



# A Key Tacit Knowledge Manual for Enhancing the Translation Competency of Business English Major New Graduates

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## Abstract

Game localization has become crucial to game creation as the global gaming market expands. As the demand for qualified personnel with in-depth knowledge of the source language and the target culture grows, individuals need to raise their proficiency level in this area. Realizing that new graduates entering the game translation industry require additional competencies, this study focuses on developing a comprehensive manual. Developing a comprehensive training manual that captures the tacit knowledge required for growing in this field is necessary to achieve this goal. This study utilized structured interviews with experienced game localization professionals to gain tacit knowledge. The aim was to produce a training manual that not only imparts the necessary skills but also reduces the time required for business English major new graduates to become proficient in game localization. The development process incorporates knowledge management tools, including knowledge engineering, Communities of Practice (CoPs), and post hoc reviews (AAR). Knowledge engineering plays a key role in capturing and sharing tacit knowledge, ensuring that manuals include the key tacit knowledge experts mentioned. Leveraging CoPs facilitates collaborative learning, while AAR provides insights for continuous improvement. Two rounds of a two-month experimental study period are designed to test the effectiveness of the manual in enhancing the abilities of new graduates. The study results showed that the experimental groups, exposed to the comprehensive key tacit knowledge manual, exhibited significant improvements in test scores and efficiency compared to the self-study control groups. The manual has played an influential role in improving the competencies related to game localization. By acquiring the key tacit knowledge, new graduates have successfully reduced the time required to enter the game localization labor market. In conclusion, this study developed a comprehensive training manual for game localization that captures tacit knowledge to enhance the competency of new graduates. Leveraging knowledge management tools such as knowledge engineering, CoPs, and AAR provided a structured approach to training new graduates in game localization and a framework for continuous improvement in game localization.

**Keywords:** Game Localization, Knowledge Engineering, Community of Practices, After Action Reviews, Tacit Knowledge

## **1. Introduction**

This part consists of the background of this study and introduces the research questions, aims, and objectives.

### **1.1 Background**

Based on the 2023 China Translation and Language Services Industry Development Report, the translation industry's output value has steadily increased. Due to the impact of the pandemic, the output value of the global translation and language services industry in 2020 was \$46.09 billion, showing a slight decline from 2019. However, in the context of the economic restart and the recovery of global cross-border exchanges, the output value of the global language service industry resumed its rapid growth trend in the second half of 2021, and the output value of the global language service industry was 52.01 billion US dollars in 2022. (Translators Association of China, 2022)

Despite the growth and demand in the language service industry, some challenges still need to be addressed. According to the China Translation Talent Report released by the Translators Association of China in 2022, 67.3% of surveyed experts believe that senior translation talents are scarce, and 65.4% believe that college education needs to align with actual work needs. (Translators Association of China, 2022) Although there are many language service providers in China, finding highly skilled translators proficient in multiple languages and specialized fields remains challenging. In the meantime, Business English major new graduates need more practical skills and experience, making it difficult to find jobs in the language service industry.

Additionally, the global game market has grown in recent years, and China is one of the leading countries in the game industry revenue. According to the international game market report released by Newzoo- the revenue of China's game market reached 45.8 billion US dollars in 2022, with a staggering 744.1 million players contributing to this impressive figure. (Newzoo, 2023)

Given the enormous size of the Chinese game market, paying attention to game localization is increasingly necessary. Localization involves adapting a game or software product to a particular language, culture, and market. In the gaming context, this consists of translating the game's text, voiceovers, and other elements into the target market's language and making cultural adaptations to ensure the game resonates with local players. For several reasons, it is crucial to concentrate on game localization. To address these challenges and opportunities, there have been some attempts to improve the competency of Business English major new graduates. However, there needs to be more discussion about what Business English major new graduates can do to improve their competency. While many studies have highlighted the mismatch between university education and job requirements, Business English major new graduates need more practical guidance.

### **1.2 Research Aim and Objectives**

This research aims to find a solution for improving Business English major new graduates' competency in translation in game localization and reducing the time to improve their competency.

The research aim can be further divided into three objectives as follows.

Objective 1: To identify and extract the competency of the professional translator. This will involve a comprehensive analysis of the knowledge, skills, and attitude required for game localization translators.

Objective 2: To develop and apply the key knowledge manual. This manual will guide Business English major new graduates who want to participate in the game localization industry to enhance their competencies.

