100.000			

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.863
Bartlett's Test of Sphericity	Approx. Chi-Square	1125.953
	df	15
	Sig.	.000

Component Matrixa

	Component 1
PE1	.800
PE2	.818
PE3	.793
PE4	.823
PE5	.815
PE6	.848

Extraction Method: Principal Component Analysis.[a]
a. 1 components extracted.

Scree Plot
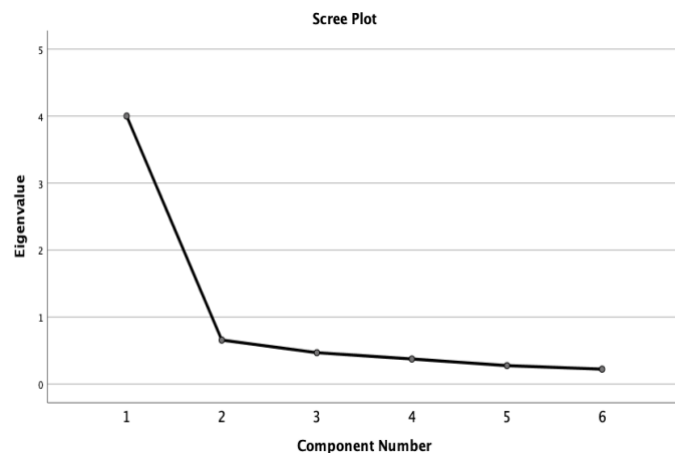
6.3.6 Regression relationship

Pearson's correlation coefficients

Correlation test is the pre-step before moving to further factor analysis among the data. To conduct statistical analysis for each factor, a correlation test of all variables was done, which could indicate whether prerequisite relation between factor items load well and form a harmonious integration (Comrey, 1978; Taherdoost, Sahibuddin and Jalaliyoon, 2022). Correlational analysis was conducted to see whether variables under research are correlated. The interrelation between variables was computed and calculated using Pearson's correlations, because Spearman's correlation is for asymmetric data, while Pearson's correlation allows the researcher to analyse the direction and strength between variables in parametric data. $p < .05$ and $p < 0.01$ are considered in interpreting the significance of the relation found. As is shown in the tables separately along with validity check in section 6.3.5, significant relationships were found between items. It also acts as the pre-step of regression. From Table 6.16 measurable independent variables are significantly correlated with Pearson correlation values over 0, which means they are all positively correlated. By studying correlations between variables, it could be concluded is that factors under inspection are relevant to each other. However, it is less likely to find totally irrelevant factors regarding social sciences that proposed variables in research are all less correlated. It should be noted that correlations are sometimes indicative of causality, but they are not, and cannot be, constitutive of validity (Borsboom, Mellenbergh and van Heerden, 2004).Because not every correlation could be interpreted as a causal relationship, regression relationships are here to explore causal relationships between variables through hypothesis tests.

Multiple regression analysis

After variables were calculated through factor analysis, ensuring all factors were measuring distinct constructs as expected, linear regression was carried out to test parameters. According to Field (2018), bivariate analysis is a prior step for factor analysis, depicting correlations between independent and dependent variables. Predictors that were generated from factor analysis were used in regression for the conceptualised constructs in this study. Inter-item correlations were reported in section 6.3.5 along with validity and factor loadings for each factor. As the data was normally attributed in section 6.3.3, linear regression is appropriate since it can be done for parametric analysis. Other analytic steps, including confidence intervals, R^2, and collinearity diagnosis, were undertaken for each factor respectively, and the results are presented in the following tables. The overall regression model statistics are presented in Table 6.16. According to Cohen (Cohen *et al.*, 2013), a causal relationship that has two or more

independent (exogenous) variables leading to an estimated result of one dependent (endogenous) variable could be categorised as a multiple regression analysis. To explain the causal relationship, the weight of each independent variable should be calculated by accounting for the variance on dependent variable. According to Venter and Maxwell (2000), multiple regression deals with the relationship between a single dependent variable and multiple independent (or predictor) variables with sample data, to present the relation in a wider population. In addition to the multiple number of independent variables, several diagnostic tests were carried out as pre-requisites to ensure the appropriateness of conducting linear multivariable regression analysis. Residual plots and normality checks all satisfy the linearity between independent variables and the dependent variable, according to the variance evidence in this research (Field, 2018).

Collinearity between predictors refers to a perfect linear correlation coefficient of 1, and *multicollinearity* refers to a state where independent variables are highly correlated with each other in a regression model. It may negatively affect the regression model by eliminating the possibility of obtaining unique estimates of regression coefficients (Field, 2018), which poses detrimental effects on the accuracy and stability of analysis. Therefore, it is necessary to detect multicollinearity issues among all independent variables. According to Field, in a model with multi- collinearity, there would be substantial correlations (*R* over **.80**) between predictors. As is shown in Table 6.16, inter-variable correlation coefficients are around .50 and .60, which are far less below the benchmark **.80**, therefore it is believed multicollinearity is not a threat to the data and the validity of the multi-variable regression.

Table 6.16 Inter-construct corelations

Correlations (n=320)

		Human Capital	Psychological Capital	Sociability	Adaptability
Human Capital	Pearson Correlation	1	.569**	.582**	.529**
	Sig. (2-tailed)		.000	.000	.000
Psychological Capital	Pearson Correlation	.569**	1	.601**	.553**
	Sig. (2-tailed)	.000		.000	.000
Sociability	Pearson Correlation	.582**	.601**	1	.660**
	Sig. (2-tailed)	.000	.000		.000
Adaptability	Pearson Correlation	.529**	.553**	.660**	1
	Sig. (2-tailed)	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

It shows that there's no concern for multicollinearity as factors do not correlate with each other in linearity. However, it should be noted that issues of collinearity should not be viewed in isolation, and the power of the overall analysis should be put into consideration in a wider context (Mason and Perreault, 1991).

The correlation matrix is not the only coefficient to refer to when examining collinearity diagnostics. Following notifications from Field (2013), an examination is conducted on tolerance statistics with regard to a benchmark value above .10 (Tabachnick and Fidell, 2018) or .20 (Menard, 2002) to indicate non-collinearity and on the variance inflation factor (VIF) to see whether there's a linear relationship that exists if the variable approaches to 10 (Lorch and Myers, 1990). Another index is the assessment of the standard error of unstandardised regression coefficients, with which <2 it is believed there is no multicollinearity. From table 29, the tolerance values for all factors are .57, .54, .45 and .51, VIF values 1.754, 1.838, 2.210, and 1.952, and Std Error coefficients .051, .052, .057, and .054 respectively. All the results show no evidence of collinearity, which further enhances the validity of the multivariable regression analysis.

Table 6.17 Coefficients of multivariable regression

Coefficients[a]

Model		Unstandardised Coefficients B	Std. Error	Standardised Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	VIF
1	(Constant)	4.723E-16	.038		.000	1.000		
	Human Capital	.226	.051	.226	4.430	.000	.570	1.754
	Psychological Capital	-.005	.052	-.005	-.090	.928	.544	1.838
	Sociability	.211	.057	.211	3.678	.000	.452	2.210
	Adaptability	.415	.054	**.415**	7.708	.000	.512	1.952

a. Dependent Variable: REGR factor score of Perceived Employability

Table 6.18 Model summary of multivariable regression

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.730[a]	.533	.527	.68790319	1.951

a. Dependent Variable: REGR factor score of Perceived Employability
b. Predictors: (Constant), REGR factor score of Adaptability, REGR factor score of Human Capital, REGR factor score of Psychological Capital, REGR factor score of Sociability

Table 6.19 Influence of independent variables on dependent variable

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	169.939	4	42.485	89.780	.000[b]
	Residual	149.061	315	.473		
	Total	319.000	319			

a. Dependent Variable: REGR factor score of Perceived Employability
b. Predictors: (Constant), REGR factor score of Adaptability, REGR factor score of Human Capital, REGR factor score of Psychological Capital, REGR factor score of Sociability

In a multiple regression model (see Table 6.18), the R value varies between 0 and 1, with 0 indicating no relationship between the dependent and independent variables and 1 indicating a perfect relationship. R^2 is the proportion of the dependent variable's variance that is shared with the optimally weighted independent variables (Cohen et al., 2013). Cohen has described the effect size of R^2 as a small effect as being $R^2 = 0.02$, a medium effect as $R^2 = 0.13$, and a large effect as being $R^2 = 0.26$. However, it is not R^2 that determines the significance of a multiple regression model. What should be done is a combination of R-squared value and significance value. Correspondingly, in this analysis, the independent variables are statistically significant, but a *low* R-squared value is observed (below .60), indicating independent variables are correlated with the dependent variable with less power in explaining the variance (Frost, 2019).

The influence of independent variables on dependent variable was revealed from Table 6.19 . Looking at all statistics in Table 6.17, adaptability shows the highest value (0.415), followed by HC (0.226) and SC (0.211) and PC (-0.005). It indicates independent variable AD has the largest impact on dependent variable PE, less impact was seen on HC and SC, with the lowest impact of PC.

6.3.7 Test for significant mean differences

There are many types of analysis of variance (ANOVA). The most common is one-way variance, which studies the difference between X and Y, where X is categorical data and Y is quantitative data. In the final analysis of variance, the p value was analysed first. If the value was less than 0.05, it showed the difference, which could be further compared with the mean value. p value greater than 0.05 indicates that there was no difference between the categorical data.

From the survey results, it is shown that differences in age, working experience, overseas experience, modes of work, annual income, and personality do have influences on the PE of LPs to a different extent.

Though no significance (p=058, >.05) was seen in terms of PE between different age groups, by looking deeper into the data, it shows that generally male LPs demonstrate a higher degree of PE and HC than their female counterparts, which may attribute to the gender inequality in the working market that males enjoy high promotion potentials (Roth, Purvis and Bobko, 2012). In the male-domain working atmosphere, female LPs undertake higher pressure in balancing family and work, including but not limited to domestic chores, maternity leave, menstruation, lactation, etc. As a result, employers may prefer male employees, considering less staff retain costs and higher efficiency in production in such a context.

With a significance value of <0.05 (p=.012), it indicates that the PE of LPs alters according to their ages (Table 6.20). Descriptive data shows that LPs in their late 40s and early 50s (45-54 years old) reported the highest level of PE compared to their counterparts, who are either younger or older. Different from their younger peers, they become more confident not only for their rich accumulation of professional knowledge, but also for experience in dealing with problems in diverse circumstances. Dynamic still, they are comparatively more enthusiastic than their elderly counterparts approaching to their 60s as the age for retirement in China is between 55-60. Similarly, in alignment with ages, the length of working in the LSI also shows sensitivity in PE (Table 6.21). With a significance value < 0.05 (p= .024), LPs with working experience between 11-15 years reported the highest degree of PE, forming a bell-shape plots that people with shorter and longer time in the industry perceived them as less employable.

Table 6.20 Impact of age on PE

ANOVA(n=320)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12.73	4	3.18	3.27	.012
Within Groups	306.27	315	.97		
Total	319.00	319			

Table 6.21 Impact of working experience on PE

ANOVA(n=320)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	11.19	4	2.80	2.86	.024
Within Groups	307.81	315	.98		
Total	319.00	319			

Statistics from the impact of annual income on PE presented in Table 6.22 show that the amount of income earned by LPs, indeed, affects their level of PE with a significance value of <0.01(p=0.000). As is seen in detailed statistics, as the salary goes up, the level of employability perceived by LP climbs, mainly because financial income itself is one of the most direct factors in projecting general employability in the market.

Table 6.22 Impact of annual income on PE

ANOVA(n=320)					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	36.82	5	7.36	8.19	.000
Within Groups	282.18	314	.90		
Total	319.00	319			

Though personality perceived by themselves are subjective, the statistics (Table 6.23) presented show that personality has an impact on PE of LPs with a significance value <.01 (p= .000). People regard them as extroverts in working time and show a higher degree of PE than LPs believe them more introverted or of a mixed status.

Table 6.23 Impact of Personality on PE

	Sum of Squares	df	Mean Square	F	Sig.
ANOVA(n=320)					
Between Groups	31.21	3	10.41	11.43	.000
Within Groups	287.79	316	.91		
Total	319.000	319			

With a significance value of <0.01 (p=.000), it indicates that LPs who have or have not been abroad for work or study differentiate in perceiving their employability (see Table 6.24). Look deeper into the data, it shows that LPs with overseas experience demonstrate a higher degree of PE than their counterparts who did not in every single aspect of PE, which may be attributed to the widened horizon, massive information beyond the homeland boundary, extra-cultural experience, and opportunities in diverse sectors. As a result, people with complex life experiences regard themselves as people of higher possibility and adaptability in dealing with challenges in the professional market.

Table 6.24 Impact of overseas experience on PE

	Sum of Squares	df	Mean Square	F	Sig.	
ANOVA(n=320)						
Between Groups	21.731	1	21.731	23.247	.000	
Within Groups	297.269	318	.935			
Total	319.000	319				
Overseas experience for work or study (average ± SD)	PE-1	PE-2	PE-3	PE-4	PE-5	PE-6
Yes (*n*=172)	4.26±0.99	4.16±0.94	4.34±0.91	4.44±0.86	4.15±0.96	4.37±0.76
No (*n*=148)	3.64±1.06	3.76±1.03	4.03±0.83	4.15±0.80	3.72±1.00	3.95±0.89
P	0.000**	0.000**	0.001**	0.002**	0.000**	0.000**

* $p<0.05$ ** $p<0.01$

A significance value of <0.01(p=.000) suggests that LPs who work in various forms perceive their employability with distinction (see Table 6.25). The means and SD indicate that LPs work as "in-house in state-owned enterprises" and "self-employed" have higher levels of PE than their counterparts who work in other forms, with "other types" such as teachers, who do not

earn their living from this profession, perceiving them as the least employable. However, the education level, alone, does not show significant impact on LPs' PE.

Table 6.25 Impact of different working modes on PE

ANOVA(n=320)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	34.545	6	5.757	6.335	.000
Within Groups	284.455	313	.909		
Total	319.000	319			

Table 6.26 Construct Significance levels for Independent Variables in relation to Perceived Employability

Perceived Employability

Independent Variables	Dependent Variable	
	t-test value	Sig.
(Constant)		
Human Capital	4.430	.000*
Psychological Capital	-.090	.928
Sociability	3.678	.000*
Adaptability	7.708	.000*

* $p<0.05$; ** $p<0.01$

After statistical results demonstrated a significant correlation between types of capital and PE, a numerical model was established, and the majority of the hypotheses proposed were examined. However, certain results were in conflict with the qualitative responses from interviews (see Table 6.27, Table 6.28, and Figure 6.1). Therefore, before developing a thorough framework of competences, this exploratory research must discuss both qualitative and quantitative findings in a coordinated manner and that is done in section 6.4.

Table 6.27 Summary of hypotheses testing

Hypotheses	Significance value		Hypotheses tests
	t-test value	*Sig.*	*Hypotheses tests*
H1	4.430	.000**	Y
H2	-.090	.928	N
H3	3.678	.000**	Y
H4	7.708	.000**	Y
	F value	*Sig.*	
H5	6.335	.000**	Y
H6	23.247	.000**	Y
H7	2.864	.024*	Y
H8	8.194	.000**	Y
H9	2.306	.058	N
H10	.650	.627	N
H11	11.425	.000**	Y
H12	3.273	.012*	Y

*p<0.05 **p<0.01

Table 6.28 Hypothesis results explained

Item	Description of Hypothesis	Null Hypothesis (H₀)	H₀ Rejected/accepted
H1	LPs who have stronger *extra-linguistic skills* will have higher PE.	No significant association is found between the level of extra-linguistic skills of LPs and their PE.	$p<.01$ rejected
H2	The degree of *psychological strength* of LP has a positive effect on their PE.	Psychological strength has no effect on LPs' PE.	$p>.05$ accepted
H3	LPs who have greater *sociability* will report greater PE.	There is no distinction in sociability associating with LPs' PE.	$p<.01$ rejected
H4	LPs with greater *career adaptability* have higher PE.	There is not relationship between career adaptability and PE of LPs.	$p<.01$ rejected.
H5	LPs who have *stable working forms* will report higher PE than those with other forms of works.	There is no relation between the *stability of work* and LPs' PE.	$p<.01$ rejected
H6	LPs who have *experience working or studying overseas* will report higher PE than those did not.	There is difference in PE for LPs who with or without overseas working or studying experience.	$p<.01$ rejected
H7	LPs with richer *working experience* in the field will report higher PE.	There is no difference in LPs' PE with the variance of working experience. (But the significance is shown in people between 45-54 years old. Not in the case of the elder, the higher PE.)	$p<.05$ rejected
H8	LPs with higher *income* will report higher PE than their younger counterparts.	There is no difference in LPs' PE with the variance of income.	$P<.01$ rejected
H9	*Male* LPs perceiver higher PE than their *female* counterparts.	There is no difference in a higher PE for male LPs comparing female LPs.	$p>.05$ accepted
H10	LPs with higher *educational level* will report higher PE than other with lower.	There is no difference in PE for LPs' educational levels.	$p>.05$ accepted
H11	LPs who are more *extravert in personality* will report higher PE than other with lower.	There is no difference in PE for LPs of different personality. (But interview tells that personality is not that influential concerning the possible shifts of personality status, and unconscious bias may happen during the personality self-judgement in answering survey questions.)	$p<.01$ rejected
H12	LPs report higher PE as their *ages* get bigger.	There is no difference in PE for LPs of different ages.	$p<.05$ rejected
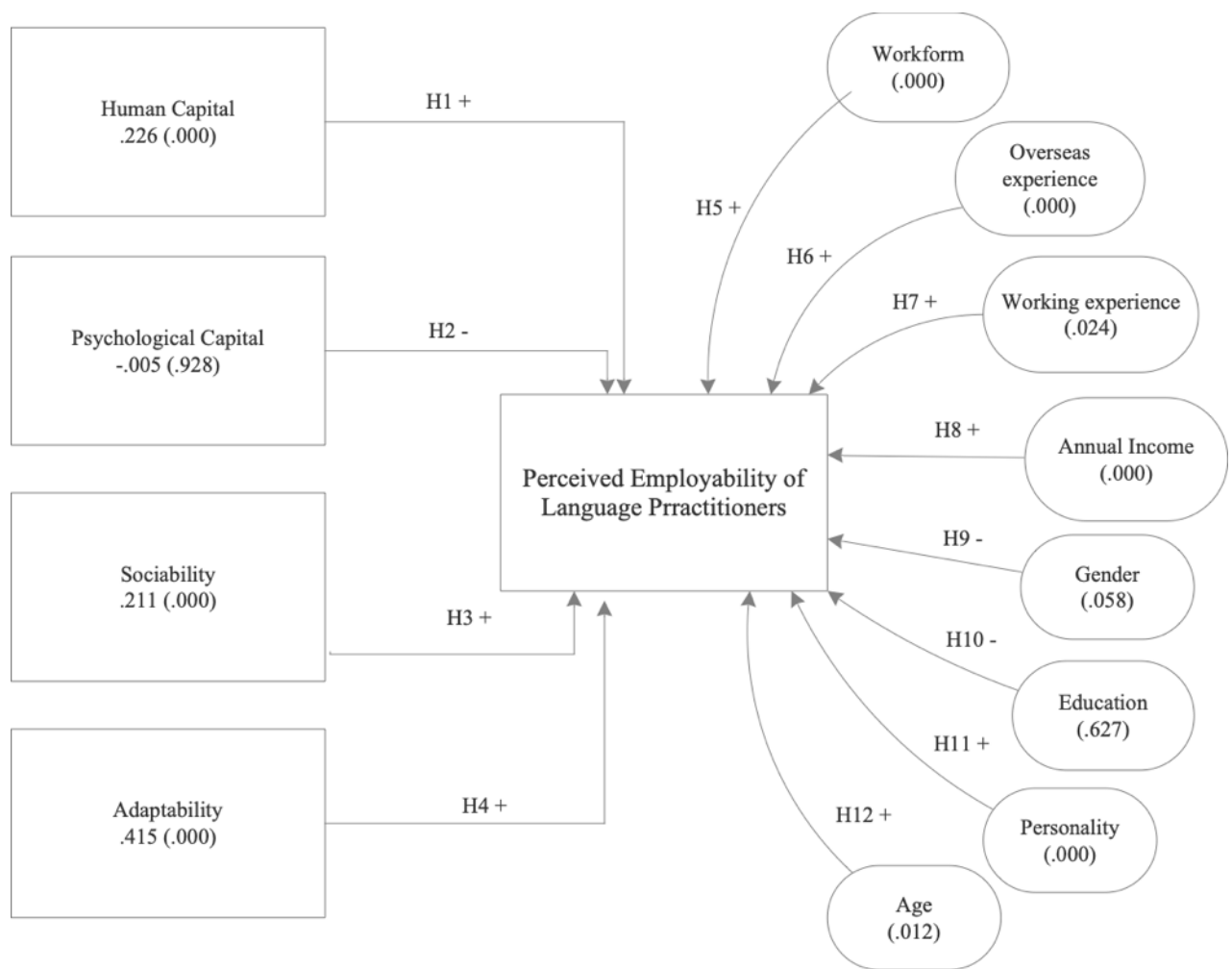
Figure 6.1 Statistical results with coefficients of independent variables and significance on PE

Notes:

+: The original hypothesis is supported.

-: The original hypothesis is not supported.

6.4 Discussion and Interpretation

6.4.1 Integration of Qualitative and Quantitative findings

Based on the results of interviews and surveys, a mixed picture of the research process gradually presented itself through a combination of qualitative and quantitative findings. As was discussed in chapter 4, this exploratory sequential design consists of the exploration of LPs personal experience, generating a thematic and context-bounded summary, which is then transformed into a quantitative instrument that further explores the correlated relationship between elements. At the end of the research, the interpretation of qualitative and quantitative results was used to establish a competence framework, extending the existing competence models, but built especially for LPs within specific contexts and intended to expand to a wider population in the future. In Table 6.29, the results for each mode of inquiry are compared (Creswell, 2011).

Table 6.29 Integration of Qualitative and Quantitative Findings

	Qualitative results	**Quantitative results**
Theme 1 Personal attributes are influential factors for LPs' PE	*Personality traits* are changeable and are important building blocks for LPs competence of employability.	1.Though believed as an influential capital in common sense, PC was proved little significant impact on PE. 2.Personality types show significant difference upon PE with extravert has the highest. Personal work-related items also show significant impact on PE such as working mode, overseas experience, age, annual income. But DP shows no significant influence.
	Appearance, gender and age are perceived differently by LPs in affecting their employability.	
	Self-efficacy, resilience and DP are important phycological capital in affecting LPs employability.	
	Career planning is a critical element in employability but is frequently ignored.	
Theme 2 LPs HC consists of complexed skills and knowledge they know	Bilingual knowledge is regarded as the **priority** for LPs' competitiveness in enhancing employability by most LPs.	1.Code of practices has been considered a common sense and has been moved out from survey questionnaire because of low coefficient with other elements of HC factor. 2. HC shows significant impact on PE. Separately, bilingual capability, level of domain knowledge and the ability to coordinate all knowledge and skills show significant impact on PE, with the coordinative application as the highest.
	Extra-linguistic knowledge is frequently mentioned by LPs which include encyclopaedia knowledge, knowledge of translation as a profession, and the process of a translation projects.	
	Learning and researching capability are regarded as one of the "most" important capabilities to maintain LPs employability.	
	Instrument competence is perceived more helpful in written translation work but hardly believed to threaten LPs with higher level of demand such as aesthetics, communication, empathy, etc.	
Theme 3 LPs' social network and sociability acts	LPs believe social resources and personal network help them in enhancing employment opportunities. (Not employability in a direct way)	1.SC presents a significant impact on PE. 2.Separately, ability in handling good relationship with customers/clients, managers and teamwork see significant impact on PE.

as a unique power.	LPs of different working forms rely on sociability to different extent.	Teamwork preference has been deleted as its low coefficients with other elements of SC.
Theme 4 *Capability to cope with external environment are perceived critical.*	External uncertainty put challenges to LPs not only on what they know but also on how they could cope with (adaptability).	1.AD to external changes has the most significant impact on LPs' PE compared with other IVs. 2. Separately, awareness of continuous learning, information update, and confidence in AI-human relationship show the highest significance. Items of curiosity and reliance on technology have been deleted because of low coefficients with the other elements of AD.
	LPs' PE is not a set of skill box but an interactive capability-development between internal and external capitals.	

6.4.2 Interpretation of combined results

Based on the above table, a discussion of both qualitative themes and quantitative data was carried out. The results showed that most qualitative outcomes were further validated by the statistical analysis, while some contradicted each other. According to the hypothesis tests, the contradiction mainly occurred in that psychological strength, gender, and educational level show little influence on LPs PE, but in interviews, a number of participants conceive these components as essential to having higher employability. To form a more cohesive understanding of the results, an interpretation regarding both approaches is given below.

Personal traits and PE

The qualitative results first indicated that LPs believe multiple factors, including personality, self-efficacy, appearance, gender, age, and career-planning, are influencing and changing their perception of employability across different stages and modes of work, but PC shows no significant impact as expected. What was remarkable in the interview results were that LPs hold contradictory opinions on the importance of biological factors such as appearance, age, and gender in affecting PE; and personality is believed an influential factor in choosing translation and interpretation as two directions of LSI as LPs, because people with different life experiences hold debatable views on whether personality is a changeable or an inherent attribute; personal work-related items (working mode, overseas experience, age, annual income) show a significant impact on LPs' PE with DP strongly supported and held important by interviewees but less effect shown from questionnaires. The interviews identified that LPs believe personal attributes do have influences on their PE. But it failed to answer the question of to what extent these attributes are affecting PE. Left with this question, the researcher finds in the survey that LPs felt differently in terms of their personality, self-efficacy, resilience, and DP. More LPs report being extraverts (42.88%) than introverts (28.44%), with some mixed (26.56%) and not known (2.81%). Statistics from the survey show that LPs' PE vary according

to their perceived personality, which indicates LPs who are more extrovert at work believe they have a higher degree of PE and those more introvert at work regard themselves as less employable with the mixed type of fall in-between. People who do not know about their personality type identified the least degree of PE, which may be a result of less attention being paid to self-reflection and therefore indirectly leads to a lack of PE. For the same reason, LPs perceive themselves extrovert benefited from their personality by being outgoing, self-assured, and group-dependent (Henderson, 1987). Though literature has discussed stereotyped personality profiles of translators and interpreters and translation performance was believed not to be affected by personality characteristics (Schweda Nicholson, 2005; Hubscher-Davidson, 2009), self-perceived personality features do show an impact on LPs PE, according to the empirical results of this study. This contradiction has been further identified within the quantitative results, where elements including gender and age see an influential impact on the level of LPs' PC and PE, and male LPs with extravert personalities, overseas experience, well-paid and stable work positions reported higher PE than their counterparts.

PC and PE

However, though PC factors such as self-efficacy, resilience, career planning, and DP are critical elements in LP's competence by interviewees, quantitative results failed to prove an influential relationship between PC and LP's PE, which went against the existing literature that positive mindsets are beneficial for job-hunting and employability (Newman *et al.*, 2019; Fernández-Valera, 2023). It showed that though PC elements were widely discussed for individual development, little attention was paid to PE. The researcher believes that it might be the result of a different focus on psychological elements based on this specific research, or the ignorance of the sampling participants, and limited research in this research field. Therefore, this study contributed to the existing literature on LPs' PC and PE with a practical focus and theoretical perspective in sociology. In addition, less evidence was found in career planning, reflecting people's ignorance, as concluded from interviews, which enhances the reliability of this empirical research. It further exposed the limitation of pure quantitative methods in exploring the real opinions of LPs because the nuances of people could only be better presented by in-depth discussion, and statistics add validity to trends on the condition that participants are representative of the research population.

In this research, as the main purpose was to explore the components of LPs' competence and their relationship between with PE, the focus was on a rich description of individual experience, and therefore discussion with interviewees is of much more importance, while the survey results could be indicative when applying to research aims for a wider population.

HC and PE

On the one hand, qualitative results showed most LPs believe what people know and are capable of primarily determines the degree of PE, so they prioritised the importance of working language proficiency. On the other hand, they stressed the indispensability of "professional ethics," "domain knowledge" and capabilities including "learning and researching" in maintaining employability, particularly "instrument competence," in a time largely shaped by technologies. But the understanding of instrument competence should be highlighted for its importance in the human-AI relationship, where literature believes "the ability to make use of instruments and tools" has a far-reaching implication for the soft and hard skills of future LPs (Massey, Piotrowska and Marczak, 2023), but there is still external resistance that hinders the acquisition of instrument competence, such as inequity of access and procurement decisions for new technologies (Massey and Ehrensberger-Dow, 2021).

In survey results, less proof was found between "professional ethics" and PE, which coincides with the qualitative outcomes when some interviewees said it was regarded as common sense for LPs but usually ignored by trainees and students because they didn't get real contact with LSI business. This item has been removed from the survey questionnaire because of low coefficient with other elements under the same construct. With that in mind, the researcher believes "professional ethics" should remain on the list of capital elements, especially at a time when ethical issues are of great concern in the human-AI interaction.

Both "instrument competence" and "professional ethics" have been repeatedly referred to by interviewees as helpful tools in written translation work, and the opinion of LPs varies in terms of whether AI-powered CATs will replace human LPs. In statistical results, "instrument competence" was, though an integral part of overall HC, not the only element that matters to LPs' PE and coordinative application of multiple abilities shows great significance. It identified convergence with what was believed by interviewees that human LPs still provide irreplaceable values by employing these assets for more complex purpose such as aesthetics, communication, and empathy, and there were ethical dilemmas that easily emerged and could not be ignored, such as confidentiality, accountability, and the human-AI relation (Li and Wang, 2022).

According to qualitative results, identifying structure components of critical competence LPs should command, the "coordinative competence" of all skills was regarded as the highest contributor, followed by *bilingual capability* and the mastery of *extra-linguistic competence* such as domain knowledge, professional ethics, and *instrument competence*. Survey results indicated that each skill and knowledge alone exerted little impact on PE, and it is the competence of coordinating all these components together organically that matters the most in

acquiring higher levels of PE. The results were in accordance with what was found in the literature HC does have a positive relationship with employment status (Becker, 2009) and the relationship between HC and PE is nonlinear with a complex composition (Marginson, 2019). But statistical results failed to prove that educational level has significant impact on perception, which is in contradiction to the literature (Forrier and Sels, 2003{Forrier, 2015 #1737). Though qualitative and quantitative data produce outcomes that do not resemble each other exactly, both contribute to answering the overall research question by playing complementary roles consecutively. The combined results stressed the importance of "learning ability" and "coordinative competence", therefore, they contribute to filling the gap in existing literature with empirical evidence from LPs in China.

SC and PE

Both interviewed participants and survey takers agreed that social resources and personal networks help LPs employability, either directly or indirectly. According to interview records, networks include relationships with other individual LPs, program managers in the working organisation, and direct clients for LPs in different work modes, therefore having diverse importance to PE. LPs work part-timely, being self-employed, or as freelancers said social resources and personal network help them in enhancing employment opportunities because they have to market themselves and get in contact with managers and clients directly who they know decide the number and quality of projects. While LPs work in translation agencies or in-house organisations tend to manage relationships more inwardly because most work is assigned by the project managers inside the organisation, and there's few opportunities to get in touch with the market directly, so their sociability may influence their PE in an indirect way. Generally speaking, though most LPs are willing to share work information and opportunities with peers, there are self-protecting individuals. It reflects the fierce competition that "the winner takes all" — LPs who have rich resources and experience surely have wider access and higher pricing rights in the market, while it seems not so friendly to newcomers.

