Development of Translation Curricula at Undergraduate Translation Courses in Saudi Universities: Exploring Student Needs and Market Demands

Thesis submitted for the degree of
Doctor of Philosophy
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by
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Abstract:

This thesis focuses on the relationship between undergraduate translation curricula on the one hand, and students’ needs and market demands on the other hand, using translator training in Saudi Arabia as an example. This case study provides strong support for the argument that market demands and student needs should be reflected in the curriculum of translation training courses. There is a shortage of research on the relationship between translation curriculum design and situational context, and the recommendations of my study are generalizable to other locations, especially those where translator education is still a relatively new subject of study.

The tools used in this study are extended questionnaires of three stakeholder groups: (i) final-year students following translation courses at three universities in Saudi Arabia, King Saud University, Imam Muhammad ibn Saud Islamic University and Effat University; (ii) translation instructors teaching translation at those universities; and (iii) translators working in the Saudi translation market. The questionnaires administered to students and instructors enabled me to identify their perceptions of the needs of students and the market, while the questionnaires administered to translators working as professionals in the market enabled me to identify both the actual needs of the market and professionals’ view of the translation courses and their graduates. Follow-up interviews with a fourth important group of stakeholders, namely curriculum decision makers in translation departments, were conducted once I had identified the students’ needs and the demands of the market, and the thesis discusses the relationships between the views of all four stakeholder groups. It is my hope that the study will contribute to enhancing the development of curricula in undergraduate translation courses.
I, Abdulhameed Alenezi, hereby certify that this thesis is entirely the result of my own research. The published and unpublished resources that I consulted are indicated in the bibliography.

I hereby declare that this thesis has not been presented partially or wholly for any other degree at any time in the past or present time.
Acknowledgement

I would like to thank Prof Kirsten Malmkjaer who supervised this work and provided me with guidance and assistance from the beginning till the end of this research. She has been always there whenever I needed advice and help. I also thank my second supervisor Dr Ahmed Elimam for his supervision and his invaluable consultations in the thesis.

I also extend my thanks to all the respondents and interviewees who took part in this research.
Dedication

To the soul of my brother, who passed away before this work saw the light

To my parents who have been a source of motivation throughout this journey
# Table of Contents

Abstract: ....................................................................................................................... 2

1 Introduction ................................................................................................................ 13
   1.1 Introduction ......................................................................................................... 13
   1.2 Research motivations: ....................................................................................... 14
   1.3 Aims and research questions: ............................................................................ 16
   1.4 Scope of surveys and interviews ...................................................................... 20
   1.5 Structure of the thesis: ...................................................................................... 21
   1.6 Delimitations of the study: ................................................................................ 22
   1.7 Definitions of terminology used in this research: .......................................... 23

2 Literature Review ........................................................................................................ 24
   1. Introduction to translator training: ...................................................................... 24
   2.1 Translation competence: ................................................................................... 27
   2.2 Translator training approaches and translation competences: ....................... 38
      2.2.1 Process-centred approach: ......................................................................... 38
      2.2.2 Task-based approach: ................................................................................ 44
      2.2.3 Product-based approach: .......................................................................... 46
      2.2.4 The social constructivist approach: ............................................................ 47
   2.3 Teaching objectives and learning outcomes: ...................................................... 49
   2.4 Language teaching in translator training courses: ............................................ 51
      2.4.1 Language teaching imprints on translation teaching: .................................. 53
   2.5 Computer-assisted translation (CAT): ................................................................ 55
   2.6 Surveys on student needs and market demands in translation: ....................... 57
2.7 Summary and concluding remarks: ................................................................. 62

3 Methodology ........................................................................................................ 64

3.1 Introduction: ........................................................................................................ 64

3.2 Firstly, the students’ questionnaire: ................................................................. 68

3.3 Secondly, the instructors’ questionnaire: ......................................................... 69

3.4 Thirdly, the translation market questionnaire: .................................................... 70

3.5 Pilot study: ........................................................................................................... 71

3.6 Sampling procedure: ......................................................................................... 72

3.6.1 Respondents to the students’ questionnaire: .................................................. 73

3.6.2 Respondents to the instructors’ questionnaire: ............................................. 73

3.6.3 Respondents to the translation market questionnaire: ..................................... 74

3.7 The study: ........................................................................................................... 75

3.8 Analysis of collected data: .................................................................................. 76

3.9 Content analysis of course plan: ........................................................................ 77

3.10 Follow up interviews with decision makers in the three courses: ...................... 77

4 Translator Training and the Translation Market in Saudi Arabia ....................... 80

4.1 Introduction to the state of translator training in Saudi Arabia: ....................... 80

4.2 Translator training institutions in Saudi Arabia: .............................................. 87

1. The undergraduate translation course in English at KSU: .............................. 88

2. The English language undergraduate course at Imam University: .................. 96

3. The undergraduate English and Translation course at Effat University: ....... 103

4.3 Comparative analysis of the three undergraduate translation courses in KSU,
Imam and Effat: ...................................................................................................... 109

4.3.1 Duration and load of credit in each course: ................................................. 109

4.3.2 Translation modules and their nature: .......................................................... 110
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3.3</td>
<td>Diversity of modules</td>
<td>110</td>
</tr>
<tr>
<td>4.3.4</td>
<td>Improving English language skills</td>
<td>113</td>
</tr>
<tr>
<td>4.3.5</td>
<td>Translation Technology Tools</td>
<td>114</td>
</tr>
<tr>
<td>4.3.6</td>
<td>Interpreting</td>
<td>114</td>
</tr>
<tr>
<td>4.3.7</td>
<td>Translation project or internship</td>
<td>115</td>
</tr>
<tr>
<td>4.3.8</td>
<td>Course concentration</td>
<td>116</td>
</tr>
<tr>
<td>4.4</td>
<td>The translation market in Saudi Arabia</td>
<td>117</td>
</tr>
<tr>
<td>5</td>
<td>Presentation and Analysis of Translation Student Needs: the Perspective of Students</td>
<td>127</td>
</tr>
<tr>
<td>5.1</td>
<td>Introduction</td>
<td>127</td>
</tr>
<tr>
<td>5.2</td>
<td>Profile of participants</td>
<td>127</td>
</tr>
<tr>
<td>5.3</td>
<td>Questions about the course and the market</td>
<td>130</td>
</tr>
<tr>
<td>6</td>
<td>Presentation and Analysis of Translation Student Needs: the Perspective of Instructors</td>
<td>176</td>
</tr>
<tr>
<td>6.1</td>
<td>Introduction</td>
<td>176</td>
</tr>
<tr>
<td>6.2</td>
<td>Profile of instructors</td>
<td>176</td>
</tr>
<tr>
<td>6.3</td>
<td>Questions about the students and the course</td>
<td>187</td>
</tr>
<tr>
<td>7</td>
<td>Presentation and Analysis of Translation Market Demands from Translators’ Perspective</td>
<td>224</td>
</tr>
<tr>
<td>7.1</td>
<td>Introduction</td>
<td>224</td>
</tr>
<tr>
<td>7.2</td>
<td>Profile of translators</td>
<td>225</td>
</tr>
<tr>
<td>7.3</td>
<td>Questions about the market demands and what translators think of the translation courses</td>
<td>233</td>
</tr>
<tr>
<td>8</td>
<td>A Comparison between the Surveys Results for the Three Sets of Stakeholders: Students, Instructors and Translators</td>
<td>276</td>
</tr>
</tbody>
</table>
8.1 Introduction: ........................................................................................................ 276
8.2 Comparison of results: ...................................................................................... 277

9 Interviews with Decision makers in Curriculum Development: What Do They Want to Say? ........................................................................................................ 310

9.1 Introduction: ...................................................................................................... 310
9.2 Questions and answers in the interviews: ......................................................... 312

10 Conclusion .......................................................................................................... 343

10.1 Introduction ...................................................................................................... 343
10.2 Recommendations for the three translation courses (KSU, Imam and Effat): 345

10.2.1 Diversity in the course to meet student objectives: .................................... 345
10.2.2 Usefulness of common subjects in translation courses............................... 345
10.2.3 Improving academic infrastructure in the university: ................................. 349
10.2.4 Available information about the course prior its commencement: ............. 349
10.2.5 Maintaining appropriate class sizes: ............................................................ 349
10.2.6 Inclusion of internships in the curriculum: .................................................. 350
10.2.7 Training translation instructors: ................................................................. 351
10.2.8 Introducing translation memory software: .................................................. 354
10.2.9 Consistent development of the curriculum and measurement of market demands: ........................................................................................................ 355
10.2.10 Setting clear learning outcomes for every module: .................................... 355
10.2.11 Reflecting market conditions in classrooms: ............................................. 356
10.2.12 Appropriate duration for an undergraduate course in translation: ............ 356
10.2.13 English language teaching: ........................................................................ 357
10.2.14 Setting concentrations in the Imam course: ................................................. 357

10.3 Market demands: ............................................................................................. 358
10.4 Contribution of this research: ................................................................. 362
10.5 Implications for future research: .......................................................... 362

Appendices: ........................................................................................................ 365

Bibliography: ...................................................................................................... 406
### List of abbreviations:

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSCW</td>
<td>Basic Support for Cooperative Work</td>
</tr>
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<td>CALL</td>
<td>Computer Assisted Language Learning</td>
</tr>
<tr>
<td>CAT</td>
<td>Computer-Assisted Translation</td>
</tr>
<tr>
<td>CBS</td>
<td>Columbia Broadcasting System</td>
</tr>
<tr>
<td>CBT</td>
<td>Competence-Based Training</td>
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<tr>
<td>CEA</td>
<td>Commission on English Language Program Accreditation</td>
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<td>ELC</td>
<td>European Language Council</td>
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<tr>
<td>ELT</td>
<td>English Language Teaching</td>
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<td>EMT</td>
<td>European Master’s in Translation</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
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<tr>
<td>ILO</td>
<td>Intended Learning Outcomes</td>
</tr>
<tr>
<td>INQAAHE</td>
<td>International Network of Quality Assurance Agencies in Higher Education</td>
</tr>
<tr>
<td>Imam</td>
<td>Imam Muhammad ibn Saud Islamic University</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>KAU</td>
<td>King Abdul-Aziz University</td>
</tr>
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<td>KSU</td>
<td>King Saud University</td>
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<tr>
<td>LMS</td>
<td>Learning Management System</td>
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<tr>
<td>MT</td>
<td>Machine Translation</td>
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<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>NCAAA</td>
<td>the National Commission for Assessment and Academic Accreditation</td>
</tr>
<tr>
<td>OIC</td>
<td>Organization of the Islamic Conference</td>
</tr>
<tr>
<td>SAMAR</td>
<td>Saudi Arabian Monetary Agency</td>
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<tr>
<td>SL</td>
<td>Source Language</td>
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<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
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<tr>
<td>ST</td>
<td>Source Text</td>
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<tr>
<td>TL</td>
<td>Target Language</td>
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<td>TS</td>
<td>Translation Studies</td>
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<td>TT</td>
<td>Target Text</td>
</tr>
</tbody>
</table>
1 Introduction

1.1 Introduction

Since the 1990s, research in translation studies in general and translator training in particular started to see the light. The growing need for translators in diverse fields for communication between countries and cultures has led to the spread of translator training institutions all over the world. These institutions provide a range of qualifications, from diplomas and undergraduate degrees to master and PhD degree courses, and from academic courses to vocational ones.

Saudi Arabia is a developing country and has taken great care, especially during the last decade, in the development of higher education in the country and establishing more universities. This encouraged high school students to pursue their higher education at universities, which is free of charge and offers the students some incentives, to the extent that, according to the ministry of higher education\(^1\), 86% of high school graduates attended the universities in 2014.

Translation is part of this development and there is an increasing demand for translation. Towards the fulfilment of this demand, a number of translation courses have been established in several universities to prepare translators since 1976. However, the outcomes of some of the academic translation courses have not been satisfying to the market; Fatani, a professor in English department at King Abdul-Aziz University, (2009:5) points out that “most companies and institutions, whether private or government, were well aware of the deficiencies of Saudi translators, who were graduates of local translation and language programmes”. Before discussing the topic of this thesis, it is useful to state the motivations of this research.

1.2 Research motivations:

There are a number of issues that motivated me to conduct this research. Firstly, my experience as a student in the undergraduate translation course in King Saud University, which lasts for five years, has brought to my mind many questions about several issues in the course. The course was rather long in comparison with most undergraduate courses in translation or in humanities in general. Almost all of the translation modules were practically oriented, focusing on a variety of areas such as legal translation, political translation, commercial translation, security translation, military translation, administrative translation, technical translation, etc. Some of the modules were in similar areas such as security translation and military translation and there was no significant distinction between them. The difference between these modules in different areas was that each one had different terminology in its texts with slight reference to the style of writing or linguistic characteristics of each text.

Many of the faculty members who taught translation modules did not have degrees in translation, but in applied or theoretical linguistics or literature, neither did they have experience in translation. A translation instructor needs to know translation teaching approaches and that the focus in teaching translation can be on the process of translation or the product or that learning translation can be through a social interaction between students and the instructor as a facilitator for them, as suggested by Kiraly (2000) in the social constructivist approach.

Moreover, although there is a module dedicated to computer applications in translation, students were not adequately introduced to translation software, but were referred to a variety of lexicons and dictionary websites. The English language proficiency of students in general was not adequate to perform translation, especially from Arabic to English. Observing many graduates planning to work in any other job, but not in translation was also an indicator of the lack of development in the course. Coordination or cooperation between the department and the market was not strong enough and the curriculum was not updated on a regular basis (see Fatani 2007:19).
As for the other translation courses in Saudi Arabia, looking at available literature and reading about the other courses, I found that one course, in Imam Muhammad ibn Saud Islamic University, combines three disciplines (literature, language teaching and translation) in one and translation was considered of subsidiary significance so that the lowest number of modules and credit hours was dedicated to it. Another translation course (in Effat University) also includes a high load of modules in literature, and every student must take a number of modules in literature even though there is another course for those interested to specialise in literature.

Working as an instructor of translation modules in the English language department at Al-Jouf University attracted me to investigate this area and see what can be done to improve the undergraduate translation courses let alone that there is no study that identifies the needs of students in Saudi translation courses and demands of the Saudi translation market. Moreover, while doing my Master in translation at Durham University, I noticed how theory and practice are interrelated when dealing with texts; unlike the situation in translation courses at Saudi universities where the focus is on practice. Not all courses offer theory, and those that do, assign for it a separate module not linked to the practice of translation.

The overwhelming motivation is the lack of research concerning translation curricula and its development (Kelly 2005, Kearns 2006, Kelly and Way 2007) which is very crucial in translator training. This highly motivated me to convert this idea into a thesis that can contribute to the literature of translator training especially with regards to translation curricula and their development, taking the curricula of translation courses in Saudi universities, which I am very familiar and experienced in, as an example of a situation where there is a lack of fit between the demands of the market and the needs of students and how this can be bridged. Recommendations of this thesis are transferable to the curriculum of any translation course.

These considerations brought me to the conclusion that there is a great need to explore students’ needs and market demands in connection with the translation courses at Saudi universities and highlight them in order to provide recommendations that can help to bridge
the gap between students’ needs and the market’s demands as essential primary parts in the development or design of any translation curriculum as shown in the models in the next section. Further readings concerning translation course curricula have helped me to shape the idea of the research (Razmjou 2001, Gabr 2002, Li 2002, Kearns 2006, Sachinis 2011 and others).

1.3 Aims and research questions:

Firstly, it is worth looking at the models proposed for the development of a translation curriculum.

![Diagram](image)

Table 1. Cycle of translation programme design and development (Gabr 2000)

The above is the first model proposed for the design and development of a translation curriculum and it clearly shows that the first two steps that are considered in the pre-
development stage are “identifying market needs” and “identifying student needs”. According to Gabr (2001), these two steps have to be completed first before embarking on other aspects in the curriculum.

Table 2. Curricula Design Process (Kelly 2005)

Similarly, the second model for developing translation curricula was proposed by Kelly in 2005 and it also shows that the primary stages in developing a translation curriculum are identifying students’ needs and market demands. This indicates the significance of identifying what the market demands from the translation curriculum and what students in the course need before designing or developing the curriculum, so that these needs can be fulfilled. These two steps have not been met in the translation courses at Saudi universities according to Fatani (2007:17) who argues that “this failure to identify the needs of the marketplace and to design curriculum to meet them has contributed to misconceptions about translation technology and its implication for the professional translator”. Therefore,
this study explores the needs of translation students as well as the market’s demands in relation to the only three undergraduate translation courses at Saudi universities, KSU (King Saud University), Imam (Imam Muhammad ibn Saud Islamic University) and Effat University in order to derive reliable recommendations for fulfilling the needs and demands of the two stakeholder groups. Although many English departments which offer an undergraduate degree in English language teaching or a degree in English literature also offer one or two general modules in translation, these degrees are not translation degrees. The research aims to answer the following questions:

1- **What are the needs of students in undergraduate translation courses at Saudi universities from students’ and translation instructors’ perspective?**

Fulfilment of students’ needs is a common aim among all courses and the two models above proposed by Kelly (2005) and Gabr (2000) both list identifying these needs at the beginning when developing the curriculum. Therefore, two questionnaires that target students in the final year and translation instructors in the translation courses at KSU, Imam and Effat Universities were used to measure students’ needs.

2- **What are the demands of the Saudi translation market from the perception of professional translators?**

Every academic course should take into account the demands of the future employer of the students and prepare their students not only according to that, but to the principles of higher education which ensure that students develop their skills and knowledge to cope with the changing circumstance of the market. Failure to identify market demands and to fulfil them will create a gap between the courses and the market as a translation curriculum cannot be appropriately developed apart from market demands. In the curriculum development models shown above, both Kelly (2005) and Gabr (2000) have considered identifying market demands as the first step, in fact Gabr locates it in the pre-development stage of the curriculum, indicating that identifying market demands should be at the very beginning when developing or designing the curriculum.
Therefore, I used a questionnaire for translators working in the market to explore their opinions about the market demands of the graduates and their attitudes to several issues regarding the translation courses and their outcomes. More discussion of all the surveys will be given in chapter 3.

3- To what extent do the translation curricula in the three translation courses (KSU, Imam and Effat) meet professional translators’ demands and students’ needs?

It is necessary to identify the gap between the outcomes of translation courses and the market demands and this will be achieved through the analysis of surveys which represent students’ needs and the demands of the market as well as the content of the translation courses.

4- How are the translation curricula developed from the perspective of decision makers for curriculum development?

Interviews were conducted with deans, vice deans, heads of departments, and coordinators of quality committees, who are mainly responsible for the development of the translation curricula in the three translation courses (KSU, Imam and Effat). They were asked about the structure and process of developing the curriculum in each translation course as well as some questions concerning some critical findings related to the courses and the market.

5- What can findings of this research contribute to the development of the curricula in these courses with regard to market demands and students’ needs?

Illustration of causes and effects between what is taught in these courses and the demands of the market will show the lack of fit in translation curricula. After discussing the input of the four groups of stakeholders, the recommendations will suggest how to fix this lack of fit in the curricula of undergraduate translation courses.
1.4 Scope of surveys and interviews

The tools used for collecting the data for this research are a combination of two:

Questionnaires:

The questionnaires were devised for the following:

1- Students in the final year of their translation courses at King Saud University, Imam Muhammad ibn Saud Islamic University and Effat University.
2- Faculty members in the three above mentioned translation courses who teach translation modules.
3- Translators in the Saudi translation market.

Number of participants:

- 156 students
- 34 translation instructors
- 50 translators

Interviews:

Interviews were conducted with:

- 9 curriculum decision makers (deans, vice deans, heads of departments, coordinators of quality committees) in the above mentioned three courses.
1.5 Structure of the thesis:

Chapter 1 is the current chapter and it details the motivations that encouraged me to conduct this research, the aims and the questions of the research and an outline of the thesis detailing the chapters and their contents.

A literature review for this research is developed in Chapter 2. This includes an introduction to translator training, definitions and components of translation competence, common teaching approaches in translation courses, significance of teaching objectives and learning outcomes, language teaching in translator training courses, computer-assisted translation and relevant studies on student needs and market demands in translation.

Chapter 3 details the methodology used in this research, which combines both quantitative and qualitative data and the context of the study (translation courses in King Saud University, Imam Muhammad ibn Saud Islamic University and Effat University). It elucidates the instruments used to collect the data, which are surveys used for three stakeholder groups, namely, final year translation students, translation instructors and translators in the market, and interviews with decision makers who are mainly responsible for the development of the curricula in the three translation courses. The selection criteria for the survey participants, the interviewees and the tools used in this research are also illustrated and justified.

A detailed presentation and discussion of the state of translator training in Saudi Arabia and the three focused translation courses is given in Chapter 4 as well as the state of the Saudi translation market which gives a background before discussing student needs and market demands.

In Chapter 5, the findings concerning students’ needs are presented after an analysis of the input of one of the stakeholder groups, namely, final year students in the three translation courses (KSU, Imam and Effat) which was obtained through the questionnaires assigned for them.
Chapter 6 includes a presentation of the data obtained from the second stakeholder group, translation instructors in the three translation courses, through the questionnaire designed for them; their attitudes to and opinions about different issues related to the curriculum, student needs and market demands are presented.

Chapter 7 includes a presentation of findings for the third stakeholder group, translators in the Saudi translation market, derived through the questionnaire designed for them. It includes their attitudes and opinions with regards to the demands of the market as well as what they think of the translation courses.

Chapter 8 includes a comparison between the surveys’ results for the three sets of stakeholders, namely, students, translation instructors and translators, highlighting the points of convergence and points of divergence among them to identify the gap between the market and the academic institution.

Chapter 9 provides analysis and discussion of the responses by the fourth stakeholder group, decision makers in curriculum development, in the interviews that were conducted with them to identify how curricula in these institutions are developed and to consider their reactions to some of the findings from the surveys that are related to the curriculum.

Chapter 10 includes a conclusion detailing to what extent the three translation courses meet market demands and student needs, and it also covers the recommendations that this research makes with regards to improvements for the curricula, the challenges of the research and possibilities for future research.

1.6 Delimitations of the study:

In most Saudi universities and colleges, there are English departments which offer an undergraduate course in English Language or English Literature, and the curricula in these courses include one or two translation modules. However, these courses, which are not concentrated on translation, will not be covered in this research. Only courses that pledge to prepare translators and that have graduates will be included. Therefore, the study is
limited to investigating student needs in the three translation courses in KSU, Imam and Effat and the demands of the Saudi translation market.

1.7 Definitions of terminology used in this research:

- **Credit hours** refer to the number of contact hours per week.
- There is always an overlap in the usage of the term, “course” in different contexts and different countries; as far as this study is concerned, the term course refers to the whole undergraduate degree that lasts for four or five years and leads to a bachelor degree.
- The term module refers to an individual subject that students study during the term, in which they are tested at the end of the term to measure their understanding of that module. Each module involves a certain number of weekly credit hours.
- **Curriculum** refers to the content of the course including materials, facilities, teaching methods, assessment, resources, modules, etc.
- **Instructor** refers to the faculty member or trainer at a translation department in the university.

The next chapter provides a literature review for this research including studies on student needs and market demands with regards to translator training.
2 Literature Review

1. Introduction to translator training:

It is necessary to provide background information about the history of translator training before discussing some of its significant components. According to Kelly (2005:8), the first universities that took the lead in teaching translation are Moscow Linguistic University (1930), Ruprecht-Karls-University in Heidelberg (1933), University of Geneva (1941), University of Vienna (1946), Innsbruck University (1945), Karl-Franzens-University in Graz (1946), Johannes Gutenberg Mainz University in Germersheim (1947) and the University of the Saarland (1948).

Although translation emerged many centuries ago, academic studies in this field were not undertaken until the late twentieth century. Before that, translation was used as an element to assist in language learning. From the late eighteenth century up to the 1960s, language learning classes were dominated by grammar-translation (Cook 2010: 6-26), which is a method of foreign language teaching, where students learn grammar rules and then apply those rules by translating some sentences between the target language and their mother tongue. Between the 1960s and the 1970s, there was a development of alternative language teaching forms, namely the direct method and the communicative approach, which led to the abandonment of translation in language teaching. According to Cook (2010), the direct method emphasizes that the learner should think directly in the target language without reference to the native language and it is inspired by the idea that a child never relies on a translation to learn his or her first language. The communicative approach focuses on students’ natural ability to learn the language and duplicate authentic language learning situations in the classroom. It often uses spoken rather than written forms and it does not use the mother tongue, so there is no need to use translation at all.

Translation was offered as modules in language teaching departments before it became an independent discipline. Munday (2012:14) believes that “the gearing of translation to
language teaching and learning may partly explain why academia considered it to be of secondary status”. It was used as a tool to learn a foreign language; Munday clarifies that

Translation exercises were regarded as a means of learning a new language or of reading a foreign language text until one had the linguistic ability to read the original one. Study of a work in translation was generally frowned upon once the student had acquired the necessary skills to read the original (2012:14).

This has not only led to a minimization of the significance of translation, it has also delayed its independence as an academic discipline. In response to Snell-Hornby (1988) who argues that translation studies are interdisciplinary by nature, Baker points out that

This does not mean that the discipline is not developing or cannot develop a coherent research methodology of its own. Indeed, the various methodologies and theoretical frameworks borrowed from different disciplines are increasingly being adapted and reassessed to meet the specific needs of translation scholars (1998:279).

Since then, there have been strong arguments to separate translator training from general modern language courses, which resulted in independent courses for translator training (Pym 2009). Kearns (2006:52) argues that “one effect of the rise of communicative methodology in language learning was to eliminate translation from the language classroom. This led to separate schools and institutions being established for the training of translation and language”. Some departments still offer translation as part of a language course. In the 1990s, translation became an independent discipline and its studies started to develop since then. In the second revised edition of her Translation Studies: An integrated Approach, Snell-Hornby (1995) talked about “the breathtaking development of translation studies as an independent discipline” while Baker and Malmkjær in the introduction to the first edition of The Routledge Encyclopedia of Translation described translation as “an exciting new discipline, perhaps the discipline of the 1990s. And indeed translation studies
has not only fulfilled our expectations but greatly exceeded them” (Baker and Malmkjaer 1998: xiii).

Translator training has seen contributions toward its development, but there are still lacks in various areas, which have not been given enough attention. A central area in translator training is design and development of the curriculum; however, this area has not received a great deal of attention from researchers. Kearns (2006:103) argues that “it is again somewhat surprising that the recent growth in literature on translator training has tended to by-pass the issue of curriculum development” and Kelly and Way (2007:2) point out that

   Early writing on translator training is concerned on the whole with what to teach, i.e. curricular content, reflecting-on the one hand- the field’s desire to differentiate itself from traditional language, literature and linguistics and to be recognized as an applied professional field, and –on the other-either a lack of interest in pedagogy as such, or an unquestioning acceptance of prevailing transmissionist teaching principles.

The dominant teaching method was teacher-centred, since the teacher was considered to be the source of learning. A teacher would give students a text to translate and bring it back to the teacher to be corrected. The students here would learn what the teacher tells them and this can curb their creativity in translation because the teacher becomes the only source of information for the students. However, a number of other teaching approaches have emerged and have been adopted from other disciplines such as the process-oriented approach, the product-oriented approach and the task-oriented approach.

Translator training courses exist at undergraduate and postgraduate levels. These courses are either vocational (mostly diplomas) or academic (diplomas, undergraduate and postgraduate courses). Kelly clarifies that “some are fully integrated to university systems…these tend to include a higher proportion of theoretical elements. Others offered by institutions which do not belong entirely to the university system, granting vocational diplomas…include only a minimum of theoretical content” (2005:9).
The growing need for translators in diverse fields to communicate between different countries and cultures has led to the enormous spread of translator training courses all over the world and more courses at different levels are being offered and developed. In the following, there will be a discussion of the most significant relevant topics that are of concern to the translation curriculum.

2.1 Translation competence:

Translation competence is a significant concept in the field of translator training in particular and in translation in general, but it has been a very controversial term among authors. Wilss (1982:58) sees it as “an interlingual super-competence […] based on a comprehensive knowledge of the respective SL and TL, including the text-pragmatic dimension, and consists of the ability to integrate the two monolingual competencies on a higher level”. He lists three competences that constitute translation competence: (1) a receptive competence in the SL (the ability to understand the ST), (2) a productive competence in the TL (the ability to use linguistic and textual resources of the TL) and (3) a super-competence (the ability to transfer messages between the linguistic and textual systems of the source and target cultures) (ibid: 120).

Bell (1991:43) gives a general definition of what he believes to be “the knowledge and skills the translator must possess in order to carry out a translation” and he believes that it consists of source language knowledge, target language knowledge, text type knowledge, domain knowledge and contrastive knowledge and a model for communicative competence which consist of four sub competences, namely, grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Neubert (2000:7-10) settles for five competences that lead to translation competence:

1. Language competence, which includes knowledge of grammatical systems as well as repertoires, terminologies, syntactic and morphological conventions.
2. Textual competence is intertwined with the language competence, and represents an ability to define textual features of e.g. technical, legal or literary genres.
3. Subject competence stems from textual competence; it represents familiarity with what the particular text is about, both knowledge about the world (encyclopaedic knowledge) and specialist knowledge.

4. Cultural competence that translators need because they act as mediators between various cultural backgrounds and presuppositions. Even “technical texts are often culture-bound too” (ibid:9)

5. Transfer competence, which encompasses the strategies and procedures that allow translators to translate the text from L1 to L2 quickly and efficiently. This competence is superordinate to the previous four competencies and has a transient nature, because it is “triggered off by the nature of the text” (Neubert 2000: 15) or by different parts of a single source text (ST).

Similarly, Schäffner and Adab (2000:146), in a project to design a curriculum for an undergraduate translation course at Aston University, provides five competences; all of them are similar to Neubert’s (2000) except one, which is research competence “a general strategy competence whose aim is the ability to resolve problems specific to the cross-cultural transfer of text” (Schäffner and Adab 2000:146).

Moreover, experts in EMT (European Master’s in Translation) have produced a list of six main competences that form translation competence and each competence is detailed into lists of sub-competences (Gambier 2009). Firstly, translation service provision competence has two dimensions, interpersonal and production dimension. Interpersonal dimension lists skills and knowledge that the translator need to have such as knowing social role of the translator, how to follow market requirements, how to organise approaches to clients, how to negotiate, how to clarify requirements of clients, etc. The production dimension refers to knowing how to create appropriate translation to client’s request, to define stages and strategies for the translation, define translation problems and find solutions, justify choices and decisions in translation, master appropriate metalanguage (to talk about one’s work and strategies), proofread and revise and establish and monitor quality standards. Secondly, language competence is in knowing how to understand grammatical, lexical and idiomatic structures as well as typographic conventions of language, use these structures in both
languages and develop sensitivity to changes and developments in languages. Thirdly, intercultural competence from sociolinguistic perspective refers to knowing how to recognise function and meaning in language variations, identify rules for interaction in a specific community and produce a register appropriate to a particular situation. From a textual dimension, it refers to knowing how to understand and analyse a text, grasp presuppositions and the implicit allusions, stereotypes of the text, extract and summarise essential information and bring together and compare cultural elements and methods of composition. Fourthly, information mining competence is basically knowing how to use resources effectively to find necessary information. Fifthly, thematic competence refers to how to appropriate information of the specific subject to gain better understanding of the text. Sixthly, technological competence refers to mastery of technological tools used in translation.

PACTE\(^2\) is a group of researchers who have been conducting experiments into translation competence since 1977 and one of their main research interests is translator training. PACTE (2011:4), who believe that translation competence has been modelled on the notion of linguistic competence, defines translation competence as “the underlying system of knowledge required to translate” and they list a number of competences which are the constituents of translation competence:

1. Bilingual competence, which is predominantly procedural knowledge required to communicate in two languages. It comprises pragmatic, socio-linguistic, textual and lexical knowledge.
2. Extra-linguistic competence, which refers to predominantly declarative knowledge, both implicit and explicit. It comprises general world knowledge, domain specific knowledge, bicultural and encyclopaedic knowledge.

3. Knowledge about translation, which refers to predominantly declarative knowledge about translation and aspects of the profession. It comprises knowledge about how translation functions and knowledge about professional translation practice.

4. Instrumental competence, which is procedural knowledge related to the use of documentation resources and information and communication technologies applied to translation (electronic corpora, all kinds of dictionaries, search engines, etc.).

5. Psycho-physiological components, which are cognitive components such as memory, creativity, analysis, perception, confidence, etc. that are necessary for the translator.

6. Strategic competence, which is procedural knowledge to guarantee the efficiency of the translation process and solve problems. This sub-competence serves to control the translation process. Its function is to plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them.

These competences in the PACTE model interact during a translation task, but strategic competence plays an essential role in detecting problems in the translation and solving them as well as taking decisions. It includes all procedures and methods used in the translation.

Harris and Sherwood (1978) believe that translation competence is an innate skill similar to linguistic competence and Harris argues that “translatologists should first study natural translation, which may be defined as the translation done by bilinguals in everyday circumstances and without special training for it” (1977:96). However, Malmkjaer points out that

Research in Think Aloud Protocol, and earlier, by Toury (1984:89) suggests that the production of socially acceptable translation is learnt, not innate behaviour, as we can see from the fact that not all translators achieve it and
also from the fact that what is socially acceptable translation changes over time. The behaviour is norm governed (2009:128).

Malmkjaer does not deny that all the above listed components may enhance translation, but they do not make a translator without transfer competence, which she defines as “the knowledge of the translational relationships between their languages that allows a translator to match languages appropriately when translating, as distinct from their ability to use their languages individually” and it is “an unconscious mental state reached through a process of cognitive development” (2009:125-126). Neubert also emphasizes the significance of transfer competence and he believes that

Whatever they may boast about their knowledge, their amazing individual competences, their language skills and their multifarious erudition or their in-depth specialist expertise, even their profound understanding of two or more cultures, all these competences are feathers in the translator’s cap. But if this excellent equipment is not matched by the unique transfer competence to produce an adequate replica of an original they have failed (2000:10).

According to Malmkjaer (2009:131), transfer competence can be developed through interaction between “translation related input data”, such as seeing translation, doing translation and receiving feedback on translation, and “an initial state consisting of (developing) linguistic competence in two or more languages + the translation pleasure principle” (ibid). The pleasure meant here is that the translator should be interested in the task to produce a good product and many authors have affirmed this (Laukkanen 1996:70, Jääskeläinen 1996:69 and Kussmaul & Trikkonen-Condit 1995:191).

In the definitions, given above, of translation competence and its components, several authors have opted for different definitions and classifications. However, Pym (2003a) classifies the available definitions of translation competence into four categories and provides explanations for that.
• Translation competence as the summation of linguistic competencies:

Pym, referring to the two competences suggested by Wilss (1982), namely “receptive competence in the SL and productive competence in the TL” thinks that “this is more or less what we find in Brian Harris’s early positioning of translation competence as something that bilingual children develop as they carry out “natural translation (Harris 1977; Harris and Sherwood 1978)” (2003a:483). Other authors also think translation competence is merely a summation of linguistic competencies (see Koller 1979 and Ballard 1984). Pym (2003a:483) argues that this summation keeps translation studies within Applied Linguistics and translator training within Language Schools or Modern Language departments. His criticism is realistic here because linguistic competence in two languages does not make a translator. If translation competence was based only on linguistic competence, there would be no need to establish independent translation departments that teach more than languages.

• Competence as no such thing:

Pym (2003a) criticises several authors, who have reduced the term translation competence to other concepts. Firstly, Wilss has given four names for translation competence in three different periods of times namely, “declarative knowledge and knowledge of translation processes” in (1988), “skills” in (1989), “proficiency” in (1992) and “code-switching” in (1996). Lörscher (1992) also opted for a different name “strategies” while Shreve (1997) named it “mapping abilities”. Pym also criticises the loose use by Schäffner and Adab (2000: x) of the term “competence”. They explicitly accept that “competence” involves any number of other terms; they actually define it as “a cover term and summative concept for the overall performance ability which seems so difficult to define” (ibid).

But note the almost unthinking reduction to “performance ability” as if there had never been a paradox to resolve. In fact, in most of these authors, including those brought together in the volume on Developing Translation Competence edited by Schäffner and Adab (2000), we find the term
“competence” simply being kicked around the park, with the more substantial referent then becoming something else, some other term (Pym 2003a:485).

- Competence as multicomponential:

Many authors have included a number of competences or sub-competences that constitute translation competence. Bell (1991) includes target-language knowledge, text-type knowledge, subject area knowledge, contrastive knowledge and communicative competence; “virtually everything that any kind of linguistics wanted to talk about was tossed into the soup” (Pym 2003a:485). Several authors proposed from three to five and sometimes six competences or sub-competences that constitute translation competence. While Neubert (1994) settles for three components of language competence, Hurtado Albir (1996) suggests five competences (linguistic, extra linguistic, textual, general and transfer competence). In 1999, the latter adds two more competences “strategic competence” and “psychophysiological competence”. Some of these are similar, but repeated in different wording from each author with the addition of one or two competences. For example, Neubert (2000) lists four competences (language competence, textual competence, subject competence and cultural competence) and Schäffner (2000) lists four similar competences (linguistic competence, textual competence, subject specific competence and cultural competence) with the addition of two more (research competence and transfer competence).

Pym points out that “once one drives into third terms like these, various labyrinths are opened and there is virtually no limit to the number of things that may be required of a translator” (2003a:485). He believes the reason behind this abundance of competences suggested by those scholars is that (ibid: 487) “in our age, translators are called upon to do much more: documentation, terminology, rewriting, and the gamut of activities associated with localization industry”.

33
Competence as just one thing:

In his definition, Wilss (1982:58) suggests that translation competence is a “supercompetence” that dominates other linguistic components in the SL and TL. Similarly, Toury (1984, 1986) proposes translation competence to be “transfer competence” claiming that it is the most important competence among other competences. The claimed competence here is considered to be the most significant competence over other competences. Kearns (2006:70) believes that this notion “has the advantage over the multi-componential models of competence highlighting, rather than hiding, the specificity of the translator’s activity as something which exists beyond the professional vagaries of the job market”. According to Pym (2003a), given the inherent failure of multicomponential models of translation competence, there should be more investigation into the minimalist “supercompetence” approach.

Pym’s categorisation of the existing definitions given by several authors is invaluable and clarifies how some authors came up with endless numbers of different linguistic competences or components that constitute translation competence. As a result, translation competence became a confused notion since there is no definition agreed by the translation community. Therefore, Pym puts his own minimalist definition of translation competence and clarifies the need for such a limited minimalist definition and also its relation to the theory.

Minimalist definition of translation competence:

Pym (2003a) defines translation competence not by conceiving translation through empirical research as many authors have done, but through the development of one of his early studies in 1991 (a definition of translational competence, applied to the teaching of translation).
As an interpersonal activity working on texts (of whatever length or fragmentary status), the training of translators involves the creation of the following two-fold functional competence:

- The ability to generate a series of more than one viable target text (TTI, TT2 … TTn) for a pertinent source text (ST);
- The ability to select only one viable TT from this series, quickly and with justified confidence.

We propose that, together, these two skills form a specifically translational competence; their union concerns translation and nothing but translation. There can be no doubt that translators need to know a fair amount of grammar, rhetoric, terminology, computer skills, Internet savvy, world knowledge, teamwork cooperation, strategies for getting paid correctly, and the rest, but the specifically translational part of their practice is strictly neither linguistic nor solely commercial. It is a process of generation and selection, a problem-solving process that often occurs with apparent automatism (Pym 2003a:489).

Not only generating series of viable texts is what makes translation competence, but also the ability to choose from these series the most viable sentence swiftly and with confidence. He lists four virtues of his minimalist definition:

1) Enable a clearer distinction between translator training and language learning.

2) See translating as a process of producing and selecting between hypotheses, and this is in itself a mode of constant theorization.

3) Challenge the authoritarian role such models accord the teacher of translation.

4) Sustain a critical approach to those tasks and technologies that do indeed mistake means for ends (Pym 2003a: 492-494).
In number (2), translation is seen as a production and selection of hypotheses and this highlights the significance of theory in translation. Kearns adds that

What Pym (unusually) doesn’t mention is that viewing theory in this way can further suit the institutionalisation of translation programmes, in that theory must be integrated into classes, rather than being dealt with in lectures that might otherwise be concerned with literature or linguistics, the traditional staples of modern language departments (2006:72).

Only Kautz (2000) dedicates a competence for translation theory in the multicomponential model while all others have not referred to it. Toury believes that translation ability requires the following three competences; the first two are humanly innate:

1) To acquire more than one language, which he refers to as “bilingual competence”; 

2) To establish similarities and differences, on more than one level, between items and structures, if not full utterances, pertinent to the languages that one has actually acquired, which he calls “interlingual competence”; and

3) Transfer competence (Toury 1984:189).

However, Malmkjaer (2008) discusses the competences suggested by Toury (1984) and highlights some important points that were not addressed by Pym. She refers to the interlingual competence as “interlingual proficiency potential” because not every bilingual “is able to pinpoint the similarities and differences between [the] expressions” (Malmkjaer 2008:303). She also refers to transfer competence as “transfer proficiency potential” since “not all bilinguals are equally adept at this transfer, so a learning account is generally required” (ibid). She explains Toury’s (1995) suggestions for developing these potentials

Since translation, along with other forms of text production, is communicative, it is interactional and subject to shaping through
environmental feedback, which is closely related to the norms that govern translational behaviour in a given environment at a given time. During a person’s socialization as a translator whether during formal training or during more informally gained experience, these norms become internalised, and this may result in inhibition of the kind of creativity that is often required in translation (Malmkjaer 2008:303).

For the translator to be released from these norms, Toury (1995:253-257) suggests three solutions: firstly, he encourages translators not to specialize too soon because this may decrease the adaptability of the translator. Practising the translation of a variety of text types especially in the early stages of the translator’s development will add more flexibility to their ability to adapt to changing norms. Secondly, students should receive feedback from various sources (non-conformist tutor, fellow student etc.) and, thirdly, they should analyse past and present translations focusing on how these translations and their source texts are interconnected in terms of their positions in the target culture and applying the governing principles because this will show students various modes of translations, which are legitimate according to one set of norms or another.

Furthermore, to prevent norms from curbing students’ creativity in translation, Malmkjaer calls for training students to adopt an attitude to the language of texts, which Scruton (1974) calls the “aesthetic attitude” and it means:

An attitude, state of mind, or state of perceiving that is entered into, voluntarily and consciously, by an agent (spectator, subject, viewer, listener, etc.) that serves to (1) make the spectator receptive to the having of an aesthetic experience (in connection with the aesthetic object or event… and (2) transform the object of the spectator’s perception from an ordinary object-in-the-world into an aesthetic object (Fenner 1996:3).

Scruton (1974:139) clarifies that “a normative attitude seeks to found agreement in reason, and not in some chance convergence of opinion”. In other words, this notion involves the translator finding an answer to the question “why are you interested in this
sentence/expression/word etc.?” when opting for a certain translation. The purpose here is that the translator becomes released from normative constraints to produce creative translations.

Personally, I see the notion of translation competence as vital when dealing with curriculum issues or translator training in general because it clearly indicates the important skills that a student needs to know. It also provides guidance on the selection of modules to be taught. These competences cannot be taught to students separately, but students should be taught how they interact during the translation. Whether the competences are listed in several points or as definitions, there is a dominant agreement among the authors above that translation competence includes the proficiency in the two languages and the knowledge of the field where translation takes place as well as culture and instruments used in translation, especially technological instruments nowadays, and the transfer or strategic competence which is the ability to make decisions and find solutions when delivering meaning from one language to another.

To deliver the techniques that lead students to learn how to improve their translation competence, it is important that students are taught through successful and effective teaching approaches that are appropriate to the level of learning for students. Several methods were adopted from language teaching to translation and have been modified to be compatible with translation classes, but which methods are most influential and in what stage?

2.2 **Translator training approaches and translation competences:**

2.2.1 **Process-centred approach:**

The idea is to focus in the classroom not on results, that is, not on the end product of the Translation process, but on the process itself. More specifically, rather than simply giving students texts to translate, commenting on them by saying what is “right” and what is “wrong” in the
target-language versions produced, and counting on the accumulation of such experience and indications to lead trainees up the learning curve, the process-oriented approach indicates to the student good Translation principles, methods, and procedures (Gile 1995: 10).

Many scholars (Jääskeläinen 1987, Tirkkonen-Condit 1989, and Königs 1996) discuss this approach in translator training, and Lörscher (1992:159) remarks that investigations conducted in process-oriented teaching “have helped to locate, describe and explain deficits in non-professional translating and have thus contributed to making us aware of aspects of the structure and of the complexities of translation”. Think-aloud protocols, retrospective/introspective and verbalisations are all non-digital research instruments that can be used in investigating the translation process. There are digital instruments such as eye tracking, screen recording and keylogging software.

Kussmaul and Tirkkonen-Condit (1995:178) explain that in the process of undertaking think- aloud protocols “subjects are asked to utter everything that goes on in their minds while they solve a task”, and a transcription of a video or audio recording of this process is referred to as a protocol. They argue for this approach by explaining that “teaching experience shows that we sometimes draw the wrong conclusions from our students’ translations. We may, for instance, have the impression that students have problems with text-comprehension while, when we talk to them, we find that they actually have problems expressing what they had understood” (ibid: 178-179). They advocate this approach because when students are used as subjects, TAPs can be used to determine their problems. The analysis of the data can contribute to identifying successful strategies and students will develop their self-awareness and self-confidence through verbalizing their strategies and methods in translating (ibid).

Since the theoretical aspect in translation studies mostly examines the cognitive side, various cognitive methods in the process-oriented approach are suggested by Lee-Jahnke (2005), who believes that different levels of consciousness can be achieved through different types of activities. Basically, she calls for the use of cognitive methods in the
process-oriented approach, which she advocates over other approaches, through different types of activities in the form of projects, so they can reflect the real situations of translation tasks to the students. Apart from motivating students, the advantages of Lee-Jahnke’s cognitive methods for students are as follow:

- The objective of the task will help students to choose the appropriate strategies.
- The selection of translation strategies will be more appropriate if the constraints imposed are more precise.
- In order to achieve maximum effect in autonomous learning and responsibilization, the task should ideally be linked to an environmental or learning context with which the students are familiar.

The core of cognition is mental representations, which refers to the “patterns of organization which comprise the knowledge of the individual, processes of changing this knowledge, deriving new knowledge through conscious and unconscious inferences and generating new activity plans” (ibid:363). Since these mental representations are the context where information is processed, each task creates new representations. Therefore, some of these representations may become part of the long-term memory, knowledge for instance, and others can be stored as procedures.

In translation classes we deal with symbolic information, e.g. words and icons. In order to “process” this type of information, our brain works mainly with the activation of knowledge and representations, attribution of significance and production of inferences. This leads to interpretations which, in turn, lead to actions, new knowledge or communication (ibid: 363).

To improve the translation process, it is necessary to stimulate the following mechanisms which play a significant role in the learning process:
• **Inferential activities**, which enable the student to add new information to the existing information, so this capacity should be used in the training process. These activities consist of two main components:
  
  - **Deduction** is an inference that aims to get a truthful conclusion from premises known to be correct. Students can be motivated through filling out a questionnaire with each translation which offers three strategies to solve problems in the text. Lee-Jahnke (2005:363) clarifies that “the deductive activity of the human brain is characterized by two processes: the heuristic process, which selects the information which we consider to be pertinent, and the analytic process, which then analyses this information”.
  
  - **Induction**, which is an inferential procedure based on specific premises, which worked well in other circumstances and aims to apply them in a broader way. The student knows that he or she cannot be sure of the best potential result.

• **Judgements** where students express their preferences as well as their predictive judgment.

• **Diagnostic activities**:
  
  - Analysis, which is a detection and identification of unusual items in the text and research for necessary information as well as interpretation of difficult parts in the text.
  
  - Planning of the action, where the target to be achieved is chosen and its parts are identified; its procedures are set up.
  
  - Self-evaluation by the learner to check the mistakes and understand the reasons behind them.

• **Reasoning by analogy**, which plays a key role in four types of cognitive activities. These activities are dived into source situations and target situations, so the knowledge that the learner has about the source situation, which is well anchored in his or her memory, may lead not only to new knowledge concerning the target situation, but may also help to solve certain problems
in this new situation and facilitate the transfer of knowledge (Lee-Jahnke 2005:365).

The four activities are as follow:

- **Understanding**: After a thorough reading of the ST, its specificities are listed, cultural particularities and translation problems are highlighted and ideas are put forth to try to resolve them.

- **Reasoning**: There is a discussion about text coherence and logic which may differ between SL and TL. Solving problems of style and language register also depends on the target audience.

- **Problem solving**: The questionnaire will help to choose the appropriate strategy to solve the problem.

- **Learning by analogy**: The learner has two options:

  a) Either he/she generates knowledge, i.e. new knowledge, through analogy and applies this to the given situation; or

  b) An analogy is created through a connecting mechanism in which the subject searches for a given source situation and then, through inference, finds the answer to the problem. (Lee-Jahnke 2005:364-365)

The outcomes of applying these methods is to motivate students and promote accurate selection of translation strategies as well as achieving maximum levels of autonomous learning (ibid: 362). Gile (2009:14) suggests that “trainers attempt to identify problems in the process followed by students, raise their awareness of problems and suggest good translation principles, methods and procedures”. However, he emphasizes that this approach is only suited to the beginning of a course, but must be followed by a rather long period of product-oriented guidance for fine-tuning, with instructors commenting on the trainees’ choice of words and structures as well as on their strategies and tactics and suggesting specific solutions” (ibid: 15).
He lists a number of advantages of adopting the process-oriented approach over the traditional product-oriented approach:

- Students will learn to select and implement translation strategies and tactics faster when these elements are explained to them than if they progress through error experience.
- Teachers can devote their teaching time to focus on finding the reasons for errors, translation strategies and tactics which are of utmost value to the students, than to focus on the words and language structures produced by students.
- Teachers can be more flexible as regards linguistic acceptability and standards of fidelity than when they comment on the products of students (Gile 2009: 14-15).

As far as Arabic language is concerned there is a severe shortage of research in this approach. A study by Al-Khanji, El-Shiyab, and Riyadh (2000) used Krashen’s concept “comprehensible input” (1985), which affirms the need for comprehending the input data, as a framework to their study which involved analysing strategies used by four Jordanian interpreters, who worked for American television CBS (Columbia Broadcasting System) in Amman during the Gulf War in 1990, during simultaneous interpreting from English to Arabic. They found that the five most used strategies were skipping, approximation, filtering, comprehension omission and substitution. Firstly, a translator skips single words due to; (a) incomprehensible input; (b) two repeated words that have similar meaning, for instance, “jeers” and “violence”, using the latter word was enough to cover the meaning of the two words; (c) technical problems. For example, the English sentence “the French Minister was greeted with jeers and violence” was interpreted into Arabic as “the French Minister was greeted with violence”. Secondly, approximation refers to reproducing the meaning by giving less accurate meaning when there is no time for details, for instance “Iran has embarked on methodological campaign” was interpreted into Arabic as “Iran has launched methodological campaign”. Thirdly, filtering means to shorten the length of an utterance to briefly express it. It is different from skipping in that the interpreter is not facing a problem rather shortening the length of utterances; for instance, “the king visited frontline units of the 12th Royal Mechanized Division” was interpreted into Arabic as “the
king visited an army unit”. Fourthly, comprehension omission is deletion of larger units in the text due to not catching up with the speaker, for instance, “in the bewildering thicket of rebel claims, it is unclear exactly what is happening” was interpreted as “in the…it is unclear exactly what is happening in spite of rebel claims”. Fifthly, substitution refers to using a lexical item in the TL that does not convey the meaning of the lexical item in the SL, for example, “Soviets vote in unity showdown” was interpreted into Arabic as “Soviets vote in a unity referendum”. They conclude that “compensatory strategies of achievement in particular must be addressed within any interpretation course” and recommend “examining the possibilities of teaching interpretation students how to employ some analytic strategies, such as learning the range of solutions and the ways in which these solutions or strategies can be applied effectively” (Al-Khanji et al. 2000:556)

To avoid misunderstanding students’ points of weakness, especially in the early stage of their study, employing process-centred approach to focus on strategic competence, for instance, can contribute to detecting the strategies, methods, procedures and solutions that the student opted for during translating the text, and this will make it easy for the instructor to focus on each procedure or method performed by the student and assess it as well as to suggest appropriate strategies, tools etc. This approach helps the instructor to examine all of the other competences the student employed through video recording and to display possible equivalents, cultural substitutes and instruments the student opted for, so the instructor can determine which competences need to be developed.

### 2.2.2 Task-based approach:

Hurtado Albir (1999) and Gonzalez Davies (2003) apply the task-based approach, which has been adopted from foreign language learning, to translation. Hurtado Albir (1996) defines a translation task as “a unit of work in the classroom, representative of translation practice, formally directed towards learning how to translate and designed with a specific objective, structure and sequence” (cited in Sachinis 2011:41).
Gonzalez Davies (2004:8) also suggests that activities should be based on detailed, specified learning outcomes to monitor the students’ progress. She believes that the use of these activities can enhance students’ translation competence in three main areas, namely linguistic skills, encyclopaedic knowledge and transference skill. According to Hurtado Albir, this approach has many advantages, most importantly the following:

1) Simulating situations relating to the professional world and performing authentic tasks.
2) Students will grasp principles and also learn to solve problems and acquire strategies for doing so.
3) A teaching approach can be achieved which focuses on the student, who is constantly performing tasks by doing, while the teacher becomes a mere guide (Hurtado Albir 2007:176-177).

In addition, Hurtado Albir (2007) proposes a competence-based curriculum for translator training, where she adopts a competence model developed by the PACTE Group (2000) to develop guidelines for curriculum design, and then goes on to list teaching objectives. In her Competence-Based Training (CBT) model, Hurtado Albir points out

Competences are the main yardstick for developing guidelines in curriculum design: learning objectives are defined according to competences, discipline-related contents are assigned by competences, but the competences also act as a guide for sequencing teaching units, establishing learning activities and assessment (2007:165).

This approach offers the instructor a utility to design specific tasks to measure student competence and, through them, he or she can identify which competences should be emphasized and developed among students. Kelly (2008:111) points out that “in the field of design and planning of learning activities, the work of Hurtado (1999) and Gonzalez Davies (2003, 2004) from a task-based approach inevitably stands out as the most innovative”.

45
2.2.3  **Product-based approach:**

In this approach, the instructor gives feedback for students on their translation after asking them to translate a certain text. As far as Arabic language is concerned, there is focus in the research on the product-oriented approach. Atari points out that

> It should be noted here that this brief review of the relevant product-oriented studies with reference to English and Arabic is by no means exhaustive. It provides a preliminary account of the directions taken by researchers into translation studies that address the issues related to English and Arabic (2005:181).