Objective 3: To evaluate the manual with Business English major new graduates. This evaluation will assess the manual's effectiveness in enhancing the competency of new Business English major graduates.

## **2. Literature Review**

This part discusses various research methods and related theories applied in the thesis. It provides methodological guidance and a theoretical basis to help better understand and apply these theories and methods.

### **2.1 Snowball Sampling**

Snowball sampling is a commonly used sampling method in qualitative research when a sampling frame cannot be constructed (Kirchherr & Charles, 2018). Snowball sampling is a method used in qualitative research to reach hidden or hard-to-reach populations by using social links to identify other members of the target population (Ali, 2018). This approach is often employed when reaching people of interest is challenging, relying on existing participants' expertise and social networks to identify suitable candidates. This study uses the method of snowball sampling to reach and recruit professional translators in the game localization field who have worked in this field for no less than five years to participate in interviews and extract key tacit knowledge for building Business English major new graduates' competency in the game localization industry.

### **2.2 Structured Interview**

A structured interview is a qualitative research method that involves predetermined questions in a specific order (Barrick, 2020). This approach ensures that all participants have been asked the same questions in the same order to minimize potential bias and facilitate data analysis among all the participants.

### **2.3 Verbatim Transcription**

Verbatim transcription converts audio or video recordings into text documents to capture the exact words (Cope, 2009). Transcription is vital in the research process, allowing for a deeper understanding and data analysis. For instance, verbatim transcripts of interviews provide researchers with a detailed record of the conversation during the interview process, facilitating an in-depth analysis of the interview content.

### **2.4 Content Analysis**

Content analysis is a method of systematically coding and quantifying written, visual, or oral content for research purposes. (Huxley, 2020) It is commonly used to systematically summarize qualitative data quantitatively, enabling researchers to transform a large amount of text into highly organized results. In the present study, content analysis will be utilized to analyze both primary and secondary data.

### **2.5 Knowledge Engineering, Common KADs**

Knowledge engineering is the aspect of systems engineering that focuses on acquiring and representing knowledge in a Knowledge-Based System (Debenham, 1998). The Common

KADS Design Model is intended to support knowledge engineers in choosing knowledge representations and programming techniques to produce a good design of a KBS system (Kingston, 1998).

## **2.6 Learning Curve Theory**

Learning curve theory is a concept used in many fields that states it takes less time to do a task each time it is completed. The time gained will decrease gradually over time, and the overall decrease in the time it takes will happen in a predictable pattern known as a curve (Learning Curve Theory. - EBSCO, n.d.)

## **2.7 CoPs**

Communities of Practice (CoPs) a group of people who interact socially, share knowledge, and learn from each other (Terry et al., 2020). These communities often revolve around sharing their best practice and generating new knowledge so that they can advance their professional practice.

## **2.8 AAR**

The after-action review (AAR) analyzes events and performances that have occurred to improve future response and preparedness (Parker, 2020).

## **2.9 Prior Studies and Research Gaps**

Numerous scholars have conducted research in the game localization industry. In “Game Localization: A Critical Overview and Implications for Audiovisual Translation” (2018), Minako and O’Hagan provide an in-depth analysis of game localization as a relatively new practice and research field within audiovisual translation. They highlight how game localization practices are shaped by the business interests of the gaming industry, emphasizing the importance of aligning the decision-making authority of localizers with corporate interests. Moreover, the authors note that technological advancements have significantly impacted game localization procedures. Also, they point out that research methodologies in game localization remain insufficiently developed.

Carme, Mangiron. (2018). Game on! Burning issues in game localization. Highlights that game localization translator training requires special attention from industry and academic perspectives.

Similarly, in “Training Game Localizers Online: Teaching Methods, Translation Competence, and Curricular Design” (2021), Carme Mangiron delves into training game localizers through online platforms. Her article examines various aspects such as teaching methods, translation competence, and the design of curricula, shedding light on practical approaches for educating game localizers in an online environment.

“A study on issues in Arabic video games” (2021), M. Al-Batineh Examines the technical, linguistic, and cultural challenges identified in various Arabic-translated video games and aims to bridge the existing gaps in Arabic video game localization research.

In Translation Solutions in Professional Video Game Localization in Iran. (2022). Jooyaeian, E., & Khoshsaligheh, M. Several deficiencies in the Persian localization of video games, examined within Iran’s cultural and industrial contexts.