Statistics in the survey further enhance the importance of different parties in SC for LPs' PE, especially external employability among those ***private-enterprise employees*** and ***free-lancers*** in maintaining positive relationships with customers/clients, especially ***self-employe****d* LPs that are more reliant on self-managed relations with others. Internal employability is significantly influenced among full-time in-house LPs in handling interpersonal relations with project managers and teammates within the company, as positive colleague-relation project enhanced sense of belongingness and recognition at employment, which shows alignment with qualitative results that interpersonal relationships are a vital element for LPs capability from a

social perspective. The result from quantitative outcomes proves SC's significant impact on PE, except that no positive impact was found in "teamwork" or "sharing information with peers". Though these two elements have been deleted as low coefficients presented with other elements statistically, they should be taken into consideration for LPs' competence for sustainable development, because the researcher believes that the market of LSI is limited and lacks standardization since recent years (TAC; 2019b) and people are less aware of the importance of teamwork under the overwhelming AI doom. In alignment with the literature, SC should be one of the keys to success in terms of employability, especially in the Chinese context where interpersonal dynamics influence market position heavily (Park and Luo, 2001), and with a trend of "going freelance," more people are managing themselves in a way of running a company, which requires a higher degree of interpersonal contact and entrepreneurial networks (Greve and Salaff, 2003). Therefore, interactivity, where nuances happen implicitly between individuals in need of communication, could not be replaced by electronic signals and predetermined programs. Based on that, this study consolidated the importance of SC regarding LPs' PE in LSI and relevant literature, and it has been validated by qualitative research through descriptive stories of LPs with different work forms, and quantitative research through the high and positive impact of SC on PE.

Notably, since collaboration between human translators and AI tools can enhance efficiency and accuracy in the translation process, it is important to ensure that SC is not eroded, as maintaining personal connections, and understanding cultural nuances remain crucial in LSI both for individuals, organisations, and the whole society.

Adaptability

Interview participants mentioned many times that external uncertainty puts challenges on LPs not only based on what they know but also on how they could cope with it. Therefore, elements including ***career adaptability***, ***learning capability***, ***curiosity***, and ***self-marketability*** (such as 'word of mouth' and pricing power) are highly referred to as critical in a time of change when VUCA becomes the new normal. For example, adaptability is embodied in the change in market environment across the pandemic and post-pandemic periods, when conferences all shifted online for interpreters and the number of projects shrank because of confined cross-border communication; and the emergence of AI-powered chatbots represented by ChatGPT forced translators to find a role irreplaceable in the industry. At the same time, these skills are listed and analysed one by one with significant results, which is a more urgent task than ever before. It is commonly believed by interviewees, however, that possessing all these skills

cannot ensure a high level of PE, and LPs stressed the importance of a comprehensive capability for coordinating internal and external capital in response to emerging changes.

This statement has been further consolidated in the survey results, with a positive influence of AD factors on PE through statistical analysis. Looked separately, "*awareness of continuous learning,*" "*timely update of knowledge,*" and "*confidence in adapting to the AI-human relationship*" show the highest significance, while "*curiosity*" and "*reliance on technology*" have been deleted because of low coefficients with the other elements of AD. Such results indicate that people who have better awareness of life-long learning and the confidence to adapt to technological revolutions perceive themselves as employable than their counterparts. And it coincides with the results of the literature that there's a significant positive relationship between adaptability (Villalobos *et al.*, 2020) and the "awareness of smart technologies and AI" - a trigger of adaptability - and perceived JI (Lingmont and Alexiou, 2020).

But it should be noted that though "**curiosity**" shows little significance to PE in statistical surveys, it was a quality frequently referred to in individual descriptions. The reason for this combined result may come from the nature of the LPs' work. This profession is highly knowledge intensive as it deals with issues that could happen in any sector and across cultures. Most LPs in this study consider it a factor that keeps them motivated in this profession, which itself should be an integral feature of being a qualified practitioner, and therefore has little to do with PE. In this way, the results contribute to the existing literature in a way that LPs in the LSI highlighted the importance of curiosity, but their PE is less likely to be influenced by curiosity.

From community interpreters who accompany patients to doctors, to simultaneous interpreters at world summits for the heads of nations, this profession not only involves business at home but also affairs around the globe and thereby sets a high standard for qualified practitioners to fulfil important obligations. From the combined results, **adaptability** is identified by empirical results as the meta-competence of all the other competences of LPs and the most prominent factor in affecting LPs' PE, mainly referring to LPs' capability of learning, bouncing back from adversity, and coping with the continuously changing external environment. It coordinated with the existing literature on the current focus of the employability concept (Ronald and Colin, 2005).

Interestingly, the factor *gender* only shows a significant influence on HC and PE, with males perceiving higher HC and PE than females. It may be a result of conventional limitations on women's education opportunities, inequality in social status, and career development. Particularly in China, though the length of education received by females surpassed males in

2021 (10.8 years), the labour force participation rate and social status of females are still unequally lower than their male counterparts (Worldbank, 2023). Female LPs mentioned their obligations outside of the workplace, including maternity leave, unpaid domestic and care work, which deprived them of time and energy in learning new techniques to stay employable. *Age* (De Vos *et al.*, 2017) has been considered by many researchers as a moderator affecting job-related capabilities, the market, and people's self-rated employability (Van der Heijden, Gorgievski and De Lange, 2016). Research findings show that LPs do perceive age as an influential factor for PE, but it is just a symbol of accumulated experience when compared to groups of people with different ages, and people in their mid-ages were more confident in PE while aware of the challenge of learning and adapting to cutting-edge technologies. Because statistics on *overseas experience* have only two groups -YES or NO, so t- test has been conducted to see to what extent overseas experience aims at work or study affects LPs PE. The results show that these two groups of people who differ on the level of PE, with people have studied or worked overseas thinking they are more employable than people who have not. Another interesting phenomenon is that more than half of participants reported having overseas experience, which is not a normality in other professions. Combined with the interview data, it is because the majority of professionals in LSI took foreign language majors at colleges, so the sample population is spontaneously "international."

However, there are no tick boxes of skill sets, nor is there a standard of such capability that LPs could once reach and be ready to work. On the contrary, features including curiosity about the unknown, willingness to set out of their comfort zone, and the consciousness of ignorance coordinate with each other, resulting in an interactive capability-development between internal and external capitals. Sometimes changes at different life stages also play a part in influencing one's PE. For example, LPs in different working modes show diverse perceptions of their PE. Among them, LPs in state-owned enterprises and the self-employed have the highest degree of PE, and people who have their own job (part-time and in other fields) show the lowest. It could be interpreted that the fiercer the market is, the more motivated LPs are in to keep learning and adapting. Therefore, in a country where private enterprises were most challenged and developed with the largest potential because of its social system, LPs shaped the internationalization of private sectors and have been shaped to serve the ever-changing market.

6.5 Chapter summary

Based on the thematic analysis results, the hypotheses were formulated, and pilot tests conducted before the delivery of the final questionnaire, and the data presentation of both qualitative and statistical results provide a detailed description of the data collected. Then specific data analysis methods were employed to explore the research questions and hypotheses, which included preparation, TA, the sample size, and instruments used for statistical tests. By explaining the analytical processes followed, the researcher established the transparency, reliability, and validity of the data. The presentation of findings was discussed respectively and later interpreted in a combined manner. The themes from qualitative analysis and the descriptive and correlation results from statistical analysis show relevant insights that enable the researcher to answer research questions. Qualitative and quantitative findings were integrated with the literature review, which provides empirical support for the hypotheses. The significance of the findings and how they contribute to the existing literature were discussed with visual aids, including tables, graphs, and charts. Chapter 5 and Chapter 6 may identify patterns, trends, or relationships that emerged from the data, providing valuable insights into the research topic.

Next, chapter 7 engages with the findings towards underling the conclusions that relate to the research objectives for this study, and its contributions to the existing body of language at both practical and theoretical levels. By acknowledging the limitations, the researcher has not only demonstrated critical awareness but also laid foundations for future research endeavours towards enhancing knowledge in this area. Furthermore, the conclusion will provide actionable recommendations for LPs, translation agencies, and educational institutions, with the aim of fostering a culture of lifelong learning and skill development that is essential in the face of technological advancements. It emphasises the importance for a holistic approach to employability, one that considers the interplay of individual capabilities, industry demands, and educational support systems. The conclusion chapter will demonstrate how the research has addressed the research questions, contributing to a deeper understanding of LPs' employability competence.

Chapter 7 Conclusion

7.1 Chapter Introduction

In the preceding chapters, the various aspects of technology's influence on LSI have been discussed. While acknowledging the strides made, it is also crucial to critically examine the shortcomings that have been highlighted by various stakeholders such as challenges for ethics, privacy and employment rights (Fırat, Gough and Moorkens, 2024; Dwivedi *et al.*, 2022) . The image of LPs being easily replaceable by AI technologies is the result of successful cases applied beyond LSI and the anxiety brought by advertisements by technological companies. The findings indicate that despite technological advancements, there is a consistent preference among users for the personal touch that technology cannot replicate. Human LPs possess a range of skills beyond language proficiency, including but not limited to cultural understanding, interpersonal communication, empathy, and problem-solving. These skills are essential in situations where accuracy and interaction are of high significance. While AI has played a part in the discussions, it is not the central focus, but its implications for the industry are worth noting, particularly in the Chinese context where AI technologies have significantly stirred the LSI by working around the clock and yielding higher productivity. However, limitations exist in accurately capturing the nuances and cultural context of languages, for Chinese language is deeply intertwined with cultural traditions and values.

Instead of giving way to or neglecting the "chips," this research highlights the importance of "human-touch" as part of the utmost purpose of cross-cultural communication, and therefore enhances the researcher's confidence in promoting LPs' PE through comprehensive competence development in the AI era. The latest research on AI adoption, particularly the application of chatbots (LE, 2023), supported the empirical research results that accumulated capitals do have a positive influence on the PE of LPS.

Chapter 1 of this resaerch first provided an overview of the research topic by introducing the LSI background, presenting research questions, and setting context for the subsequent chapters. Based on that, chapter 2 and chapter 3 reviewed and analyased relevant scholarly literature focusing on employability, LPs' competence models, and CT, respectively, which identified gaps and served as the theoretical foundation within the existing body of knowledge. Chapter 4 followed by an explanation of the research design, methods adopted to collect and analyse data critically, ensuring all steps were conducted with rigour. Following that, chapters 5 and 6 discussed and interpreted

the data analysis results, tested the suggested hypotheses that were initially proposed, and validated the conceptual framework by generating findings at this stage. That done, chapter 7 re-addressed research objectives, concluded the key findings, reflected the whole process, and most importantly, specified the contribution and implications, as well as flagging future research directions.

In short, competences perceived as important are identified by LPs, with referential and relational links between different categories of competences showing distinctive importance to LPs' PE, PC, HC, SC, and AD, with AD as the most critical element in this AI era through a CT lens. Therefore, the following conclusions were drawn based on the empirical result, however, organised along the research objectives.

The first research objective was to conceptualise the contemporary context of employability for LPs in the current era. It was achieved earlier in Chapter 2 and further specified with data analysis in Chapter 5 and 6. In accordance with the well-established compentence models, several skills, knowledge, and qualities were identified by Chinese LPs, namely HC, Psychologcial Capital, Sociobility, and Adaptability, with Adaptability being the most mentioned. It highlighted the impact of AI in the automation of the workforce, reformation and upskilling of jobs, and ethical concerns in LSI. More importantly, the necessity for LPs to arm themselves with state-of-the-art technologies is of critical importance. A comprehensive competence framework for LPs concerning the current industrial development was established (see Figure 7.1).

The second research objective was to explore the extent to which each component of competence is influcencing LPs' PE. It was achieved based on the competence model established from qualitative interview results, and a significant relationship was found between HC, SC, AD, and PE, respectively. PC was excluded from the model, though people feel their personal traits may influence the level of PE. But it may be explainable that LPs are highly self-reliant on the professional skills and knowledge they have, and LPs of different personalities might chose different working mode that suit their personaliy accordingly. Therefore, less impact was perceived by LPs in personal attributes, which is different from what existing literature suggests, including gender, educational level, and DP.

The third research objective was to offer insights to relevant stakeholders regarding the improvement of LPs' PE. To achieve that, the researcher integrated both qualitative and quantitave empirical insights to forward guides that would be useful for stakeholders in their daily practice as a practitioner. For employers, such as translation agencies, publishing companies, and foreign

affairs offices in the public and private sectors, the results could provide guidelines for framing out their HR policies by knowing what factors could boost the PE of employees towards optimising efficiency within their organisations. For educational institutions and training organinsations whose purpose is to help students and trainees get ready for the market, this framework is beneficial in offering insights in designing curriculums that could cultivate the key competence for initiating higher levels of PEs in the future. Most importantly, from where this research was originally inspired, this research provides a practical guide for LPs, including myself. The highlights regarding AD is a strong reminder to LPs of the necessity of continuous learning, resilience, and the ability of adapting changes, especially technological challenges. At the same time, skills and knowledge are always necessary, for they ensure the very basic channel for reaching out to the outside world. Much more importantly, the significant position of SC further stressed the irreplaceability of LPs in terms of interpersonal values.

With all these research objectives met, the big aim of exploring competence is answered to a large extent with insightful implications both at practical and theoretical levels, filling the gap of scarce empirical research that focuses on LPs' PE with a capital lens. Next, the contributions of this study are underlined (see section 7.2).

7.2 Contribution

The contributions of this study are organised in two parts. First the contributions from the point of practitioners (including policy makers) are specified. Following that, the theoretical implications are explained.

Practical contribution

The integration of AI in the LSI presents a complex landscape of opportunities and challenges for stakeholders, including translation agencies, educational institutions, and individuals in the field. Driven by practical questions from reality, this research offers practical insights and recommendations that are underscore the pertinence for navigating this dynamic environment from an interdisciplinary perspective. It contributes to a thorough understanding of Chinese LPs' self-perceived employability. The practical contributions of this research lie in providing insights into the evolving role of LPs and the impact of AI technologies in the translation industry and other relevant domains, which have implications for stakeholders, such as educational institutions and policymakers when they embed capital components into employability strategies and curricula for LP trainees; HR management for translation agencies

and organisations with language service businesses; and additionally, it identified specific skills and competencies that LP individuals need to develop to enhance their employability, which are driven by the meta-competence of adaptability.

Among the diverse capital components, the positive outcomes of the research raised awareness of the fact that PC elements do influence LPs' PE implicitly and separately. Though personality differs across time and life experience, little influence was perceived compared with other PC constructs, including resilience, self-efficacy, self-management, and DP, which are beneficial to individuals in sustaining PE in turbulent environments. LPs who have stronger HC, especially extra-linguistic skills led by oordinantive competence, will have higher PE, thus reminding LPs to pay attention to integrating all that they are capable of instead of just reaching certain degrees of skills, passing examinations, and acquiring certificates.

The study discovered the critical role of SC and the value of teamwork in LPs' competence. It revealed that robust professional networks and collaborative relationships significantly contribute to LPs' PE, enabling them to navigate the complexities of the AI era more effectively regardless of their diverse working modes. In this respect, teamwork is not only a microcosm of SC but also a catalyst for innovation and resilience in professional practice. A metaphor of a tree could be employed to illustrate the organic integration of diverse capital components in this research. Small constructs, akin to leaves and fruits, represent individual skills and knowledge, while broader clusters of HC, SC, PC, and AD act as branches that support these constructs in an organic and harmonious manner. This metaphor serves as a visual representation of the interconnectedness of various competencies and the importance of allowing some to flourish while others may recede, depending on the professional environment. Together, they form the tree crown and tree trunk with every necessary parts co-existing in harmony, and consequently the tree could absorb necessary nutrients like water, air and sunshines through entangling roots (HC). Growing with its natural special character either being totally independent or as part of a parasitic system, heliophile or sciophile (PC); and connect to the wider nature such as earth, neighbouring forests and the whole ecosystem properly (SC). Most importantly, the tree -PE- will have to survive in whatever environment, either in the dersert, rainforest, or artificially bred plant gardens, and that requires AD to adjust to external changes, including but not limited to draught, floods, storms, transplanting or burst of bio-invasion, which are unexpected and cannot avoid from, as what is happening to the LSI caused by new trends

like AI. In a larger sense, the tree will find a favorable environment to grow given a specific geographical location, so dose PE to a specific group of LPs.

Though this research was conducted in a Chinese context, it provides some refernece points for research in other countries and regions as long as the economic, social, and cultural contexts are reconsidered, and it may lead to future research possibilities with other occupational samples in other settings. People of interest could turn a focus towards an organic-shaped, grow-model meta-competence mindset to understand and become proactive in career planning and management.

Theoretical contribution

Though more practically concentrated, this research also contributes to the theoretical landscape by offering a nuanced understanding of LPs' competence constructs relating to their PE within the intricate socio-economic Chinese context. By applying Bourdieu's CT, traditionally predominant in Western society, this research provides its valuable insights for social community and employability issues in China, particularly in addressing employability challenges.

The results offered complementary ideas with theoretical frameworks, which contributes to filling the research gap in the complexity of employability research. By applying capital theories in sociology to the field of TS, this study, has taken a leap beyond traditional analytic perspectives such as EC, introduced a novel application of the competence framework by highlighting the instrumental component, which has been under-explored in prior research. It offers a fresh perspective on how psychological attributes, skills, knowledge, social relations, and adaptability interplay to influence LPs' PE. The findings underscore the dynamic interconnections between perceived employability and personal attributes (personality, self-efficacy, and dedication), human capital (linguistic competence, domain knowledge, instrument knowledge, and coordination capability), social capital (relationship with market, clients, managers, and colleague), and adaptability (resilience, flexibility, and learning competence), with a particular emphasis on the irreplaceable human elements in the age of artificial intelligence (AI).

This theoretical standpoint was supported by empirical results through valid research approaches, which served as a basis for future research on employability and professional development in sociological, translation, and language-related fields. It will provide an enriched view of individual competence by offering an integrated model of the relationship between capital and employability in the literature, focusing on LPs, an under-researched field.

Methodological contribution is also another highlight that most research in TS adopts statistical methods remained at basic level (Han, Lu and Zhang, 2023), and interpreting studies saw a balanced application of both qualitative and quantitative methods but lacked a discussion of the reliability of measurements especially small sample size and few referential statistics. Few research touches the qualitative side of employability. This research design offered several advantages for investigating the employability and competence of LPs in the AI environment from the perspective of capital theories. It enabled the triangulation of data, provided a more comprehensive understanding of the phenomenon, and facilitated a contextual exploration of the research context.
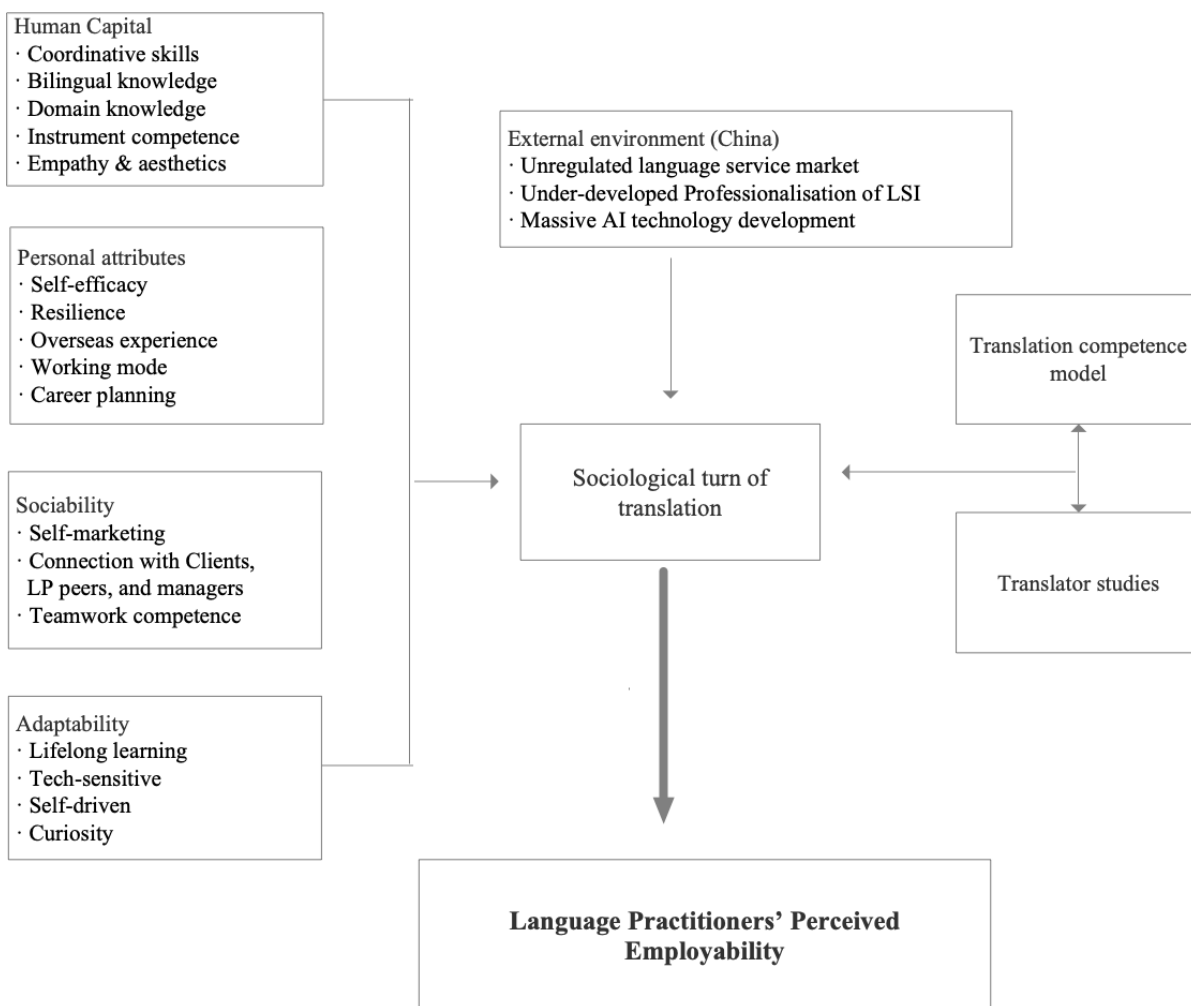
Figure 7.1 Updated Competence Framework of LPs relating to PE

7.3 Limitations

However, it is important to acknowledge the limitations of this research: single context (Chinese LSI), limited sample, and restricted methodology (with specific theory). First, the findings are based on a specific context, the LSI and LPs who participated in interviews and surveys are permanent residents in the Chinese context, which means the results may not be easily generalisable to other countries or regions, bearing in mind that the Chinese context is unique with its social structure, huge demographic change in the workplace, and ever-growing influence received by the international community. Specifically, most LPs who participated in this research were based in Western China, which may produce geographically featured results. Future research should consider conducting similar or comparative studies across different cultural and linguistic contexts if more comprehensive conclusions are to be reached.

Second, the participant group in surveys is limited to a few 320, which is reasonable as a part of a quantitative survey in a mixed-method design, but less powerful regarding the generalisability of statistics it could produce. Both interpreters and translators were included as the target population regardless of their distinction, for example the more improvised characteristics for interpreters at work. Furthermore, the range of LSI participants should have included more positions especially in the AI era, when some jobs were taken, and some were newly emerged. This research is conducted in a setting where LPs in the educational industry were the focus, but less was done in highlighting other specific industries that are in urgent need of study of AI vs. human LPs, such as the more complex sectors of healthcare, laws and legislation, and international diplomatic relations. Third, mixed method approaches encountered challenges related to time and resource requirements as well as the potential for the researcher's personal bias as a LP herself. The research was conducted using a mixed-methods approach with 19 in-depth interviews and 320 questionnaire surveys, which produced rich descriptive stories of individuals but may limit the applicability of the results to a wider population in certain areas. Although a more specific focus on individual capitals and their interplay would provide a deeper understanding of employability competence, the approach also has another potential limitation of bias related to the researcher. The researcher's subjective interpretation and analysis of qualitative data may influence the overall findings. Mitigating this bias requires adherence to rigorous research methods, including transparent data analysis procedures and systematic triangulation of findings. By addressing these limitations and

utilising rigorous methods, this mixed-methods study successfully contributed to the understanding of employability competence in the translation industry in the AI environment.

Finally, this research is time-framed and conducted within only five years, which is not likely to embrace the fact that some critical variables conventionally studied from CT are less focused, e.g., CC, symbolic capital, and other components of capital. Because of that, this research did not explore the link between all forms of capital and PE, especially when "instrument competence" becomes a two-sided element, and their interaction may have unrevealed insights for questions unanswered.

7.4 Recommendations

The research's wider relevance is evident in its application of social capital theory to inform strategic recommendations for professional development, workforce planning, and talent management in the TS and LSI. It offers a comprehensive view of employability, urging both the organisation and individual sides to consider the multifaceted nature of LPs' competence, especially in the context of AI integration.

This research was carried out in the Chinese context, where the population is of greater density than in most of the other countries worldwide. Additionally, the population structure has been shifting towards an older generation, and poverty in remote areas has caused disparity in access to quality education, language proficiency (including Mandarin and English), cultural practices, and specific skills and credentials that could contribute to individuals' capital development and enhanced PE. For researchers who are interested in relevant topics, the scope of the study can be expanded beyond western China boundary, and even outside the Chinese context to other countries or regions, alike or totally different, with their own specific characteristics, which might yield different results due to the uniqueness of the culture and society.

Second, to develop a new measuring instrument or establish a statistical model, a larger sample size of participants could be examined to increase the degree of generalisability. The research could extend to a wider population in quantitative research to examine the competence model for LPs' enhanced employability; or, exploring new research questions, to develop capital scales with higher rigour based on larger samples. Additionally, instead of putting translators and interpreters together, LPs could be separately targeted according to their changes of roles, such as translators, interpreters, post-editors, project managers, etc, regarding the change of market intensified by audio, visual, and multi-media demands. Specifically, the complexity of different working

environments in diversified fields could be further explored, such as healthcare, law, and international diplomatic relations under the AI influence, to systematically explore, analyse and compare the benefits that might be brought by AI and how the human factor keys into the dynamics. Future research about the capital components in relation to PE could also take a longitudinal approach and or comparative approach across different groups of LPs divided by certain criteria, such as different working modes, age and gender groups. Even though the focus was still on LPs, a wider sample in different sectors could be targeted, such as the technological firms that are mostly exposed to the AI context, Z generation freelancers, or female LPs across the country. Comparative studies could also be carried out to understand the industrial and geographical features of this topic.

Third, in addition to the capital theory perspectives chosen in this study, alternative perspectives can be explored to broaden the understanding of LP's competence, such as capital forms cultural capital and signal capital, the ethical issue of introducing AI into their work, and the importance of psychological elements and career planning, which are commonly believed to be critical but ignored by LPs. Except for research domain choices, there are research methods and insights for future studies. This study followed exploratory research design, where a quantitative tool was utilised to enhance the understanding of the insights from a qualitative study in understanding the unique and contextualised experience of individual LPs in China. Mixed-methods research in this study offers several advantages in the investigation of complex research questions and it is recommended to be adopted as an ideal choice in future studies. By combining quantitative and qualitative approaches, this research design provided a more comprehensive understanding of the phenomenon under scrutiny. Moreover, the mixed-methods design facilitated a better exploration of the context. By including both statistical and textual data, the researcher was able to capture both quantitative trends and qualitative nuances specific to the Chinese LSI. This contextual understanding provides a more accurate depiction of the target population and enhances the relevance and applicability of the findings, filling the gap in empirically supported research on TS. An explanatory research approach could provide great value because statistical patterns could be primarily explored and then specific case studies could be conducted, in response to a research objective to explain general patterns that were observed. In future research, the whole research design could develop according to research questions and motivations. To be qualitative focused, there could be Delphi interviews, surveys, or observations either separately, or combined.

For example, if we look at how different capitals exert an impact on LPs' perceptions across time frames, a chronological comparison could be made through follow-up surveys among the same group of people, reflexively. The methods could be carefully utilised in exploring different sample groups and stakeholders, employers, clients, and training institutions, towards improving general understanding of this theoretical domain. The quantitative insights from this, the inter-relationship between variables could be explored in depth from different perspectives. Induced by such emergent statistical evidence, the study suggested a strong negative correlation between PC and PE; while there's no distinctive difference in LP's gender or educational levels affecting PE. As discussed, the reasons could be the concentration of sample participants, a large proportion of females with higher educational backgrounds who do feel they are employable, and it could also possibly be the subjectivity of LP themselves in evaluating the level of employability. However, while a conclusion of no cause-effect relationship seems wise, given frequent stresses of the importance of PC and being unequally treated as women LPs among interviews, these issues should be further explored with a critical eye. This contrasting evidence might suggest a potential relationship between gender and PE as well as PC and PE during the development of LPs' professionalism. This research did not address the critical link between PC, gender, educational level, and PE, hence that was not covered in the forwarded competence framework. These aspects could be covered in future research. Using the quantitative mode, the inter-relationship between variables could be rigorously explored from different perspectives.

With all recommendations made, there are potential challenges to be aware of before implementation, such as the quality of data when a larger sample size is attainable, the reliability and validity when using different methods, the appropriateness of chosen statistical tools for model development, ethical issues when conducting context-specific research, such as single-gendered LPs, the consistency of doing chronological follow-up studies, and so on.

Implications for different stakeholders

Going back to the motivation of this study, the researcher considered not only recommendations for future academic directions but also, from a practical viewpoint, how the main stakeholders could leverage the insights from this study to be more effective in their specific professions.

This research provides valuable insights not only for researchers interested in LPs development, but also for HR managers within organisations. Separate research can be conducted on external employability or internal employability respectively, which might produce a better understanding

of the dynamics of internal employability that contribute to decision-making processes regarding employee recruitment, personnel training, and career advancement opportunities within the organisation. Accordingly, analysing external employability will help identify the skills and traits that make *individuals* more attractive to employers outside the organisation, and relevant managerial measurements in recruiting, keeping, and growing their employees inside the organisation in a cost-efficient way, especially considering the technological element at present. It is suggested that future studies consider exploring the components and relationship between LP's PE, external employability, and internal employability to gain a comprehensive understanding of the topic. For *LP individuals*, it is crucial to continuously update their skills and knowledge in line with AI advancements. From the perspective of HC, AI has introduced efficiencies and automation that can streamline repetitive tasks, improving productivity for translation agencies. However, this can also lead to concerns among LPs regarding the potential threat to their employability, as AI technologies develop the capability to handle certain translation tasks, which requires LPs to transform their roles for coordinative and comprehensive competence. They should focus on developing both technical and soft skills, such as adaptation, creativity, and intercultural communication, to remain competition in the industry. Apart from refining their technical expertise, LPs should derive their competitiveness by developing a repertoire of skills, especially a profound comprehension across cultural subtleties and their personal influence upon interpersonal relationships.

To achieve the seamless integration of AI technologies within translation agencies, it is imperative for these organisations to cultivate a mutually beneficial relationship between AI, the human expertise and ***Translation agencies*** should invest in AI technologies while also recognising the value of human expertise and maintaining a balance between human and MT. They should provide training and support for LPs to enhance their employability and competence in an AI-driven environment. ***Universities and colleges*** offering translation programs should incorporate AI-related courses and practical training into their curricula to ensure that translation students are equipped with the necessary skills and knowledge to navigate the changing industry landscape. Similarly, universities and colleges need to adapt their curriculum to incorporate AI-related courses and practical training to ensure students are equipped with the necessary skills for the changing industry. In terms of PC, AI implementation may have both positive and negative effects on the mindset of stakeholders. On one hand, fear and anxiety about job security may arise among

translators and interpreters, potentially diminishing psychological well-being. On the other hand, AI can also create opportunities for professional growth and development, fostering a sense of optimism and resilience in the face of technological advancements.

As an external impactor, the AI-powered tools have been exerting influence on LSI since the 1950s through mathematical, statistical, and neural stages in the past years, and will produce much more impact in areas that are relevant. AI-powered translation services can help bridge language barriers, making information more accessible to people who do not speak a particular language. These technologies have the potential to enhance cross-cultural interactions, promote inclusivity, and broaden access to information and services. While AI has brought significant advancements to language translation services, it's important to note that human translators still play a crucial role. AI systems may struggle with complex or nuanced translations, cultural nuances, and context-specific understanding. Human translators bring cultural understanding, subject matter expertise, and the ability to handle challenging linguistic nuances that automated systems may struggle with. Therefore, AI is likely to continue augmenting and supporting human translators rather than completely replacing them, but the ethical stand is worth exploring.

However, for researchers who are interested in the competence and employability development of LPs, it's important to note that the emphasis on specific competencies may vary depending on the industry, occupation, and cultural context. Undoubtedly, this **emic** research was initiated by concerns arising from real practice, which is meaningful to this culture in China and the people being studied. As a practitioner herself, the researcher has learned, by conducting mixed approaches, that the identified competences of LPs provide a framework for understanding the knowledge, skills, attributes, and capacity in self-development and adapting to the external environment that contribute to individuals' PE and pursuit of success in the job market. Results from this research aim to stimulate further inquiry and practical application in the field of TS and beyond, through activities like academic forums, industry conferences, teaching and training programs, and professional networks, to ensure that the findings reach both scholarly and practitioner audiences.