Al-Mijrab (2005) shows the validity of adopting a product-oriented approach and argues that this approach makes it easy to identify translation problems and apply theoretical considerations to them. He attempts to improve the important pillar in the product-oriented approach which is identifying errors. He realizes that identifying errors in translation is not easy because “teachers may differ as to which translation can be considered acceptable/accurate or unacceptable/inaccurate” (ibid). Therefore, he lists five possible criteria that error evaluation should take into account:

- Frequency, i.e. the frequency of error occurrence.
- Generality, the more general errors being the more serious.
- Intelligibility, the level of achievements of the communicative goals of the translation.
- Interpretation, how far is the target text (TT) from the source text (ST) and is all information delivered or not.
- Naturalness, how natural is the TT in comparison with the ST.

He also adds that “error analysis can be used effectively not only for monitoring student progress, but also for appraising general performance” (ibid). Identifying student errors is crucial because students need to be aware of their mistakes through the feedback given by
the trainer to avoid committing the same mistakes again. This approach can be used to examine all the competences as indicated in the translation, which can reveal, for instance, the student’s linguistic or extra-linguistic competences through the linguistic errors made by the student. Therefore, this approach is preferable in a later stage when students reach a good level in translating.

2.2.4 The social constructivist approach:

Rather than being verifiably objective (students learn what the teacher knows) or solipsistically subjective (each learner is an independent learning system), truth is viewed essentially as a social construction, and the learning process is a matter of collaboratively acquiring (and co-creating) the language and behaviour of a social group—in our case, that of professional translators (Kiraly 2003:29).

In his approach, Kiraly focuses on the construction of learning (transformation) rather than teacher-centred learning (transmission), where a teacher is considered to be the source of learning. Kiraly (2000:23) argues that “knowledge cannot be transferred from one person to another; instead it is transferred or constructed by the individual who makes his or her own meanings through dialogue with other people in a linguistic community”. In this perspective, the teacher’s role is to guide, assist, mentor and facilitate students through the practice of real or at least realistic activities paving the way for autonomous learning. Not only Kiraly, but also Gouadec (2007) recommends that the instructional process be carried out through workshops or projects, where the students and the teacher work together and each student takes a certain role (translator, reviewer, terminologist, project manager). Team work makes students feel more relaxed and contributes greatly to motivate all the students to take part. Baumgarten, Klimkowski and Sullivan (2010:3) believe that “students learn best when encouraged by their classmates in an open environment where everyone is held responsible and each person has something to add”.

47
Kiraly’s approach is compatible with the instructional techniques proposed by Nord (1997), who proposes two class types to develop translator competence. The first is the introduction to translation studies in which students would gain basic skills in translation competence and the other is a translation exercise class, which she says represents, at that time, 50% of the courses offered at German translator training institutions. Kiraly (2000) enhances Nord’s method by linking her ideas to the constructivist approach.

Authentic activities enable the teachers to examine the performance of their students when dealing with situations from the real market and can offer them necessary assistance. Kiraly explains that “it is the teacher’s task to provide the necessary dynamic support (scaffolding) within these authentic situations to ensure that students actually do learn and progress toward greater competence” (2000:57). The main aim of scaffolding is to gradually relinquish control, so the students can complete the project by themselves.

The transformation also focuses on students acquiring professionalism with teachers and students working as collaborators in a “community of knowledge builders” (ibid: 33). He also believes that “the most effective way to lead novices toward expertise is to provide them with opportunities for interacting with peers and experts to collectively-as well as individually-construct the knowledge of the domain” (ibid) (e.g. workshops).

Student empowerment is another significant aspect in Kiraly’s (2000) approach. He argues that this approach will empower students more than other approaches. According to Kiraly (2000:19), the controlling teacher-centred approach stifles students’ creativity and their sense of responsibility toward their learning and future career. Therefore, “the teacher-centred-classroom needs to be re-centred, not so much on the learner as on the process of learning itself” (ibid). Rosas (2004) advocates this approach and believes that “the greatest goal of the trainer is to empower students and enable them to develop their ‘professional selves’, to raise their awareness of their responsibility as active participants in a complex communicative process”. Pica, Kanagy and Falodun (1993) believe that students are best taught through social interaction because it allows them to work toward a goal by sharing information and solving similar problems. In criticism of Kiraly’s approach, Pym argues that
There are many different ways of applying constructivism in the classroom, and not every on-transmissionist teacher will go so far as to allow students to choose their own source text and methods of evaluation. As for peer collaboration as a work ethic, it matches poorly with the many professional situations based on hierarchies. More generally, the student-centred approach of social constructivism belongs to educational philosophy of the 1960s, making it standard fare in some countries and putting it on a collision course with the current ideologies of planned competence-based teaching. The constructivist teacher will ideally allow students to participate in the definition of their learning objectives, and any standard teaching handbook will insist on an initial needs analysis and then some kind of learning contract with the group. All that is hard to do if the competencies have been defined and calculated in a pre-established blueprint, as if humanistic teaching could operate like a Stalinist five-year plan (2009: 7-8).

In fact, Kiraly’s approach is suitable at a later stage during the course where a student has acquired a great deal of knowledge and skills in translation. In the early stages, students need to build their own database of translation skills and knowledge and this might not be achieved with a teacher being merely a guide. They do not have enough information that can enable them to depend on themselves in such a learning approach allowing the instructor to have constant intervention. This approach is also time consuming in the early stage where students need to spend a good deal of time to learn the basics of translation, which can be delivered to them through the teacher. At a later stage and after gaining knowledge and practice, the teacher can play the role of a guide as Kiraly suggests. To make the most of teaching approaches, it is of utmost importance that a list of teaching objectives and learning outcomes is provided for every module.

2.3 Teaching objectives and learning outcomes:
It may seem extremely obvious that the first step in any design process is to establish what we intend to achieve by implementing it. It is however the case that many training courses, especially those run in certain university systems and academic traditions, do not have explicit definitions of their intentions which can be referred to by both staff and students as a basic reference point (Kelly 2005:21-22).

One of the essentials in any course is the presence of clear teaching objectives and learning outcomes in every module. Teaching objectives are the objectives that every module fulfils while the learning outcomes refer to how it will contribute to the students’ knowledge. Newble and Cannon (1989:77) argue that “clear objectives are a fundamental tool in curriculum development because they make the rational choice of content, and teaching and learning objectives, possible”. They are valuable for both students and teachers. Students will be aware what they will learn and how it will contribute to their knowledge and skills and teachers will learn what aspects should be covered.

It is also important to identify the teaching objectives based on a number of factors that will ensure the efficiency of these elements. For these objectives to be set up, the market demands and student needs should firstly be identified. Gabr (2001) emphasizes that “once the needs of both market and the students are identified, they have to be translated into specific instructional objectives”. Those objectives should go along the overall main aims of the whole course. The selection of modules to be taught is also based on these objectives which reflect the knowledge and competences students will need after graduation. According to Mager (1984), there are a number of factors that should be taken into consideration when setting instructional objectives:

- Defining learners and their preferences as well as their learning styles.
- The objectives should clarify the expected tasks of those learners.
- The objectives should also describe the important conditions of the performance.
- They should present criteria for assessing the performance.
In formulating the teaching objectives, Hurtado Albir (2007:165) calls for setting teaching objectives based on translation competences and considers these competences as a guide for establishing learning activities. Therefore, it is important to make it clear within the teaching objectives for students how each competence will be developed through each module. Kelly (2005:22) believes that learning outcomes should be based on social needs, professional standards, industry’s needs, institutional policy, institutional constraints, disciplinary considerations and student and trainee profiles. These factors will be different from one country to another. This proposal of Kelly’s is relevant to my research as it advocates considering several factors when setting learning outcomes and teaching objectives, and my research similarly focuses on identifying student and market needs as a determinant in developing the curriculum.

In order for students to fully conceptualize the outcomes, “outcomes should be easy for the student or trainee to understand…outcomes should also be realistic (achievable for students) and assessable” (Kelly 2005:36). However, “course objectives that lack the performance conditions and criteria are often ambiguous and result in frustration and conflict between those who interpret the objectives differently” (Harris and DeSimone 1994:127). Language teaching in translator training courses is a very influential part in the translation course, so it is worth discussing it.

2.4 **Language teaching in translator training courses:**

Language competence is interrelated with the other competences of translation competence and some of them rely on the development of language competence, so it is necessary to discuss how language competence should be taught in translation courses. Teaching the language in the context of translator training is probably not the same as teaching it for other purposes. The focus here is on issues that serve translation. The translator needs “knowledge of text types and communication strategies in the languages and cultures concerned, and must be able to make decisions about what is needed in a particular situation” (Mackenzie 1998:15).
As Bernardini (2004:26) puts it, “one learns the language in order to become a translator, not an economist or politician: language knowledge and skills must necessarily be consistent with translation skills, so that the two strengthen each other”. She believes that what make a professional translator are awareness, reflectiveness and resourcefulness. Firstly, awareness is a critical ability a translator must develop to see the language as “a network of connected choices, which are influenced by the culture they express, which in their turn they influence” (Bernardini 2004:20). Learners need to be constructors and composers of language expression not merely a tool to substitute word for word. Secondly, reflectiveness refers to developing the capacity to use translation strategies and procedures. There is no agreement what these could mean yet, but she refers to text analysis, reading and writing procedures, relevant strategies, project management and group work. Thirdly, resourcefulness refers to the ability to make use of resources (competencies and capacities) to cope with the changing conditions of the profession and to obtain new resources independently. Bernardini calls for a mutual education in that language teaching and translation teaching and teaching of knowledge in relevant area should take place consistently not teaching language skills in the beginning of the course then translation at the end of the course. This education can be achieved through classroom-specific activities that learners are asked to rehearse, but not to adapt rather to conceptualise and make their own way. They should be also aware of professional trends to become confident about their own capabilities.

An interesting utility to assist in language teaching in translator training is suggested by Beeby (2004:39-40), according to whom every teacher should draw up a pre-syllabus listing general learning objectives for the students based on research and experience in translator training and language acquisition. The pre-syllabus provides a list of all elements that intervene in the acquisition of language for translators. Then, these elements will be adjusted to fit the needs of a specific learning situation and the syllabus is drawn up with specific objectives. The syllabus should go through three stages:

1- Identifying elements of a translation-based, student-oriented pre-syllabus.

2- Identifying elements of a discourse-based, translation-oriented pre-syllabus.
3- Designing a genre and task-based syllabus that integrates the elements of the first two stages with very specific objectives for each task.

Spolsky (1972) argues that linguistic competence “is not enough for practical or educational purposes; we are interested not just in the fact that someone knows a language but that he knows how to use it”. As for translation, language teachers should instruct students on the basis of using the language in the best way that serves their translations.

Intercultural competence, linguistic competence, socio-linguistic competence and textual competence are most of the requirements of translation competence and they can be enhanced when teaching language to students. Developing both the foreign (target) language and the mother (source) language is important because translators need to fully comprehend the ST and compose it accurately in the TL.

2.4.1 Language teaching imprints on translation teaching:

It is necessary to pinpoint that language teaching has influenced translation teaching and this influence can be seen especially among students who are in the early stages of learning translation. One of the common issues raised by Kussmaul (1995:22) is the fear among students of interferences; instead, they excessively rely on bilingual dictionaries when they come across a new word or expression. This can cause some confusion among some students if they do not try to infer the meaning before looking at the dictionary because some words can have several meanings making the students confused which one to choose. Finding meanings for individual words may not help sometimes to understand the full meaning of a sentence or an expression. They do not use the contextual information to help them understand the whole text although this would make it easier to understand certain expressions. Colina (2002:11) suspects that “these student translators are being influenced, at least in part, (directly or indirectly, through a cultural medium), by methods that involve teaching reading by translating into the native language or through search-and-replace operations”.

53
To deal with this issue, Kussmaul (1995: 22) suggests that “teachers should try to make students aware of what goes on in their minds during the process of understanding so that eventually they may internalize these processes”. He believes that the best solution is that teachers inform students of their comprehension processes. Colina (2002:11-12) looks at this issue from a different angle and she believes

While lack of awareness is probably one cause of the problem, it is not necessarily the only one; we also need to consider the influence of traditional language teaching methods. Although their effects may not be seen immediately, it is expected that new language teaching reading materials, designed on the basis of comprehension processes will produce significant changes in student behaviour and comprehension skills beyond mere linguistic skills, which will in turn have a positive impact on the translation student. In addition, the findings of reading research need to be directly considered and incorporated in translation pedagogy. Reading research is relevant not only to second language acquisition, but also to translation teaching.

She suggests including in the introductory modules (e.g. introduction to translation) some pre-translation comprehension activities, which isolate comprehension issues and she personally implemented them in her class and came up with positive results. These activities offer specialised texts, whereby students are required to answer some questions based on their understanding of the text. This will show them the relation between the ST comprehension and the translation task. Therefore, Colina (ibid: 12) believes that “students would be able to approach reading comprehension differently (i.e. as interactive search for textual meaning)”.

Another issue reported by Seguinot (1991) is that learned language strategies may interfere with translation. She refers to a study conducted by Smelcer et al. (1980) who came to the result that students heavily focused on grammatical correctness at the expense of content because their language modules trained them to focus on grammar more than any other aspect. According to Kussmaul (1995:127), some translation instructors, especially some of
those who used to be language teachers, are still influenced by language teaching methodologies in terms of error correction and evaluation where they treat “each word or phrase as an isolated unit; they do not see the error in the context of the communicative function of words and phrases within text and cultures, but rather as a manifestation of the student’s language competence” (ibid).

A very important aspect that needs to be covered when developing the curriculum is computer-assisted translation.

2.5 Computer-assisted translation (CAT):

Mossop (2003:20) argues “if you can’t translate with a pen and paper, then you can’t translate”. This is probably true, but it is still the case that technology has become beneficial and necessary for every translator today especially in the case of technical texts. With the increasing demand for translation in the market, time has become a very important factor that should be taken into consideration. CAT tools have become a standard part of the translation industry, and every translator should be aware how to use these tools in translation. Pym (2002:21) points out that “translators these days are called upon to do far more than translate…placing translator training within the context of a more complex and technological age”. Technology is also considered to be a common participant in translation work because “in the field of language-related professions, none have integrated, developed and used as many computer tools as translators” (Alcina, Soler and Granell 2007:230). Therefore, the vast majority of translator training courses recognize its significance and have included technology tools in the course (Bowker, Mcbride and Marshman 2008:27).

Translation memory management systems, terminology databases and word processing tools are common examples of Computer-Assisted (CAT) Tools. Translation memories are “programs that create databases of source-text and target-text segments in such a way that the paired segments can be re-used” (Biau Gil and Pym 2006:8). These programmes store new segments and also retrieve from memories the previously stored ones. When a new
segment similar to one or ones already translated is inserted, the memory retrieves previous segments enabling the translator to choose the appropriate sentence, word or phrase from the stored ones. These tools have proved to be effective especially in speeding up translation when dealing with texts that have repetitive expressions such as technical and legal texts. There is a variety of translation memory programs such as Trados, MemoQ and Star Transit. Biau Gil and Pym (2006:18) believe that translation memories “perform the most repetitive tasks so that translators can concentrate on the most creative aspects of translation”.

Alcina et al. (2007) discuss a number of the problems most commonly encountered when teaching the use of translation technology tools and they also offer strategies for instructors to deal with such problems. The most common problems are the following: (1) since constant practice is necessary to grasp the use of such tools, students are not motivated to further practise outside teaching hours, (2) diverse levels of computing skills among students, (3) students’ attitudes toward technology are varied. They propose use of a mailing list INFOTRAD and the virtual environment for collaborative work, Basic Support for Cooperative Work (BSCW), which is capable of the following:

1- Motivating the autonomous acquisition of knowledge and skills.

2- Encouraging students to further practice with the translation technology they will need as professional translators.

3- Familiarizing students with the needs of the real professional market.

BSCW is “a web-based shared workspace system which allows authenticated access upon invitation, and that holds folders and documents uploaded by its users, thereby facilitating access to shared resources and management of group tasks” (Alcina et al. 2007:233). Adopting the task-oriented approach here, where students are required to achieve certain tasks using translation technology tools, can help to develop students’ abilities to deal with such tools. Not only can translation memory software assist translators, but also internet search engines, spell checkers, search and replace functions and revision tools have invaluable contributions to make to translation practice. One of the translation competences
of PACTE discussed earlier is “extra-linguistic knowledge” and “subject knowledge” by Neubert (2000) which both refer to encyclopaedic knowledge, and knowledge of domain and technology tools can assist the translator to develop their knowledge in this regard. Furthermore, “training translators in the use of new technologies involves the process of making translator trainees aware of the range of technology available to them today” (Alcina et al. 2007: 230). Instructors can teach students to use a number of these tools, and subsequently students can enhance and develop their skills in the market through work placements. Pym sees one role of translator training courses as being to “train students how to teach themselves technology” (2007:10).

Another area worthy of investigation is what surveys other researchers have used when measuring student needs and market demands.

### 2.6 Surveys on student needs and market demands in translation:

It is useful to examine surveys conducted on students needs and market demands before embarking on the surveys used in this thesis in the methodology chapter as this will provide a point of departure to surveys in translator training. Razmjou (2001) conducted a study to identify the skills and content in the curriculum of an undergraduate degree in translation at Iranian universities, using two questionnaires. The first consisted of open-ended questions about what skills and content were needed in the curriculum and what strategies should be employed to develop these skills, as well as what can motivate students. The second questionnaire was designed based on the answers from experts to the first questionnaire. Thirty trainers, who were specialized in English Language Teaching (ELT), linguistics and translation from different Iranian universities, took part in the study. The most significant results are given below:

1. Students need to be exposed to a variety of genres in L1 and L2.
2. Students need to be familiar with various information resources such as dictionaries, encyclopaedias and the internet.
3. Shifting from a teacher focus in the classroom to a more workshop-like approach would help students solve their problems with [the help of] peers and teacher supervision.

However, Kearns (2006:107) criticizes Razmjou’s study for neglecting the views of other stakeholders, students for instance, and for being limited only to teachers.

Gabr (2002) conducted a study to investigate the process of designing undergraduate translation courses in Egyptian universities represented by a case study of the English department at Ain Shams University, using questionnaires with students and interviews with instructors. The objective of the questionnaire was to investigate students’ understanding of translation and the translation process, their personal efforts to improve their translation skills, and their satisfaction with course materials, teaching methods and the teacher’s role. The questions in the interviews were designed to explore the academic and professional backgrounds of instructors as well as their perceptions of how to develop translation curricula.

Results from the survey indicate that students were dissatisfied with module content, teaching methods, teacher’s efficiency and the whole course. Significant results relating to the teachers interviewed indicate that they have no professional background in translation nor did they receive training to teach translation. The process of setting teaching objectives and selecting materials was random and there was a shortage of resources and facilities. There is also an absence of team work and lack of coordination in the course and this resulted in the course not being very successful. For the development of the course, Gabr (2002) recommends the following:

- Including core subjects in the materials of the course, namely, bilingual and bicultural competences, subject competence, translation strategies, team work, communication and research skills, exposure to real-life situations, knowledge of the history of translation and familiarity with personal computers and basic electronic tools.
- Combining lecture method, which is a passive mode of instruction and other active modes such as discussion, role-playing, audiovisual, etc. which will assist in transferring the knowledge and acquiring the skills as well as providing necessary classroom facilities.

- Translation teachers need to be trained in teaching translation and should have experience in translation. They also need to be acquainted with translation technology tools.

Furthermore, Li (2002) sheds light on the learning needs of translation students in Hong Kong University. Consisting of three parts, the study began with a focus group discussion for 50 minutes, in which 8 students took part. The purpose was to gather data to be used as a basis for the questionnaire design. The questionnaire contained 75 questions which fell into three categories, namely students’ personal profiles, their perceptions of translator training, and their needs. The participants were 70 undergraduate translation students in the translation department of Hong Kong University. The final part was interviewing 10 students to explore their background and understanding of being translation students and their perceptions of translator training. The 10 students were selected according to Patton’s “maximum variation sampling” (in Lincoln and Guba 1985:200), which allowed for maximum variation in terms of age, sex, number of years studying translation and education background of the students.

His study showed that students need to develop their language skills in both languages and they consider practical modules more valuable than theoretical modules. A significant result is that the majority of students (79 %) did not wish to work as translators after completing their degrees; instead, they preferred working in other jobs (executives in government departments, executives in private enterprises, primary or secondary school teachers, etc.). Only 21% wanted to be translators or interpreters. More than half of the students (51%) believe they should build a solid foundation in both languages (English and Chinese) before learning translation as they believed their English was only average. Since large numbers of students wish to work in other jobs than translating, Li (2002:524) recommends that “it is probably more important for the translation course to provide
bilingual training than translation training”. However, his recommendation calls for more emphasis on language than translation, which is against the main aim of translation courses. Both translation and language training are important and they should receive equal attention as this will provide all students with language competence, for those who wish not to work in translation and translation competence for those who wish to become translators.

In 2009, Fatani conducted the first study to investigate the state of the translation market in Saudi Arabia and to outline the practices of professional life. She collected data from many government and private institutions through extended telephone interviews and questionnaires with 25 informants in 25 Saudi companies and institutions which were selected because they were considered as the most representative of market users of translation. Her most significant results are, firstly, the translation market is aware of deficiencies among Saudi translators. Secondly, “localization (i.e. Arabization software) projects are done by computer programmers not translators. Many translators are thus not aware of this competitive field because they have not been taught [to use] such software during their education”. Thirdly, “unlike Information Technology (IT), Translation Technology (TT) has not become a strategic tool for many Saudi companies: i.e. it has not as yet become obligatory”.

In his PhD thesis, Sachinis (2011) examined the needs of students on postgraduate translation courses in Greek universities and market requirements with the ultimate aim to provide suggestions for curriculum revision. He began his study in the same way as Li (2002), conducting a brainstorming session with translation students as well as interviews with translator trainers to help him write appropriate questions in the questionnaire. He prepared three questionnaires for three groups, students, trainers and translators. Questions in the student questionnaire concerned the content of the curriculum, trainers, and the trainers’ knowledge of the market, while the trainer questionnaire enquired about the performance of students, opinions about the curriculum and knowledge of the market. The third questionnaire for working translators combined questions about the competence of graduates of Greek translation courses with questions about market requirements. He
identified several student needs as well as market demands, which were not met in the curriculum. Based on his findings, he made some recommendations to enhance the curriculum and align students’ needs with market requirements. The following are his recommendations:

- Firstly, he classified all modules in three categories, namely, most useful, useful and not that useful. These classifications are displayed in table 3.

<table>
<thead>
<tr>
<th>Most useful</th>
<th>Useful</th>
<th>Not that useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical translation</td>
<td>Translation project management</td>
<td>EU institutions</td>
</tr>
<tr>
<td>Proof reading &amp; editing texts/translations</td>
<td>Text processing</td>
<td>Professional orientation seminars</td>
</tr>
<tr>
<td>Translation memory software</td>
<td>Research skills/research methodology</td>
<td>Financial/taxation issues in translation market</td>
</tr>
<tr>
<td>Terminology management</td>
<td>Translation theory</td>
<td>Publishing &amp; page layout software</td>
</tr>
<tr>
<td>Improving mother tongue skills</td>
<td>Audiovisual translation</td>
<td>Intercultural studies</td>
</tr>
<tr>
<td>Improving foreign language skills</td>
<td>Linguistics &amp; stylistics</td>
<td>Literature of relevant languages</td>
</tr>
<tr>
<td>Sciences/specialized subjects</td>
<td></td>
<td>Interpreting</td>
</tr>
<tr>
<td>Machine translation</td>
<td></td>
<td>History of translation</td>
</tr>
</tbody>
</table>

Table 3.

- Students should not be accepted onto the course if they do not fulfil specific criteria such as adequate knowledge of both languages.
- Modules should be designed based on the academic profiles of students and their prior knowledge.
- Cooperation between the course and the market (e.g. work placements with academic supervision).
- Placing internships in the courses monitored by the university.
- Developing the teaching support infrastructure.
- Flexibility in designing the course as the needs of students and demands of the market change from time to time.

2.7 Summary and concluding remarks:

In this chapter, I have examined and discussed key issues that are of direct relevance to the main topic of the thesis. Firstly, I have identified the composition of translation competence, as it is a main aim of every translation course to develop translation competence in its students, from different angles detailing its characteristics and components and how it can be developed. It is a main aim for every translation course and it needs to be examined when designing or developing the curriculum to ensure fulfilling all its components. Secondly, common teaching approaches in translation have been identified and the advantages and disadvantages of each approach were discussed in order to focus on the teaching approaches followed by the instructors in the translation courses. Thirdly, teaching objectives and learning outcomes, which are essential for every module and course, were also identified and their criteria were illustrated in order to examine the learning outcomes in the three translation courses and how efficient they are. Fourthly, it was necessary to discuss language teaching in the context of translation when dealing with a translation curriculum as it plays an important role in this regard. The aspects that should be emphasized when teaching translation in a translator training course have been raised and the influence of language teaching on translation has also been explained. The manner of teaching English in the three courses will be examined to see if it is efficient and corresponds to what the literature of translator training has recommended.

Fifthly, a significant aspect that became a prerequisite in the translation market which every translator is supposed to be familiar with is computer-assisted translation. It has been identified and the appropriate teaching approach to teach this utility has also been presented. This discussion is valuable before critically discussing the data obtained through the questionnaire with regards to the presence and necessity of translation software in a translation curriculum.
Finally, the most relevant studies that fall within the scope of curriculum development, meeting the needs of students and the translation market have been presented and their methods and results were given. It is noticed that Li (2002) examined student needs in a Chinese translation course but did not involve any other stakeholders than students. Gabr (2002) also examined design of undergraduate translation courses in Egypt and took one course as a case study where he involved students through questionnaires and instructors through interviews. Sachinis (2011) identified student needs at postgraduate levels and market demands in Greece through questionnaires. However, no study has examined student needs at undergraduate level from the perspective of students and instructors and market demands from translators’ perspective and involved decision makers through interviews to reflect their views about fulfilling students’ needs and market demands by the curricula in their courses. Therefore, this study aims to identify students’ needs in the curricula of undergraduate translation courses through extended questionnaires of students in their final year and translation instructors and it also aims to identify translation market demands in Saudi Arabia through questionnaires of translators in the market. After that, decision makers are interviewed to reflect their views on aspects concerning students’ needs, development of the curriculum and market demands. The over-riding aim is to provide recommendations for the curricula of undergraduate translation courses to meet student needs and market demands. It is very important to illustrate the tools used in this research and the following chapter will provide thorough explanation of the methods adopted for this study.
3 Methodology

3.1 Introduction:

Deciding upon a methodology (quantitative or qualitative) and methods (questionnaire, interviews, focus group etc.) to be used in research depends on the kind of data the research seeks to find. Both methodologies “quantitative” and “qualitative” have their own advantages and disadvantages and many researchers have affirmed that there is no superiority of one method over the other (McCall and Bobko 1990, Curral, Hammer, Baggett and Doniger 1999:8).

As far as this research is concerned, one of the main aims is to identify student needs as well as market demands. It is important to look at relevant studies conducted in translator training, which discuss issues in curriculum design, student needs and market demands. Robson (2011:313) advises researchers to look at existing surveys and adapt them to fit the researcher needs rather than to start from scratch. This allows the researcher to benefit from reports on previous surveys through adopting ideas, points to address and types of questions to enhance his or her own surveys, and my review of the literature on translator training included a number that had used questionnaires.

In designing the questionnaires for the three stakeholders, students, translation instructors and translators, I consulted three relevant surveys of three sets of stakeholders, namely students, trainers and translators. The first was designed by Sachinis (2011), who conducted research on needs and expectations of postgraduate translation students and on the demands of the translation market. He designed a students’ questionnaire after he conducted a focus group session, which is considered to be a qualitative methodology, with 6 postgraduate translation students for one hour and a half to decide the outline of the questionnaire and listened to their arguments about their needs and expectations of the course. His questions in the session focused on the reasons that encouraged them to do the course and the subjects they expected to take. They were also asked if the course gave them enough knowledge to work in the market and what the strength and shortcomings were in
the course. It is a good start before constructing a questionnaire to listen to future participants, so that the researcher can decide the main topics to be addressed in his or her study. Sachinis also conducted semi-structured interviews with 6 translation trainers to listen to their views of student needs and market demands before designing a trainers’ questionnaire. He designed students’ and trainers’ questionnaires based on the feedback from the two groups and the available literature. As for a market questionnaire that targets translators, he used the literature in translator training to guide his design of a questionnaire. His questionnaires were of the utmost benefit in designing my questionnaires because they were in a relevant field and they were intended to help meet similar main aims as those of this research, which is identifying student needs and expectations and the demands of the translation market. Fatani (2009) also designed a market questionnaire and used it in her research into the state of the translation industry in Saudi Arabia, which was helpful to me, particularly in designing a market questionnaire. Razmjou (2001) used two questionnaires in her study to identify skills and content in the curriculum of translation courses at Iranian universities. Gabr (2002) used a questionnaire in his study to investigate how translation courses are designed in Egyptian universities, and Li (2002) also used a questionnaire in his study to measure learning needs of translation students at Hong Kong University.

All these surveys and others in the literature on translator training and my 5-year experience as a former student of the undergraduate translation course at KSU were put together in designing the three questionnaires for students, instructors and translators used in this thesis. The majority of the questions in the surveys are closed questions, but at the end of each questionnaire, there are some open-ended questions. It is necessary to justify the adoption of this method of collecting the data for the research. The input provided by way of interviews with large numbers of participants in three universities and with translators in the market takes a very long time to collect and a great deal of effort to analyse. In their book about conducting projects in linguistics and language studies, Wray and Bloomer state that
Although questionnaires work with any number of respondents, their true usefulness is with large numbers of them. A large sample will be more representative and can lend greater weight to your claims. Interviews cannot be administered to as many people, and care needs to be taken that the few whom you select for interview are truly representative of the population you are interested in” (2012:166).

Thus, interviews were conducted only with curriculum decision makers as will be discussed later. However, I decided on this methodology rather than focus groups because data from focus groups can be inaccurate as not all students have the same needs; it is also hard to measure how many students have a particular need. For example, some of the students may have attended private schools throughout their tertiary education, which are known to have a better English teaching outcome than public schools, so they may not have as many problems with English as those who studied in public schools not to mention that some students will not be comfortable to give their input in focus groups. Therefore, Babbie (2008:303) points out that “surveys are particularly useful in describing the characteristics of a large population”. Julien also believes that surveys provide greater freedom to the researcher in terms of how to frame the question, as well as granting greater freedom to respondents in the ways they choose to answer…to explore an issue or concept, to obtain natural wording, to add variety to a questionnaire, to obtain exact numerical data, and to provide respondents with opportunities for self-expression or elaboration (2008:846).

Confidentiality and anonymity is another reason to choose questionnaires because this issue can be very sensitive for students in particular, especially when asked to give their attitude to their current course and instructors. Students may have concerns that their responses will be revealed to their instructors, and that their instructors will not be happy with them. Although confidentiality can be achieved in other research methods, interviews for instance, it cannot be as comfortable as questionnaires for students. Translation instructors and translators also represent rather large populations. Thus, I decided to use
three questionnaires for three sets of stakeholders, namely students in the final year of their undergraduate translation course in three universities KSU, Imam and Effat; translation instructors in the aforementioned universities; and translators in the Saudi translation market.

This study aimed to have the largest possible number of participants to understand the most common needs of students and demands of the market, so open-ended questions were not heavily used because “they require greater effort from respondents…Because of the greater effort involved, many prospective respondents are likely to be put off by the prospect of having to write extensively, which may exacerbate the problem of low response rates” (Bryman 2012:247). Also in the case of a large population of participants, which my study aims to have, Robson, referring to self-completion questionnaires, affirms that

It is worth stressing the need to cut down open-ended questions to a minimum with this type of questionnaire unless you can afford to spend a lot of time on analysis or only have a small number of responses to deal with…pilot work using interviews and open-ended questions can provide suggestions for closed alternatives (2011:256).

These questionnaires are quantitative in the sense that they combine closed questions and they are also qualitative in the sense they include some open-ended questions. Likert scales, which are “scales often used in studies of attitudes in which the raw scores are based on graded alternative responses to each of a series of questions” (Everitt 2002:220) were used in order to receive accurate responses in terms of the level of agreement or disagreement and satisfaction or dissatisfaction. In addition, a space for a comment was provided under multiple-choices question, so respondents could write their own response if they did not find it among the given ones. This ensured that participants would have freedom to choose or write the answer they wished. The option “neutral” was available under each question giving participants the option not to express an opinion on a given topic.
In the information sheet accompanying the questionnaire, information about the researcher, purpose, procedures and potential benefits of the study are given. It is also stated to the participants that their participation in the surveys will be completely confidential and that their identity will not be revealed. A consent form is provided after the information sheet in the questionnaire and participants were given the option to print their names. As a motivation to those interested in the research, it is stated that participants can provide their email addresses to receive a summary of the research findings.

The students’ questionnaire comprises 26 questions and it consists of two sections, firstly the student’s profile and secondly general questions about the curriculum of the courses they are following. The second questionnaire is an instructors’ questionnaire, which includes 28 questions consisting of two parts, firstly, the instructor’s profile and secondly his or her attitude and opinion towards different issues in the curriculum and the translation market. The third questionnaire is for translators and it consists of 29 questions divided into two sections, firstly the translator’s profile and secondly questions about the translation market and translator training courses. It is necessary to discuss the structure and content of each questionnaire and also to clarify and justify choosing the aforementioned three sets of stakeholders.

3.2 Firstly, the students’ questionnaire:

Students in any course have their own personal attitudes to the modules, instructors, facilities, teaching methods, focus, etc. of the course they are following. They represent an important source of information to identify the points of strength and weakness in any course and they can provide valuable data on their needs. Many studies have referred to the significant role of the student’s voice when addressing issues related to the curriculum (Marsh 2009, Mitra 2006, Leren 2006, McNess 2006, Ornstein and Hunkins 2012); Marsh points out that “students can provide vision and be constructive participants in curriculum planning” (2009:212).
The input of respondents who are in the early stages of the course and still have many modules ahead may not be very accurate as they are still learning. Therefore, students who are in the final year of their undergraduate translation courses at KSU, Imam and Effat, were selected to take part in this questionnaire (see appendix A) because their input will probably show their needs, which is one of the main foci of this research. The reason for choosing students in the final year is that they have reached an advanced level in the course and they only have a few modules to take before graduation. Therefore, they can give their responses based on what they have learned from the course and because they are considered to be the outcomes of these courses.

The questionnaire has two sections; the first section consists of questions about the profile of each student including age, gender, level of study and name of institution. The second section includes questions about the source of information about the course prior to its commencement, the infrastructure of the institution, the length of the course, the workload, the clarity of learning objectives, the instructors’ qualifications, study materials, satisfaction with feedback, fairness of marks given for translations, satisfaction with teaching methods, appropriate number of hours for translation each week, types of texts to be translated, and who should choose them. There are also questions about the usefulness of the modules in the curriculum and whether there are modules that should be included or omitted in the curriculum. Students are also asked about their knowledge of market conditions and what shortcomings they see in the course, as well as their future plans for after they complete their course.

3.3 Secondly, the instructors’ questionnaire:

Translation instructors are the group of participants who responded to the second questionnaire (see appendix B) concerning students’ needs. It is important to justify choosing translation instructors to take part in this research. Instructors can evaluate the competence and needs of their students because they are involved in the teaching process and other activities with the students for years. They can also provide information about
their students’ precise needs. Instructors are invaluable sources of data for this research because they are aware of points of strength and points of weakness in the curriculum. Therefore, their participation in the questionnaire will contribute to defining the students’ needs as well as their attitudes towards different issues in the curriculum.

The instructors’ questionnaire has two sections; firstly, questions about the instructor’s profile including age, academic qualifications, specializations and translation experience. Secondly, a general section including questions about the instructor’s opinion of students’ competence and needs, teaching objectives and learning outcomes of the course, study materials, teaching methods, modules’ usefulness to students, translation market demands, and shortcomings in the course and other issues in the curriculum.

3.4 Thirdly, the translation market questionnaire:

The third set of stakeholders is translators in the Saudi translation market including both private and government sectors. The reason why employers (administrators) were not surveyed is that, in many translation agencies, they are not necessarily involved in translating because many of them have no qualifications or experience in translation and that many of them are in charge of administrative duties. It is of utmost importance that translators in the translation market take part in this study and provide their attitudes and ideas about several issues in the market and in the academic courses as they realize its real demands due to having hands-on experience in translation market. The questionnaire (see appendix C) is designed to identify the demands in the translation market that any translator should fulfil from a translator’s perspective; also, it is intended to pinpoint what those translators think of the undergraduate translation courses and their outcomes, bearing in mind that some of the translators are graduates of those translation courses. It also aims to define the technological tools that are commonly used in the market to see if they exist in the curriculum of the academic courses. The questionnaire is divided into two sections; firstly, questions about the profile of each translator including age, academic qualifications, years of experience, and place of work. The second section includes questions about
demands and conditions of the market, software used in the market and translators’ attitudes to different issues that are of concern to the curriculum, such as important modules and the types of texts that are in high demand in the market. Before using the instruments in the actual study, it is necessary to pilot them and ensure their validity in obtaining the data and their clarity.

3.5 Pilot study:

In order to save time and effort and to avoid running the risk of inappropriate research methods, it is necessary to test the research instruments on a small scale. Teijlingen and Hundley (2001) argue that “one of the advantages of conducting a pilot study is that it might give advance warning about where the main research project could fail…or whether proposed methods or instruments are inappropriate or too complicated”. De Vaus (1993:54) also emphasizes “do not take the risk. Pilot test first”.

The aim of my pilot study was to ensure the validity and applicability of the questions in the three surveys (students, instructors and translators). It also sought the input of participants who could have interesting comments to include in the surveys. Since I am based in Leicester, it was financially prohibitive for me to travel to Saudi Arabia to conduct the pilot study because I would have to travel again for the real study. Therefore, I created three online copies of the three questionnaires in order that participants could have remote access to the surveys. The surveys were designed using the Google Docs utility which allows for an unlimited number of responses, and offers a data analysis tool through Excel software. In March 2013, I sent out invitations to the participants by email including the web address of the survey so they could fill out the online surveys. The three groups of participants in the three questionnaires are the following:

- Ten students studying in the final year of their undergraduate course in translation at KSU.
- Seven translation instructors at KSU.
- Six translators in the Saudi translation market.
Participants were also asked to provide feedback on the questionnaire structure and content through a comment box at the end of each questionnaire. After three days, all responses were received and the data were automatically transferred to the analysis software (Excel). After that, the data were analysed and results were interpreted. The responses of participants were very clear and participants did not raise any issues of ambiguity in the questions. Most of the feedback from the participants was about the time-consuming, high number of questions in the surveys, so the questionnaires were carefully revised and some questions that were not of high significance were omitted. After the revision and focusing on the most significant questions, the number of questions in the students’ questionnaire became 26 instead of 36, 28 instead of 45 in the instructors’ questionnaire, and 29 instead of 46 in the translators’ questionnaire. The surveys were found to be effective tools that provided valuable results. Apart from the length of the questionnaire, participants raised no concerns. Therefore, I became convinced that the three surveys were reliable and well-designed to receive valid answers.

3.6 Sampling procedure:

This study aimed to have the largest number of respondents possible in each group of stakeholders in order to obtain sufficient data. The rate of participation was reasonable in most of the courses, except among the female students following the Imam course, where very few students took part in the surveys. Women’s and men’s departments in all the three universities are separate and no males are permitted in the women’s departments, so I had to arrange the distribution of surveys through the department of male students which has contact with the female department. In the case of Imam, the rate of response among female students was low and this is probably because I was not conducting the questionnaires for those female students to tell them about the significance of the study and encourage them to take part. It could be also that the administrators in the female section at the Imam course did not encourage many students to take part in the questionnaires unlike female departments in KSU and Effat where many students and instructors took part in the survey.
3.6.1 Respondents to the students’ questionnaire:

<table>
<thead>
<tr>
<th>KSU</th>
<th>Number of respondents</th>
<th>Overall number of final year students</th>
<th>All students in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>51</td>
<td>60</td>
<td>462</td>
</tr>
<tr>
<td>Female</td>
<td>42</td>
<td>153</td>
<td>1072</td>
</tr>
</tbody>
</table>

Table 4.

<table>
<thead>
<tr>
<th>Imam</th>
<th>Number of respondents</th>
<th>Overall number of final year students</th>
<th>All students in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>36</td>
<td>72</td>
<td>737</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>177</td>
<td>2059</td>
</tr>
</tbody>
</table>

Table 5.

<table>
<thead>
<tr>
<th>Effat</th>
<th>Number of respondents</th>
<th>Overall number of final year students</th>
<th>All students in the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>25</td>
<td>25</td>
<td>217</td>
</tr>
</tbody>
</table>

Table 6.

3.6.2 Respondents to the instructors’ questionnaire:

It is important to note that the number of translation instructors does not indicate the number of those specialised in translation rather those who teach it.

<table>
<thead>
<tr>
<th>KSU</th>
<th>Number of respondents</th>
<th>Overall number of translation instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>12</td>
</tr>
</tbody>
</table>
Table 7.

<table>
<thead>
<tr>
<th></th>
<th>Number of respondents</th>
<th>Overall number of translation instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Female</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

Table 8.

<table>
<thead>
<tr>
<th></th>
<th>Number of respondents</th>
<th>Overall number of translation instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Female</td>
<td>-----</td>
<td>-----</td>
</tr>
</tbody>
</table>

Table 9.

3.6.3 Respondents to the translation market questionnaire:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Translators</td>
<td>35</td>
</tr>
<tr>
<td>Female Translators</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 10.

Both male and female translators from the government and the private sectors were cooperative and took part in the questionnaires reflecting what the market demands and its evaluation of the current translation courses in Saudi universities.

- Total number of the three groups of respondents:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>156</td>
</tr>
<tr>
<td>Instructors</td>
<td>34</td>
</tr>
<tr>
<td>Translators</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 11.
3.7 The study:

After completing the process of editing and revising the three questionnaires and obtaining the ethical approval from the Research Centre for Translation and Interpreting Studies at Leicester University, I applied to the three universities (KSU, Imam and Effat) to obtain official approval to conduct the data collection at these institutions and I attached the questionnaires and ethical approval from Leicester University in the email. However, two institutions did not respond and only one course sent me the approval within a month.

After sending several emails and making a number of telephone calls, the head of the department in KSU informed me that approval could be obtained from the Vice President for Higher Studies and Scientific Research in the university, who did not answer my emails. The head of the department at Imam also did not respond to my emails and telephone calls so I had to apply for approval in person at both KSU and Imam after my arrival, which took me a week of daily follow up with the applications to obtain the final approval from the two universities.

I travelled to Riyadh on 29th of April 2013 to collect the data from the two universities, KSU and Imam. Normally, technology can save time and effort for researchers in collecting their data. However, in my case, technology was not that useful because of lack of facilities in the relevant locations. In the beginning, I created three online versions of the three questionnaires, so that students and instructors could fill out the surveys online. However, in KSU and Imam Universities, there were no available computer rooms with internet access for students to use. Therefore, I had to use both the online version of the questionnaires for those who had access to the internet and the paper version for those who did not have internet access.

At KSU and Imam Universities, I personally conducted the distribution and collection of the questionnaires for male students and translation instructors and they filled out all the surveys. As for female students and instructors, questionnaires were sent to them in coordination with the males’ departments and they filled out the questionnaires. Similarly, I sent the students’ and instructors’ questionnaires to the head of the English department at
Effat Women’s University and she had them filled out by the students and instructors and then returned them to me.

As for the translation market questionnaire, unfortunately there is no database of translation agencies in Saudi Arabia; Fatani points out that “it is hard to estimate accurately the number of interpreters and translators working in Saudi Arabia since there is no official commercial register documenting the field” (2009:2). Ministry of Commerce in Riyadh, which is in charge of issuing licences to translation agencies, does not provide any data on the number of translators in Saudi Arabia on its website; neither did it answer my emails and telephone calls. Another significant consideration was to have participation of translators specialising in various text types to measure the demands of translators in different areas. Therefore, I had to visit translation departments at government institutions such as the Translation Centre at KSU, which is responsible for translating different kinds of publications for the university. Another translation department is located in the Saudi Press Agency, where translators deal mostly with media and legal texts. Several translators in the Ministry of the Interior, who deal with different kinds of texts mostly security, also took parts. A number of translators in the medical field working at King Khaled Eye Specialist Hospital also participated as did other translators in different translation agencies. I also visited a number of private translation agencies and invited those who work there to take part, and they did.

3.8 Analysis of collected data:

After collecting the data from the three stakeholders through the questionnaires, they were ready to be analysed. The most common software for data analysis in social sciences is SPSS (Statistical Package for the Social Sciences) and the Research Centre for Translation and Interpreting Studies at Leicester University has organised several classes for learning statistics. The Learning Institute also hosted training sessions for this software, namely

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“Principles of Basic Statistics” and “Describing and exploring data”. Attending these classes and training sessions was very useful in understanding how to key the data into the software and interpret them appropriately.

As far as the data for this research are concerned, the main aim was to display the analyses in detailed graphs or tables showing the percentages of votes given to each closed question. Therefore, the responses of all respondents to closed questions, which form the majority of questions in the surveys, were keyed in into the software as numerical forms, because the software deals with the data as figures rather than text. After that, they were displayed as graphs or in tables. Displaying the percentages of votes given for each response as graphs is very important because they show level of agreement, disagreement, usefulness, etc. As for open-ended questions, the responses were analysed through topic categorisation and they were then discussed at the end of each of the three chapters designated for the three stakeholders.

3.9 Content analysis of course plan:

To identify the points of weakness and strength in the curriculum of every translation course, it was significant to involve the course plans of the three translation courses, KSU, Imam and Effat. The course plans of the three translation course were explained and they were compared with each other in terms of several aspects. They were also analysed in chapter 4 and discussed within chapters 5, 6, 7 and 9 to identify the strength and weakness in each course.

3.10 Follow up interviews with decision makers in the three courses:

After obtaining the final results of the surveys, a fourth stakeholder, namely curriculum decision makers (deans, heads of departments, coordinators of the Quality Rectorate etc.), remains to take part in this research in order to help me understand how curricula are being developed in these courses and to provide further information concerning some of the
surveys’ findings. Those decision makers are directly responsible for developing the curricula in the three courses and their input is of the utmost significance to the findings of this research and to provide recommendations to improve the courses discussed.

Because the questions to be given to this group of participants required extended discussion and debate, interviews (see appendix D) were the most appropriate method to use. The interviews were structured and they consisted of 17 questions about the curriculum and its development, measurement of market demands, translation software, specialisations of instructors who teach translation, teaching materials, feedback, teaching approaches, marking criteria, internships, translation theory, the duration and concentration of the courses and their shortcomings. Some of the questions for each course were exclusive to that course. Interviewees were given a consent form to print their names and sign and they were free to speak in Arabic or English. Prior to conducting the interviews, participants were asked to give permission for their responses to be recorded with an audio-recorder and they were also assured in the consent form that their names would not be revealed in the research.

I travelled to Riyadh on the 7th of September 2014 and I started conducting the interviews with the head of department, head of the quality committee and the Dean of College of Languages and Translation in KSU at their offices at the university. Then I went to the College of Languages and Translation in Imam University where I interviewed the vice dean, and the first and second coordinators of the Quality Rectorate. The Quality Rectorate is officially in charge of developing the curriculum and its content in the Imam course. Finally, because it is a women’s university, I had to conduct the interviews over the telephone with the head of department, the Dean of the College of Humanities and Social Sciences and the Dean for Quality Assurance. All the interviews were transcribed and those in Arabic were translated into English.

In conclusion, after a thorough investigation of the relevant studies in the literature and reading about qualitative and reading merits and disadvantages of different types of quantitative and qualitative methods, considering the number of the target population, I have decided on combination of methods that are probably the most appropriate ones that
fit to this study. Testing these tools was also useful in adjusting them to meet their specific aims without affecting the responses of respondents. In general, the responding rate of all respondents to the questionnaires was satisfactory except for female students in the Imam course possibly due to modest cooperation from the administrators in the department. Realizing the significance of such a study to the development of their courses, decision makers were collaborative in providing information about the course and market demands form their perspective and detailing the process of curriculum development in every course. All in all, the methods of data collection were productive and all participants were motivated by the need of developing the curricula in translation courses.

Before embarking on the findings of the study, it is necessary to provide background information on the state of translator training in the Arab world in general and in Saudi Arabia in particular and the curriculum in the three focused translation courses. The next chapter also examines the situation of the translation market before I discuss the results of the surveys in chapter 5 onwards.
4 Translator Training and the Translation Market in Saudi Arabia

Before examining the results of the questionnaires, it is important to provide background information about the state of translator training in Saudi Arabia including detailed explanation of the three translation courses which are the context for this research. It is also important to examine the studies that discussed the state of the Saudi translation market before embarking on what the market demands in chapter 7.

4.1 Introduction to the state of translator training in Saudi Arabia:

The most recent study that discusses translator training in Arab universities in general by Atari (2012) examines the obstacles that face translator training at Arab universities and offers a number of models to tackle these challenges. According to Atari (ibid:105), translator training is carried out according to two approaches: either training or education; Bernardini distinguishes between these two orientations, pointing out that “the core aim of education is to favour the growth of the individual, developing her cognitive capacities and those attitudes and predispositions that will put her in a position to cope with the most varying (professional) situations” while training is “to prepare learners to solve problems that can be identified in advance through the application of pre-set, or acquired procedures” (2004:19). Atari (2012:105) believes that translation in most Arab universities is not done according to either approach, training or education, due to, firstly, “lack of complementarity (agreement) in classroom teaching” and, secondly, “misinformed interpretation” between translation instructors. There is an absence of agreement among translation instructors especially with regards to the objectives of teaching translation in which some instructors teach translation as a tool for second language acquisition and others teach translation for the acquisition of translation competence. Therefore, this contradiction between instructors results in leaving the students at a loss and confused about what the real aims of learning translation are. The author attributes this to the unawareness of these two paradigms and he presents Bahumaid’s survey of philosophy and
objectives of translation courses in the Arab world which indicates “a lack of clearly stated objectives coupled with a lack of rationale for the existence of such programs” (1995:99).

The second reason is the nature of the feedback from the teacher to the students, which may be misinformed or error oriented, focusing on the linguistic aspect more than translation. Atari believes that the feedback is “linguistically-oriented with scant reference to proper translation processes and trainees’ strategies such as identifying a problem, finding a solution…coming up with alternative solutions etc” (2012:106). He takes conference presentations as evidence for his point, arguing that

It is not difficult to see many participants in a conference discussing the lexical and syntactic problems of their trainees’ translations into Arabic. Such presentations do not even specify the unit of analysis. They are merely exercises in contrastive analysis at the phrase or sentence level without hints to text type, language functions, communicative appeal, function and purpose of translation, users and beneficences, the client’s brief, etc. (ibid).

Another impediment found by Atari is the misleading assumption of trainees’ bilingual competence. Translation teachers find that most mistakes committed by students fall into inadequacies in L2 comprehension strategies, L2 writing genre conventions and misunderstanding the source language text. Atari refers to Malmkjær’s (1998) discussion of inadequate linguistic competence where emphasis on functional and practical issues in translation may lead many translator trainers to neglect valuable linguistics and applied linguistics advances. Therefore, he emphasizes that instructors should pay close attention to linguistic competence since Farghal (2009) confirms that English language proficiency of many Arabic-speaking students is not adequate for translation competence.

Mismatch between workplace expectations and translator training in academia in which there is no coordination between the two to cover and fulfil the needs in the market is another obstacle. Atari (2012:108) classifies these mismatches into categories, namely, text materials, norms and conventions of quality assessment and subsidiary skills of editing and revising. Firstly, the texts given to students are randomly taken from magazines, journals and newspapers, and this “deprives translator trainees of the proper exposure to different
genres and registers that are typically used in real-life contexts” (ibid). He advises that “translator trainees have to have extensive experience in reading, analysing and writing texts which are more relevant to the job market” (ibid). Secondly, translation assessment not only in the Arab context is not based on agreed criteria. According to Kelly (2005), assessment activity of translator performance is still under-discussed and under-researched and it should be based on the objectives of each module, so Atari (2012) presented his own assessment descriptor (see Appendix E) where he matches the assessment components to the translation competence and its components from his experience in teaching translation.

Atari (2012) concludes with a remedy to meet the two significant challenges

The most pressing need and compelling requisite for trainers is a common and uniformly adopted frame of reference for their teaching of translation.

As for trainees, an advanced level of bilingual competence must be the targeted aim during the very early years of their training (ibid: 118).

He also stresses the need for clear teaching objectives and learning outcomes, so they can be a reference for both trainees and teachers. Another suggestion is that translation teachers should be competent in 1) professional translation practice, 2) translation studies as an academic discipline and 3) teaching skills, which are similar to Gabr’s (2002) suggestions discussed in chapter 2. He proposes a training module for translation teachers, which can be taught through a weekly workshop and which would aim to develop a unanimously agreed and approved frame of reference for the training process. The objectives of this module are the following:

- To introduce teaching techniques that achieve a level of agreement in classrooms.
- To introduce the concepts that form the core of the translating act.
- To coordinate the teaching of those concepts between colleagues.

Another module is suggested for students to improve their skills in writing and reading in English and Arabic different types of texts and registers. It can be summarized that Atari’s (2012) paper strongly emphasizes translation teaching approaches among translation teachers and language competence among students and this indicates, according to him,
that these two areas are the most significant obstacles to translator training in the Arab world.

Fatani (2005a), conducted an interesting study about “the new Saudi marketplace and the integration of language technologies into the translation curriculum in SA” where she looked at how translation technology tools, which have become requisites in the translation market, can be integrated into translation curricula at Saudi universities and what obstacles stand in the way of this integration. To begin with the impediments, Fatani (ibid: 3), on the basis of a survey of Saudi universities, argues that “there is a general reluctance and perhaps even aversion to introducing advanced translation technologies”, and she lists five obstacles. Firstly, academic misconceptions among educators in universities where

Many leading educators in Saudi Arabia today fail to recognize that a large number of graduates from BA and Masters in Translation Studies follow careers in related fields such as publishing, broadcasting, or Information Technology (IT) where they may take up such positions as technical writers, terminologists, or lexicographers, subtitlers, proof-readers, desk-top publishing specialists, software localizers, project managers, performing tasks such as building dictionaries and writing rules for parsing (ibid:4).