Despite the extensive research on the problems in the game localization industry, there is a knowledge gap in developing the competency of new Business English major graduates in game localization. So, by conducting interviews with individuals with expertise in game

localization, this research aims to gather firsthand insights and perspectives for collecting unique and specialized information that can contribute to addressing the knowledge gap.

Previous research has explored the translation theoretical framework in the game localization industry. To bridge the theoretical gap in previous research on game localization, this study proposed a new theoretical framework incorporating knowledge management.

### **3. Methodology**

This section introduces the research design methods used in this study, including the conceptual framework and the step-by-step research process.

#### **3.1 Problem Identification**

In the early stage of the study, the Chinese translation market was deeply analyzed, and an extensive literature review and report analysis were carried out. Two main issues emerge from the report: first, a mismatch between university education and market demand, causing Business English major new graduates to face adjustment difficulties in the early stages of their careers; second, there is a competency gap between Business English major new graduates and professional translators in the game localization industry.

#### **3.2 Knowledge Capture**

The data collection process for this study involved two parts, the first part collects valuable first-hand data by interviewing 17 professional translators in game localization to obtain tacit knowledge of developing competency in game localization. The second part involved pre-tests and post-tests to evaluate the learning process of 20 new graduates. This study adopted the method of snowball sampling to select interviewees for expert interviews and participation in experimental learning. Expert interviews in game localization began with an initial participant selected for their professional background, using a snowball sampling approach to progressively identify and interview additional experts through LinkedIn referrals, continuing until information saturation was achieved. In experimental learning, participants were initially recruited from known business English graduates, engaging them in the study and leveraging a snowball sampling strategy to expand the participant pool until the target sample size was attained.

#### **3.3 Knowledge Storage**

The third step is systematically analyzing and sorting out the knowledge extracted from interviews using knowledge engineering. To effectively inherit and apply these valuable knowledge resources, Common KADS is adopted for knowledge classification and organization. A manual was then carefully compiled to use these experiences to guide Business English major new graduates in developing their competency.

While compiling the manual, the collected knowledge was sorted out and refined to ensure its accuracy and practicality in content and expression. The manual includes effective strategies, professional tips, and industry best practices for solving common problems in translation practice. After the final manual was completed, it was confirmed by invited experts in the field of translation to ensure that its content aligned with the actual situation.

#### **3.4 Knowledge Dissemination and Leverage**

In the fourth step, the manual is implemented for ten Business English major new graduates in the first round, followed, and observed. Simultaneously, record the students' use of the manual and their performance in practice and collect relevant data. Qualitative and quantitative

analyses were performed to assess the effectiveness of the manual and learning curves were plotted to demonstrate students' progress after using the manual.

## 4. Results

This section presents the results of structured interviews and the pre-test and post-test outcomes of the experimental learning.

### 4.1 Interview Results

This part presents a form organized from the interview findings.

Based on the interview results, the content can be divided into nine tasks compiled through interviews with 17 experts. It reveals experts' insights and practical advice on understanding context, term determination, theoretical support, accumulating gaming terms, using translation software, proofreading methods, effective communication, maintaining professionalism, and sustainable work.

By gaining real experiences and insights from experts, key information has been captured to provide a solid foundation for the content of this manual. The perspectives and practical experiences provide rich material for the manual to better meet the needs of new graduates.

| <b>Task: Improve New Graduates' Game Localization Competency</b> |                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inference 1</b><br>Understanding Context                      | Background review: After receiving a project, the first step is to review the background of the game setting. Translators explore platforms such as Scryfall, Fandom, WOWHEAD, and Wikipedia. These sources provide information about the game's lore, world, characters, and historical and cultural content.                                |
|                                                                  | Playing a Similar Game: To gain familiarity with the game mechanics and user interface (UI)/user experience (UX), the person working on the project plays a game of the same genre. By experiencing the gameplay firsthand, they can understand how the UI/UX is designed and how specific terms are used in the context of the game.         |
|                                                                  | Forming Intuition: Through the game-play experience, the individual develops an intuition that helps them judge where particular sections of the game's text would appear. This intuition allows them to make better-informed decisions when analyzing and understanding the project context.                                                 |
|                                                                  | Demo or Database Search: The next step involves playing the game's demo version or conducting searches in the game's database. This matches the pictures (presumably related to in-game assets) to the corresponding words or descriptions found in the project text.                                                                         |
|                                                                  | Database Query or Game Company Communication: If additional information is required to understand the context fully, the individual may check the game's database or directly communicate with the game company to request relevant information. This step helps fill gaps and ensure a comprehensive understanding of the project's context. |
| <b>Inference 2</b><br>Selecting Terminology                      | Adhere to the style guide and employ different language styles based on specific requirements.                                                                                                                                                                                                                                                |
|                                                                  | Avoid using taboo content considering different cultural backgrounds.                                                                                                                                                                                                                                                                         |