7.5 Chapter summary

This chapter draws conclusions by addressing research objectives at theoretical, empirical, and practical levels. It underscored the importance of the competence framework, which stands as a cornerstone of this research. The forwarded competence framework emerged

from a meticulous analysis of qualitative and quantitative data, offering a holistic view of the complex interplay between personal attributes, human capital, social capital, and adaptability. It was designed to be context-specific, and initially tailored for LPs in China, with the ambition to scale up to a broader population in the future. The competence framework is a living document, adaptable to the ever-changing demands of the LSI and the integration of AI technologies.

In conclusion, this research sheds light on the employability competence of LPs in China in an AI environment. It offers practical and theoretical contributions by identifying the specific competence elements that influence employability and emphasised the importance of continuous learning and adaptation. By highlighting discrepancies, the researcher showcases the novelty or uniqueness of the study and underlines its contribution to the field. The limitations of the study have been acknowledged, indicating the bias elements such as sample limitations, and methodological constraints that may be considered when interpreting and utilising the findings from this study. By addressing these limitations, the researcher demonstrates awareness and provides insights for future research in relevant fields. While the findings are context-specific and possible limitations were discussed with reference, they provide a starting point for further exploration of enhanced LPs' PE in different social, cultural, and linguistic contexts. The recommendations provided for LP individuals, translation agencies, and universities aim to facilitate the development and enhancement of employability competence in the evolving field of language practice. Overall, the researcher emphasises how the findings address the research questions and contribute to the overall understanding of the topic. This ties together the analysis and findings chapter, presenting the cohesive significance of the study's results.

Closing remarks

From the *Babel Tower* to ChatGPT, people have always been exploring the possibility of communicating with people who speak different languages more easily and efficiently. While the technological ladders built significantly changed the way, enhanced the speed, and provided more accessibility to the wider population, the issue of AI replacing humans seems daunting to practitioners in multiple social sectors and particularly raises concerns among LPs in the LSI. Readers of this thesis may have a doubtful attitude about the possibility of AI replacing humans in this industry. However, it is not a problem to be tackled in the LSI that if one day AI could totally replace human LPs, a lot of job positions would disappear far ahead. The question that remains

would be how the value of humans could be further unleashed in the era of AI while making full use of the technologies for humanism, and the present for the future.

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Appendices

Appendix I Informed consent of participants

Participant Information Sheet

Research Title
Employability competencies based on capital theories: A study of Chinese language practitioners

Purpose of the Research
The purpose of this research is to explore the competencies of language practitioners in China perceived by themselves and construct a conceptual framework of competency development for employability in the current environment.

Greetings
Hello, my name is Jiameng Sun. I am doing a doctoral research at the University of Wales Trinity Saint David. In fulfilment of this degree, I would like to conduct interviews with a group of experienced language practitioners in China. You are being invited to consider taking part in the research study *Employability competencies based on capital theories: A study of Chinese language practitioners*. This research is under the auspices of UWTSD.
Before you made your decision, it is important for you to understand why this research is being done and what it will involve. Please read the following information carefully. Please feel free to ask me if anything is unclear or more information is needed.

Why you have been chosen?
You have been chosen because you have rich experience in language work/service, and I would like to hear your stories and opinions of being a qualified translator/interpreter. Your kind participation will help me in better understanding the skills of Chinese language practitioners and their career development, especially in an AI era where employability becomes critical. I am interested in hearing your thoughts and experience.

Duration and content of the interview
You will have to answer some questions, including necessary demographic questions. The interview will last about 30 to 40 minutes. It will mainly about your thoughts, experience, and insights in being a language practitioner in the 21st century.
In a face-to-face interview, you will be provided the information sheet and a consent form. The researcher will ensure that you understand the ethical issues relating to the research and your consent to participate willingly. If the interview happens on-line, the electronic version of information sheet and consent form will be sent to you beforehand. When having received your positive answer for taking part in this research, your consent is regarded made, and the interview will then begin. Potentially, a second interview may be conducted with your permission.

Where will the information go?
This interview will be recorded. Personal information will be conducted anonymously with absolute strictness. All data will be encrypted and kept in the cloud system on the UWTSD Office 365 system, which will be protected by password and only accessible by the researcher and her supervisors. The information collected will be used by the researcher to write a research report for the completion of doctoral degree. It is possible that a doctoral thesis, articles, and presentations may be the outcome of the research. All data will not be shared to others unless the people who participated for themselves

and asked for a copy of their own. All data will be destroyed and deleted at the end of project completion.

Declaration to participants

If you take part in the survey, you have the right to:

● Refuse to answer any particular question, and to withdraw from the interview before completion.
● Ask any further questions via email about the interview that occurs to you during your participation.
● Be given access to a summary of report findings when it is concluded.

Information of contact

If you have any questions or concerns about the project, either now or in the future, please feel free to contact either:

Researcher	Supervisor	Lead Supervisor
Jiameng Sun	Doctor Caroline Jawad	Doctor Annette Fillery-Travis
1811693@student.uwtsd.ac.uk Jiameng_sun@outlook.com	caroline.jawad@uwtsd.ac.uk	a.fillery-travis@uwtsd.ac.uk

CONSENT FORM / 同意书

Title of Project / 项目名称: Employability competencies based on capital theories: A study of Chinese language practitioners

Name and contact details of researcher / 研究人员信息:

姓名：JIAMENG SUN 邮箱：<u>1811693@student.uwtsd.ac.uk</u> / jiameng_sun@outlook.com

Please tick box if you agree with the statement / 如您同意，请在下列方格内打勾

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions. ☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time. ☐

3. I agree to take part in this study. ☐

4. I understand that data collected about me during this study will be anonymized before it is submitted for publication. ☐

5. I agree to the interview being audio recorded. ☐

6. I agree to allow the dataset collected to be used for future research projects. ☐

7. I agree to be contacted about possible participation in future research projects. ☐

<u>JIIAMENG SUN</u>   <u>12/10/2021</u>   孙 假 梦
Researcher   Date   Jiameng Sun

Appendix II Demographic Information Sheets of Interview participants

A	B	C	D	E	F	H	I	J
No	APPROXIMATE AGE	Gender	Employment status	Involvment in translation	In-field working year	Intervie Date	DURATION(min)	Word count
1	30s	Female	Employed in organisation	part-time	6	20220201	49	13,298
2	40s	Male	Employed in organisation	part-time	15	20220229	46	12,339
3	50s	Male	Employed in organisation	part-time	20+	20220307	43	8,437
4	40s	Female	Employed in organisation	part-time	20+	20220315	38	8,271
5	40s	Female	Employed in organisation	part-time	20+	20220408	36	9,494
6	40s	Female	Employed in organisation	part-time	20+	20220408	88	24,805
7	40s	Female	Employed in organisation	part-time	16+	20220412	41	12,085
8	30s	Female	Freelance	full-time	15+	20220413	112	19,505
9	40s	Female	Freelance	part-time	20+	20220415	73	16,280
10	40s	male	Employed in organisation	part-time	17	20220419	35	8,785
11	30s	Female	Employed in organisation	full-time	9	20220420	90	22,431
12	30s	Female	Employed in organisation	full-time	8	20220420	79	21,143
13	30s	Female	Employed in organisation	full-time	7	20220427	74	17,140
14	30s	Female	Freelance	part-time	10	20220505	50	16,184
15	50s	Female	Employed in organisation	part-time	14	20220512	39	9,458
16	30s	Male	Employed in organisation	part-time	9	20220516	58	13,342
17	30s	Female	Employed in organisation	full-time	6	20220516	46	9,957
18	40s	Male	Employed in organisation	part-time	10	20220517	50	12,343
19	30s	Male	Employed in organisation	part-time	9	20220518	39	11,160
						Total	1086	555,345

Appendix III Interview Question list

Opening remarks:
"Thank you very much for participating this research and receiving my interview today. Can I confirm that you have read the information sheet and consent form? If you are happy about everything, I will start recording."

1. Can you tell me something about your experience as a professional? [What you do? How long have you been working as a language practitioner? Your age, educational background, and working experience?]
2. Reflecting upon your experience in your opinion what are the skills, expertise, competencies necessary to be expert – these can be the technical as well as the non-technical aspects of your work? [Can you tell me more?]
3. How do you feel about your daily work experience -what you do and how you do it - has changed over the last decade? [Why or why not? Do you think the work of language practitioners change today compared in the past? How?]
4. If you consider the impact of technology and AI/technology on the practice of Language practitioners going forward ow do you think it will influence what we do and how we do it? [How do you look at the influences of the technology revolution on the skills of language practitioners? Do you think AI technology will one day replace human language practitioners? Does your work be affected by technology? / Can you tell me more?]
5. Apart from external factors, what personal/internal factors do you think affect the employability of translation/language practitioners? [Such as personality characteristics, physical and mental quality, executive ability, self-discipline, career expectations and so on.]
6. How do you think social networking has an impact on the career development of translation/language practitioners? (Positive/negative side?) [Are translators working for an organization different from freelance translators? Is there any difference between China and other countries? Have your social relationships helped or troubled you in your work or life? Can you give me an example?]
7. What do you think are the signs that a translator/language practitioner has achieved "career success"? If you had the choice again, would you still choose to work in this industry? What advice would you give to someone who is new to or about to enter the industry?
8. In addition to the above, do you have any other stories and feelings you would like to share about the employability of language/translation practitioners?

Ending remarks:
Thank you very much for taking time to participate in this interview. Your opinions matter a lot to me and this whole research. I could return to you a copy of the interview summary at your inquiry by sending an email to 1811693@student.uwtsd.ac.uk . Thank you again!

Appendix IV Survey questionnaire

English version

Introduction

This survey is part of my DBA doctoral thesis at the University of Wales Trinity Saint David. I am conducting research on the topic ***Employability competencies based on capital theories: A study of Chinese language practitioners***. Your experience in the language service industry and your opinions of being a translator/interpreter, will help building a better understanding of the competencies of language practitioners in relation to career development.

This survey includes 37 questions in total, and it may take you about 8 minutes to complete and your responses are completely anonymous. Please note that you can only take the survey once. If you have any questions about the survey or would like to have a short notice of the survey result, please contact me at 1811693@uwtsd.ac.uk. Your response means a lot to my doctoral research. Thank you very much!

Please tick the appropriate boxes to confirm that you are happy to take part in the survey:

☐ I received enough information regarding research.

☐ I understand that my participation is voluntary and that I am free to withdraw without being penalised or disadvantaged.

☐ I can skip any question.

☐ I agree to take part in this research project and agree for my data to be used for the academic purpose of this study.

☐ I understand my responses will be coded and anonymised to ensure it cannot be linked to me personally.

Part I Demographic information

This part is about the demographic information. Please ***click*** the choice based on your personal situation.

1. Your gender:

- Male

- Female

- Non-binary

- Prefer not to say

2. Your age

- 18-24

- 25-34

- 35-44

- 45-54

- 55-64

- 65 and above

3. Years of work in language service industry

- less than 5
- 6-10
- 11-15
- 16-20
- 21 and above

4. Educational level
    - High school degree or equivalent
    - Bachelor's degree (e.g., BA, BS)
    - Master's degree (e.g., MA, MS, MEd)
    - Professional degree (e.g.,)
    - Doctorate (e.g., PhD, EdD, DBA)
    - Other____ (please fill in)

5. Overseas experience (for study or working purpose)
    - Yes
    - No

6. Professional qualification
    - Senior translator/interpreter
    - Associate senior translator/interpreter
    - Professional certificate (e.g., CATTI and equivalent)
    - International credentials (such as NAETI, member of AIIC, UN etc.)
    - Other____

7. Current form of work as a language practitioner
    - Full-time in translation agencies (work 40 or more hours per week)
    - Part-time (employed such as a teacher/trainer/researcher)
    - In-house in state-owned enterprises/government department
    - In-house in private companies
    - Freelancer (do not have a permanent contract)
    - Self-employed
    - Other ___

8. Average annual income before tax and other reductions (RMB)
    - Less than 60,000
    - 60,001-120,000
    - 120,001-200,000
    - 200,001-300,000
    - 300,001 and above

9. If you are aware of your personality in your day-to-day life, please choose from below, or you can just skip this question and continue
    - More Extroversion [e.g., prefer socializing, expressiveness, think-out-loud…]
    - More Introversion [e.g., prefer solitude, introspection, observation…]

- Mixed
- I don't know

Part II Capital elements

This part is about the elements that may affect the employability of a LP. Each question will be asked with a Likert scale of five points. From 1 to 5（Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree）, it goes up from strongly disagree to strongly agree. Please *scale* according to your personal experience and understanding.

Human capital

10. I am consciously aware of the development of ethics and codes of conduct of being a professional.

11. I am proficient in translating/interpreting between at least two working languages (e.g., Chinese and English)

12. I master knowledge in at least a specific field (e.g., IT, Engineering, Law, Finance)

13. I am good at using CAT (computer assisted tools) in my working practice (e.g., SDL Trados, memoQ, AI chatbots)

14. I can use the knowledge and skills I know comprehensively.

Psychological capital

15. It is easy for me to stick to my aims and accomplish my goals with responsibility.

16. I can take good responsibility for my decisions and actions.

17. I tend to bounce back quickly after hard times.

18. I am confident that I could deal efficiently with unexpected events.

19. I really enjoy doing my job.

Sociability

20. I can find necessary information from diverse sources prior to performing the job

21. I usually show initiative and interacts well with **customers/clients**.

22. I am willing to share job-related information to my **peers** - other LPs.

23. I will argue instead of complying with my **manager** when necessary.

24. I prefer working as a member of a **team** than working by myself.

    (Relationship with clients; employer; peers and the market)

Adaptability

25. I am aware of the educational and vocational choices that I must make timely.

26. I am always curious about things I do not know.

27. I know I have to keep learning new things in this industry.

28. I welcome technological development in this industry because they are helpful to me.

29. I am not worried about being replaced by technical achievements because I am confident in my own competence to keep employable.

30. I have a considerably stable position in the **market**. (e.g., decent income, good word of mouth, the pricing power)

Part III Perceived employability

This part is about the extent of self-perceived employability. Each question will be asked with a Likert scale of five points. From 1 to 5（Strongly disagree, disagree, neither agree nor disagree, agree, strongly agree）, it goes up from strongly disagree to strongly agree. Please *scale* according to your personal perception.

31. Even if there was downsizing in this organisation, I am confident that I would be retained.
32. My personal networks in this organisation help me in my career.
33. The skills I have gained in my present job are transferable to other occupations outside this organisation.
34. I could easily retrain to make myself more employable elsewhere.
35. I have a good knowledge of opportunities for me outside of this organisation even if they are quite different to what I do now.
36. Anyone with my level of skills and knowledge, and similar job and organisational experience, will be highly sought after by employers.

Part IV Open-ended question

37. Except the above aspects, are there any other capabilities you think that are important to the employability of LPs? If yes, please write in the following space:

_____

Chinese version

关于【翻译从业者就业力评价】的调查问卷 中文版

此问卷是我在威尔士三一圣大卫大学就读博士论文的一部分。该研究目旨在资本理论的基础上探索翻译从业者的就业能力构建。您在语言服务行业的经验和感受，将帮助本研究更好地了解从业者在职业发展方面的能力。

本次调查共包含 37 个问题，回答耗时约 8 分钟。您的信息和答案将被匿名处理并严格保密。如果您对该问卷有任何疑问、建议，或希望接收问卷的结论，可以通过 1811693@uwtsd.ac.uk 与我联系。

非常感谢您的参与，这对我的博士研究很重要！

请确认您已知晓以下信息：
□ 我已了解该问卷的研究目的。
□ 我自愿参与该项调研，且可以中途随时退出。
□ 如有不愿意回答或无法回答的问题，可以跳过继续作答。
□ 我同意参加本研究项目，并同意将我的回答用于相关学术目的。
□ 我的个人隐私将得到保护，相关信息将进行匿名处理。

第一部分
此部分是关于您个人的基本信息，请根据实际情况做出选择或补充。

1. 您的性别：
•　　男性
•　　女性
• 以上均不是
• 保密

2. 您的年龄
• 18-24
• 25-34 岁
• 35-44 岁
• 45-54 岁
• 55-64 岁
• 65 以上

3. 您有多少年语言服务行业的工作经历（累计）
• 少于 5 年
• 6-10 年
• 11-15 明年
• 16-20 年
• 超过 21 年

4. 您的教育程度
• 高中毕业或同等学历
• 学士学位（例如，BA、BS）

- 硕士学位（例如，MA、MS、MEd）
- 博士学位（例如，PhD、EdD、DBA）
- 其他_____（请填写）

5. 您是否有过 "以学习或工作为目的" 的海外经历
•是
•否

6.请选择符合您情况的专业资质，如不适用，可以跳过本题
- 专业证书（例如 CATTI，NATTI 证书）
- 资深译员（如 100 场以上口译或 50 万字以上笔译）
- 高级译员（如 30 场以上口译或 20 万字以上笔译）
- 国际翻译协会资质（如 AIIC、UN 等成员）
- 均无
- 其他_____

7. 您目前的工作状态
- 翻译机构全职译员（每周工作 5 天或 40 小时以上）
- 业余兼职（如，本职工作为教师/培训师/研究员/其他行业）
- 国有企业/政府部门的外事部门（或承担翻译工作）
- 民营企业的外事部门（或承担翻译工作）
- 自由职业
- 个体经营（如翻译公司、工作室的老板或合伙人）
- 其他 _____

8.个人年收入（税前）
- 少于 60,000 元
- 60,001-120,000 元
- 120,001-200,000 元
- 200,001-300,000 元
- 300,001 元以上

9. 如果你曾经做过性格类型测试，或者你知道自己的性格，请从下面选择；如不清楚，可以跳过这个问题
- 更外向[更喜欢社交、善于表达、分享观点……]
- 更内向[更喜欢独处、自省、观察……]
- 介于两者之间
- 不知道

第二部分
该部分是关于可能影响译者就业能力的因素。选项根据李克特量表从 1 到 5，对应完全不同意到非常同意（完全不同意、不同意、既不同意也不反对、同意、非常同意）。请根据您的个人想法如实选择。

知识技能

10.我了解行业的守则和道德准则。

11.我精通至少两种工作语言（例如中文和英语）。

12.我了解至少一门特定领域的专业知识（例如，工程，法律，金融等）。

13.我擅长在工作实践中使用计算机辅助工具（例如 SDL Trados，Memo Q，AI 机器人等）。

14.我可以综合运用自己所掌握的知识和技能。

心理能力

15.我很容易坚持自己定下的目标，并付诸实践。

16.我可以对自己的决定和行动负责。

17.我在遇到困难后，能够迅速调整好状态。

18.我相信我有能力处理任何突发事件。

19.我非常喜欢我的工作。

社会资本

20.我擅长从多种渠道中找到工作需要的资源和信息。

21.我擅长主动与客户联系和沟通。

22.我愿意与同行分享和工作相关的机会和信息。

23.在工作中，我会合理维护我的个人利益，而不是一味服从安排。

24.与独自一人工作相比，我更喜欢团队工作的方式。

适应性

25. 我充分认识到我必须在学习和工作上做出及时地改变和选择。

26. 我对不了解的事物总是感到好奇。

27. 我知道在这个行业中我必须不断学习新东西。

28. 我欢迎这个行业的技术发展，因为它们对我有帮助。

29. 我不担心被技术成就所取代，因为我对自己的能力有信心。

30. 我在翻译服务市场上占有自己的一席之地。（收入、口碑、定价能力）

第三部分 就业能力

这部分是关于个人对目前就业能力的评估。问题以李克特量表，从 1 到 5 分别对应 1-完全不同意，2-不同意，3-既不同意也不反对，4-同意，5-非常同意。请根据您的个人感受进行选择。

31. 如果现在我所在的单位裁员，我相信我会被留用。

32. 我在这个单位中的人际关系对我的职业生涯有帮助。

33. 我在当前工作中获得的技能，可以应用到我以后的工作中。

34. 我相信自己通过学习，可以在任何工作中具备竞争力。

35. 我相信我在任何其他单位和岗位都能胜任工作。

36. 我相信雇主会青睐和我具备相似技能和知识的人。

第四部分 开放性问题

37.除了以上方面，您认为还有哪些能力对语言从业者的就业能力很重要？

请在以下空白处填写:＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Appendix V Research philosophies, paradigms, and methods

adapted from (Mackenzie and Knipe, 2006; Saunders, 2012; Crotty, 1998)

Paradigms	Ontology	Epistemology	Research method	Data collection
Positivist/ Postpositivist	External, objective, and independent of social actors	Only observable phenomena can provide credible data, facts. Focus on causality and law like generalisations, reducing phenomena to simplest elements	Quantitative. Although qualitative methods can be used within this paradigm, quantitative methods tend to be predominant (Mertens, 2005:12)	Experiments, quasi-experiments, tests, scales
Interpretivist/ Constructivist	Socially constructed, subjective, may change, multiple	Subjective meanings and social phenomena. Focus upon the details of situation, a reality behind these details, subjective meanings motivating actions.	Qualitative methods predominate although quantitative methods may also be utilised)	Interviews, observations, document reviews, visual data analysis
Realism	Real, but not like physical objects; structured and layered; underlying causal mechanisms determine what happens 'on the surface'	Observable phenomena provide credible data, facts. Insufficient data means inaccuracies in sensations. Phenomena create sensations which are open to misinterpretation (critical realism). Focus on explaining within a context or contexts.	In-depth historical analysis of social and organisational structures. Range of methods and data types to fit subject matter.	Method chosen must fit the subject matter, quantitative or qualitative
Pragmatist	External, multiple, view chosen to best enable answering of research question	Either or both observable phenomena and subjective meanings	Qualitative and/or quantitative methods may be employed. Methods are matched to the specific questions and purpose of the research	May include tools from both positivist and interpretivist paradigms, e.g. Interviews, observations, testing and experiments

Appendix VI Methodological design

	Exploratory Sequential	Explanatory Sequential	Convergent Design
Design type			
Aims and purpose	Aims and purpose — Utilizes quantitatvie results to explain qualitative results with a purpose of instrument or theoretical development.	Aims and purpose — Utilizes qualitative information to explain a prior quantitative anlysis with the purpose of triangulation or elaboration	Aims and purpose — Collects both quantitative and qualitative data concurrently. Allows triangulation, inclusion of diversde views, and an increase in credibility.
Data collection	Qualitative data collection	Quantitatvie data collection	Qualitative data collection / Quantitatvie data collection
Data analysis	Qualitative analysis	Quantitatvie analysis	Qualitative analysis / Quantitatvie analysis
Data integration	Build variables, instruments and interventions based on findingds	Determine quantitative results for further explaination	Merge results from both for comparison
2nd round data collection	Quantitatvie data collection	Qualitative data collection	
2nd round data analysis	Quantitatvie analysis	Qualitative analysis	
Element of writing	Interpret how quantitative results provide new interventions/instruments reference mixed methods	Determin how qualitative findings explain quantitative reference mixed methods	Interpret convergence or divergence reference mixed methods

```
┌─────────────────────┐        Task 1. Formulating        ┌──────────────────────────┐
│                     │────────  a research question      │ Applying them to enhance │
│     Step 1          │                                   │ rigor and quality to each│
│ Identifying a       │                                   │ stage of the research    │
│ research topic      │        Task 2. Formulating a      │ process                  │
│                     │────────  conceptual framework     └──────────────────────────┘
└─────────────────────┘
            ⇘
        ┌─────────────────────┐
        │     Step 2          │
        │ Qualitative study   │
        │ design              │
        └─────────────────────┘
                    ⇘
                ┌─────────────────────┐
                │     Step 3          │
                │ Data analysis       │
                └─────────────────────┘
                            ⇘
                        ┌─────────────────────┐
                        │     Step 4          │
                        │ Drawing valid       │
                        │ conclusion          │
                        └─────────────────────┘
                                    ⇘
                                ┌─────────────────────┐
                                │     Step 5          │
                                │ Reporting research  │
                                │ results             │
                                └─────────────────────┘
```

Conceptual Framework

Research questions
-Problem
-Interest

Goals
-Personal
-Practical
-Intellectual

Methodologicial approach and research methods

Contexts
-Micro
-Macro

Structured reflexivity and dialogic engagement

You(as the researcher)
-Social location
-Positionality

Tacit theories

Theoretical framework
-Foormal theory
-Literature review

Appendix VII Measurement scales

Human capital

Skills and knowledge scales (combined from translation competence models)

Linguistic competence
Extralinguistic competence
Instrument knowledge
Professional ethics and market knowledge

Psychological scales

Self-efficacy sub scale
(Zeng,2000)

It is believed self-efficacy is positively related to one's resilience, which means people with higher efficacy tend to engage in challenging works and bounce back against setbacks (Bandura, 1995(Cheung and Sun, 1999). Mark Sherer (1986): construction and validation of self-efficacy is discussed to a depth. It is believed Self-efficacy is the primary determinants of behavioural changes. People tend to attribute their past success to different kinds of skills and chances; therefore they have different levels of expectations on self-efficacy.

Confidence
When I make plans, I am certain I can make them work.
When trying to learn something new, I do not easily give up even though they are difficult to me.
I am a self-reliant person and capable of dealing with most problems come up in life.
I feel confident and secure about my ability to solve problems.

- Factor 1: Action self-efficacy
  1. I can always manage to solve difficult problems if I try hard enough.
  2. I can solve most problems if I invest the necessary effort.
  3. I can remain calm when facing difficulties because I can rely on my coping.
  4. When I am confronted with a problem, I can usually find several solutions.
  5. If I am in trouble, I can usually think of a solution.
- Factor 2: Coping self-efficacy
  6. If someone opposes me, I can find the means and ways to get what I want.
  7. It is easy for me to stick to my aims and accomplish my goals.
  8. I am confident that I could deal efficiently with unexpected events.
  9. Thanks to my resourcefulness, I know how to handle unforeseen situations.
  10. I can usually handle whatever comes my way.

  Chinese version
- 1.如果我尽力去做的话, 我总是能够解决问题的。
- 2. 即使别人反对我, 我仍有办法取得我所要的。
- 3. 对我来说, 坚持理想和达成目标是轻而易举的。
- 4. 我自信能有效地应付任何突如其来的事情。
- 5. 以我的才智, 我定能应付意料之外的情况。
  6. 如果我付出必要的努力, 我一定能解决大多数的难题。

- 7. 我相信通过解决困境中的问题我可以积极地成长。
  8. 我能冷静地面对困难, 因为我信赖自己处理问题的能力。
- 9. 有麻烦的时候, 我通常能想到一些应付的方法。
  10. 无论什么事在我身上发生, 我都能应付自如。

The Brief Resilience Scale (Smith, et al.,2008)

1. I tend to bounce back quickly after hard times
2. I have a hard time making it through stressful events
3. It does not take me long to recover from a stressful event
4. It is hard for me to snap back when something bad happens
5. I usually come through difficult times with little trouble
6. I tend to take a long time to get over set-backs in my life

Sociability scale

Agran (2016)

Finding necessary information prior to performing the job;
Show initiative ;
My job tasks come from my social relationship;
Interacts well with customers/clients ;
Work as a member of a team if possible;
Working or producing at rates that equal or surpass company expectation;
Referring persons to someone qualified to handle the task if not available;
Providing job-related information to other LPs;
Notifying supervisor when assistance is needed;
Argue instead of complying with supervisors/clients when necessary;

Adaptability scale

Career adaptability is defined as an individual's ability to adapt to new or changing work conditions (Duffy et al. 2019). (Savickas and Porfeli,2012) –Chinese version already existed(Hou *et al.*, 2012) but not targeted on the group of LPs.

Table A1. Career Adapt-Abilities Scale–Short Form China.

Concern (关注)	
Q1. Thinking about what my future will be like	思考我的未来会是什么样
Q2. Preparing for the future	为未来做准备
Q3. Becoming aware of the educational and vocational choices that I must make	知道我必须要做出的教育和职业选择
Control (控制)	
Q4. Making decisions by myself	靠自己做决定
Q5. Taking responsibility for my actions	为自己的行为负责
Q6. Counting on myself	依靠我自己
Curiosity (好奇)	
Q7. Looking for opportunities to grow as a person	寻找成长的机会
Q8. Investigating options before making a choice	在做决定前考量各种可能的选择
Q9. Observing different ways of doing things	观察别人做事的不同方式
Confidence (自信)	
Q10. Taking care to do things well	认真把事情做好
Q11. Learning new skills	学习新技能
Q12. Working up to my ability	逐步发展我的能力

Note. This final, 12-item Career Adapt-Abilities Scale–Short Form China contains twelve English items taken directly from Maggiori, Rossier, & Savickas (2017), and twelve Chinese items taken or adapted from Hou, Leung, Li, Li, & Xu, (2012).

Self-perceived employability Scale

Rothwell and Arnold's (2007)

Appendix 1. The original 16 self perceived individual employability items

(1) I have good prospects in this organisation because my employer values my personal contribution.

(2) Even if there was downsizing in this organisation I am confident that I would be retained.

(3) My personal networks in this organisation help me in my career.

(4) I am aware of the opportunities arising in this organisation even if they are different to what I do now.

(5) The skills I have gained in my present job are transferable to other occupations outside this organisation.

(6) I could easily retrain to make myself more employable elsewhere.

(7) I can use my professional networks and business contacts to develop my career.

(8) I have a good knowledge of opportunities for me outside of this organisation even if they are quite different to what I do now.

(9) Among the people who do the same job as me, I am well respected in this organisation.

(10) People who do the same job as me who work in this organisation are valued highly.

(11) If I needed to, I could easily get another job like mine in a similar organisation.

(12) People who do a job like mine in organisations similar to the one I presently work in are really in demand by other organisations.

(13) I could easily get a similar job to mine in almost any organisation.

(14) Anyone with my level of skills and knowledge, and similar job and organisational experience, will be highly sought after by employers.

(15) I could get any job, anywhere, so long as my skills and experience were reasonably relevant.

(16) People with my kind of job-related experience are very highly valued in their organisation and outside whatever sort of organisation they have previously worked in.

Key: items intended to reflect:
- internal employability; and
- external employability.

Appendix VIII Models of Employability

Hillage and Pollard's (1998) framework of employability and linked abilities

Employability Factors	Linked Abilities
Assets	- Reliability and integrity - Communication and problem solving - Team working, self-management, commercial awareness etc
Deployment	- Career management skills - Job search skills - Strategic approach - being adaptable to labour market developments
Presentation	- The presentation of CVs - The qualifications individuals posses - References and testimonies - Interview technique - Work experience/track record

Van der Heijden's(2006) competence-based approach of employability

Five Dimensions of Employability

Occupational expertise
Anticipation and optimization
Personal flexibility
Corporate sense
Balance

Rothwell and Arnold's (2007) self-perceived employability
(see Appendix VII, Self-perceived employability scale)

Pool and Swell's (2007) key to employability model
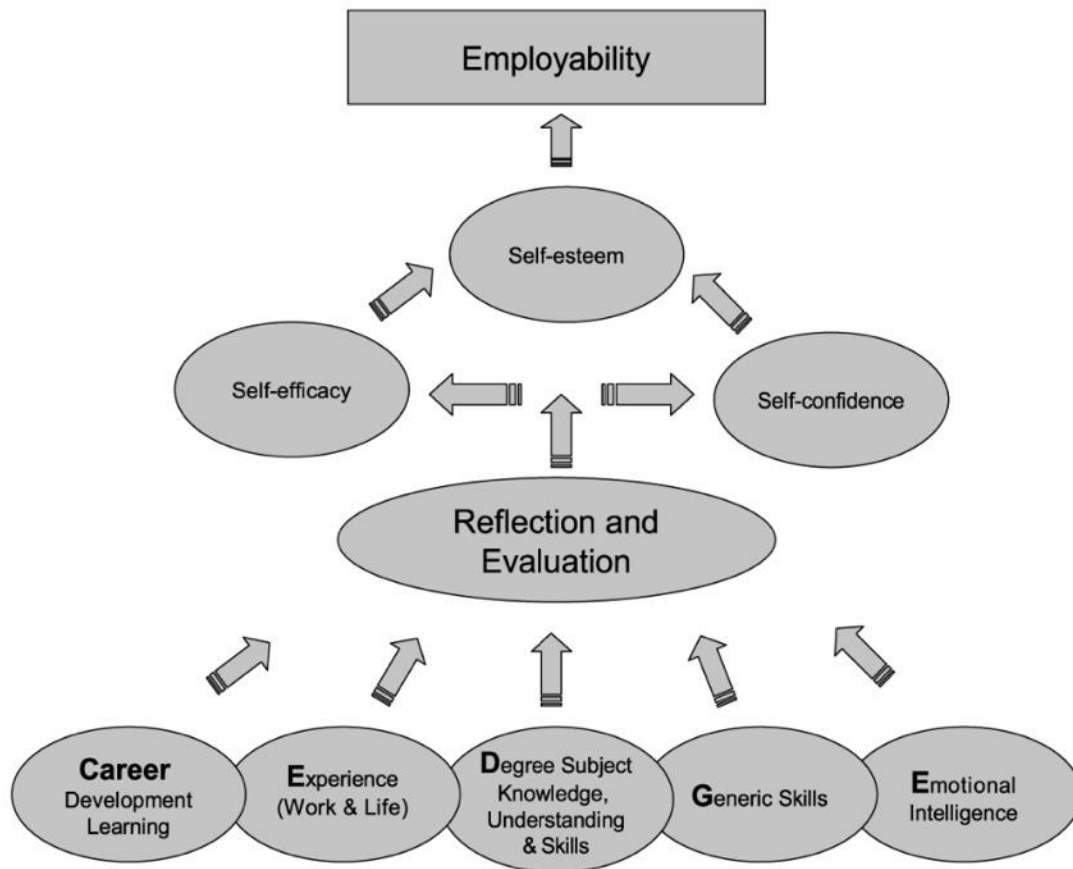
The 16 items of perceived employability by Rothwell and Arnold

The five major elements in Pool and Swell's key to employability model are: development of knowledge and skills relating to their study in universities; generic skills preferred by employers such as flexibility, adaptability and innovation (Dacre Pool and Sewell, 2007); emotional intelligence such as interpersonal relationship and self-management; career development learning that relates to pursing success and accomplishment; work and life experience as a process of learning. This model stresses the importance of having a set of skills to enhance employability.