Many translation teachers are not aware of and do not distinguish between the different types of translation technology tools such as machine translation, translation memory, online dictionaries, desktop publishing systems and website automation technologies, and their failure to identify these needs and cover them through the curriculum has created misconceptions about translation technology tools and their value to translators. Some misconceptions can be seen in the common belief that literature is the most common field that most translators will be working on, the idea that team work is not present in translation tasks, and all a translator needs is a dictionary and a word-processor. In fact, translators in the market deal with a range of tools as Fatani highlights in the quotation above. Regretfully, she points out that “many Saudi instructors erroneously believe that the basic aim of a translation curriculum is to enhance students’ basic language skills such as speaking and writing” (2005a:4).
Secondly, there is a fear among educators in the Arab world of introducing tools of IT to the academic environment because of their lack of ability to use these tools or lack of computer literacy. Fatani believes that “it is basically these educators in the field of translation who are blocking the introduction of technology courses for fear of losing their jobs” (2005a: 5). It is also not clear to them what the differences are between machine translation, which can be a substitute for a translator, and CAT tools, which are aids to assist the translator. Thirdly, there is antagonism against globalization in the Arab world because of the opposition to American foreign policy in the region, to its support for Israel and US occupation of Iraq. There is a deep historical aversion to globalization and therefore, the author suggests that “in order to introduce translation technology to curricula in Saudi universities, we must first struggle to overcome the negative understanding of the term globalization” (ibid: 6).

Fourthly, not only educators, but also some undergraduate and postgraduate students do not have basic computer and internet literacy, making them unable to use CAT tools. She points out that “not only does the professional translator rely on the personal computer for word processing, desktop publishing, and glossary databases, but in-house translators work on networks that feature computer aids such as glossary management and translation software” (ibid). Fifthly, identification of the most advanced tools of translation technology should be achieved, so they can be integrated into the curriculum.

Another significant issue that needs to be addressed is language requirement criteria in translation departments, which are discussed by Al-Jarf (2008), a professor of translation in KSU, in her research, entitled “A call for new benchmarks at Saudi language schools”. She examines the admission policy in language schools at Saudi universities and she takes the College of Languages and Translation at KSU as a case study to look at the current admission criteria, and to interview students, instructors, coordinators and administrators to identify their perspectives toward these criteria. It is important to note that students are accepted to this college without entry exams or interviews. Her findings showed that a low percentage of students (21.8%) passed the reading module in the first semester of their study and there were many students dropping modules every week. The percentage of
students who re-took the module because of dropping it or failing in it was 28% in the autumn of 2003 and went up to 45% in the autumn of 2004; the percentage of freshman students who reached the 10\textsuperscript{th} and last term successfully without failing in any module is between 20 % and 25%. Survey results indicate that English proficiency of students graduating from high school is deteriorating and high school GPA (Grade Point Average) does not reflect the actual English language competence of students. This suggests that current admission standards are inadequate, so Al-Jarf recommends setting entry test to measure the actual language competence of the students before they are accepted onto the course.

Another study that examines current staffing and staffing criteria in translation departments and investigates the causes of the shortage in staffing was also conducted by Al-Jarf in 2009, entitled “Benchmarks for staffing translation departments in Saudi Arabia”. Demographic data of translation courses in Saudi universities and their contents were collected and interviews with heads of translation departments and coordinators were conducted as well as surveys of staffing policies at international translation schools. There are separate female translation departments in KSU, and there are 1640 female students while there are 55 female faculty members; 24% PhD holders, 21% MA holders and 55 \% BA holders. However, only 33% of all faculty members hold any undergraduate or postgraduate degree in translation while the remaining members of staff are specialized in linguistics or literature.

The staff shortage is normally dealt with by temporary solutions through merging classes and increasing the teaching load, which results in over-crowded classes (50-75 students per class) and teaching load for translation teachers and faculty members of up to 20-30 hours per week. However, Al-Jarf suggests a recruitment plan that encompasses standards before employing anyone to improve the staffing procedure in translation departments. The most significant standards are displayed below:

- **Have a long term staffing plan:** prepare Saudi faculty through graduate studies.
- **Qualifications of faculty recruited:** faculty should have at least an MA degree and 50\% of teachers should be native speakers. Teachers specialized in given modules
should be hired as well as those with good linguistic and professional competence. They should be also computer literate.

- **Specialization of faculty recruited:** faculty should have a degree in translation and interpreting

- **Translation class size:** teacher-student ratio 1 teacher : 20 or 25 students

- **Scheduling:** specialized teachers teach specialized modules.

At the translation process level, Atari (2005) examines the strategies used by undergraduate Saudi students at translation department in KSU when translating using think aloud protocols methodology to explore what is going on in participants’ minds. Students were divided into pairs, but each student had to provide his own translation for a text from English into Arabic. Pairs were encouraged to interact with each other, so their comments and enquiries could be taped. The results show that students process the ST from the bottom up, looking at small units and short phrases and then translate them. He finds that “the major problem for these translator trainees is obviously of a local kind, especially lexical transfer; this seems to be a reflection of an inadequate level of competence in SL, especially” and the reason for that is that “these trainees’ translations are dominated by the lexicon and to a certain extent by minimal syntactic units, they do not check the utterances produced in TL with regard to their stylistics and text type adequacy” (ibid).

Therefore, “classroom teaching has to incorporate exercises that will confront the translator trainees with the compelling need to utilize the paragraph context, the text structure and their readily acquired previous knowledge” (ibid). Translation teachers should focus, in their feedback, on text design, text structure, paragraph structure and semantic and pragmatic relations that underlie the whole chunks of phrases instead of single isolated sentences.
4.2 Translator training institutions in Saudi Arabia:

There are a variety of undergraduate and postgraduate translation courses in Saudi Arabia. As for diploma courses, there is only one diploma course in a private Saudi institution, namely, Rawafid Corporate Training\(^4\). This is an applied diploma (vocational) lasting for one year and the modules are being taught over two semesters. In the first semester, students study the basics of translation, the basics of interpreting, translation methods and modern translation techniques (Trados application) and they study in the second semester medical translation, legal translation, military translation, commercial and financial translation and undertake a translation project.

There are three main undergraduate courses in translation offered in three universities, two in public universities, KSU and Imam, and one in a private university, Effat University. There is a fourth undergraduate course in translation at Princess Norah University, but the course plan was changed in December 2013\(^5\). Therefore, it is impossible to measure the outcomes of the curriculum in this course through students at the time of conducting this research while they still have three years ahead to complete the course. In most Saudi universities and colleges, there are English departments which offer an undergraduate course in English Language or English Literature, which aims to graduate English language teachers or researchers in literature, and the curricula in these courses include one or two modules in translation. However, these courses, which are not specialised particularly in translation, will not be covered in this research.

As for postgraduate courses in translation, there are more master courses in translation than undergraduate courses. Five universities (KSU, King Khaled University, King Abdul-Aziz University, Imam and Um–Al-Qura University) offer master courses in translation lasting for 2 years. Students normally need to take a number of modules throughout the two years and they are expected to submit a dissertation by the end of their courses. Although there


are many master’s degree courses in translation, there is no PhD course in translation at any Saudi university.

As far as this research is concerned, the three undergraduate courses in KSU, Imam and Effat will be examined and discussed because they pledge that they aim to graduate translators. Each course will be described and discussed individually and then a comparison of the three courses will be given. It is necessary to note that the usage of the term “credit hour” refers to weekly contact hours of a module in a term.

1. The undergraduate translation course in English at KSU:

The first translation centre in Saudi Arabia was established in 1976 in KSU, a government not-for-profit academic institution, offering diplomas in several European languages. In 1994, this centre was upgraded to a College of Languages and Translation that offers an undergraduate course in translation in various languages, namely, English, French, Spanish, German, Italian, Turkish, Russian, Chinese, Japanese, Persian and Hebrew. As far as this study is concerned, the modules of the undergraduate course in English/Arabic translation will be examined. The college has two separate campuses, one for males and the other for females. Each campus has its own staff, facilities and administration.

The main aim of the course is to “produce translators of a high calibre capable of dealing with various texts” 6. The course lasts for five years and for students to complete the course, they need to take 68 modules (160 credit hours) over 10 terms. The first year is considered to be a preparatory year consisting of two terms (31 credit hours altogether) where students study English language skills (reading, writing, listening and speaking). They also take a number of general modules in different disciplines, namely, mathematics, computer skills, communication skills, entrepreneurship and self-development skills. The first module in translation, entitled “introduction to translation” is given in the third term and it introduces


88
students to the basics of translation such as methods and types of translation. “Readings in the target culture” is a module given in the fourth term to introduce students to the target culture before taking practical translation modules. Most of the credit hours (i.e. 22) in the third and fourth terms are dedicated to improving English language skills. Students with high grades are granted a scholarship to study their second year of the course in a native speaking country of the language concerned, so they can improve their language competence; those with low grades spend their second year at the college studying English language with no opportunity to have a year abroad. Throughout the course, students take several modules in improving their mother tongue, bearing in mind that all the students are Arabs, to learn more about Arabic grammar, morphology and rhetoric and they also take several modules in Islamic education. Introductions to linguistics and semantics are given during the sixth term. From the sixth term till the last term, the focus of the course shifts toward practical translation in particular, where students take a number of translation modules in different fields. In the ninth term, students take the module “issues and problems in translation” and they also take a number of modules in linguistics to improve their knowledge of linguistics at the text level in particular (e.g. introduction to linguistics, introduction to pragmatics, text linguistics, discourse analysis and stylistics). As for interpretation, there are four modules in four types of interpreting. The following schedule shows all the modules in the course with their weekly credit hours and a description of the translation modules is provided below the schedule.
## Course plan of KSU translation course (My translation from Arabic)

<table>
<thead>
<tr>
<th>No.</th>
<th>First Term (Preparatory year)</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>English language (1)</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to mathematics (1)</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Computer skills and information Technology</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Communication skills</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Second Term</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>First Year</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>English language (2)</td>
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</tr>
<tr>
<td>2</td>
<td>Mathematics (Differential calculus)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Learning, thinking and research skills</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Entrepreneurship</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Health and fitness</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>Third Term</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Second Year</strong></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Dictionary skills</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to translation</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Reading (1)</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Writing (1)</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Grammar (1)</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Listening and speaking (1)</td>
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</tbody>
</table>

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<table>
<thead>
<tr>
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<th>Fourth Term</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arabic (1)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Free elective module</td>
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</tr>
<tr>
<td>3</td>
<td>Writing (2)</td>
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<tr>
<td>4</td>
<td>Reading (2)</td>
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</tr>
<tr>
<td>5</td>
<td>Listening and speaking (2)</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Grammar (2)</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Readings in target language culture (1)</td>
<td>2</td>
</tr>
</tbody>
</table>

<p>| Total | 16 |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Seventh Term</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Arabic (4)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Economy in Islam</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Foreign language (1)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Discourse analysis</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Stylistics</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Politics and media translation</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Arabization</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to syntax</td>
<td>2</td>
</tr>
<tr>
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<td><strong>Total</strong></td>
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<th>Eighth Term</th>
<th>Credit hours</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Arabic (5)</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Politics in Islam</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>Foreign language (2)</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td>Computer applications in translation</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Economic and administrative translation</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Security translation</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Medical translation</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Islamic translation</td>
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</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
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<table>
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<th>Ninth Term</th>
<th>Credit hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foreign language (3)</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>Comparative linguistics</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Tenth Term</td>
<td>Credit hours</td>
</tr>
<tr>
<td>-----</td>
<td>------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>3</td>
<td>Legal translation</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Consecutive interpreting</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Sight interpreting</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Engineering and petroleum translation</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Literary translation</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>Issues and problems in translation</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Research methodology</td>
<td>2</td>
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<table>
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<th>Tenth Term</th>
<th>Credit hours</th>
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<tbody>
<tr>
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<td>A general University requisite module</td>
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</tr>
<tr>
<td>2</td>
<td>Foreign language (4)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Translation project</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>Simultaneous interpreting</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Bilateral interpreting</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Scientific and technological translation</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

**Table 12.**

Total modules: 68  
Total credit hours: 160

Translation module description:

- **Introduction to Translation Studies:** The purpose of this module is to familiarize students with translation methods and approaches and to introduce them to different modules in KSU. Retrieved September, 2014 from: [http://colt.ksu.edu.sa/](http://colt.ksu.edu.sa/)

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types of translation and interpretation. The students study certain topics related to
the preparation of translators and interpreters including the notions of equivalence
at the lexical, semantic and pragmatic levels, translation strategies and types of
meaning relevant to translation practices.

- **Readings in Target Language Culture:** This module develops students’
  knowledge to understand new terminologies and the cultural aspects in the target
  language texts. Students are introduced to sociolinguistics, culture and social
dialects and relevant effective factors to develop them.

- **Text Linguistics:** This module defines and discusses models of text typology and
  standards of textuality i.e. cohesion, coherence, intentionality, acceptability,
  informativity, situationality and intertextuality. It also focuses on written texts and
  debates related to issues like ideology and power in text production, understanding
  and interpretation, schema theory, background knowledge, strategies for effective
  communication and manipulation.

- **Stylistics:** This module introduces students to the origins of stylistics in Greek and
  Latin rhetoric and then the status of stylistics in modern times and its reliance on
  various domains such as structuralist linguistics, functional linguistics, speech act
  theory, sociolinguistics and psychology. Terms like tenor, mode, register, genre,
  ideational dimension, interpersonal dimension, textual dimension, levels of
  formality and foregrounding are defined.

- **Arabization:** This module introduces students to the concept of Arabization and its
development and it also discusses civilizational, linguistic, political, religious,
scientific, economic, educational and social dimensions of Arabization in the Arab
world. The module draws students' attention to organizational and linguistic
problems in the Arabization of scientific and technical terms. Concepts such as
diglossia, bilingualism, code switching, multiplicity of dialects, duplication of terminology, synonymy, and polysemy are defined and discussed in relation to Arabization.

- **Computer Applications in Translation**: This module aims at raising students' awareness of the importance of the computer and its various applications particularly in translation. It also aims at helping the students identify the components of the computer through Windows as well as at installing, running and managing basic computer programs and applications such as word processing, spreadsheets, graphics and Arabic support applications and utilities related to translation.

- **Consecutive Interpreting**: In this module students learn the techniques and the nature of consecutive interpreting and how different it is from other types of interpreting. Training is the approach for teaching this module.

- **Sight interpreting**: This module introduces sight interpreting and its techniques through training.

- **Problems and issues in translation**: This module introduces students to common problems in translation texts and common strategies and solutions to solve them.

- **Simultaneous interpreting**: This module aims to identify simultaneous interpreting and its principles and to provide students with the most important skills in simultaneous interpreting through training in the classroom and self-training.

- **Bilateral interpreting**: It aims to identify bilateral interpreting and its techniques through training.
• **Project in Translation:** This module crowns the students’ competence in translation. Their acquired skills and translation techniques are expected to be displayed through a thorough translation assignment. The student is expected to translate a hundred pages of a book recently published from English into Arabic.

• There is also a number of practical specialized translation modules in different areas where students are exposed to different types of texts. The following fields are covered:
  - Translation in humanities.
  - Translation in politics and media.
  - Economic and administrative translation.
  - Military translation.
  - Medical translation.
  - Islamic translation.
  - Legal translation.
  - Literary translation.
  - Scientific and technological translation.

2. **The English language undergraduate course at Imam University:**

The undergraduate English language course in the College of Languages and Translation was established in 2001, at Imam and it has multiple main aims, namely, to graduate English Language teachers, professional translators of Arabic/English and qualifying competent researchers in linguistics and literature. It is a four-year course (8 terms) and students need to take 78 modules (180 credit hours) to complete the course. Before students are accepted onto the course, they need to take placement tests and achieve the required

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grade to pass. Those who do not pass the test are transferred to a one year intensive English Language course to improve their language skills and their acceptance onto the course depends on the successful completion of the English language course.

The course combines a variety of modules in English language teaching, English literature and translation to cover its multiple aims. Students in the first term of the course study four modules in improving English language skills, which constitutes more than half the overall credit hours of the term, and a variety of modules in different disciplines namely, the Quran, monotheism, Arabic writing, Arabic syntax, illustration of the Quran, fundamentals of education in Islam and introduction to computers. Half of the second term is dedicated to modules in English language skills while the other half is divided between various modules, namely, prophet tradition, fundamentals of education in Islam, the Quran, Islamic jurisprudence and two modules in Arabic language. Students take the first module in translation entitled “introduction to translation” and the remaining modules are in different disciplines, namely, Islamic modules, two modules in English language skills, introduction to linguistics and introduction to literature. In the fourth term, there is only one module in translation while there are four modules in poetry, novel, play and phonetics, two modules in English language skills and one module in a foreign language; the rest of the modules are in Islamic education. Also in the fifth term, translation is only given one module while the remaining modules are in literature, education, and history. Translation in the sixth term is also given only one module whereas there are four modules in literature, namely, poetry, drama, the novel and literary criticism. The same is the case in the seventh term where translation is given only one module and the remaining modules are in education, literature and Islamic studies. In the last term, students take a project in translation where they have to translate 15 pages from a book from English into Arabic or vice versa and they are also expected to complete a teaching internship where they have to teach English language to students in schools. As for interpretation, it is combined with the practical translation module in the sixth and seventh terms.
Course plan of Imam translation course (My translation from Arabic)

<table>
<thead>
<tr>
<th>No.</th>
<th>First Term</th>
<th>Credit hours</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>The Quran (1)</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>English reading and comprehension (1)</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Monotheism (1)</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>English listening and speaking (1)</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>English grammar (1)</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>Arabic writing</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Arabic syntax</td>
<td>2</td>
</tr>
<tr>
<td>8</td>
<td>English writing skills (1)</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>Interpretation of the Quran</td>
<td>2</td>
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Table 13.

Total modules: 78  
Total credit hours: 180

Translation module descriptions:\[11\]:

- **Introduction to translation**: The module covers:
  
  1. Meaning, history and types of translation.
  2. Terminology: definition, problems involved, banks of specialized terms and idioms.
  3. Major differences between English and Arabic on the linguistic and cultural levels.

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4- Language Academies and institution of translation and Arabization in the Arab World.
5- Bilingual dictionaries: types and domains.
6- Practical translation of basic sentences with simple structures.

- **Translation (1):**
  1- Translating short and long texts of so-called “non-technical” prose: texts with simple structures.
  2- Highlighting the importance of translation with special reference to the transference of technology and modern advancements in scientific disciplines.
  3- Translating specialized texts: gradation in formality and grammatical structures are to be considered.
  4- Introducing the concept of translation equivalence.
  5- Differences between “lexical meaning” and “communicative meaning”.

- **Translation (2):**
  1- Training in sight interpreting: methodology, mechanism, language skills involved in this type of translation.
  2- Analysing spoken and written texts for translation purposes.
  3- Linguistic and cultural contrasts between the source language and the target language and their impact on the transference of the intended meaning.

- **Translation (3):**
  1- Training in consecutive and simultaneous interpreting.
  2- The role of semantic and pragmatic theory in translation.
  3- Accredited systems of shorthand used in interpreting.
  4- Interpreting of short spoken materials (said by the instructor) and authentic materials (recorded).

- **Translation (4):**
1- Introducing the status quo of the labour market for translators and interpreters: skills and credentials required.
2- Intensive training in written translation and oral interpreting.
3- Translating texts representing different registers of language.
4- Virtual interpreting: simulations of conferences, symposia, meetings, etc.

- Translation project:
  1- Translation of a whole book divided between students, each translates 15 pages.
  2- Field training in translation in the public and private sectors; the department is responsible for the coordination of access procedures and formalities.

3. The undergraduate English and Translation course at Effat University:\(^{12}\):

This undergraduate course was established in 2000 in the English and translation department in Effat private University for women. The department offers the English language and translation undergraduate course in three concentrations, namely, English linguistics, English literature and English translation. Only the course with translation concentration will be examined here. The main objective of the course is to produce professional translators capable of working in the market. As part of entry requirements for this course, students need to achieve 520 in TOEFL or 6 in IELTS because this course does not offer any module in English language skills for students and expect them to have advanced level in English proficiency. It is unlike the course in KSU where students are accepted without entry tests and language modules are provided from beginner until advanced level and also the course in Imam which offers in the first three terms several modules for students to improve their English language skills. Meanwhile, Effat University runs a pre-college English language course for students who do not meet the language entry

requirement and need to improve their English before they are accepted on the translation course.

This is a four-year course (8 terms) and students need to take 46 modules (129 credit hours) to graduate. During the first two terms of the first year, there are modules in interdisciplinary fields such as mathematics, statistics, computer skills, academic writing in native and foreign languages, sociology and one module in Arabic composition. In the third term, students take the first translation module entitled “introduction to translation” while the remaining modules are in different disciplines, namely, Arabic heritage, linguistics and literature. In the fourth term, there is no module in translation and the majority of modules are in linguistics or literature apart from one module in research methodology and another in Islamic principles. Students take the second module in translation entitled “issues in translation” in the fifth term, where they are introduced to translation problems and strategies, and they also take the module “dictionary terminology and documentation resources” to learn more about the use of different types of dictionaries, terms banks and documentation resources on the internet. The rest of the modules in the fifth term are in literature. In the sixth term, there is a variety of practical translation modules in specialized fields, namely, scientific, medical, business, literary and media translation and one module in text linguistics and translation. In the seventh term, the module “introduction to interpretation” introduces students to the basics of interpreting and its types and students also take a practical translation module in political and legal fields. In the last term, students take an editing and publishing module and they have to complete a capstone experience, which means “a culminating experience in which students are expected to integrate special studies with the major, and extend critique, and apply knowledge gained in their major” (Wagenaar 1993), based on term-long internship in the translation market accompanied with weekly seminars with peers and advisors before producing a research project in translation.
### Course Modules

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<td>4</td>
<td>Islam and social issues</td>
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<td>Academic writing and reading skills for native speakers of Arabic</td>
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<td>Fitness and wellness: an introduction</td>
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**Table 14.**

Total modules: 46  
Total credit hours: 129

**Translation module description:**

- **Introduction to Translation:**
  This module focuses on translation at the sentence and short text levels. Using the contrastive analysis approach, the course puts emphasis on cohesive devices and patterns of logical organization and it covers various genres and a wide range of terminology. It also covers different techniques employed by translators from literal to free adaptation, with applications of sight interpreting.

- **Issues in Translation:**
  The module explains semantic and pragmatic problems facing translators in the processing of texts and offers strategies to deal with these issues. It also focuses on genre issues and text types.
- **Dictionary Terminology and Documentation Resources:**
The module focuses on finding and using both monolingual and bilingual English and Arabic dictionaries. Topics include how to evaluate a dictionary, the content and information structures of general language dictionaries, synonym dictionaries and thesauri etc. Term banks and documentation searching on the internet will be introduced.

- **Text Linguistic and Translation:**
The module introduces students to text linguistics focusing on important aspects of textuality, such as cohesion, coherence, intentionality, acceptability, situationality and intertextuality represented by practical translation with emphasis on equivalence rather than literal or free translation.

- **Introduction to Interpretation:**
This module introduces students to interpreting techniques, ethical principles and standards.

- **Minor technical elective (1), (2) and (3):**
Students can chooses a minor module in language teaching methodology, language testing and evaluation and technology for teaching English as a second or foreign language or they can choose any three modules (3 credit hours each) from other departments.

- **Internship:**
Students apply skills learned in the course to a term-long internship in a specialization.

- **Senior seminar:**
This module is concurrent with the internship. Students attend weekly seminars with an advisor and peers, working toward a capstone research project.
- **Editing and publishing:**
  This module introduces students to the publishing of research books and magazines where they examine the publishing process from the evaluation of manuscripts to the marketing of a finished product through lectures, discussions, simulations, workshops and meetings with professionals in publishing.

- **Free elective module:**
  Students choose to take any module from any discipline.

- There are a number of practical translation modules in different fields, namely, **scientific** and **medical**, **business** and **media**, **political** and **legal** and **literary**.

### 4.3 Comparative analysis of the three undergraduate translation courses in KSU, Imam and Effat:

It is important to compare the three translation courses above in terms of a number of aspects to illustrate how different they are before giving the input from the stakeholders in these three courses. The comparison will be based on the duration and load of each course, translation modules and their nature, diversity of modules, improving English language competence, translation technology tools, interpreting, the translation project and internship and course concentration.

#### 4.3.1 Duration and load of credit in each course:

KSU has the longest translation course lasting for five years, where students have to complete 10 terms to graduate while students in both Imam and Effat study only 8 terms within four years to complete the course. As for the load of modules and credit hours in each course, Imam has the largest number of modules and load with 78 modules (180 credit hours) though it is only a four-year course. Although the course in KSU is the longest one, it has fewer modules and credit hours than Imam with 68 modules (160 credit hours). The
course with the smallest number of modules and load of credit hours is Effat which has only 46 modules (129 credit hours).

4.3.2 Translation modules and their nature:

Since the production of translators is a common aim among the three courses, it is necessary to examine the translation modules in each course in terms of the amount of credit hours assigned for them, type of modules and their contents. For the comparison to be as credible as possible, the determining factor in the comparison will be the credit hours for each module because each module varies in the number of credit hours allocated to it from one course to another; some modules have 2 credit hours and others have 4 credit hours.

The two courses that dedicate the highest number of credit hours to translation are KSU and Effat. In KSU, just over a quarter (42 out of 160) of credit hours are divided among 20 translation modules and Effat also allocates over a third (42 out of 129) of credit hours to translation distributed among 12 modules. Lastly, the course with the fewest credit hours in translation is Imam where there are only 20 out of 180 credit hours in translation distributed among 6 modules.

4.3.3 Diversity of modules:

It is necessary to examine and compare the diversity of modules among these courses and whether these modules cover all the significant aspects in translation through looking at the schedule for the modules of each course above. Firstly, the first translation module that students in KSU take is “Introduction to translation”, which is offered in the third term, and students in the fourth term take the module “Readings in target language culture”, which introduces them to the culture of the target language. Other translation modules start from the sixth term until the tenth and they are offered in various areas, namely, humanities, politics, media, medicine, military, security, economy, administration, Islam, law, engineering, petroleum, literature, science and technology. A unique module offered only
in the KSU course is “Arabization” which explains to students how Arabic adopts new terminology from other languages and cultures. Translation technology has been allocated a module entitled “Computer applications in translation” in the eighth term where students are exposed to a variety of applications to assist in translation. KSU is the only course that dedicates a number of individual modules to different types of interpretation, namely, consecutive, simultaneous, sight and bilateral. Students in the final year at KSU take the module “Issues and problems in translation” where common translation problems are identified and appropriate strategies to deal with them are presented. Other modules enhancing linguistic competence and translation competence are also taught throughout the course, namely, dictionary skills, stylistics, text linguistics, discourse analysis and readings in the target culture.

Secondly, students in the English language undergraduate course at Imam take the first module in translation, entitled “Introduction to translation”, in the third term, which introduces them to the basics of translation, and to computer-assisting tools and types of translation. In the fourth term, students take the first practical translation module; however, unlike KSU and Effat, Imam does not offer specialized practical translation modules in certain areas, but only rather general modules with varied texts. It is noticeable that all translation modules in Imam, apart from “Introduction to translation” and “Translation project”, are entitled “Translation” though their contents are different. In the fifth term, students learn in the module “Translation” how to develop bi-directional translation (English/Arabic/English) skills, which is not taught in the other two courses, and they are also trained in sight interpreting. Another translation module is offered in the sixth term, which also focuses on enhancing bi-directional translation and training students on consecutive and simultaneous interpreting. It can be noticed that the course in Imam combines interpreting with types of written translation in one module as shown in the description of “Translation (4)” and this accumulation of interpreting and bi-directional translation together in one module does not give enough time for each skill to be learned. This module introduces students to the status quo of the labour market for translators and interpreters and it also provides them with intensive training on written and oral translations. Unlike Effat, which offers an internship and a project, but similar to KSU, the
last module in Imam is entitled “Translation project” where students have to translate 15 pages from a book by the end of the course and they are expected to do an internship in English language teaching, where they teach English language skills to students in schools.

Thirdly, the undergraduate translation course in Effat also starts with an introductory module to translation. Unlike KSU, which offers the module “Issues and problems in translation” in the final year, Effat offers this module right after the introduction to translation, which can be considered a better timing because students learn these issues and problems to be prepared for them before taking any practical translation module. A dictionary skills and documentation resources module is taught to students in the fifth term and, from the sixth until the last term, students take a variety of practical translation modules in different fields, namely, science, medicine, business, media, literature, law and politics, where they practice translating texts in those areas from English into Arabic and vice versa. As for interpretation, students take only one module in this area entitled “Introduction to interpretation” which introduces them to techniques and ethical principles of interpreting. A unique module not offered in the other two courses is “senior seminar” where students meet with their peers and advisors to discuss their capstone research project as part of their internship. “Internship in translation” is also a unique module that exists only in the Effat course and it allows students to earn a capstone experience through working in the translation market. Another distinct module offered only in Effat is “Editing and publishing” where students learn publishing and editing of books, magazines and research.

However, the validity of information given in the brochure and website of these courses and the true aims and objectives of these modules will be either affirmed or denied by the responses of students who study in these courses and instructors who teach in these courses, to the surveys to be discussed in the upcoming chapters in this research. It is obvious that some of the courses have dedicated the first two years or the first two years and a half to improving the English language skills of the students. Therefore, it is necessary to examine how this is done.
4.3.4 Improving English language skills:

Students are accepted onto the translation course in KSU without English language requirements and the course provides students with intensive English language modules in the first five terms to improve their language competence starting from beginner level. This focus in the KSU course on improving language competence is part of improving translation competences because one of the translation competences identified by authors is “language competence”, which refers to the linguistic ability in both languages. However, applicants for the translation course in Imam need to pass the placement test to be accepted on the course while applicants for the Effat course need to score 520 in TOEFL or 6 in IELTS. Failure to meet the language requirements in the latter two institutions will result in transferring the students to a one year intensive English language course offered by language centres in the two universities. However, it is important to note that Imam offers in the first two years a variety of modules in improving English language skills among students; unlike Effat which does not.

In terms of English language modules, KSU has dedicated the highest number of credit hours, 41 credit hours (14 modules), to improving English language skills, namely, reading, writing, grammar, speaking and listening while the Imam course has 26 credit hours (9 modules) in English language skills. A unique feature of KSU is that students who achieve a very good score in their GPA are given a one-year English language scholarship to study English in the USA or Canada to improve their language competence. However, the course in Effat does not offer any modules in improving English language skills, so students need to achieve a satisfactory level in English before they apply to the course. Apart from English, students in the KSU course are required to choose 4 modules in a foreign language while Imam offers 2 modules in a foreign language; there are no foreign language modules in the Effat course.

According to Al-Seghayer (2011), Saudi students are aware of their deficiency in English, and he quotes a report by the Al-Jazirah newspaper which concludes that 87% of Saudi high school graduates realize they did not acquire a sufficient level of English to even
enable them to communicate in English. He also refers to a study conducted by Cambridge Examination Centre (2009) to measure students’ English language proficiency in a number of countries, and the centre ranked Saudi students 39th out of 40 participating nations in both academic and general training tests (cited in Al-Seghayer 2011:45). This is due to a variety of problems in English language teaching in elementary, secondary and high schools. Therefore, curriculum decision makers in translation courses should consider that students complete their high school with poor levels in English, and the translation courses should fill this language gap to enable students to acquire all competences necessary for a translator.

4.3.5 Translation Technology Tools:

As mentioned by Pym (2003a:487) “translators nowadays are called upon to do much more: documentation, terminology, rewriting and the gamut of activities associated with the localization industry”, so it is important to see if the three translation courses have fulfilled these demands. Firstly, there are three modules (9 credit hours) in this area at Effat which are “Introduction to computer”, “Editing and publishing” and “Dictionary terminology and documentation resources” where students are introduced to the use of computers, editing of publications using the computer and online dictionaries and resources that are helpful to the translator. Students in KSU take two modules in translation technology tools, namely, “Computer skills and information technology” and “Computer applications in translation” (5 credit hours) where they are introduced to websites that are useful for translators as well as software. Imam does not offer any module in translation technology. The input of stakeholders in the questionnaires and interviews may further clarify what they learn of translation technology tools.

4.3.6 Interpreting:

It is useful to see how the three translation courses cover the teaching of interpreting. Firstly, KSU allocates 4 modules to 4 common types of interpreting each with 2 credit hours, namely, consecutive interpreting, sight interpreting, simultaneous interpreting and
bilateral interpreting. Students are trained on these types of interpreting with the supervision of their teachers. The Imam course offers two modules (4 credit hours each) entitled “Translation (3) and Translation (4)” and simultaneous and consecutive interpreting are taught as parts of the two modules along with written translation. Imam dedicates only one module for interpreting and another module that combines interpreting and translation. Lastly, the Effat course offers only an introduction to interpretation (3 credit hours) where students are taught techniques of interpreting and they also learn ethical principles in interpreting. The course in KSU dedicates the highest number of credit hours to interpretation and its different types. Further information about facilities for interpreting will be obtained from the surveyed and interviewed stakeholders as the websites of these courses do not offer further information in this regard.

4.3.7 Translation project or internship:

According to the websites of these courses, students in KSU are expected to carry out a translation project during the final year of their course where each student has to translate 100 pages of a recently published book that has never been translated before. Students in Imam are also required to do the same but with only 15 pages and they have to do a TEFL (Teaching English as a Foreign Language) practicum at schools for 12 hours per week in the final term. However, Effat’s course is unique in this respect because it combines both internship and translation project where students have to complete a capstone experience based on a term-long internship in the translation market and they also have to submit a project in translation. Internship in the translation market is only offered at Effat, where students have to spend time training in the real translation market and experiencing its conditions for a period of one semester 9 hours every week, so they can create their capstone experience. Students are trained in a government or private workplace such as tourism companies, ministry of foreign affairs, visa application centres, etc. This unprecedented step of combining the translation project and internship should have a significant value to students because they will experience working in real life situations to
identify the nature of a translator’s job. Further discussion on internship will be provided in chapters 5, 6, 7, 8, 9 and 10.

4.3.8 Course concentration:

The Imam course combines three disciplines (English language teaching, literature and translation) in one course and the two other disciplines have been given more credit hours than translation. Looking at the modules in the Imam course, it can be noticed that English language teaching has been assigned more than 30 credit hours and literature 27 credit hours (13 modules) while translation has been allocated 20 credit hours (6 modules). Islamic education (28 credit hours) has also been allocated more credit hours than translation though it is not a main objective of the course. In the last term, students are required to do an internship in English language teaching equalling 12 credit hours every week while their translation project (4 credit hours) is merely a translation of 15 pages from a book. The course has multiple objectives in three disciplines, but translation has received the least focus.

On the other hand, an interdisciplinary course gives the students the opportunity to choose to work in a variety of jobs (e.g. as teachers, researchers in literature or as translators). It is probably preferable among many students to study a course that enables them to work in a number of jobs, but in the case of Imam, the two disciplines, English language teaching and literature, received more concentration at the expense of translation, resulting in a high load in the overall course and absence of concentration on this area (i.e. translation).

In the case of KSU, there are 47 credits hours in improving English language competence and translation has been given 42 credit hours. Both English language and translation have been allocated the highest number of credit hours in the course. The highest portion of the credit hours in the Effat course has been given to translation, which is the main aim of the course, with 42 credit hours (12 modules). It is also distinct from the other courses because it is the only one that offers an English undergraduate course with three different concentrations, namely translation, literature, and linguistics, where a student chooses one
discipline to specialize in. More in-depth analysis and discussion of these courses and their outcomes will be provided from the next chapter onwards. It is also significant to shed light on the state of the translation market which is a main stakeholder in this area, so the next section will be focused on this.

4.4 The translation market in Saudi Arabia:

To begin with, it is important to know who is eligible to obtain a translation licence in the Saudi translation market. The ministerial decree below is quoted from the official website of the Saudi ministry of commerce:

The Minister of Commerce

Having reviewing the article (13) of the jurisdiction of the Ministry of Commerce issued by the decision of the Council of Ministers No. (66) dated 04/06/1374.
And the Ministerial Decree No. (346) dated 01/09/1397 concerning the regulation of the profession of translation.
Within his powers
And based on the requirements of the public interest, decides:

Article (1):

Amend paragraph (c) of Article III of the Ministerial Decree No. (346) dated 09/01/1397, to read as follows:
C - He must have a university degree from a recognized university and the language of teaching must be the language of the required license, with three years of experience in this field or a university degree in the relevant foreign language, with three years of experience or intermediate certificate with translation diploma and five years of experience, or a degree from a recognized university with experience not less than five years, and to pass a test set by the Ministry of Commerce, or intermediate certificate with seven years' experience and to pass the test or to have the experience in the field of translation, for a period of ten years in addition to pass the above-mentioned test.
This Decree shall be communicated to the concerned authorities to implement it.\textsuperscript{14}

As can be seen above, whoever has a university degree, not necessarily in translation or even modern languages, which was instructed in English and has only 3 years of experience in translation is eligible for a translation permit. Even those who hold degrees in translation or a foreign language are equally treated and they need to have three years of experience in translation to obtain the license, which makes no difference between someone who holds a university degree in translation or linguistics as both of them need to have three years of experience in translation.

After a thorough search of studies or even surveys of the translation market in Saudi Arabia, only four studies that examined the state of the translation market were found and this indicates the lack of research into the Saudi translation industry. The first study that addresses the translation market in Saudi Arabia was by Al-Jarf (1999) and it was about “Unemployed female translators in Saudi Arabia: causes and solutions”. Her study examines the translation labour market in Saudi Arabia and the reasons behind female graduates from the College of Languages and Translation in KSU not working in translation. According to Al-Jarf (1999:392), Out of 130 female translation graduates, who graduated between 1991 and 1996, only 10\% work as translators whether in full-time or part-time jobs while the remaining (117) are postgraduate students (5\%), English language teachers (75\%) and unemployed (10\%). Al-Jarf used distributed questionnaires to 81 translation graduates, who graduated between 1991 and 1996, and the survey aimed to establish their current positions and the obstacles that curbed their enthusiasm to work in translation. She found that 87\% of respondents think that hospitals are the top employers and 45\% of respondents opted for translation bureaus; another 45\% of respondents chose embassies as the top employers for translators. It seems that respondents were able to choose more than one answer because the percentages are not out of 100\% for all

employers together. Each category of employers was ranked out of 100% as shown. However, 86% of the graduates indicated that translation jobs are not suitable for them due to a number of reasons. Firstly, the majority of them (97%) found the working conditions were not suitable and 89% believe that they did not have the qualifications required in the market, especially with regards to specialization and work experience, because employers require candidates to have at least three years’ experience in translation.

For example, 84% of graduates stated that hospitals and embassies require specialization in medical and diplomatic translation and ability in simultaneous interpreting. Staffing policies are the reason for 88% of graduates not to work in translation. Some employers in the private sector prefer to recruit men over women because they can work more hours than women who cannot do night shifts and some translation jobs are taken by people proficient in English regardless of their degree. The benefits offered in translation jobs are not satisfactory to 73% of the graduates. Translation job information was not available to 72% of the graduates, who stated that jobs were not advertised on TV, radio and even in newspapers, and 39% of them were not happy with the job specifications. It is worth noting that 80% of these females think they are not proficient in English, and this is a reason not to work in translation.

Al-Jarf (1999:394) also adds that translation jobs do not meet women’s preferences and expectations because 84% prefer to work in the public sector due to the privileges in job security, pension and employee benefits. Also, 41% of graduates prefer a salary not less than English teachers’ salary while 62% opt for long vacations similar to teachers’ vacation. As for working hours, 71% prefer to work for short hours from 8 a.m. to 2 p.m. while the majority (97%) prefer to work in a place without men. The author concludes that to increase translation job opportunities for female graduates, it is necessary to introduce significant labour market adjustments, including adjustments to employee policies, working conditions, wages and benefits and offering more job information. She also calls for the creation of female departments in corporations and government ministries and the introduction of part-time jobs in the market which will contribute to increasing translation job opportunities for female graduates.
Another study conducted by Alkhaib (2005) measures the activities of the Saudi translation industry from 1955 until 2004 in terms of number of translated books and their subjects. He collected the data for his study from directories of public libraries in Saudi Arabia, previous studies and through questionnaires targeting experts, academics, translators and private publishers. One of the difficulties that he met was “there is no accurate bibliographic list for the Arabic translated books in the past. In addition, there is no unique responsible organization to coordinate, organize and enhance translation activities in the Kingdom” (ibid: 9).

The results showed that social sciences books were the most translated books with 39%, books in public administration represent 36.05% of the 39%, education 26.88% and economy 12.83%. Books in humanities came second rank with 20% of the total number of translated books and their sub fields were as follow, history (22.62%), religious and psychology (19.84%) and bibliographies (12.7%). Books in applied sciences were third, representing 17.3% of the total number of translated books; after that, books in general knowledge represented 9.92%. Books in pure sciences represent 9.05% and last but not least the books in literature represent 4.76%. The majority of these books were translated from English (95%) while only 5% were translated from French, German, Russian, Urdu and other languages.

In 2007, Fatani conducted a study entitled “Globalization and the translation industry in Saudi Arabia: factors inhibiting the use and integration of translation technology into mainstream coursework” where she examines the state of the translation market, highlighting the gap between the training of translators in Saudi Arabia and the requirements of the translation market, and how technology can bridge this gap if it is introduced into the curricula. Her study is divided into two sections; 1) training and assessment of translation technology and 2) misconceptions and obstacles hindering the use of translation technology tools and their integration into university translation curricula. The first section involved practical training of 13 employees and staff members from different disciplines at KAU, whose level in English was advanced except for two whose levels were average. All of the participants had practiced translation but without any CAT
tools. They attended a two-week training course in SDL Trados, which is one of the most common CAT softwares, held by Rawafid Corporate Training. They were given an introduction on how to use Trados and then explanations of handling translation memories, namely, terminology management, machine translation, visual alignment of source text and target text and keyword extraction. In the second part of the study, after working on Trados for 7 sessions during a week, each session lasting 5 hours, participants were given a questionnaire to evaluate their awareness of translation technology in the market, their assessment of translation quality in KAU, their attitudes to grammatical mistakes in Arabic-English translations, their receptiveness to translation technology, computer and translation skills, how frequently they translated and their attitudes to performing translation projects. The aim of the questionnaire was to identify the attitudes, misconceptions and obstacles hindering the use of translation technologies in the Saudi translation market.

The findings of her study are promising. The majority of participants (84.61%) agreed that translation technology would improve the quality of translation and a significant percentage (70.76%) did not find working with Trados difficult. Moreover, 92.30% of the participants were willing to use translation technology at work and this reflects the value they found in using translation technology to make their translations. More than half of the participants (52.99%) believed that there should be no grammatical mistakes in the translation although, surprisingly, 30.76% found these mistakes acceptable because English was not their native language.

In the conclusion, the author sheds light on the obstacles that stand in the way of the involvement of translation technology in the translation curriculum, so that curriculum designers can find a way to overcome them. The first obstacle is the notion that translation is used as a means to learn English language among many Saudi instructors, who believe that the aim of a translation course is to enhance language skills. Secondly, there are negative attitudes in the universities toward the involvement of translation technology in the market due to the absence of modules in technology in the curricula and objections from educators who lack computer literacy and are afraid to lose their jobs over this
involvement. Thirdly, university administrators are unaware of market needs and these needs were not identified before designing the curriculum. Fourthly, students in the universities lack computer literacy that would enable them to work on the translation software. Finally, the author, from her experiment, indicates that the results obtained show that there are positive attitudes among students towards the implementation of translation technology to the translation curriculum.

A very significant and relevant study conducted by Fatani (2009) and entitled “The state of the translation industry in Saudi Arabia” examines the state and needs of the translation industry from 2006 until 2009. She surveyed and interviewed a number of companies and institutions in the private and government sectors. Firstly, she used telephone interviews with 25 Saudi companies and institutions from different registers to identify translation procedures and protocols implemented in the market, translators’ attitudes toward the use of machine translation, degree of job satisfaction and general assessment of Saudi translators. Secondly, market questionnaires to identify translation technology providers, number of organizations with translation departments and number of companies that use translation technology were sent to 40 respondents from 40 top companies in Saudi Arabia. Thirdly, respondents in the top 5 banks and hospitals, 7 academic translator training institutions and 100 licensed translation offices also took part in the market survey questionnaire.

The results of her study indicate that “there is an increasing trend towards globalization, outsourcing, bilingualism and computerization” (Fatani 2009:3). The author lists a number of institutions and multinational companies that were behind the changeover to translation technology; namely, The Saudi Electricity Company, Aramco Oil Company, Al-Shoura Council (equivalent to government parliament) and Islamic Development Bank. The common benefits that these institutions gained from translation technology can be seen in increase in consistency, shortening of time to the market, reduction of costs and facilitation of communication problems in the multi-lingual environment (Fatani 2009:5). The author points out that “most companies and institutions whether private or government were well aware of the deficiencies of Saudi translators, who were graduates of local translation and
language programs. To compensate, many relied heavily on a system of mentoring” (ibid: 6). Results from the survey revealed the following:

- The quality of output produced by many translation agencies is less than adequate.
- Full-time jobs in translation agencies, or government and commercial organizations are available and in demand.
- There are two main providers of translation technologies in Saudi Arabia, namely Sakhr and Trados, but Trados is the most common one, and both The Islamic Development Bank and Aramco have it installed on their machines.

However, the author lists a number of organizations with translation departments that did not make the changeover to TT; they are the following:

1. The Organization of Islamic Conferences (OIC), which has a large translation department and 12 translators from Tunis, Egypt and Sudan. However, “Saudis are also not employed since their English fluency skills are judged to be low” (ibid: 10). One common reason behind not adopting translation technology is that “it is believed that the CAT system only works well with technical texts or texts of a largely repetitive nature” (ibid).
2. Saudi Arabian Monetary Agency (SAMA), where there is a translation department with 10 Saudi translators, graduates of language and literature, and an Arab senior translator reviews their work.
3. The Saudi Press Agency, where there are 10 Saudi translators who are graduates from language and literature, working in a large translation department. The head of the department “feels that the output of MT (Machine Translation) is too poor, and that translation is an art that needs much more skills than bilingual fluency” and the general impression toward MT that it is impractical and used only for technical or legal texts.
4. Law Firms that have translation departments employ professional translators with experience. Therefore, “they rely heavily on Arab translators from Tunis, Lebanon and Egypt”. The reason for the absence of translation
technology in these premises is that “it is feared that it might jeopardize the jobs of human translators” (ibid).

5. Government Ministries have translation departments with Saudi translators, who are graduates of languages or literature and most translations are done in-house.

According to Fatani (2009:11-12), there are other large agencies (banks and some hospitals) that rely on external translation offices or fluent bilingual employees in translating their documents. Fatani (ibid) attributes the main reason for depending on bilinguals rather than trained professional translators to “not only the poor quality of Saudi translators but also the fact that specialization now plays a major role in the translation industry”. The requirement of specialization in the market has been raised by Al-Jarf’s study in 1999, which has been discussed above, but the issue still exists. Fatani points out that

It is also clear from our market survey that only a handful of companies are investing in translation technologies…This is probably due to the fact that the Saudi business landscape is characterized by a large number of small and micro-companies, linked to each other in industrial chains. It has, therefore, been hard to address their specific needs in the field of translation automation. Most clients of machine translation are large companies (2009:13).

At the end, she introduces a comparison between the global environment of translation and the local translation environment in Saudi Arabia. Three discrepancies were detected; firstly, globalization has not spread in Saudi Arabia to a great extent, so there is a lack of interest and even aversion to translation technology. Secondly, there is no recognition of the limitation of human productivity without automation and only few companies recognize the need for translation technology. Thirdly, translators’ salaries are low in comparison with other trained professionals. Fatani (ibid) points out that “students of translation departments in almost all Saudi Academic institutions have not been given a chance to use TT (Translation technology) software” and this can be seen in all the three
courses (KSU, Imam and Effat); they do not provide any practical training on translation technology software, although some of them provide information about a few translation technology tools.

Impediments to translator training in the Arab world that were raised by Atari (2012) were discussed and most significantly were: (1) absence of clear teaching objectives and learning outcomes in the translation courses; (2) misleading assumption of students’ bilingual competence which is a hindrance in teaching translation; (3) mismatch between market’s expectations and the outcomes of academic translation courses. Findings by Fatani (2005a) concerning the aim of translation curriculum and technology fear among instructors were investigated. Al-Jarf (2009) also found a lack of qualified translation instructors and that most instructors did not have a degree or experience in translation at translation department in KSU and she recommended some standards that need to be taken into account before employing translation instructors. Atari (2005) examined strategies used by translation students in KSU through a think-aloud protocol and he found that students frequently used ST and TT strategies at word or sentence level (i.e. language-based strategies) while other important strategies such as inferencing, contextualization and reasoning are rarely used. After that, a presentation and analysis of the content of the curricula in the three translation courses examined in this research was given and followed by a comparison between them in terms of duration and load of credit, translation modules and their nature, diversity of modules, improving English language competence, translation technology tools, interpreting, translation projects or internships and concentration of each course.

In addition, background information about the translation market in Saudi Arabia was provided starting with the official requirements of the ministry of commerce for obtaining a translation license which does not make a distinction between a degree in translation and a degree in linguistics or literature. Studies that investigate the market are few, so most relevant studies were discussed. Al-Jarf (1999) discussed reasons behind the tendency among many female graduates in Saudi Arabia not to work in translation and suggested some remedies for this issue. The findings of Alkhaib (2005) concerning activities of the translation industry and most types of texts that are in high demand in the market were
discussed. Fatani’s (2007) experiment concerning the value of translation technology tools in translation was discussed along with the reasons behind not involving CAT tools into the curriculum such as perception of translation as a tool to improve language competence and opponent educators, who lack computer literacy. Another investigation of the state of the translation industry in Saudi Arabia by Fatani (2009) surveyed the institutions, companies and agencies that adopt CAT tools.

It is important to build a link between previous findings concerning the state of translator training and the translation market and the findings of this research. In the upcoming chapters, there will be discussions about the findings of this study along with what has been discussed in the previous chapters.
5 Presentation and Analysis of Translation Student Needs: the Perspective of Students

5.1 Introduction:

This chapter consists of presentation and analysis of students’ responses to the questionnaire designed for them. The first section of the questionnaire is the profile of each participant where participants are identified in terms of their age, gender, academic institution and the semester of study because students’ needs may vary according to these variables. It is important to note that all participants in the questionnaire were male and female students studying on the translation courses at the three universities (KSU, Imam and Effat). Comments and answers of all stakeholders in this research, if in English, will be conveyed as they were provided and if in Arabic, they will be translated into English and highlighted by a bracket (my translation from Arabic).

5.2 Profile of participants:

Age:

<table>
<thead>
<tr>
<th>Age</th>
<th>KSU</th>
<th>Imam</th>
<th>Effat</th>
<th>Total</th>
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<td>34</td>
<td>23</td>
<td>141</td>
</tr>
<tr>
<td>26-30</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
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<td>93</td>
<td>38</td>
<td>25</td>
<td>156</td>
</tr>
</tbody>
</table>

Table 15.

As can be seen in Table 15, the majority of students are between 18 and 25 years old, but there are 13 students between 26 and 30 years old in the three universities, 9 in KSU, 3 in Imam and 1 in Effat. There are also two mature students above 31 years old, one at Effat.
and one at Imam. Al-Jarf (2008:2) states in her study, which was discussed in chapter 4, that “the percent of freshman students who are actually capable of reaching semester 10 (successfully completing the program) is between 20%-25% of the number of enrollees in their freshman class”. She attributes the reasons why students fail in some modules to deficiency in their English language skills and to the absence of admission benchmarks in language schools. Therefore, failing in some modules and re-taking them is one of the reasons that delay the graduation of some students. As explained in chapter 4, it is important to note that the course in KSU is five years long and the courses in Imam and Effat can be also five years long for students who do not fulfil English language requirements at entry.

Gender and Institutions of Study:

<table>
<thead>
<tr>
<th>Gender</th>
<th>KSU</th>
<th>Imam</th>
<th>Effat</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>2</td>
<td>25</td>
<td>69</td>
</tr>
<tr>
<td>Male</td>
<td>51</td>
<td>36</td>
<td>0</td>
<td>87</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>38</td>
<td>25</td>
<td>156</td>
</tr>
</tbody>
</table>

Table 16.

As shown in Table 16, the number of female students who took part in the survey is 69 from the three universities and the number of male students is 87, which makes the total number of participants 156 students. The largest number of participants is from KSU with 93 students (42 females and 51 males) and there are 36 male and 2 female students from Imam and 25 female students from Effat University for females. The course in KSU is the oldest and it has the largest number of students as shown in chapter 4 followed by Imam and Effat respectively.
Semester of each course:

<table>
<thead>
<tr>
<th></th>
<th>Sixth</th>
<th>Seventh</th>
<th>Eighth</th>
<th>Ninth</th>
<th>Tenth</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>KSU</td>
<td>4</td>
<td>8</td>
<td>17</td>
<td>32</td>
<td>32</td>
<td>93</td>
</tr>
<tr>
<td>Imam</td>
<td>0</td>
<td>19</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Effat</td>
<td>4</td>
<td>8</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>35</td>
<td>49</td>
<td>32</td>
<td>32</td>
<td>156</td>
</tr>
</tbody>
</table>

Table 17.

It can be seen in Table 17 that the majority of participants are in the final year of their course bearing in mind that the courses of Effat and Imam consist of 8 semesters while the course at KSU consists of 10 semesters. The reason why it appears that some students chose levels which are not in the final year is that some students dropped some modules or failed in them and they had to re-take them, so they study modules from different semesters.
5.3 Questions about the course and the market:

Reasons for choosing to do a course in translation:

Students were asked to choose the reasons that motivated them to choose the undergraduate translation course to identify their initial intentions. It was made clear to students that they could choose more than one answer for this question. Surprisingly, only 33% of students chose this course to become professional translators and this suggests that not all students chose this course to work in translation rather than other jobs. The second highest percentage of students (28%) wanted to improve their foreign language skills and 22% chose to do this course to find a job easily. In fact, a degree in English language has a great value in the job market and it can help an applicant to find a job apart from translating such as clerk, secretary, etc. The latter percentage also suggests that some students chose to do this course only to find a job and perhaps they are not necessarily interested in
translation. This could be due to the high level of unemployment among Saudi nationals, which reached 11.8%\textsuperscript{15} in 2014. 8% of students wanted to study applied foreign languages, but were not interested in literature, linguistics and teaching languages, so they opted for translation. 6% of students chose to do this course because they wanted to do any undergraduate course and 2% preferred not to say. As for the course in KSU which does not have a language requirement before admission, some students might not be accepted on other courses in the university, so they choose to do this course.

Information on the content of the course prior its commencement:

Students were asked about the information they received on the content of the course before applying for it. 24% had heard about it from previous students on the course. It is

important to note that 21% of students did not find any information on the course and they probably applied for the course without having background information about the course and its content. A small percentage of students (19%) learned about the course through the institution website. Brochures, other websites, newspapers or professional guidance books represents 12% of the information about the course and 6% of students learned about the course from instructors on the course. A number of students (20%) preferred not to say. On the websites of the three courses, only Effat provided a rich brochure detailing the course and its contents. The websites of Imam and KSU listed the modules for the undergraduate course with descriptions of some modules.