|                                                                            |                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                            | Maintain consistency in terminology, using a single translation for the same term.                                                                                                                                                                                                                              |
|                                                                            | Understand the fundamental meaning of terms and consider the context before using them.                                                                                                                                                                                                                         |
|                                                                            | Be mindful of character limits in UI, preferring concise vocabulary over lengthy, decorative words.                                                                                                                                                                                                             |
|                                                                            | Utilize reputable dictionaries like Collins Dictionary, Cambridge Dictionary, Urban Dictionary, or Pleco to search for meanings and find synonyms for substitution.                                                                                                                                             |
| <b>Inference 3</b><br>Theoretical Support                                  | Incorporate appropriate literary theories like Deconstruction, aligning with the project's goals and content. This ensures localization stays faithful to the original text while adapting to the target language's culture and showcasing aesthetic value.                                                     |
|                                                                            | Utilize translation theories such as Skopos and functional equivalence theories to accurately convey the same experience as the original version of the localized content. Adapt elements to the cultural background of the target players to meet their expectations.                                          |
|                                                                            | Apply knowledge of linguistic theories, including grammar, syntax, and lexicology, to ensure the accurate and fluent translation of game text into the target language.                                                                                                                                         |
|                                                                            | Refer to vocabulary and usage found in well-known games of the same genre for consistency and familiarity.                                                                                                                                                                                                      |
|                                                                            | Recognize that the quality of a translation can be subjective. When reviewers or proofreaders question your translation, it is essential to have a well-founded concept supporting your choices to avoid meaningless arguments.                                                                                 |
| <b>Inference 4</b><br>Accumulating Gaming terms, Jargon, and Abbreviations | Find terms by searching keywords on Google, social media, video platforms such as YouTube and Bilibili, gaming forums, player communities, or project databases.                                                                                                                                                |
|                                                                            | Switch to find the corresponding term according to the language version.                                                                                                                                                                                                                                        |
| <b>Inference 5</b><br>How to learn CAT                                     | Follow tutorial videos on YouTube and Bilibili to learn.                                                                                                                                                                                                                                                        |
|                                                                            | Read the operating manual for the software.                                                                                                                                                                                                                                                                     |
|                                                                            | Take online courses.                                                                                                                                                                                                                                                                                            |
|                                                                            | Visit forums related to Computer Assisted Translation for more information                                                                                                                                                                                                                                      |
|                                                                            | Contact the software customer service via email for assistance.                                                                                                                                                                                                                                                 |
|                                                                            | Learn How to find translation memory (Translation Memory). How to use Terminology Base? How to use the global search function? How to use regular expressions (Regex)? How to export proofs and generate error reports? How to export translation files to the target format and master standard shortcut keys? |