Fugate and kinick's (2008) disproportional model of employability

Dimension of Employability	Definition of Dimension
Work and career resilience	Individuals with work and career resilience possess some combination of the following attributes: are optimistic about their career opportunities and work, feel that they have control over the destiny of their careers, and/or they feel that they are able to make genuinely valuable contributions at work
Openness to changes at work	Individuals that are open to changes at work are receptive and willing to change, and/or feel that changes are generally positive once they occur
Work and career proactivity	A proactive career orientation reflects people's tendencies and actions to gain information potentially affecting their jobs and career opportunities, both within and outside their current employer
Career motivation	Individuals with career motivation tend to make specific career plans and strategies. People in this category are inclined to take control of their own career management and set work/career-related goals
Work identity	Work identity reflects the degree to which individuals define themselves in terms of a particular organization, job, profession, or industry. Work identity is characterized by a genuine interest in what one does, how well it is done, and the impressions of others

USEM model (Knight & Yorke, 2004)
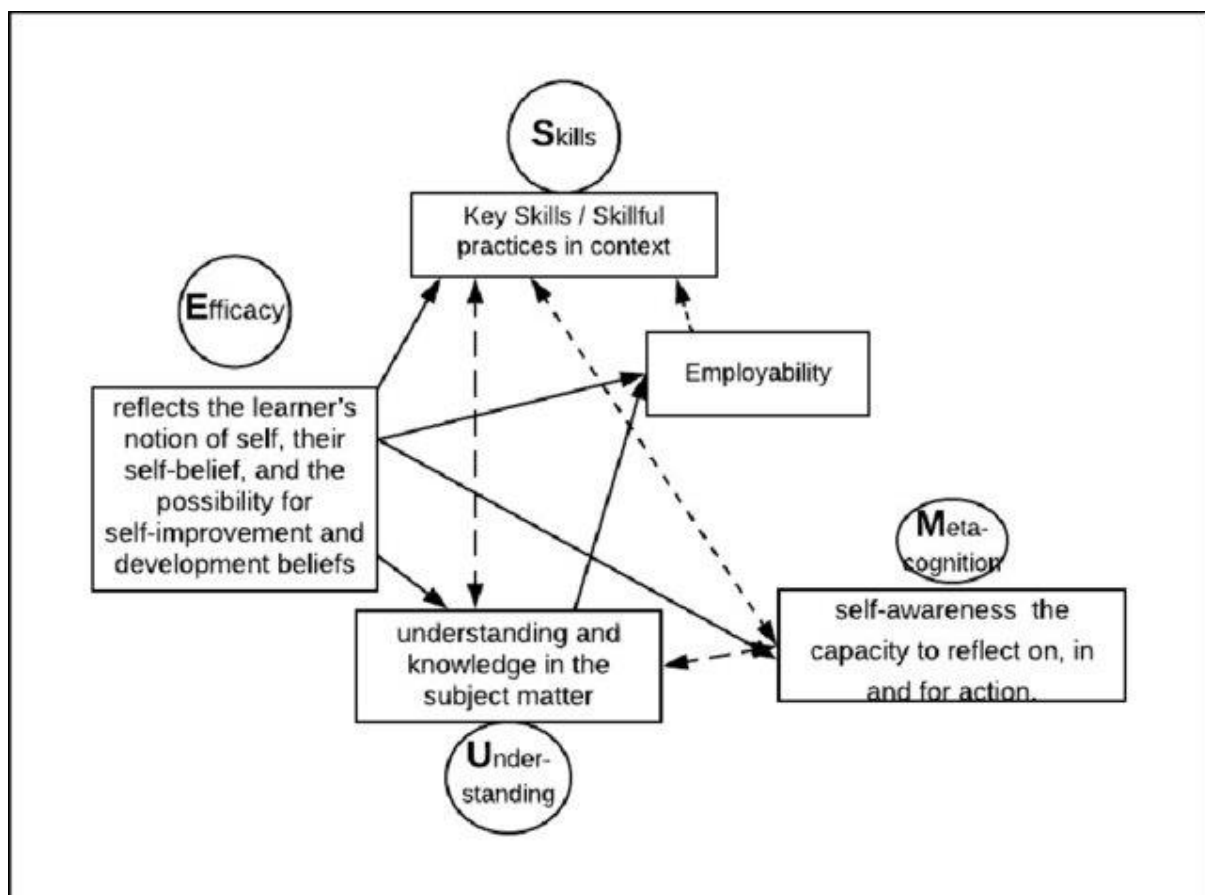
Appendix IX Translation Competence Models

PACTE Group Translation Competence Model
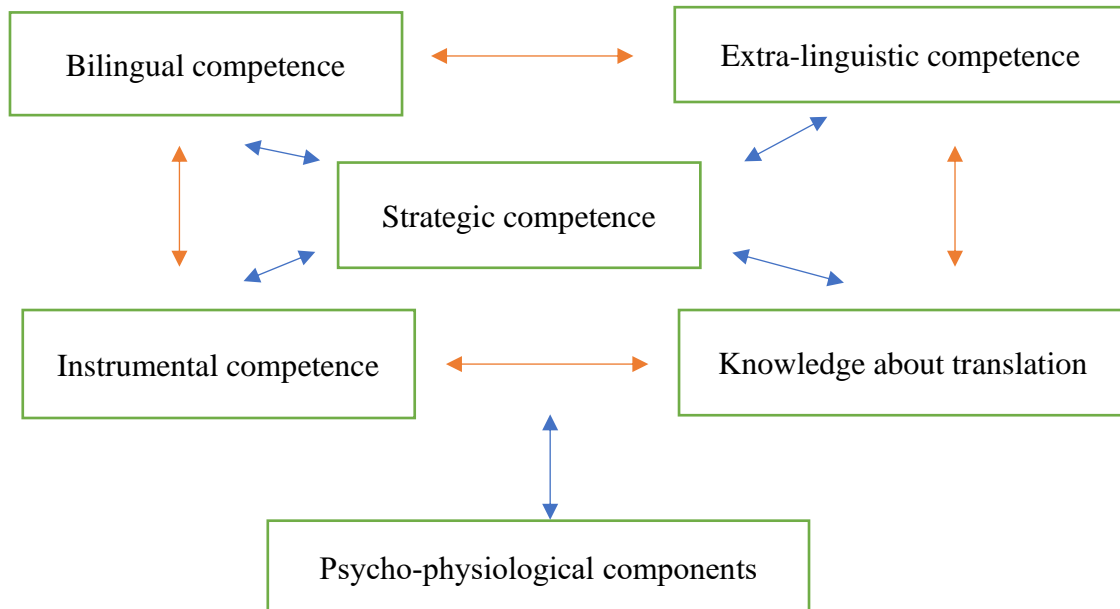
EMT model of competence

TransComp TC model

Figure contents:

External sources of information and tools available working conditions (e.g. time pressure)

Communicative competence in at least 2 languages

Domain competence

Tools and research competence

Strategic competence

Motivation

Psycho-motor competence

Translation routine activation competence

Translation norms

Translation assignment

Translator's self concept/ professional ethos

topics covered and methods employed in theoretical & practical translation training

Psycho-physical disposition

Appendix X Skills on the rise by WEF (2023)

Skill	Net difference (%)
Creative thinking	73.2%
Analytical thinking	71.6%
Technological literacy	67.7%
Curiosity and lifelong learning	66.8%
Resilience, flexibility and agility	65.8%
Systems thinking	59.9%
AI and big data	59.5%
Motivation and self-awareness	58.9%
Talent management	56.4%
Service orientation and customer service	54.8%
Leadership and social influence	53.1%
Empathy and active listening	52.3%
Dependability and attention to detail	52.0%
Resource management and operations	51.4%
Networks and cybersecurity	50.3%
Quality control	49.5%
Design and user experience	48.4%
Teaching and mentoring	47.8%
Environmental stewardship	43.2%
Programming	38.8%
Marketing and media	38.4%
Multi-lingualism	38.0%
Reading, writing and mathematics	26.4%
Global citizenship	23.8%
Sensory-processing abilities	22.6%
Manual dexterity, endurance and precision	14.9%

Share of companies surveyed (%)

Increasing importance · Declining importance

Net difference: ◇ Skills, knowledge and abilities ○ Attitudes

Appendix XI LSI Reports 2023
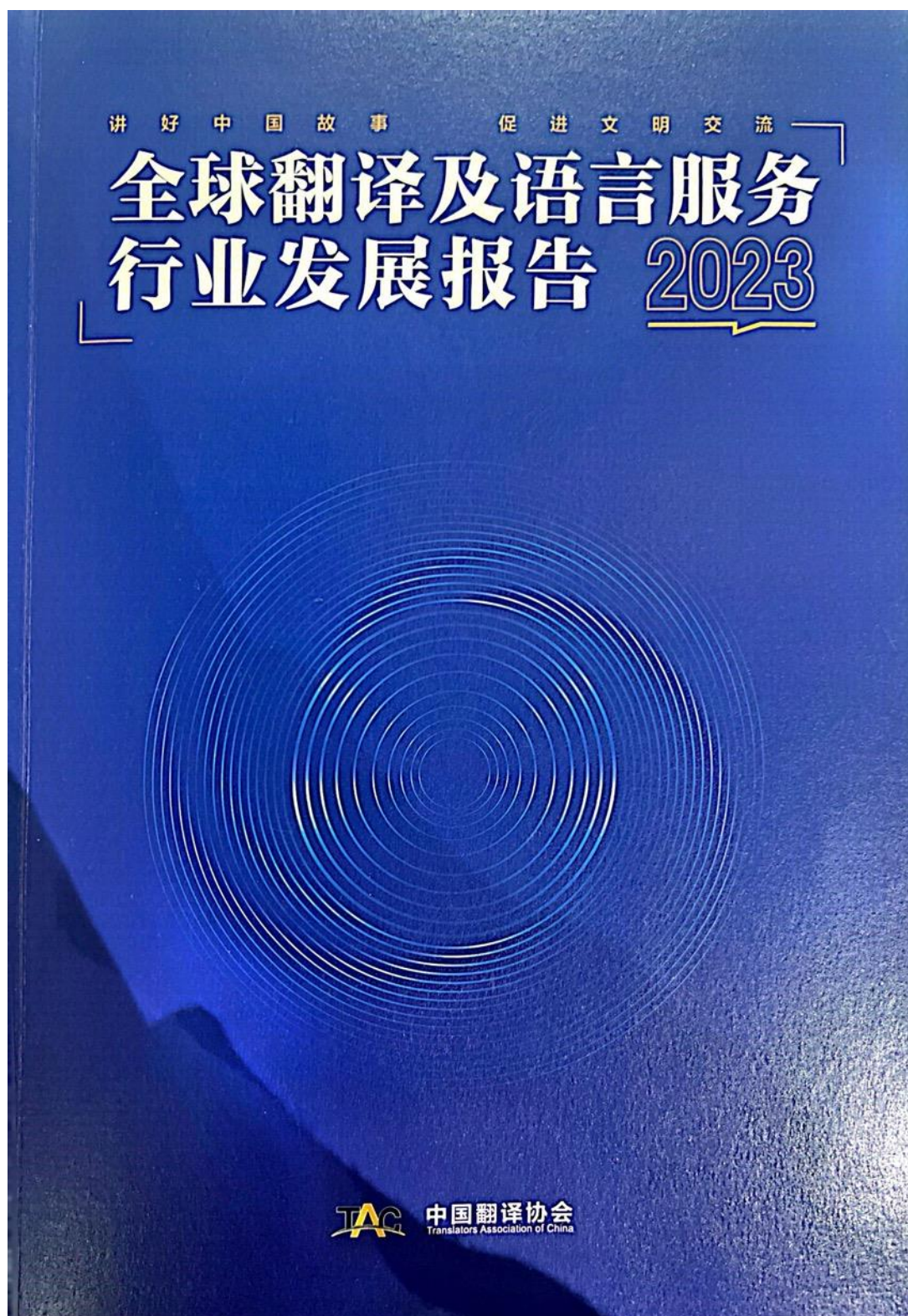
目录

第一部分：研究背景和主要发现

▶▶ **研究背景**

得益于全球化与信息技术革命，翻译及语言服务行业近年来发展十分迅速。新冠疫情对全球经济产生巨大影响，全球语言服务行业同样受到波及，总产值略有下降。2022年，随着全球新冠疫情得到控制，全球经济触底回升，全球翻译及语言服务行业产值恢复稳定增长趋势，全球市场规模超过五百亿美元，更多的机遇和挑战随之而来。

翻译及语言服务行业是高度国际化、专业化的服务性行业。为了从不同角度全面深入地了解全球翻译及语言服务行业发展的整体状况、当前挑战和发展趋势，中国翻译协会自2022年起首次组织发布全球行业发展报告，对全球翻译及语言服务行业发展的现状、特征和趋势等因素进行系统调研和深入分析。按照年度报告惯例，本年度报告为《2023全球翻译及语言服务行业发展报告》。报告中引用的调查数据、统计数据、大数据均截至2022年12月31日。

本报告由中国翻译协会组织调查研究，委托北京零点有数数据科技股份有限公司进行数据采集工作。本报告总体数据来源于中华人民共和国外交部官方网站数据、教育部审定义务教育教科书、CSA Research等海外研究机构统计数据、国际翻译家联盟官方网站数据、2022年第七届世界机器翻译大会官方网站数据、世界高等教育研究机构QS发布的榜单数据、零点有数全球多语种互联网文本数据库、国际知名期刊官方网站数据及项目组调研所得。

≫ **主要发现**

全球语言多元化特征明显，部分重点语种可覆盖世界多数人口；阿拉伯语、汉语、英语、法语、俄语与西班牙语在全球国际交往中发挥重要作用；世界主要国家正逐步完善本国语言考评体系，为跨语言交流提供重要支撑。

2022年全球翻译及语言服务行业产值约为520.1亿美元，恢复了稳定增长的趋势；欧美地区语言服务企业实力领先全球，中国、日本的翻译及语言服务企业在亚洲名列前茅。

欧洲标志性翻译家数量首屈一指；中国与欧洲国家在机器翻译领域国际赛事中的获奖者人数全球领先；中国和欧洲院校翻译及语言服务领域研究水平领跑全球。健全翻译立法与行业标准规范、引入第三方审核机制和加强翻译专业教育是促进行业发展的主要措施；国际行业协会影响广泛，为翻译及语言服务行业发展提供有力支持。

近五年，中国翻译及语言服务行业产值增速高于全球平均水平；中国翻译及语言服务行业积极参与国际服务贸易，其国际翻译业务主要来自于英国、德国、日本、美国与意大利等国家。

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第二部分：全球语言使用状况
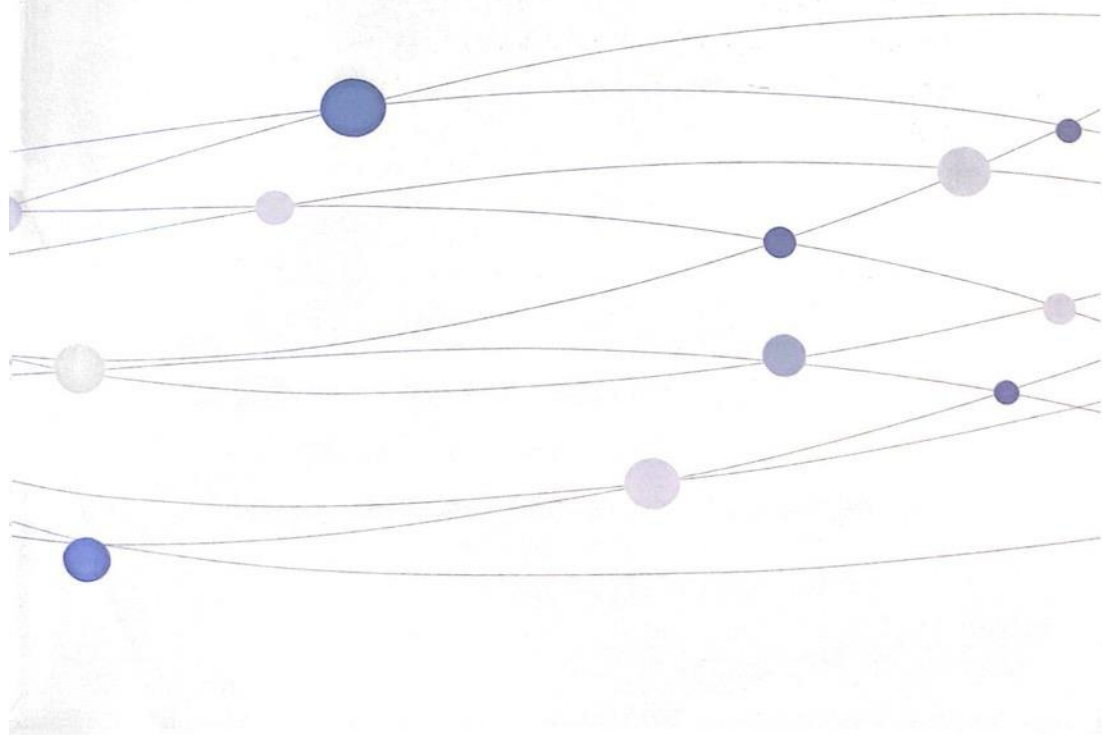
》》 全球语言多元化特征明显，部分重点语种即可覆盖世界多数人口

语言是文化的载体，语言的多样性保证了文化的多样性。翻译作为一项能够助力跨语言、跨文化沟通的工作，对促进世界文明交流互鉴起到了重要的纽带作用。

国际民族语言研究机构"民族语"（Ethnologue）2022年最新统计数据显示，全球范围内仍在使用的语种有7151个。在所有语言中，约有200个语种是全球近九成人口日常所使用的；23个重点语种便可以覆盖全球六成人口；汉语、英语、法语、俄语、阿拉伯语与西班牙语等语种则可以覆盖全球近五成人口。

附图：世界重点语种地理分布状况

汉语	英语	西班牙语	俄语
法语	阿拉伯语	其他语言	
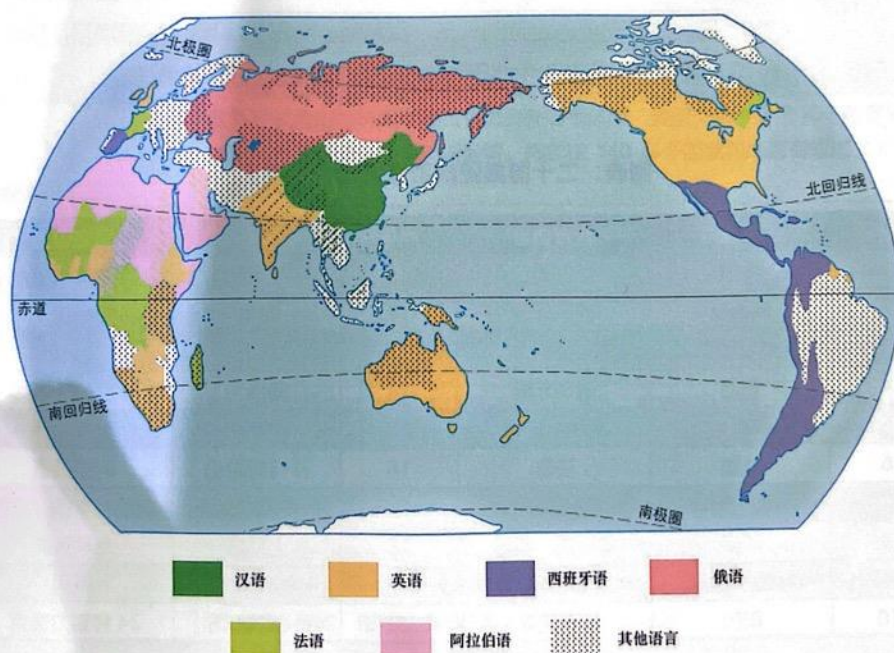
数据来源：人民教育出版社，《教育部审定义务教育教科书——地理》，2012

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➤➤ 阿拉伯语、汉语、英语、法语、俄语与西班牙语 在国际交往中发挥重要作用

联合国根据语种的影响力及其在世界范围内的通用程度最终确定六大工作语言，分别为阿拉伯语、汉语、英语、法语、俄语与西班牙语。

从语种影响力角度看，英语是当今世界使用范围最广的语言之一，全球有75个国家将英语定为官方语言，有15亿人将英语作为沟通交流的常用语种；法语是很多地区或组织的官方语言，例如欧洲联盟；中东欧及中亚部分国家的官方语言或通用语言，具有一定的地域影响力；西班牙语在西班牙和拉丁美洲部分国家和地区被广泛使用；汉语的使用人数约占全球总人口的20%，且使用范围较广，除了中国内地（大陆）及港澳台地区广泛使用之外，新加坡、马来西亚等东南亚国家也将汉语列为官方工作语言。

从重点国别角度看，二十国集团（G20）成员的人口占全球的三分之二，国土面积占全球的60%，国内生产总值占全球的85%，贸易额占全球的80%。根据项目团队的梳理统计，G20国家在国际交流中使用的常用语种至少涉及33种官方语言。

附表：二十国集团成员官方语种汇总

序号	G20 国家	官方语言	序号	G20 国家	官方语言
1	中国	汉语	11	意大利	意大利语
2	阿根廷	西班牙语	12	日本	日语
3	澳大利亚	英语	13	韩国	韩语
4	巴西	葡萄牙语	14	墨西哥	西班牙语
5	加拿大	英语、法语	15	俄罗斯	俄语
6	法国	法语	16	沙特阿拉伯	阿拉伯语
7	德国	德语	17	南非	阿非利卡语、英语
8	印度	印地语、英语	18	土耳其	土耳其语
9	印度尼西亚	印尼语	19	英国	英语
10	美国	英语	20	欧盟	24 种官方语言

数据来源：中华人民共和国外交部官方网站

≫ 世界主要国家正逐步完善本国语言考评体系，为跨语言交流提供重要支撑

伴随着全球化与信息技术革命，世界各国经贸往来日益密切，文化、艺术、教育等交流更加频繁，跨语言交流需求显著上升。翻译及语言服务行业作为提供信息转换服务和产品的现代服务业，以促进跨语言、跨文化交流为目标，为世界各国之间的友好交流与经济共同增长提供了重要的支撑力量。

近年来，中国、美国、英国、法国、俄罗斯、西班牙、日本、韩国等世界主要国家都在建立和完善本国官方语言相关的资格（水平）考试，扩大本国政治、经济、文化的交流圈，使跨语言、跨文化交流更加高效，从而在全球化发展中充分受益。

附表：世界重点语种等级考试基本状况

语种	等级考试	考评体系权威性与影响力
汉语	HSK	汉语水平考试由中国教育部中外语言交流合作中心设计研制；HSK 考试已经成为全球很多需要评估待聘用的和现有员工汉语能力的机构认可的标准。仅 2016 年至 2020 年，全世界就有 2000 万多人次参加了 HSK 考试，全球有 70 个国家将中文纳入国民教育体系。
英语	IELTS	雅思考试是由剑桥大学考试委员会外语考试部、英国文化协会及 IDP 教育集团共同主办并管理的一项英语测试。每年在 140 多个国家和地区有超过 350 万人参加考试。
英语	TOEFL	托福考试是一个由 ETS 测评研发的学术英语语言测试，被全球 160 多个国家和地区超过 11500 所综合性大学、机构和其他院校认可。
法语	TCF	TCF 是法国国际教育研究中心组织的法文水平考试，由法国青年、国民教育及科研部推出。它是一个法语语言水平的标准化测试，按照极其严格的方式设计。
俄语	ТРКИ	俄语等级考试由俄罗斯联邦于 1995 年主办，由莫斯科大学、圣彼得堡国立大学、普希金学院和俄罗斯人民友谊大学共同设立。用于考核非俄语母语者俄语能力。
西班牙语	DELE	西班牙语等级考试证书是塞万提斯学院以西班牙教育与职业培训部的名义颁发的证书，是证明作为外语或第二语言的西班牙语各级水平的权威官方证书。
日语	JLPT	日语等级考试是由日本国际交流基金会和日本国际教育支援协会举办的国际范围的等级考试，每年约有 30 万人参加考试。
韩语	TOPIK	韩国语能力考试是韩国教育部主办的旨在测评外国学生韩语学习水平、为外国人在韩国学习就业提供语言能力评估的考试。目前，韩国语能力考试考点已遍布 86 个国家 242 个地区。

数据来源：零点有数，全球多语种互联网文本数据库

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第三部分：全球翻译及语言服务产业发展概况
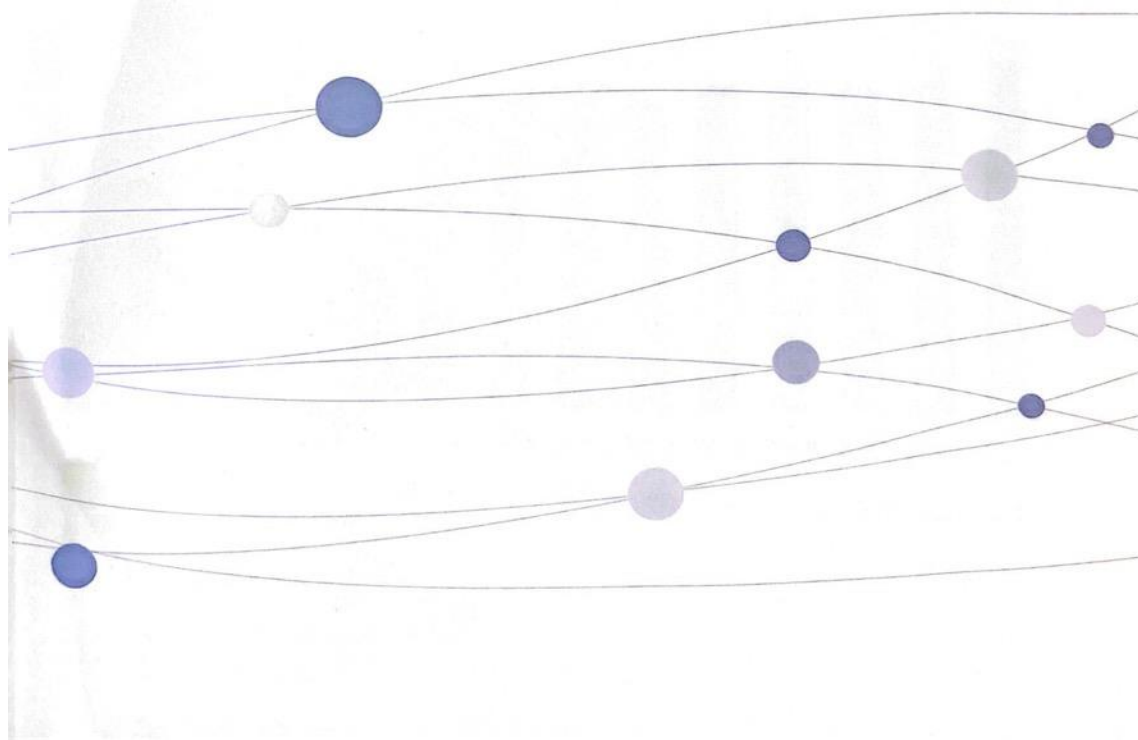
全球产值：全球翻译及语言服务行业产值恢复稳定增长趋势，2022年全球产值约为520.1亿美元

根据语言服务咨询公司CSA Research的统计数据，2012年全球翻译及语言服务行业产值突破300亿美元，2016年突破400亿美元，2022年突破500亿美元。最近11年间，全球翻译及语言服务行业产值先后突破三个百亿大关。

2020年全球疫情发生以来，翻译及语言服务行业受到了一定程度的影响，例如2020年全球翻译及语言服务行业产值为460.9亿美元，较2019年下降了35.1亿美元。但在经济重启的背景下，全球翻译及语言服务行业产值实现了逆势上升，最近三年已恢复了同比增长趋势。2022年全球语言服务产值为520.1亿美元，首次突破500亿大关。需要说明的是，本年度CSA Research调整了全球翻译及语言服务行业产值预测方法，对全球产值进行了重新核算，本次报告中使用的全球产值为2022年度最新核算数据。

附图：2009—2022年全球语言服务产值情况（亿美元）

数据来源：Common Sense Advisory，2022

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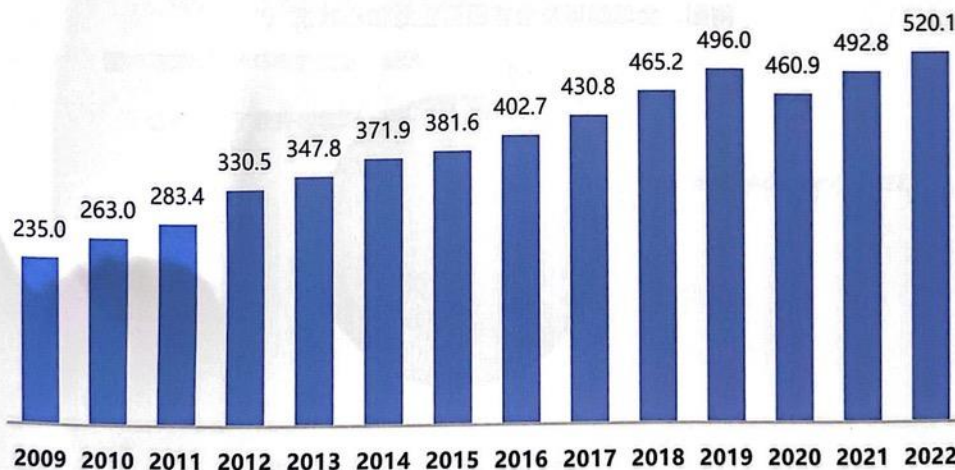
总体来看，全球翻译及语言服务商仍处于恢复发展期。CSA Research在2022年对全球头部翻译及语言服务企业的调研数据显示，在营收状况方面，22%的受访企业全年营收有一定增长；24%的企业全年营收基本未发生改变；54%的企业全年营收有一定程度的下降。在行业信心状况方面，66%的企业持乐观态度，看好行业发展前景；25%的企业表示不确定；9%的企业持悲观态度。

附图：全球翻译及语言服务企业营收状况（%）

■ 增长　■ 不变　■ 下降
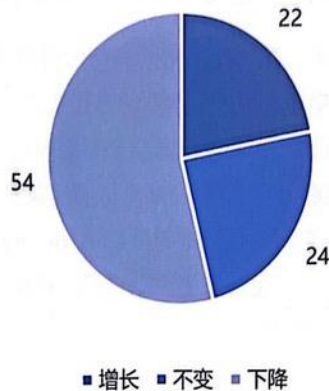
数据来源：Common Sense Advisory，2022