Satisfaction with the academic infrastructure (libraries, teaching rooms, computer rooms, access to the internet, etc.) in the university:

![Satisfaction Chart]

Table 20.

Availability of facilities such as libraries, teaching rooms, computer rooms, internet access, etc. is important to the process of learning, so students were asked how satisfied they were with the academic infrastructure in their universities. Surprisingly, the highest percentage of students (42%) is dissatisfied with the infrastructure and 14% is completely dissatisfied.
which makes more than half of the students (56%) dissatisfied or completely dissatisfied with the infrastructure. This probably suggests that not all necessary facilities are available or updated in the three institutions. Those who are satisfied with the infrastructure represent 29% and those who are very satisfied make up only 5% of the students, which makes around one third of students (34%) satisfied or very satisfied with the academic infrastructure. 10% of students preferred not to say.

The comments made by students could reveal some facts which the above tables do not show. A student in KSU indicates that “there is no access to what is mentioned (libraries, teaching rooms, computer rooms, access to the internet, etc.) except the Wi-Fi”. However, another student also from KSU says that “we rarely use labs”. One student in Imam points out that “labs are closed most of the time” and another student also in Imam suggests that “there is no translation lab in my university”. One of the translation competences suggested by PACTE (2011) is extra-linguistic knowledge, which entails general knowledge about the world, encyclopaedic knowledge and knowledge of that specific field where translation is taking place. Therefore, the course should provide labs and necessary resources for students so they can practise interpreting and also use the resources to enrich their knowledge of whatever domain they are interested in.
Appropriate duration for an undergraduate course in translation:

As explained in chapter 4, the duration of the translation courses in the three universities vary from 4 to 5 years, but students were asked how long they thought the course should last based on their 4 or 5 years’ experience of studying. More than half of students (54%) believe that 4 years is enough to complete an undergraduate course in translation while 21% think that 5 years is the appropriate duration. Only 17% of students believe that 3 years is an appropriate period for the course while 6% think that the translation course should last more than 5 years. The remaining 3% of students did not answer this question. It is important to see the distribution of votes in Table 22 based on the institutions where students study.
Table 22 shows that the largest proportion of students who advocate a 4-year course are from KSU, which is a 5-year course and this could suggest that the majority of students (33%) thinks that their course is too long. Out of 100%, which is the overall percentage for all responses, those who advocate the 5-year course represent only 15% in KSU and 6% in Imam making the 5-year course preferable by the second largest portions of respondents in the KSU and Imam.
Amount of workload:

Table 23.

The highest percentage of students (42%) think of the workload as normal, neither too high, nor too low, while a third of students (33%) sees it as high, but manageable. These are the two most significant results and they apparently show that students can handle the workload in their courses. Some students (13%) believe that the workload is too high to the extent that they cannot meet the expectations completely, and 7% of students preferred not to say; 4% consider the workload rather low and 1% too low. Breaking down these votes for students in each institution will be more precise in categorizing these courses in terms of amount of workload.
The majority of students in KSU and Imam think the amount of workload in their courses is normal, but the majority in Effat opted for “high, but manageable”. Table 24 suggests that no significant votes were given to the answer “too high to the extent that students cannot meet the expectations completely” which could indicate that the workload in general is reasonable.
Clarity of learning outcomes in every module:

Learning outcomes are a main component in the curriculum as discussed in chapter 2, so students were asked if the learning outcomes were clear to them or not. Nearly half of the students agree (44%) or strongly agree (4%) that learning outcomes were clear to them. A high percentage of students (43%) chose to be neutral and did not give their opinion. There are three possible reasons for being neutral; (a) either the students were concerned that their opinion may affect their study, bearing in mind that a large number of students typed their full name on the surveys although this was optional; or (2) they do not know; or (3) they might have no opinion about this issue. Few students (5%) think that the learning outcomes were not clear and fewer students (4%) strongly believe that too. It should be noted here that Hurtado-Albir (2007) believes that competences should act as a guide for designing teaching units, learning activities and assessment (see p.44 of this thesis).
How qualified are translation instructors:

For a good outcome of any course, it is necessary to have qualified instructors capable of teaching students through appropriate approaches. Therefore, students were asked to evaluate how qualified they consider their instructors to be and they were given a list of answers as shown in Table 26. The largest number of students (42%) thinks that their instructors are qualified and nearly a quarter of students (26%) chose to be neutral; 17% think of their instructors as highly qualified. Some students (13%) think that their translation instructors are not that qualified. 2% believe that their instructors are completely unqualified. In other words, more than half the students think their instructors are qualified or highly qualified and the rest were either neutral (26%) or consider them not qualified (15%).

Neutral students might be concerned about the confidentiality of their answers in the surveys. It was made clear on the information sheet that their participation in this
questionnaire will be confidential and will not be revealed to any other party. However, it is important to mention that surveys of female students were handled by instructors in the female departments unlike surveys of male students, which I handled myself, so some female students may have been concerned that their instructors would look at their responses, especially as many of them printed their names on the surveys. Therefore, it is interesting to see the distribution of students responses based on the gender.

<table>
<thead>
<tr>
<th>Gender</th>
<th>How qualified are translation instructors</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Highly qualified</td>
<td>Qualified</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>27</td>
</tr>
<tr>
<td>Male</td>
<td>8</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>66</td>
</tr>
</tbody>
</table>

Table 27.

As shown in Table 27, the distribution of responses is not very different between each gender except that there are more highly qualified instructors from females’ perspective than males’. The majority of male and female students believe that their translation instructors are qualified, but there are more females (18) than males (8) who believe that their instructors are highly qualified. 17 female students and 23 male students were neutral. There are more not that qualified instructors from males’ (15) perception than females’ (6) and very few students believe that instructors are completely unqualified. More discussion on the qualification of translation instructors is given in the next chapter.
Satisfaction with study materials:

Students were asked to say if the study materials were satisfying or not. More than a third of students (38%) opted for “neutral” and this percentage represents the largest portion of answers to this question. 33% of students think the study materials are satisfying and 11% of students find them very satisfying; 44% of all students seem to be happy with the study materials. Some students (14%) consider the study materials not that satisfying or completely unsatisfying (4%), meaning 18% of students seem to be not happy with the study materials. In other words, the majority of students are likely to be satisfied with the study materials though a large proportion were neutral, which reflects that more investigation of this issue is necessary. This issue has been discussed with instructors as reported in chapter 6 and curriculum decision makers as reported in chapter 9.

Table 28.
Students’ satisfaction with feedback:

![Bar chart showing the percentage of students satisfied with feedback](chart.png)

**Table 29.**

Feedback is of utmost importance to translation students because it highlights their mistakes and suggests solutions, strategies to be learned and which competences a student needs to develop. Therefore, students were asked to evaluate the feedback that they received from their instructors. Around half of students (47%) were neutral which represents the largest proportion of students. Just over a quarter of students (27%) are satisfied with the feedback and there are 7% of students who are very satisfied. 16% of students are not that satisfied with the feedback and 3% are completely dissatisfied, which makes dissatisfied students 19% of all students.

Not only in the responses to this question but also in the responses to some previous questions, it is noticeable that the choice “neutral” was dominant and this could have several possible reasons. Students who chose neutral might have some concerns that their answers could offend their instructors, or they did not have strong feelings towards their satisfaction with the feedback. Some students justified their options in the comment space.
A male student added that “some of the instructors prefer not to give detailed feedback to save time” and a female student wrote “we are not given feedback at all”. Another comment is that “most instructors are not willing to give feedback unless the student insists”. Feedback can be considered as a need among students, which some instructors deliberately disregard. This recalls one of the reasons for the absence of agreement among instructors concerning the aim of teaching translation raised by Atari (2012) as some instructors teach translation as a tool in second language acquisition. Also, the nature of the feedback given by some instructors focuses on linguistic aspects more than translation (see p.80 of this thesis). More discussion on the feedback is given in chapter 9.

**Students’ view on the fairness of marks for translation:**

![Bar chart showing fairness of marks](chart.png)

Table 30.

Students were asked about the fairness of the marks they received for their translations. Again, the dominant response among students is **neutral** with 44% while 40% of students
find the marks **fair**; 7% think that they are **always fair**. A small percentage of students (8%) consider the marks **unfair** and 2% think of them **always unfair**. In general, it can be said that nearly half of students (47%) think of the marks as fair or always fair while the other half were neutral (44%); 8% find the marks unfair. One student commented that “grades given by some instructors are not fair” and another student wrote that “it depends [probably means ‘it differs’] from one instructor to another”. A noteworthy comment made by a female student in KSU was that grades “sometimes are fair and sometimes they are not. It depends on whether the student was active in the class”. This indicates that some instructors might have different considerations when assessing the translations of students beyond the actual work of students.

**Students’ satisfaction with the teaching approaches:**

![Bar chart showing satisfaction levels](chart.png)

<table>
<thead>
<tr>
<th>Satisfied</th>
<th>Neutral</th>
<th>Not that satisfied</th>
<th>Completely dissatisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>41%</td>
<td>29%</td>
<td>21%</td>
<td>5%</td>
<td>3%</td>
</tr>
</tbody>
</table>

**Table 31.**

Students were asked about their attitudes towards the teaching approaches of their translation instructors. The option **neutral** again dominates with 41% of all students while
over a quarter of students (28%) are satisfied with the teaching methods; only 3% are very satisfied. There are 24% of students who are not that satisfied and 5% are completely dissatisfied with the teaching methods, which adds up to more than a quarter (29%). In other words, those who selected “satisfied” or “very satisfied” represent (31%), which is very close to the proportion of those who selected “dissatisfied” or “completely dissatisfied” while the largest number of students (41%) chose to be neutral. This suggests that there is somehow a similarity in the level of satisfaction and dissatisfaction among students. The high percentage of neutral students motivated me to further discuss this issue with instructors and decision makers (see chapters 6 and 9).

Students’ view on enough teaching hours for practical translation per week:

Table 32.
Students were asked how many hours per week they think are enough for practical translation to develop their translation competences. Surprisingly, the maximum suggested number of hours is **20 hours** per week with 10% of votes and the minimum is **2 hours** with 3%. However, the highest number of votes (15%) is given to **15 hours** followed by 12% for **4 hours**. There seems to be no significant agreement on one number or range of numbers possibly because some students might not know adequate number for practical translation.

Students’ view on who should choose texts for translation:

![Bar chart showing the percentage of students' views on who should choose texts for translation.](chart.png)

**Table 33.**

It is common that the instructor chooses the translation texts, but students were asked who should choose these texts; they were given the above options. The highest percentage of students (38%) thinks that the texts should be chosen by **the instructor, always in collaboration with students**. Less than a third of students (30%) think that the texts should be chosen **sometimes by the instructor and sometimes by students**. Some of the students (16%) think that the texts should be selected by the **instructor only** while 13% of students
thinks that the texts should be chosen by **students only**. The smallest percent of responses (3%) was **neutral**.

It is noticeable that the percentage of students who advocate taking part in selecting the texts to be translated is dominant (81%) and very few students want to choose them by themselves only. As long as the instructor is part of the process of selection, students seem to prefer being involved in selecting texts for translation. This may allow students to choose the texts that they find difficult and problematic, so their instructor can help them with these texts. Because some students might go for the easy not valuable texts, the participation of the instructor is necessary. In fact, involvement of students in designing the module is part of the social constructivist learning environment which is advocated by Kiraly (2000).

**Students’ evaluation of most useful texts to translate in the course:**

![Bar chart showing the percentage of students' preferences for different types of texts](image)

Table 34.
Students were asked to choose what types of texts they find most useful to translate and they could tick more than one type; every type of texts is measured out of 100%. Medical texts received the highest percentage with 45% while media texts came second with 44%. Political texts received 39% of students’ votes while technical texts got 28%. Financial and legal texts received 26%. Scientific texts received 25% while literary and sacred texts came at the bottom of the list with 22% for the former and 8% for the latter.

**Students’ evaluation of common subjects in translation courses in terms of their usefulness:**

Students were given a list of 13 subjects in different areas of translation and they were asked to rate them in terms of their usefulness, namely, very useful, useful, neutral, not useful and not at all useful, in an undergraduate course in translation. This will show which subjects are useful, and how useful they are, from the point of view of students on undergraduate courses in translation. It will also reveal the non-useful subjects from the students’ perspective and the level of their non-usefulness.
Translation theory:

![Bar chart showing student opinions on translation theory]

Table 35.

Nearly half the students (43%) find translation theory **useful** and 33% find it **very useful**, altogether representing 76% of all the students. 15% of students were **neutral** while the rest of the students believe that translation theory is **not useful** (7%) or **not at all useful** (1%). In other words, the majority of students find this subject useful. In chapter 4, it was made clear that translation theory was not even allocated a module; rather it was introduced in some modules at KSU and Imam Universities. However, the responses of students reflect their awareness of the usefulness of translation theory. Recalling the constituents of translation competence from Pym’s (2002:8) perception discussed in chapter 2, “the ability to generate a series of more than one viable target text…for a pertinent source text” and “the ability to select only one viable TT from this series, quickly and with justified confidence”, Pérez (2004:128), in discussing the value of translation theory, elucidates that
This, of course, entails not only teaching students a wide array of specific translational strategies, but also teaching them to produce a variety of translations based on different theories of translation. The students can then select the translation they regard most appropriate at a particular time and space and under given circumstances.

And she believes that by using the translation strategies which are derived from different translation theories in classes, the instructor will be also teaching translation theory in a somehow obvious and remarkable way. She also adds that “it does not matter whether a translation theory is useful or not. It is a matter of the inevitability of teaching theory when we teach how to translate according to different theoretical angles” and concludes that

If we want our translation students to be empowered with greater doses of visibility, we, as teachers, are to provide them with as many approaches and views as possible to make them flexible in decision-making processes in a real-life professional career. The best way of doing so is to introduce a large number of theories and their preferred views on translation to students by using them and making them visible in the classroom (Pérez 2004:130-131).
Practical translation:

![Bar chart showing the percentage of students' views on practical translation.](chart.png)

<table>
<thead>
<tr>
<th>Practical Translation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>60%</td>
</tr>
<tr>
<td>Useful</td>
<td>27%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11%</td>
</tr>
<tr>
<td>Not useful</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 36.

More than half of the students (60%) consider practical translation very useful and 27% of students regard it as useful, which makes it the dominant percentage (87%). Just over a tenth of the students (11%) were neutral and few of them (2 %) believe that practical translation is not useful. No student chose the option “not useful at all”, and the responses show dominant agreement among students on the usefulness of practical translation.
Translation Memory software:

The highest response rate of students was for neutral (35%), but over a quarter of students (28%) think that translation memory software is very useful and 26% find it useful, which means that more than half of the students (54%) find the software beneficial. The smallest percentage of students (11%) think translation memory software is not useful and no students chose “not at all useful”.

None of the three courses offers training on translation memory software but some of them might give introduction about some tools which could be the reason why students advocate them. The significance of translation memory software for translators has been discussed by several authors (Pym 2007, Alcina, Soler and Grabell 2007) (see p.54 of this thesis) as this has become a prerequisite for translators nowadays according to Pym (2003a:487). Further discussion of translation memory software with instructors, translators and decision makers is given in chapters 6, 7 and 9.
Improving mother tongue skills:

Table 38.

Students were asked how useful they think improving skills of the mother tongue is. There is overwhelming agreement by more than half of the students (51%) that improving the mother tongue is very useful and a third of students (34%) consider it useful, which means that the majority of students (85%) realize that improving the mother tongue is beneficial. A small percentage of students (8%) chose to be neutral while 5% of students think that it is not useful; 2% of students think that improving the mother tongue is not at all useful. The prevalent agreement among students suggests that improving mother tongue skills is useful.
Improving foreign language skills:

Another important component for translation students is improving the foreign language, so students were asked how useful they think improving the foreign language skills is. The largest percentage of students (61%) think improving foreign language skills is very useful and over a quarter of students (28%) think that it is useful, which together represent the majority of all responses (89%). A small percentage of students (9%) were neutral and 2% were divided between choosing “not useful” and “not at all useful”. Again, the dominant percentage affirms the need to improve foreign language skills, English in their case. One student commented that

To study a foreign language, you must travel to its nation to use it with its native speakers. It is not enough to study it at your college. Just like me, five years of study and my English is still poor, this is a real problem.

It is necessary to recall that English language proficiency among Saudi students is poor from high school (Al-Seghayer 2011) and the current inadequate level of English language proficiency of Arab students (Farghal 2009) (see p.80 and 114 of this thesis). Therefore,
improving students’ English language skills is very significant in learning translation as it is one of the competences that make translation competence. This also recalls the idea of how English should be taught concurrently with translation to fulfil linguistic demands of translation suggested by Bernardini (2004) (see p.51 of this thesis). More discussion on this topic is provided in the upcoming chapters.

Proofreading and Editing:

![Bar chart showing percentages of students' opinions on the usefulness of proofreading and editing.]

Table 40.
Although the students in Effat are the only ones who took a module in proofreading and editing, which exists only in Effat, all the students were asked how useful proofreading and editing are for a student on an undergraduate course in translation to see their opinion. The vast majority of students chose “very useful” (44%) and “useful” (40%), which means that the percentage of students who consider proofreading and editing beneficial is 84%. Only 14% of students opted for “neutral” and 1% selected “not useful”; 1% chose “not at all useful”. This agreement on the value of these skills suggests that some students realize the
significance of proofreading and editing for a translator even though they have not studied it.

Interpreting:

Interpreting was also among the subjects to be evaluated in terms of their usefulness because it is a common subject in all the three courses, but in the form of different types of interpreting. 44% of students believe that interpreting is “very useful” and more than a quarter of students (30%) believe it is “useful”, which together makes 74% of all the responses. Some students (19%) chose “neutral” and a few students (6%) opted for “not useful”. The smallest percentage of students (1%) chose “not at all useful”. The dominant percentage of students thinks that interpreting is valuable for them. However, the course in Effat offers only one module in interpreting which is merely an introduction to it. Discussion of available labs for interpreting purposes will be given in chapter 9.
Audiovisual translation:

<table>
<thead>
<tr>
<th>Audiovisual Translation</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>38%</td>
</tr>
<tr>
<td>Very useful</td>
<td>33%</td>
</tr>
<tr>
<td>Neutral</td>
<td>25%</td>
</tr>
<tr>
<td>Not useful</td>
<td>3%</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>1%</td>
</tr>
</tbody>
</table>

Table 42.

This subject does not exist in any of the three translation courses, so most of the students have not studied it. However, they were asked to give their attitude towards the usefulness of audiovisual translation for students on an undergraduate translation course based on their knowledge of this kind of translation. It is interesting to see that more than a third of the students (38%) think that audiovisual translation is useful and 33% think that it is very useful, which adds up to 71%. Some students (25%) opted for “neutral” and 3% assume it is not useful; only 1% opted for “not at all useful”. In other words, the majority of students think audiovisual translation is valuable for translation students. Audiovisual translation includes media translation, multimedia translation, multimodal translation and screen translation (subtitling and dubbing). This type of translation is “one of the fastest growing areas in the field of Translation Studies” (Diaz-Cintas 2008:1).
Research skills and methods:

Only the translation course in Effat teaches students about research skills, but all the students were asked about what they think of the value of research skills for translation students. The highest percentage of students (40%) believes that research skills are useful and 20% suggests that they are very useful. Some students (28%) opted for “neutral”. The students who chose “not useful” represent 10% and those who chose “not at all useful” form 1%.

In general, more than half of the students (60%) advocate research skills while few students (11%) selected not to advocate this subject. This suggests that many students support including a module in research skills for translation students. It is important to note that in the KSU and Imam courses, there is no research assignments required from students. The only project that students are obliged to do is a translation project from English to Arabic or vice versa in the last semester of the course and they are not even required to provide a commentary with it (see p.95 and 97 of this thesis).
Linguistics:

Linguistics is the most commonly taught subject in language courses, so students were asked to choose how useful linguistics is for translation students. As shown in Table 44, the highest percentage of students (45%) think that linguistics is useful and 17% of the students suggest that it is very useful. A significant percentage of students (28%) opted for “neutral” and 10% of students were divided between the two choices, “not useful” (6%) and “not at all useful” (4%). In other words, linguistics is considered useful for translation students by the majority of respondents. The value of linguistics has been also discussed with instructors and translators as reported in the next two chapters.
Stylistics:

Although “stylistics” is only taught in the KSU course, students were asked to give their opinion of how useful this subject is to translation students. According to Table 45, the highest percentage of students (38%) think this subject is useful and 15% think it is very useful. The second highest percentage of students (34%) selected “neutral”. The two lowest percentages of students think that stylistics is not useful (9%) or not at all useful (4%). Since stylistics is not taught in Imam and Effat, it is interesting to see the opinions of the students in these universities. Table 46 helps to identify the opinions from each university.
Even in Effat, where stylistics is not taught, there is a high vote in favour of usefulness of stylistics modules among Effat students. The largest number of students in Imam chose “neutral”, but the second highest percentage of them chose “useful” or “very useful”. The percentage of students who think stylistics useful is the highest in KSU and few students opted for the option “not useful”. According to Boase-Beier (2006:17)

Knowledge of stylistic approaches to translation can help us understand more about what style is, what its effects are, how it works and how it becomes transformed in the translation process. But … such knowledge does not of itself help us to understand what its effects might be on the practising translator.

She believes that “the theory is another possible tool, a way of broadening the mind, an added perspective” and that students will learn to “read for translating more effectively, by paying close attention to style and recognizing what is important for its effects, by being
open to its cognitive dimensions, and by enjoying an enhanced awareness of what is universal and what is culture-specific” (ibid)

**Intercultural studies:**

![Bar chart showing the usefulness of intercultural studies](chart.png)

**Table 47.**

The course in KSU offers a module in this area entitled “Readings in target language culture”. Students were asked about the value of intercultural studies, which introduces students to other cultures as part of the translation competence components. More than 44% of students believe that intercultural studies are **useful** and 23% think that they are **very useful**, which makes 67% of all the students. Students who chose “neutral” in their answers represent 28% while few students (3%) think intercultural studies are **not useful** or **not at all useful** (2%). This suggests that the majority of students find intercultural studies useful for translation students.
Literature of the languages concerned:

Table 48.

In Imam, literature is allocated 14 modules, namely, introduction to literature, drama, poetry, literary criticism and history of English literature. Effat also offers “introduction to literature”, “survey of British literature” and “literary translation”. There is no module in literature in KSU, but rather a module in literary translation. Students were asked about the usefulness of modules on literature of the languages being studied. Almost a third of students (32%) think it is useful and 21 % think it is very useful. The second highest percentage of students (27%) selected “neutral” and (13%) think literature is not useful to translation students. The smallest percentage of students (7%) think literature is not at all useful. Many students in Effat suggested the omission of literature modules because they take up a high number of credit hours though the course is specialized in translation. One of the students said “I would rather take more translation modules than to take 8 modules in literature”. More discussion on literature is given in chapter 9.
What further subjects do you suggest should be taught or omitted from the course?

Students were asked if they wanted to suggest further subjects to be taught or subjects that need to be omitted from the course. Not many students answered this question possibly because it is an open-ended question. In Imam, where translation theory is absent, one student suggested including translation theory. Imam is an Islamic university that dedicates a high number of credit hours to modules on Islam, but several students suggested decreasing the number of Islamic modules and focusing instead on the translation subject itself. Another student in Imam said “I will be more than happy if we focus on English subjects rather than Arabic and religious subjects”.
Reflecting market conditions in classrooms (e.g. deadlines, texts from real market, etc.):

Students were asked if market conditions should be reflected in the classrooms in terms of types of texts, time management, tools used, etc. The largest portion of students (67%) agree with reflecting market conditions in classrooms and 30% of students agree with this reflection but sometimes, rather than all the time. Very few students (1%) disagree with this reflection of market conditions and 1% of students do not know. The high percentage of agreement reflects that many students think that it is useful for them to experience market conditions in classrooms.

One student agreed with this reflection and commented “we will gain experience”. In Granada University, the professional approach to translator training is applied in the translation course and it basically means that students are divided into groups, simulating ‘real life’ market conditions that take place in many translation agencies. Each group
comprises five students and each is allocated a certain role such as an information scientist, terminologist, reviser, typesetter or project manager under the supervision of the instructor. Olvera-Lobo et al. (2005) believe that this approach contributed in a variety of aspects, most notably, enhancing team participation among students which is a market demand.

**Internship:**

![Chart showing student opinions on internship]

**Table 50.**

According to the courses’ plans discussed in chapter 4, Effat is the only course that offers internship in translation for students at the end of their course while Imam offers an internship in English language teaching not translation. In KSU, there is an absence of any kind of internships. Therefore, students were asked to give their opinion about whether the translation internship should be an essential part of the course or not. This is the only question in the students’ questionnaire where the choices “disagree” and “strongly disagree” were not selected at all. The highest number of students (41%) strongly agrees...
on including internship into the course and more than a third of students (38%) agree with this. Students who preferred to be neutral represent 22%. Gouadec argues that

Training future translators fully for their future jobs means introducing the professional dimension in the actual course design and contents. The successive ways and steps through which this can be achieved are:

1. detailed information on existing jobs and careers,
2. basic training, taking the utmost care to integrate professional objectives at all junctures,
3. simulation of different kinds of work situations – by applying the same techniques and procedures as in a professional context, except that the deadlines, productivity criteria and resource constraints are not enforced quite as strictly.
4. emulation of professional practise – by carrying out translation service provision tasks under exactly the same conditions as in a standard professional context,
The course prepares students fully for the market:

![Bar chart showing the distribution of responses regarding the course preparing students fully for the market.](chart)

**Table 51.**

It is worth noting that the highest percentage of students (39%) opted for “neutral”. Nearly a quarter of students (24%) agree that the course prepares them fully for the market and 10% strongly agree with that, which adds up to 34% of all the students. Students who disagree that the course prepares them fully for the market represent 19% and those who strongly disagree form 8%, which makes the total of those who disagree 27% of all the students. It is important to examine the distribution of responses in each institution to investigate the level of agreement among students in each course. Therefore, the data was analysed based on responses of students in each course as shown below.
The percentage of neutral students is dominant in KSU (25%) and Imam (10%), but not in Effat. The students who agree or strongly agree that the course prepares them fully for the market represent the second largest proportion in KSU (16%) and third in Imam (7%), but the first in Effat. Although the number of respondents in each institution differs from the others, it is clear that the highest percentage of students in KSU chose “neutral” followed by a lower percentage (12%) of those who agree that the course prepares them for the market; 10% disagree. This high percentage of students choosing “neutral” indicates that they might not be sure if the course prepares them fully for the market or not or they might also not want to reveal their opinions of the course.

The situation in Imam is quite similar with regard to the highest percentage of respondents being neutral, but the second highest percentage chose “disagree” which indicates that the top two majorities in Imam are either neutral or do not see that the course prepares them fully for the market. The third highest percentage of students chose “agree” that the course prepares them for the market. As for the majority of respondents, they opted for “neutral”
similarly to those in KSU. Effat is the only course where the largest number of students thinks that the course prepares them fully for the market. This probably indicates that the students in Effat are more confident that their course prepares them fully for the market than the students in KSU and Imam.

Since there is poor communication between the departments and the market as identified by Fatani (2007:19), some students might not have adequate background information of what the market will require them to do. One of the students did not answer this question and commented “I am not sure about that because I have no idea about the market”. Therefore, further discussion of this issue is given in chapter 9.

**Future plans after completing the course:**

![Bar chart](image)

**Table 53.**

Students were asked about their future plans after completing the course, and they were given a list of possible answers as well as a space to write their own answers if they were not among the list. This question is to determine the aims of students after completing the
course, which might have changed from the motivations that encouraged them to take this course as discussed in the beginning of this chapter. The highest percentage of students (36%) wishes to **find a job that involves a foreign language or translation.** It is surprising to see that less than a third of students (30%) plan to **become professional translators** and that 22% of all the students wish to **find any job that does not have to do with translation or foreign languages.** The smallest percentage of students (12%) wishes to **pursue postgraduate studies.**

Looking back to the reasons that encouraged students to study in this course and looking at the future plans after completing most of their courses, it can be noticed that the percentage of students who were motivated to become translators and those who still plan to become professional translators has slightly dropped from 33% to 30%. The percentage of students who were motivated to improve their foreign language and those who plan to work in a job that has to do with foreign language or in different roles in the translation procedure (e.g. reviser, proof-reader, terminologist etc.) has increased from 28% to 36%. Therefore, it is interesting to see this distribution of votes based on the gender as Al-Jarf’s (1999) talked about a tendency among females not to work in translation (see chapter 4).
Table 54 shows that the majority of females plan to **become professional translators** or to **find a job that has to do with foreign language or translation**. The highest percentage of male students plan to **work in different roles in translation or in a job that requires foreign language skills**. Surprisingly, the second highest percentage of male students wishes to **find a job that does not require translation or foreign language skills**. In other words, there are more females who wish to become professional translators or work in translation than males. This finding is not in line with Al-Jarf’s finding in 1999 which showed a tendency among the majority of female graduates not to work in translation (see p.119 of this thesis).

In general, more than half of students (66%) think that they will work in translation either as professional translators or in a job that has to do with translation or foreign language and this finding is opposite to Li’s (2002) finding that 79% of students in the translation course at Hong Kong University do not wish to work in translation (see p.58 of this thesis). This issue is further discussed with curriculum decision makers as reported in chapter 9.
Do you have any other comments?

The last question in the questionnaire is open-ended for students to write any comment they wish. A student in KSU said “I hope to spend the last year (5th year) of the course in internship”. A student in KSU proposes involving technology more in teaching and creating an online discussion forum, so some translation issues can be discussed. One student suggested placing an entry test before admitting students to the course, which was highlighted by Al-Jarf (2008), who also calls for placing benchmarks at language schools in chapter 4. A student in Imam emphasizes that “our problem is that our course is not only translation, but it also combines linguistics and literature too and this is due to the absence of focus on one area”. A student in KSU suggests the following:

- Technology must be activated in the practice of translation and in teaching as well because we lack it.
- A website of an online forum must be part of the course, whereby instructors and students can discuss any issue they face.
- Absence of research in the course.

Lack of staff in Effat was also raised by a number of students and one of them commented “we need more instructors in translation and translation should be taught by professional professors”. Another student pointed out “there is a lack of professional instructors; we do have only one in translation, one in interpreting and one in literature. The others are not qualified to teach in the translation department”.

In conclusion, profiles of students in the three translation courses were identified in terms of their age, gender, semester and institute of study in order to draw distinctions according to these variables. Students were asked about the reasons that motivated them to choose to do this course to identify their intended aims before starting the course. The first common reason was becoming professional translators followed by improving foreign language skills and the third reason is that this degree helps them to find a job easily. It was also found that the major number of students received information about the course from previous students and the second largest part of students did not receive any information
about the course prior its commencement. In other words, the course’s website was not considered to be the primary source of information for students before they commenced the course. Unfortunately, the majority of students were not satisfied with the academic infrastructure at their institutions. The dominant percentage of students finds 4 years appropriate duration for an undergraduate degree in translation. As for the clarity of learning outcomes in every module, the highest percentage of students (44%) agreed that they are clear and the second largest proportion of them (43%) was neutral. It was also found that the highest number of students find their translation instructors qualified. Another issue that is worthy of investigation is that the largest proportion of students was neutral when asked about their satisfaction with study materials. The majority were also neutral about the feedback given to them and about the fairness of the marks they receive on their translations; less than half think the marks are fair. Also with the teaching approaches, the majority of students were neutral. Having the highest number of students neutral does not really reflect their attitudes towards that issue, which is the case with several questions and calls for more in-depth investigation. Students were asked about sufficient number of teaching hours that should be dedicated for practical translation per week, but there was no large agreement on a specific number. The largest percentage opted for a very high number (15) which could reflect that students may not realize what would be a sufficient number of hours. It was also found that the predominant proportion of students advocate involving them in selecting texts for translation. Students also voted for the types of texts that they find useful for them and they also evaluated common subjects in a translation curriculum in terms of their usefulness. Reflecting market conditions in classrooms was advocated by the majority of students and they also agreed on including translation internships in the curriculum. However, the largest proportion of students was neutral when asked if the course prepares them fully for the translation market. Last but not least, the majority of female students’ future plans were to work in translation or in a job that has to do with translation or foreign language. The largest group of male students wishes to work in a job that has to do with translation or foreign language, but the second largest group wish to find a job that does not have to do with translation or foreign language.
After presenting students’ input, it is necessary to find out what students’ needs are from instructors’ point of view and what instructors think about several issues in the curriculum as well as in the market. So, the next chapter will present the attitudes and opinions of the second group of stakeholder, instructors.
6  Presentation and Analysis of Translation Student Needs: the Perspective of Instructors

6.1  Introduction:

This chapter includes analysis and presentation of translation instructors’ responses given in the questionnaires designed for them. The first section includes identification of translation instructors’ profiles in the three universities in terms of their age, gender, undergraduate and postgraduate qualifications, professional experience in translation and teaching experience in higher education. The second section includes translation instructors’ attitudes to and opinions about different issues related to students and their course and the translation market. The purpose of this chapter is to examine instructors’ qualifications and to see what student needs are from the instructors’ perspective as well as what the market demands. The participants are 34 male and female translation instructors from the three universities, KSU, Imam and Effat.

6.2  Profile of instructors:

Instructors’ age:

<table>
<thead>
<tr>
<th>Age</th>
<th>KSU</th>
<th>Imam</th>
<th>Effat</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>0</td>
<td>13</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>31-40</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>41-50</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>More than 50</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>17</td>
<td>2</td>
<td>34</td>
</tr>
</tbody>
</table>

As shown in Table 55, instructors are from different age groups. In KSU, there are 15 translation instructors and 7 of them are more than 50 years old. Another 5 mature
instructors are between 31 and 40 years old and three instructors are in their forties. Imam has the largest number of young instructors (13) in their twenties, two instructors in their thirties and two above 50 years old. Effat has only two faculty members who teach translation in the department and they are above 41 years old. In total, there are 10 instructors above 50, 4 in their forties, 7 in their thirties and 13 in their twenties.

Instructors’ gender:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Institution</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>KSU</td>
<td>Imam</td>
<td>Effat</td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>13</td>
<td>0</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Male</td>
<td>5</td>
<td>4</td>
<td>2</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>17</td>
<td>2</td>
<td></td>
<td>34</td>
</tr>
</tbody>
</table>

Table 56.

To achieve balanced results, it is necessary to include the views of both male and female instructors because the factor of gender can be influential especially since these universities have separate campuses and staff for each gender. In KSU, 10 female and 5 male translation instructors took part in the surveys while participants from Imam are 13 female and 4 male translation instructors. The course in Effat, known to have the lowest number of teaching staff, has only two male translation instructors and they participated in the surveys. It is clear that the number of female participants exceeded the number of male participants and this reflects the remarkable willingness among female translation instructors to participate in a study that can contribute to improving the curriculum of translation courses. It is also necessary to mention that this study aimed to have as many instructors as possible to take part in the questionnaires to hear from the largest possible number of instructors. Another important point that needs to be identified is the qualifications of those instructors from their undergraduate to postgraduate studies.
Specialization in undergraduate course:

As shown in Table 57, the highest number of instructors (12) specialised in foreign language or literature while less than half (11) of all instructors specialised in translation or interpreting in their undergraduate courses. There are 10 instructors specialised in linguistics and only 1 specialised in Arabic language. It is noticeable that less than half of the instructors specialised in translation while the rest of them specialised in other language fields and other languages. This might be because over 41% of instructors are above 41 year old and undergraduate translation courses were probably not available at that time as they are since the last decade. Postgraduate courses are known to be specialised in more specific areas than undergraduate studies, so it is useful to look at the postgraduate qualifications of those translation instructors.
Master specialization:

Table 58.

**Linguistics** is a common specialization among less than a third of instructors (8) and there are only 7 who specialised in **translation** or **interpreting**; another 7 instructors specialised in **foreign language** or **literature**. It is surprising to see that 12 faculty members **do not have any postgraduate qualification**. Some translation instructors hold only undergraduate qualifications and teach students in an undergraduate course. On top of that, some of those instructors are not specialised in translation even in their undergraduate qualifications. Also at master’s level, there are only 7 instructors specialised in translation while the rest specialised in different areas. However, one of the standards suggested by Al-Jarf (2009) to overcome the lack of qualified staff at translation department in KSU is that a faculty member should have at least MA degree and he or she should have a degree in translation in particular (see p.84-85 of this thesis).
Master’s holder distribution:

Table 59.

It is obvious that the majority of non-Master’s holders are in Imam with 12 instructors and only one out of 5 Master’s holders is specialised in translation or interpreting. However, in KSU, there is equal distribution of specialised instructors in the three disciplines, namely, translation or interpreting, foreign language or literature and linguistics, with five instructors specialised in each area. Effat has two translation instructors; one holds a master in translation and the other in linguistics. It is useful to see the ages of those instructors who do not have Master degrees.
Table 60.

Table 60 suggests that all of the 12 who do not have higher degrees are between 21 to 30 years old; those are likely to be teaching assistants in these courses looking forward to pursue their higher studies. However, all of them teach translation modules and assess students’ works exactly like lecturers. Another significant area that is worth examining is specialisation at PhD levels of those instructors.

**PhD Specialization:**

![Diagram showing PhD specialization frequencies](image)

Table 61.
As shown in Table 61, more than half the instructors do not hold PhD degrees and out of the 15 PhD holders, only 6 specialised in translation or interpreting. Another 6 of the PhD holders specialised in linguistics and 3 in foreign language or literature. The same is the case at master’s level; the number of PhD holders specialised in translation is not even a quarter of all instructors. It is worth seeing the distribution of those specialised in translation at PhD level in the three universities.

![Bar chart showing PhD specialization at different institutions]

**Table 62.**

The largest number of PhD holders is in KSU with 11 instructors, but only 5 specialised in translation or interpreting; the other 9 specialised in foreign language, literature or linguistics. There are two PhD holders in Imam and two in Effat; the two in Imam specialised in linguistics or foreign language. One of the two in Effat is specialised in translation and the other in foreign language or literature.

There are two issues to be discussed here. Firstly, having a large number of faculty members, who teach translation modules to students, with more than half of them not holding PhD and 12 BA holders only, which are similar to the results of Al-Jarf’s (2009) study about faculty members in KSU in 2009, probably means that the situation has not progressed since 2009. Secondly, only 6 PhD holders, 7 MA holders and 7 BA holders out
of 34 surveyed instructors are specialised in translation. Referring to translation trainers, Gouadec (2007:365) argues that they

Find it equally galling that any academic can turn into a teacher of ‘specialised translation’ overnight on the grounds that she/he has (1) ‘done a PhD in modern languages’ or (2) ‘has translated short stories’ or (3) ‘is already taking classes in translation.

This is probably the case in many translation courses in Saudi universities. A faculty member in KSU specialised in applied linguistics states that the main shortcoming in the course is “shortage of those specialised in the field”. Another translation instructor in KSU, who is specialised in applied linguistics, adds that

The methods used in teaching translation depend very much on the teacher. Unfortunately, some of the teachers are not translation-major teachers (applied linguistics) and thus do not have the basics of translation. They rely mostly on their knowledge of both languages (which does not qualify a person to be a translator) and their own readings. This leads to confusion (students’ confusion) as a result of being given conflicted principles by the so-called non-specialized teachers.

A translation instructor specialised in linguistics in Imam has a different opinion “translation instructors should be highly qualified in linguistic analysis. This technique helps a lot and makes it easy for students to overcome structural ambiguities and thus be able to convey the desired meaning”. However, a specialised faculty member in Effat pointed out “teachers should be aware of the different strategies of translation in order to motivate the students and teach them the techniques advocated for dealing with different types of translation”. It appears that these courses suffer from lack of instructors who are specialised in translation and some of those non-specialised instructors admit that they lack some skills in teaching translation. Another important consideration is professional experience in translation of those instructors which is identified in the next section.
Experience in translation:

Table 63.

Instructors were asked if they have had professional experience in translation (as a translator, translation editor, proof-reader, subtitler, translation project manager, etc.) and for how long. Table 63 suggests that 15 instructors do not have experience in translation while the other instructors have experiences that vary from 1 to 35 years. Four instructors spent 10 years in professional translation and two instructors have one year’s experience. One instructor spent 35 years as a professional translator and another worked in translation for 30 years. Three instructors have experience in translation of between 20 and 28 years.

Kelly (2005:54-55) points out that “TS (Translation studies) literature…normally indicates professional experience as a translator as being the essential prerequisite for successful teaching”. Moreover, Gouadec (2007:361) affirms that “academics should at least do some kind of work placement in professional environments” because
It is absolutely preposterous that academics can set-up training programmes and pretend to train future translators without any first-hand personal experience of the profession-under the same working conditions as will prevail for their students- and without the slightest knowledge of market trends (ibid:365)

Moreover, Kiraly (1995:3) maintains that “it cannot be expected that language instructors without professional translation expertise will have a professional translator self-concept themselves or that they will be able to help their translation students develop one”. However, some of those instructors do not have experience and some departments cannot discharge them and recruit new qualified instructors for some reasons. Therefore, Gouadec (2003:13) recommends that those instructors who do not have professional experience in translation should do the following:

Teachers on a translator-training programme should spend one month in all three of the following situations:

- Working in a translation firm (either as a translator or a reviser or a terminologist)
- Working in an in-house translation service (same as above)
- Being a free-lance professional (same as above).

That should be enough for a start. And that should clearly decide on their teaching approaches.

Moreover, a trainer in the European Master’s in Translation (EMT)\(^{16}\), must have all the competences that a professional translator has, including translation service provision competence, which encompasses strategies to deal with clients in the market. Although it is at master degree level, this shows the significance of being aware of the professional environment for the instructors.

\(^{16}\text{Translator trainer profile at EMT. Retrieved October, 2014 from: } http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/translator_trainer_profile_en.pdf\)
Instructors’ teaching experience in higher education in translation subjects:

Table 64.

Instructors were asked about the duration of their experience in teaching translation or modules relevant to it in higher education. As shown in Table 64, 12 translation instructors indicated that they do not have experience in higher education while the rest opted for having experience that varies from 2 to 37 years. One instructor spent 37 years working in higher education and another instructor spent 35 years. There are two instructors with 30 years experiences in higher education and another two instructors with 28 to 29 years in higher education. The experience in higher education of the remaining instructors varies from 2 to 18 years. It is noticeable that there is a high number of instructors with no or little experience in teaching translation, but there are 12 instructors with from 10 to 37 years of experience in teaching translation in higher education. A faculty member specialised in translation at Effat has added this comment
Translation teaching should be assigned to teachers of the field. From our experience, the majority of the teachers assigned to teach translation major either in linguistics or literature, and the methodology for teaching translation effectively is an area where teachers receive no specific training.

More discussion on the issue of specialisation with curriculum decision makers is provided in chapter 9.

6.3 Questions about the students and the course:

Instructors’ view on reasons why students chose a translation course:

![Bar chart showing reasons students choose translation](image)

**Table 65.**

Instructors were asked what reasons motivate students to choose a translation course. The highest number of instructors (38%) focused on the economic factor whereby students believe that the translation course will make it easier for them to find a job and this is
possibly because the level of unemployment (11.8%) (see p.132 of this thesis) is quite high in such a country with a good economy. Almost a third of instructors (32%) believe students chose this course to become professional translators while a quarter of instructors (26%) think improving foreign language skills is the reason. The lowest percentage of instructors (3%) thinks that there are other reasons to choose the translation course. A comparison between students’ and instructors’ responses to this question is given in chapter 8. Available facilities in the institution play a role in the learning process, so it is interesting to measure the instructors’ satisfaction with these facilities.

**Instructors’ satisfaction with the academic infrastructure in the university:**

![Bar chart showing instructors' satisfaction levels.]

Since students gave their opinion on the infrastructure or facilities (libraries, teaching rooms, technology, etc.) in the university, instructors were also asked about their satisfaction with the infrastructure. As displayed in Table 66, it is worth noting that the highest percentage of instructors (38%) are dissatisfied with the university infrastructure and 15% of instructors are completely dissatisfied, which adds up to more than half of all
the instructors (53%). Nearly a third of instructors (32%) are satisfied with the infrastructure and 9% are very satisfied. Few instructors (6%) opted for the choice “I do not know”.

There seems to be a high percentage of instructors who are not satisfied with the infrastructure and this may reflect the necessity to improve the infrastructure in these institutions. A faculty member in KSU comments that “most students complain about the load of hours and lack of computer rooms”. Therefore, decision makers were asked about this issue as discussed in chapter 9.

**Appropriate duration for an undergraduate course in translation:**

![Bar chart showing the percentage of instructors' preferences for different durations.]

Table 67.

Instructors were asked about the appropriate duration for an undergraduate course in translation and they were given the following options; three years, four years, five years and more than five years. Nearly half the instructors (47%) think 4 years are enough for a student to complete an undergraduate course in translation while 41% of instructors think 5 years is an appropriate duration for the course. The smallest percentage of instructors
(12%) selected 3 years while none of the instructors chose the option “more than five years”.

There is only 6% difference between those who advocate four years and those who advocate five years, so it is worth breaking down the distribution of votes according to each institution as those faculty members work in different translation courses; some are four-year (Imam and Effat) and one is five-year (KSU).

As shown in Table 68, only half the instructors in KSU (8 instructors) think that 5 years is appropriate while the remaining 7 opted for less than that. In Imam, there are 8 instructors who advocate 4 years duration while 6 instructors chose 5 years. The two instructors in Effat both chose 4 years. This makes the overall number of instructors who are in favour of the course lasting for 4 years 16 while those who are in favour of 5 years duration are 14 and only four opt for 3 years. This also suggests that the responses of instructors could be influenced by the courses they are currently teaching, for instance, the largest number of instructors in the KSU course advocated 5 years. Another possible reason is that those in the KSU course, which does not require students to have a particular level of English
proficiency, chose the duration of a course based on the structure of their course that a student will enrol in the course without prior English language proficiency. This prompted me to ask decision makers in the KSU about this issue (see chapter 9). Not only duration should be examined but also workload in each course should be discussed from the perspective of instructors.

**Students’ workload from instructors’ perspective:**

![Diagram showing instructors' workload perceptions](image)

**Table 69.**

Instructors were asked about their opinion about the workload imposed on students and half the instructors (50%) find it **normal**. Another group of instructors (38%) consider it **high, but manageable** to students and few instructors (6%) think it is **too high, to the extent that students cannot meet the expectations completely**. Another 6% of instructors think the workload is **rather low**. The majority of instructors were divided between “normal” and “high, but manageable” workloads which both indicate that students can
manage with that workload. Another significant issue that instructors need to give their opinion about is how clear learning outcomes are to students.

Clarity of learning outcomes in every module:

![Bar chart showing the percentage of instructors' responses]

Table 70.

As shown in Table 70, there seems to be an agreement among more than half of instructors (58%) that the learning outcomes are clear, and strong agreement among 18% of instructors. Some instructors preferred to be neutral (18%) and few instructors (6%) disagreed that the learning outcomes are clear. None of the instructors opted for the choice “strongly disagree”. In other words, three quarters of instructors agree that the learning outcomes are clear and the remaining quarter chose “neutral” (18%) and “disagree” (6%).

In chapter 2, academic and professional considerations that need to be taken into account when designing learning outcomes for every module and how every module will contribute in developing student skills and competence were discussed (see p.49-50 of this thesis); Kelly (2005:36) pointed out that “outcomes should be also realistic (achievable for students) and assessable”.

192
To find out whether a student has achieved the learning outcomes or not, it is very important to consider assessment criteria. Assessment criteria in translation may differ from one institution to another and sometimes from one instructor to another. Therefore, instructors were asked if the marking process of translation tasks is fair and follows particular criteria.

**Marking process is fair and carried out according to specific criteria:**

![Bar chart showing the percentage of instructors who agree, strongly agree, neutral, and disagree with the marking process being fair and carried out according to specific criteria.]

As shown in Table 71, more than half of instructors (53%) agree that their marking of students’ translations is fair and carried out according to specific criteria and also another 9% of instructors strongly agree on this. However, less than a third of instructors (31%) were neutral while only 6% of instructors disagree with the marking of translations carried out according to particular criteria. This suggests that more than half of instructors use criteria in marking though the two departments (KSU and Imam) do not offer any marking criteria for translation assignments as explained by decision makers (see chapter 193.
rather each instructor has his or her own marking criteria. An instructor in KSU says that “criteria differ to some extent from course to course and from teacher to teacher”. Another faculty member specialised in translation at the Effat course suggested “the teacher's attitude towards errors while assessing the students' translations must be changed. Errors should be seen as a normal side product rather than proof of low ability or low intelligence”. He also adds that

Teachers should provide the students with the opportunity to correct their own errors and have them focus on major textual errors. A practical and useful way of doing so, for instance, is to select one of the students' translations (without mentioning whose translation it is) and allow the students themselves to discover major textual problems, discussing them in detail and then suggesting practical solutions for their improvement in accordance with the textual requirements of the target text.

Absence of clear assessment criteria in translation modules will make it difficult to accurately measure if the learning outcomes have been achieved or not. Kelly (2005:132-133) points out that “the assessment of any learning should be linked directly to the objectives or intended outcomes”. Therefore, the decision makers in the three departments were asked about how translation is assessed. Another important component in the curriculum of every course is study materials which are examined in terms of how satisfied the instructors with them.
Instructors’ satisfaction with study materials:

![Bar chart showing the distribution of instructors' satisfaction with study materials.]

Table 72.

It appears from Table 72 that study materials given to students are **satisfying** for more than half of the instructors (67%). There are also 12% of instructors who consider the study materials **very satisfying** while 15% preferred to be **neutral**. Only 6% of instructors think of study materials as **unsatisfying** and no instructor selected “**completely unsatisfying**”. In other words, most of the instructors believe that the study materials are satisfying, but not many choose the option “very satisfying”, which may reflect their positive attitude towards study materials, but improvements are needed. Teaching approaches are also influential in the learning process, so instructors were asked about their satisfaction with the teaching approaches followed by instructors in the three courses.
Satisfaction with teaching approaches in translation modules:

Table 73 shows that the highest percentage of instructors think the teaching approaches are **satisfying** (45%) and 6% believe they are **very satisfying**. The other half of instructors was divided between neutral, unsatisfying and completely unsatisfying. More than a third of instructors (36%) **did not want to give their opinion** while 9% think the teaching approaches are **unsatisfying**. Few instructors (3%) think that the teaching approaches are **completely unsatisfying**. In other words, half of instructors reflected positive attitudes towards the teaching approaches while the other half opted for “unsatisfying” or “neutral”. More discussion on the teaching approaches applied in these three courses is given in chapter 9. It is worth investigating another aspect of similar significance which is instructors’ opinions about the appropriate number of hours that should be assigned for practical translation every week.
How many teaching hours are enough for practical translation per week?

Teaching hours of practical translation may vary from one course to another and from one level to another within the same course. However, instructors were asked what they thought the appropriate load of teaching hours for practical translation every week should be, and they were given the option to choose any number. Similarly to students, the highest suggested number is 20 hours and the minimum is 3 hours.

Less than a third of instructors (31%) suggest only 4 hours of practical translation every week while the second highest percentage of instructors (17%) suggest 20 hours each week. Other percentages were distributed in small, different numbers of teaching hours. Some instructors (10%) propose 12 hours while an identical percentage of instructors suggest 5 hours; a third group of instructors of the same size suggest 3 hours. There seems to be poor convergence between most of the responses of instructors with regards to the appropriate practical translation teaching hours every week; rather there are varied numbers of votes for different numbers of hours. This may mean that some instructors, especially
those who opted for either very few or many hours, do not realize the appropriate load of hours to be dedicated for practical translation per week; this could be because they did not study translation.

**Texts for translation should be chosen by:**

![Bar chart showing the distribution of instructors' preferences.]

**Table 75.**

Instructors were asked about who should select the texts that will be translated in the classrooms and they were given five choices, namely, “instructor only”, “students only”, “instructor, always in collaboration with students”, “sometimes by instructor, sometimes by students” and “I do not know”. The highest percentage of instructors (36%) thinks that translation texts should be chosen by **instructor only** while a third of instructors (33%) believe that translation texts should be chosen by the **instructor always in collaboration with students**. Some instructors (27%) think that **instructors and students should take turns** at selecting the texts. Few instructors (3%) believe that translation texts should be chosen by **students only**.
In other words, the largest percentage of instructors (60%) agree with the idea of involving students in selecting translation texts while over a third (36%) disagree with the involvement of students in selecting translation texts. Since curriculum decision makers claim that their courses seek a student-centred approach to learning (see p.327 of this thesis), “there is no reason why students should not choose at least some, if not all of the texts they are to translate” (Kelly 2005:127). It could be difficult for students in the early stages in the course to select the texts that can be useful to them because they have not yet realized the common problems in translation. However, this “may be achieved by the trainer offering a range of carefully selected texts and activities from which students may choose, with certain limits” (ibid: 128). When students reach later stages in the course, they will be likely capable of selecting translation texts that they find useful for them. This can also encourage autonomous learning among students.

**Texts that are in high demand in the Saudi translation market:**

![Bar Chart](chart.png)

**Table 76.**
Instructors were asked about what types of texts that they think are in high demand in the translation market. As shown in Table 76, medical texts received the highest number of votes (71%) suggesting that they are the most highly demanded in the market while technical texts come next with 65% of votes. More than half of instructors (56%) think media texts highly demanded while half of instructors voted for political texts. Legal and financial texts received half of the instructors’ votes while literary comes next in the scale of demand with 41% of votes. More than a third of instructors (38%) believe that sacred texts are in high demand and, at the bottom of the list, come scientific texts with 26% of votes.

Recalling the findings of the study for the most translated fields of books in the Saudi translation market conducted by Alkhaib in 2005, which was discussed in chapter 4, books in social sciences came first and instructors chose texts in media, which is classified under the category of social sciences, to be one of the top three texts that are in high demand in translation. However, financial texts were ranked sixth by instructors though they are under the social sciences umbrella. Books in humanities were ranked second by Alkhaib (2005), but political and legal texts received only half of instructors’ votes, placing them in the fourth rank. Books in applied sciences were ranked third, but medical and technical are considered the top two most required texts in the market by translation instructors. There seems to be a close agreement in Alkhaib’s (ibid) ranking of books in pure sciences in the second from the bottom of the lists to translation instructors’ classification of scientific texts at the bottom of the list. Books in literature came at the bottom of Alkhaib’s ranking and they came third from the bottom by translation instructors, making 41% of votes.

In other words, there is convergence between instructors’ ranking and Alkhaib’s findings for some types of texts and there is some divergence for others. Unfortunately, there seems to be no other study that was conducted concerning the type of texts that are in high demand in the Saudi translation market, and Alkhaib’s study concerns books, not every day documents that translators deal with in many of the translation agencies more than books, which are more relevant to translators in publishing agencies. Therefore, this emphasizes Gouadec’s (2003:13) call for translation instructors to be introduced to the market. To
understand common modules in translation courses in terms of their usefulness to translation students, it is necessary to test instructors’ opinions regarding different subjects in translation.