|                                                       |                                                                                                                                                                                                                  |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Inference 6</b><br>Methods of Proofreading         | Use QA tools such as Xbench and QA Distiller Error Spy to check for terminology consistency, spelling, and punctuation errors.                                                                                   |
|                                                       | Proofreading with built-in features of CAT tools.                                                                                                                                                                |
|                                                       | Grammarly.                                                                                                                                                                                                       |
|                                                       | Read carefully for spelling and punctuation errors. Exchange translated texts with colleagues for proofreading.                                                                                                  |
| <b>Inference7</b><br>Effective Communication          | Learn to empathize and be polite.                                                                                                                                                                                |
|                                                       | When encountering problems, provide sufficient information to the project manager or make inquiries. Follow the format: your name + project + issue code + issue description + attach a screenshot or content.   |
|                                                       | List key takeaways or create reports for efficient communication.                                                                                                                                                |
|                                                       | Come up with your ideas first, then ask others for help.                                                                                                                                                         |
|                                                       | Use online tools to allow anyone to share and view information changes.                                                                                                                                          |
|                                                       | Be honest, and do not fear losing face or making mistakes because problems cannot be hidden.                                                                                                                     |
| <b>Inference8</b><br>Maintaining a professional image | Submit translation manuscripts on time, do not lose contact, and ensure that the follow-up process is carried out as planned.                                                                                    |
|                                                       | Be responsible for the translation; do not arbitrarily determine what you are unsure about; at least search and query.                                                                                           |
|                                                       | Cooperate with client inquiries during translation and with proofreading after translation.                                                                                                                      |
|                                                       | Carefully check and double-check to avoid low-level mistakes from causing trouble to subsequent reviewers and customers.                                                                                         |
| <b>Inference 9</b><br>Sustainable Work                | Have the spirit of self-entertainment, find the passion for game localization work, deal with the tedious process, and dismantle the “black box.”                                                                |
|                                                       | Set reasonable goals because no one can make a perfect translation.                                                                                                                                              |
|                                                       | Keeping abreast of industry trends through multiple channels and learning new technologies contributes to continuous development.                                                                                |
|                                                       | Put yourself in the player’s shoes, understand how important translation is to the game and the player, and let a sense of accomplishment drive your work.                                                       |
|                                                       | Learn from your peers, read their blogs, and meet face-to-face.                                                                                                                                                  |
|                                                       | Do not accept orders below the market price, and do not waste time to make meager money. It would be best to speak up when mistreated and let the translation community test whether this behavior is justified. |
|                                                       | Take on a game genre you like, or become more closely involved in the game’s planning and production process.                                                                                                    |
|                                                       | Make reasonable arrangements, and if working remotely is possible, change your work environment occasionally.                                                                                                    |



## 4.2 Manual Experiment Results

This section shows the pre-test and post-test results of an experimental learning of Business English major new graduates.

### 4.2.1 Control Group and Experimental Group Test Results

Table 1: Control Group Test Results

| Participants | Pre-test score | Post-test score |
|--------------|----------------|-----------------|
| 1            | 21             | 65              |
| 2            | 34             | 66              |
| 3            | 10             | 49              |
| 4            | 54             | 94              |
| 5            | 13             | 72              |
| 6            | 22             | 68              |
| 7            | 25             | 80              |
| 8            | 31             | 66              |
| 9            | 31             | 71              |
| 10           | 26             | 72              |

Table 2: Experimental Group Test Results

| Participants | Pre-test score | Post-test score |
|--------------|----------------|-----------------|
| 1            | 33             | 91              |
| 2            | 48             | 94              |
| 3            | 19             | 56              |
| 4            | 18             | 97              |
| 5            | 37             | 89              |
| 6            | 44             | 97              |
| 7            | 39             | 100             |
| 8            | 28             | 92              |
| 9            | 19             | 92              |
| 10           | 37             | 100             |

Figure 1: Comparison of pre-tests and post-tests

|        |                                            | Paired Differences |                |                 |                                           |           |         |    |                 |
|--------|--------------------------------------------|--------------------|----------------|-----------------|-------------------------------------------|-----------|---------|----|-----------------|
|        |                                            | Mean               | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |           | t       | df | Sig. (2-tailed) |
|        |                                            |                    |                |                 | Lower                                     | Upper     |         |    |                 |
| Pair 1 | ControlPretest - ControlPosttest           | -43.60000          | 8.39577        | 2.65497         | -49.60597                                 | -37.59403 | -16.422 | 9  | .000            |
| Pair 2 | ExperimentalPretest - ExperimentalPosttest | -58.60000          | 12.37560       | 3.91351         | -67.45297                                 | -49.74703 | -14.974 | 9  | .000            |

For the control group, the mean difference between the pre-test and post-test was significant, with a t-value of -16.422 and a p-value of less than 0.05.

The mean difference between the pre-test and post-test was also significant for the experimental group, with a t-value of -14.974 and a p-value of less than 0.05.

Therefore, both groups differed significantly after two months of study, with the experimental group showing a larger mean difference. This shows that the learning effect of the experimental group is more significant.

## 4.3 Key Knowledge

Table 3: Key Knowledge

| Options                          | Score | No.1   | No.2   | No.3   | No.4   | No.5   | No.6   |
|----------------------------------|-------|--------|--------|--------|--------|--------|--------|
| Methods of searching for terms   | 5.4   | 5(50%) | 4(40%) | 1(10%) | 0(0%)  | 0(0%)  | 0(0%)  |
| Methods of Understanding Context | 4.5   | 3(30%) | 3(30%) | 2(20%) | 1(10%) | 0(0%)  | 1(10%) |
| Operation of CAT                 | 4.2   | 2(20%) | 2(20%) | 3(30%) | 2(20%) | 1(10%) | 0(0%)  |
| Selecting Terminology            | 3.1   | 0(0%)  | 0(0%)  | 3(30%) | 5(50%) | 2(20%) | 0(0%)  |
| Methods of proofreading          | 2.6   | 0(0%)  | 1(10%) | 1(10%) | 2(20%) | 5(50%) | 1(10%) |
| Method of forming attitude       | 1.2   | 0(0%)  | 0(0%)  | 0(0%)  | 0(0%)  | 2(20%) | 8(80%) |