附图：全球翻译及语言服务企业信心状况（%）

■ 持乐观态度，看好行业发展前景
■ 不确定
■ 持悲观态度，不看好行业发展前景

数据来源：Common Sense Advisory，2022

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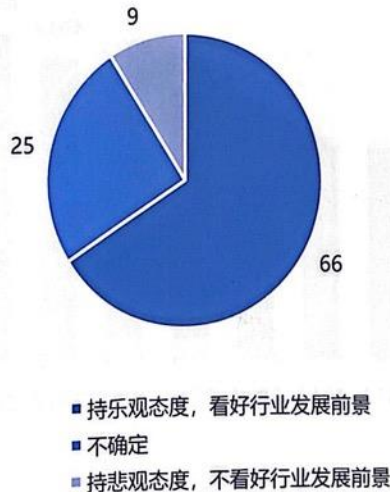
通过对受访企业业务增长因素的进一步调查发现，使企业业务增长的前三个因素分别为"现有客户的业务需求增长"（87%）、"新客户的获取"（85%）与"数字营销的使用"（38%）。此外，"客户拥有的新的翻译服务需求"（23%）、"经验丰富的销售团队"（19%）、"完成了新业务的拓展"（17%）等显性增长因素，一定程度上反映了后疫情时期各国翻译及语言服务企业恢复发展的趋势。

附图：全球翻译及语言服务企业业务增长因素（%）

因素	百分比
现有客户的业务需求增长	87
新客户的获取	85
数字营销的使用	38
客户拥有的新的翻译服务需求	23
经验丰富的销售团队	19
完成了新业务的拓展	17
国内与国际市场环境的改善	8
公司进行了兼并与收购	4

数据来源：Common Sense Advisory，2022

15
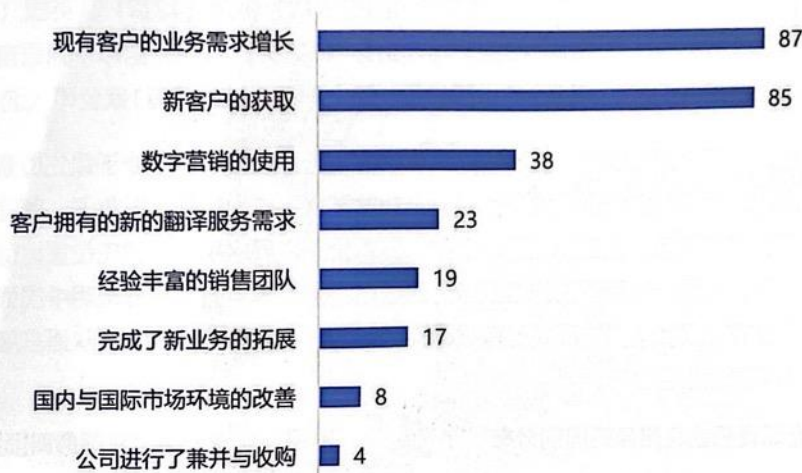
产业竞争力：欧美翻译及语言服务企业实力领先全球，中日两国翻译及语言服务企业在亚洲名列前茅

评价一个国家的翻译及语言服务产业发展水平，标杆企业或领军企业数量无疑是一个重要指标。"全球百强语言服务商榜单"就是衡量翻译及语言服务商行业竞争力的有力依据。

通过对国际知名语言服务咨询机构CSA发布的《2022年世界语言服务提供商百强榜》[1]的整理统计可知，2022年全球百强语言服务商中，美国语言服务企业数总计22家，居于榜首。其他排名靠前的国家依次为中国（12家）、英国（12家）、德国（12家）、日本（5家）与西班牙（5家）。其中，全球十强语言服务商中，美国占据4席，英国3席，爱尔兰、澳大利亚、法国各有1家公司入选。

由此可见，在全球范围内，美国的翻译及语言服务企业发展水平处于领先位置；在欧洲地区，西欧部分国家的语言服务企业发展水平较为领先，以英国、德国、西班牙为典型代表；在亚洲地区，中国、日本企业发展水平处于领先位置。值得一提的是，中国全球百强的语言服务企业数已跻身世界前五，充分说明中国语言服务企业在数量和质量方面具备较强国际竞争力，这将有力推进中国从语言服务大国迈向语言服务强国。

附图：全球百强语言服务商国别分布　　　　**附图：全球十强语言服务商国别分布**

国家	数量
美国	22
中国	12
英国	12
德国	12
西班牙	5
日本	5

国家	数量
美国	4
英国	3
爱尔兰	1
澳大利亚	1
法国	1
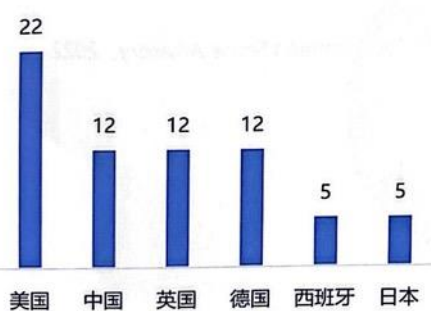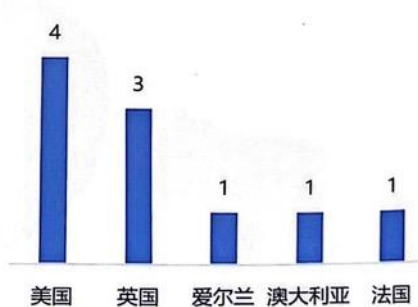
数据来源：Common Sense Advisory, 2022　　　　数据来源：Common Sense Advisory, 2022

1　本榜单数据来源于CSA Research对会员库企业进行的定向邀约调研，未参与调研或非会员企业不在此次评选范围内。

第四部分：全球翻译及语言服务行业发展概况
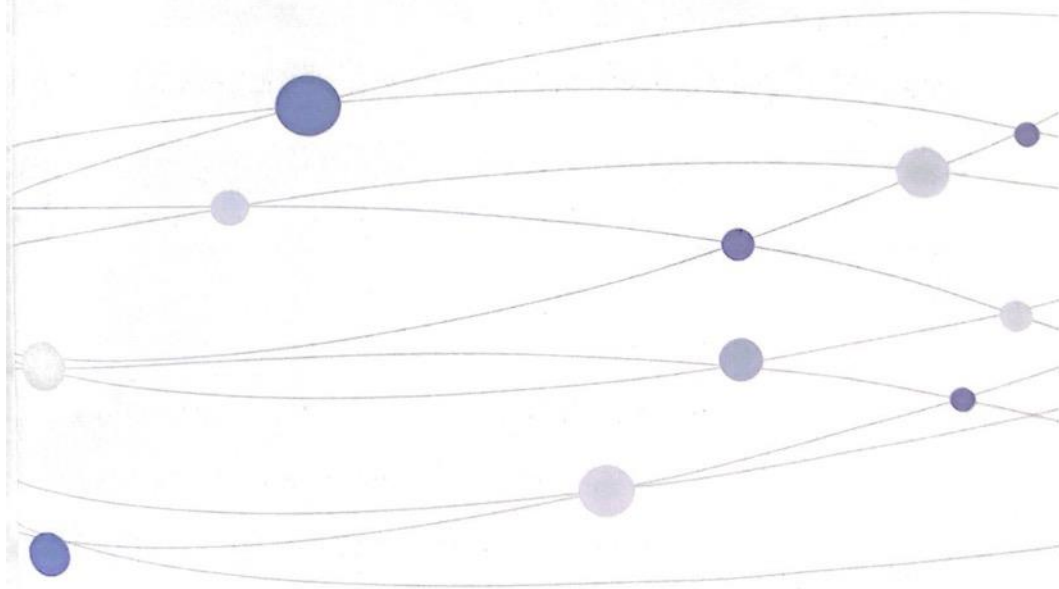
标志性人物状况：欧洲标志性翻译家数量首屈一指

"北极光" 杰出文学翻译奖（Aurora Borealis Prize for Outstanding Translation of Fiction/Non-Fiction Literature）是由国际翻译家联盟（FIT，简称国际译联）于1999年设立的文学翻译奖项，是文学翻译领域的国际最高奖项之一。

通过对历年 "北极光" 杰出文学翻译奖获奖者的国籍信息进行统计可知，获奖者中，古巴3人，挪威、奥地利、意大利、英国、芬兰各2人，中国、美国、澳大利亚各1人。

附表："北极光" 杰出文学翻译奖（小说文学）历届获奖名单

年份	获奖者	国别
2022	Olga Sánchez Guevara	古巴
2017	Martin Pollack	奥地利
2014	Xu Yuanchong	中国
2011	Lourdes Arencíbia Rodriguez	古巴
2008	Mona Lange	挪威
2005	Gregory Rabassa	美国
2002	Ewald Osers	英国
1999	Lisa Markstein	奥地利

数据来源：国际翻译家联盟官方网站

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附表："北极光"杰出文学翻译奖（非虚构文学）历届获奖名单

年份	获奖者	国别
2022	Leonardo Marcello Pignataro	意大利
2017	Kevin McNeil Windle	澳大利亚
2014	Metella Paterlini	意大利
2011	Rodolfo Alpízar Castillo	古巴
2008	Markku Päkkilä	芬兰
2005	Knut Johansen	挪威
2002	Ewald Osers	英国
1999	Risto Varteva	芬兰

数据来源：国际翻译家联盟官方网站

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➤➤ 行业创新发展状况：中国与欧洲国家在机器翻译领域国际赛事中的获奖机构数领先全球

国际级别赛事中的获奖者往往代表着行业顶尖从业水平，是行业发展的中坚力量。在机器翻译领域，WMT（Workshop on Machine Translation，即世界机器翻译大会）是业界公认的国际顶级机器翻译比赛之一。

通过对竞赛结果进行数据统计，2022年第七届世界机器翻译大会的获奖者中，中国获奖机构数为11家，居于榜首。德国（3家）、日本（3家）、英国（2家）的获奖机构数居于第二梯队。希腊、乌克兰、美国、韩国、法国、俄罗斯、爱沙尼亚等国各有1家翻译及语言服务机构获奖。

附图：2022年第七届世界机器翻译大会获奖机构数
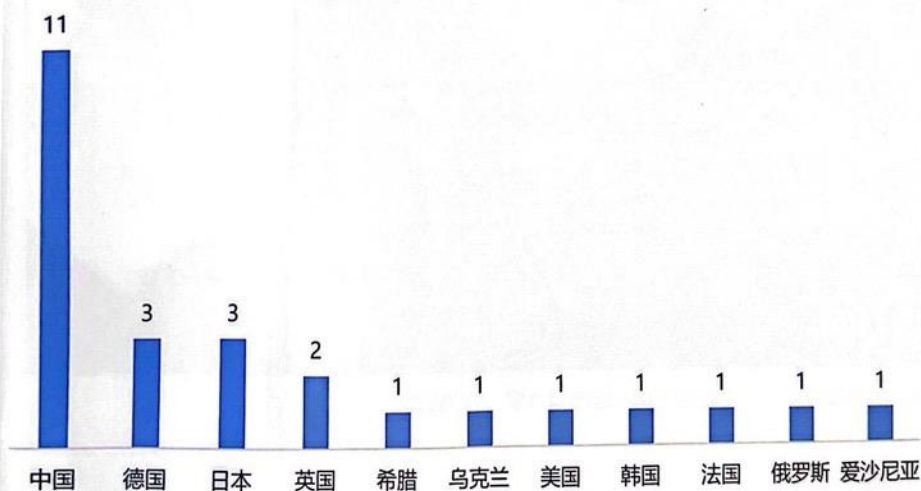
数据来源：2022年第七届世界机器翻译大会官方网站

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国家行业科研基本状况：中国和欧洲院校翻译及语言服务领域研究水平领跑全球

研究团队对2022年度国际翻译及语言服务领域知名期刊进行了统计，总计整理的论文数为224篇。其中，作者数排名前五的国家中，中国院校的作者总数居于榜首，占总数的25.9%，其次为西班牙（10.3%）、波兰（6.3%）、英国（5.8%）、澳大利亚（4%）、比利时（4%）和加拿大（4%）。进一步对期刊作者所属院校分析可知，刊发数居前三的院校分别为比利时根特大学（5篇）、中国厦门大学（4篇）与中国浙江大学（3篇）。

附表：翻译领域国际知名期刊

序号	刊名
1	Babel
2	Perspectives
3	Target
4	Meta
5	The Translator
6	Interpreting and Translation Studies
7	The Interpreter and Translator Trainer
8	Interpreting

数据来源：零点有数团队根据国际知名期刊大数据分析整理

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附图：翻译领域国际知名期刊作者国别分布
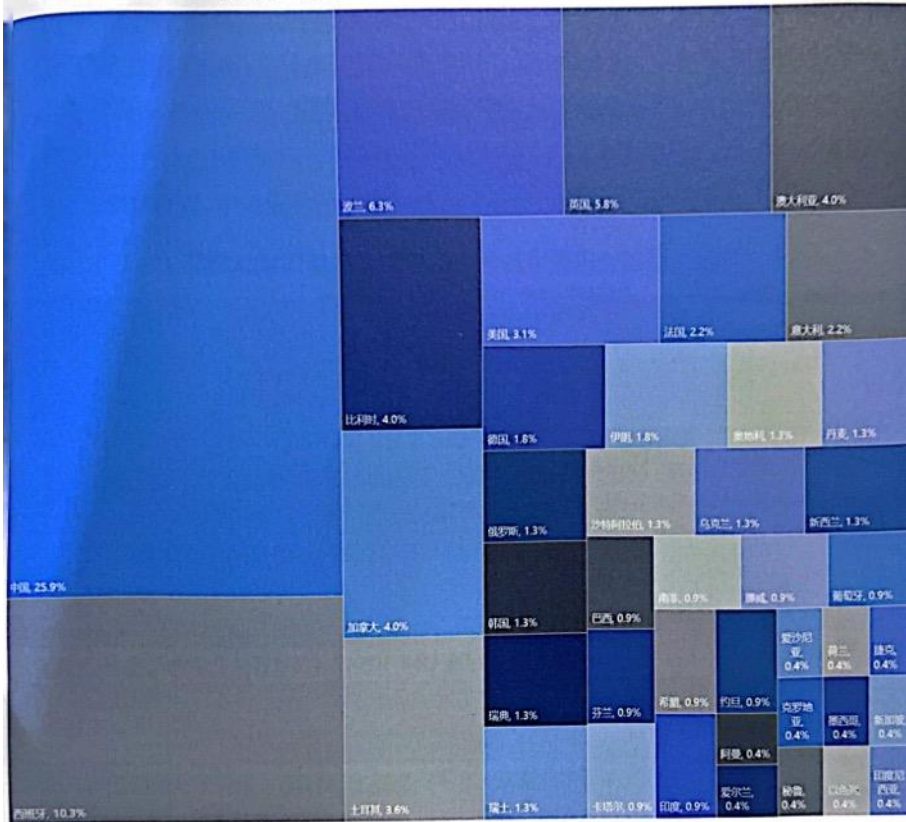
数据来源：零点有数团队根据国际知名期刊大数据分析整理

促进行业发展基本措施：健全翻译立法及行业标准规范、引入第三方审核机制和加强翻译专业教育

在全球化背景下，世界主要国家逐渐重视外语和翻译能力建设，开始制定符合本国国情的行业发展宗旨、政策与措施，推动翻译及语言服务行业更好地走向产业化、标准化。其中，健全翻译立法及行业标准规范、引入第三方审核机制和加强翻译专业教育是促进行业发展的主要措施。

附表：各国促进翻译及语言服务行业发展的具体措施

促进措施	国别	具体措施
健全翻译行业法律及标准规范	中国	中国翻译协会已参与组织编制 28 部标准规范，包括 5 部国家标准、23 部团体标准及行业规范，并开展企业翻译服务认证工作。
	美国	美国联邦法院于 1978 年颁布了《庭审口译员法案》；2005 年美国国防部颁布《国防语言转型路线图》相关公共政策，并发布《国家外语能力行动倡议》白皮书。2006 年，美国总统发起"国家安全语言倡议"。
	德国	德国《翻译服务规范》于 2006 年 4 月生效；各联邦州已经就"翻译人员资格要求""翻译人员承担公共翻译的程序""翻译人员的权利和义务"三个重要方面作了法律上的规定和要求。
	意大利	1996 年意大利发布国家标准 UNI 10547《口笔译企业服务与业务定义》。
引入第三方审核机制	美国	2006 年 6 月，美国材料与试验协会公布了《翻译质量保证标准指南》，并在 2014 年和 2023 年先后对该指南进行了修订完善。
加强翻译专业教育	中国	开展全国翻译专业资格（水平）考试（CATTI），翻译专业资格已纳入国家职业资格目录清单；完善以高校为主的翻译专业教育体系。组织全国高等院校翻译专业师资培训。
	美国	依托美国高校教育体系，以实践为基础，由教师带领开展工作坊式教学。
	德国	德国翻译协会协助各分支机构举行各种行业发展活动，包括语言技术工具的开发、语言专业培训以及在创业技能培训方面的发展项目。
	日本	日本的各类翻译协会和培训机构培养了从低端到高端的多层次翻译人才，建立了富有经验、实践性强、专业性强的多元化翻译人才队伍。

数据来源：零点有数，全球多语种互联网文本数据库

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❯❯ 国际行业协会发展状况：国际行业协会影响广泛，为翻译及语言服务行业发展提供有力支持

国际行业协会作为支持行业发展的非营利组织，不仅具有一定的行业权威性，还可发挥沟通、协调、服务、维权及监督等职能。国际翻译家联盟（FIT）、国际大学翻译学院联合会（CIUTI）与国际会议口译员协会（AIIC）作为翻译及语言服务行业中尤为重要的三个国际性行业协会，在译员待遇、标准制定、行业交流、业务推广、学术研究等层面为翻译及语言服务行业发展提供有力支持。

附表：国际行业协会发展状况

国际行业协会	成立年份	会员	行业支持
国际翻译家联盟（FIT）	1953	拥有遍及世界各大洲的 111 个会员组织，影响力可覆盖 63,000 多名口笔译人员。	是国际最权威的翻译及语言服务行业协会，在文学、科学技术、公共服务、法律、环境、会议口译、媒体传播、外交以及学术界等各个领域开展工作。国际翻译家联盟在国际层面上支持会员和翻译事业，为该行业搭建交流平台，支持翻译事业发展。
国际大学翻译学院联合会（CIUTI）	1961	拥有来自 23 个国家与地区的 64 个会员机构。	是国际翻译教育认证组织，致力于保障高质量的职业口笔译工作，帮助优秀口笔译员适应不断变化的职业环境，在全球范围内开展口笔译理论研究，并对口笔译人员进行培训。作为全球顶尖翻译学院的联合组织，国际大学翻译学院联合会在国际翻译界享有崇高的声誉。
国际会议口译员协会（AIIC）	1953	拥有 3,006 个提供翻译服务的会员，为超过 107 个国家提供翻译及语言服务。	是会议口译这一专门职业唯一的全球性专业协会，负责审查、认定会议口译员的专业资格和语言组合，制定其职业规则、工作条件、道德规范和专业培训标准，推广会议口译最佳实践，并与联合国、欧盟等国际组织开展集体谈判以确定会议口译员的待遇。

数据来源：零点有数，全球多语种互联网文本数据库

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第五部分：全球翻译及语言服务行业发展中的中国表现
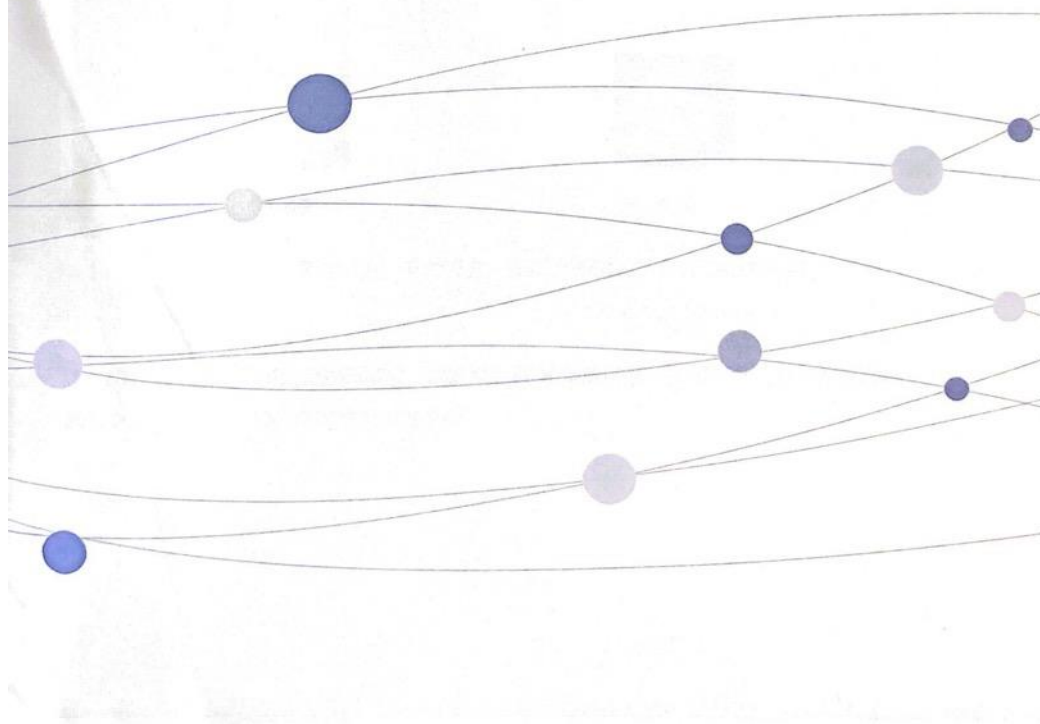
≫ 产值增速：近五年中国翻译及语言服务行业产值增速高于全球平均水平

调查显示，自2009年以来，全球翻译及语言服务市场总体保持稳定增长，年均复合增长率为7.8%，这一速度超过总体经济增长速度。

结合2018年至2022年的行业调查数据进行分析可知，近五年中国翻译及语言服务行业产值增速较快，年均增长率高于10%，远超全球平均水平。

附图：2018—2022年中国与全球翻译及语言服务行业产值年均增长率对比（%）
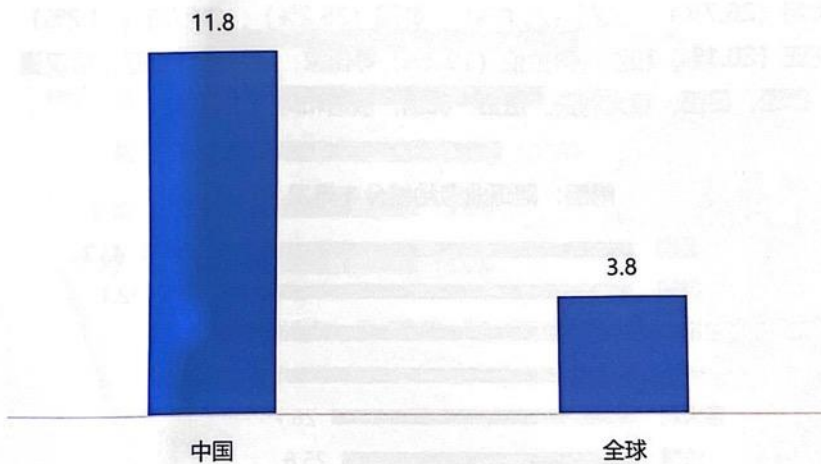
数据来源：零点有数，2022年中国翻译及语言服务行业发展调研，
Common Sense Advisory, 2022

注：2019年之前行业报告为双年调查，因此缺乏2016年的数据。从2019年报告（主要调研2018年数据）开始，双年调查改为年度调查。

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>>> 需求分布：中国翻译及语言服务行业积极参与国际服务贸易，其国际翻译业务主要来自于英国、德国、日本、美国与意大利等国家

由中国商务部国际贸易经济合作研究院发布的《全球服务贸易发展指数报告（2022）》显示，中国服务贸易综合指数从2021年的全球第14位跃升至2022年的第9位，首次进入服务贸易发展全球十强之列。中国翻译及语言服务贸易是中国服务贸易的重要组成部分，中国翻译及语言服务行业积极参与国际服务贸易，业务范围广泛覆盖全球。

中国的翻译及语言服务产业有效推动了中国的全球化发展，促进了中国与世界各国广泛的贸易和交流。通过对中国语言服务企业的调研发现，其海外翻译业务主要来自英国（43.7%）、德国（42.1%）、日本（38.1%）、美国（36.8%）、意大利（26.7%）、法国（25.8%）、韩国（25.2%）、俄罗斯（24.2%）、澳大利亚（20.1%）和沙特阿拉伯（19.2%）等国家，涉及语种主要包括汉语、英语、德语、日语、意大利语、法语、韩语、俄语和阿拉伯语等。

附图：翻译业务地域分布情况（%）

国家	百分比
英国	43.7
德国	42.1
日本	38.1
美国	36.8
意大利	26.7
法国	25.8
韩国	25.2
俄罗斯	24.2
澳大利亚	20.1
沙特阿拉伯	19.2

数据来源：零点有数，2022年中国翻译及语言服务行业发展调研

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研究团队调研了在"一带一路"共建国家有频繁的投资或贸易活动的翻译语言服务需求方。调研数据显示，29.6%的受访企业在俄罗斯有投资或贸易往来活动，24.7%的受访企业在巴基斯坦有投资或贸易往来活动，紧随其后的是哈萨克斯坦（21%）、越南（18.5%）、新加坡（13.6%）和马来西亚（13.6%）。

附图："一带一路"共建国家语言服务需求方投资贸易活动的国别分布状况

国家	百分比
俄罗斯	29.6%
巴基斯坦	24.7%
哈萨克斯坦	21.0%
越南	18.5%
新加坡	13.6%
马来西亚	13.6%

数据来源：零点有数，2022年中国翻译及语言服务行业发展调研

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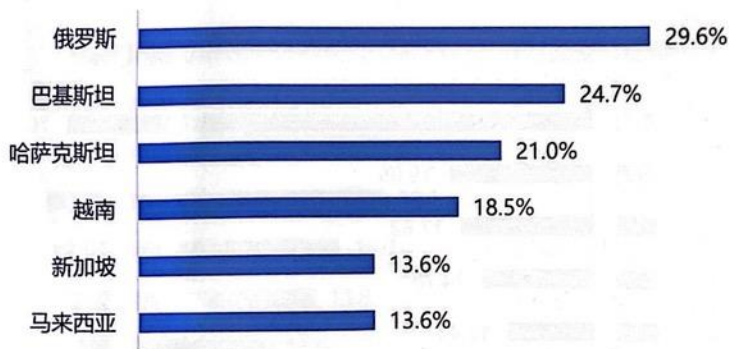
人才培养：中国院校学科建设与人才培养与全球体系相融合，积极引进国际翻译专家，广泛参与国际联合办学

近年来中国翻译院校积极提升师资水平，引进国际师资，不断加强翻译专业教育质量。同时，中国院校与世界各国优秀院校进行广泛合作，开展了多个联合教学项目，促进我国翻译人才培养体系与国际翻译教育体系相融合。

通过对中国212家翻译人才培养院校的调查可知：从专家数量来看，平均每个受访院校配备有翻译专业的外籍专家4名；从语种分布来看，以英文为主的外籍翻译专家占比最高，占总体专家人数的七成左右。

附图：受访院校外籍翻译专家语种前十分布状况（%）

语种	占比
英语	70
日语	19.05
俄语	17.62
法语	14.76
德语	11.43
朝鲜/韩国语	7.62
西班牙语	5.71
阿拉伯语	4.29
泰语	2.86
葡萄牙语	2.86
波兰语	2.86
意大利语	2.38

数据来源：零点有数，2022年中国翻译及语言服务行业发展调研

与受访院校开展合作教学项目的海外院校中，英国院校数居于榜首，总占比为40%，其次为美国（27.6%）、日本（19.5%）、俄罗斯（19.1%）、澳大利亚（15.7%）、法国（13.8%）、韩国（10.5%）、德国（10.5%）、意大利（5.2%）、巴西（2.9%）、印度（1.4%）、南非（1.4%）和埃及（1%）。

附图：受访院校海外合作教学大学国别分布状况（%）

国家	百分比
英国	40.0
美国	27.6
日本	19.5
俄罗斯	19.1
澳大利亚	15.7
法国	13.8
韩国	10.5
德国	10.5
意大利	5.2
巴西	2.9
印度	1.4
南非	1.4
埃及	1.0

数据来源：零点有数，2022年中国翻译及语言服务行业发展调研

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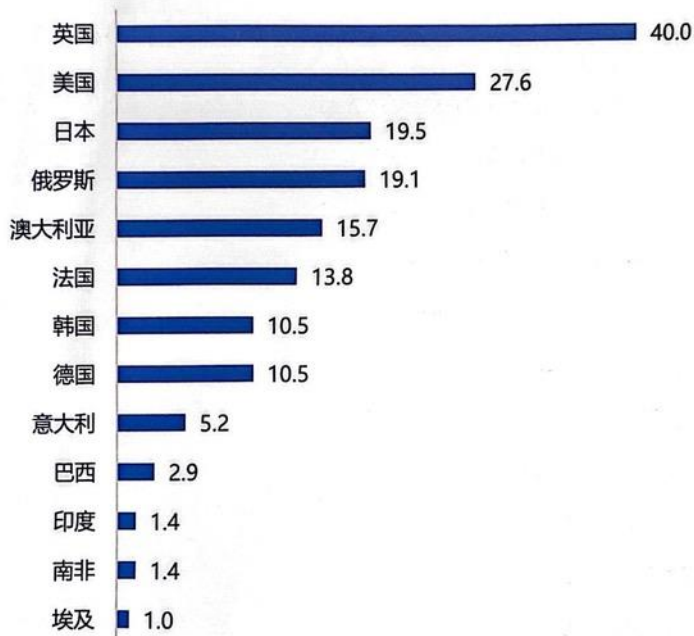
第六部分：研究机构介绍
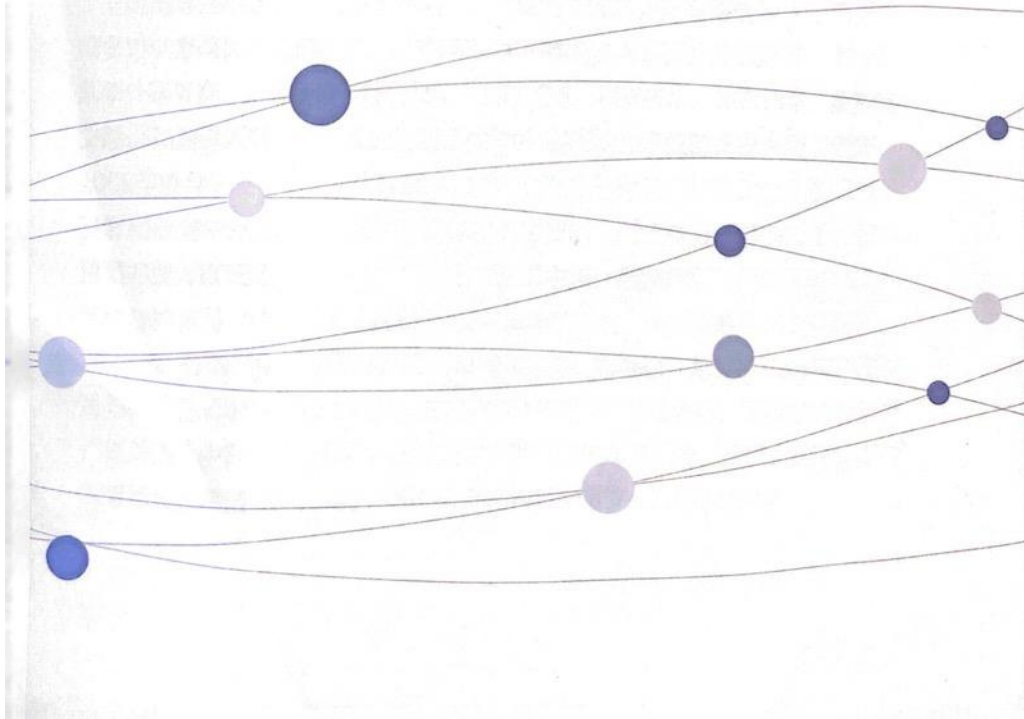
中国翻译协会

中国翻译协会（原名"中国翻译工作者协会"，简称"中国译协"）成立于1982年，是由与翻译及与翻译工作相关的企事业单位、社会团体及个人自愿结成的全国性、行业性、非营利社会组织，是我国翻译领域唯一的全国性社会团体，由分布在全国各省、市、区的单位会员和个人会员组成。下设民族语文翻译、文学艺术翻译、社会科学翻译、翻译理论与翻译教学、翻译服务、翻译技术等18个专业委员会。业务主管部门为中国外文局。常设工作机构为秘书处，设在中国外文局翻译院。

中国译协自成立以来，充分利用自身的资源优势，经常举办翻译行业和学术交流活动，积极开展翻译人才培训、翻译咨询服务和与翻译工作相关的社会公益活动，如1986年创办、每年一届的"韩素音青年翻译奖"竞赛（现更名为"韩素音国际翻译大赛"）是目前中国翻译界组织时间最长、规模最大、影响最广的翻译大赛；2010年创办的"全国口译大赛"已成为中国翻译界规模最大、影响最广的口译大赛；1997年创办的"暑期全国英汉翻译高级研讨班"（现更名为"全国高等院校翻译专业师资培训"）已成为中国翻译界高端翻译人才和翻译师资培训最有影响力的品牌；2001年以来开展的资深翻译家表彰活动，对长期从事外事外交、对外传播、社会科学、文学艺术、科学技术、军事科学、民族语文翻译和翻译服务、翻译理论与翻译教学领域的3000多位翻译家进行了表彰。2006年协会设立"翻译文化终身成就奖"，至今已有38位在推动中国翻译事业发展和促进中外文明交流互鉴方面作出杰出贡献、成就卓著、影响广泛、德高望重的翻译家获奖。2022年协会推出"翻译中国外籍翻译家"表彰活动。2004年举办的首届"中国翻译成就展"、2006年举办的"中国国际翻译文化周"、2022年举办的"中国翻译协会成立40周年掠影"等活动，尤其是2008年中国译协与国际翻译家联盟在上海共同主办的第18届世界翻译大会，均引起社会各界广泛关注。中国翻译协会年会已成为中国翻译界的年度盛会，是广大翻译界同仁探索行业发展前景、交流学术思想、开拓市场和建立人脉的首选平台。

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中国译协积极参与行业管理，致力于推动中国翻译行业国家标准的制定与实施。在中国译协主导下，已制定28部国家标准、团体标准和行业规范，涉及领域包括行业术语、报价、翻译硕士专业学位（MTI）实践教师/基地认证、供应商选择、质量评估、服务要求、口笔译人员基本能力要求等。

中国译协积极开展与国际翻译界的交流与合作，于1987年加入国际翻译家联盟，其代表一直担任该机构理事。中国译协于1995年发起的"亚太翻译论坛"已成功举办十届，成为本地区最重要的翻译交流平台之一。

《中国翻译》（双月刊）杂志是中国译协会刊，1980年创刊，属翻译专业核心学术期刊，是国内外译界同行进行学术交流的园地，在我国翻译界发挥了重要的学术导向作用，产生了良好的社会影响。

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Appendix XII Sample of Interview scripts - translated

April 23 Recording

Speaker 2 02:37

...So as a practitioner with certain work experience in this industry, how would you describe your feeling in doing your work?