**Evaluation of common subjects in translation courses in terms of their usefulness:**

Instructors were asked to evaluate 13 subjects in different areas in translation and they were given five options for each subject, namely, very useful, useful, neutral, not useful, and not at all useful. The results for this question could indicate the subjects that are considered by translation instructors to be necessary in the curriculum and the subjects that are not very useful to students from the perspective of translation instructors and will be compared with students’ and translators’ evaluations in chapter 8.

**Translation theory:**

![Bar chart showing the evaluation of translation theory](image)

**Table 77.**

Nearly half the instructors (48%) think translation theory is **very useful** to students and 33% believe it is **useful**, which amounts to 81% of all instructors. Only 18% of instructors
are neutral. Interestingly, no instructor suggested negative input on the usefulness of translation theory as none selected the choices “not useful” and “not at all useful”. This overwhelming agreement on the benefit of translation theory apparently reflects its perceived significance in the curriculum of the translation course. One instructor in KSU suggested including more theoretical modules and omitting some practical modules and this could agree with the comments raised by some translators, who are former graduates of KSU, as they also think that there are too many modules in practical translation (see chapter 7).

**Practical translation:**

As shown in Table 78, there seems to be a dominant advocacy among the majority of instructors (79%) that practical translation is very useful and 18% of the instructors think it is useful; few instructors (3%) remained neutral. Apparently, there is no doubt among instructors on the usefulness of practical translation as the two choices “not useful” and “not at all useful” were not selected. This indicates that the majority of instructors (97%)
realize its significance in the course. A female instructor specialised in translation in Imam thinks the main shortcoming in the course is in “the short duration of teaching practical translation”. Another female instructor specialised in translation in KSU believes that the main shortcoming in the course is that “there are too many specialised translation courses: engineering, military, security, education, humanities, administrative, etc. They should be regrouped in categories”. This comment agrees with the last comment given in the previous page from an instructor in KSU concerning high load of practical modules.

**Translation memory software:**

![Bar chart showing the usefulness of translation memory software.](image)

**Table 79.**

Instructors were asked about the value of translation-memory software, which falls under the umbrella of CAT tools. More than half of instructors (60%) think that translation-memory software is **useful** and 13% of instructors believe it is **very useful** for the translation course. Less than a quarter of instructors (23%) preferred to be **neutral** and not to give their opinion and this could be due to their unawareness of translation-memory software especially that none of the three courses (KSU, Imam and Effat) offers translation memory software to its students. Only few instructors (3%) think translation memory
software is **not useful**. In other words, the majority advocate translation memory software to be taught for translation students. In discussion of the value of translation memories for translation students, DeCesaris points out that

In order to train professionals for the modern market place, a university program should at least introduce students to the tools available for tackling real world problems. Incorporating sophisticated computer technology into our academic curricula can only help us in this endeavour (1996:268).

This input of DeCesaris shows the value of translation technology tools for students in the nineties, and their value today in a world that is more globalised and relies on technology in most of the aspects of the life must be considered even greater. As discussed in chapter 4, although Fatani (2005a) argues that there is even aversion from instructors towards the involvement of translation memory software. The responses of the dominant proportion of instructors show that they believe that translation memory software is useful for students indicating that it should be introduced to the students. Even instructors need to be aware of how to use the translation memory software in order that they can train students in using them; Gabr points out that

Even if they have professional experience, translation teachers not only need to master the language technology skills they will be teaching, but they are also required to keep themselves up to date with the rapidly changing advances made in translation technologies (2007:66).

Although translation memory software is not taught in the three courses, the majority of instructors advocate it. This prompted me to ask decision makers about reasons for not involving it (see chapter 9).
Table 80.

As shown by the red column above, the dominant percentage of instructors (68%), which represents more than half of instructors, consider improving the mother tongue skills very useful for students and a quarter of instructors (26%) also see it as useful. Only few instructors (3%) were neutral and a similarly sized group (3%) do not see improving the mother tongue skills as useful for students. There is an overall agreement among instructors on the significance of improving mother tongue skills for students in the translation course. A specialised translation instructor in Effat commented that “more attention is required to Arabic writing, I think”.

<table>
<thead>
<tr>
<th>Improving Mother Tongue Skills (Arabic)</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>68%</td>
</tr>
<tr>
<td>Useful</td>
<td>26%</td>
</tr>
<tr>
<td>Not useful</td>
<td>3%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3%</td>
</tr>
</tbody>
</table>
Improving foreign language skills:

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>81%</td>
</tr>
<tr>
<td>Useful</td>
<td>19%</td>
</tr>
</tbody>
</table>

Table 81.

As shown in Table 81, there is complete agreement among instructors that improving foreign language skills is **very useful** (81%) or **useful** (19%) in the translation course. One faculty member believes that the main shortcoming in the course is “the students themselves. They do not improve their skills”. Another one in KSU suggested teaching the following subjects “extensive reading, writing skills, speaking and listening” though they are already offered in the first five semesters of the course which indicates that instructors emphasize the need for developing language competency among students as they might see deficiencies among students. A faculty member specialised in theoretical linguistics in KSU believes that the main shortcomings are “mastery of source language, mastery of target language and mastery of linguistic subjects”. Another instructor believes that “some students are weak in the English language. Implementing an admission exam will filter out those students”.

206
Proofreading and Editing:

**Table 82.**

Instructors were asked to rate the value of editing and proofreading in translation. More than half of instructors (64%) find editing and proofreading **very useful** and more than a quarter of instructors (27%) also find proofreading and editing **useful**. Few instructors (6%) chose to be **neutral** and 3% thought that it is **not useful**. It is obvious that there is an absence of the choice “not at all useful”. Although there is a high level of agreement on the usefulness of proofreading and editing, only Effat offers a module in this area.
Interpreting:

The majority of instructors consider interpreting very useful (42%) or useful (45%). The smallest percentage of instructors (13%) preferred to be neutral. It is clear that there is a complete absence of the two choices “not useful” and “not at all useful”, which reflects the importance of interpreting from instructors’ perspective. This subject is offered in the KSU course in three different types of interpreting, namely, sight interpreting, simultaneous interpreting and bilateral interpreting and each one is assigned a separate module. Interpreting is also offered in the Imam course as part of a translation module not independent and two types are offered, namely, simultaneous and consecutive.

However, Effat offers students merely an introduction to interpreting in one single module. One faculty member in Effat suggested teaching “advanced interpreting” and the reason is “to graduate more interpreters as there is a severe shortage of them”. One instructor in KSU commented that “female students do not feel that interpreting courses are important. They do not believe they will find work as professional interpreters”.

Table 83.

The majority of instructors consider interpreting very useful (42%) or useful (45%). The smallest percentage of instructors (13%) preferred to be neutral. It is clear that there is a complete absence of the two choices “not useful” and “not at all useful”, which reflects the importance of interpreting from instructors’ perspective. This subject is offered in the KSU course in three different types of interpreting, namely, sight interpreting, simultaneous interpreting and bilateral interpreting and each one is assigned a separate module. Interpreting is also offered in the Imam course as part of a translation module not independent and two types are offered, namely, simultaneous and consecutive.

However, Effat offers students merely an introduction to interpreting in one single module. One faculty member in Effat suggested teaching “advanced interpreting” and the reason is “to graduate more interpreters as there is a severe shortage of them”. One instructor in KSU commented that “female students do not feel that interpreting courses are important. They do not believe they will find work as professional interpreters”.

208
Audiovisual translation:

![Audiovisual Translation Chart]

Table 84.

Although audiovisual translation is not offered in any of the three courses (KSU, Imam and Effat), instructors were asked to rate it to see if it should be taught in the translation courses in Saudi Arabia. Table 84 shows that the majority of instructors find audiovisual translation very useful (39%) and useful (42%). Some instructors (15%) were neutral and few (3%) consider it not useful. Although only Effat offers a module in audiovisual translation, there are positive attitudes among the majority of instructors towards this type of translation.
Instructors were asked to evaluate the benefit of research skills for translation students though only Effat offers a module in this area. 72% of instructors believe that research skills are very useful (33%) or useful (39%). Less than a quarter of instructors (21%) opted for “neutral” and few instructors (6%) do not find research skills useful. The instructors who advocate research skills to be taught in the translation course, though not offered in their courses, probably realize the significance of this subject to translation students.
Linguistics:

Many instructors (45%) find linguistics useful to students and more than third of instructors (36%) consider it very useful. Some instructors (12%) remained neutral and a low percentage of instructors opted for “not useful” (3%) and “not at all useful” (3%). It is necessary to indicate that KSU offers four modules under the linguistic umbrella, namely, “introduction to linguistics”, “text linguistics”, “comparative linguistics” and “discourse analysis” while Effat gives only two, “introduction to linguistics” and “text linguistics”. Imam does not focus on linguistics and its aspects as it offers only an introduction to it in one single module.

A faculty member in KSU suggested the inclusion of “discourse analysis”, though it already exists, because it “enables students to better interpret the texts and be aware of subtle nuance and deep meanings”. She also suggests the omission of “linguistics” because it “does not benefit students with regards to skills and abilities”. She does not advocate teaching introduction to the general field of linguistics rather directly dealing with the analysis of discourse.
Although a stylistics module exists only in the KSU course, instructors were asked how useful they think this module is. Table 87 shows that a third of instructors (33%) find stylistics very useful and 39% of instructors find it useful; more than quarter of instructors (27%) were neutral. There is no objection from instructors on the benefit of this subject for students. Although the majority of instructors find stylistics useful for students studying translation, it is only taught in KSU. One explanation that could be suggested for some instructors selecting “neutral” is that they might know little about stylistics or they might not teach it as it is not offered in Effat and Imam.
It is obvious from Table 88 that there is agreement among most instructors that studies that help students to understand the culture of the target language and how to properly use the expressions in that culture are of value to translation students. Over 45% of instructors find these studies very useful and 36% find them fairly useful. The smallest percentage of instructors (18%) remained neutral and did not express their attitudes to intercultural studies. It is also obvious that there was no instructor who considers these studies not useful. Therefore, instructors’ agreement reflects the importance of such studies in the curriculum.
Literature of the languages concerned:

Table 89.

Also for literature, there is a complete absence of the two choices “not useful” and “not at all useful”, in fact, 42% of instructors consider literature **useful** and 24% consider it **very useful** to translation students. However, a third of instructors (33%) were **neutral** about the importance of literature for translation students. Since the second highest percentage of instructors (33%), which represents a third, was neutral, it is necessary to see the distribution of votes between the instructors in the three institutions because not all the courses offer modules in literature.
Table 90 shows that there are two instructors in Effat, five in Imam and four in KSU who were neutral. It is important to recall that KSU does not offer any module in pure literature like the other two courses, but rather a module on practical literary translation. However, the number of instructors in KSU who find literature useful or very useful is identical to those in Imam which suggests that there is large agreement among instructors that literature is useful for translation students.

**What further subjects do you suggest to be taught or omitted in the undergraduate course at your institution?**

Instructors were then asked an open-ended question if they suggest teaching or omitting some subjects in the undergraduate translation course. In addition to what was mentioned throughout the discussion of some subjects above, there are a number of suggested subjects. In KSU, an instructor specialised in translation suggested three subjects, namely “introductions to economics, law and international relations” and she justified that “to broaden students’ general knowledge”. A faculty member specialised in translation in Effat
suggested including the following subjects “subtitling and dubbing translation” and the reason is that “TV channels are mushrooming at high speed and they need cadres, also journalism and politics translation in order to open up vistas for students to be diplomats of the future”. As for Imam, only one instructor specialised in literature suggested the module “discourse analysis” without providing reasons.

Reflection of market conditions (e.g. authentic texts, deadlines, etc.) in the classroom:

![Bar chart showing the percentage of instructors who advocate reflecting market conditions in classrooms.](chart.png)

**Table 91.**

Obviously, there are different forms of reflecting the market conditions in the classroom that vary from using authentic texts from the market or simulating the market ambiance in the classroom as Kiraly (2000) indicated in his approach (see chapter 2). Instructors were asked if market conditions and circumstances should be reflected in classrooms. As shown above, the dominant percentage of instructors (74%) **advocate** this reflection of market conditions in classrooms and 18% believe this reflection should take place **sometimes**
rather than all the time. Few instructors (6%) disagreed with this reflection and fewer (3%) did not know. A specialised translation instructor at the Effat course has pointed out

Teachers should conduct translation activities at the level of texts with a variety of authentic texts which match the students in the manner described in our module. Besides, all texts chosen for translation activities should be contextualized for the students to facilitate their task.

In other words, there is a major agreement among a high number of instructors about reflecting market conditions (e.g. authentic texts, deadlines, procedures of translation, etc.) in translation classrooms.

**Internship:**

![Table 92.]

It is necessary to recall that Effat is the only course that offers internship for students. Instructors were asked if an internship for every student should be part of the course, so that students can have a practical experience before completing the course. The majority of instructors strongly agree (44%) or agree (35%) on including internships for students.
while 21% of instructors were neutral. Gouadec advocates training students at the university and the market because

The university is the only place where people have the time and willingness to insist on proper methodologies and strategies whereas on-the-job activities are much too sensitive to the pressures of time-to-market, productivity, and economic survival. It is essential that anyone entering the job market be properly armed to withstand unreasonable influences (2000:13).

There is a significant agreement among instructors on the value of internship for students. One faculty member specialised in applied linguistics in KSU commented “Introducing training programs awarding students additional certificates. This program could be included with the extra-curricular activities and tackle different aspects of translation. They are given by professors and specialists (visiting-professor program)”. One faculty member in Imam believes the main shortcomings are “lack of the work placement”. According to Kelly (2005:92), there are a number of areas that students can develop and enhance through internships:

- Instrumental and professional area (CAT tools and work procedures and ethics)
- Interpersonal area (team work)
- Attitudinal area (confidence, responsibility)
- Strategic area (organisation of work and finding solutions for problems.)
How qualified are students to do professional translation:

Instructors were asked if the students are competent to translate and they were given five options, namely, completely qualified, qualified, unqualified, completely unqualified and I do not know. The majority of instructors (76%) believe that students are **qualified** to translate, but 18% see the students as **unqualified**. Few instructors (6%) **do not know** if the students are qualified or not. Table 94 below shows in which institution instructors see their students as qualified or unqualified to translate.
Table 94.

The majority of instructors in KSU and Imam think that the students are **qualified** to do professional translation. One of each four instructors in Imam considers their students **not qualified** and only two instructors in KSU consider their students **unqualified**. **Neutral** instructors are also in Imam and KSU. One instructor in KSU commented that students are “qualified to some extent, some are completely unqualified”.
Satisfaction of instructors with the course:

<table>
<thead>
<tr>
<th>Satisfied</th>
<th>Dissatisfied</th>
<th>I do not know</th>
<th>Completely dissatisfied</th>
<th>Very satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>61%</td>
<td>21%</td>
<td>12%</td>
<td>2%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Table 95

The instructors were questioned about their satisfaction with the overall course, and they were given a list of five options (very satisfied, satisfied, dissatisfied, completely dissatisfied and I do not know). More than half of instructors (61%) were fairly satisfied with the course in general and 3% were very satisfied. Nearly a quarter of instructors were dissatisfied (21%) or completely dissatisfied (3%). Some instructors (12%) opted for the choice “I do not know”. In other words, more than half of instructors were satisfied with the course while more than a third of instructors (36%) were divided between dissatisfied and neutral.

What are the shortcomings of the undergraduate course in translation in your institution and do you have any comments to add?

It is important to know what these courses lack from the perception of instructors in these courses, so they were asked this open-ended question. In KSU, a faculty member believes that the main shortcoming in the course is “the number of students (group between 45-60
Another instructor specialised in applied linguistics calls for a language entry test and makes the following comments:

- Almost all students are accepted into the program despite their language proficiency.
- Many students come to learn English rather than to learn the translation skill.
- Some students have one language and lack the other.
- There should be an entrance exam.

Another instructor specialised in linguistics also calls for an entry test; “students should be selected according to their language skills in order to join the translation program”, which recalls the discussion raised by Al-Jarf (2008) in chapter 4 (see p.83 of this thesis), who advocates placing entry test to measure English language proficiency of students due to the low English proficiency among many students. In Imam, only one instructor complained about the structure of the course which combines three disciplines (literature, English language teaching and translation) in one and he suggested that “the undergraduate program should have a separate stream for preparing translators”.

In conclusion for this chapter, the input of translation instructors towards students’ needs, evaluation of common subjects in the curriculum and market demands were analysed. Profiles of translation instructors in the three translation courses were identified and it was found that many translation instructors did not study translation and do not have professional experience in translation or in higher education teaching, which indicates a lack of qualified translation instructors. It was also found that the majority of translation instructors believe that students chose to do a translation course because it will make it easier for them to find a job; other instructors think that students wanted to become professional translators or improve their foreign language skills. There is dissatisfaction among the largest portion of translation instructors with the teaching infrastructure at their institutions which indicates a lack of necessary equipment and facilities that are useful for
translation teaching. The majority of translation instructors find 4 years sufficient for a student to complete an undergraduate translation course and that learning outcomes in each module in the three courses are clear to students. Marking process in practical translation modules is fair and according to specific criteria from the perspective of the largest part of translation instructors. As for study materials and teaching approaches, there is a dominant satisfaction among the majority of translation instructors, but there is discrepancy among them concerning sufficient load of teaching hours for practical translation per week. Some instructors opted for very few numbers of teaching hours (3, 4 or 5) and others for high numbers of teaching hours (15, 18 or 20) which shows that some instructors probably do not know the reasonable amount of hours that a student should have. It was also found that the majority of instructors advocate involving students in selecting texts for translation. Instructors were asked to evaluate the types of texts that are in high demand in the translation market and there was some convergence between their input and the only available study that measured the categories of highly translated books in the market by Alkhaib (2005). Instructors were also asked to evaluate common subjects in translation courses in terms of their usefulness, which will be compared with the input of students and translators in chapter 8. Reflecting market conditions in classrooms was advocated by the majority of instructors and they also support including translation internships in the curricula of their translation courses. The dominant proportion of translation instructors also believes that their students are qualified to do professional translation and they are satisfied in general with their courses.

The input of instructors is to be compared with the input of other stakeholders in the area. It is also important to identify market demands from the perspective of translators who are working there and realize what they expect from the translation courses and how do they see the outcomes of the translation courses at Saudi universities.
7 Presentation and Analysis of Translation Market Demands from Translators’ Perspective

7.1 Introduction:

This chapter is a presentation and analysis of results obtained through the translators’ surveys and it consists of two sections. The first section includes the profile of participants which includes age, gender, academic qualifications, place of work and work experience, and the second section includes questions about the outcomes of translation courses and about translation market demands, circumstances and conditions. The main aim of this chapter is to identify the most significant demands in the Saudi translation market from translators’ perspective and to find out what translators think of the current undergraduate translation courses. Participants are 50 male and female translators who work in both private and public sectors in the Saudi translation market.

In some of the cited comments given by translators, there are some language mistakes and these comments are intentionally conveyed with the mistakes to indicate the level of language competence among this sample of translators in the Saudi market.
7.2 Profile of translators:

Age:

As displayed in Table 96, the largest portion of translators (42%) is between 18 and 30 years old while a third of them (34%) are in their thirties. Some translators (18%) are in their forties and few of them (6%) are over 50 years old. In general, it can be said that the largest portion of translators is between young and young adults. It is necessary to take this age variance into consideration when studying translators’ opinions, attitudes and working patterns. For example, it is useful to examine the use of CAT tools by translators and their understanding of the market demands in relation to their age groups.
Gender:

It is obvious from Table 97 that the number of male participants is notably higher than the number of female participants. This is because many female translation graduates in Saudi Arabia are reluctant to work in translation; instead, they prefer to work in other jobs. This issue has been researched by Al-Jarf (1999) under the title of her paper “unemployed female translators in Saudi Arabia: causes and solutions” and most causes were concerning working condition (employing men and women in the same setting), staffing policies (preference for men over women because they can do night shifts, long working hours, etc.) and unavailability of advertisements. Therefore, she suggests introducing adjustments to the translation market on all these levels to suit women’s needs (see p.120 of this thesis).

As far as this research is concerned, it was sought to take the input of the largest possible number of both female and male translators to find out the view of market demands of a large number of translators. The overall number of participants who took part in the translators’ survey is 50 and 30% of them were females. As discussed in chapter 4, the ministry of commerce in Saudi Arabia does not require a person who seeks to get a translation license to have a degree in translation in particular rather an undergraduate
degree in foreign language or even literature. Therefore, it is necessary to explore the qualifications of translators working in the Saudi translation market.

**Specialization in undergraduate degree:**

Translators were asked about their undergraduate qualifications and they were given five options (Translation/Interpreting, foreign language/literature, Arabic language/literature, linguistics and other).

As shown in table 98, half of the translators (25) completed their undergraduate degrees in foreign language or literature and 23 of them specialised in translation or interpreting in their undergraduate studies; only two translators did an undergraduate course in Arabic language or its literature. None of the translators had specialized in linguistics or any other field apart from those mentioned above. This presence of translators who did not study translation could be a reflection of the ministry of commerce regulation, which allows them to work in translation as explained in the beginning of chapter 4. This could be due to the situation in the past when there was a lack of translation undergraduate courses,
but the regulation does not seem to be updated yet. In other words, more than half of the translators who took part in the study did not do a translation course rather foreign language or English literature. It is also useful to see if the participants have any postgraduate qualifications.

**Master degree:**

![Bar chart showing the distribution of master degrees.]

As shown in Table 99, more than half the translators (31) **have not pursued postgraduate studies**, while 10 completed master’s degrees in translation or interpreting. Some translators (5) specialized in other subjects than translation (e.g. master of business administration, master in mass communication and master in journalism and others) while 3 did their master’s in foreign language or literature; only one translator did a master’s in Arabic language. In other words, less than a quarter of participants hold postgraduate qualifications which indicate that the translation market in general does not consider postgraduate qualifications essential requirements to work in translation.

Table 99.

As shown in Table 99, more than half the translators (31) **have not pursued postgraduate studies**, while 10 completed master’s degrees in translation or interpreting. Some translators (5) specialized in other subjects than translation (e.g. master of business administration, master in mass communication and master in journalism and others) while 3 did their master’s in foreign language or literature; only one translator did a master’s in Arabic language. In other words, less than a quarter of participants hold postgraduate qualifications which indicate that the translation market in general does not consider postgraduate qualifications essential requirements to work in translation.
Translators’ master’s specializations diverge more than their undergraduate degree subjects do, as indicated in Table 99 through the high percentage of translators who did their masters in other subjects, in comparison with those who completed their master’s in foreign or Arabic language. Comparing the portion of those specialized in translation at master level with those who did their master in foreign language/literature, it can be calculated that those specialized in translation at master’s level are double the number of those who completed their master’s in foreign language or literature. However, the situation at undergraduate level is different where the fractions of graduates in translation and in foreign language are very close to each other. Another aspect in participants’ postgraduate qualifications, but in research this time, is worthy of examination.

**PhD degree:**

![PhD Degree Chart]

As shown in Table 100, the vast majority of translators (43) do not hold PhD degrees. Of the 7 translators who had a doctorate, 4 of them did their PhDs in translation or interpreting and the other 3 in foreign language or literature, Arabic language or its literature and other subjects.
Other relevant degrees:

A space was provided for respondents to write down if they have any other qualifications that they consider relevant to translation jobs. One translator stated that he had completed a diploma in military translation and another holds a diploma in media and another one holds a diploma in adult education.

City of work:

Translators were asked which city they work in to determine the geographical location of each participant, as surveys were sent to translators located in different cities.

Table 101.

<table>
<thead>
<tr>
<th>City</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Riyadh</td>
<td>78%</td>
</tr>
<tr>
<td>Jeddah</td>
<td>12%</td>
</tr>
<tr>
<td>No answer</td>
<td>4%</td>
</tr>
<tr>
<td>Sakaka</td>
<td>2%</td>
</tr>
<tr>
<td>Tabuk</td>
<td>2%</td>
</tr>
<tr>
<td>Abha</td>
<td>2%</td>
</tr>
</tbody>
</table>

The majority of the translators (78%) work in Riyadh city, 12% in Jeddah, 2% in Sakaka, Tabuk and Abha; 4% did not answer. Although the online questionnaire was sent to a large number of translation agencies in different cities, there was no tangible cooperation. The largest number of participation was through the paper questionnaires which I conducted the process of distributing and collecting personally after encouraging translators in different government and private bodies to take part. Finding translators is not easy as there were no contact details of translation offices or agencies at the ministry of
commerce. Fatani (2009:2) points out “however, despite the highly computerized nature of the market, it is hard to estimate accurately the number of interpreters and translators working in Saudi Arabia since there is no official commercial documenting the field”. Another important factor that needs to be identified is the experience of those translators.

Experience in translation:
Translators were asked about the number of years they have been working in translation.

![Experience distribution graph]

Table 102.

The amount of experience of the translators varies, but the minimum experience among them is 1 year and the maximum is 35 years. Three translators have experience in translation of 30 years or more and 3 have been working in translation for between 20 and 27 years. There are also 8 translators who have worked in translation for between 10 and 18 years and 32 translators who have between 1 and 9 years’ experience in translation. One translator has less than a year’s experience and three do not have any experience yet. Moreover, it is necessary to see the roles of those participants in their government or private agencies.
Nature of job in the translation workplace:

Translators were asked about the natures of their jobs and they were given a list of options to choose (translator, proof-reader/editor, owner of the translation agency, translation project manager, terminologist, IT specialist and other). Respondents were given the option to choose more than one answer and there was a space to write their jobs if they were not on the list.

![Chart showing nature of jobs in translation workplace]

Table 103.

The largest portion of participants (56%) is those who work only as translators. Some (13%) work as proof-readers or editors and some (11%) work in other roles in the translation agency. Some (10%) work as translation project managers and few (4%) are IT specialists as well as (4%) owners of translation agencies. Only 1% are recruitment specialists and another 1% are terminologists. Some translators do another job apart from translating. In some translation agencies, translation is not conducted through a loop of translators and proof-readers rather one translator does the whole job. Apart from translating, some translators do other jobs such as media manager, operators, news editor, administrators and PhD student.
7.3 Questions about the market demands and what translators think of the translation courses:

How many Saudi universities’ graduates are working at your workplace?

Translators, who most of them are graduates of translation, foreign language or literature and Arabic language or literature courses, were asked this question to identify the number of translators who graduated from translation or foreign language courses at Saudi universities and now work with them in the market. This question is related to the next question which enquires about the satisfaction of respondents with the performance of Saudi university graduates. Those who did not have Saudi university graduates were not obliged to answer the next question.

![Bar chart showing the number of Saudi university graduates working at workplace](chart.png)

Table 104.

The numbers of Saudi university graduates who work with respondents vary from one workplace to another. Nearly a quarter of participants (24%) do not have Saudi university graduates working with them and 8% chose “I do not know”. The rest of the respondents (68%) have Saudi universities’ graduates working with them at their workplaces.

233
Translators’ satisfaction with the performance of Saudi universities’ graduates:

Translators were asked about their satisfaction with the performance of Saudi universities’ graduates working at their workplaces. The highest proportion of respondents (35%) was **dissatisfied** with the performance of Saudi university graduates working in translation. Over a quarter of translators (29%) **did not express their opinion** about the performance as some of them might not have Saudi university graduates as shown in the answers to the previous question. Less than a quarter of the respondents (20%) were **satisfied** and some (12%) were **neutral**. A small proportion of translators (2%) were **completely dissatisfied** and another identical proportion was **very satisfied**. The results do not reflect a high level of satisfaction among translators of Saudi university graduates’ performance; rather, more than third of them are dissatisfied. This has been highlighted by Fatani (2009) when she talked about the market’s awareness of the deficiencies of Saudi translators (see p.123 of this thesis).
An undergraduate degree in translation is considered a great asset in employing someone in your agency:

Translators were asked if an undergraduate degree in translation is of high value for someone to be employed at their workplaces. The highest percentage of translators (42%) agreed that this degree is a great asset for someone to be employed in their workplaces and 40% strongly agreed with that. A small percentage (10%) disagreed and a few (8%) were neutral. This high level of agreement among translators concerning the value of an undergraduate degree suggests the significance of such a degree in the Saudi translation market and it is worth recalling that the minimum qualifications of those respondents who work in translation are undergraduate degrees.
Do you know what is taught in Saudi undergraduate translation courses?

The purpose of this question is to see whether the respondents are aware of the translation courses when they give their opinions of them in the upcoming questions. The majority of respondents (62%) stated that they know what is taught in Saudi undergraduate translation courses and nearly a quarter of them (24%) know to some extent. Few respondents (14%) have no idea about the content of translation courses. In other words, the largest portion of respondents will give their opinion of the subjects based on their knowledge of what is taught in these undergraduate translation courses. Before that, it is necessary to understand the most significant market factors that play important roles in recruiting translators, so participants were given several questions in this regard.
Most important selection criteria in recruiting translators for the market:

Participants were given a list of common translator’s recruiting criteria and they were asked to choose the most important selection criteria in recruiting translators at their workplaces. They were given the option to choose more than one criterion. The purpose of this question is to identify the most important factors that play a role in recruiting translators in the Saudi translation market.

Table 108.

Out of 100% for each criterion, translation test/samples was rated the most important criterion by 64% of respondents followed by undergraduate degree in translation by 62%. Personal interview is considered as one of the most important selection criteria by less than half of respondents (46%) followed by undergraduate degree in languages with 36%. A third of respondents (34%) believe that previous professional experience in translation is one of the most important selection criteria. However, few respondents (8%) chose “I do not know” and another identical percentage chose “third party
recommendations”. An undergraduate degree in another field and previous professional experience, unrelated to translation, do not seem to be influential factors to work in translation as they received a very low percentage of votes. Translation sample or test seems to be the most important requirement among many translation agencies. Although almost half of the respondents (50%) hold undergraduate degrees in foreign language or literature, an undergraduate degree in translation received the second highest number of votes (62%) as the most important selection criterion, which probably suggest that the market realizes the value of those specialised in translation and advocates the degree in translation more than the degree in languages, which received only 36%. The results also show that experience in translation may not be considered very important in recruiting translators rather a translation test or sample to show the translator’s competence. This preference or requisite in the market for those specialised in translation gives the undergraduate degree in translation more credit than the graduates of English literature, linguistics or foreign language and emphasizes the need for developing the translation course.

**Employing a graduate holding an undergraduate translation degree from a Saudi university with no prior experience:**

![Bar chart showing the percentage of respondents' opinions on employing a graduate holding an undergraduate degree in translation from a Saudi university with no prior experience.]

Table 109.
Participants were asked if their workplaces or agencies would employ someone who holds an undergraduate degree in translation with no prior experience, or not. The highest portion of respondents (44%) answered “yes” to this question and over a quarter (28%) answered “yes, but under certain conditions”. Some of the participants (16%) did not know and a few (10%) believe that it is not possible to employ a graduate in their workplaces with no prior experience.

The two groups who opted for “yes” and “yes with some conditions” represent the majority of respondents (72%), who do not find experience an essential requirement for any applicant. This could be in favour of graduates from translation courses because it suggests that the market is more concerned with the competence of the translator than with their experience. In fact, this tendency among translation agencies does not go along with the ministerial decree discussed in chapter 4 which stipulates that for someone who wishes to obtain a translation licence, apart from the university degree, he or she needs to have minimum three years of experience in translation and they need to pass a test set by the ministry of commerce. However, Fatani (2009:21) argues that “although government regulations seem to regulate the profession, no attempt has been made to ensure the availability of examinations and certification systems for translators in all specializations”. Perhaps there is poor implementation of the ministry decree and “translation in the country tends to involve bestowing licenses to translators with very poor language skills” (ibid).
Would you offer a higher salary to an undergraduate degree holder than to someone with no academic qualification?

Even if not all respondents are recruitment specialist or owners of translation agencies, they can give an answer based on their knowledge. A variety of option were given (Yes, no, I do not know and yes under certain conditions). The answers to this question show the value of an undergraduate qualification in the market.

Table 110.

Less than half of the respondents (42%) answered “yes” to this question and 4% answered “yes under certain conditions”. 42% did not know and 12% were not willing to offer a higher salary to someone with an academic qualification than to someone with no academic qualification.

Although the answers were different, according to the highest percentage of respondents, half of the employers offer higher salaries to undergraduate degree holders than to those with no academic qualifications. The results above reflect the financial value of the undergraduate degree in translation in the market. One translator who holds a PhD in
Arabic and is not a native speaker of Arabic answered “yes, under certain condition” and the condition was “passionate interview”.

Cooperation with universities to offer internship for students:
To see if translation agencies and offices in both the private and public sectors are willing to offer internship for translation students, translators working in these premises were asked if they are willing to offer training for students.

Table 111.

More than half the respondents (58%) expressed their willingness to offer training for translation students and 12% also accepted but with some conditions. Some (18%) of translators chose “I do not know” and this could be because they are not in the position of giving their opinion in this regard. A small proportion of respondents (12%) answered “no”.

The two groups of respondents who chose “yes” and “yes with some conditions” amounts to more than two thirds (70%) of all participants, which reveals a willingness among many translation agencies to offer training for translation students. This recalls the internship
offered for students in the Effat course in coordination with translation agencies in the market.

**Appropriate duration for an undergraduate course in translation:**

From their experience as former graduates of translation or foreign language courses and as experienced translators in this field, participants were asked which duration they think is enough for an undergraduate course in translation and they were given four options (3 years, 4 years, 5 years and more than 5 years).

![Bar chart showing the percentage of participants' preferences for the duration of an undergraduate translation course.](chart.png)

**Table 112.**

The majority of participants (72%) opted for **4 years** as an appropriate duration for an undergraduate translation course while 22% chose **5 years**. A few translators (6%) chose **3 years** and no one selected more than 5 years. This agreement among the majority of experienced translators, who most of them studied either translation/interpreting or foreign language/literature in their undergraduate studies, reflects that they believe that 4 years is enough for a student to complete an undergraduate course in translation. A comparison between the views of students, instructors and translators on this issue is provided in chapter 8.
Most useful types of texts for students to be taught to translate:

It is necessary to know what types of texts that translators find most useful for students to learn, so they were asked this question. They were given a list of all types of translation texts and they were allowed to tick more than one type of texts. Their answers to this question can also indicate what types of texts that are highly required in the market.

![Bar chart showing the most useful types of texts for students to learn from translators’ perspective. Media texts are the most useful with 82%, followed by legal texts with 56%. Medical texts and financial texts are considered equally useful by half of translators, while technical texts received more than a third of votes (36%). Political texts and literary texts received less than a third of votes for each, which does not indicate that the latter three types of texts are in high demand in comparison with the first four types of texts. Scientific and sacred texts came at the bottom of the list with 26% for the former and 8% for the latter.]

Table 113.

Out of 100% for each type of texts, the types of texts most useful for students to learn from translators’ perspective are media texts with 62% followed by legal texts with 56%. Medical texts and financial texts are considered to be equally most useful by half of translators while technical texts received more than a third of votes (36%). Political texts and literary texts received less than a third of votes for each which does not indicate that the latter three types of texts are in high demand in comparison with the first four types of texts. Scientific and sacred texts came at the bottom of the list with 26% for the former and 8% for the latter.
In his study about the economic performance of the translation industry in Saudi Arabia, Alkhaib (2005) indicates that the most translated books in the Saudi translation market from 1930 to 2004 were in social sciences, humanities, applied sciences, general knowledge, pure sciences and literature respectively. A female translator calls for more focus on certain fields as she says

I think Saudi graduates have no idea about the real market requirements, they are not skilled enough and specialized perfectly in a certain subject such as legal translation for example. When I did the training the girls have no idea what is the real legal texts are, the university have shown a little and they were shocked! reality is different.

**Evaluation of common subjects in translation courses in terms of their usefulness:**

Bearing in mind that all the translators who participated in this questionnaire hold an undergraduate degree minimally, they were given a list of common subjects in translation courses and asked to evaluate each one through selecting one of five options (very useful, useful, neutral, not useful and not at all useful). The feedback from those translators is very important because, after working in the market, they realize what subjects were useful or not useful to their jobs. Respondents studied undergraduate degrees in different universities, some not in translation and they might have not taken all of the subjects listed below. Thus, the option “neutral” was given.
More than half of respondents (52%) believe that translation theory is **useful** and a quarter (26%) finds it **very useful**. Some translators (16%) were **neutral** and did not give their opinions and this could be because they did not study this subject. A few translators (6%) believe that translation theory is **not useful** and no translator chose “not at all useful”. This could mean that many translators in the Saudi translation market do believe that translation theory is useful for those who learn translation. In fact, one female translator believes that the shortcomings are “student not familiar with translation theory. They are not familiar with medical, legal, religious and IT terminology Communication skills, time management”.

Table 114.
As shown in Table 115, there is full agreement among translators on the usefulness of practical translation for translation students as all respondents agree that it is beneficial for translation students. The majority (80%) consider it very useful and the rest of the respondents (20%) find it useful. None of respondents chose to be “neutral” or found it not useful. One translator commented “translation curriculum is so far from real life needs, no practices, practical part is very important”.

Table 115.
Translation memory software:

Table 116.

Less than half translators (44%) consider translation memory software very useful and a third (34%) find it useful. 20% of translators were neutral and very few (2%) find translation memory software not useful. Both percentages of those who find the software “useful” and “very useful” add up to the major part of respondents (78%), which shows the perceived value of such software. It is interesting to see the distribution of votes based on age groups between participants especially as it is a common belief that many older people do not advocate involving technology into their work because they do not know how to use it. Table 117 displays different age groups of participants and their selections.
It is clear that translation memory software is considered to be very useful among translators who are between 18 to 40 years with very few of them being neutral. In fact, none of them rated translation memory software as not useful. Even in the age group from 41 to 50 years old, the highest percentage are in favour of translation memory software, and there is an equal percentage for the two selections “neutral” and “useful”. As for those who are above 50 years old, none considers translation memory software as not useful and the highest number of them preferred to be neutral except one percent who thinks that translation memory software is very useful. Therefore, there seems to be no significant difference between the opinions of respondents from different age groups, which reflects that the market is a welcoming environment for the advancements of technology with regard to translation.
Improving mother tongue skills:

Table 118.

Two thirds of respondents (66%) consider improving the mother tongue skills very useful and 24% find it useful. Only a few participants (8%) were neutral and fewer (2%) think that improving the mother tongue is not useful. In sum, there is an overall agreement on the necessity of improving the mother tongue skills for translation students. In fact, one translator recommended that “more attention should be given to improving students’ skills in both Arabic and the foreign language”.
Improving foreign language skills:

Table 119.

As displayed in Table 119, there is a predominant agreement among respondents that improving students’ foreign language skills is beneficial for students and the major part of respondents (82%) find it **very useful**. Some (16%) consider it **useful** and very few (2%) were **neutral**.
Proof-reading and editing:

The same is the case for proofreading and editing which are considered to be very useful by more than half of the respondents (58%) and nearly a third of respondents (32%) consider them useful. A few participants (6%) were neutral and only 4% believe that proof-reading and editing are not useful for translation students. In other words, the majority of translators seem to realize how useful learning these skills is for students possibly because they assess the value of these skills based on what they consider necessary in the market.

Table 120.
Table 121.

Less than half of respondents (44%) believe that interpreting is **very useful** for translation students and more than a third (38%) find it **useful** to learn for translation students. Some translators (12%) were **neutral** and a few (6%) consider it **not useful**. In fact, there is a need in today’s market not only for translators, but also interpreters, Fatani points out that

The recent entry of Saudi Arabia into the World Trade Organization, the establishment of economic centres in many parts of the kingdom, together with the diversified and large number of sectors that have recently entered into strategic partnership with Microsoft, has made translating and interpreting services a rapidly growing area in Saudi Arabia with excellent employment opportunities for trained interpreters (2009:1).
Audiovisual translation:

More than a third of respondents (36%) find audiovisual translation very useful for translation students and another identical proportion of translators find it useful. Some respondents (22%) were neutral and a very few respondents (6%) consider it “not useful”. The majority of translators advocate teaching this type of translation for students though some of them might not be dealing with it; they might realize the need for this kind of translation.

Table 122.
Research skills and methods:

Placing this module on a list with other academic modules (see appendix C) shows respondents that it refers to their ability to carry out academic, empirical and scientific research, besides, most respondents hold university degrees meaning they could realize what is meant by this module. The highest percentage of respondents (54%) considers research skills and methodology useful for translation students and nearly a quarter (24%) believe they are very useful for translation students. Some translators (14%) were neutral and a few (6%) find learning research skills and methods not useful or not at all useful (2%). The majority of translators find these skills useful for students. Research skills and methods with focus on translation can help students to research in this area and contribute to the field especially given that some students are looking forward to pursue their higher studies.
As shown in Table 124, more than half of translators (58%) consider linguistics **useful** for translation students and 20% find it **very useful**. A small percentage of participants (14%) were **neutral** and a smaller number of translators (4%) think of linguistics as **not useful** or **not at all useful** (4%). In other words, linguistics is useful from the perspective of the majority of translators. However, one translator believes that one of the shortcomings is in “the excessive intervention of linguistics in translation curriculum”.

**Table 124.**
More than half of the respondents (54%) believe that stylistics is **useful** to students and a quarter (26%) think that it is **very useful**. Some participants (16%) were **neutral**, which could mean that they had no idea about this subject especially as not all the courses offer this subject. A very minor number of translators (4%) thinks that it is **not useful**. In other words, the majority of translators advocate teaching stylistics in the translation course though some of them might have not studied it. A possible explanation is that they might give their input based on their knowledge of that subject.
Intercultural studies:

Half of respondents (50%) believe that intercultural studies are useful to translation students and more than a third of them (40%) consider them very useful. Few translators (10%) were neutral and no one disagreed. A female translator emphasizes the intercultural issue as she commented that

Most important things is to make the translator to be confident in himself and his job, strong character, familiar with culture of the desirable language whether by reading about it and seeing documentary or visits country of desirable language and communicate with their people.
Literature of the languages concerned:

![Bar chart showing the percentage of translators' views on the usefulness of literature for translation students.]

Table 127.

More than half of translators were neutral towards the usefulness of literature for translation students. Almost a quarter of translators (24%) find literature **useful** and 8% find it **very useful** which amount to nearly a third (32%) of all translators. Some translators (10%) consider it **not useful** and a few (4%) think it is **not useful at all**. It is hard to claim that translators advocate the usefulness of literature for translation students with more than half of them being neutral. It is clear that the percentage of translators who chose “useful” or “very useful” exceeds those who think that literature is not useful, though it does not represent the majority. Therefore, teaching literature was discussed with decision makers in chapter 9.
How important are the following skills for undergraduate translation students to learn:

It is necessary to understand the scale of important translation skills in the market, so translators were given a list of skills and asked to evaluate them in terms of their importance to translation students. These skills are the most common translator’s skills and they were listed based on reviewing literature of surveys in the translation training field. Translators were given five options, namely, very important, important, neutral, unimportant and completely unimportant. These options will help to measure the value of each skill in the market from translators’ perspective.

Table 128.

Table 128 shows the distribution in the level of importance of common translation skills according to the translators who took part in the surveys. Table 129 displays a detailed illustration of numbers and percentages of voters for each skill.
<table>
<thead>
<tr>
<th></th>
<th>Very important</th>
<th>Important</th>
<th>Neutral</th>
<th>Unimportant</th>
<th>Completely unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management/meeting</td>
<td>55%</td>
<td>37%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation</td>
<td>41%</td>
<td>47%</td>
<td>8%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Client management</td>
<td>20%</td>
<td>44%</td>
<td>26%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>Attention to details</td>
<td>38%</td>
<td>42%</td>
<td>14%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Accuracy in expression</td>
<td>64%</td>
<td>30%</td>
<td>6%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Openness to criticism</td>
<td>34%</td>
<td>30%</td>
<td>28%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>Networking with other</td>
<td>26%</td>
<td>42%</td>
<td>18%</td>
<td>12%</td>
<td>2%</td>
</tr>
<tr>
<td>translators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility/adaptability</td>
<td>32%</td>
<td>36%</td>
<td>26%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>(e.g. to new working</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conditions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques for extracting</td>
<td>20%</td>
<td>48%</td>
<td>22%</td>
<td>6%</td>
<td>4%</td>
</tr>
<tr>
<td>information from clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiation techniques</td>
<td>16%</td>
<td>40%</td>
<td>30%</td>
<td>10%</td>
<td>4%</td>
</tr>
<tr>
<td>Creative writing</td>
<td>46%</td>
<td>42%</td>
<td>2%</td>
<td>6%</td>
<td>6%</td>
</tr>
<tr>
<td>Technical/scientific writing</td>
<td>28%</td>
<td>50%</td>
<td>12%</td>
<td>8%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Table 129.
Based on the overall percentages given to each skill in terms of usefulness or not usefulness, the categorisations below show how useful are these skills from translators’ perspective.

**Very important skills:**
Accuracy in expression received the highest percentage of ratings as a very important skill (64%) followed by time management and meeting deadlines with 55%. Nearly half of translators (46%) rated creative writing as very important while less than half of the respondents (41%) consider organisation very important. Those skills which also received less than half of the possible number of votes in the scale of “very important”, are attention to details (38%), openness to criticism (34%), flexibility and adaptability (32%), technical/scientific writing (28%), networking with other translators (26%), techniques for extracting information from clients (20%), client management (20%) and negotiation techniques (16%).

**Important skills:**
More than half of voters (50%) consider technical and scientific writing as an important skill followed by techniques for extracting information from clients which received 48% of votes. In fact, a female translator sees the shortcomings in the courses in “how to deal with the client and working under load and stress”. The third important skill from translators’ perspective is “organisation” with 47% and then “client management” with 44% of votes. The fifth important skills are “attention to details” and “creative writing” with 42% for each. The rest of the skills came in the following order; negotiation techniques (40%), time management and meeting deadlines (37%), flexibility and adaptability to new working conditions (36%), accuracy in expression and openness to criticism with 30% for each.

**Unimportant skills:**
As displayed in Table 129, there is an absence of high percentages in the “unimportant” column which can indicate that most of the above skills are important. However, the skills that have been classified as unimportant are, firstly, networking with other translators with
12% of votes followed by negotiation techniques with 10% of votes. The following skills have been rated as unimportant by less than 10% of votes, namely, techniques for extracting information from clients, technical and scientific writing, creative writing, flexibility and adaptability to new working conditions, attention to details, organisation, client management and openness to criticism.

**Completely unimportant:**
The translators did not rate many of these skills as completely unimportant except very few percentages, less than 7% to creative writing, networking with other translators, client management, openness to criticism, techniques for extracting information from clients, technical and scientific writing and negotiation techniques. These small percentages of votes given for unimportant skills or completely unimportant skills do not affirm that these skills are not important as these few votes represent a minority of respondents.
Translation memory and machine translation software:

Translators were given a list of the most common translation memory software and machine translation software and they were asked to choose one or more types of software that they thought students should learn to use. The option “I do not know” was available, so that translators who did not use or know translation software could opt for it. Another option “other” was also provided so that translators could write the name of a piece of software if it was not on the list.

As shown in Table 130, half of translators (52%) chose “I do not know”. More than a third of respondents (36%) suggest teaching “Trados” to students while 20% of respondents advocate “Wordfast”; 14% of respondents advocate “Multi Trans” software to students. Only 2% of votes were given for each of the remaining types of software, namely, “Star Transit” (2%), “Systran” (2%), “Logi Trans” (2%) and zero percent for “Sdlx”.

Table 130.
In other words, nearly half of respondents chose one or more of the types of translation memory or machine translation software which suggests that some translators are familiar with these types of software and they could be using them. Therefore, they recommended the types of software that they believe will benefit students.

**Terminology management software:**

Translators were asked what terminology management software should be taught to undergraduate translation students.

![Graph showing percentages of respondents' choices for terminology management software](image)

**Table 131.**

More than half of the respondents (60%) **do not use terminology management software** while a quarter of them (26%) advocate teaching “**Trados MultiTerm**”; 8% of participants suggested teaching “**MultiTrans Termbase**” to students and the rest of the votes are scattered in small amounts between the other types of terminology management software as shown in Table 131. None of the respondents selected “**LogiTerm**” and “**Termit**” software.
The portion of translators who do not use terminology management software (60%) is higher than the percentage of those who do not use translation memory or machine translation software (52%) which reflects that the latter is considered preferable for translators to use.

It is acknowledged by many CAT software users that terminology management is the most important task in the practice of translation, whose value even surpasses that of TM because in the process of translation, the repetition rate of terminology is far beyond that of complete translation unit (Wenming 2013:5).

In general, CAT tools are not considered to be a requirement by the majority of translation agencies in Saudi Arabia and this finding is in line with what Fatnai (2009) found that translation technology tools are not strategic tools in the market (see p.59 of this thesis). However, this does not mean that translation courses should only look at what the market demands; rather they should prepare students with all that can be useful for them.
Knowing the organisation of a translation company or agency:

Translators were asked if it is important to educate students about the organization of a translation agency, company or department.

Less than half of the respondents (40%) agreed and a third (34%) strongly agreed that students should understand the organisation of a translation company or agency. Few respondents (8%) strongly disagreed and fewer (6%) disagreed with the idea of identifying the organization of a translation workplace for students; some participants (12%) were neutral. The majority of respondents (74%) support identifying the organization of translation workplaces.
Reflecting market’s strict deadlines for translation projects in classrooms:  
Participants were asked if market deadlines should be reflected in classrooms as part of introducing market conditions to the classroom.

![Bar chart showing responses]

**Table 133.**

The major percentage of translators (70%) advocated reflecting the strict market deadlines while 16% chose “no”; some (14%) opted for “I do not know”. One translator, who holds a PhD in Arabic, chose yes and mentioned this reason “as the market experience is the practical demonstration of what he/she learnt”.

267
Providing an internship for every student as part of the course:
Participants were asked if they agree with providing an internship for students during the course.

![Bar chart showing the percentage of respondents' agreement with the internship as part of the course.]

**Table 134.**

The majority of respondents advocate including an internship in a course for translation students; more than half of translators (56%) **strongly agree** with this idea and over a quarter (28%) **agree**. The smallest proportion of respondents (2%) **disagreed** and 12% were **neutral**. The agreement among most translators emphasizes the importance of an internship for students. A female translator believes that the shortcomings are in “5 years of study without training”. A participant, who works as a translator and project manager, commented that

The graduates are very poor in regard to the market. I remember when I graduated from the university, our doctors did not expose us to the market...the graduates must do at least a six months internship in any translation agencies.
To what extent do undergraduate translation courses at Saudi universities teach students all that the market requires?

The purpose of the final question for translators, many of whom are former graduates of translation or foreign language courses at Saudi universities, was to seek their opinions about the outcomes of current translation courses at Saudi universities.

The highest number of respondents (56%) believes that these translation courses meet market demands to a limited extent while 18% of respondents chose “I do not know”. Few participants (16%) think that these courses meet market demands to a large extent and the smallest proportion of them (10%) believe that they do not meet market demands at all. In other words, the majority of translators in the market consider the outcomes of the current translation courses at Saudi universities not fulfilling the demands of the market to a large extent which shows the need for developing the curricula in these courses in order to fill this gap.

Table 135.

The highest number of respondents (56%) believes that these translation courses meet market demands to a limited extent while 18% of respondents chose “I do not know”. Few participants (16%) think that these courses meet market demands to a large extent and the smallest proportion of them (10%) believe that they do not meet market demands at all. In other words, the majority of translators in the market consider the outcomes of the current translation courses at Saudi universities not fulfilling the demands of the market to a large extent which shows the need for developing the curricula in these courses in order to fill this gap.
What are the shortcomings in translation courses?

Translators were asked an open-ended question about whether there are any shortcomings in translation courses that they want to mention. Many translators believe that there are shortcomings in the current translation courses in terms of fulfilling market demands. Referring to these translation courses, a translator holding a PhD in translation commented that

They do not reflect what the “translation profession” entails or needs. Many skills are overlooked such as: terminology management, translation project management, digital publishing, revision, editing and proofreading. Another problem is that the trainers are not professional translators rather people holding degrees in foreign languages. Some of these programs also include irrelevant courses such as CALL (Computer Assisted Language Learning). Some of them are not focused: they claim to prepare their graduates to be both translators and language teachers.

Most of the translation skills raised in the comment above are included in the discussion of the student needs and market demands and the qualifications of translation instructors are also examined. This shows that the translator sees some of the aspects this study addresses as genuine issues that need to be tackled. Another translator as well as recruitment specialist, who did his undergraduate degree in translation at KSU, commented that

The Saudi translation programs lack structure. Professors are divided between academics with little or no experience in translation and professionals who lack the fundamentals of teaching. Most of field-specific translation courses were a waste of time. We were only practicing on texts related to each field, but were rarely instructed on the writing style of such fields. You get the feeling that most of the professors do not know what to teach.
The last comment refers to the issue of unqualified translation instructors which is discussed at the beginning of chapter 6 and will be further discussed in chapter 9. It also addresses translation teaching, which is related to the qualification of instructors, in that students only practice and were not taught how each type of translation should be handled and that a variety of practical modules were considered repeated versions of practice with no distinction between the different types of texts according to a translator in KSU. Another translator, who graduated from the Imam translation course, argues that

Saudi bachelor degree programmes lack a number of important elements such as:

1. Properly qualified translator trainers
2. Carefully designed curricula based on the needs of concerned stakeholders including translators, local, regional and international public and private markets, translation regulators and associations.
3. Highly qualified training needs analysis and assessment experts
4. Strong link with the market including the use of professional translators as trainers
5. Continuous update and use of translation technology and tools.

The issue of qualified translator trainers is also raised from a translator who studied in Imam showing that not only KSU lacks qualified translation instructors, but also Imam from those translators’ perspective. Further emphasis is placed on the poor link between the course and the market which needs to be strengthened and there is an advocacy of employing instructors with professional experience. There is also an advocacy for the inclusion of translation technology tools to the Imam course. A former graduate of the KSU course and currently working as a translator lists the following shortcomings:

1. Non-existant work placement/internship (KSU in 2001-2005)
2. Few/non-existant topics on management of translation (not the actual translation process)
3. Few/non-existant topics on translation process and translator role as part of culture/media processes.

In his comment, the above translator thinks that there is a need to include internship in the KSU course, which does not exist till now, and focus on the actual translation process and the procedures that the translation goes through. In addition, one female translator, who works as a freelancer, sees the shortcomings in “business management for translation freelancing” which is in fact not covered in any of the three courses as analysed in chapter 4. Another female translator talks about her experience in the course and she says that

I have graduated from KSU with an honour class and I was one of the top 15 students in my college. However, I don’t feel that I am qualified enough to work in translation fields! And I hate to do something that I am not perfect at. As for that, I left my major and I am working now in Dawah (The way of calling to Islam) and I am planning to complete my studies in another major. What I see is that what we learned is far from what the work environment needs! And we have studied translation in more than 10 fields (medical, politics…etc.) without use! All what we need is how to translate, methods for that, some helpful software and applying what we have learned in any company!.