Based on the ranking of new graduates after using the manual, it can be concluded that methods of searching for terms and methods of understanding context are considered key tacit knowledge in game localization tasks. Therefore, when training and preparing new graduates to enter the game localization industry, training in these two aspects should ensure they have the necessary knowledge and skills.

#### 4.4 AAR

Table 4: AAR of learning the manual.

| Problems encountered when learning the manual                       |
|---------------------------------------------------------------------|
| Provide specific instructions on how to install Memo Q.             |
| Detail the steps to modify the language settings in Memo Q.         |
| Mark all the websites that require using a VPN                      |
| How do you search terms if there is no different language version?  |
| Is there any recommendation for a game forum while searching terms? |
| Specify “provide enough information” on page 63.                    |

After two months of learning, AAR collects feedback from new graduates participating in the experimental learning process. As we can see from Table 4, new graduates encountered some problems while learning the manual. Based on their feedback, the manual has been modified and rechecked with experts to ensure it fits new graduates' needs.

### 5. Discussions

In this interview, we conducted in-depth exchanges with 17 experts in game localization. They all have over five years of work experience and accumulated rich practical experience and professional knowledge. Key findings show that participants generally believe understanding context is critical in translation. Therefore, discussing how to help understand the context becomes an important topic. At the same time, the participants agreed that the choice of terminology also impacts the quality of translation and thus put forward their suggestions for word selection in practice. However, some challenges were also touched upon in the discussion, such as how to apply the theory of translated literary linguistics to support translations, methods of accumulating terminology and game jargon, how to maintain translation efficiency and terminology consistency when using CAT tools and QA tools, and how to Communicate efficiently at work, keep the professional image and maintain a sustainable working state.

After developing the manual, we conducted a two-month experiment to verify the effectiveness of learning the manual. In the pre-test, the experimental group had a slightly higher average score (30.2>26.7) than the control group. However, after a two-month manual study for the experimental group and a self-study for the control group. Both two groups performed better than before. The control group's performance increased by approximately 163.17%. The experimental group's performance increased by approximately 200.66%. It shows that the experimental group had a significantly higher average score and a shorter time cost than the control group.

In particular, the manual highlights the importance of methods for searching for terms and methods for understanding context, both of which are considered key tacit knowledge in game localization tasks. This emphasis helps new graduates clarify the key focus of their tasks and

provides them with direction to develop their skills in these areas. Analyzing students' performance in pre-test and post-tests shows that new graduates in the experimental group performed more accurately and appropriately in translation tasks after studying the manual. Compared with self-study students in the control group, they have significant language accuracy and beauty advantages. In contrast, self-taught students may be able to find the corresponding meaning. However, due to a lack of professional guidance and industry experience, they did not perform as well as students who use study manuals regarding language accuracy and linguistic beauty. Game localization goes beyond simple translation and requires a deep understanding of the game's cultural and emotional connotations, which is key information the study manual provides new graduates.

## 6. Conclusion

When graduates enter the field of game localization, they usually need to face complex tasks and specific challenges that require them to improve their competency. Since there is a knowledge gap in the competencies of new Business English graduates in game localization, the significance of this study lies in collecting unique and specialized information to fill this gap by interviewing experts in the field of game localization. Simultaneously, a manual is generated by organizing these firsthand insights and opinions. By understanding the experience and suggestions of industry experts, Business English major new graduates are provided with an additional channel for learning.

Meanwhile, previous game localization studies have explored translation theoretical frameworks, but theoretical gaps still need to be addressed. The importance of this study lies in introducing knowledge management concepts into the field of game localization. This new framework will help to deepen the understanding and application of knowledge in the game localization process and promote the sharing and transfer of knowledge, thereby improving the quality and efficiency of localization. By integrating the perspective of knowledge management into game localization research, this research is expected to provide new ideas and methods for developing game localization competency and, at the same time, bring enlightenment and reference value to translation and localization research in other related areas.

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