Speaker 1 02:57

The first thing I thought of were two English words, one was amazing, and another is rewarding.

It goes without saying that you can be exposed to a lot of excitement that you cannot experience as a common person, or a teacher only. Well, as far as my personality is concerned, I prefer to explore some new and unknown areas, so I usually won't refuse any work opportunities.

Of course, in addition to financially rewarding, I think it is more of a kind of reward where you feel that you are quite useful and helpful.

Speaker 2 03:24
Why do you say that? Speaker 1 03:28

It is a kind of recognition of value, especially when you have completed a large-scale meeting that lasts for several days, and customers highly praised you, including foreign and Chinese clients, I think that feeling is really enjoyable, right?

Speaker 2 03:41
A recognition of one's own value, right?

Indeed. Can you briefly introduce your career experience, such as when did it start and how many years have you carried on?

Speaker 1 03:59

In fact, it was intermittent at first, because after all, I was not studying interpretation, because when I was in college, translation was not considered an independent subject that separated from English major. At that time, we generally believed that as long as you can speak English well, the Chinese expression ability is also relatively good, then you should be able to translate. But now we look at it, it is not necessarily true. So, when I was in college, I also liked English at that time, and I had the opportunity to work with some young people from the Peace Corps. Of course, we were also about the same age. They were about 20 to 30 people as a group. We started playing together and eating together. At that time, we also went dancing and shopping. Gradually, they started to do projects about China. Their final papers often have to do something about Chinese culture. I remember one of my close friends at the time, his name was John. I was a sophomore, or junior in college at that time, I can't remember clearly.

One of the topics he was working on at the time was barbecue. As an American, he felt that Chinese barbecue was particularly exotic. He wanted to make a report on that aspect, so he took me to visit and interviewed many barbecue stalls. He also went to buy the materials himself, and I accompanied him to many large and small markets.

Interviewing these ordinary people was not easy. You can imagine at that time - almost twenty or thirty years ago, when ordinary people did not have many opportunities to see foreigners, let along talking to them. Then I played the role of a translator in the middle, and I felt that it was particularly awesome. I feel very happy in helping them communicate with each other. So, from that time on, I felt that I could be a translator, so I slowly and consciously looked for some opportunities. At the beginning, I might be doing some escort work.

Later, there were some chance encounters with people from translation companies. Gradually, they would have some very formal meetings, and slowly I started to interpret for more formal academic meetings. Well, but in fact, until now, I dare not say that I can complete all the tasks perfectly given to me. Therefore, since it was a part-time job after all, I often feel that my abilities are quite limited, and I am still trembling with my continuous efforts.

Speaker 2 01:55
So you started slowly from your college life as as student? Speaker 1 02:01
Yes, daily interview-type interpretation.
Speaker 2 02:04
Which areas are you frequently involved?
Speaker 1 02:10

In the early days, there were more fields such as culture and education, but as I feel that more and more people can speak English in recent years, in fact, these popular fields do not actually require professional interpretation. Now I have contacted more technical fields, including zoology, botany, biology and various engineering fields, which are actually more demanding now.

Speaker 2 02:37 More professional. Speaker 1 02:38

Yes, because if you only know some English, it is actually incompetent for professional domain interpretation. In fact, for us, the lack of domain knowledge is a weakness, but our learning ability may be better than that of ordinary people than some English major students, or more accurately I often learning by doing. Yes, it is a process of accumulation, and then you slowly learn more, and after your preparation you deal with the tasks.

Speaker 2 03:06

During the process, did you have any experiences of this kind that left a deep impression on you, or was it the kind of customers you met, or was it a specific task?

Speaker 1 03:20

I once served CCRCGP for a long time, which is the Chinese Conservatory and Research Center of Giant Panda. During that time, their way of working inspired me a lot because there

are many times we have to go to the wild. When going to the wild, they have a large number of workshops and seminars, and they have to invite some foreign experts for discussion. Before the epidemic, many of them would have such experts come to give lectures and workshops from time to time. Many times, we have to go to an actual laboratory or even an operation table. I especially like that kind of challenge. It doesn't require you to prepare in advance, because for some other meetings, you will be given information beforehand for preparation. In fact, it is not entirely to test your ability as an interpreter. It is a kind of recitation to read aloud.

So I find this practical work more interesting, and I am more of an outdoor person. I like outdoor activities, so as long as there are outdoor activities, go to some primitive forests or go to the laboratory, I was very willing to go, and the area to be explored was something I had never studied before.

After all, we both come from liberal arts backgrounds, so I am particularly willing to learn it.

I remember one time when a researcher was doing a dissection. He started by dissecting wild animals that died of unknown reasons and found in the wild, and through pathological analysis, he found some possible causes.

At the beginning, I still remember that we first dissected a dead goat, and then we dissected a dead racoon, which was a small raccoon - a red panda. Okay, and then finally our real purpose is actually to dissect new-born panda, because the panda died after it was born, and the Chinese side doesn't know why this happened.

We invited an expert from the United States, and I remember at the time, there was also an expert from Estonian who came to conduct an on-site dissection, and then we invited many zoology experts from China to come for consultation, and through the dissection to see what disease the panda has.

Then the whole scene is in a sterile environment, and me as an interpreter also need to wear that sterile uniform. Okay, and then I followed the expert's explanation and translate. At that time, the previous day they dissected a dead rabbit, and all the previous operations laid very good foundation for me. Then I learned how to draw animal pictures in a professional way.

I feel that I have gained a lot, yes, it is very interesting, so these excitements are really not measurable in money. And for ordinary people, pandas, which are relatively rare animals, it costs thousands of dollars to touch them. We just touched them casually, and we all came to take pictures, so maybe it can be regarded as a very impressive turning point of my career.

Speaker 2 06:35

This sounds very interesting to me. This is how you can say that you are really helping to promote the progress while participating in the process?

Speaker 1 06:45

Yes. I'm very lucky to be able to participate.

Because the people they are looking for people actually have a background in zoology, but in fact there are not many people with good English that at the same time from a background in zoology, at least not many in those years, so they I hired a professional translator. But I believe that maybe the current Ph.D. students who major in zoology will be fully qualified.

Speaker 2 07:09

So do you think there's a crisis for LPs?

Speaker 1 07:12

Slowly the market may not need so many interpreter who only know about language itself.

Speaker 2 07:15

Because students nowadays may have exchanges opportunities between China and foreign countries, linking to their professional knowledge.

Speaker 1 07:21

Yes, their English level is actually very high currently.

Because many people are required to publish articles in English. So their writing skills, their reading ability, and even their oral expression skills are actually very good. Every time I do a task, I am very nervous, because if a terminology is wrong, the problem will be pointed out quickly.

Speaker 2 07:43

I have also encountered people related to the meteorological industry. They also have various aerosols. You also need to learn a lot of things in advance.

So in this process, how would you define this kind of professional ability of a practitioner, and what aspects do you think it is more important?

Speaker 1 08:08
Is this professional competency the word? Speaker 2 08:12

It can be understood this way, or it can be other marginalized professional skills.

Speaker 1 08:20

In fact, as an interpreter, language ability is the priority, because I am more engaged in interpretation. On the one hand, it may have higher requirements and the pity was I didn't have a systematically training, but from my own experience. I feel that bilingual fluent expression skills must be the priority.

The second thing is definitely the ability to be flexible. There is also the ability to learn. Learning ability is the most important. Really, we have no way to predict what the next topic will be and what these guests will talk about. With such depth, they sometimes talk about

some very special areas that we ordinary people will never get involved in, and some terms and phenomena may not be encountered again in this life after they are used at the meeting. But as a translator, you must learn it quickly and then use it as if this thing was something you knew before, creating an illusion for others.

Speaker 2 09:28
Yes, very challenging, Speaker 1 09:31

It is very challenging. Of course, I feel that the sense of responsibility is still very important. The sense of responsibility, the sense of responsibility for customers, and the love of this profession. Only when you have such a sense of responsibility can you be able to Do this better, and after each game, you will summarize and constantly correct some of your mistakes or learn from your own review some things that you feel you are lacking.

Speaker 2 09:59

So, can this sense of professionalism be understood as professional ethics?

Speaker 1 10:06

This is exactly professional ethics, or code of conducts. I think the professional ethics of interpreters is very important.

Speaker 2 10:11
Any others come to your mind? Speaker 1 10:15

In terms of professional ethics, there is also the kind of confidentiality with clients. In other places, as a Chinese translator, you must still maintain the national sovereignty of China for the Chinese people. If you encounter remarks that slander China, you may not be able to stop them sometimes, but you must make a tactful choice when translating.

Speaker 2 10:44

Indeed, if you think the professions just mentioned are more important, what other conditions do you think are also important?

Speaker 1 10:54

I think physical condition is actually very important, as a peripheral ability, this kind of psychological pressure, right?

In addition, the physical requirements are quite high, because sometimes you will work from morning to night for 8 hours, but in fact, many meetings involve tug-of-war and some negotiations, which are actually very time-consuming. It's energy-consuming, and the psychological pressure is also very high, especially the critical heavyweight meetings. In fact, I rarely participate in important meetings, but I have participated in some and I felt the pressure was quite high. Yes, because once you make a mistake, the consequences will be very serious, so you need to confirm again and again.

Speaker 2 11:36

Yes, so in fact, what you just mentioned are personal factors, such as physical and psychological factors. So, do you think personality has any impact on the experience or experience of the parliamentarian or your profession? For example, what kind of personality do you think you have?

I know some people are more introverted or more extroverted. Do you think there is a different impact on your employability?

Speaker 1 12:08

During the initial English learning process, I felt that extroverts may prefer to speak, and what they like to say may give people the impression that they are more suitable for interpreting.

But in fact, if you look at many very powerful interpreters, they are quite introverted. The expressive ability and your personality may sometimes be divided. Some people may not seem to speak much, but they Everything I said was loud and clear, and it still had a certain impact, I felt. Some people like that kind of pressure. The more stressed they are, the calmer they are, the calmer they talk and the clearer their enunciation. Some people may be good at talking and joking, but they may not necessarily be able to handle that kind of pressure. In one sentence, some very important information can be expressed in another language.

It's hard to say, not necessarily, but speaking for myself, I think I am generally more outgoing, which will be helpful to my interpretation career, because at least when I was in college, it was precisely because of my outgoing personality, I am willing to make friends, so it paved the way for me to have more opportunities to speak and use English, and to be a translator. But later on, I actually became... I am more introverted. I feel that I am quite afraid sometimes. I am really more introverted, that is, I only look at things related to the task, and only talk to people related to the task, and other people around me I don't really want to make new friends. There is no need for it. I feel that I am also like this, and I am slowly becoming divided.

Speaker 2 13:49

I think it's a certain phase?

Speaker 1 13:51

It may be that after you reach a certain age or have a certain amount of experience, you will have this kind of problem.

Speaker 2 13:57

Then physical fitness is also very important, because it will be more tiring, or do you think you will exercise regularly?

Speaker 1 14:08

In fact, I don't exercise a lot. But to be an interpreter everyone needs to maintain a relatively good and vigorous energy. I keep exercising and prefer walking, exercising, swimming, etc. anyway.

Speaker 1 14:33

I can clearly feel that this physical advantage and it can make your work even more powerful, because I once worked with several interpreters to complete a job. The work was done day and night, because there were many experts. Totally tired, spinning around.

There are 2 girls I work with, very slim, thin, yes beautiful but they said they hardly excercise. Well, but when it comes to the afternoon, to 4 or 5 pm, they said they have no energy to continue anymore. And then people like us, who are always strong, physically powerful will be more capable.

Speaker 1 15:20

Because sometimes you really can't bare such physical pressure by four or five o'clock in the afternoon after hours of high-intensive work. If you were given another session or some discussions in the evening, you would be completely unable to hold on.

So the physical strength is so important. Most of the time, it is hard to maintain physical strength, if it is the second or third day, many of the content for translation were actually repeated or highly relevant. So it is not very challenging for the content but more of a physical challenge for the interpreters.

Speaker 2 15:45

I can't agree more, because I feel the same way, especially after becoming a mother, I realized that all those moans before were unnecessary, and I feel like I instantly become a heroine.

Speaker 1 16:01

We want to be grateful for our profession. Being a teacher also allows us to keep talking and allows you to exercise in your daily life.

Speaker 2 16:11

Since you are also engaged in teaching in your main business, do you think that in this process, your professional experience has helped or promoted your teaching work?

Speaker 1 16:28

If you are teaching an interpretation course, the promotion effect will definitely be great, because I can give students many examples on the spot to experience and feel, which is definitely true.

Even if I teach non-English majors, because I now teach non-English majors, I will also teach some English for Science and Technology, for example. I remember that the last time I

worked on one was about smart translation and intelligent transportation. In the first chapter of our English for Science and Technology, he talked about Carl Sneedl. There was a lot of content in it that was actually very similar, so it can still be used. And because interpreting actually comes into contact with relatively cutting-edge things, it is very important for us to maintain a keen perspective.

Speaker 2 17:23

Yes, as you just said that the ability to keep learning is very important. In the past 10 years ,do you feel that your working methods, location, time, and efficiency have changed?

Speaker 1 17:38

Change? I can't say it's the past 10 years. I think work has changed a lot in the past three years during the epidemic. For example, before, I had to go to the scene, but now a lot of it is online.

Speaker 2 17:50

Have you been doing a lot of online work lately?

Speaker 2 17:54

I did it once recently, because I actually had another one before, but the time was not right, so I had no choice.

Speaker 2 17:58
How do you feel about yourself working online and offline? Speaker 1 18:05
I prefer online.
Speaker 2 18:07

Why?

Speaker 1 18:08

I really like online. My biggest worry before going offline was conflicting with classes. It was very convenient for us to ask for leave in the past, but now we can't ask for leave casually. If we can't ask for leave casually, we have lost a lot of opportunities. I think it is a pity.

I prefer online, though online challenges are still greater. Online gives you a poor understanding of the entire background, less clear, and because you are not face-to-face, it will be difficult to acquire some implicit meanings, behind-the-scenes meanings. Sometimes you feel that you are prepared, but are you actually prepared? No. So sometimes there are still some mistranslations.

Speaker 2 19:15 Less information. Speaker 1 19:18

Personally, I like online, but offline is still the main way, right? But now it's because of the epidemic. I believe that after the epidemic, many people will definitely return to offline.

Because after all, communication between people still needs to be face-to-face to be more real and reliable.

Speaker 2 19:34
So you feel that with such changes, you will be more adaptable. Speaker 1 19:37
I'm very adaptable.
Speaker 2 19:38
It is indeed relatively flexible.
Speaker 1 19:41
It works well for me and I love it.
Speaker 2 19:44

There are actually some companies developed translation software to help translators. Some people even say that machines may replace translation. What do you think about this issue ? It is the relationship between this technology and the role of the translator himself.

Speaker 1 20:03
I don't know that you have come into contact with iFlytek, how do you think you feel?

Speaker 2 20:09

I think its biggest bug is the speech recognition problem, iFlytek speech recognition problem, but in fact, if you leave it there, because the news we had at the time was not about the matter of a interpreter, but it was not him who was doing the reading, it was his partner who was doing it, and then the backstage said to give him the iFlytek copy. It was originally done by a human, but then it was said that it was done by a machine.

Speaker 1 20:45

I have never used it myself, but I have also heard of this kind of farce where it seems that the machine is doing but in fact, the person is doing it. Yes, but I really think that this machine replacing people may be a trend. I have one myself feeling this kind of crisis, and sometimes I feel a little secretive because I feel as if I am getting older and older, and the possibility of pursuing a career in the future may gradually change. Machine replacement is not what our generation should do. Perhaps the issue that we are worried about is that our next generation of translators, the translators who will be there in 10 or 20 years, should be worried about. I feel that they will really be replaced.

Speaker 2 21:24

It's a big trend you think.

Speaker 1 21:25

At least the requirements will become higher and higher. Only the best people can do translation. Well, you have to surpass the machine, otherwise I think it is unlikely to work out.

Speaker 2 21:38

In fact, if a translation practitioner is replaced in this process, what other changes or changes do you think his role can have?

Speaker 1 21:47

It may become a trend. It is not so appropriate to say that you have to modify the machine, become a statistician maybe? In fact, many times when you are doing translation, have you felt that?

Speaker 2 22:02

Especially when it is of very large quantity, we have no choice but to go through it again humanly.

Speaker 1 22:08

Even though you go to refine the sentences based on MT, the sentences still have traces of the machine-made, but you don't know that there is a better way to replace it, that's it.

Speaker 2 22:20

In fact, some people may feel that it is OK if the information is equal anyway.

Speaker 1 22:26

Especially since we now have a large amount of this kind of material, we don't need to add too much personal creativity to it like literary translation, so many of them are just the transmission of information. It's really a complete machine. The current machines are really working good for basic information.

Speaker 2 22:40

Some of the news translation is even perfectly fine.

Speaker 1 22:43

We just need to change some spelling and punctuation, right? Just a little bit of rearrangement of the sentences, and the resulting translation is already very beautiful.

Speaker 2 22:53

You just mentioned creative works such as literary works. Do you think it is still difficult in this field?

Speaker 1 22:59
This field is definitely less likely to be replaced than in certain fields. Speaker 2 23:04
It might be the only pure land that can be preserved, right?
Speaker 1 23:09

It's also possible that I don't have experience in this area myself; but literary translation may depend on what kind of literature it is. Some literature may be quite beautiful when translated by a machine, it may be more immediate, it may be a little more magical, it may be a little more imaginative poetry., these may be more difficult to control.

Speaker 2 23:33

This is indeed the case.

So in addition to technological changes, which we just mentioned is a major trend, what kind of external challenges do you think we will face? Apart from the challenges brought by technology. In addition to technology, various aspects such as economy, culture, history, policies, etc. are all considered external factors.

Speaker 1 23:56

I think in our country, it may actually be a challenge or an opportunity.

Nowadays, many primary and secondary schools do not teach English as the main subject. If there is some guidance in this policy, then maybe some people's English may not be as good as before. Yes, I think we are quite lucky. What we have experienced is in the first 30 years of reform and opening up, it was a very tolerant era. We have seen many foreigners integrating into China. We have a lot of opportunities to interact with many foreigners. This kind of cultural exchange is very convenient.

But now, one is because of the epidemic and some foreign policies that are not very friendly to China. It has significantly reduced some people's confidence in learning English for this generation. In fact, their communication ability may be worse. Maybe when they grow up, their English will not be as good as our generation. It may also be true. I feel that at this time, the market demand for translation may also increase. The increase may indeed be from the policy aspect.

Speaker 2 25:07

In other aspects, have you thought about some external influences, such as exchanges between countries? Just now you said it is domestic and international, do you think there are any?

Speaker 1 25:22

There must be, you see, the impact of this epidemic is so great now, you see, we used to have foreigners on the streets in Chengdu, but now we hardly see them.

Speaker 2 25:38

If there are fewer foreigners like this, the market demand may not be that great.

Speaker 1 25:44

It will have something that says compression for sure.

Ordinary hospitals have fewer requirements than accompanying interpreters. Yes, of course there are still quite a lot of international conferences online.

Yes, but generally speaking, it still tends to be in a relatively latent situation. Speaker 2 26:05

Speaking of what you just said, such as mutual learning with working partners, how do you think social resources or social relationships affect the career development of a parliamentarian?

Speaker 1 26:19

It has a certain degree of influence, because if an interpreter has a better platform, it will definitely be exposed to better training opportunities at the beginning. If it establishes some better reputation, its business will gradually increase.

But if he doesn't have a better platform and struggles alone, it will definitely be very laborious and troublesome. Especially for a student.

Speaker 1 27:12

I feel that maybe you feel the same way. For example, you have a better translation company, or some friends and colleagues, who can introduce you to some opportunities through word of mouth.

Speaker 2 27:25

Which type of partner is better in your opinion? For example, I thought it might be people seving as consulates or more reliable translation companies.

Yes, if it is introduced by individuals, for example, some people in China may be parents and friends, and then introduced by relatives, then I will encounter a problem, for example, they may come and ask you, but then maybe he feels that he cannot understand your quotation or pricing, or they feel that there is something wrong with it. Of course, in the end, after comparing it with others, they may come back. How would you handle this situation?

Others don't understand this, or they encounter similar situations.

Speaker 1 28:16

No. Generally speaking, the kind of relationship I am talking about is mostly through consulates or translation companies. If from relatives and friends, I just quote my price normally. But if it is a small or private company, sometimes I will help them for free. Because I think his workload is very small, I don't have a special quotation for this kind of work. Generally speaking, if he can afford the price, he should be a company with certain strength.

Since he found this kind of formal translation through relatives and friends, he must have budgeted for it.

Speaker 2 28:57

So it's still up to the market to calculate it.

Speaker 1 29:00

Basically it looks like this.

Speaker 2 29:02

It is indeed because they had students who went out to look for jobs, and then some companies gave them very low prices, which is equivalent to exploiting labor at low prices.

Speaker 1 29:13

Yes, this kind of company. But the service quality they may get is also discounted. This is a kind of vicious competition and that is not good. In my opinion.

Speaker 2

29:27

Translation is generally done by in-house translators. Another kind may be freelance translators. What do you think of these two types of work or their ability requirements? Are there any differences?

Speaker 1 29:46

Freelancers are much more powerful.

Speaker 2 29:50

For people who can freelance, for example, what aspects of their abilities do you think are most needed?

Speaker 1 29:57

For freelancers, first of all, they must be able to support themselves through translation, which is a challenge in itself, because in the field of translation, they do not allow you to make too many mistakes. Many times, if you make mistakes again and again, It will make your entire career a be questioned by others, you may have to go through a long period of repair before you can return to the starting point, so I particularly admire Freelancers. Ah, this is why I never dared to think about becoming a freelancer. I feel that I really don't have enough ability to support my family with Freelance, and it is definitely better to be an in-house. The first thing being an in-house requires a good and clear understanding about his own field and have a guaranteed job, right?

The harvest is guaranteed despite droughts and floods, but his requirements for ability must be relatively low. I know many people who are freelancers began as in-houses, and slowly accumulated a certain number of customers of their own. Until he or she became an expert and then turned to freelancer. The learning efficiency determines that after becoming

freelanced, he or she can also learn very well in other fields. That's why one can be a freelancer very freely.

Speaker 2 31:15
Some people say that freelance is not actually Free. Do you agree?
Speaker 1 31:22
I agree completely. The schedule will be very full, and the study plan will increase day by day. Therefore, personal self-time management is also very important to them.
Speaker 1 31:26

Then the last thing is to talk about what do you think are the signs of success as a practitioner in the translation industry? Of course, success is not a one-size-fits-all standard.

Speaker 1 31:53

The sign of success is that you will finish a business, customer satisfaction. They often need to have a questionnaire, they will score, if more than 90% of the customers, both parties are very satisfied with your performance. Yes, this is definitely a success.

Secondly, whether you are freelance or in-house, you can rely on translation and you can live a very prosperous life. I think this also shows from the side that you are very successful and others trust you and you have enough tasks to do.

Speaker 2 32:28
To be recognized by the market. Speaker 1 32:30

You can take good care of yourself, and you can see that your future is very, very bright, and there may be people who often ask you to give lectures, because very outstanding people will sometimes give lectures. Some classes, right?

Nowadays, there are many APPs where they also offer classes. There are many admirers and a lot of fans. Yes, it is difficult to define. I feel it is difficult to define. Some people may feel successful when one or two sessions were successively done, and some people may have been doing it all their lives, and they may have produced many translations works, but they still feel that they are not successful enough and are still learning this. It is difficult to define.

Speaker 2 33:12
Do you think you are successful? Speaker 1 33:15

So far I dare not say that I am very successful in the field of translation. I really mean it. Why do I feel that I have participated in many things, but I feel that in fact there are many areas where I am still very inadequate. If the same group of people in the same field attend the same conference. I will still be very trembling if they ask me to interpret for them. I will still read their previous conference records and some of their previous materials very carefully, including some of the current material.

Speaker 2 33:40

I think this is a high requirement for myself.

Speaker 1 33:44

It is a high requirement, but it is true that I am not a very successful translator, judging from my own feeling.

Speaker 2 33:51

But judging from the definition you just gave, it is. Speaker 1 33:54

There are some things that I can do more smoothly, but first of all, I am not a freelancer. If I were really a successful translator, I could be freelance, and I would be really free.

I really don't dare to do this now. I remember one year, my income as a translator exceeded my income as a teacher. I was so excited at the time. I finally could freelance.

Okay, then that feeling is quite good, but because of various aspects of the epidemic, I think the income of being a teacher is actually relatively stable on average.

Speaker 1 34:36

It may be due to the age, my own knowledge structure, and my own learning ability. I know that whenever there is any task, I I still prepare very carefully, cautiously, and tremblingly, trying not to disappoint customers.

Speaker 2 34:56

I think this state of mind is quite good. How can I put it this way, if a translator really feels that I understand everything, he or she will not be so cautious in handling these things, and the probability of making a mistake may be higher.

Speaker 1 35:10

I think it is possible, but for some outstanding interpreters, even if they are not very prepared. They can also take to the water like a fish in water.

Speaker 1 35:23

Maybe it's just like you just said, in the industry, he comes into contact with it every day. He is so familiar with all his topics.

Speaker 2 35:26

Yes, when you are a teacher, the topics you may have to deal with may be too complicated, and the classes you may have to take may be too complicated and confusing.

Speaker 1 35:33

It should be said that what you teach as a teacher is something you understand, so your challenge is actually very small compared to interpreter, right?

Speaker 2 35:38
In fact, you are focusing on output, but your input from the students will be very little.

Speaker 1 35:43

You only talk about what you understand and you don't talk much about what you do not know about, but the translator must learn new things despite your pervious familiarity about it, and you should receive whatever information you are expected to interpret.

Speaker 2 35:52

So I sometimes feel that in the process of being a teacher, your own translation ability is actually in a relatively stagnant state. If you don't practice.

Speaker 1 36:06

Many people say that after being a teacher for a long time, they only know what they teach.

Speaker 2 36:10

Yes, I think this is indeed a problem.

Speaker 1 36:13

But people's energy and time are really limited. You don't have so much energy to expand.

Speaker 2 36:19

Yes, what advice would you give to practitioners who want to enter the industry or are new to the industry in the future?

In what aspects should they focus on cultivating their own abilities in this environment?

Speaker 1 36:35

It is definitely necessary to constantly learn skills, constantly go to the top people in the industry, learn to get closer, really keep a humble heart at all times, and never think that you are very successful. Really, I think what we teach for those students majoring in translation, let's not say that their current abilities cannot meet the requirements. Even if they achieve it, they must not be complacent. For example, if you have passed a certain level, or you can be hired by a certain company, or... If you can serve a large enterprise, you are already an expert in this field. In fact, there is really no end to learning. I think the process of being a translator is a process of absorption and continuous learning.

Speaker 2 37:23

Yes, maybe the biggest and most dangerous state is that I feel like I understand it all, and I feel very complacent. If you were given another chance to choose, would you still choose to pursue it?

Speaker 1 37:34

In this industry, if I were really 10 years younger, I might have become a freelancer, and I would reposition my life. I might have spent more energy and time doing such a challenging and rewarding job, valuable work. Though the current job is still very fulfilling, but if it is replaced by machines in the next 10 or 20 years, or if you have to cooperate with machines to perform work, I feel that it is still acceptable.

Not only translation, but also many fields require cooperation with machines, right? Even if you are a teacher, your level of participation in machines is getting higher and higher, right.

Speaker 2 38:13
Yes, in fact, these are the questions I want to ask. Do you have anything to add?

Speaker 1 39:00
You asked good questions, that's probably all of it.