Even a distinguished graduate from the KSU course is not confident about her translation competence and this was a reason for her not to work in translation. Another comment was provided by a professional translator who argues that “there aren’t Saudi translators who made major contributions in the field of translation that reflects the amount of funds paid for higher education”. He calls for considering the issue of specialization as he says “the specialization issue in translation (economic, legal, literary, technical…etc.) should be discussed” and he considers that “general translator, is a fatal sign on translation field”.

272
Do you have any other comments?

The last question in the questionnaire was an open-ended question where participants were given the freedom to write any other comments they wished. One translator, graduate of KSU, commented that “the translation program should pay less attention to translation field courses and focus on developing the stylistic, linguistic and cognitive skills of the students. With the right tools, every student can succeed in all the fields of translation”. A current PhD student in translation, who worked as a recruitment specialist and translator, suggests that

The Saudi translation scene is in dire need of review, constructive criticism, renewal and revisiting. First and foremost, there needs to be a higher commission that could operate as a guiding and organizing umbrella to the shattered efforts exerted by various government and private agencies. This commission could have three [four] wings; an educational wing, a professional wing, a research wing and a regulatory wing. Moreover, the public and private markets need to be strongly linked to all translation and interpreting educational and training institutions.

Another translator sees the problem only in the teaching approach in that he says “more important than ‘what’ to teach is ‘how’ to teach translation__ which is the real problem in our Saudi trans.progs.”. Another translator holding a PhD in translation suggests the following worthy of noting reforms to the courses:

1. To be more focused and have special programs for interpreting and others for written translation.
2. To include the courses that can help translators. For example. Instead of “linguistics”, they can have a course named “linguistic analysis for translation purposes”. The same applied to other theoretical courses such as stylistics and semantics.
3. To establish partnerships with professional translation companies and to make use of the experiences of professional translators and interpreters,
Students will gain a lot if taught by professional translators or interpreters.

All in all, it can be said that most of translators’ comments addressed the issues that this research investigates and there seems to be general agreement in their answers, but there is dissatisfaction with the outcomes of translation courses at Saudi universities. It was noticed that most of the comment were negative with regards to the outcomes and lack of qualified translation instructors, skills required in the market and lack of teaching how to translate not only practicing translation. Need of internship in every course was also highlighted by some translators.

In conclusion, profiles of translators were identified to see qualifications of current translators in the market and draw some distinctions based on some variables such as age and gender. Requirements in the market in terms of preferable degrees were identified and it was found that graduates with translation degrees are preferable over those with degrees in other disciplines when it comes to employment. It was also found that the market consider experience not highly required, but what is more important is the translation competence of a graduate. Another finding is that there are different roles in translation agencies apart from translating such as proofreading, managing translation project, managing IT and dealing with terminology though translating is the dominant role. Unfortunately, there is dissatisfaction with the outcomes of undergraduate translation courses at Saudi universities among the majority of translators in the market due to a variety of reasons provided by them in the two sections “shortcomings in translation courses” and “any comments”. The three most important selection criteria in recruiting translators are translation test, degree in translation and personal interview. Translators were also asked to rank most useful types of texts for students to translate and their input could be influenced by their nature of work in that they choose texts that are in high demand in the translation market. The majority of translators in the market expressed their willingness to cooperate with translation departments to offer internships in the market for translation students and they also find 4 years enough time for a student to complete an undergraduate degree in translation. Common subjects in translation courses were
evaluated in terms of their usefulness by translators in the market and will be compared with the evaluation of students and instructors in the next chapter. Important skills that the market requires every translator to have were also identified with their degree of importance. As for translation technology tools, few translation memory software and terminology management software are used in some translation agencies. After presenting translation market demands from translators' perspective and presenting what they think of the outcomes of translation courses, it is necessary to compare the input of the three groups of stakeholders (students, translation instructors, and translators) in the next chapter to see how close their attitudes and opinions are regarding the different issues in the curriculum and the market they were asked about.
8 A Comparison between the Surveys Results for the Three Sets of Stakeholders: Students, Instructors and Translators

8.1 Introduction:

After analysing and discussing the results of the surveys for each stakeholder group in a separate chapter, it is necessary to compare these results to see how close to or far from each other the attitudes of stakeholders are to the various issues in the translation curriculum. In this chapter, the results from the three stakeholder groups, namely, students, instructors and translators are examined for points of convergence and points of divergence between them and also to highlight the most agreed upon aspects that need to be included in the development of a translation curriculum. Since most of the questions in the instructors’ survey and the students’ survey are similar, those identical questions will be compared. As for the translators’ survey, identical questions to the questions in the surveys for instructors or students will be included in the comparison. In other words, the responses to similar questions given by at least two stakeholders will be discussed. The ranking of each response will be displayed between brackets.
8.2 Comparison of results:

Main reasons students chose to do an undergraduate course in translation:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students believe that this degree will make it easier to find a job</td>
<td>38% (1)</td>
<td>22% (3)</td>
</tr>
<tr>
<td>To become professional translator</td>
<td>32% (2)</td>
<td>33% (1)</td>
</tr>
<tr>
<td>To improve students’ foreign language skills</td>
<td>26% (3)</td>
<td>28% (2)</td>
</tr>
<tr>
<td>I wanted to do an undergraduate degree in any subject</td>
<td>----</td>
<td>6% (4)</td>
</tr>
<tr>
<td>Student wanted to study applied foreign language, but he or she was not</td>
<td>----</td>
<td>8% (5)</td>
</tr>
<tr>
<td>interested in literature, linguistics or teaching languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>----</td>
<td>2% (6)</td>
</tr>
<tr>
<td>Other</td>
<td>3% (4)</td>
<td>----</td>
</tr>
</tbody>
</table>

Table 136.

Respondents were asked “why students chose to do an undergraduate course in translation?” and the three most common answers chosen by instructors are the same three most common answers chosen by students. However, the ranking of these answers is different between the two groups. The most common reason from instructors’ perspective is to find a job easily, while students’ most common reason for choosing this course is that they wish to become translators; to find a job easily came not even second, but third in the students’ responses. Even the percentage given to this reason by students is way down with less than a quarter (22%) in comparison with their first and second reasons.

The second highest reason among instructors is to become professional translator, but it is the first reason according to the highest percentage of students (33%). The students’ second reason is that they wish to improve their foreign language skills with 28% while this reason is regarded as the third likely reason from instructors’ view with a quarter of votes (26%).
Although there are other reasons given by students and instructors as displayed in Table 136, they received very few votes (below 9%) which reflects that they are not considered to be of high significance.

To sum up, instructors and students agreed on the three most common reasons for choosing this translation course, but disagreed on their order. Knowing students’ motivations for choosing this course can help developers to shape the curriculum in the best way.

### Satisfaction with the academic infrastructure (libraries, teaching rooms, labs, etc.) in the university:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissatisfied</td>
<td>38% (1)</td>
<td>42% (1)</td>
</tr>
<tr>
<td>Satisfied</td>
<td>32% (2)</td>
<td>29% (2)</td>
</tr>
<tr>
<td>Completely dissatisfied</td>
<td>15% (3)</td>
<td>14% (3)</td>
</tr>
<tr>
<td>Completely satisfied</td>
<td>9% (4)</td>
<td>5% (4)</td>
</tr>
<tr>
<td>I do not know</td>
<td>6% (5)</td>
<td>-----</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>-----</td>
<td>10% (5)</td>
</tr>
</tbody>
</table>

Table 137.

There is full agreement between instructors and students with regard to their answers to the question “how satisfied are you with the infrastructure at your university?” as they chose the same three answers with the same ranking of answers. The largest percentage of instructors (38%) and students (42%) are **dissatisfied** with the infrastructure while 32% of instructors and over a quarter of students (29%) are **satisfied**. Similar proportions of both groups of stakeholders (15% of instructors and 14% of students) are **completely dissatisfied** with the infrastructure and there is a small percentage who are “**completely satisfied**” in comparison with those who are “completely dissatisfied”.

Finding that more than half of instructors (53%) and more than half of students (56%) are dissatisfied or completely dissatisfied with the infrastructure at their universities suggests
that the infrastructure at these universities is in dire need of development to ensure the availability of necessary learning equipment along with the other important items.

**Appropriate duration for an undergraduate course in translation:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 years</td>
<td>47% (1)</td>
<td>54% (1)</td>
<td>72% (1)</td>
</tr>
<tr>
<td>5 years</td>
<td>41% (2)</td>
<td>21% (2)</td>
<td>22% (2)</td>
</tr>
<tr>
<td>3 years</td>
<td>12% (3)</td>
<td>17% (3)</td>
<td>6% (3)</td>
</tr>
<tr>
<td>More than 5 years</td>
<td>-------</td>
<td>6% (4)</td>
<td>-------</td>
</tr>
</tbody>
</table>

Table 138.

The three groups of stakeholders were asked about the duration that they consider appropriate for an undergraduate translation course. The most common answer from the three groups is “4 years” which received almost half of the instructors’ votes (47%), more than half of the students’ votes (54%) and over two thirds of the translators’ votes (72%). The second most common answer is “5 years”, and less than half of the instructors (41%), less than a quarter of the students (21%) and translators (22%) advocate a five-year course. The third answer “3 years” was not advocated by many respondents (12% of instructors, 17% of students and 6% of translators).

As can be seen in Table 138, there is agreement between the largest portions of respondents in each group that 4 years is appropriate for completing an undergraduate translation course. Although the second highest proportions of the three stakeholder groups advocate 5 years, the response rate is way down among students (21%) and translators (22%) in comparison to the response rate for those who advocate 4 years. As for 3 years, it received the lowest votes from the three groups which means that it is not considered appropriate except by a few people.

In discussing Table 68, which shows the distribution of responses to this question based on the institution of every instructor, it was suggested that the responses of instructors might
be influenced by the courses they are teaching in. However, the highest percentage of the students in the final year (54%) chose 4 years as an appropriate duration against 21% who opted for 5 years though all students are from different courses with different durations. Also the dominant portion of translators (72%), who studied in different courses and who are experienced in translation, chose 4 years and only 22% selected 5 years.

It is important to recall that the course in KSU is 5 years long and the other courses in Imam and Effat are 4 years long for those who meet the language requirements. However, those who fail to meet language requirements will be directed to a one-year intensive English course, which increases the length of the two courses to 5 years.

In terms of concentration of translation courses, which is a key role in determining the length of the course based on number of modules, in Europe or UK, most of the modules are focused on translation and intercultural studies. For example, all of the modules in the BA translation course at Aston, Middlesex, Leicester and East Anglia Universities focus on translation and intercultural studies. There is not even one module which is not of direct relevance to developing translation competence among students. Not to mention that students in some of these courses study more than one language apart from their chosen language, bearing in mind that they are already native speakers of English or proficient in it. The concentration in the Imam course is not on translation because other subjects such as literature and Islamic teaching have been dedicated more modules than translation as explained in chapter 4.

19 Translation course at Leicester University. Retrieved February, 2015 from: http://www2.le.ac.uk/study/ugp/modlang/translation
20 Translation course at University of East Anglia. Retrieved February, 2015 from: https://www.uea.ac.uk/study/undergraduate/degree/detail/ba-translation-and-interpreting-with-modern-languages-double-honours#course-overview
Amount of workload:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Normal, neither too high nor too low</td>
<td>50% (1)</td>
<td>42% (1)</td>
</tr>
<tr>
<td>High, but manageable</td>
<td>38% (2)</td>
<td>33% (2)</td>
</tr>
<tr>
<td>Too high, to the extent that students cannot meet the expectations completely</td>
<td>6% (3)</td>
<td>13% (3)</td>
</tr>
<tr>
<td>Rather low</td>
<td>6% (4)</td>
<td>4% (4)</td>
</tr>
<tr>
<td>Prefer not to say</td>
<td>-----</td>
<td>7% (5)</td>
</tr>
</tbody>
</table>

Table 139.

Respondents were asked “what do you think of the amount of workload?” and the most common answer, given by half of the instructors and 42% of the students was “normal, neither too high nor too low”. Less than half of the instructors (38%) and a third of the students (33%) find the amount of workload high, but manageable. Few instructors (6%) and students (13%) consider the workload too high, to the extent that students cannot meet the expectations completely. Only 6% of the instructors and 13% of the students chose “too high, to the extent that students cannot meet the expectations completely” and same percentage of instructors (6%) and fewer of the students (4%) chose “rather low”.

In general, the predominant results above indicate that the current amount of workload in the three translation courses does not present a challenge, as they are normal from the perspective of high numbers of respondents and high, but manageable for more than a third of the instructors and a third of the students.
Clarity of learning outcomes in every module:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>58% (1)</td>
<td>44% (1)</td>
</tr>
<tr>
<td>Neutral</td>
<td>18% (2)</td>
<td>43% (2)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>18% (2)</td>
<td>4% (4)</td>
</tr>
<tr>
<td>Disagree</td>
<td>6% (3)</td>
<td>5% (3)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>------</td>
<td>4% (4)</td>
</tr>
</tbody>
</table>

Table 140.

Respondents were asked if it is clear for students what instructors expect them to learn and the highest number of instructors (58%) and students (44%) have chosen “agree”. Only 18% of instructors and less than half of students (43%) were neutral and 18% of instructors and 4% of students have chosen “strongly agree”. The rest of the answers, as shown in Table 140, received very small numbers of votes from both groups of respondents.

However, a very high percentage of students (43%) were neutral and it is very close to the percentage of those who agree with only 1% difference which should not be neglected as they represent a big proportion of students. There might be several reasons for having such a high percentage of neutral students as some students might have no strong feelings either way about these materials or this may be because they feel uncomfortable giving their opinion of the components of their current modules. Although it was clearly stated in the information sheet of the survey that the input of all respondents will not be associated with their departments or schools or any other party except the researcher and his supervisor and that the data will be anonymised and kept confidential, some students might have had concerns about this issue.
Satisfaction with study materials:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfying</td>
<td>67% (1)</td>
<td>33% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>15% (2)</td>
<td>38% (1)</td>
</tr>
<tr>
<td>Not that satisfying</td>
<td>6% (4)</td>
<td>14% (3)</td>
</tr>
<tr>
<td>Very satisfying</td>
<td>12% (3)</td>
<td>11% (4)</td>
</tr>
<tr>
<td>Completely unsatisfying</td>
<td>------</td>
<td>4% (5)</td>
</tr>
</tbody>
</table>

Table 141.

Study materials are **satisfying** for two thirds of the instructors and only a third of the students (33%). The highest portion of students (38%) was **neutral** and the second highest percentage of instructors (15%) was neutral too. The third highest percentage of students (14%) opted for “**not that satisfying**” while the third common answer for instructors (12%) is “**very satisfying**”.

It is not surprising for high rates of instructors to consider the study materials satisfying because, at least in these courses, the instructors themselves choose the study materials as will be shown in chapter 9. The overall percentages of students who consider the study materials satisfying or very satisfying (44%), does not even represent half of the students and does not entirely confirm that all students are happy with the materials. The rest of the students were either neutral or dissatisfied with the study materials, which again raises a question “why was the predominant percentage of students neutral?” A possible justification could be that students might not have strong feelings either way about these materials or they might prefer to have some kind of conservatism. More discussion of materials in the course will be given in chapter 9.
Satisfaction with teaching approaches:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neutral</td>
<td>36% (2)</td>
<td>41% (1)</td>
</tr>
<tr>
<td>Satisfying</td>
<td>45% (1)</td>
<td>28% (2)</td>
</tr>
<tr>
<td>Unsatisfying</td>
<td>9% (3)</td>
<td>24% (3)</td>
</tr>
<tr>
<td>Very satisfying</td>
<td>6% (4)</td>
<td>3% (5)</td>
</tr>
<tr>
<td>Completely unsatisfying</td>
<td>3% (5)</td>
<td>5% (4)</td>
</tr>
</tbody>
</table>

Table 142.

The largest portion of students (41%) and second highest percentage of instructors (36%) were neutral when asked about their satisfaction with the teaching approaches followed by instructors. The largest percentage of instructors (45%) and over a quarter of students (28%) see teaching approaches as satisfying. The third most common answer among students (24%) is that the teaching approaches are not satisfying and only 9% of the instructors think the same.

It is not surprising that many of the instructors are happy with their own teaching approaches, but having more than a third of them (36%) neutral and some dissatisfied (9% dissatisfied and 3% completely dissatisfied), which represents 48% of all instructors, indicates a lack of full satisfaction with the teaching approaches. Even the percentages of students who are satisfied or very satisfied with the teaching approaches represent only one third of all students (33%) not to mention that those who are very satisfied are only 3%. However, those who are dissatisfied or neutral represent 70% of all students. In other words, if the instructors and students are not predominantly satisfied with the teaching approaches, there could be some dissatisfaction with the current teaching approaches. This prompted me to ask decision makers about teaching approaches (see chapter 9).
Marking process is fair for students and it is carried out according to specific criteria for instructors:

Table 143.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>53% (1)</td>
<td>40% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>31% (2)</td>
<td>44% (1)</td>
</tr>
<tr>
<td>Strongly agree</td>
<td>9% (3)</td>
<td>7% (3)</td>
</tr>
<tr>
<td>Disagree</td>
<td>6% (4)</td>
<td>8% (4)</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>-----</td>
<td>2% (5)</td>
</tr>
</tbody>
</table>

Students were asked if the marking process is fair for them and instructors were asked if it is carried out according to specific criteria. More than half of the instructors (53%), which is the largest portion, agreed that the marking process is carried out according to specific criteria and the second highest portion of students (40%) agreed that it is fair. However, the highest percentage of students (44%) was neutral and less than a third of instructors were neutral too. There are a few instructors (9%) and students (7%) who chose “strongly agree” and also a few instructors (6%) and students (8%) who chose “disagree”.

It is unsurprising to see high numbers of instructors advocating their marking process, but less than a third of them are neutral about if the marking process is being carried out according to particular criteria. Moreover, it is remarkable that the largest percentage of students (44%) is neutral about the objectivity of the marking process. Although more than 40% of students are satisfied with the marking process and its criteria and 7% chose “strongly agree”, the dominant percentage is still neutral. Therefore, it can be said that those who disagree with the marking process represent the least percentages of students and instructors. Having noticeable percentages of neutral respondents indicates that there is a need to further investigate this issue. More discussion on the marking criteria is given in the next chapter where decision makers in KSU and Imam state that there are no criteria set by the departments.
Selection of translation texts:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor, always in collaboration with students</td>
<td>33% (2)</td>
<td>38% (1)</td>
</tr>
<tr>
<td>Instructor only</td>
<td>36% (1)</td>
<td>16% (3)</td>
</tr>
<tr>
<td>Sometimes by instructor, sometimes by students</td>
<td>27% (3)</td>
<td>30% (2)</td>
</tr>
<tr>
<td>Students only</td>
<td>3% (4)</td>
<td>13% (4)</td>
</tr>
<tr>
<td>Neutral</td>
<td>------</td>
<td>3% (5)</td>
</tr>
</tbody>
</table>

Table 144.

Respondents were asked “who should select translation texts?” and the highest percentage of students and second highest percentage of instructors both advocate that **students and instructor should collaborate in selecting the texts** to be translated in classes. The highest percentage of instructors believes that the texts should be selected by the **instructor only**, but few students (16%) support that. However, the second highest percentage of students (30%) support that instructors and students should **take turns (sometimes by instructor, sometimes by students)** in selecting the texts and this idea is also advocated by the third highest portion of the instructors (27%). The remaining possible answers were not given significant percentages of votes as displayed in Table 144. All in all, the majority of instructors and students believe that students should take part in selecting translation texts, but they differed about whether the involvement of students should be through collaboration, or whether instructors and students should take turns to select the texts (further discussion is provided in chapter 9).
Types of translation texts that are most useful for students to be taught and the highly demanded texts in the market:

The two groups of stakeholders, students and translators, were given a list of types of texts and asked to vote for the most useful ones they think for translation students. As for instructors, they were asked about what types of texts they think are in high demand in the market. The translators may associate the usefulness with the requirement of the market as some types of texts are rarely demanded in the market, so their input can also indicate required texts in the market which can be compared with instructors’ input. The types of texts will be ranked (see numbers in brackets) based on the overall number of votes given to each type by the two groups of respondents. Types of texts are ranked by order according to the collective percentage received for each type from the three groups of respondents.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Medical texts</td>
<td>71% (1)</td>
<td>45% (1)</td>
<td>50% (3)</td>
</tr>
<tr>
<td>2) Media texts</td>
<td>56% (3)</td>
<td>44% (2)</td>
<td>62% (1)</td>
</tr>
<tr>
<td>3) Legal texts</td>
<td>50% (4)</td>
<td>26% (5)</td>
<td>56% (2)</td>
</tr>
<tr>
<td>4) Technical texts</td>
<td>65% (2)</td>
<td>28% (4)</td>
<td>36% (4)</td>
</tr>
<tr>
<td>5) Financial texts</td>
<td>50% (4)</td>
<td>26% (5)</td>
<td>50% (3)</td>
</tr>
<tr>
<td>6) Political texts</td>
<td>50% (4)</td>
<td>39% (3)</td>
<td>30% (5)</td>
</tr>
<tr>
<td>7) Literary texts</td>
<td>41% (5)</td>
<td>22% (7)</td>
<td>30% (5)</td>
</tr>
<tr>
<td>8) Scientific texts</td>
<td>26% (7)</td>
<td>25% (6)</td>
<td>26% (6)</td>
</tr>
<tr>
<td>9) Sacred texts</td>
<td>38% (6)</td>
<td>8% (8)</td>
<td>8% (7)</td>
</tr>
</tbody>
</table>

Table 145.

Medical texts are considered to be useful by the largest percentage of students and the third most useful, according to the translators’ view. This reflects that all the stakeholders find this type of texts useful, but in different degrees.
As for instructors, they rank this type of texts as the first type in great demand in the market while translators ranked it in the third which also means that it is in great demand in the market.

**Media texts** are regarded by translators as the most useful texts for students and they are rated as the second most useful by students, which indicates that both groups find them as one of the top 2 most useful types of texts.

Instructors also ranked them as the third most required types of texts in the market which is close to translators’ ranking of them and this shows the convergence of votes among the two stakeholders in terms of market requirement.

**Legal texts** were the second most useful texts according to the translators, but ranked fifth in the students’ scale, which reveals 3 ranks difference between the two groups.

Instructors believe that legal texts are the fourth type of texts on demand in the market and translators who work in the market, rated it as the second, which emphasize the value of this type of texts for students to learn and for its significance in the market.

**Technical texts** are considered as the fourth most useful type for students to learn, by students and translators, which shows the close view of both students and translators.

Instructors believe it is the second most required type of texts in the translation market. Although there is 2 ranks difference between instructors’ and translators’ ranking for this type of text, it still does show similarity of judgement towards what type of texts are in demand in the market.

**Financial texts** are the third most useful type of texts for students according to the translators and fifth for students, which indicates that both students’ and translators’ evaluation so far are generally concurrent with regard to the top five most useful types of texts, but with different rankings.

Instructors believe that this type of texts is the fourth most demanded type of texts along with legal and political texts, which is close to translators’ evaluation for financial texts.
In other words, it can generally be said that there is an agreement between the three groups of respondents on the top five types of texts that are useful for students to learn and the texts that are in demand in the translation market. None of the types of texts are claimed to be of no value, but it was necessary to rank them according to respondents’ perspectives who realize their value for students and their demand in the market. The remaining types of texts are also displayed according to their order in Table 145.

**Translation theory:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>33% (2)</td>
<td>43% (1)</td>
<td>52% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>48% (1)</td>
<td>33% (2)</td>
<td>26% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>18% (3)</td>
<td>15% (3)</td>
<td>16% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>-----</td>
<td>7% (4)</td>
<td>6% (4)</td>
</tr>
<tr>
<td>Not useful at all</td>
<td>-----</td>
<td>1% (5)</td>
<td>-----</td>
</tr>
</tbody>
</table>

Table 146.

Table 146 shows that there is agreement among the largest percentage of students and translators and the second largest proportion of instructors (33%) that translation theory is **useful**. The largest percentage of instructors (48%) emphasize that translation theory is **very useful** and the second largest percentage of students (33%) and translators (28%) agree with that. The third most common answer among the three groups of stakeholders is “neutral”, but instructors seem to have the highest number of neutral responses. Those instructors who chose “neutral” might be the ones who did not specialise in translation or have no experience in it as illustrated in chapter 6 (see p.178-186 of this thesis). The remaining answers received very small numbers of votes which reflects that they are not very important.

Although not all those translators studied translation theory, bearing in mind that less than half of them are graduates of translation courses and the rest from foreign language or literature courses, they, notably, advocate the usefulness of translation theory for translators. This may be attributed to the experience of translators who sought consistent
development of themselves in translation field and came to the understanding that theory enlighten translators’ variety of choices and solutions with justifications and also to the large number of respondents who hold postgraduate qualifications as identified in chapter 7 (see p.228-229 of this thesis). The opinion of the majority of students, instructors and translators is in line with Pérez’s (2004:128) discussion of Pym’s definition of translation competence (see p.150-151 of this thesis) that students should be taught not only a number of translation strategies, but also how to produce a range of translations based on different translation theories. Kearns (2006) also believes that translation theory must be integrated in classrooms and Kautz (2000) dedicates a competence for translation theory in his model of translation competence. There is an agreement between all stakeholders on the benefit of translation theory for students though only one course offers a single module in this area. KSU offers a module entitled “Issues and problems in translation” which exposes students to common translation issues and to strategies suitable for dealing with them as well as a modest amount of translation theory.

Practical translation:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>79% (1)</td>
<td>60% (1)</td>
<td>80% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>18% (2)</td>
<td>27% (2)</td>
<td>20% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>3% (3)</td>
<td>11% (3)</td>
<td>------</td>
</tr>
</tbody>
</table>

Table 147.

Most instructors (79%), students (60%) and translators (80%) agree that practical translation is **very useful** for students. The second most common answer is “**useful**” and a few respondents chose to be “**neutral**”. There is no disagreement on the value of practical translation for students.
Translation memory software:

<table>
<thead>
<tr>
<th></th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>60% (1)</td>
<td>26% (3)</td>
<td>34% (2)</td>
</tr>
<tr>
<td>Very useful</td>
<td>13% (3)</td>
<td>28% (2)</td>
<td>44% (1)</td>
</tr>
<tr>
<td>Neutral</td>
<td>23% (2)</td>
<td>35% (1)</td>
<td>20% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>3% (4)</td>
<td>11% (4)</td>
<td>2% (4)</td>
</tr>
</tbody>
</table>

Table 148.

Respondents were asked about how useful they consider the variety of translation memory software. More than half of the instructors, a third of translators and a quarter of the students find translation memory software useful and a few instructors (13%), over a quarter of students (28%) and 44% of translators consider translation memory software very useful. The largest portion of students (35%) was neutral and this could be due to their unawareness of the software. No translation memory software is offered in any of the three translation courses (this will be further discussed in the next chapter). Some instructors (23%) were also neutral and so were a few translators. A small number of respondents opted for “not useful”.

Although none of the translation courses offers translation memory software, the majority of instructors believe they are useful for students; this could be attributed to the common sense that technology has always been useful and that translation is not apart from this. This also shows that there is no apparent aversion among instructors towards introducing translation memory software as Fatani founded in 2005 (see p.83 of this thesis). Having high numbers of instructors and translators who vote for the usefulness of translation memory software reflects their awareness of the value of such assisting tool in translation. Over half the students (54%) also rated the software as either useful or very useful, but nearly a third of them were neutral. The attitude of the majority of the three respondents also agrees with the value of translation memory software to translators that have been discussed by many scholars, for instance, Biau Gil and Pym (2006) believe that translation
memories take care of repetitive tasks and give translators the chance to focus on the creative aspects of translation.

Since the current translation courses do not offer students such software, as illustrated in the fourth chapter, they might be unaware of how useful this tool can be for them. Although none of the courses offers any translation memory software for students, instructors and students were positive towards them and this could be due to what they learned about the value of the software in the translation.

**Improving mother tongue skills:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>68% (1)</td>
<td>51% (1)</td>
<td>66% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>26% (2)</td>
<td>34% (2)</td>
<td>24% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>3% (3)</td>
<td>8% (3)</td>
<td>8% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>3% (2)</td>
<td>5% (4)</td>
<td>2% (4)</td>
</tr>
</tbody>
</table>

Table 149.

Table 149 shows that the highest percentages of all three groups of respondents consider improving mother tongue skills very useful, with similar percentages of instructors (68%) and translators (66%). The second highest percentages of the three stakeholder groups also find improving mother tongue skills useful while only a few respondents in each group were neutral. Very few votes were given to the choice “not useful” by the three groups.

This reflects the necessity of improving not only the foreign language skills for students, but also their mother tongue skills because they need to translate from and into their mother tongue. In fact, the three courses, especially KSU and Imam, offer a variety of modules in Arabic language in order to improve students’ linguistic skills in Arabic.
Improving foreign language skills:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>81% (1)</td>
<td>61% (1)</td>
<td>82% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>19% (2)</td>
<td>28% (2)</td>
<td>16% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>-----</td>
<td>9% (3)</td>
<td>2% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>-----</td>
<td>1% (4)</td>
<td>-----</td>
</tr>
</tbody>
</table>

Table 150.

There seems to be no disagreement between most respondents on the usefulness of improving foreign language skills which is considered to be very useful by the largest proportions of instructors, students and translators, while the second largest proportions of them regard it as useful. As shown in Table 150, a few of the students were neutral and only 1% think that improving foreign language skills is not useful.

What is more useful is the way language skills are taught in the course. As discussed in chapter 2 (see p.51 of this thesis), Bernardini (2004) calls for integration of language teaching along with translation teaching and knowledge in relevant areas, so that linguistic needs for translators can be identified and met at the same time.

As illustrated in chapter 4, KSU and Imam are the only courses that offer in the first two years or first two years and a half a number of modules to improve students’ foreign language skills though Imam holds English language placement tests for students to be eligible to enrol in the course. However, Effat requires students to be fully proficient in English language demonstrated through TOEFL or IELTS.
Proofreading & editing:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>64% (1)</td>
<td>44% (1)</td>
<td>58% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>27% (2)</td>
<td>40% (2)</td>
<td>32% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>6% (3)</td>
<td>14% (3)</td>
<td>6% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>3% (4)</td>
<td>1% (4)</td>
<td>4% (4)</td>
</tr>
</tbody>
</table>

Table 151.

Proofreading and editing is considered to be very useful by the largest proportions of instructors (64%), students (44%) and translators (58%) and the second largest percentages of those three groups believe that proofreading and editing is useful. Small percentages of instructors (6%), and translators (6%) and some students (14%) were neutral and very few respondents from the three groups consider proofreading and editing not useful. Instructors have emphasized the usefulness of proofreading and editing more than translators with nearly two thirds of them considering it very useful for students. However, this module is only offered at Effat and does not exist in the other two courses.

Interpreting:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very useful</td>
<td>42% (2)</td>
<td>44% (1)</td>
<td>44% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>45% (1)</td>
<td>30% (2)</td>
<td>38% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>13% (3)</td>
<td>19% (3)</td>
<td>12% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>-----</td>
<td>6% (4)</td>
<td>6% (4)</td>
</tr>
</tbody>
</table>

Table 152.

The Effat course only offers an introduction about interpreting and Imam dedicates only 2 modules to different types of interpreting as shown in the modules offered in each course in chapter 4, unlike KSU, which offers a number of specialized modules on different types of interpreting. The largest proportion of translators (44%) and students (44%) and the second highest percentage of instructors (42%) consider interpreting very useful for students to
learn. The highest percentage of instructors (45%) see this subject as useful and the second largest portions of students (30%) and translators (38%) see it as useful for translation students. The third highest percentages of students (19%), instructors (13%) and translators (12%) were neutral. None of the instructors consider interpreting as not useful, and only 6% of students and 6% of translators chose this classification. So the majority of respondents from the three groups consider teaching this type of translation useful for students and translators must have realized its necessity in the market.

Audiovisual translation:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>42% (1)</td>
<td>38% (1)</td>
<td>36% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>39% (2)</td>
<td>33% (2)</td>
<td>36% (1)</td>
</tr>
<tr>
<td>Neutral</td>
<td>15% (3)</td>
<td>25% (3)</td>
<td>22% (2)</td>
</tr>
<tr>
<td>Not useful</td>
<td>3% (4)</td>
<td>3% (4)</td>
<td>6% (3)</td>
</tr>
</tbody>
</table>

Table 153.

It is important to recall that audiovisual translation is not taught in any of the three translation courses in focus here, so it is interesting to see the views of stakeholders about the usefulness of this subject for students. The largest proportions of instructors, students and translators consider audiovisual translation useful and also the largest proportion of translators and the second largest proportions of instructors and students consider this kind of translation very useful. A quarter of students (25%), 15% of instructors and 22% of translators were neutral and this could be due to their unawareness of this type of translation. The opinion of the vast majority of respondents is in line with Diaz-Cintas’s (2008:1) book The Didactics of Audiovisual Translation where he states that it is one of the fastest growing types of translation. In general, there are high numbers of respondents from the three groups who find teaching this kind of translation very useful even though this kind of translation has not been offered in any of the translation courses.
Research skills/methods:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>39% (1)</td>
<td>40% (1)</td>
<td>54% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>33% (2)</td>
<td>20% (3)</td>
<td>24% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>21% (3)</td>
<td>28% (2)</td>
<td>14% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>6% (4)</td>
<td>10% (4)</td>
<td>6% (4)</td>
</tr>
<tr>
<td>Completely not useful</td>
<td>-----</td>
<td>1% (5)</td>
<td>2% (5)</td>
</tr>
</tbody>
</table>

Table 154.

There is agreement among the largest fractions of instructors, students and translators that it is useful for students to learn about research skills and methods. The second largest proportions of instructors (33%) and translators (24%) and the third largest proportion of students consider research skills and methods very useful. However, the second largest percentage of students (28%) and the third highest percentages of instructors (21%) and translators (12%) were neutral. The remaining answers did not receive significant percentages of votes.

It is surprising to see that translators represent the largest portion of those who advocate research skills and methods, but this could be because of the large number of postgraduate degree holders among translators who took part in this survey as they realize the significance of research methods for those interested to conduct academic research. This predominant agreement on the usefulness of research skills and methods is in line with one of the recommendations provided by Gabr (2002) to the undergraduate translation courses in Egyptian universities as he recommended including research skills as a core subject in the curriculum (see p.57 of this thesis). KSU, Imam and Effat have all assigned one module for teaching research skills and methods, so that students can learn the principles and skills to conduct a research project in translation.
Linguistics:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>45% (1)</td>
<td>45% (1)</td>
<td>58% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>36% (2)</td>
<td>17% (3)</td>
<td>20% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>12% (3)</td>
<td>28% (2)</td>
<td>14% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>3% (4)</td>
<td>6% (4)</td>
<td>4% (4)</td>
</tr>
<tr>
<td>Completely not useful</td>
<td>3% (4)</td>
<td>4% (5)</td>
<td>4% (4)</td>
</tr>
</tbody>
</table>

Table 155.

Linguistics is considered to be useful by the largest numbers of the three groups of respondents and it is very useful for over a third of instructors (36%), 20% of translators and 17% of students. Students were the most neutral with over a quarter (28%) in comparison to neutral translators (14%) and instructors (12%). The remaining answers were given few votes, which minimizes their influence here. All the three courses offer their students a module that introduces them to linguistics, but what is more important is that this module addresses the linguistic aspects that are of significance for a translator not only a general teaching in the science of language.

Stylistics:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>39% (1)</td>
<td>38% (1)</td>
<td>54% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>33% (2)</td>
<td>15% (3)</td>
<td>26% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>27% (3)</td>
<td>34% (2)</td>
<td>16% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>-----</td>
<td>9% (4)</td>
<td>4% (4)</td>
</tr>
<tr>
<td>Completely not useful</td>
<td>-----</td>
<td>4% (5)</td>
<td>-----</td>
</tr>
</tbody>
</table>

Table 156.

It is necessary to remember that this module exists only on the KSU course. Stylistics is considered to be useful for translation students by the highest proportion of the three groups of stakeholders and it is very useful according to a third of instructors (33%).
almost a quarter of translators (26%) and 15% of students. The second highest percentage of students (34%) chose to be neutral and nearly a third of instructors and over a quarter of translators were also neutral. None of the instructors rated stylistics as not useful, but a few students and fewer translators did. The total percentage of those who consider stylistics useful or very useful is 72% of instructors, 81% of translators and 53% of students.

Although this subject is considered to be useful by large number of instructors, students and translators, it is not offered in the two translation courses at Imam and Effat. An innovative book on stylistic in translation entitled *Stylistic Approaches to Translation* by Bosa-Beier (2006) discusses how the style of the SL can affect the translation in the TT with specific reference to literary translation, but not limited to it. She makes a cognitive distinction between literary texts and translation from their counterparts. Learning about styles in translation is useful especially for those who are interested in literary translation.

**Intercultural studies:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>36% (2)</td>
<td>44% (1)</td>
<td>50% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>45% (1)</td>
<td>23% (3)</td>
<td>40% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>18% (3)</td>
<td>28% (2)</td>
<td>10% (3)</td>
</tr>
<tr>
<td>Not useful</td>
<td>-----</td>
<td>3% (4)</td>
<td>-----</td>
</tr>
<tr>
<td>Completely not useful</td>
<td>-----</td>
<td>2% (4)</td>
<td>-----</td>
</tr>
</tbody>
</table>

Table 157.

Subjects that introduce students to different cultures are considered to be useful by the largest proportion of students (44%), translators (50%) and the second largest percentage of instructors (36%). The largest portion of instructors (45%) rate intercultural studies as very useful, which indicates their significance to students from the instructors’ perspective, and the second largest percentage of translators (40%) also agree with this; the third highest percentage of students (23%) rate it as very useful. However, the second highest proportion of students (28%), 18% of instructors and 10% of translators were neutral. The overall
percentages of the votes given by the three groups of stakeholders, who consider intercultural studies as useful or very useful, is 81% of instructors, 67% of students and 90% of translators, meaning that students realise the lowest percentage. It is also important to recall that one of the components of translation competence is knowledge of the two respective cultures which is referred to in Neubert’s (2000) model as “cultural competence” and also in PACTE’s (2011) model under “extra linguisitc competence” (see p. 27-28 of this thesis). KSU offers two modules both entitled “Readings in Target Language Culture” and Effat offers one module entitled “Introduction to Western Thought”, but Imam does not offer students any module to introduce them to the target culture.

Literature of the languages concerned:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful</td>
<td>42% (1)</td>
<td>32% (1)</td>
<td>24% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>33% (2)</td>
<td>27% (2)</td>
<td>54% (1)</td>
</tr>
<tr>
<td>Very useful</td>
<td>24% (3)</td>
<td>21% (3)</td>
<td>8% (4)</td>
</tr>
<tr>
<td>Not useful</td>
<td>-----</td>
<td>13% (4)</td>
<td>10% (3)</td>
</tr>
<tr>
<td>Completely not useful</td>
<td>-----</td>
<td>7% (5)</td>
<td>4% (9)</td>
</tr>
</tbody>
</table>

Table 158.

Modules in literature are offered in the Imam and Effat courses, but not in KSU. Firstly, the highest percentages of instructors (42%), students (32%) and the second largest proportion of translators (24%) believe that literature is useful. The second highest proportions of instructors (33%) and students and more than half of translators (54%) were neutral. Only 8% of translators, nearly a quarter of instructors (24%) and students (21%) find literature very useful. There are also 13% of students and 10% of translators who find literature not useful and 7% of students and 4% of translators who find it not useful at all.

In other words, those who consider literature as useful or very useful represent 66% of instructors, 53% of students and 32% of translators. These figures represent more than half of the respondents in the instructors’ and students’ group but nearly a third in the
translators’ group. 34% of instructors, 47% of students and 68% of translators have different opinions. The first common answer among translators and the second most common response of instructors’ and students’ groups of respondents were “neutral” which does not reflect their support or their opposition to this subject.

It is clear that translators represent the largest proportion of those who chose to be neutral and this might be because they have not studied literature before, so they are not aware if it is useful for translation students or not. It is also important to remember that some of those instructors who took part in the questionnaires hold qualifications at undergraduate and postgraduate levels in literature, so they consider it useful for translation students in developing their language proficiency. In fact, Widdowson (1975) discussed how literature can develop students’ language skills at the procedural level. More discussion on the subject literature is given in chapter 9 (see p.338).

Reflecting market conditions in classrooms:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>74% (1)</td>
<td>67% (1)</td>
<td>70% (1)</td>
</tr>
<tr>
<td>Sometimes</td>
<td>18% (2)</td>
<td>30% (2)</td>
<td>----</td>
</tr>
<tr>
<td>No</td>
<td>6% (3)</td>
<td>1% (3)</td>
<td>16% (2)</td>
</tr>
<tr>
<td>I do not know</td>
<td>3% (4)</td>
<td>1% (3)</td>
<td>14% (3)</td>
</tr>
</tbody>
</table>

Table 159.

Instructors, students and translators were asked if market conditions should be reflected in classrooms and the predominant percentage of instructors (74%) students (67%) and translators (70%) chose “yes” for this reflection of the market. It is clear that instructors have shown more emphasis on reflecting market conditions in classroom than translators. Less than a third of students and 18% of instructors opted for reflecting these conditions sometimes and very few instructors (6%) and students (1%) chose “no”. Noticeable percentage of translators (16%) opted for “no” and 14% for “I do not know” which could indicate that few translators do not find reflecting market conditions is useful. However,
the majority of instructors, students and translators agree with introducing market conditions to classrooms so that students can adapt to these conditions during their study; yet some respondents opt for involving these conditions from time to time rather than all the time.

**Internship:**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
<th>Translators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>44% (1)</td>
<td>41% (1)</td>
<td>56% (1)</td>
</tr>
<tr>
<td>Agree</td>
<td>35% (2)</td>
<td>38% (3)</td>
<td>28% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>21% (3)</td>
<td>22% (2)</td>
<td>14% (3)</td>
</tr>
<tr>
<td>Disagree</td>
<td>------</td>
<td>------</td>
<td>2% (4)</td>
</tr>
</tbody>
</table>

Table 160.

As shown in Table 160, the predominant percentages of the three groups of stakeholders chose “strongly agree” and the second highest percentages of translators (28%) and instructors (35%) and 38% of students chose “agree” to including internships for translation students, with only 2% disagreement from translators. Some instructors (21%), students (22%) and translators (14%) preferred to be neutral. This dominant agreement indicates the significance of internship from the perspective of the three stakeholders to translation students. The predominant agreement among students, instructors and translators on the usefulness of internship is in line with the inclusion of internship for translation students which is advocated by Kelly (2005), Gouadec (2007) and Sachinis (2011). It is important to recall that internship is offered only as part of the Effat course while KSU and Imam do not have it as part of their curriculum.

**How qualified are students to do professional translations:**

Instructors were asked “how qualified are students to do professional translations?” and they were given a list of choices (completely qualified, qualified, unqualified, completely unqualified and I do not know). Students were asked if they agree or not that the course prepares them fully for the market and they were given five choices (Strongly agree,
agree, neutral, disagree and strongly disagree). To compare respondents’ responses to these questions, the choices given to instructors will be paired to the choices given to students so their answers can be compared. The choices will be paired as follow:

- **Strongly agree = completely qualified**
- **Agree = qualified**
- **Neutral = neutral**
- **Disagree = unqualified**
- **Strongly disagree = completely unqualified**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Instructors</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified</td>
<td>76% (1)</td>
<td>31% (2)</td>
</tr>
<tr>
<td>Neutral</td>
<td>6% (3)</td>
<td>36% (1)</td>
</tr>
<tr>
<td>Unqualified</td>
<td>18% (2)</td>
<td>15% (1)</td>
</tr>
<tr>
<td>Completely qualified</td>
<td>-----</td>
<td>10% (4)</td>
</tr>
<tr>
<td>Completely unqualified</td>
<td>-----</td>
<td>8% (5)</td>
</tr>
</tbody>
</table>

Table 161.

The highest percentage of instructors (76%) believe that the students are **qualified** to do professional translation, but less than a third of students (31%) agree with that. The highest percentage of students (36%) were **neutral** and only 6% of instructors were **neutral** too. The second highest percentage of instructors (18%) believes that students are “**unqualified**” and 15% of students have also opted for this option. None of the instructor has chosen the remaining choices, namely, **completely qualified** and **completely unqualified** while 10% of students have chosen the former and 8% the latter.

It is clear that many instructors are very confident that students are qualified for the market and this could be due to having more than half of instructors specialising in different areas than translation as shown in chapter 6 (see p.178-186 of this thesis), meaning they may not be able to assess their students’ performance without translation background. Therefore, this gives an emphasis on the significance of having instructors qualified to teach
translation. Less than half of the students think that they are qualified and this designate the need for developing this course in order to fulfil student needs and prepare them well to the market. It could be argued that the students do not realize if they are qualified enough to do professional translation, but the other findings in the courses in terms of background of instructors and availability of necessary facilities show that the course is not fulfilling students’ needs. Less than a third of the students opted for the fairly qualified choice and only 10% think that they are completely qualified. Over half of the students remained either neutral or think that they are unqualified or completely unqualified. This indicates that students are not confident about their skills.

**Summary of results:**

It would be useful to review the results and briefly display the three most common answers of the respondents.

- **Reasons to choose translation course:**

The main three reasons that students chose to do a course in translation from the perspective of instructors and students are, “to become professional translators”, “to improve their foreign language skills” and “to find a job easily by this degree”.

- **Satisfaction with infrastructure at institution (libraries, teaching rooms, computer rooms, etc.)**

The most common answer from instructors and students was “dissatisfied” followed by less than a third of both groups “satisfied”. The third most common answer was “completely dissatisfied”.

- **Appropriate duration for an undergraduate translation course:**
The majority of students, instructors and translators chose “four years” as appropriate duration and the second most common answer, though without a high percentage of votes from students and translators and less than half of instructors, was “five years”. The third common answer is “three years” though with no significant percentage of votes.

- **Amount of workload:**

The majority of students and instructors consider it “normal” and the second most common answer opted for “high, but manageable”. The third common answer is “too high, to the extent that students cannot meet the expectations completely”, but with no significant number of votes.

- **Clarity of learning outcomes in every module:**

The majority of instructors and the highest percentage of students opted for “agree” on the clarity of learning outcomes in modules while the second most common was “neutral” with only one percentage difference from those who chose “agree” in the case of students. The third most common answer was “strongly agree”, but with few votes especially from students.

- **Satisfaction with study materials:**

The first most common answer for instructors with more than half of votes was “satisfying”, but the first common answer for students with over a third was “neutral”. The second most common answer for students with a third of votes was “satisfying” while instructors’ second most common answer with 15% of votes was “neutral”. Without a high percentage of votes, the third most common answer for students was “not that satisfying” and for instructors “very satisfying”.

- **Satisfaction with teaching approaches:**
The largest percentage of students was “neutral” and the largest percentage of instructors chose “satisfying”. The second most common answer for students (28%) was “satisfying” and for instructors was “neutral”. The third common answer from both groups was “unsatisfying”.

- **Marking process is objective and carried out according to specific criteria:**

  The most common answer for instructors with more than half of votes was “agree” while students’ most common answer, with 44% of votes, was “neutral”. The second most common answer of students was “agree” and less than a third of instructors chose “neutral”. The third most common answer for students and instructors with few percentages below 10% was “strongly agree”.

- **Selection of translation texts:**

  Respondents were asked who should select translation texts and the highest percentage of students (38%) opted for “instructors, always in collaboration with students” while the highest percentage of instructors (36%) chose “instructor only”. Not that far from the largest percentage, the second largest percentage of instructors (33%) chose “instructor, always in collaboration with students” while the second largest percentage of students selected “sometimes by instructor, sometimes by students”. The third most common answer for students was “instructor only” and for instructors was “sometimes by instructor, sometimes by students”.

- **Types of translation texts that are most useful for students to be taught from students’ and translators’ perspective and those which are highly required in the market from translators’ perspective:**

  1- Medical texts
  2- Media texts
  3- Legal texts
  4- Technical texts
  5- Financial texts
6- Political texts 
7- Literary texts 
8- Scientific texts 
9- Sacred texts 

- Translation theory:

The most common answer for student and translators was “useful” and it is the second most common answer for instructors. The most common instructors’ answer was “very useful” which is the second most common answer for students and translators. The three groups chose “neutral” as the third most common answer.

- Practical translation:

The three groups of respondents chose “very useful” as the most common answer followed by “useful” with few percentages of instructors (3%) and students (11%) who chose “neutral”.

- Translation memory software:

The most common answer for translators and instructors was “useful” which is the third most common answer for students. The second most common answer for translators and students was “very useful” which is the third most common answer for instructors. The first common answer for students was “neutral” which is the second for instructors and third for translators.

- Improving mother tongue skills:

There is an agreement among the three groups of stakeholders with regard to the three most common answers here. The most common answer was “very useful” followed by “useful” and a then “neutral”.
• Improving foreign language skills:

There is also an agreement among the three groups of respondents here in the first and second most common answers. The most common answer was “very useful” followed by “useful” and few students chose “neutral” as the third most common response.

• Proofreading and editing:

Another agreement among the three groups is here where the most common answer was “very useful” and the second most common answer was “useful” followed by “neutral”.

• Interpreting:

The most common answer for students and translators was “very useful” which is the second most common response for instructors. The second most common answer for translators and students is “useful”, which is the first for instructors. The third common answer was “neutral” though with small percentages.

• Audiovisual translation:

Another agreement on the usefulness of audiovisual translation can be seen in the responses of the three groups where the most common answer was “very useful” and the second most common answer was “very useful”. A small number of votes was given to the third most common response which is “neutral”.

• Research skills/methods:

The most common answer for the three groups was “useful” and the second most common answer for instructors and translators was “very useful” which is the third most common answer for students. The third most common answer for instructors and translators was “neutral” which is the second most common answer for students.

• Linguistics:
The largest proportions of the three groups opted for “useful” and the second largest percentages of instructors and translators chose “very useful” which is the third most common answer from students’ perspective. The third most common answer for instructors and translators was “neutral” which is the second most common answer for students.

- **Stylistics:**

  There is agreement on the first most common answer about how useful is stylistics, where the three groups chose “useful”. The second most common response for instructors and translators was “very useful” and it is ranked as the third for students. The third most common response for both instructors and translators was “neutral”, but it is the second most common response for students.

- **Intercultural studies:**

  The intercultural studies are considered to be “useful” for the largest percentages of students and translators and for the second largest percentage of instructors. They are considered to be “very useful” for the largest percentage of instructors, the second largest percentage of translators and the third largest percentage of students. Those who chose “neutral” are the third largest percentage of instructors and translators and the second largest percentage of students.

- **Literature of the languages concerned:**

  The most common answer for instructors and students is “useful”, which is the second most common answer for translators. The second most common answer for instructors and students is “neutral”, which is the first for translators. The third most common response for instructors and students is “very useful”, which is the fourth for translators.

- **Reflecting market conditions in classrooms:**

  The majority of students and instructors agreed on reflecting market conditions in classrooms and 18% of instructors and 30% of students opted for this reflection to take place “sometimes”. Very few percentages of respondents chose “disagree”.

308
• Internship:

The largest percentage of the three groups of respondents chose “strongly agree” for placing internship for translation students. The second largest percentages of instructors and students selected “agree” which is the third most common response for students. The third largest percentages of instructors and translators opted for “neutral” which is selected by the second largest percentage of students.

• How qualified are translation students to do professional translations:

The majority of instructors (76%) chose “qualified” and less than a third of students (31%) chose “qualified”. The largest percentage of students (36%) opted for “neutral” which is also selected by 6% of instructors. The second largest percentages of instructors (18%) chose “unqualified” which is also selected by 15% of students.

Many of these findings from this comparison and the previous chapters (5, 6 and 7) need to be discussed with the fourth stakeholder, curriculum decision makers, whose input is very significant to various issues that were discussed in the previous chapters and to some issues yet undiscussed.
9 Interviews with Decision makers in Curriculum Development: What Do They Want to Say?

9.1 Introduction:

This chapter discusses the input of decision makers (deans, heads of departments, coordinators of the Quality Rectorate etc.) with regards to curriculum development in the interviews that were conducted with them. The interviews included questions related to how curricula are being developed, and some questions addressed issues in each curriculum. Some findings from the surveys were used in composing the questions for the interview.

It is important to clarify the reasons for choosing this group of participants in particular. In the previous chapters, the inputs of other stakeholders in the field were taken into consideration, but it did not include the input of those who have power to take decisions about developing the curricula in the three courses. The timing of the interviews is also an important factor. They were conducted after surveying students, instructors and translators in the market so the full image of students’ needs and market demands from the view of the three stakeholders can be presented to those decision makers. Answers that were given in Arabic during the interviews were translated into English and acknowledged. Interviews were conducted with the following (their highest academic qualifications are given in brackets after their position):

**King Saud University:**

- Dean of the College of Languages and Translation at KSU (Ph.D. in applied linguistics)
- Head of the English Language Department at the College of Languages and Translation at KSU (Ph.D. in applied linguistics)
- Head of the Quality and Development Committee (Ph.D. in applied linguistics)
Imam Muhammad ibn Saud Islamic University:

- Vice Dean of the College of Languages and Translation at Imam University (Ph.D. in applied linguistics)
- First Coordinator of the Quality Rectorate in the College of Languages and Translation at Imam University (Ph.D. in translation)
- Second Coordinator of the Quality Rectorate in the College of Languages and Translation at Imam University (Ph.D. in translation)

Effat University:

- Dean of the College of Sciences and Humanities at Effat University (Ph.D. in literature)
- Chair of the English & Translation Department at Effat University (Ph.D. in translation)
- Dean of Quality Assurance at Effat University (Ph.D. in literature)

The reason behind selecting the head of department is that “although quality is the responsibility of all actors in the department, the chair or department head is held responsible for leading the change” (Gabr 2007:72). However, the head of department in Imam was not available, so the coordinators of the Quality Rectorate, who are directly responsible for the development of the curriculum, and the vice dean were interviewed. Deans and vice deans are considered the highest authority in the college and they are influential decision makers in this regard.

The responses of all interviewees will be given under each question from the interview but in separate sections for interviewees from each institution. To achieve this distinction, the answers of those in three institutions, KSU, Imam and Effat will be given and the name of each institution will be in bold. Interviewees were given the freedom to speak in English or Arabic, so I provided a translation from Arabic to English for those who spoke in Arabic and it is acknowledged in brackets next to their responses. It is important to note that interviewees were asked in their capacities and those questions that were inapplicable to some of them because of either their official position or their specializations were left out.
9.2 Questions and answers in the interviews:

1. Who is responsible for curriculum development? When and how do you carry out this process?

In KSU, there is a committee entitled “Committee of planning and curriculum” and it consists of three faculty members (two of them took part in the interviews) appointed by the dean. This committee is responsible for developing the translation curriculum. The head of department, who is a member of this committee, points out that “the process of development is based on the suggestions given by faculty members and the outcomes of modules” (my translation from Arabic). The committee receives suggestions and recommendations from faculty members concerning the development of the curriculum to be studied before approving them. According to the head of the quality committee, at the end of every term, every faculty member is expected to provide a file for each module he or she taught detailing the aims of the module and what has been achieved, and the percentages of students who failed and who passed. The translation course in KSU is accredited by the Commission on English Language Program Accreditation (CEA)\(^2\), so the head of the quality committee, who is also a member of the curriculum committee, says that “one of the criteria is that we update the curriculum on a regular basis as we take the accreditation as a guide to help us to develop the course” (my translation from Arabic).

The situation in Imam is quite similar to KSU in that there is a committee responsible for developing the curriculum and it is under the Vice Rectorate for Quality at the college. According to the vice dean, this committee reviews all modules and materials periodically and the need for development is decided through feedback which every faculty member needs to provide in the portfolio for each module detailing recommendations, suggestions, amendments, deletions or additions at the end of every term. The first coordinator of the Quality Rectorate adds that each faculty member is also expected to provide three samples of students’ answer sheets and their marks, namely, best sample, worst sample and

mediocre sample. However, the second coordinator in the Quality Rectorate, referring to curriculum development, added “it needs to be done every now and then, but in reality it is not carried out on a regular basis” (my translation from Arabic).

There is also a curriculum committee in Effat, which is responsible for curriculum development, and it consists of all faculty members in the department. The translation course in Effat is accredited by The National Commission for Assessment and Academic Accreditation in Saudi Arabia (NCAAA)22. As part of the accreditor’s standards, every instructor needs to write a module report which includes evaluation of the module and students’ performance and these reports are taken into account when developing the curriculum. The head of department adds that the curriculum committee conducts an annual review of the curriculum to comply with the accreditor’s standards. What is unique about Effat is a “Programme evaluation survey” where students take part in the development of the curriculum through filling out surveys at the end of each term giving their feedback about the course in general and also their complaints.

In general, it can be said that the three courses all have a committee, which is in charge of the curriculum and its development, and they all have “module portfolios” where each module is being examined and the progress of students is being monitored. What is unique in Effat and not present in Imam and KSU is that students take part in the process of curriculum development through a “programme evaluation survey”. This involvement is very important because “this feedback from students on the effectiveness of training contributes to improving programme content and instructor performance” (Gabr 2007:69). It should be noted that the second coordinator of the Quality Rectorate in Imam indicated that the process of development is not carried out on a regular basis, meaning that modules are not being reviewed every single term. KSU and Imam rely on the portfolios that are written by faculty members possibly with no involvement of students while Effat takes students’ input into consideration.

It is important to mention that the course in Imam has not been accredited by a national or international accreditor yet. The course in KSU received four years’ international accreditation in 2012 by The Commission on English Language Accreditation (CEA\textsuperscript{23}). After the four years, the course will be re-assessed by CEA before granted another four years of accreditation. However, KSU is not accredited by the national accreditor, The National Commission for Assessment and Academic Accreditation (NCAAA) in Saudi Arabia, which complies with the guidelines of good practice of the International Network of Quality Assurance Agencies in Higher Education (INAQAAHE)\textsuperscript{24}. Effat was accredited by the national accreditor NCAAA\textsuperscript{25} in 2010 for five years, and after that, the course will be re-assessed by NCAAA again before obtaining another five years of accreditation. In other words, the translation course in Effat was the first translation course accredited by NCAAA. Two years later, in 2012, the translation course in KSU was accredited by the English language accreditor CEA.

The national accreditor NCAAA was established in 2003 and the international accreditor (CEA) in 1999. It is also necessary to remember that the course in KSU is 21 years old, the one in Effat is 15 years old, and the one in Imam 14 years old, which indicates that national accreditor’s standards were not met for 11 years in Imam and KSU and for 7 years in Effat. Only KSU has been accredited by an international accreditor after nearly 13 years of the establishment of this accreditor, though the course was running before the accreditor was established, since 1994. The mission of the national accreditor NCAAA is

To encourage, support and evaluate the quality of post secondary institutions and the programs they offer to ensure that\textsuperscript{26}:

\begin{flushright}
\textsuperscript{25} Accreditation of the course in Effat. Retrieved September, 2014 from: http://www.effatuniversity.edu.sa/Academics/CollegeOfHumanitiesAndSocialSciences/Pages/Accreditation_ET.aspx
\end{flushright}
The quality of student learning outcomes,
The management and support services provided within institutions,
The contributions to research and the communities served by post secondary institutions,

The aspects that meet the national standards are:

- Mission goals and objectives
- Program administration
- Management of program quality assurance
- Learning and teaching
- Student administration and support services
- Learning resources
- Facilities and equipment
- Financial planning and management
- Employment processes
- Research
- Relationships with the community\textsuperscript{27}

Looking at the standards of the national accreditor NCAAA, it is obvious that these standards are concerned with the academic course with no significant reference to the translation market and its demands. The other international accreditor (CEA)\textsuperscript{28} is mostly concerned with standards of English language courses and not with translation or translation market demands at all. Accreditation by a commission with a good reputation ensures the continuous development and excellence of good quality learning in the accredited course.

\textsuperscript{28} Standards of Accreditation of CEA. Retrieved December, 2014 from: http://cea-accredit.org/about-cea/standards
2. Do you consider market demands when you develop the curriculum? If yes, how do you identify them?

The Vice Rectorate for Educational and Academic Affairs in KSU is in charge of giving approvals for curriculum development and one of its conditions is taking into consideration market demands. However, the Dean of the College of Languages and Translation in KSU stated, in reference to considering market demands as part of the curriculum development process, “Is it achieved according to appropriate academic way? I doubt it” (my translation from Arabic). This perhaps shows that market demands, for whatever reason, may not be taken into account when developing the curriculum.

However, the head of department in KSU answered “yes” to this question and the approach that the department takes to identify market demands is that when some companies offer voluntary training for the top five students in the course, “I normally ask them about the performance of our graduates” (my translation from Arabic). In other words, there seems to be no official channels of communication between the department in KSU and the market to identify the latter’s demands apart from the personal effort of the head of department asking about the performance of their graduates.

The situation in Imam is quite similar to KSU because, according to the first coordinator of the Quality Rectorate in Imam, the department sends out surveys to some of the employers of their graduates asking about the graduates’ “performance”. However, the second coordinator of the Quality Rectorate denied that there is any contact between the department and the market and the vice dean also states that

It is hard to determine the translation market in Saudi Arabia and it is difficult to measure. We tried to contact the market so that a student can undertake his or her internship in the market, but we did not receive any response (my translation from Arabic).
Therefore, the course relies on faculty staff, only three of whom are specialised in translation, to understand market demands informally. For example, according to the vice dean, “two years ago, one of the faculty members suggested including an interpreting module in the course because it did not exist… Based on his suggestion, we managed to include interpreting in the seventh term instead of one practical module” (my translation from Arabic).

A unique approach to communicating with the translation market and identifying its demands is found in Effat as it relies, according to the Dean of the College of Humanities and Social Sciences, on the American research and development company PARC in conducting market evaluations. The dean of college explains that they are not equipped to conduct the study by themselves. The Dean of Quality and Assurance also affirms that the University has signed contracts with international research companies to conduct research on their behalf to identify market demands. Graduates of the course are also considered as a source of market demands from the point of view of the head of department who states that

Market demands are defined from the graduates, what kinds of job they gone to, most of them go to business administration sometimes legal, editors, writers, journalists, so curriculum reflects the knowledge that help them in this kind of knowledge needed.

It appears that there are probably no reliable communication channels between KSU and Imam and the market apart from the personal efforts from the head of the department in KSU and the surveys sent out by the first coordinator of the Quality Rectorate in Imam; the other decision makers in Imam have reflected difficulty in identifying market demands. Those in Effat realized that they are not able to identify market demands, so they opted for depending on a well-known research company to do this for them. The quote below is taken from PARC’s website

PARC, a Xerox company, is in the Business of Breakthroughs®. Practicing open innovation, we provide custom R&D services, technology, expertise, best practices, and intellectual property to Fortune 500 and Global 1000
companies, startups, and government agencies and partners. We create new business options, accelerate time to market, augment internal capabilities, and reduce risk for our clients.\textsuperscript{29}

PARC is a well-known research company especially in technology scope and it deals with companies, governments and universities. However, the researchers there may not be specialised in translation and they may not realize market demands as translation specialists do. Gouadec points out that “it is also the responsibility of universities to do research on professional practice, models, and protocols” (2007: 361). Therefore, their measurement of the market may not be as accurate as necessary.

Some of the interviewees have highlighted the issue of not having a representative of the translation market to communicate with. Although there is the Saudi Association for Languages and Translation\textsuperscript{30}, this association has no statistics about the market; neither does it play a role in providing data about the market. However, the translation courses could be innovative in cooperating with several government or private translation agencies to identify their demands. This bears out the claim of Fatani that “this failure to identify the needs of the marketplace and to design curriculum to meet them has contributed to misconceptions about translation technology and its implication for the professional translator” (2007:17).

Some discrepancies were detected in the answers of the interviewees in Imam where the first coordinator of the Quality Rectorate talked about sending surveys to employers of their graduates, while neither the vice dean nor the second coordinator in the Quality Rectorate referred to this; rather they talked about absence and difficulty of contact between the department and the market. The predominant percentage in each of the three

\textsuperscript{29} Mission of PARC. Retrieved December, 2014 from: https://www.parc.com/about/

groups of stakeholders, namely, students, instructors and translators, advocates the reflection of market conditions in translation classrooms as shown in chapter 5, 6 and 7.

Identifying market demands comes as the second step in Gabr’s model (2001) and the third in Kelly’s model (2005) for translation curriculum development, which reflects its significance for the development of a translation curriculum. Gouadec points out that “the importance of co-operation between the economic environment and university translator training programmes is evident, because neither of these domains can hope to succeed single-handedly” (2002:2). The Communiqué issued by the European Language Council (ELC) for its conference in 2003, recognized “the need for the universities to enter into a comprehensive dialogue with employers in order for both sides to reach a clearer understanding of current and future linguistic and language-related needs”31. This cooperation can take different forms that can be beneficial for both.

3. Are students being taught to use translation software? If yes, which software is it?

According to decision makers in KSU, there is no presence of any translation software in the translation course at KSU though there is a module entitled “computer applications in translation”. This module introduces students to websites that can be useful for the translator. The head of department stated that “we are planning to buy a license for certain translation software” (my translation from Arabic).

There seems to be a contradiction between the first coordinator of the Quality Rectorate in Imam who claims to have translation software available although some instructors do not use it, and the vice dean who points out that the course does not offer any translation software; rather “we only introduce common software and educate students about them. Trados is very expensive and the price is roughly 4000 Saudi Riyals per license” (my

translation from Arabic). The second coordinator of the Quality Rectorate also believes that the course does not offer any translation software.

The situation is the same in Effat which has no translation software, although there is a module entitled “Machine translation”. The reason behind that was explained by the head of department who says that

We do not use any translation software or management software because there are many software and we need to be careful. We know that most of students as you know will use Google translator and we do not approve any of such software because we do not know how effective and good these software are.

It appears that most of the three translation courses do not offer any type of translation memory software or terminology management software though they all assigned modules for computer applications in translation. Imam attributed that to financial reasons and KSU is still planning to buy a license for translation software. Effat does not offer any software because the head of department thinks that there is a variety of translation software and he or she does not know how effective they are. As discussed in chapter 4 (see p.82 of this thesis), Fatani (2007) talked about the aversion to involving technology in the course because of absence of awareness of the need of technology in the market and in diversifying job opportunities for students and the fear among educators, who lack the ability to use these tools, of losing their jobs. All three stakeholders, namely, instructors, students and translators have advocated introducing translation memory software to the curriculum as shown in the previous chapter (see p.291).

4. Who teaches translation modules?

The dean of college in KSU points out that

Ten years ago, the situation was different; we had few faculty members specialised in translation. Now, we have from three to four specialised in
translation. Sometimes a translation module is given to a faculty member who is specialised in applied linguistics or theoretical linguistics in case of non-availability of specialised instructors (my translation from Arabic).

Gouadec (2007:366) also points out that

Worse still are the cases where teachers are foisted upon a translator training course by the head of department because (1) it is the only way they can get their full contingent of statutory hours and/or (2) ‘anyone who has taught modern languages can train translators.

The dean states that there is a lack of faculty members specialised in translation, but elucidates that now there are three or four specialised instructors, which suggests that this is a sufficient number from the dean’s perspective. Moreover, the following input from the head of the quality committee is worthy of note:

There is no barrier that prevents anyone from teaching any module. I myself have taught all the modules in the college. The theoretical modules in translation such as “introduction to translation”, “Arabization” and “problems and issues in translation” are mostly taught by specialized instructors. Practical translation modules can be taught by non-translation specialists…I believe that practical translation does not really require someone with specialisation. This is my own belief, but in the case of theoretical modules, I fully believe that a translation specialized faculty member should be teaching them. We as linguists can enrich our students with linguist applications in the translation and I apply this a lot such as morphology and syntax.

Furthermore, the head of department reveals that there is a shortage of faculty members specialised in translation and in order not to overload them, some translation modules are taught by non-specialised faculty members.
Translation modules in Imam are not all taught by specialists and this is due to the lack of faculty members specialised in translation. According to the first coordinator of the Quality Rectorate, there are only two specialised instructors in the college excluding the interviewee, and one of them is responsible for administrative duties and exempted from teaching translation. He also adds that translation is taught by faculty members specialised in linguistics or literature who are selected to teach translation because they have an interest in translation, hence, not even experience in translation. The second coordinator points out that “I found everyone teaches translation, those who are specialised and non-specialised and the majority of them are non-specialised. I wonder why those who are non-specialised tend to teach the theoretical side of translation more than the practical side” (my translation from Arabic). The vice dean believes that there are not many people specialised in translation and that most of them work as practitioners, not pursuing their higher studies. The vice dean, who is not specialised in translation, also thinks that many professional translators did not specialise in translation but rather in linguistics. Therefore, specialisation is not highly considered but it is important that the instructor is specialised in English language and has some scientific publications. At the university, we have only two or three specialized in translation. If we do not follow this way, we will end up having nobody to teach translation (my translation from Arabic).

The situation in Effat is different from KSU and Imam in terms of who teaches translation modules. The dean of college and head of department have both confirmed that all their faculty members who teach translation modules are specialised in translation except one literature-specialists who teaches “introduction to translation”. Last year, the situation was different with three translation specialists only as clarified by the dean and according to the comments given by students in Effat as shown in chapter 5.
Although the course in KSU was established in 1994 and the course in Imam in 2001, based on the findings of the instructors’ survey in chapter 6, they still have not managed to fulfil the need for faculty members specialised in translation; only 3 faculty members are specialised in translation in each course. The problem with these courses might be that decision makers are mostly not specialised in translation, as seen in the qualifications of those interviewees discussed at the beginning of this chapter, and they probably do not realise that a faculty member should specialise in translation to be eligible to teach it and address the aspects that need to be addressed. They grant teaching-assistants and lecturers in these colleges scholarships to pursue their higher studies (MA and PhD) without focus on translation and this can be seen in the current state of staffing at these courses as identified in the discussion in chapter 6 about qualifications of faculty members in those institutions.

In fact, the president of the Saudi Association for Languages and Translation, which is also established in the College of Languages and Translation at Imam University, who is a faculty member at Imam specialised in linguistics and who teaches translation modules, asked me personally, during the visit to the association to assist in finding translators to take part in the questionnaires, “Is there a PhD degree in translation?!!” (my translation from Arabic). Developing the curriculum under the guidance of individuals who have not studied translation and do not even have experience in it may not be efficient.

Courses in translation have flourished from the 1990s onwards, and the courses at Imam and KSU have been running for over a decade in the case of the former and two decades in the case of the latter; yet, they have not managed to fulfil their needs for faculty members specialised in translation. Gouadec points out that “what is most urgently needed is staff whose teaching and practice is based on their ability to reflect on their subject and on their own professional competence in the field” (2007:366). One of the standards for staffing translation department suggested by Al-Jarf (2009) is “long term staffing plan” to ensure having qualified instructors (see p.84 of this thesis). In addition, one of the stipulations of the national accreditor NCAAA is that

323
• Staffing must include the staff required to lead the development of each program to be offered and carry out teaching responsibilities (i.e. a fully qualified and appropriately experienced head of department or program coordinator in the field concerned should be appointed, and staff employed to teach the courses to be offered in the first and each subsequent year.)

The national accreditor emphasizes the necessity of having staff qualified and experienced for the course to be developed. However, the case in KSU and Imam is different, as most of the staff are not specialised in translation and many of them do not even have experience in translation. This could be one of the reasons why these courses have not managed to obtain the national accreditation.

5. How are teaching materials for use in the translation modules selected? What kinds of materials are they?

Four years ago, before courses became internationally accredited; the instructor was able to choose whatever materials he or she found appropriate without having to explain their choice. However, according to the dean of college in KSU, the situation became different after accreditation of the course, because it needs to meet certain standards assigned by the accreditor. Now, at the end of every term, every instructor has to provide reasons and justifications for choosing materials for any module in the quality file allocated for that module. In this file, the faculty member has to provide a module report detailing students’ results and their distribution. The head of department explained that materials should be chosen according to the course description.

Even in Imam, the situation was different before establishing the Quality Rectorate five years ago. According to the first coordinator of the Quality Rectorate, the instructor had the choice of designing the syllabus without even submitting it to the department to be reviewed. He adds that
A professor who teaches translation tends to copy a text from the internet or a newspaper or any other resource without giving it much thought and then they use it in the class and ask students to translate then give his or her feedback, which could be related to the very text and this is subjective feedback.

However, now, instructors are asked to write the syllabi and the syllabi are reviewed by the Quality Rectorate. Every syllabus should include what to teach and recommended books. One problem raised by the first coordinator of the Quality Rectorate is that “instructors do not agree on one textbook to be used”. The vice dean and the second coordinator in the Quality Rectorate also confirmed that the faculty member is free to choose the materials that he or she finds appropriate. The vice dean further stated that faculty members are encouraged to choose modern authentic texts in translation classes. As for Effat, according to the dean of college and head of department, the instructor is free to choose the translation texts and there are certain textbooks assigned by the department for each module.

The three courses share similar characteristics in terms of giving the instructor the freedom to choose the materials that he or she finds useful for students. However, Effat has unique input insofar as the departments assign textbooks for modules. However, none of the interviewees answered the second part of the question which concerns the kinds of materials and no one referred to criteria for selecting the texts. Only the vice dean in Imam briefly mentioned that instructors are encouraged to choose authentic and modern texts. It is necessary to remember that the highest percentage of students were “neutral” when asked about their satisfaction with study materials which might mean that they have some reservations towards the study materials.

6. **Are instructors expected to provide feedback for every student? If yes, what kind of feedback?**
Instructors in **KSU** are expected to provide feedback for students. However, according to the head of department, due to the large number of students in each class (over 25), instructors go for general feedback where the instructor provides his or her own version of a translation and discusses it with students. The head of the quality committee also believes that the large number of students makes it impossible to give one-on-one feedback, so “we do a collective feedback where students and I translate the texts together in the class. As a result, everyone will get the feedback in one way or another”.

The situation in **Imam** is quite similar to KSU where there are large numbers of students in each class. The second coordinator in the Quality Rectorate, who also teaches translation modules, complains about the high number of students in each class pointing out that “I am trying to give every student feedback though the number of students is quite high” (my translation from Arabic). However, the vice dean has a different opinion in that he thinks that every instructor spontaneously provides every student with feedback. The feedback in **Effat** is given by the instructor online and students are given formative assignments every week. When asked about the average number of students in each class, the head of department answered “the average number of students in each class is 20 to 25 and we are trying to stretch the numbers of students in each class up to 20”.

Large numbers of students in each class probably make it difficult for faculty members to give every student feedback not to mention a related issue which is the shortage of instructors specialised in translation. However, none of the interviewees talked about what kind of feedback instructors give to students and this could be due to the unawareness of what to include in translation feedback which again brings up the issue of non-specialisation. In chapter 4 of this thesis (see p.80), Atari (2012) pointed out that the feedback of translation instructors in Arab translator training is linguistic-oriented not translation-oriented. It is also important to recall that the largest number of students were “neutral” when asked about their satisfaction with the feedback not to mention that some of the comments given by students indicated that some instructors do not give each student feedback rather collective feedback for all students is provided. Atari’s input below is worth noting as it describes the dominant approach of teaching in most Arab universities.
Training in most Arab universities English departments is further complicated by the fact that it is dominated by teacher-centered paradigms rather than translator-trainee-centered approaches. This is evidenced by the trainers’ feedback on their students’ drafts which are treated as final products assessed by comparing the lexical items and the grammatical structures of both ST and TT. Students are not normally asked to produce a second draft nor are they engaged in debates on why and how they produced their translations. Furthermore, translation teaching in the Arab world is primarily dictated by teachers who usually set the texts to be translated without any mention of the function and purpose of translation and the situational analysis of the ST and TT (Atari and Radwan 2013:7).

7. What kind of teaching approach do instructors follow in translation modules?

Interviewees in KSU opted for confirming that instructors, who most of them are not specialised in translation, are free to choose whatever teaching approach they consider effective and the dean pointed out the shift towards a learner-centred environment. The head of department and the head of the quality committee both stated that the selection of a teaching approach should be according to the “course description”.

The situation in Imam is not different from KSU because the first coordinator of the Quality Rectorate, who is specialised in translation, argues that “the teaching approaches that are followed here are haphazardly done where everyone follows his own approach and they are not aware of teaching approaches in translation”. The second coordinator says that “it is up to the teacher to choose the method and the department does not offer any” (my translation from Arabic). The vice dean affirms that the teaching approach should be decided according to the course description, objectives and content. In Effat, the dean answered that the instructor has the freedom to choose any teaching approach and the learning process at the university is focused on learner-centred education. The head of
department attributes the selection of teaching approaches to the syllabi and learning objectives of the module.

With regards to instructors and students, only half of the instructors (51%) were satisfied with the teaching approaches while the rest of them were either neutral (36%) or dissatisfied. The largest proportion of students (41%) was neutral and less than a third (31%) was satisfied. This shows that the largest proportion of instructors is satisfied and there are some instructors who preferred to be neutral. Students also play a key role in evaluating the effectiveness of the teaching approach and over a quarter of them was not satisfied (29%). It is also interesting to note that the majority of students opted for being neutral which indicates that this issue needs further investigations.

Since interviewees emphasized that the teaching approach is chosen according to the module description, a number of modules’ description in the three translation courses were examined. In KSU, there is not enough illustration for students or instructor of how the module will be taught and what teaching approach shall be adopted. In Imam there is more detailed description for the teaching methods for each module as well as in Effat. Therefore, the teaching approaches need to be adopted from the literature on translator training not based on instructors’ assumptions because many of them have not studied translation. The shift towards the learner-centred approach, which took place in KSU and Effat according to the input of interviewees in KSU and Imam, goes along with the social constructivist approach in translation proposed by Kiraly (2000).

8. **Are there marking criteria for practical translation modules?**

http://faculty.ksu.edu.sa/zmaalej/Pages/Course%20Descriptions.aspx

33 Description for three translation modules in Imam (in Arabic). Retrieved February, 2015 from:
Interviewees were asked this question to see if there are marking criteria for translation modules that an instructor should comply with or whether it is fully up to the instructor, who may not be specialised in translation, to assess students’ works without criteria. The head of department at KSU stated that there are no marking criteria for practical translation modules. The head of the quality committee compares translation to writing in being impressionistic and he suggests that “you can at least set some things in mind and classify the translation upon that…I do tend to have some criteria when marking, for instance, conveying the meaning comes first and then the style”. However, this may not be the case with other translation instructors when they mark students’ translations because “intuitive assessment is subjective, impression-based and does not follow explicit criteria” (Martinez Melis and Hurtado Albir 2001:283).

The situation in Imam is quite similar to KSU. According to the vice dean and the second coordinator of the Quality Rectorate, there are no criteria for practical translation modules. However, the first coordinator of the Quality Rectorate argues that “there are criteria which distribute the marks to grammar, structure, meaning and whatever. We put it on the college website for both students and professors”. But when I checked the college website34, no marking criteria were found. The dean of college in Effat stated that they had started to measure students’ Intended Learning Outcomes (ILO). Marks are assigned to different questions, where some questions address students’ cognitive ability and others address their knowledge and their communication ability. The head of department answered the question directly, confirming that they have criteria as they dedicate from 70 to 80% to the content and 20% to grammar, structure and terminology.

It is clear that there are no marking criteria for practical translation modules in Imam and KSU and it is entirely up to the instructor’s own choice of marking criteria. The largest proportion of students chose to be “neutral” when asked if the marks they receive on their translations are fair. The largest percentage of instructors, which represent nearly the half, __________________

34 Imam course. Retrieved February, 2015 from: http://212.138.117.22/colleg_instt/colleg/about/Pages/default_.aspx
stated that there are marking criteria, though the decision makers in KSU and Imam have confirmed there are not.

9. Are students offered the opportunity to undertake internships?

Formally, there are no internships offered for students in KSU. The dean of college in KSU explained that two or three years ago, they started to have internships for students in government institutions (e.g. the Military Language Institute, Al-Shoura Council (Parliament), etc.) as part of the translation project in the last year. However, the head of department clarified this and confirmed that training is not formal, is not credit bearing, and is not obligatory. Not all students are trained and some of these companies or institutions offer training for only the top 5 or 10 students. The head of the quality committee also confirmed that they do not offer internships for students yet and this is due to the large number of students.

There is no translation internship for students at Imam either. The first coordinator of the Quality Rectorate in Imam indicated that the course does not offer internships though the Quality Rectorate has developed a proposal to introduce internships. The second coordinator of the Quality Rectorate also answered that there is no internship for students and he wishes the course offered such internships for students. The vice dean talked about their attempts to train students in the market, but “some of the institutions do not welcome trainees rather they only want professional translators” (my translation from Arabic). Effat is the only course that offers internships for students. The dean finds internships useful and adds that students have to do a minimum of 80 hours in the market and they also find it useful. According to the head of department, the instructor responsible for internship supervises the performance of students in coordination with a supervisor in the hosting institution. The course also measures students’ success through surveys and forms.

The course in Effat has been innovative and managed to build cooperation with several translation agencies, so that students can spend their internships in these agencies.
However, interviewees in Imam and KSU put the blame on the market for having no representative or not responding, and did not manage to approach translation agencies or companies in the market to offer training for their students. This reflects that developers in Imam and KSU have positive attitudes towards the involvement of internship in the curriculum which goes along with the positive attitudes of the majority of the two stakeholder groups, namely, students and instructors. The predominant percentage of translators has also expressed their willingness to offer training for translation students (see p.242 of this thesis). Therefore, “the university must take full responsibility for every aspect of the training of future translators, including such as are ‘subcontracted’ to professionals according to specifications set by the university itself” (Gouadec 2007:361). There are different forms suggested by Kelly (2005:93) for the courses that cannot organise internships or work placements for the students and they can be useful for students to learn about the market:

- Visits by professional translators to institutions and individual classes
- Visits to local translation companies and services, where these exist.
- Analysis of the job market through advertisements published in the specialised professional press or on professional websites.
- Visits by representatives of professional associations.
- Simulation of professional practice in the classroom

10. Why is there an absence of modules on translation theory in your course?

The head of department in KSU argues that “this problem existed before, but now, we have a faculty member specialised in translation teaching two modules “Introduction to translation” and “Problems and issues in translation”, which educate students about theories in translation” (my translation from Arabic). The head of the quality committee, who is not specialised in translation, simply answered “I do not know”.

The second coordinator in the Quality Rectorate in Imam complained that translation modules were not dedicated enough time to highlight theoretical aspect while the vice
dean, who is not specialised in translation, notes that in the module “Introduction to translation”, students are given an introduction to translation theory, the culture of translation and ethics in translation. He also added “we care more about the practical side of translation than the theoretical. We graduate professionals in translation not specialised in it” (my translation from Arabic). **Effat** used to have a module entitled “Translation theory”, but it was omitted. The dean explains, “we omitted it because the teachers who teach this course will teach theory integrated with the practical classes”. The head of department said that in the module “Text linguistics in translation”, students are taught a number of theories in translation; students are given 40% or 50% theory and 50% practical.

Imam is the only course where translation theory is not significantly involved as can be seen in the aversion on the part of the vice dean who literally stated that they care about practice more than theory though the predominant proportions of the three stakeholders (students, instructors and translators) consider translation theory useful for translation students (see chapter 5, 6 and 7).

11. **In your opinion, why are there many graduates who wish not to work in translation but in any other job that involves foreign language skills?**

The dean in **KSU** believes that most of the graduates do work in translation but the college has no official statistics concerning employers of the graduates. The head of the quality committee believes that the reason behind the tendency among graduates not to work in translation is that translation jobs are low-paid. When asked if translation competence among students could be a reason for not working in translation, the head of the quality committee answered “I do not think this is the reason at all because our graduates get jobs in companies that require higher competency in English” (my translation from Arabic). His answer concerns students’ English language competency not translation competence.

The first coordinator of the Quality Rectorate in **Imam** attributes the tendency among graduates not to work in translation to the fact that the course does not prepare students well and that the market demands competitive translators. The vice dean points out that
“translation is a craft without high-paid wages. The graduate also needs two to three years of work so he can be a professional translator” (my translation from Arabic). The dean in Effat is sure that if graduates have a chance to work in translation, they will work as translators. Students are passionate about it and the internship is a helping factor to encourage them to work in translation. The head of department does not know about this issue as he sees an absence of any market representative for translation jobs. He also notes that working in translation depends on how proficient the graduate is in translation.

Only one interviewee in Imam attributed not working in translation to the courses not preparing students fully for the market demands and the other interviewees in KSU and Imam talked about financial reasons. The dean in Effat seems to be confident about graduates’ translation competence to work in translation. When students were asked about their future plans after they complete their courses (see p.171 of this thesis), the highest percentage of them chose “to find a job that has to do with foreign language or translation, etc.” and less than a third chose “to become professional translators” which means that there are students who wish not to work as professional translators rather in other positions related to the profession. The majority of instructors opted for “they (students) believe that this degree will make it easier to find a job” and almost a third of translators believe that students will work in translation. This shows that instructors and interviewees realize that many students will be working in different jobs not only in translation. Fatani (2007:7-8) points out

In all probability, any of the markets they choose will require them, one way or other, to actually localize, subtitle, translate, rewrite, and revise, and so on. Today, we do not simply have to train people to become translators: we also have to train them to become terminologists, technical writers (or co-writers), language engineers, project managers, and much more.

Gabr suggests that “translator training programmes often disregard the integration of the personal needs of students into the broad objectives of their curricula, which can lead to inappropriate training content, and eventually hinder learning” (2007:67). The issue of
translation competence and whether the courses prepare students fully for the market or not will be further investigated in the discussion of question 16.

12. How do you view the learning and teaching support infrastructure (e.g., libraries, computer rooms with internet access) for translation students in your university?

All interviewees in KSU are happy with the teaching support infrastructure. The dean of college considers it excellent and the head of department talked about having a lab for simulating conferences; they seek to have more advanced equipment. The head of the quality committee talked about the digital library where students can access journals from all over the world and the Learning Management System (LMS), which is a useful communication utility between instructor and students. The three interviewees in Imam reflected on the issue of not having well-equipped labs for interpreting. The vice dean points out that “at the moment, there is no well-equipped infrastructure for translation and the reason is that the college is not only concerned with translation. There are not enough facilities to graduate a professional translator” (my translation from Arabic). The dean of Quality Assurance in Effat confirmed that students have access to a huge database that includes a large number of online resources, and the dean of college confirms that there are well-equipped labs for students.

The predominant proportions of students and instructors were dissatisfied with the academic infrastructure in the three translation courses (see p.279 of this thesis). Some students in KSU gave comments regarding lack of equipped labs which contradicts with what all decision makers in KSU claimed that there are well equipped labs for translation purposes. It is surprising to see the answer of the vice dean who thinks that the college is not only concerned with translation. He also states that there are not enough facilities to graduate a professional translator. As long as one of the overall aims of the Imam course, as displayed on its website, is “preparation of qualified individuals in translation between
Arabic and English” (my translation from Arabic), the course is obliged to provide students with all it takes to be qualified in translation and its demands.

13. KSU is the only course which is of five years’ duration, whereas other undergraduate translation courses in Saudi Arabia and in other countries are of four years’ duration. Why is this, do you think? (Addressed to interviewees in KSU)

The dean in KSU has a distinct opinion in this regard, believing that

Learning translation needs a high command of the foreign language and the native language. I have always suggested that students should not study translation during the undergraduate degree rather they study it after completing the course either as two-year higher diploma or as master degree. A few years ago, a committee was established to study the state of the college and they noticed that there is poor language command among students in comparison with students in other English language undergraduate courses (my translation from Arabic).

Not only the dean holds the opinion that translation should be taught as a separate course, the head of department also shares this perspective, saying,

Five years are not enough for a student to acquire language skills as well as translation competence… The problem is in the EFL environment where students do not have the opportunity to practise their English language skills. We find some students even in the advanced levels are still in need of improving their English language skills (my translation from Arabic).

They both consider the problem of duration linked to the English language proficiency of students though they still believe that five years is not long enough for a student to learn a

language and translation. As explained in chapter 4, English language skills are taught separately in KSU in the first two years and a half and translation is taught within the remaining two years and a half. Bernardini (2004:26) points out “I would object to the view that language skills and translation skills can be treated as two independent variables…language knowledge and skills must necessarily be consistent with translation skills, so that the two strengthen each other”. Teaching of English language and translation side by side would enable fulfilling the linguistic needs that arise while teaching translation and there should be coordination between language instructors and translation instructors regarding the linguistic areas that are in need of development among students.

None of the instructors or students has given a comment to dedicating the course only to English language skills. In fact, the majority of the three groups of stakeholders, namely, students, instructors and translators advocate 4 years as an appropriate duration for an undergraduate course in translation. This idea of dedicating the course to only learning English language skills was merely a personal suggestion of the dean and the head of department in KSU. There are many undergraduate translation courses in the Arab world, Europe and USA that are less than five years and they managed to prepare students well for their future jobs. Therefore, language teaching in this course is in great need of further investigation.

14. The Imam course combines three disciplines (literature, English language teaching and translation) in one course, and many students complain about the high number of modules in Islamic studies. What are the reasons for including three disciplines in the course and for focusing on Islamic studies more than on one of the main aims of the course, i.e. translation? (Addressed to interviewees in Imam)

The first coordinator of the Quality Rectorate gives a brief history of the beginning of the course in which he says

Ten years ago, there was only one track which is English language literature like other departments in the Arab world without translation or teaching.
After they noticed that graduates have less opportunity in the market, they wanted to give more opportunities for graduates in English language teaching, translation and literature. We discovered that it is too much for the student to study 180 credit hours in the programme. The programme was reviewed by a committee of experts from different English speaking countries and they said that we have to do tracking in the department, a track for translation, literature and English language teaching. Therefore, we have developed the tracking for the programme and we have been developing it from last year. We are in the process of revising it now and we take feedback from everyone in the college. We will refer it to the committee of planning to be approved. We will have separate track for translation with a variety of modules in translation. Although we will have a track for literature, we do not think that students will be interested in it. They believe that linguistics and translation are easier than literature.

The second coordinator in the Quality Rectorate is happy with the idea of tracking as he believes that the current course causes distraction to students leading them to be incapable of any of the three streams. However, the vice dean, who is not specialised in translation, considers that the course benefits students in a number of ways; firstly, it gives them the opportunity to work in different kinds of jobs either in translation, language teaching or literature. Secondly, from an academic point of view, literature and linguistics both enrich students’ language skills. He also adds that

There are only five modules in translation and when you look at the outcome and benefit, you will see the overall load of the course not very high…the high load is in the university’s prerequisites modules in Islamic teaching and Quran. There are demands to decrease the number of credit hours from 180 to 140…nothing has been approved yet and all these are proposals. There is a hesitation toward approving the tracking proposal (my translation from Arabic).
There seem to be some positive attitudes from those specialised in translation (first and second coordinators) towards having a more concentrated course through having different streams in the course and there is ongoing work to separate different stream like the course in Effat.

15. Many students at the Effat course suggested the omission of literature modules since there is a separate discipline for it. What is your opinion of this suggestion? (Addressed to interviewees in Effat)

The dean of college in Effat, who is specialised in literature and a former head of department, thinks that only students, who have poor English language proficiency find it hard to study literature, which requires a high level of cognitive ability, and they want to score high marks. Literature modules aim to improve their English language skills and she also adds that “if you intend to do a translation course, you should go through literature courses [modules] to improve your English”.

In Widdowson’s book (1975) *Stylistics and The Teaching of Literature*, he illustrated how literature can be useful in improving language skills among students especially at the procedural level in the ability to use the language. He argues that when students read a conventional discourse, they can anticipate based on what they already know about that topic. However, in literature the situation is different where the learner needs to use his or her procedural abilities of making sense (e.g. interpretive procedure) to conceptualise the discourse. In fact, one of the competences of translation competence is proficiency in both SL and TL and literature probably supports in enhancing this competence. However, as far as translation in concerned, Bernardini (2004) argues that language teaching for translation purposes should go hand by hand with the teaching of translation in order that the teaching of language focus on the linguistic needs of translation. Literature can be useful in developing language competence of students and also cultural competence where students can learn about the culture of the TL through reading novels, stories and other topics in literature.
However, the head of department, who is specialised in translation, answered differently, saying, “this is a problem with the curriculum itself. I am actually looking at the actual programme to see what can be done about that particular point because that point is an issue which has not been highlighted”. It is noted that the former and current head of department have a tendency to focus on the modules that they think are useful for students especially because the head of department sees inclusion of modules in literature as a problem and he seeks to find solutions for it.

16. Do you think your course is fulfilling market demands and student needs? If not, what are the shortcomings of the course?

The college dean in KSU thinks that the course is good, but the undergraduate course should be dedicated only to improving foreign language skills; translation should be taught as a separate course. He also believes that there is an absence of coordination between the market and the college and this is because there is no representative of the translation market to interact with. The head of department has a different opinion, believing that the number of undergraduate translation courses is more than the market needs and some of the graduates work as English language teachers at public schools or in other jobs. The head of the quality committee said that he needs to know what the demands of the market are to be able to answer this question. He thinks that it fulfils students’ needs with some deficiencies. There is a 25% margin in the curriculum that is always re-considered by the curriculum committee and he also pointed out that “students’ needs are not going to be perfectly met, but we are trying our best by evaluating the performance, seeing the areas of weakness and trying to tackle them”. He also thinks that the “Twinning programme” has contributed to improving the level of students’ English language proficiency, which used to be a common problem. In other words, those in KSU did not raise any shortcoming in their course but the dean and the head of department suggested teaching translation as a separate course not part of the undergraduate course. The dean also holds the market responsible for not having representatives which led to the absence of communication with the market.
As for the course in Imam, the first coordinator of the Quality Rectorate admits that “we give the basics of translation and we do not train professional translation. We give the basic steps to carry on after graduation”. The second coordinator in the Quality Rectorate answered “not at the moment until tracking comes into practice” (my translation from Arabic) while the vice dean, without referring to any sources of data, believes that the course serves more than one track in which 85% of graduates work in English language teaching, 10% in translation and 5% in other administrative jobs such as public relations and business administrations. He also adds that

According to the feedback for the last three or four years, the college has the best outcome out of the other colleges which all indicate that the course is good…we see that the course can be developed, but when we design the course we do not design it for the market but according to academic criteria and pure academic vision. We take market demands into consideration but not in the first place (my translation from Arabic).

However, this course has not managed to be accredited nationally or internationally although the vice dean in Imam classified it as the best course.

The college dean in Effat is very confident that the course is fulfilling students’ needs and the market’s demands and that they offer the only translation course in Jeddah; Effat’s graduates do not have a hard time finding jobs, if not in translation then in any other field that requires English and Arabic languages. She also thinks that the shortcomings are not in the course itself rather the way it is delivered, in not having sufficient faculty members. The head of department also believes that the course fulfils the demands of the market and needs of students.

The largest proportion of students chose “neutral” when asked whether the course prepares them fully for the market and the majority of translators believe that the course prepares students for the market to a limited extent. However, the dominant percentage of instructors thinks that the course prepares students fully for the market except some
decision makers in the Imam course who believe that the course should have three concentrations, translation, English language teaching and literature. Students might not be aware of what the market demands so this could be a reason why many of them opted for neutral. But translators, who are former graduates of translation and other courses and who currently work in the market, believe that the current translation courses do not satisfy market demands.

To sum up, the process of developing the translation curriculum in the three translation courses seems to be similar as there is a committee in each department which is responsible for the development of curriculum which consist of decision makers in the department and some faculty members. Interviewees in KSU and Imam have made it explicit that there is no instrument to officially measure market demands rather there are some individual efforts from the head of the department or coordinator of Quality Rectorate to identify market demands. However, Effat relies on a third party (i.e. PARC Company) to identify market demands though there might not be specialists in this company who realize translation demands in the market. Most interviewees have also stated that they do not offer translation software to students due to financial reasons for some departments; the department in KSU is planning to buy software. There is a lack of specialised and experienced instructors in translation in the two courses KSU and Imam, but Effat, according to the dean, has managed to fulfil this lack last year. Decision makers have also made it clear that translation instructors are free to choose the teaching materials for translation modules though many of them are not specialised or experienced in translation. As for the feedback given to students, most translation instructors provide collective feedback for students due to large numbers of students in each class except Effat where students are given formative assignments every week and translation instructors provide students with the feedback online. Most decision makers in the three courses have highlighted the shift towards learner-centred environment, but none of them has referred to any kind of teaching approaches in translation when they were asked about what teaching approaches instructors follow. For the assessment of translation, there are no written marking criteria for translation practical modules in KSU and Imam rather it is up to the instructors’ own evaluation; Effat has set marking criteria (80% for content, 20% for grammar, structure
and terminology). Decision makers have also made it clear that the KSU and Imam courses do not offer any translation internship, but Effat does. There is also no module in translation theory, but decision makers claim that it is integrated with the modules for practical translation.

Not all decision makers have agreed that there is a tendency among many graduates not to work in translation, but some of them raised financial reasons (i.e. low wages). Some were confident that graduates will work in translation if they have the chance though one decision maker in Imam has explicitly stated that the course does not prepare students enough for the competitive translation market. Decision makers in KSU and Effat have confirmed having well-equipped labs for translation purposes and digital libraries, but those in Imam admit that there are no well-equipped labs and the reason, according to the vice dean, is that the course is not only for preparing translators, but for multi-aims. When asked about the reasons behind the length of the duration of the course in KSU, the dean and the head of the department suggested teaching translation as a higher diploma or a master’s degree and dedicating the undergraduate course only for improving English language skills. When decision makers in the Imam course were asked about the reasons for having multi-disciplinary course, they were divided between two opinions; (1) coordinators of the Quality Rectorate propose setting three concentrations in the course for translation, literature and English language teaching, so the student can specialise in one and (2) the vice dean believes that the course offers students more job opportunities in its current state. There are also different attitudes between the former head of department in Effat who finds modules in literature important for translation students and the new one who finds this a problem. In general, all decision makers in the KSU and Effat courses are confident that the course prepares students for the market, but some of the decision makers in Imam believe that the course does not prepare students for the market till three concentrations (translation, literature and English language teaching) are put into practice. Having presented the attitudes and perspectives of all four groups of stakeholders, it is of utmost importance to present recommendations regarding how the needs of students and the demands of the market can be met by the curricula in the three translation courses.
10 Conclusion

10.1 Introduction

This research set out to explore the needs of students in three translation courses in Saudi Arabia, namely KSU, Imam and Effat and the demands of the translation market in the country. It has been clearly shown throughout the chapters that there is a need to develop the curricula in the three translation courses, though the degree and nature of development differ from course to course; in general, however, there is a need for each course to fulfil student needs and satisfy market demands. This result is based on the analysis of all respondents’ input which reflected that the courses have not fulfilled student needs and market demands though they should be met as part of curriculum development as suggested by Gabr’s (2000) and Kelly’s (2005) models for translation curriculum development (see p.16-17 of this thesis). There seems to be lack of focus on the important theoretical aspect of translation in these courses while the focus is shifted towards the practical aspect in translation. English language is taught separately from translation modules whereas these two needs to go hand by hand to fulfil linguistic needs of translation. Academic infrastructure (teaching rooms, libraries, computer rooms, interpreting suites, etc.) is not fully available in the surveyed courses and there is an absence of internship in KSU and Imam courses. Class sizes in all courses are considered to be high which negatively affect the learning process. Many instructors in these courses have no degrees, experience or research publications in translation and there is a lack of appropriate staffing criteria in some departments. Learning outcomes in some translation modules are not clearly expressed to students and the duration of KSU course is considered to be high for an undergraduate degree in translation.

It has been seen that market demands, especially in KSU and Imam, were not identified, which was affirmed by decision makers in these courses; the curricula are being developed without taking those demands into account. Effat has assigned a third party (PARC research and development company) to be in charge of measuring market demands, but some of the market demands identified were not met. Lack of cooperation with the market
is clear especially in the case of Imam and KSU and there is no reflection of market conditions in classrooms These translation courses are not the only courses which did not meet student needs and market demands; in fact, Gabr (2007) talked about the failure of translation courses that neglected to integrate market demands and students need to their curricula which led to inadequate competence of translators.

A detailed exposition of the three translation courses and the state of the translation market was given in chapter 4. The needs of students on the three courses were identified in chapters 5 and 6, which also contain analyses of the course plans of the three courses to identify where the needs exist and the degree of the need in every course. The demands of the market from translators’ perspective were also identified and translators’ evaluation of the outcomes of the current translation courses was provided in chapter 7. A comparison between the results of the three questionnaires was made in chapter 8 to identify the points of convergence or points of divergence between the curriculum and the market demands. The development process in the three translation courses was illustrated and further findings concerning the curricula in the three translation courses were presented in chapter 9. Although there are bodies set up in these institutions to deal with curriculum development as shown in chapter 9, and even though there is a continuous process of development of the curricula, two significant pillars in the development models for translation curricula (Gabr 2000 and Kelly 2005), namely student needs and market demands, were shown not to be appropriately fulfilled.

After presenting the needs of students on the three translation courses as well as the demands of the market, it is necessary to provide recommendations to fix this lack of fit in the curriculum of translation courses. These recommendations are based on, firstly, analysing the course plan in each of the three courses, secondly, surveying student needs as expressed by students on the three courses and by translation instructors; and thirdly, surveying the demands of the translation market as perceived by employees in translation agencies in Saudi Arabia. As clarified in the aims of this research, these recommendations are transferable to the translation curricula of other courses that are in similar situation
whether in the Arab world or in other parts of the world. It is important to note that some findings indicated that there is a need for thorough research into some aspects of the curricula of the three translation courses, and these will be highlighted in the section “implications for future research”.

10.2 Recommendations for the three translation courses (KSU, Imam and Effat):

10.2.1 Diversity in the course to meet student objectives:

Today, there is more diversity in the translation market demands than ever before. My findings show that less than a third of the students surveyed planned to become professional translators after completing the course and the highest percentage of the students (36%) chose this course to find a job that has to do with foreign language, translation (different roles in the translation loop, e.g. reviser, proof-reader, terminologist) etc. The rest have different aims such as finding a job that does not necessarily have to do with foreign language or translation (22%) and pursuing postgraduate studies (12%).

Curriculum developers should ensure that their courses equip students to fulfil different roles in the translation loop because my survey of employees in the market showed that all of these positions exist in the market. Enhancing these roles will open more opportunities for graduates to work in a variety of jobs in the translation agency. Developers should also enhance the aspect of translation research and theory in the curricula as some of the students in the three courses expressed their intentions to pursue postgraduate studies.

10.2.2 Usefulness of common subjects in translation courses

Based on the ranking given by the respondents from the three groups of stakeholders to the subjects common to the translation courses in terms of their usefulness, the following shows a categorisation of those subjects, according to the collective percentages given to each one of them, into very useful subjects, useful subjects and not useful subjects.
10.2.2.1 Very useful subjects:

Practical translation is rated as one of the very useful subjects for translation students. This subject is offered in all of the three translation courses, but the number of modules dedicated to it varies. In KSU, there are 9 modules for practical translation and one translation project at the end of the course. In Imam, only 3 practical modules and one translation project are provided during four years. Effat offers 5 modules in practical translation while 4 modules are dedicated to literature. To resolve the discrepancy between what students consider as useful on the one hand, and what is being provided on the other, these two courses (Imam and Effat) should dedicate more modules to practical translation in various fields; the most important fields will be indicated later on according to the ranking of respondents regarding most useful type of texts for students to learn.

Improving foreign language skills is also a very useful subject from the perspective of instructors, students and translators. Language competence is one of the components of translation competences and this rating reaffirms the significance of language competence discussed in chapter 2. It is obvious that respondents realise the value of improving foreign language skills for translation students. Therefore, every course should ensure that students achieve a level in English proficiency that is high enough to fulfil language needs for translation.

Moreover, improving mother tongue skills is also considered to be very useful. Language competence, which is one of the components of translation competence, does not only refer to the competence in the foreign language, but in both, as a translator will often be translating from and to his or her mother tongue. Thus, developing the mother tongue of students in every course is also very necessary.

As discussed in chapter 2, the components of translation competence are several, but most of them lie in high language proficiency according to those who have identified translation competence. Bell (1991) believes that translation competence consists of four components, three of them are under the umbrella of language competency, namely source language.
knowledge, target language knowledge and text type knowledge. Neubert (2000) lists two of the five translation competences that constitute translation competence, namely language competence and textual competence, which are both components of language skills and the others are intertwined with language competence. Bilingualism is listed as the first constituent of translation competence by PACTE (2011). This emphasis by scholars on the significance of language proficiency for translation competence shows the importance of improving both languages as they contribute significantly in developing translation competence among students.

Another very useful subject in the translation course is “proofreading and editing”, which only exists in the Effat course. Respondents seem to realise the necessity of this subject in particular for the translator. In his book of entitled *Editing and Revising for Translators*, Mossop (2010:24) points out that “editors and revisers make improvements to fix problems that will hinder mental processing of the text, and to tailor the writing to its future readers”. Proofreading and editing are common roles in a translation workplace, so each course should consider including this subject to improve students’ skills in this area.

### 10.2.2.2 Useful subjects:

**Linguistics** is considered to be useful by the three groups of respondents. It is important to note that linguistics is not limited to an introduction to linguistics in one module because there are many branches of linguistics and those that are related to the text such as “text linguistics” are of the utmost value for students. **Research skills and methods** is also a useful subject for translation students and the three courses offer a module that introduces students to research methods. Another useful subject is **stylistics**, but this exists only in KSU. In light of the perceived usefulness of stylistics, it is recommended that the Imam and Effat courses be developed to include the subject “stylistics” in order to enable students to interpret features of texts and styles when translating (see p.162 of this thesis). **Intercultural studies** were also rated as useful and they enhance one of the translation competences, namely cultural competence. **Translation theory, translation memory**
software, audiovisual translation, interpreting, and literature of the languages concerned were all considered to be useful subjects.

There is no subject that has been categorised by the majority of respondents as not useful or completely not useful, but it is worth giving the collective percentages for these two evaluation tools given to the subjects as they received small percentages. A third of respondents (34%) consider literature of the language concerned as not useful or completely not useful and a quarter think the same of research skills and methods. Linguistics is thought to be not useful or completely not useful by 24% of the three groups of stakeholders and stylistics received 17%. The remaining subjects received small percentages of votes for being not useful or completely not useful.

Some of the above findings are in line with Sachinis’s findings (2011) addressing curricula in Greek postgraduate translation courses (see p.59-60 of this thesis), for instance, practical translation, proofreading and editing, improving foreign language skills and improving mother tongue skills were all categorised as most useful in his study and mine. Translation theory, linguistics, stylistics, research skills and methods and audiovisual translation were also categorised as useful subjects in both studies. However, his study classified some subjects as not that useful, namely intercultural studies, literature of languages concerned and interpreting, but the findings of my study did not; none of the subjects was considered not useful by the majority of respondents. This implies that all listed subjects are considered useful for translation students from my respondents’ perspective. This shows that the majority of findings in both studies concerning usefulness of subjects are similar which indicates that perspectives of students, instructors and translators, though in different countries and from different levels (undergraduate and postgraduate), are also somewhat similar with regards to the usefulness of those subjects except for the 3 subjects that were classified as not that useful in Sachinis’s (2011) study.
10.2.3 Improving academic infrastructure in the university:

The majority of students and instructors were dissatisfied with the academic infrastructure (libraries, teaching rooms, computer rooms, etc.) at their universities. However, decision makers in KSU and Effat were very satisfied with the infrastructure while those in Imam raised some concerns about absence of well-equipped labs and other facilities that are necessary in every translation institution. Therefore, it is recommended for these courses to provide full necessary facilities in each classroom, knowledge resources for students, and well-equipped computer labs and interpreting suites.

10.2.4 Available information about the course prior its commencement:

The findings indicate that some students did not find information about the course prior its commencement and only 19% found the information about the course on the course’s website. The majority learned about the course from previous students. Only Effat’s website provided adequate information about the course content and the facilities available for students including descriptions of modules. Therefore, the KSU and Imam courses are recommended to update their websites on a regular basis to include full information about the course, detailing its content, instructors’ profiles, and facilities, so that students learn about the course prior its commencement.

10.2.5 Maintaining appropriate class sizes:

The interviews with decision makers indicate that there are large numbers of students in each class especially in KSU, where the class size exceeds 25 students. This made it difficult for the instructor to provide feedback for every student, so many instructors opted to provide collective feedback for all students. Individual feedback addresses the errors in the translation of every student and the instructor can detect the aspects that need to be developed among students.

Therefore, it is recommended that each course maintains a reasonable number of students in each class to enable the instructor to provide individual feedback for every student and
to give all students a chance to participate during the lesson. This will also enable the instructor to supervise the performance of every student and address points of weakness. In her survey on instructors in China, for the appropriate number for translation classes, Hung found that the largest number of respondents (61%) opted for classes that have from 21 to 30 students (cited in Pym, Fallada, Ramon and Orenstein 2003). Aubert (2003) thinks that translation classes may vary depending on the subject as theoretical classes can have up to 70 students, but practical translation classes should not exceed 25 students; Mayoral (ibid) believes that it should be as small as possible.