Appendix XIII Codebook

Table keys:

2: Category   3: Codes   content: subcodes/description

Name	Number of Files	References of codes
2 Diversified work experience among LPs	18	193
3 Continuous education and training among LP	14	31
Diploma in other fields gives extra advantage	1	1
High diploma is common among LPs (postgraduates)	5	5
Doing master's degrees currently	3	3
Most LPs graduate from English majors	10	12
Graduated from Foreign language schools	1	1
Normal university	1	1
I studied English language and literature at undergraduate level, and then I studied translation and interpretation at graduate level	3	3
English for specific purposes	1	1
3 Overseas experience adds power	5	8
Accidentally applied for Southeast Asia International College	1	1
To study as an exchange student in Thailand	1	1
Study as a postgraduate in the UK	1	1
It is believed that overseas experience has a positive impact on cultural communication and personality	1	1
I think overseas experience helps the language a lot	1	1
My whole stage of higher education is overseas	1	1
3 Positive effect from all kinds of training programs	2	5
Various kinds of competitions in T&I	1	1
Interpreter training at the Ministry of Foreign Affairs	1	1
Further training in interpreting while working	1	1
Further training plays an important role in translation practice	1	1
3 Diverse forms of working as LP translator	10	19
Part-time translators	2	2
Aiming to set up a personal studio	1	1
Full time in the translation agency	1	2
Back to work at the translation agency again.	1	1
Translation exceeded interpretation after shifting to part-time	1	1
in-house interpreter for overseas translation project	2	2
Providing a platform for Sino-foreign co-operation at the Foreign Affairs Office	2	2

Name	Number of Files	References of codes
Work includes interpretation and foreign affairs	1	1
government employee	3	4
Permanent government employees	1	1
Strong professional skills won a rare career opportunity	1	1
Part-time freelancer for companies across different fields	1	1
Establishing platforms and providing opportunities for translation practitioners	1	1
Considering career progression from full-time to part-time	1	1
Choice of personal interests in addition to the main career	1	1
3 Diversified reasons for switch of professions	16	58
Memorable professional events/tasks	9	17
Different working styles between China and abroad Overseas -cultural differences	3	5
Working overseas requires adapting to accent challenges	1	1
One year in the tourism industry in Africa as a tourist in bilingual environment	1	1
Accumulate and pay more attention to the accent	1	1
Teaching Hotel English Overseas	1	1
Passed CATTI Interpreter Certificate	1	1
Passed CATTI Level 2 both for interpreting and translation	1	1
There are always more capable people, and there are always higher mountains	1	1
Long-term cooperation with the China Conservation and Research Centre for the Giant Panda	1	2
Completed book translation and publication of Chinese Buddhist scriptures	1	1
Unfamiliarity with terminology and knowledge in the field of hydropower	1	1
Interpreting for dignitaries and members from the royal family	1	1
Interpreting for local government leaders	2	3
First formal job opportunity in the government sector	1	1
Responsible for the management of foreign teachers	1	1
Reasons that most people chose to be teachers in higher education	9	21
Translation of training courses	2	2
Transformation of foreign language teaching into a translation programme	1	1
Courses mainly related to basic interpreting skills	1	1
Giving up a lucrative career in foreign trade to teach in China	1	1

Name	Number of Files	References of codes
Consolidating resources to help translation colleges and universities advertise for students	1	1
Promotion mechanisms are relatively more transparent in universities than in government units	1	1
Initially worked in the language training industry	1	1
Stayed on as a teacher after graduating with a bachelor's degree	1	1
Started translating in preparation for the establishment of the Thai Language Department	1	1
Translation practice can be very beneficial to teaching	1	1
Founding member of the Translation Department	1	1
Perception that the teaching profession can help with interpreting	1	1
Long career in teaching translation	1	1
More freedom to work in higher education	2	2
I won't choose translation again because it's too tiring.	1	1
Resignation of dissatisfaction with treatment and interpersonal relations in the institution	1	1
Personal health reasons for giving up teaching and turning to business sector	1	1
I chose to give up translation and turn to education.	1	1
From government employee to freelance translator	1	1
Serendipity; just by accident	1	3
Quit because of too much overtime work	1	1
Participation in the activities of the Thai Consulate	1	1
Started working with the founder of the translation company	1	1
Quit because of the intensity of translation	1	1
Inevitability	1	1
Want to challenge the weaknesses and work as a translator	1	1
Feeling of ageing affects the stamina of the interpreter	1	1
I had fewer opportunities to grow faster, so I changed my careers.	1	1
Candidate for the Translator Civil Service	1	1
A natural choice for the translation industry	1	1
Because I wanted better opportunities comprehensively	1	1
3 Rich working experience	11	26
Most LPs started when they were still college students	6	17
World Cup Boxing Volunteers	1	1
Accompanying internships since the senior year	1	1

Name	Number of Files	References of codes
Starting with a translation company for official conference translations	1	1
Global Instant Messaging Systems Company	1	1
Fortune global Forum	1	1
Medical translation projects	0	0
Interpreting from the volunteer escort program	1	1
Interpreter internship at the New York City Court	1	1
Subtitle translation at university	1	1
Exhibition - Sugar and Wine Fair Accompanying Interpreter	1	1
Have fun helping to communicate between Chinese and foreign cultures	1	1
Teaching Chinese to foreign students	1	1
Court translation	0	0
First translation experience was as a project interpreter for a Peace Corps Volunteer.	1	1
Translation for community medical needs	1	1
Find translation practice online	1	1
Nine years, almost ten years in the business.	1	1
Leaving university after 10 years of work to join a translation association	1	1
From full-time to freelance translation in five years of work	1	1
The longer you work, the more productive you are - positive feedback	1	1
It's been five years since I've had an interpreter.	1	1
Uninterrupted operation	1	1
Translation is by far the longest job	1	1
Almost 6 years of rich practice	1	1
3 Uncontroable choices of diverse working fields	18	59
NGO - International Organisation	1	1
China's economic development	1	1
Chinese - English translation gaining momentum because of policy	1	1
Liaison interpreting	1	1
Sports Translation in recent years	1	1
Zoological	1	1
Chemical Electronic Components	1	1
Medical translation	2	2
Geological features	1	1
Outreach publications	1	1

Name	Number of Files	References of codes
Foreign trade translation	2	6
Letter of Credit Translation	1	1
Foreign trade work	2	2
Translation of foreign documents	1	1
Translation of economic and trade contracts	1	1
Experience in managing large teams of translators	3	3
Clients are mostly large companies	1	1
Undertake large-scale translation projects	1	1
Atmosphere	1	1
Academic paper	1	1
Constructions	1	1
Investment Banking Research Reports	1	1
Unvestment promotion	1	1
Government Cultural Exchange	4	4
Responsible for high-level government translations	1	1
Cultural Public Notices	1	1
Cultural and education	2	2
News Business Advocacy	1	1
Journey	3	3
Botanical	1	1
Court translation	0	0
Thermal power	1	1
Biologic projects	1	2
Translate How to Dissect Wildlife	1	1
Sociological Management	1	1
Science and technology	1	1
Management Collar Training Interpreter	1	1
Economic and trade cooperation	1	1
Renewable energy	1	1
Aerospace	1	1
Communications engineering	2	2
Hotel project translation and management	1	2
Brewing industry	1	1
Work of the Chongqing Foreign Affairs Office	1	1
Financial sector	3	3
Concert	1	1
Consulate	1	1
Domain Uncontrollability	1	1

Name	Number of Files	References of codes
2 Impact of Personal attributes	18	103
3 Career expectations and planning	7	10
Rational ordering of priorities at different life stages	2	3
Rational assessment of the task in terms of difficulty and value	1	1
Results create greater expectations	1	1
Have a clear career plan	2	2
Low pressure to be satisfied with the status quo	1	1
Economic stress depends on total income share	1	1
Economic appeal	1	1
3 Mental characters	18	85
Personality	12	25
Becoming extroverted from introversion, improved language and intercultural communication skills	1	1
Allow some flexibility	1	1
Focus on the present and keep digging deeper	1	1
Adventurous spirit	1	1
Character is weakened in the face of extremely strong professional attributes	1	1
Work experience and exercise challenges influence personality	1	1
Personality has an impact on interpretation and translation process	3	3
Changes in personality are related to age group	1	1
Good at communicating with people	1	1
Used to think that extroverts were better suited to interpreting.	1	1
Translators need to be quiet, more introverted.	1	1
A teacher's personal charisma can influence students	1	1
Good communication skills help get the job done	1	1
Believes that personality has little influence on a translator's career choices	1	1
Perceived suitability of extroverts for interpreting	1	1
The influence of personality is considered to be a minor factor	3	3
Thinks that the competence of senior translators has little to do with their personality	1	1
Resilience	10	20
Lethargy	1	1
Burnout comes from a lack of challenge	1	1

Name	Number of Files	References of codes
Psychological quality (in ideological education)	5	5
Emotional regulation	1	1
Pressure-resistant	3	3
Procrastination	1	1
Poor time management with procrastination	1	1
Anxiety affects mood	1	1
I'm rational. I'm not impulsive.	1	1
Self-regulation skills	1	1
Delays affect efficiency	1	1
Adaptability and resilience	1	1
Self-doubt after prolonged disengagement	1	1
Needed patience	1	1
Self- management	10	14
Mandate management capacity	2	2
Time management skills	1	1
You have to be able to be quiet in translation.	1	1
ability think clearly	1	1
enforceability	1	1
planning and programming	2	2
Time management and self-discipline for translators	2	2
Self-time management	3	3
self-regulation	1	1
Perceived career advantages change over time	1	1
Self-evaluation and recognition	6	6
Reasonable judgement of one's own abilities	1	1
Correct perception of one's own abilities	1	1
Correct perception of self-competence	1	1
Opportunity affects self-identity	1	1
Self-fulfilment and self-seeking goals	1	1
Have a personal principle.	1	1
Dedication to profession	9	16
personal interest	2	2
Maintaining personal interests	1	1
Prefer interpreters to translators	1	1
External objective conditions for promotion are contrary to one's own enthusiasm	1	1
Interest	1	1
Do you really have passion for your job	5	7

Name	Number of Files	References of codes
A few people stick with it because they love it.	1	1
Investment of time and energy is linked to survival	1	1
They were eliminated because they didn't like it enough.	1	1
Don't get into the industry unless you like it.	1	1
If you don't love it, don't get into it.	3	3
Career expectations to be related to their interests	2	2
Enough dedication	1	1
Confidence and determination	4	4
Lack of professional background knowledge	2	2
Individual core competencies	1	1
Setting goals to maintain your second language skills	1	1
3 Physical features	5	7
Appearance	2	2
Some degree of appearance anxiety	1	1
Advantages of appearance-good looking	1	1
Gender inequality has career implications	3	4
Women affected by childbearing and breastfeeding	1	1
Self-protection awareness for female translators	1	1
Family and marital status	1	1
Requires some degree of family support	1	1
Age as a factor in changing career plans	1	1
2 Subjective feelings of LPs	19	176
3 Complex and contradictory feelings at work	19	143
Different feelings for oral and written translation	7	20
Complex process in written translation	6	8
Higher readability requirements than interpretation	1	1
High technical requirements	1	1
High level of uncertainty in government documents	1	1
Time constraints and overtime intensity	1	1
Relatively easy and low stress	1	1
Translators are in high demand and less flexibility at work.	1	1
Limited hourly payment	1	1
Comprehensive abilities required for oral interpreters	5	10
High interpersonal communication skills required	1	1
Appearance and manners matter	1	1
Higher hourly pay than written translators	1	1
Stressful, timely and independent	2	4

Name	Number of Files	References of codes
High stress in the workplace	1	1
Unstable employment with quick improvement	1	2
Institutions do not have many full-time interpreters	1	1
Interpretation requires a higher level of concentration	1	1
Freelancer as the optimal choice	1	1
Negative attitude towards translation work	13	48
CATTI exams are difficult	1	1
Dislike of inefficient liasion interpreters	1	1
High threshold	1	1
Labour work	1	1
Low freedom as a profession	2	3
Not Free - Dancing in Shackles	1	1
Working like a machine is not free.	1	1
Pressure comes from multiple directions	4	6
The preparation process is the most stressful	1	1
Work pressures leave no time or energy for reading	1	1
The work itself and the environment are stressful	1	1
Some pressure	2	2
Interpretation is brutal in terms of competition	1	1
Interpretation is highly challenging	1	1
Low fault tolerance in interpretation	1	1
Female roles are hard to balance work and family	4	4
Men have fewer domestic disturbances than women	1	1
A sense of responsibility for getting the job done outweighs the sense of accomplishment	1	1
Must get authoritative practitioner qualifications	1	1
Fear of degradation of their professionalism	1	1
Challenging	2	6
It's mental and physical labour.	3	3
Feeling pressurised by the current state of exhaustion	1	1
Translation is inherently cerebral	1	1
Ordinary translation jobs are just enough to make a basic living	1	1
bottled up	1	1
First practice opportunities are hard to come by	1	1
Tired. Weary.	2	2
With much toil	1	1
Outsourcing translation: time constraints	1	1

Name	Number of Files	References of codes
Outsourcing translation: difficulty and need for external assistance	1	1
The daily routine of translation work consists of trivial things	1	1
Difficulty in balancing English proficiency	1	1
Low salaries in the industry as a whole	2	3
Medium-salary compensation	1	1
There is a wide disparity of income within the industry	1	1
Long hours of mental work	1	1
Requires significant time commitment	2	2
Requires a lot of preparation work	1	1
Positive attitude towards translation work	18	60
I don't regret choosing this industry because I like it.	3	3
Continuous improvement of professional competence	1	1
All-round personal improvement	1	1
Excited to explore new territory	1	1
Still choose the profession because you like it	1	1
It's "beautiful" and "rewarding" to be in the business.	1	1
Good translators earn millions a year	1	1
The personal touch of a good translator is impressive	1	1
Preference for jobs that involve communicating with people	1	1
You can learn new skills from experts in different industries	1	1
keep pace with the times	2	2
Enjoys the unknown and the challenge	1	1
Love your work environment	1	1
I like the industry because of the relative simplicity of the relationships.	1	1
I like the industry because I learn things.	1	1
If you have the opportunity and want to try the original choice because of the original intention	1	1
sense of presence	1	1
Pride in helping others	1	1
sense of well-being	1	1
broaden one's horizons	2	3
sense of belonging	1	1
happily	2	2
Feeling more relaxed	1	1

Name	Number of Files	References of codes
Feeling a sense of mission to promote Chinese culture	1	1
sense of accomplishment	5	5
Sense of achievement Self-recognition	2	3
Achievement of project cooperation	1	1
Less stressful teaching jobs	1	1
It's an industry where you have to keep learning	1	1
Greater project management experience	1	1
It pays off.	1	1
Recognition from service users brings a sense of achievement	1	1
A sense of self-fulfilment more than financial reward	1	1
sense of satisfaction	1	1
Helps people feel funny	1	1
Self-esteem	2	2
pride in it	1	1
Meet the translators who love their work	1	1
breadth of vision	1	1
Considers translation to be the most rewarding profession for foreign language majors	1	1
Consider translation as a profession that puts foreign language skills to good use.	1	1
The perceived halo value of the translation profession	1	1
Translator's pride	2	2
A sense of achievement when translations are published overseas	1	1
The multiplicity of interpreters' identities	1	1
The Foreign Service has a heavy workload	1	1
A firm political stance is paramount in foreign affairs	1	1
Practice and teaching are mutually reinforcing	1	1
Hoping for peace in the midst of change	1	1
Income and stress are directly proportional	1	1
Complementary teaching practices	1	1
Mother tongue level absolute height - Chinese	1	1
It's painful, but it grows fast.	1	1
I don't think I'm doing my best professionally.	1	1
The view that freelance translators are not free	1	1
Interpreting skills evolved from basic language skills	1	1
Requires a combination of qualities in the practitioner	1	1
Need someone to guide and career plan	1	1

Name	Number of Files	References of codes
3 Features of different working modes	9	30
Difference and common points of China and overseas LPs Chinese and foreign practitioners	7	15
Common points	3	3
The teaching philosophies adapted and updated with the characteristics of the times	1	1
Similar competencies required	1	1
Less communication with counterparts in this profession	1	1
Difference	6	11
More lecturing in China	2	4
The classroom atmosphere of translation learning is different between China and foreign countries	1	1
Western teaching style focuses on student discussion and critical thinking	1	1
Teaching and Learning in the western countries are Interactive-oriented	1	1
More freelanced abroad	2	3
There are differences in the criteria for valuing at home and abroad	1	1
Foreign translators have a more spontaneous style	1	1
Higher salary per unit abroad	1	2
More respect for translators abroad	1	1
Higher level of professionalisation abroad Higher level of communication efficiency in English-speaking countries in Europe and America than in China	2	2
The foreign interpreter did a good job with business etiquette.	1	1
Higher self-discipline required for freelancers	3	6
There are risks associated with personal and client interactions	2	2
Differences in individual roles and positioning	1	1
Freelance translators have channels for invoicing	1	1
Freelance translators are required to do everything themselves.	1	1
More freedom for freelance translators	1	1
Less pressure as an organisation employee	1	5
Translation companies only use to do translations	1	1
Translation company workload varies according to individual level	1	1
Translation companies are under pressure kpi affects ratings	1	1
Some clients favour translation companies	1	1

Name	Number of Files	References of codes
More flexible as an in-house with relatively free time to take on private work.	2	4
The work of in-house is more complicated than a translation agency.	1	1
Stable and predictable income for full-time interpreter positions	1	1
Less pressure for corporate in-house and marginalisation of the translation function	1	1
2 Perceived indicators of career success	18	106
3 Materializable achievement	16	40
Attitudes towards economic achievement slightly differ	12	15
Individual recognition can be market price orientated	1	1
rewarding	1	1
Part-time option because of age, epidemics and income stability	1	1
A secondary industry based on a stable income	1	1
Income is proportional to effort	1	1
Meeting basic needs	1	1
Live with financial security	2	2
Economic empowerment	3	3
Remuneration for translation	2	2
Believes that success in the industry cannot be quantified solely in monetary terms	1	1
Monetarily rich - millions of dollars a year	1	1
Contribution to the industry and society	5	5
Cultivating more talent	1	1
Work with social contribution	2	2
Helping others	1	1
Helping both parties to achieve their goals is success.	1	1
Recognition from authorities and experts	4	5
Recognised by authorities	1	1
PRC National Vocational Qualification Certificate (NVQ)	2	2
International recognition	1	1
Recognition by leaders and colleagues in government units is more effective	1	1
Remarkable translation products	5	5
Meeting volume -- interpretation	1	1
Publications - Translations	3	3
Interpretation - level of session	1	1
Senior titles and positions	7	10

Name	Number of Files	References of codes
Doing management positions	1	1
Greater treatment and power in government departments at the same level	1	1
Reflections of Academic Achievement - Titles	1	1
Become an expert in authoritative national and international associations	1	1
Be a reviser	1	1
Promotion of posts in the government sector	1	1
title	4	4
3 Planned career development	8	11
changeable factors over time and states	7	7
Success reference indicators vary by industry	1	1
Personally, I've had a little success so far.	1	1
Negative feedback from your audience can be frustrating	1	1
There is no uniform standard of success.	1	1
Everyone has a different definition of success.	1	1
So far, it's a success.	1	1
Career choices may change	1	1
clear career goals	1	1
Upgrading of translation roles	1	1
Differences in self-occupational pursuits	1	1
Career paths for translators	1	1
3 Personal pleasant feeling	14	28
Positive work environment	7	11
Freedom to a certain extent	5	6
May choose freelancers over translation companies	1	1
Have your own business	1	1
To be able to say everything myself.	1	1
Thinking that success is not a translation - Meritocracy	1	1
Think success is being a freelancer	1	1
Higher degree of freedom	1	1
A virtuous circle with the job	1	1
Not too much work pressure	1	1
The work is challenging and rewarding	1	2
Full workload	1	1
Feeling happy from work	1	1
There is a conflict between market needs and personal preferences	1	1
Provides a sense of achievement and satisfaction	4	4

Name	Number of Files	References of codes
Pleasant working process	1	1
Reflect on your shortcomings from time to time based on feedback from your audience	1	1
Achievement of consolidated achievements	1	1
Able to organise foreign events on his own	1	1
Your own enjoyment of your work	1	1
I have a clear conscience.	1	1
Self-gaining new knowledge	1	1
Self-fulfilment Self-recognition	2	2
Considers the uncertainty of interpreting to be fascinating	1	1
Adequate returns - moral and material	1	1
3 Recognition from the market	12	24
Personal Word of Mouth Branding	1	1
Recognition by others	3	4
Long-term recognition by others	2	3
90 per cent of clients on both sides expressed satisfaction	1	1
Outside recognition is also a sideways validation of oneself	2	2
Good reputation from customers	1	1
Market Recognition	1	1
Ownership of pricing power	1	1
Recognition from the market	2	2
Social recognition	2	2
social recognition	1	1
stand the test of time	2	2
Autonomy Choice	1	1
Considered to be recognised by customers for high quality finish	1	1
High level of translation expertise	1	1
2 Self-perceived capabilities essential for LPs	18	218
3 Awareness and capability in marketing, and word-of-mouth awareness	10	20
Search opportunity actively and do well for every single time	6	9
Try to work part-time for a translation company first	1	1
Try to take ownership of the translation volume	1	1
Think of practice as practice.	1	1
The first few battles of a new interpreter are important.	1	1
The most important thing is to gain experience	1	1
Cherish good former mentors	1	1

Name	Number of Files	References of codes
Try more while you're young and find out what you're good at.	1	1
Learn before it's too late and use your values before it's too late.	1	1
Choosing a good platform is important	1	1
Strive for customer approval every time	1	1
Interpersonal relationship management skills	2	2
Sensitivity to opportunities	1	1
Marketability	1	1
Marketability is secondary to translation capacity	1	1
command of pricing power	1	1
Awareness of building word-of-mouth and accumulating markets	4	4
3 Bilingual expertise (basic conditions)	15	26
Bilingual writing skills	1	1
Bilingual translation capacity	4	4
Language skills are more important than experience	1	1
The most important thing is basic translation skills	2	2
native language ability	1	1
Chinese language proficiency	3	3
Professional competence in a narrow sense - language translation competence	1	1
English Language Fundamentals	2	2
3 Communicative skills	9	25
Teamworking	5	7
Individualism is more pronounced and disunited	1	1
team spirit	1	1
Team management and development	1	1
Find a partner	1	1
interpersonal skills	2	2
interpersonal relationship	1	1
Ability to obtain information from clients	1	1
You're accountable. You're reliable.	1	1
empathy	1	2
Coordination and management capacity	1	1
Update progress even to the person in charge	1	1
hospitality	1	2
Anyone willing to help with recommendations?	1	1
high emotional quotient (HQ)	2	2

Name	Number of Files	References of codes
3 Extra-linguistic knowledge	6	15
Knowledge in specific sectors	2	2
Understanding your own culture	1	1
international outlook	1	1
Daily accumulation of knowledge	1	1
encyclopedic knowledge	2	4
Relevant industry knowledge (various industries)	1	1
knowledge level	1	2
Language-related cultural context	3	3
3 Good at using tools and devices	5	7
Ability to search and acquire information	2	2
Use of Internet capabilities	1	1
Use of computer-assisted translation	1	1
Acquisition of technical skills	1	1
Ability to use translation support software	1	1
Post-translation editorial skills	1	1
3 life-long learning (considered second most important)	16	57
Keep learning	14	30
It's not a hobby, it's a job. Learn as you go.	1	1
You can't slack off. You have to be ready to fight.	1	1
Keep yourself learning	1	1
Creating opportunities for exposure to the working language environment	1	1
Strengthening the development of core competencies	1	1
tamp the earth's foundations	3	3
Confident in personal professional skills and ability to learn	1	1
I hope to give a boost to my studies	1	1
Must keep learning new things	2	2
Lifelong learning must be embraced	1	1
Must be self-disciplined	1	1
Capacity for continuous learning	2	5
Raise the level of thinking and vision	1	1
Improvement of educational background	1	1
Struggling to interpret notes without professional training	1	1
Unprofessional expression without professional training	1	1
Motivating students with diverse classroom activities	1	1
Translation expertise needs to be acquired through study and training	1	1

Name	Number of Files	References of codes
Ability to work as a team	1	1
Externalised results that demonstrate competence	1	1
Problem-solving skills	1	1
stress competence over qualifications	1	1
Conditioned to learn at any time	1	1
Learn quickly to adapt to industry changes	1	1
power of understanding	1	1
Continuous upgrading of skills	2	4
Educators build moral character	2	3
Maintain daily input	7	7
Expanding the scope of our activities	3	4
Self-motivation for self-directed learning	1	1
Be open to learning from your peers	1	1
Follow up on current events in relevant fields	1	1
Adaptation to learning new technologies	1	1
Improvement of competitiveness through the acquisition of professional skills	1	1
Knowledge acquisition through reading	1	2
Teaching students how to appreciate great work	1	1
3 Professionalism of LPs	13	28
Sense of professional identity Clear professional role orientation, sense of boundaries	1	1
nonchalant attitude	1	1
Personal Image Management	1	1
clinical response	2	3
Confidentiality awareness	4	4
Protecting customer privacy	2	2
Professional ethics - confidentiality	1	1
keep one's promise	1	1
A firm political stance	3	4
A firm national position	1	1
Resolute national sovereignty	1	1
Ability to recognise and be alert to bad intentions	1	1
Familiarity with workflow	1	1
Knowledge of the career process	1	1
Respect comes from demonstrated professionalism	1	1
the concept of time	2	2
Co-operation, punctuality - work ethic	1	1

Name	Number of Files	References of codes
Authoritative industry certificates	1	1
professionalism	1	1
professional ethics	2	2
sense of responsibility	3	3
sense of responsibility	1	1
3 Versatile skills	15	38
As a cultural bridge	1	1
Capable of handling issues abroad	1	1
Executive ability	2	3
A good translator is reliable.	1	2
Sense of beauty	1	1
Transfer competence	1	1
Public speaking skills	1	2
Good at thinking and summarising	1	2
good memory	1	1
Capacity for delayed gratification	1	1
Strong psychological qualities	3	3
Ability to cope with stress	1	1
Aware of the difficulties but not giving up	1	1
Self-regulation of stress resilience	1	1
Contemporary university students need to emphasise general competence	1	1
Critical thinking	1	3
Self-confidence	1	1
Physical quality (in ideological education)	7	11
Physical fitness	7	11
Self-contained in good physical condition	1	1
Physical fitness is a huge advantage for translators	1	1
Physically challenging with long hours and high intensity work	1	1
Level of physical and mental health	1	1
logical thinking	1	1
adaptability	4	4
2 Suggestions for newcomers to the industry	17	73
3 A rational and critical understanding of this profession	13	22
Don't deify the profession.	1	1
Requirements backwards from target conditions	1	1
Will continue to choose this industry because of the professionalism	1	1

Name	Number of Files	References of codes
Learn to get along and adapt with people in the system	1	1
Giving up the teaching profession because of the quality of the students	1	1
Have a proper understanding of the profession itself	1	1
Try to avoid unnecessary risks	1	1
The nature of the work has been adapted	1	1
Market saturation - supply exceeds demand	1	1
Easier jobs for older people	1	1
Disproportion between financial contribution and income	1	1
Vocational qualifications are an efficient route to recognition	1	1
Career expectations are for professional refinement rather than income	1	1
Competence is hard currency	1	1
Be aware of both sides of the profession	1	1
Perceived low level of respect for translators	1	1
Perceived low input-output ratio in the industry	1	1
High obsolescence and competition in the sector	1	1
Entering the industry requires commitment and perseverance.	1	1
Requires knowledge of the profession itself	3	3
3 Be employable with skills beyond languages	5	7
Developing a second career in your language specialty	1	1
Flexibility in the way we work	1	1
adaptability	1	1
Suggested for science students to study in graduate school and arts students to take the editorial exams	1	1
To actively seek out practice opportunities	1	1
In favour of multi-role working	1	1
In addition to language proficiency in one area	1	1
3 Comprehensive assessment of personal attributes	12	20
Individuals may not choose the industry again	1	1
It's a childhood wish.	1	1
External conditions are a plus	1	1
Learn more about other industries and combine your strengths	1	2
Family conditions have an impact on students' future employment	1	1
You should take the civil service exam.	1	1
Think through the real reasons for choosing a translator	1	1
Examining authoritative qualifications	1	1

Name	Number of Files	References of codes
professional qualification	1	1
Career planning is necessary	3	3
Assessing your own capabilities	1	1
Extra-linguistic knowledge - mother tongue	1	1
Adjusting your resilience	1	1
Be humble, not proud.	1	1
Strong professional competence	1	1
It takes a certain amount of talent.	1	1
Responding to personal aspirations and pursuits	1	1
3 Prepared for challenges and opportunities	12	23
Prepared for toughness and frustration	7	11
From being a perfectionist to accepting imperfection	1	1
The most impressive meetings are the heavily accented ones	1	1
Independent thinking skills in complex environments	1	1
Learn to be frustrated	1	1
The gap between professional and amateur translators is felt in practical work	1	1
Not very friendly to budding translators	1	1
Balance your mind	1	1
Be prepared for hard work.	1	1
Weak knowledge of deep specialisation areas	1	1
Stability endures loneliness	1	1
You have to endure loneliness.	1	1
Don't set limits and stick to them	7	12
A certain amount of faith in destiny.	1	1
Don't put limits on yourself with your age	1	1
There will be times when you are new to the industry when your value is not fully realised.	1	1
ten years of practice for one minute on the stage	1	1
Hold on for a while.	2	2
persevere unremittingly (idiom); to keep going until the end	1	1
Stick to what's relevant to your relationship	1	1
Earn more money when you're young.	1	1
dare to try	2	2
First time doing a highly technical conference grows quickly	1	1
2 Social relationship affects career development	17	99

Name	Number of Files	References of codes
3 Critics about social network in its impact on employability	10	18
Social relations are less important than other professional competencies	5	5
Trust comes from professionalism	2	2
be highly competent in one's own field	1	1
Translator's expertise is more important than connections	1	1
The industry's own capabilities outweigh relationships	1	1
Not a franchise but an accumulation	1	1
Impure professional relationships are burdensome	1	2
Human resources costs and benefits need to be weighed	1	1
Networking is important but difficult to maintain	2	2
A friend's recommendation ended up in the industry that I currently enjoy	1	1
There are two sides to networking	1	1
Pressure and motivation go hand in hand	1	2
Opposition to price wars and unhealthy competition	2	2
Promising to translate for a friend would take up my time.	1	1
Changing views on networking as your career progresses	1	1
3 Dependent level of social network for LPs with different working modes	8	16
Freelance also needs to build up a regular clientele in the early stages.	3	4
Relationships have a greater impact on freelance translators	1	1
Freelance pre-client communication is time-consuming and labour-intensive	1	1
in- house is only for in-house socialising	4	6
The in-house translator's contacts are not very important.	1	1
Relationships are relatively simple	1	1
Interpersonal simplicity is not required for clients	1	1
Corporate staff are less reliant on contacts	1	1
Relative ease for practitioners within organisations	1	1
Networking is important for full-time translators	1	1
Networking is only one aspect of being a part-time translator.	1	1
Translation companies need to manage social relationships more	2	2
Relatively stable and transparent treatment for large clients such as translation companies	1	1
Networking is important for freelance and part-time translators	2	2
3 Factors hinders social network development	9	20

Name	Number of Files	References of codes
Social relationship in the Chinese context	5	7
Industry normativity and human influence are inversely proportional	2	3
Lack of regulation relies on self-maintenance of translator ethics	1	1
Industry unregulated connections have a big impact	2	2
Relationships in the Chinese environment inevitably cause distress	1	1
Differences in interpersonal relationships between Chinese and foreigners come from cultural differences	1	1
Existence of closed recruitment opportunities	1	1
Thinks it's all about connections in China.	1	1
Good or bad word of mouth comes from customer perception or results	1	1
Focusing only on your job limits the circle of contacts	1	1
More participation in seminars and projects opens up more possibilities	1	1
Personality affects business development	1	3
Translation agencies are wary of client resources	1	1
Be sensitive to the accumulation of contacts	1	1
Believes that connections, goals and abilities go hand in hand	1	1
Translator's platform is important for the initial build-up of the business	2	2
The interpreter's competence determines the active and passive in interpersonal relationships	2	2
3 Positive impact from rich social network	10	17
Networking affects career resources	3	3
Networking broadens your horizons and improves your ego, which is helpful for your career	1	1
Relationships need to be maintained over time	2	2
Networking and word-of-mouth lead to career opportunities	2	2
Market resources are important in a crowded marketplace	1	1
Awareness of the need to build up word-of-mouth both at home and abroad	1	1
Positive effects of weak social ties	2	5
Colleague Resources	1	1
Classmate Resources	1	1
Teacher Resources	1	1
Managing Customer Relationships to Maintain an Advantage	1	1
Thinks all translators should take the initiative to network	1	1
3 Relationship with individuals	12	26

Name	Number of Files	References of codes
Relationship with non-clients and non-clients	9	14
Delicate relationship with peers	7	10
Colleagues benefit from helping each other	1	1
Peer Co-operation and Networking Competition	1	1
Peers help each other to share resources	1	1
It's better to work in a team than alone.	1	1
Teamwork	1	1
A new job needs someone to lead.	1	1
Be cautious about sharing your customer resources to your peers	1	1
First contact with a formal interpreting programme through the Alumni Network	1	1
Avoiding areas of ineptitude to make another recommendation	1	1
Need a guide.	1	1
High level of contact between the Foreign Service and the leadership	1	1
Gaining favour with others gives you the ability to	1	1
Believes that recognition by leaders depends on opportunity	1	1
the support of a valued individual	1	1
Relationship with clients	9	12
Build contacts from every event	1	1
Business referrals from well-connected former employers	1	1
Laymen don't understand the time and effort required by translators	1	1
The existence of customers who do not understand the market indiscriminate quotes	2	2
Customer trust leads to a virtuous circle	1	1
The client's perception level has an impact on the translator's work experience	1	1
Helping small companies with a small amount of business at no cost	1	1
Direct contact with customers helps you diversify	1	1
Translator's Pronunciation Has a Big Impact on Client Feedback	1	1
Long-term customer resources to be maintained	2	2
2 Changes of the working environment	14	41
3 Changes in Written Translation market	4	8
Because of career age change theft is unlikely to be replaced.	1	1
Low frequency of use of small languages and brain drain	1	1

Name	Number of Files	References of codes
Government departments are heavily influenced by the mindset of their leaders	1	1
Translation specialisation in government departments weakens with position changes	1	1
Translators work in a relatively unchanged environment	1	1
Thinks the next generation of translators needs to worry about becoming obsolete	1	1
Perceived little change in the working environment for translators	1	1
Perceived decline in demand for translators	1	1
3 Changes caused by COVID	9	17
World pandemic COVID19 outbreak affects global relations	4	4
Epidemic affects employment opportunities for translation practitioners	1	1
Epidemics change the way we work	2	2
Affected by the epidemic can telecommute	1	1
Pre-epidemic work patterns were more fixed	1	1
The reason for the epidemic was the decision to switch to part-time entry into higher education	1	1
Epidemic leads to reduced demand and aging talent	1	1
Epidemic affects online interpreters Tier 1 cities are more advantageous	1	1
Epidemic affects offline to online	4	5
Think it's still going back to the wire after the epidemic	1	1
Tight time requirements for epidemic-related translation	1	1
Epidemic online communication is not considered substantive by foreign parties	1	1
Epidemic further compresses market boundaries	1	1
3 Diversified attitudes towards the internet	7	15
Internet	7	15
Personally, I'm more comfortable with a combination of online and offline interpretation.	1	1
Individuals adapting to working online	1	1
Used to offline but adapting to online	1	1
Internet multimedia channels make resources plentiful	1	1
Less frequent travelling	1	1
Complexity in the use of technical software platforms	1	1
The advantage of online is that time and place are not limited	2	2
Online methods impede the exchange of information	3	3

Name	Number of Files	References of codes
Immediate offline face-to-face feedback is important for language learning.	1	1
Considers that online interpretation is more demanding for all participants	1	1
Perceived offline as more conducive to communication and discussion than the online model	1	1
Adapt and enjoy the freedom of the online mode	1	1
2 Controversial attitudes towards AI-human relationship	18	136
3 Anxiety and threatening of being replaced	5	7
Junior translators can be replaced by technology	1	2
Technological development at the expense of the disappearance of some professions	1	1
Advances in technology have raised the bar for the profession	1	1
Technology creates a crisis for college students	1	1
Whether they will be replaced by machines depends on human capabilities	1	1
Considers it essential for translators to have an in-depth knowledge of AI translation	1	1
3 Distrust of AI	17	56
Professionalism and substitutability are inversely proportional	2	2
Specialised ones are hard to replace, like law.	1	1
Personally, I don't like using professional CAT software	2	2
Fewer opportunities for business travel due to technological advances	1	1
Individuals using WeChat to assist with interpretation	1	1
Chinese featured words cannot be machine-turned	1	1
Chinese to foreign translations unlikely to be replaced by machines	1	1
There is no substitute for mid to high end interpreting - foreign affairs, technical	1	1
Emotional roles between people cannot be replaced by machines	1	1
Machines cannot replace people in the exchange of values and ideas	1	1
The irreplaceable role of interpreters in transfer	1	1
Interpretation cannot be replaced for the time being	2	2
Comparison of manual modifications after using CAT	1	2
There is no substitute for leadership exchanges in diplomatic settings	1	1
Clients prefer human translation	1	1

Name	Number of Files	References of codes
I am familiar with the use of corpora in translation, but I feel that there is not much change.	1	1
Work content is highly confidential and computer office is restricted	1	1
Machines can't replace humans in emotional processing	2	2
Types of bidding documents requiring accurate manual translation	1	1
The field of culture and current affairs cannot be replaced	1	1
Machines can't outrun humans.	4	10
Not in favour of complete human-machine equivalence	1	1
If the equivalent of machines enslave humans	1	1
Low technology penetration	1	1
It's hard for machines to mimic empathy	2	2
The computer is not fuzzy.	1	1
Difficulty distinguishing between proper nouns and common nouns	1	1
There is no substitute for the higher faculties - emotional, aesthetic.	2	2
Machine technology is a burden in interpreting	1	2
Machines can't correctly translate cultural and emotional contexts	1	1
Machine translation still requires human post-translation editing i	3	4
Specialised industries with low fault tolerance must be manually verified	1	1
Ethical Issues Posed by Machine Translation	1	1
Machine translation is hardly a substitute for human beings in specialised areas, such as healthcare and law	1	1
Machine translation is not up to the task of translating into special contexts	1	1
Chinese to English because of the different language families	1	1
Extensive use of CAT tools for translation	1	1
Translation technology depresses market prices	1	1
Translation technology enables ordinary communication	1	1
Immature application of translation technology in interpretation	1	1
Translators need to have more other skills	1	1
Solving the problem of simultaneous interpretation equipment on your own	1	1
The perception that translation in the communication context is not very substitutable	1	1

Name	Number of Files	References of codes
Considers the quality requirements of the high can not be replaced -News	1	1
Inadequate speech recognition technology	1	1
Adaptation of translation technology because it is more efficient	1	1
Long-term use of online CAT tools	1	1
Jobs that require emotion can't be replaced by machines	1	1
3 Positive attitudes towards AI	16	49
Cooperation of AI and human is the going-on trend	5	6
Technical aids are reflected in the web, parallel text searches	1	1
Machines are supposed to assist human practitioners to be more efficient	1	1
Machines are more efficient but labour is the most advanced	1	1
Consider human-machine coupling as the end of technological development	1	1
Believes it will take time for machines to replace translators	2	2
Google Translate performs well on regular text applications	1	1
Individuals adapt to and welcome technological enablers	1	1
More machine translation from Chinese to English	1	1
Coworking with the online version of the CAT tool	1	1
Use of web-based technology for translation assistance	1	1
Low cost of using a translator or software	1	1
Can reduce labour intensity	1	1
Co-existence with machines is acceptable, but hopefully in a co-operative way	1	1
Machine translation is a big aid in foreign translation	1	1
Learning to use the software	2	2
Hopefully, technology can replace humans to some extent	1	1
Helping to harmonise terminology	1	1
Technology continues to reform efficiency	1	1
Technological developments make translation more efficient	1	1
The trend of technology is unstoppable	1	1
Technology saves manpower to do more complex things	1	1
Bidding documents - a great technical aid with a high degree of application	1	1
Embracing the advancement of technology	1	1
Preparing for Replacement in Advance - Slash Youth	1	1

Name	Number of Files	References of codes
Increased efficiency of translation	1	1
Translation of standard terminology with corpus - facilitates standardisation	1	1
Machines can replace translation of normative texts	2	4
Legal contracts	1	1
Machine translation of ordinary translated texts is not a problem	1	1
Explanatory Notes	1	1
Machines can do simple tasks	1	1
Machines help improve translation efficiency	1	1
Higher accuracy of machine translation from English to Chinese	1	1
Currently working with online translations	1	1
Business travel technology is now a substitute for everyday communication	2	3
Higher substitutability for the same language family	1	1
Considers that there are substitutable possibilities	1	1
Considers it necessary to embrace the new ecology of technology	1	1
Considered a trend and necessity for human progress	1	1
The idea is that machines are efficient and cheap enough to replace low-quality workers.	1	1
Perceived high level of substitutability of accompanying interpreters	1	1
Accreditation of CAT First Translations for Translators	2	2
Recognising the accuracy of machine translation of non-literary works	2	2
3 Uncertainty	10	23
Possible changes in the future	9	16
Wider career paths for interpreter teachers	1	2
Can be easily replaced by data-based learning	1	1
Because the social division of labour industry will not disappear	1	1
Multiple companies seize the machine translation market	1	1
Increased efficiency leads to higher volumes	1	1
Instructional design should focus on AI	1	1
Social development gives rise to new professions	1	1
Translation teaching can be applied to other subjects	1	1
Considers that corpus development translators are greatly affected	1	1
Changes in the role of translators	1	4

Name	Number of Files	References of codes
Disappearance of low-level translation	1	1
Decrease in the general level of attention	1	1
High-level translation is still alive and well	1	1
Partial transfer of functions from translation to subsequent editing	2	2
Personally, I don't feel that the price is affected much by the machine	1	1
Critically applying and adapting machine translation developments	1	1
Inability to predict the extent of technological development	1	1
Machine Replacement of Humans is Possible in Every Industry	1	1
Limited-uncertainty of technology replacement at this stage	1	1
The complete robotisation of translation is paradoxically ethically problematic.	1	1
Uncertainty of full substitution	1	1
04 External environment challenges	18	91
3 Domestic environment	18	81
Impact from the development of relevant industries	9	21
Adjustment of the scale of professional training	1	1
Influenced by education policies	3	3
Restricted behaviour due to industry specificity	1	1
Market shocks pose challenges to university talent development	1	1
There is a time lag between the market and educational output	1	1
Our level of professionalisation lags behind international	1	1
Forces from the market	1	1
Unregulated translation market	2	2
Specifics of the translation market	2	2
It is a fact that there is a permanent need for translation	1	1
Developments in the translation industry and discipline	1	1
Changes in translation needs	2	2
The industry has a talent polarisation problem	1	1
There is a supply-demand mismatch in the industry	1	1
Industry challenge: inability to meet translation needs of all specialities	1	1
Key industry impacts	1	1
Lack of respect and understanding of LPs from outside	12	32
Limited opportunities for promotion	6	6

Name	Number of Files	References of codes
Limited avenues for promotion and development in the Foreign Service	1	1
Student progress forces teachers to keep learning	1	1
Government work climate is influenced by gangs and leaders	1	1
Complexity of factors in the development of interpreters in the government sector	1	1
New entrants to the profession face increased pressure	1	1
Sectoral issues: limited scope for promotion	1	1
Changing demand for translations in highly specialised fields	2	4
Lower threshold for translation for information communication purposes	1	1
Increased English proficiency for all demands more from translators	1	1
Emergence of bilinguals with expertise	2	3
Interruption corrections from the audience during interpretation	1	1
Stick to your offer and don't fight the price war	2	2
Outsiders' lack of understanding of the industry	1	1
Time cost of learning new technologies	1	1
Market compression	1	1
One of the main reasons for abandoning translations who have little discursive power	1	1
Interruptions from the field	1	2
Differential treatment of men and women in society	4	5
Low societal roles for translators	1	1
Problems in the industry: low title of practitioners not valued	1	1
Perceived advantage of male practitioners	1	1
Policies in China have overwhelming impact on the status of practitioners	9	21
Lack of implementation of specific policies	1	1
National macro-strategies and policies	2	2
Diplomatic attitudes of States	4	9
Foreign interpreters are more affected by the diplomatic situation in China	1	1
Open national policies High social demand	1	1
Foreign policy influences the languages for which translations are needed	2	2
Difficult to survive and thrive in a closed environment	1	1

Name	Number of Files	References of codes
Telling China's Story	1	1
The general policy of the State	1	1
The State attaches importance to translators and interpreters	1	1
The power of cultural awareness-raising	1	2
Literary books still need professional translators	1	1
Environment for the development of translation talent	1	1
The Translator's Mission	1	1
The unpredictability of industry winds	1	1
It is thought that the national double-decrease policy may instead make today's children speak less English than older generations.	1	1
Local geoeconomics influence development	6	7
Globalisation of the city enhanced	2	2
Higher language competence from clients	1	1
More internationalised	1	1
Geopolitical implications	1	1
Impact of geo-economics - level of urban development	1	1
Impact of local economic landed demand	1	1
The need to adapt to the different characteristics of students at different times	1	1
3 The impact of international relations and global environment on translation talent	7	9
Foreign unfriendly policies towards China	1	1
Translations for foreign communities in high demand	1	1
International relations improve amidst ups and downs	1	1
Impact of international relations	2	2
Internationalisation will increase the demand for good translators	1	1
Influence of foreign cultures on professional practitioners	1	1
Impact of external policies	1	1
Considers that external demand remains high in the context of globalisation	1	1

Subcodes	Codes (41)	Categories (10)	Themes (4)
Self-evaluation and recognition;	Personal mental characters	LP's personal attributes	Theme 1: Personal attributes and experiences are influential factors for LPs employability
Dedication to profession			
Confidence			
Resilience;			
Self-management;			
Personality			
Appearance;	Physical features		
Gender			
age			
Pressure from inside;	Personal career planning		
Career goals;			
Assessment for job difficulties;			
Economic pressure;			
life priority at different stages			
previous achievement			
Individual workshop	multiple forms of work	Diverse working experience	
In-house LP in organisations			
Freelancer			
Part-time LP			
range from 6 years to more than 15 years	rich working experience to survive		

overseas experience	Continuous education and training		
Diploma in other field			
Graduate from Language related majors			
Short-term training programs at work			
Personal reasons to give up	Switches of professions		
Work overtime			
employed as a national civil servant			
Challenge one's limit			
unsatisfaction in current job			
chemistry	uncontrollable choice of work discipline		
botany			
finance			
architecture			
biology			
transportation			
geometry			
meteorology			
energy industry			
medicine and health care			
culture and tourism			
foreign trade			
wine-making industry			
aerospace			
…			

less pressure as in-house LP	feelings in different working mode	Subjective feelings/self-esteem from LPs	
more flexible as in-house			
freelancer is not free at all			
difference and similarity coexisted in China and overseas			
multi-identity in LPs	complex and contradictory feelings		
standing for national interest			
stability in uncertainty			
extra work beyond translation			
pressure and income			
mother-tongue sets the ceiling			
pain and growth			
flexible not free			
rewarding but challenging			
high standard in professionalism			
career planning			
guiding people are important			
willing to change	Be employable with skills beyond language	suggestions for new comers	Theme 2: Capabilities expected for LPs are getting complex
capable to adapt			
find a second profession			
begin as early as possible			
multiple roles			
be expert of a certain industry			
set no limit to oneself			

persistence			
independent thinking under complex environment			
learn to go through frustration	prepared for challenges and opportunities		
it takes time			
it is a lonely journey			
imperfection and perfection			
especially harsh for new LPs			
overestimate nor underestimate oneself			
undeify this profession			
be purposeful in job hunting			
different requirement in different positions			
avoid predictable risks	Rational understanding of this profession		
knowing demand-supply status quo			
imbalance in payment and reward			
controversial exists in this profession			
highly competitive			
intelligence and willpower			
Is it a long-wanted wish?			
Knowing personal strengths	comprehensive assessment of personal capabilities		
Compare with other possible career choices			

Clear knowledge of personal interest			
Accessibility of authorised certificates			
Level of professionalism			
talent sometimes counts			
career planning should be considered			
internal motivation			
clear career goal	Planned career development		
indicators of success change over time			
role of LP upgrades			
clear career pursuit			
personal brand	Recognition from market	perceived indicators of successful employability	
word of mouth			
satisfaction from clients			
pricing power			
flexible working time			
right of choice over work/clients			
high quality work			
endure the test from market			
high level of professionalism			
joyful working time	pleasant feeling		
timely reflection from clients' feedback			
love the work			
keep learning new things			
enjoy the uncertainty of work			
feeling rewarding			

sense of satisfaction and accomplishment			
work to the utmost			
Recognition from authorities	materializable achievement		
tangible contribution to industries and society			
remarkable products			
senior titles and positions			
different attitudes toward economic payback			
computer assisted translation (CAT)	good at using tools and devices	self-perceived essential capabilities	
search online resources			
post-editing			
knowing home culture	Extra-linguistic knowledge		
global horizon			
encyclopaedia knowledge			
knowledge in specific industries			
cultural background of multiple cultures			
level of knowledge			
willing to cooperate	Communicative skills		
actively searching work partners			
willing to help others			
empathy			
interpersonal communication			
be accountable			
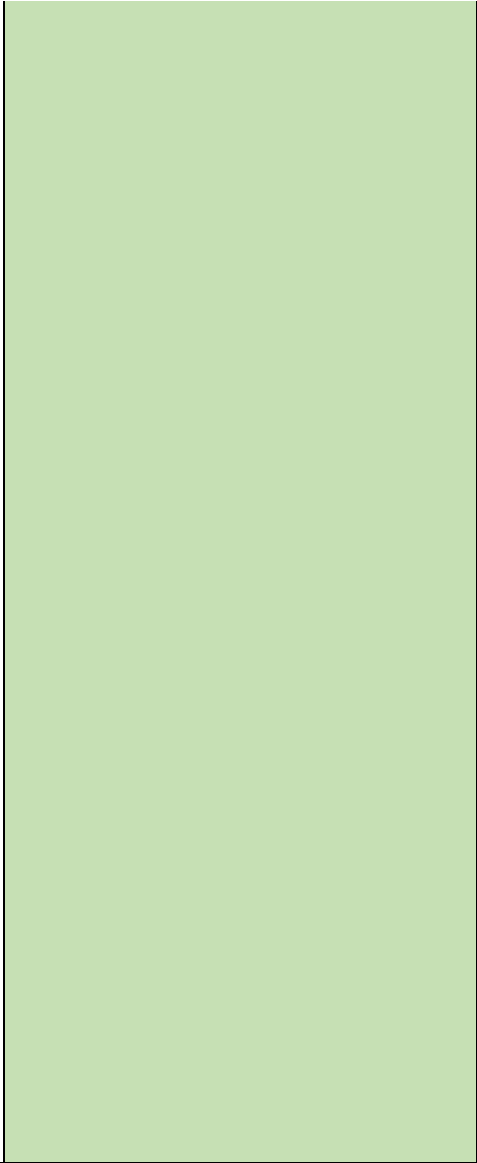
coordinative skills		
EQ		
work for the good of both sides		
sensitive to opportunities	awareness in self-marketing	
marketisation		
professionalism predominates		
accumulate client resources with purpose		
Sense of professional identity	professionalism of LPs	
appropriate attitude		
personal image		
stick to commitment		
familiar with working procedure		
authoratative certification		
always on time		
sense of confidentiality of clients		
responsible		
professional ethics		
reasonable reaction to emergencies		
mastering of target language	bilingual expertise	
mastering of source language		
transfer capability		
written ability for translator		
spoken ability for interpreters		
as cultural bridge	versatile skills	

sense of beauty			
handle issues abroad			
public speaking			
good memory for interpreters			
critical thinking			
be logical			
executive ability			
strong mental power			
healthy			
adaptability to industry changes	life-long learning		
sensibility			
modesty			
learning up-to-date technologies			
keep fining professional skills			
read widely			
self-motivated			
keep learning everyday			
be reflexive			
learn systematically			
expose to working languages			
freelancer highly depend on social network	dependent level for different working mode	social resources of LPs	Theme 3: net-work factors as a unique power in LP's employability
part-time LP not that dependent			
in-house LP communicate mainly within org.			

language service companies manage social network	Factors influence social network development		
especially difficult for new LPs			
word of mouth is subjective			
limited social network			
seminars are helpful			
personality sometimes matters			
companies are cautious of sharing client resources			
sensitivity to human resources accumulation			
capability of LPs have a say in client relationships			
social relationship in China			
platforms are important for new LPs			
important but not the priority	critics about social network		
weak links matter			
largely beneficial			
sometimes tricky			
a long-term investment			
more opportunities	positive impact from social network		
share in the market is limited			
a competitive advantage			
word of mouth is a soft power			

good reputation brings exponential resources			
non-client are complex	relationship with individuals		
clients usually have dominant role in relationship			
less changes in working environment (with computer)	changes for written translation	Changes of the working environment	Theme 4: External factors are perceived controversial to LP's employability
demand for human-written translation is reducing			
less power of saying in governmental sectors			
worry about the obsolete of human LPs for next generation			
less opportunities for non-English languages LPs			
larger projects depend on teams			
work from home	Changes caused by COVID-19		
change from full-time into part-time			
fewer foreign activities			
fewer demand for foreign affairs staff-aging problem			
more intensive and timely projects			
reduced geographical working boundaries			
a fluctuation between online and offline			

fierce competition for oral LPs			
get used to work online	Diverse attitude towards Internet		
less business trip			
prefer face-to-face communication			
online adds up complexity to LPs			
flexible working place			
rich internet resources			
combination of online and offline			
Replacement of inferior LPs	Anxiety and sense of threat	Controversial attitudes towards AI-human relationship	
distinction of jobs			
anxiety for graduates			
higher challenge for human LPs			
wash out of this industry			
uncertain about tech possibility	uncertainty		
tech happens in all fields			
completely replacement raise ethical issues			
change of future jobs/roles of LPs			
uncertain about degrees of replacement			
welcome technological help	positive attitudes		
more application in C-E translation			
low-cost in CAT			
reduces labour intensity of human LPs			
helpful in E-C			

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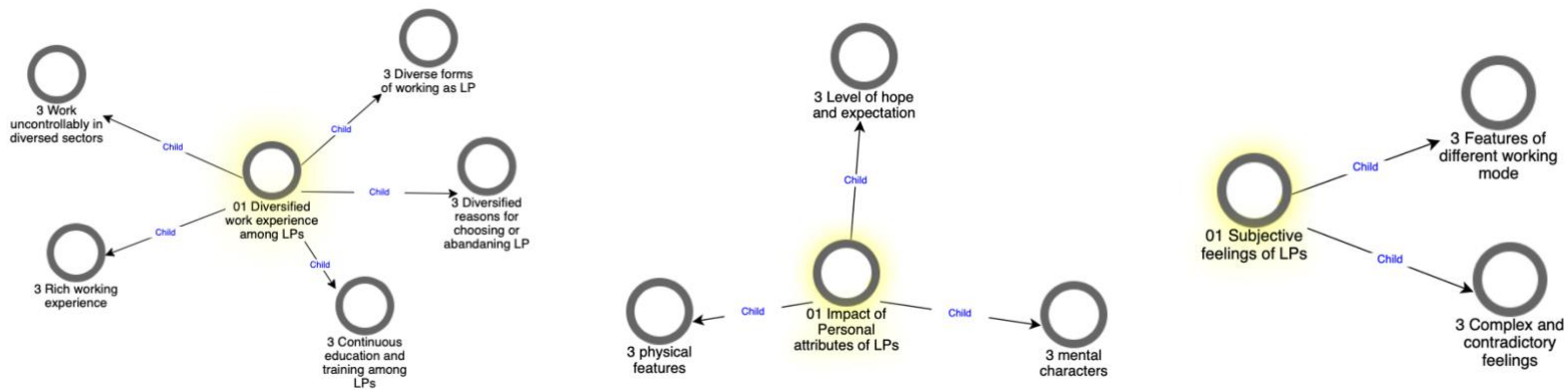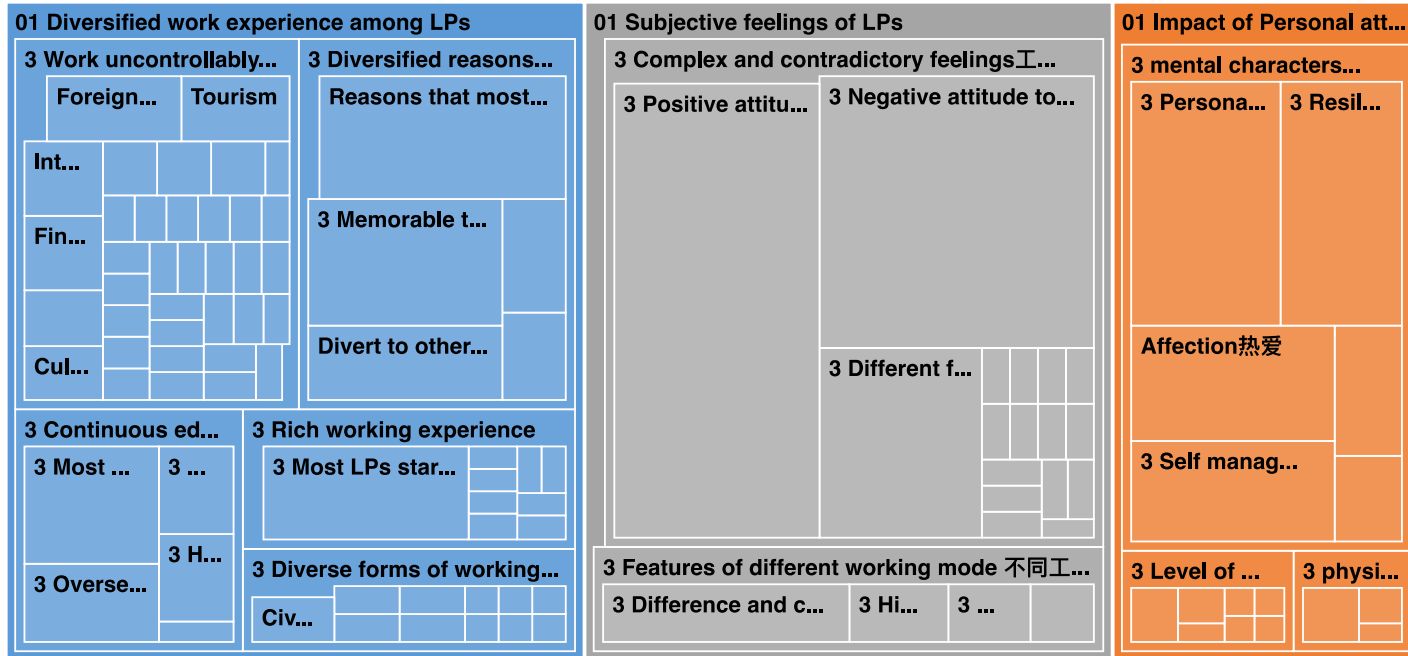|			
save human for more complexed work			
higher efficiency in parallel text and terminology			
go with the tide of times			
further split the market-advanced LPs stay			
good way to learn tech			
AI-human coupling is the trend			
non-literature translation is already replaceable			
personal preference	Distrust		
Chinese cultural-loaded words			
interpersonal emotions			
unreplaceable situations-foreign affairs			
communication of thoughts and values			
LPs as cultural bridge			
high confidentiality			
technical errors are extra burdens			
ethical issues-responsibility			
untranslatability- Chinese (China-Tibetan)vs English (Indo-European)			
tech squeezed down price			
specific sector knowledge			
post-editing always necessary			
in areas where lack of tech			

Policies of countries toward China	Global environment	macro Environmental challenges	
High demand in community LPs			
Fluctuations in international relation			
globalization needs more skilled LPs			
brain drain			
Local geoeconomics differ in China	domestic environment		
underdevelopment of relevant industries			
Educational revolutions			
Overwhelming impact from national policies			
foreign strategies toward the world			
gap between schools and employers			
low social status of LPs			
higher level of foreign language in China-low threshold			
polarization of market resources -stronger gets stronger			
gender inequality			
limited and slow development			

02 Self-perceived capabilities essential f...
3 life-lo...
3 Kee...
3 Versatile sk...
3 Commu...
3 Profession...
3 ...
3 Bilingual e...

01 Diversified work experience among L...
3 Work uncontrollably...
3 C...
3 R...
3 Diversified reasons...
Rea...
3 Diverse fo...

01 Subjective feelings of LPs
3 Complex and contr...
3 Positive attitude t...
3 Negative...
3 Diffe...

04 Controvercial attitudes t...
3 Distrust ...
3 Positive attit...
3 Uncerta...
Pos...

02 Perceived in...
3 Materializa...
3 Atti...
3 Ple...
3 Re...

04 External enviro...
3 Domestic env...
3 Lack ...
3 Policie...

01 Impact of ...
3 mental ch...
3 P...
Affecti...
3 Self...
3 Lev...
3 p...

02 Suggestions ...
3 Prepared fo...
3 A rational...
3 Compreh...

03 Social relat...
3 Relation...
3 R...
3 F...
3 C...
3 Positive i...
3 Depentent...

04 Cha...
3 CO...
3 Int...
3 Cha...

Nodes in Theme 1

Nodes in Theme 2

Nodes in Theme 3

03 Social relationship affects career development

3 Relationship with i...

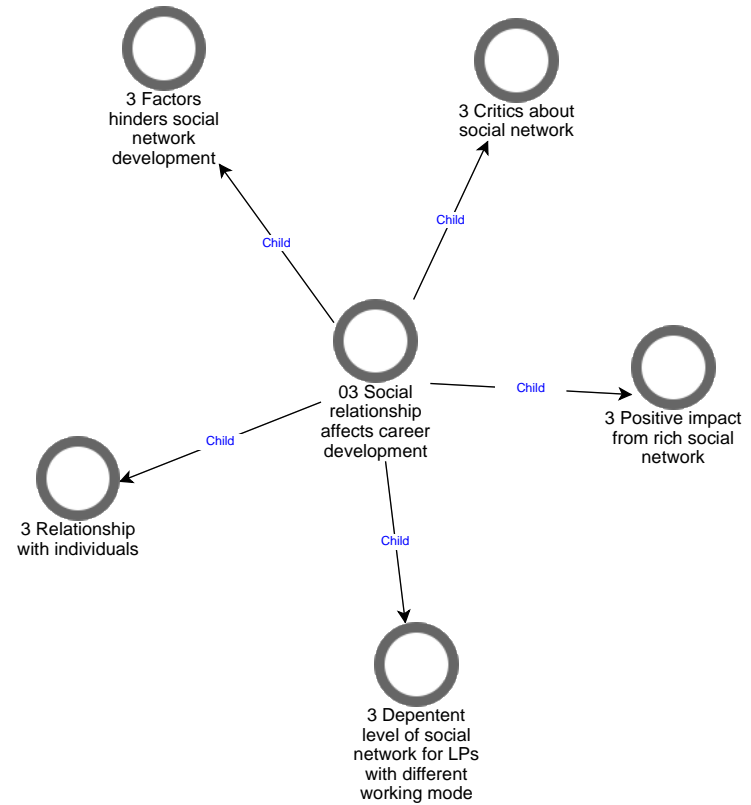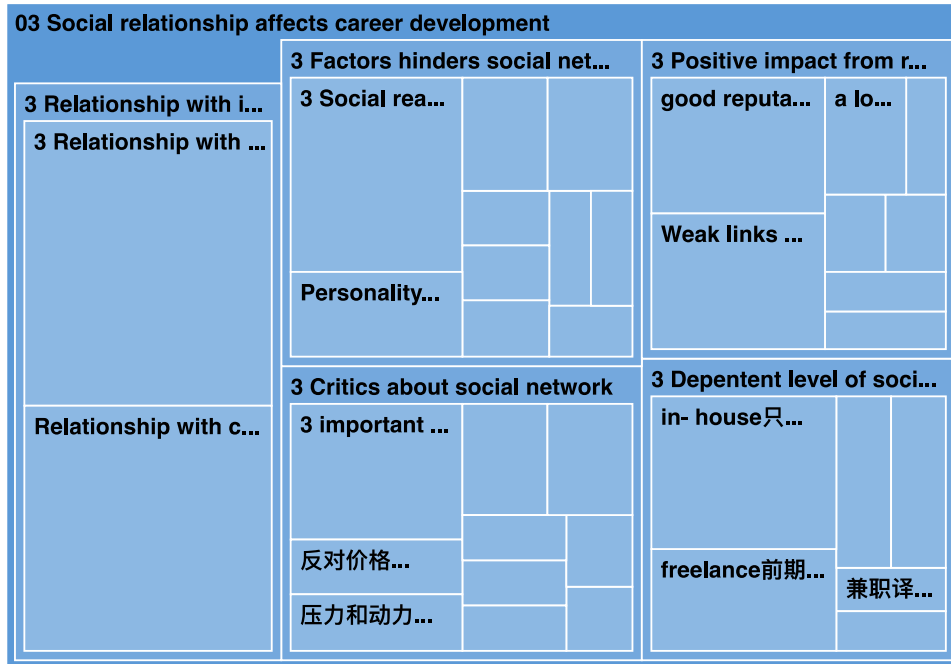**3 Relationship with ...**

Relationship with c...

3 Factors hinders social net...

3 Social rea...

Personality...

3 Critics about social network

3 important ...

反对价格...

压力和动力...

3 Positive impact from r...

good reputa...   a lo...

Weak links ...

3 Depentent level of soci...

in- house只...

freelance前期...   兼职译...

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3 Factors hinders social network development

3 Critics about social network

Child

Child

03 Social relationship affects career development

Child

Child

3 Positive impact from rich social network

Child

3 Relationship with individuals

Child

3 Depentent level of social network for LPs with different working mode

Nodes in Theme 4