10.2.6 Inclusion of internships in the curriculum:

The majority of students, instructors and decision makers advocate including internships for students on undergraduate translation courses. The majority of translators also advocate that and they are likely willing to offer training for translation students. However, translation internships exist only in the Effat course, and decision makers, instructors and students reflected positive outcomes of these internships. Imam provides a teacher practicum for the students at the end of the course; KSU does not offer any form of internship. As long as the translation market is willing to offer training for students, decision makers in the courses at KSU and Imam are recommended to coordinate with the market to include internships for every student at the end of the course to allow them to practise what they have learned in the real market. To ensure the efficiency of the internship, the department should supervise the performance of students in coordination with the hosting agency in order to achieve the aims of the internship. According to Kelly (2005), students learn and progress the use of instruments in translation and professional areas (work conditions, procedures and flows) during internship. They also improve their interpersonal skills team work and relations with other professionals and their attitudinal skills such as confidence, taking responsibility and adaptation to work conditions. They also develop strategic areas in organisation of work flow and identifying translation problems and finding solutions for them. Based on their experience, the dean in Effat pointed out that
This internship is very successful and students also find it useful. We have been running it for many years...we do measure their success too through surveys and forms. We always had successful internships and students learn a lot of it. The internship is a helping factor to encourage them to work in translation.

This recommendation is also in line with the one made by Sachinis’s (2011) and this shows that even at postgraduate level, internship is advocated by instructors, students and translators.

### 10.2.7 Training translation instructors:

According to the literature on translator training, and based on translation instructors’ profiles provided via the instructors’ surveys and the comments made by some translators, the qualifications of many translation instructors may not be adequate to teach translation. Many of them do not hold any undergraduate or postgraduate degree in translation which indicates that they have not studied translation, not to mention that many of them hold only undergraduate degrees. Nearly half of them do not even have professional experience in translation and some have only a few years of experience as professional translators. Decision makers explained the teaching of translation by non-specialists with reference to lack of staff. Therefore, there are two recommendations for the translation courses in this regard.

Firstly, the current instructors should be trained how to teach translation, how to assess students’ translations and how to give feedback. They need to be aware of the various translation teaching approaches and the advantages and disadvantages of each approach. They also need to know the aspects that need to be considered when assessing translation and the aspects that need to be covered when giving feedback to students. They also need to be aware of market demands and this can be achieved through spending some time in the market to closely examine how translators work (see Kelly 2005). They also need to be aware of advanced and the most highly used translation technology tools in the market so that they can introduce their students to them. This recommendation for training translation
instructors is in line with Gabr’s (2002) who examined the undergraduate translation courses in Egyptian universities, taking the course in Ain Shams University as a case study. The recommendation given here to translation instructors is sound and it includes developing teaching approaches, feedback and marking criteria which will be discussed in the next three sections.

Secondly, each course should have a long term plan for staffing by qualified instructors, who are specialised in translation preferably in their undergraduate, considering that undergraduate translation courses have been running in the Imam and the Effat courses over a decade and over two decades in the KSU course (i.e. many graduates hold undergraduate degrees in translation), and postgraduate degrees and who have professional experience in it. It is also recommended to prepare the current teaching-assistants who hold an undergraduate degree in translation to pursue their postgraduate studies in translation, so that the department can fulfil this lack of specialised qualified translation instructors. The second recommendation is also in line with Al-Jarf’s (2009) who believes that the faculty should have a degree in translation. However, the recommendation of this research stipulates that instructors should be specialised in translation preferably in their undergraduate degrees and compulsory in their postgraduate degrees and to have professional experience in translation.

10.2.7.1 Teaching approaches:

Less than a third of students were satisfied with the teaching approaches and the majority were neutral. More than a third of instructors were also neutral and those satisfied represent only half of the instructors. This shows that teaching approaches followed by instructors in teaching translation modules are in need of development. There could also be influence of English language teaching on the teaching approaches of instructors (Colina 2002:11) bearing in mind that many of them are specialised in linguistics or literature. Thus, it is recommended that part of the training for instructors address the teaching approaches in translation and how effective each one is, in order that instructors can be aware of them and
understand the merits of each approach. They also need to understand which teaching approach is appropriate for students in certain levels of study as discussed in chapter 2.

10.2.7.2 Feedback:

The majority of students were not satisfied, but neutral, when asked about their satisfaction with feedback on their work. It has been found that many translation instructors at Arab universities provide language-oriented feedback with only slight reference to the translation process (Atari 2012) and instructors in Saudi universities are not probably far from this. Feedback is considered to be one of the essential tools in developing translation competence. According to Malmkjaer (2009:131), receiving feedback on translation is one of the factors that develop transfer competence, which is one of the influential components of translation competence. Therefore, it is recommended that part of the training for translation instructors should aim to make them aware of the importance of providing feedback that focuses on translation problems primarily, though without excluding the linguistic aspect.

10.2.7.3 Marking criteria:

The majority of students were neutral when asked about the fairness of the marking process and less than a third of the instructors were neutral too. Effat has marking criteria, but decision makers in KSU and Imam clearly expressed that there are no marking criteria for translation assessment and it is fully up to the instructor to assess based on his or her own way of assessment. In addition to what has been discussed above regarding the influence of language teaching on translation teaching, this influence can also affect the marking process in which some instructors might focus on old-fashioned contrastive analysis or error analysis; “emphasis is placed on what students do wrong, not what they have learned” (Atari 2012: 112), which is one of the disadvantages of error analysis. Some instructors may assess language errors (vocabulary, grammar, coherence, syntax, style, etc.) more than accuracy of translation and the conveyance of meaning. This would lead students to concentrate on the language to avoid language errors more than the translation and its
accuracy, which is the core. Of course language errors need to be addressed, but without disregarding translation errors and giving them enough concentration.

Assessment should focus on accuracy of conveying the full meaning from the ST to the TT in the first place and spotlighting the areas of weakness in the work of each student and determining the competences that need to be developed for every student. Therefore, it is of vital necessity for the departments responsible for the three translation courses to develop marking criteria for instructors to follow and these criteria should be based on findings from the literature on translator training (see Atari 2012, Colina 2003 and Kelly 2005). The criteria will minimize the discrepancies among instructors’ assessments of translations which could confuse students in understanding minor errors and serious errors. It is also very important that the assessment criteria are linked to the learning outcomes (Kelly 2005) to measure whether these outcomes have been achieved or not. A very interesting assessment descriptor is given by Atari (2012) based on matching components of translation competence to the descriptors (see appendix E). Based on some of the results from his PhD where he conducted an assessment experiment on students translating from their own language into the foreign language, Waddington (2001) calls for combining two approaches, namely error analysis and the holistic evaluation.

10.2.8 Introducing translation memory software:

The majority of students, translation instructors, translators and decision makers advocate including the teaching of translation memory software in translation courses. It was also found that nearly half of the translators in the market recommended that some tools be taught to students. This agreement confirms the need for translation courses to include in their curricula some of the most advanced and common translation memory software on the market. The selection of memory software should be based on the most advanced commonly used ones in the market and this study has shown that Trados and Wordfast are the most popular translation memory tools in the Saudi translation market and Trados Multiterm as the most common terminology management software from translators’ perspective (see p.264-265 of this thesis). For those concerned about the cost of software,
OmegaT is a freeware and can help students to learn using translation software. Translation instructors should be trained in the usage of the software, so they can train their students in using it. This will contribute to having graduates who meet the technological demands of the translation market.

10.2.9 Consistent development of the curriculum and measurement of market demands:

Although decision makers indicated that curriculum development committees or the Quality Rectorate meet every term to review the curriculum, this development without identification of market demands, which the decision makers in KSU and Imam have expressed difficulties in identifying, may not be sufficient and efficient due to the lack of this important pillar, namely identifying market demands, in curriculum development models proposed by Gabr (2000) and Kelly (2005). Therefore, it is recommended that each course maintains a continuous development of the curriculum to meet the continually changing market demands to ensure the quality and the successful outcome of the course.

10.2.10 Setting clear learning outcomes for every module:

Less than half of the students find the learning outcomes clear in every module and the majority of the other half was neutral, which indicates that there is no predominant agreement among students that the learning outcomes are clear to them. In addition, Atari (2012), Bahumaid (1995) and Emery (2000) have all talked about apparent lack of well-defined and formulated learning outcomes in translator training courses at many Arab universities.

Therefore, it is necessary for each course to identify the learning outcomes for students in each module so that students will be able to understand the value of each module they take. These learning outcomes are also important for instructors to know what students need to learn from the module. According to Kelly (2005:21-22), the first step in any design
process is setting learning outcomes, but it is absent from many translator training courses in universities.

10.2.11 Reflecting market conditions in classrooms:

The majority of each of the three groups of stakeholders agreed that market conditions should be reflected in classrooms and this could be because of their value in depicting market ambiance in the classroom to familiarize students with what they are going to experience in the real market. Thus, the curriculum in the three translation courses should reflect these conditions and this can take different forms from using authentic texts to students practising different roles in the translation procedures such as proofreading, revising, project managing, etc. These conditions help to familiarize and prepare students for the real conditions in the market.

10.2.12 Appropriate duration for an undergraduate course in translation:

The majority of respondents in each of the three groups of stakeholders including those in the Imam and KSU courses, which are 5-year long, except the majority of instructors in KSU (see p.191 of this thesis), advocate “4 years” as an appropriate duration for students to complete an undergraduate degree in translation. Although students in the KSU and translators, of whom many are graduates of the course in the KSU, opted for 4 years, the majority of instructors in the KSU opted for 5 years. The reason is probably that the instructors believe that students admitted to the course do not have adequate level in language proficiency, so they need to spend 5 years learning language skills and translation. The course at KSU lasts five years and it does not hold an entrance test for students; rather it dedicates the first two and a half years to improving students’ English language skills through teaching a variety of modules in improving general English language skills as explained in chapter 4. Imam also dedicates the first year and a half to improving students’ English language skills, but students need to pass an entrance test (see p.96 of this thesis). Those who do not pass the test are transferred to one year intensive English language course. Therefore, if the course in KSU places entrance tests to ensure it
admits students who have a satisfactory level of English proficiency which can be developed in the first two years, it can reduce the duration of the course to 4 years. The course then does not have to teach students English language skills from scratch which might be considered as repetition for those who have a good level in English. This recommendation is in line with Al-Jarf (2008) who calls for placing benchmarks for language schools (see p.83 of this thesis).

10.2.13 English language teaching:

This study has not concentrated on measuring the English language proficiency in the three courses. However, as discussed in chapter 4, English language skills are taught to students in the KSU and the Imam in the first two years separately from translation not even oriented to it. This may not fully serve the purpose of improving language competence for translation purposes and may not cover the linguistic skills that a translator needs. Therefore, as discussed in chapter 2 (see p.51 of this thesis), according to Bernardini (2004), English language teaching should be oriented to translation to meet the language competence, which is one of the main influential competences in translation competence. This can be achieved through classroom-specific activities that ensure that students develop their critical ability to see through the language and in ways that allow them to become creative and compose their expressions not substituting word for word.

10.2.14 Setting concentrations in the Imam course:

Decision makers in the Quality Rectorate in Imam talked about a prospective structure of the course, which includes three academic tracks in the course, namely translation, literature and English language teaching, but it did not come into effect yet. The idea of setting three tracks could be fruitful because it could make the course more concentrated on one field instead of distracting students with three fields as in the current structure of the
course which combines literature, English language teaching and translation as explained in chapter 4 (see p.116 of this thesis).

10.3 Market demands:

10.3.1.1 Importance of translation skills in the market:

The following is the categorisation given by translators in the market in terms of the importance of translation skills. These skills were classified as very important, important, unimportant or completely unimportant.

- Very important skills:

Accuracy in expression is considered a very important skill, and the translation market seems to be very concerned regarding accurate translation. Time management and meeting deadlines are also very important skills from translators’ perspective as well as creative writing, and openness to criticism.

- Important skills:

Translators in the market believe that technical and scientific writing is an important skill, but of secondary importance as well as techniques for extracting information from clients, organisation, client management, attention to details, flexibility and adaptability (e.g. to new working conditions), negotiation techniques and networking with other translators.

None of these skills received the majority of votes for being not useful or completely not useful and this show that all these skills are necessary for translators in the market. As long as some of these skills are important and others have different degrees of importance, it is recommended for the curricula in translation courses to consider focusing on developing
these very important and important skills among students, as the market demands that a translator be capable in these skills.

10.3.1.2 The types of texts in highest demand and the most useful types of texts for students to learn:

The types of text which were found in this research to be in highest demand and to be the most useful types of texts will be ranked according to the votes given by the three groups of respondents. Medical texts were ranked as the most highly demanded texts in the market and the second most useful types of texts for students to learn. Texts in media came second as being in high demand, but as the most useful types of texts for students to learn, and legal texts came third. Technical texts came fourth as being in high demand, but were considered the sixth most useful types of texts for students. Financial texts were ranked as the fifth in high demand, but fourth as useful for translation students. Political texts were ranked as sixth in demand, but fifth in usefulness for students. Literary, scientific and sacred texts were ranked equal as most useful texts for students to learn as well as in demand. There are no significant differences between the ranking of the most useful texts and texts most in demand. This ranking could be useful for the translation courses to consider in choosing types of texts for practical translation modules to familiarize students with the types of texts that are in high demand in the market as well as those that are useful for them to learn.

10.3.1.3 Most important selection criteria for recruiting translators in the market:

Based on the findings of this research, the following are some of the most important selection criteria that the market focuses on when employing translators.

1) Translation test/samples

This criterion has received the highest number of votes as a determining factor in employing translators in the market, which affirms that translation competence is a key
factor in the recruitment process. Translators in the market have put this criterion as the most important which clearly shows that the first most important condition in recruiting translators is translation competence of the translator which can be evaluated by translation test or a sample of the applicant’s translation. Therefore, the translation courses should concentrate in the first place on improving the translation competence of students.

2) Undergraduate degree in translation:

Holding a degree in translation is very important and gives more credit for the applicant than having a degree in foreign language or literature according to the translators in the market. It was classified the second most important selection criterion by translators and when they were asked if they would employ a graduate holding an undergraduate degree in translation from a Saudi university with no prior experience, the majority chose “yes”. This suggests that students on translation courses need to develop their translation competence during their course and might not need to worry about not having experience in translation to find a job.

In addition, when translators were asked “would you offer a higher salary to an undergraduate translation degree holder than to someone with no academic qualification”, 42% of respondents chose “yes”, 4% selected “yes, under certain conditions” and the remaining chose “no” or “I do not know”. This shows that a large number of translation agencies, nearly half, are willing to offer translators with academic degrees in translation higher salaries than translators without translation degrees, emphasising the value of the undergraduate translation degree. This can be considered as an advantage for the graduates of translation courses.

3) Personal interview:

Personal interview came as the third most important selection criterion in the recruitment of translators. Interviews are common procedures in the employment process, but as far as translation and interpreting are considered, the interview might focus on language speaking skills and interpreting skills.
4) **Experience:**

Previous professional experience is required by only 10% of the translation agencies surveyed which does not show that it is a common prerequisite in the translation market. This is in favour of fresh graduates looking forward to become professional translators as they need to focus on grasping translation competence and how to develop it.

5) **Undergraduate degree in languages:**

Only 36% of respondents in the translation agencies consider “undergraduate degree in languages” as an important selection criterion which classifies it as not as preferable in the market as a degree in translation.

**Other selection criteria:**

The remaining selection criteria, namely “third party recommendations”, “undergraduate degree in another field”, “previous professional experience, unrelated to translation” are not considered important selection criteria and received a low percentages of votes (below 9%). Although the ministerial decree presented in chapter 4 (see p.118 of this thesis) stipulates that a minimum of three years of experience is one of the requirement to obtain a translator license, the situation is probably different on the ground as Fatani (2009:21) indicated that translation licenses are being bestowed on translators with poor language proficiency.

10.3.1.4 **Knowing the organisation of a translation company or agency:**

The majority of translators agree that students should know the organisation of a translation company or agency. This might help to familiarize students with the translation market and it can be achieved by introducing the structure and job positions in the translation agencies. Lectures and internships are appropriate ways to educate students about the organisation of translation companies or agencies.
10.4 Contribution of this research:

This study is the first to explore the needs of students on three translation courses, one at KSU, one at Imam and one at Effat and it is the first to offer recommendations for how not only these three courses, but any undergraduate translation course can fulfil student needs and market demands. The recommendations are transferable to other translation courses that have similar student needs and market demands that have not been met. This thesis takes the focused three translation courses as a sample of the common needs in an Arab translation course and examines the gap that exists between these courses and the market and suggests how the gap can be bridged. The thesis also contributes to the field of translation pedagogy in detailing the structure of the translation courses that are of four and five years length and how these courses have not completely fulfilled their students’ needs and measured the market demands.

As for the methodology of this thesis, there are several studies that examine the needs of translation students (Sachinis 2011, Fatani 2009, Gabr 2002, Li 2002 and Razmjou 2001), but this is the first study that combines surveys of three groups of stakeholders (students, instructors and translators) as well as interviews with decision makers who are directly responsible for the development of the translation curriculum.

10.5 Implications for future research:

There are several ideas for research that emanate from this research and it is useful to mention them. In fact, there has been a lack of research on translator training in general and in Saudi Arabia in particular, which motivates researchers to explore this area. A researcher who is interested to investigate student needs only or student needs combined with market demands can consult the tools used in this research and amend them to fit with conditions in his or her own country.

It was found that many of the translation instructors did not study translation; neither did they have experience in it. Thus, it is worthwhile to have more specific research topics and
look at profiles of translation instructors and their experience and their performance in classrooms in terms of teaching approaches, feedback, study materials and assessment. Each of the aforementioned areas represents a potential topic that can be investigated. The issue of profiles of translation instructors has not received a lot of investigation in the literature of translator training though it is of utmost importance in the field.

Assessment in Saudi translation courses is another large area that needs to be investigated in which researchers can examine the current criteria of translation assessment and how feedback is given and the reasons behind that especially as there were low levels of satisfaction among students with marking criteria and feedback. There is also a chance to conduct research on study materials used in translation classes which this study has generally touched upon. Having the highest percentage of students neutral not only towards their satisfaction with study materials, but other areas too, signals a need for investigation of that area. The same is true for the clarity of learning outcomes as 43% of students were neutral when asked if they agree that “in every module, it is clear what instructors expect me to learn”. Moreover, there is a great need to explore the academic infrastructure at every translator training institution because the majority of instructors and students were dissatisfied with it. Lack of fully equipped academic infrastructure in each school is in need of research because the academic infrastructure (learning facilities) plays a key role in the learning process. Another area in need of investigation is the appropriate number of practical hours per week because the responses of instructors and students were scattered among different numbers of hours and there was no significant agreement. Besides, each course dedicates different numbers of hours to practical translation modules.

**Research limitations:**

Finding resources that address the state of translation courses in Saudi Arabia in particular and the Arab world in general was a challenge as there is lack of research in this area. Therefore, I had to collect all relevant old and recent resources in order to depict the state of translation courses in the past and present. Another challenge was in collecting the data
from the female departments and female translators where I had to coordinate with male
departments to distribute questionnaires to female students and instructors. This actually
prevented me from encouraging the participants to take part in the questionnaires and
answer their questions concerning the questionnaires. Therefore, the number of female
students in the Imam course who took part in the questionnaire was somewhat low.
However, the overall number of female students who took part in the study was
satisfactory.
Appendices:

Appendix A: Students’ questionnaire
Research Project: Curriculum Renewal in Undergraduate Translation Programmes at Saudi Universities

**Information sheet**

You are invited to participate in a research project conducted by Abdulhameed Alenezi, a Postgraduate research student in the Department of Translation Studies, University of Leicester.

*Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully*

- **Purpose of the project**
  This research project is part of my PhD studies. The purpose of the project is to renew curriculum of undergraduate translation programmes at Saudi Universities.

- **Procedures**
  You will be asked to participate in filling out a questionnaire that consists of two parts. In the first part, you will be asked to provide primary information about you and the institution you are studying in. In the second part, you will be asked to give your opinion toward various issues in the curriculum based on your experience so far. Completion of the questionnaire will take less than 15 minutes.

- **Potential benefit of research**
  The results of this research will contribute towards a better understanding of how to renew translation curriculum on undergraduate level and meet both, students’ and market’s needs.

- **Confidentiality**
  All data obtained via your participation in this questionnaire will be anonymous and will not be associated with your identity. This anonymous data will be used and discussed in my
PhD thesis. If you chose to provide your e-mail address, you will receive a summary of the research findings.

Any other information that may lead to your identity, like your participation consent form and your e-mail address, will be kept separately and will not be associated with your responses in the research survey.

- **Participation and withdrawal**

You can choose whether to participate in this project or not. If you volunteer to participate in this project, you may withdraw at any time without giving any reasons and without any consequences of any kind. If you decided to withdraw at any time, all data related to your participation will be removed from the research project. Also, taking part in the study will have no impact on your marks, assessments or future studies.

- **Questions about the investigators or the research**

If you have any questions or concerns about the research, please feel free to contact the investigator:

**Abdulhameed Alenezi / amma4@le.ac.uk**  
My supervisor:  
**Prof. Kirsten Malmkjaer / km240@le.ac.uk**

Department of Translation Studies  
School of Modern Languages  
University of Leicester  
Leicester  
LE1 7RH  
United Kingdom

School of Modern Languages  
Department of Translation Studies  
UNIVERSITY OF LEICESTER  
LEICESTER/ LE1 7RH /UNITED KINGDOM
Consent to Participate in Research

Working title of Project:

Curriculum Renewal in Undergraduate Translation Programmes at Saudi Universities

Investigator:
Abdulhameed Alenezi, Postgraduate Research Student
Department of Translation Studies
School of Modern Languages
University of Leicester
LE1 7RH
Email: amma4@le.ac.uk

This form is for you to state whether or not you agree to take part in the study. Please read and answer every question. If there is anything you do not understand, or if you want more information, please ask the researcher.

Have you read and understood the information leaflet about the study? Yes ☐ No ☐

Have you had an opportunity to ask questions about the study and have these been answered satisfactorily? Yes ☐ No ☐

Do you understand that the information you provide will be held in confidence by the researcher, and your name or identifying information about you will not be mentioned in any publication? Yes ☐ No ☐

Do you understand that you may draw from the study at any time without giving any reason, and in such a case all data will be destroyed? Yes ☐ No ☐

Do you agree to take part in the study? Yes ☐ No ☐

Your name: ___________________________  Researcher’s name: Abdulhameed Alenezi
Your signature: ______________________  Researchers’ Signature: ____________
Date: ____________________________

368
Translation Students’ Needs: The opinion of students

Addressed to students of a bachelor degree courses in translation programmes at Saudi Universities

- Check (√) boxes of appropriate answers:

### Section one: Student profile:

1) Age:
   - [ ] 18 - 25
   - [ ] 26 – 30
   - [ ] 31 – 40
   - [ ] More than 40

2) Gender:
   - [ ] Male
   - [ ] Female

3) In which institution are you studying translation? (optional question)
   - …………………………………………………………………………………

4) In which level of your bachelor programme are you currently in?
   - [ ] Fifth  - [ ] Sixth  - [ ] Seventh  - [ ] Eighth  - [ ] Ninth  - [ ] Tenth

### Section Two: General

5) Why did you choose to do a bachelor degree in translation? (you can choose more than one answer)
   - [ ] To become a professional translator
   - [ ] To improve my foreign language skills
   - [ ] I wanted to do a bachelor degree in any subject.
   - [ ] I wanted to study (applied) foreign languages, but I was not interested in literature, linguistics, teaching languages, etc.
   - [ ] Because I believe that after graduation, I will easily find a job
   - [ ] Other (please specify) ……………………………………………
   - [ ] Prefer not to say
6) The information you received on the content of the bachelor course in translation PRIOR TO its commencement was: (you can choose more than one answer)

- [ ] Non-existent.
- [ ] From the institution website.
- [ ] From previous students, who did the same programme.
- [ ] From tutors in the programme.
- [ ] From brochures, other websites, newspapers or professional guidance books.
- [ ] Other (please specify) …………………………………………
- [ ] Prefer not to say

7) To what extent are you satisfied with the infrastructure (libraries, teaching rooms, computer rooms, access to the internet, etc.) in your institution?

- [ ] Very satisfied
- [ ] Satisfied
- [ ] Dissatisfied
- [ ] Completely dissatisfied
- [ ] Prefer not to say
- Optional comment (what is missing?): …………………………………………………

8) In your opinion, what is the appropriate duration for a bachelor degree programme in translation?

- [ ] 3 years
- [ ] 4 ears
- [ ] 5 years
- [ ] More than 5 years
- [ ] Prefer not to say

9) The amount of the workload in the bachelor programme I am doing is:

- [ ] Too high, to the extent that I cannot meet the expectation completely
- [ ] High, but manageable
- [ ] Normal, neither too high, nor too low
- [ ] Rather low
- [ ] Too low
- [ ] Prefer not to say
### Translation Students’ Needs: The opinion of students

10) In every module it is clear what trainers expect me to learn:
- [ ] Strongly Agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree

11) In your opinion, in general, the translation trainers in your programme of study are:
- [ ] Highly qualified
- [ ] Qualified
- [ ] Neutral
- [ ] Not that qualified
- [ ] Completely unqualified

12) In general, study materials (hand-outs, notes, texts to translate, exercises, etc.) that the trainers give you are:
- [ ] Very satisfying
- [ ] Satisfying
- [ ] Neutral
- [ ] Not that satisfying
- [ ] Completely unsatisfying

13) To what extent are you satisfied with the written corrections and comments (feedback) of your trainers on your translations (e.g. how constructive and lengthy is their feedback – quality and quantity)?
- [ ] Very satisfied
- [ ] Satisfied
- [ ] Neutral
- [ ] Not that satisfied
- [ ] Completely dissatisfied
- For what reason (optional): ........................................

14) Do you believe that, in general, the marks/grades you receive on your translations (practical translation module) are:
- [ ] Always fair
- [ ] Fair
- [ ] Neutral
- [ ] Unfair
- [ ] Always unfair
- For what reason (optional): ........................................
15) In general, to what extent are you satisfied with the teaching methods applied to the modules?
- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neutral
- ☐ Not that satisfied
- ☐ Completely dissatisfied
- For what reason? (optional) ............................................................

16) In general, how many hours per week of practical translation should be taught in a bachelor degree programme in translation?
- ......................

17) In your opinion, the texts that you translate within the context of a bachelor degree programme, both in class and at home, should be chosen by:
- ☐ Trainer only
- ☐ Students only
- ☐ Trainer, always in collaboration with students
- ☐ Sometimes by trainer, sometimes by students
- ☐ Neutral

18) What types of texts would be most interesting to translate in your programme of study? Name 3 (three)
- ☐ Financial texts
- ☐ Legal texts
- ☐ Literary texts
- ☐ Medical texts
- ☐ Scientific texts
- ☐ Technical texts
- ☐ Sacred texts
- ☐ Political texts
- ☐ Media texts
- ☐ Other types of texts (please specify): ..................................................
19) In your opinion, how useful are the following subjects in a bachelor degree of programme in translation?

-Rate courses in terms of their usefulness by checking box (✓):

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<thead>
<tr>
<th>Subjects</th>
<th>Very useful</th>
<th>Useful</th>
<th>Neutral</th>
<th>Not useful</th>
<th>Not at all useful</th>
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<td>Translation theory</td>
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<td>Practical translation</td>
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<td>Improving mother tongue skills</td>
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<td>Improving foreign language skills</td>
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<td>Proof-reading &amp; editing texts/translations</td>
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<td>Interpreting</td>
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<td>Research skills/research methodology</td>
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<td>Linguistics</td>
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<td>Literature of languages concerned</td>
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</table>
### Translation Students’ Needs: The opinion of students

20) What further subjects do you suggest should be either taught or omitted in the bachelor degree programme? *(optional question)*

- **Subjects to be taught:** .................................................................

- **Reasons if possible:** .................................................................

- **Subjects to be omitted:** ............................................................

- **Reasons if possible:** .................................................................

21) In general, do you believe that market conditions should be reflected in the classroom (e.g. students should translate real texts from the professional world)?

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ I do not know
- **For what reason? (optional):** ....................................................

22) A work placement/internship in a translation agency as part of the programme in translation is essential.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree

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374
Translation Students’ Needs: The opinion of students

23) The programme I am doing prepares me fully for the market.
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree
   - Optional comment: ...........................................................

24) What do you plan to do after you finish your bachelor degree? (you can choose more than one answer)
   - ☐ Become a professional translator
   - ☐ Find a job that has to do with foreign languages, translation etc.
   - ☐ Find any kind of job that does not necessarily have to do with translation, foreign languages, etc.
   - ☐ Pursue postgraduate studies
   - ☐ Other (please specify): .....................................................

25) In your opinion, what are the shortcomings of the programme in your institution? (optional question)
   - ...........................................................

26) If you have any other comments to add, please write them down:
   - ...........................................................

End of the questionnaire

Thank you very much for taking part in my questionnaire
Appendix B: Instructors’ questionnaire
Information sheet

You are invited to participate in a research project conducted by Abdulhameed Alenezi, a Postgraduate research student in the Department of Translation Studies, University of Leicester.

(Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully)

- **Purpose of the project**
  This research project is part of my PhD studies. The purpose of the project is to renew curriculum of undergraduate translation programmes at Saudi Universities.

- **Procedures**
  You will be asked to participate in filling out a questionnaire that consists of two parts. In the first part, you will be asked to provide primary information about you and the institution you are teaching in. In the second part, you will be asked to give your opinion toward various issues in the curriculum based on your experience so far. Completion of the questionnaire will take less than 15 minutes.

- **Potential benefit of research**
  The results of this research will contribute towards a better understanding of how to renew translation curriculum on undergraduate level and meet both, students’ and market’s needs.

- **Confidentiality**
  All data obtained via your participation in this questionnaire will be anonymous and will not be associated with your identity. This anonymous data will be used and discussed in my
PhD thesis. If you chose to provide your e-mail address, you will receive a summary of the research findings.

Any other information that may lead to your identity, like your participation consent form and your e-mail address, will be kept separately and will not be associated with your responses in the research survey.

- **Participation and withdrawal**
  You can choose whether to participate in this project or not. If you volunteer to participate in this project, you may withdraw at any time without giving any reasons and without any consequences of any kind. If you decided to withdraw at any time, all data related to your participation will be removed from the research project.

- **Questions about the investigators or the research**
  If you have any questions or concerns about the research, please feel free to contact the investigator:

  **Abdulhameed Alenezi** /amna4@le.ac.uk  
  My supervisor:  
  **Prof. Kirsten Malmkjaer** /km240@le.ac.uk  
  Department of Translation Studies  
  School of Modern Languages  
  University of Leicester  
  Leicester  
  LE1 7RH  
  United Kingdom  
  Professor of Translation Studies  
  Department of Translation Studies  
  School of Modern Languages  
  University of Leicester  
  Leicester/ LE1 7RH/United Kingdom
Consent to Participate in Research

Working title of Project:

Curriculum Renewal in Undergraduate Translation Programmes at Saudi Universities

Investigator:

Abdulhameed Alenezi, Postgraduate Research Student
Department of Translation Studies
School of Modern Languages
University of Leicester
LE1 7RH
Email: amma4@le.ac.uk

This form is for you to state whether or not you agree to take part in the study. Please read and answer every question. If there is anything you do not understand, or if you want more information, please ask the researcher.

Have you read and understood the information leaflet about the study? Yes ☐ No ☐

Have you had an opportunity to ask questions about the study and have these been answered satisfactorily? Yes ☐ No ☐

Do you understand that the information you provide will be held in confidence by the researcher, and your name or identifying information about you will not be mentioned in any publication? Yes ☐ No ☐

Do you understand that you may draw from the study at any time without any reason, and in such a case all data will be destroyed? Yes ☐ No ☐

Do you agree to take part in the study? Yes ☐ No ☐

Your name: _____________________  Researcher’s name: Abdulhameed Alenezi
Your signature: ___________________ Researchers’ Signature: __________

Date: ___________________
### Translation student needs: The opinion of trainers

- Check (√) boxes of appropriate answers:

#### Section one: Trainer Profile

1) Age:
   - [ ] 21 – 30
   - [ ] 31 – 40
   - [ ] 41 – 50
   - [ ] More than 50

2) Gender:
   - [ ] Male
   - [ ] Female

- **Academic Qualifications:**
- **Undergraduate study:**

3) Field of study:
   - [ ] Translation/interpreting
   - [ ] Foreign language/literature
   - [ ] Arabic language/literature
   - [ ] Other (please specify): .................................................................

   - Postgraduate study at **Master** level: *(leave it blank if not applicable)*

4) Field of study:
   - [ ] Translation/interpreting
   - [ ] Foreign language/literature
   - [ ] Arabic language/literature
   - [ ] Other (please specify): .................................................................

   - **PhD study:** *(leave it blank if not applicable)*

5) Field of study:
   - [ ] Translation/interpreting
   - [ ] Foreign language/literature
   - [ ] Arabic language/literature
   - [ ] Other (please specify): .................................................................
Translation student needs: The opinion of trainers

6) Other degree that you consider relevant: …………………………………………………

7) Professional experience in translation (as a translator, translation editor, proof-reader, subtitler, translation project manager, etc.)
   - □ Yes
   - □ No
   - If yes, how many years and in what capacity: ………………………………

8) How many years of teaching experience in a higher education institution in subjects relevant to translation do you have?
   - ……………………………………………………………………………………..

9) In which institution are you teaching translation at the moment? (optional question)
   - ……………………………………………………………………………………..

Section Two: General

10) In your opinion, what are the main reasons why students choose to do a bachelor degree in translation? (you can choose more than one answer)
   - □ To become professional translators
   - □ To improve their foreign language skills
   - □ They believe that this degree will make it easier to find a job
   - □ I do not know
   - □ Other (please specify): ……………………………………………………………..

11) In your opinion, to what extent are students satisfied with the infrastructure (libraries, teaching rooms, computer rooms, access to the internet, etc.) in the institution?
   - □ Very satisfied
   - □ Satisfied
   - □ Dissatisfied
   - □ Completely dissatisfied
   - □ I do not know
   - Optional comment: ……………………………………………………………..

381
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>12) In your opinion, what is the appropriate duration for a bachelor</td>
<td>- Three years</td>
</tr>
<tr>
<td>degree in translation?</td>
<td>- Four years</td>
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<tr>
<td></td>
<td>- Five years</td>
</tr>
<tr>
<td></td>
<td>- More than five years</td>
</tr>
<tr>
<td>13) The workload for a student on a bachelor degree in translation in</td>
<td>- Too high, to the extent that students cannot meet the expectations</td>
</tr>
<tr>
<td>your institution is:</td>
<td>completely</td>
</tr>
<tr>
<td></td>
<td>- High, but to the extent that student can meet the expectations</td>
</tr>
<tr>
<td></td>
<td>- Normal, neither too high, nor too low</td>
</tr>
<tr>
<td></td>
<td>- Rather low</td>
</tr>
<tr>
<td></td>
<td>- Too low</td>
</tr>
<tr>
<td></td>
<td>- Prefer not to say</td>
</tr>
<tr>
<td>14) It is absolutely clear to students what you expect them to learn</td>
<td>- Strongly agree</td>
</tr>
<tr>
<td>in every module (clear learning outcomes)</td>
<td>- Agree</td>
</tr>
<tr>
<td></td>
<td>- Neutral</td>
</tr>
<tr>
<td></td>
<td>- Disagree</td>
</tr>
<tr>
<td></td>
<td>- Strongly disagree</td>
</tr>
<tr>
<td>15) In general, study materials (hand-outs, notes, texts to translate,</td>
<td>- Very satisfying</td>
</tr>
<tr>
<td>exercises, etc.) provided to the students are:</td>
<td>- Satisfying</td>
</tr>
<tr>
<td></td>
<td>- Neutral</td>
</tr>
<tr>
<td></td>
<td>- Unsatisfying</td>
</tr>
<tr>
<td></td>
<td>- Completely unsatisfying</td>
</tr>
</tbody>
</table>
## Translation student needs: The opinion of trainers

16) The marks/grades students receive on their translations are fair and the marking process is carried out according to specific criteria.
- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- Optional comment: ………………………………………………

17) In general, how satisfying do you think are the teaching methods applied to the modules in the bachelor degree in translation programme in your institution?
- ☐ Very satisfying
- ☐ Satisfying
- ☐ Neutral
- ☐ Unsatisfying
- ☐ Completely unsatisfying
- Optional comment: ………………………………………………

18) In general, how many hours per week of practical translation should be taught in a bachelor degree programme in translation?
- ………………………………………………………………………

19) In your opinion, the texts that students translate within the context of the bachelor degree both in class and at home, should be chosen by:
- ☐ Trainer
- ☐ Students
- ☐ Trainer, always in collaboration with students
- ☐ Sometimes by trainer, sometimes by students
- ☐ I do not know

20) In your opinion, what types of texts that are highly required in the translation market? *(you can choose more than one answer)*
- ☐ Financial texts
- ☐ Legal texts
- ☐ Literary texts
- ☐ Medical texts
- ☐ Scientific texts
- ☐ Technical texts
- ☐ Sacred texts
- ☐ Political texts
- ☐ Media texts
- ☐ Other types of texts (please specify): …………………………………..
21) In your opinion, how useful are the following subjects in a bachelor degree in translation programme?

- **Rate courses in terms of their usefulness by checking boxes (√):**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Very useful</th>
<th>Useful</th>
<th>Neutral</th>
<th>Not useful</th>
<th>Not at all useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation theory</td>
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<tr>
<td>Practical translation</td>
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<tr>
<td>Translation memory software (e.g. Trados)</td>
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<tr>
<td>Improving mother tongue skills</td>
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<tr>
<td>Improving foreign language skills</td>
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<tr>
<td>Proof-reading &amp; editing texts/translations</td>
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<tr>
<td>Interpreting</td>
<td></td>
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<tr>
<td>Audio-visual translation</td>
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<tr>
<td>Research skills/research methodology</td>
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<tr>
<td>Linguistics</td>
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<tr>
<td>Stylistics</td>
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<tr>
<td>Intercultural studies</td>
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<tr>
<td>Literature of languages concerned</td>
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</tr>
</tbody>
</table>
Translation student needs: The opinion of trainers

22) What further subjects do you suggest should be taught or omitted in the bachelor degree programme? (optional question)
   - Subjects to be taught: .................................................................
   - Reasons if possible: .................................................................
   - Subjects to be omitted: .............................................................
   - Reasons if possible: .................................................................

23) In general, do you believe that market conditions should be reflected in the classroom in a bachelor degree programme (e.g. students should translate real texts from the professional world)?
   - ☐ Yes
   - ☐ Sometimes
   - ☐ No
   - ☐ Prefer not to say
   - For what reason (optional comment): ...........................................

24) A work placement/internship in a translation agency as part of a bachelor programme in translation is essential.
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree

25) When students graduate from the bachelor programme, to what extent do you think they are qualified to do professional translations?
   - ☐ Completely qualified
   - ☐ Qualified
   - ☐ Unqualified
   - ☐ Completely unqualified
   - ☐ I do not know

26) In your opinion, what are the main shortcomings of the bachelor programme in translation in your institution? (optional question)
   - ........................................................................................................
   ...
27) In general, to what extent do you think students are satisfied with the bachelor programme in translation in your institution?

- □ Very satisfied
- □ Satisfied
- □ Dissatisfied
- □ Completely dissatisfied
- □ I do not know
- Other comments (optional): ...........................................

28) If you have any other comments to add, please write them down:

- ........................................................................................................

End of the questionnaire

Thank you very much for taking part in my questionnaire
Appendix C: Translators’ questionnaire
Research Project: Curriculum Renewal in Undergraduate Translation Programmes at Saudi Universities

Information sheet

You are invited to participate in a research project conducted by Abdulhameed Alenezi, a Postgraduate research student in the Department of Translation Studies, University of Leicester.

{Before you decide whether or not to take part, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully}

● Purpose of the project
This research project is part of my PhD studies. The purpose of the project is to renew curriculum of undergraduate translation programmes at Saudi Universities.

● Procedures
You will be asked to participate in filling out a questionnaire that consists of two parts. In the first part, you will be asked to provide primary information about you and the agency you work in. In the second part, you will be asked to give your opinion toward various issues in translator training and the market based on your experience so far. Completion of the questionnaire will take less than 15 minutes.

● Potential benefit of research
The results of this research will contribute towards a better understanding of how to renew translation curriculum on undergraduate level and meet both, students’ and market’s needs.

● Confidentiality
All data obtained via your participation in this questionnaire will be anonymous and will not be associated with your identity. This anonymous data will be used and discussed in my
PhD thesis. If you chose to provide your e-mail address, you will receive a summary of the research findings.

Any other information that may lead to your identity, like your participation consent form and your e-mail address, will be kept separately and will not be associated with your responses in the research survey.

● Participation and withdrawal
You can choose whether to participate in this project or not. If you volunteer to participate in this project, you may withdraw at any time without giving any reasons and without any consequences of any kind. If you decided to withdraw at any time, all data related to your participation will be removed from the research project.

● Questions about the investigators or the research
If you have any questions or concerns about the research, please feel free to contact the investigator:

Abdulhameed Alenezi /amra4@le.ac.uk
Department of Translation Studies
School of Modern Languages
University of Leicester
Leicester
LE1 7RH
United Kingdom

My supervisor:

Prof. Kirsten Malmkjaer /km240@le.ac.uk
Professor of Translation Studies
Department of Translation Studies
School of Modern Languages
University of Leicester
Leicester/ LE1 7RH /United Kingdom
Consent to Participate in Research

Working title of Project:

Curriculum Renewal in Undergraduate Translation Programmes at Saudi Universities

Investigator:

Abdulhameed Alenezi, Postgraduate Research Student
Department of Translation Studies
School of Modern Languages
University of Leicester
LE1 7RH
Email: amma4@le.ac.uk

This form is for you to state whether or not you agree to take part in the study. Please read and answer every question. If there is anything you do not understand, or if you want more information, please ask the researcher.

Have you read and understood the information leaflet about the study? ☐ Yes ☐ No

Have you had an opportunity to ask questions about the study and have these been answered satisfactorily? ☐ Yes ☐ No

Do you understand that the information you provide will be held in confidence by the researcher, and your name or identifying information about you will not be mentioned in any publication? ☐ Yes ☐ No

Do you understand that you may draw from the study at any time without giving any reason, and in such a case all data will be destroyed? ☐ Yes ☐ No

Do you agree to take part in the study? ☐ Yes ☐ No

Your name: _____________________ Researcher’s name: Abdulhameed Alenezi
Your signature: __________________ Researchers’ Signature: ______________

Date: ______________
What the market needs from a Bachelor degree in translation

- Check (✓) boxes of appropriate answers:

**Section One: Employee Profile**

29) Age:
- [ ] 18 – 30
- [ ] 31 – 40
- [ ] 41 – 50
- [ ] More than 50

- Academic qualifications:

30) Undergraduate study:
- [ ] Translation/interpreting
- [ ] Foreign language/literature
- [ ] Arabic language/literature
- [ ] Other (please specify): …………………..

31) Postgraduate study at master level (leave blank if it is not applicable):
- [ ] Translation/interpreting
- [ ] Foreign language/literature
- [ ] Arabic language/literature
- [ ] Other (please specify): …………………..

32) Postgraduate study at PhD level (leave blank if it is not applicable):
- [ ] Translation/interpreting
- [ ] Foreign language/literature
- [ ] Arabic language/literature
- [ ] Other (please specify): …………………..

33) Other degree you consider relevant:

- ……………………………………………

34) The City you work in:
- [ ] Riyadh
- [ ] Jeddah
- [ ] Other: …………….
Second Two: General

35) How many years have you been working in the field of translation?
   - ..........................................................

36) In which translation agency/company do your work? *(optional question)*
   ..........................................................

37) In your agency, you work as a:
   - ☐ Translator
   - ☐ Proof-reader/editor
   - ☐ Owner of the translation agency
   - ☐ Translation project manager
   - ☐ Terminologist
   - ☐ IT specialist
   - ☐ Other (please specify): ...........................................
   - ☐ Prefer not to say

38) Are there graduates of Saudi undergraduate translation programmes working in your agency/company?
   - ☐ Yes
   - ☐ No
   - ☐ I do not know
   - If yes, approximately how many? ..............................

39) If there are graduates of Saudi undergraduate translation programmes working in your agency/company, how in general are you satisfied with their performance in translation?
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ Neutral
   - ☐ Dissatisfied
   - ☐ Completely dissatisfied
   - ☐ Optional comment: ................................................

40) A bachelor degree in translation is a great asset when it comes to employing someone in our agency/company.
   - ☐ Strongly agree
   - ☐ Agree
   - ☐ Neutral
   - ☐ Disagree
   - ☐ Strongly disagree
   - For what reason (optional comment): ........................
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>41) Do you know what is taught (subjects, languages, modules, etc.) in a bachelor degree programme in translation at Saudi universities?</td>
<td>- ☐ Yes&lt;br&gt;- ☐ Yes to some extent&lt;br&gt;- ☐ No</td>
</tr>
<tr>
<td>42) Which are the three most important selection criteria of translators in the agency/company where you work?</td>
<td>- ☐ Translation samples/tests&lt;br&gt;- ☐ Personal interview&lt;br&gt;- ☐ Previous professional experience in translation&lt;br&gt;- ☐ Previous professional experience, unrelated to translation&lt;br&gt;- ☐ Third-party recommendations/references&lt;br&gt;- ☐ Bachelor in translation&lt;br&gt;- ☐ Bachelor in languages&lt;br&gt;- ☐ Bachelor in another field&lt;br&gt;- ☐ I do not know&lt;br&gt;- ☐ Other (please specify): …………………………………….</td>
</tr>
<tr>
<td>43) Would your agency employ a graduate holding a bachelor degree of translation from a Saudi university with no prior experience in translation?</td>
<td>- ☐ Yes&lt;br&gt;- ☐ Yes, but under certain conditions (e.g. overall grade)&lt;br&gt;- ☐ No&lt;br&gt;- ☐ I do not know&lt;br&gt;- ☐ Other (please specify): …………………………………….</td>
</tr>
<tr>
<td>44) Would you offer to a graduate holding a bachelor degree in translation from a Saudi university a higher salary than to someone with no academic qualification in translation?</td>
<td>- ☐ Yes&lt;br&gt;- ☐ No&lt;br&gt;- ☐ I do not know&lt;br&gt;- ☐ Yes, under certain conditions (please specify): …………………………………….</td>
</tr>
</tbody>
</table>
### What the market needs from a Bachelor degree in translation

45) If universities asked you to offer training for students in their final years, would you agree or not?

- [ ] Yes
- [ ] Yes with some conditions
- [ ] No
- [ ] I do not know
- Please specify these conditions: ..............................

46) In your opinion, what is the appropriate duration for a bachelor degree programme in translation?

- [ ] 3 years
- [ ] 4 years
- [ ] 5 years
- [ ] More than 5 years

47) In your opinion, what types of texts would it be most useful for students to be taught to translate in a bachelor degree programmes? *(you can choose more than one answer)*

- [ ] Financial texts
- [ ] Legal texts
- [ ] Literary texts
- [ ] Medical texts
- [ ] Scientific texts
- [ ] Technical texts
- [ ] Sacred texts
- [ ] Political texts
- [ ] Media texts
- Other types of texts (please specify): ..............................
48) In your opinion, how useful are the following subjects in a bachelor degree of translation programme?

- Rate courses in terms of their usefulness by checking boxes (✓):

<table>
<thead>
<tr>
<th>Subject</th>
<th>Very useful</th>
<th>Useful</th>
<th>Neutral</th>
<th>Not useful</th>
<th>Not useful at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation theory</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Practical translation</td>
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<tr>
<td>Translation memories (e.g. Trados)</td>
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<tr>
<td>Improving mother tongue skills</td>
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<tr>
<td>Proof-reading &amp; editing texts/translations</td>
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<tr>
<td>Interpreting</td>
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<tr>
<td>Audio-visual translation</td>
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<tr>
<td>Research skills/research methodology</td>
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<tr>
<td>Linguistics</td>
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<td>Stylistics</td>
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<tr>
<td>Intercultural studies</td>
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</tbody>
</table>
49) In your opinion, how important is it for students to acquire the following skills within the context of a bachelor degree programme in translation?

- Rate skills in terms of their importance by checking boxes (✓):

<table>
<thead>
<tr>
<th>Skill</th>
<th>Very important</th>
<th>Important</th>
<th>Neutral</th>
<th>Unimportant</th>
<th>Unimportant at all</th>
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<tr>
<td>Time management/meeting deadlines</td>
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<td>Organisation</td>
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<tr>
<td>Client management</td>
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<tr>
<td>Attention to detail</td>
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<td>Accuracy in expression</td>
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<td>Openness to criticism</td>
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<td>Networking with other translators</td>
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<td>Flexibility/adaptability (e.g. to new working conditions)</td>
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<tr>
<td>Techniques for extracting information from clients</td>
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<td>Negotiation techniques</td>
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<td>Creative writing</td>
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<tr>
<td>Technical/scientific writing</td>
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</table>

Optional comment:

- ..........................................................................................................................
#### What the market needs from a Bachelor degree in translation

50) In your opinion, which of the following translation memory and machine translation programmes should be taught to students in a bachelor degree programme of translation? *(You can choose more than one answer)*

- ☐ MultiTrans
- ☐ Trados
- ☐ SDLX
- ☐ Star Transit
- ☐ Wordfast
- ☐ LogiTrans
- ☐ Systran
- ☐ I do not know/ I do not deal with translation technology
- ☐ Other (please specify): .................................................................

51) In your opinion, which of the following terminology management programmes should students be taught in a bachelor degree programme of translation?

- ☐ MultiTransTermbase
- ☐ TradosMultiterm
- ☐ Termstar
- ☐ Webterm
- ☐ LogiTerm
- ☐ Term it
- ☐ SDLX TermBase
- ☐ I do not know/ I do not deal with terminology management programmes
- ☐ Other (please specify): .................................................................

52) In a bachelor degree programme of translation, it is important for students to be taught how a translation agency/company is organised and how it works.

- ☐ Strongly agree
- ☐ Agree
- ☐ Neutral
- ☐ Disagree
- ☐ Strongly disagree
- ☐ Optional comment: ...........................................................................

53) Do you believe that the deadlines for translation projects that students have to do in their studies should reflect the strict deadlines of the market?

- ☐ Yes
- ☐ No
- ☐ I do not know

- ☐ For what reason? (optional comment)

- ..............................................................................................................

397
54) A work placement/internship in a translation agency as part of a bachelor degree programme is essential.

- [ ] Strongly agree
- [ ] Agree
- [ ] Neutral
- [ ] Disagree
- [ ] Strongly disagree
- Optional comment: .................................................................

55) In your opinion, to what extent does a bachelor degree programmes at Saudi universities teach students all that the market requires?

- [ ] To a large extent
- [ ] To a limited extent
- [ ] Not at all
- [ ] I do not know
- Optional comment: .................................................................

56) In your opinion, what are the main shortcomings in the Saudi bachelor degree programmes in translation as reflected through their graduates?

- ........................................................................................................

57) If you have any other comments, please write them down:

- ........................................................................................................

End of the questionnaire

Thank you very much for taking part in my questionnaire
Appendix D: Interviews with Decision makers

(consent and questions)
CONSENT FORM FOR INTERVIEW

Title of Research Project

Exploring the curricula of undergraduate translation courses at Saudi universities and their relationship to the translation market and to student needs

Details of Project

The purpose of the project is to explore the curricula of undergraduate translation courses at Saudi Universities and their relationship to the translation market and to student needs.

Contact Details

For further information about the research or your interview data, please contact:

Abdulhameed Alenezi, Research Centre for Translation and Interpreting Studies, School of Modern Languages, Leicester University, Leicester UK.

Tel 00 44 (7) 61751334, amma4@le.ac.uk

If you have concerns/questions about the research you would like to discuss with someone else at the University, please contact my supervisor:

Kirsten Malmkjaer, Professor of Translation Studies, Email: km240@le.ac.uk

Confidentiality

Interview tapes and transcripts will be held in confidence. They will not be used other than for the purposes described above and third parties will not be allowed access to them (except as may be required by the law). However, if you request it, you will be supplied with a copy of your interview transcript so that you can comment on and edit it as you see fit (please give your email below). Your data will be held in accordance with the Data Protection Act for one year and then destroyed.
Anonymity
Interview data will be held and used on an anonymous basis, with no mention of your name.

Consent
I voluntarily agree to participate and to the use of my data for the purposes specified above. I can withdraw consent at any time by contacting the interviewer.

TICK HERE: ☐ DATE………………………….....

Note: Your contact details are kept separately from your interview data

Name of interviewee:.......................................................................

Signature: ...........................................................................................

Email: ..............................................................................................

Signature of researcher.................................................................
Interview Questions

1- Who is responsible for curriculum development in your department?

2- When and how do you carry out curriculum development?

3- Do you consider market demands when you develop the curriculum? If yes, how do you identify them?

4- Are students being taught to use translation software? If so, which software is it?

5- Who teaches translation modules?

6- How are teaching materials for use in the translation modules selected? What kinds of materials are they?

7- Are teachers expected to provide feedback for every student? If yes, what kind of feedback?

8- What kinds of teaching approach do teachers follow in translation modules?

9- Are there marking criteria for practical translation modules?

10- Are students offered the opportunity to undertake internships?

11- Why is there an absence of modules on translation theory in your course?

12- In your opinion, why are there many graduates who wish not to work in translation but in any other job that involves foreign language skills?

13- KSU is the only course which is of five years’ duration, whereas other undergraduate translation courses in Saudi Arabia and in other countries are of four years’ duration. Why is this, do you think?

14- Many students at Effat course suggested the omission of literature modules since there is a separate discipline for it. What is your opinion of this suggestion?

15- How do you view the learning and teaching support infrastructure (e.g., libraries, computer rooms with internet access) for translation students in your university?

16- Imam course combines three disciplines (literature, English language teaching and translation) in one course, and many students complain about the high number of modules in Islamic Studies. What are the reasons for including three disciplines in the course and for focusing on Islamic teaching more than on the main aims of the course?

17- Last question, do you think your course is fulfilling market demands and student needs? If not, what are the shortcomings of the course?
## Appendix E: Atari’s (2012) Assessment Descriptor

<table>
<thead>
<tr>
<th>Parameters</th>
<th>A</th>
<th>A -</th>
<th>B +</th>
<th>B</th>
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<th>C +/ C</th>
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<tbody>
<tr>
<td><strong>1. Accuracy:</strong></td>
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<tr>
<td>Completeness</td>
<td>The translation accurately reflects the ST message. All elements of ST message are kept intact. Translation has its appeal on TT readers.</td>
<td>Translation accurately reflects ST message. All elements are kept intact. Appeal is not adequate</td>
<td>Translation accurately reflects ST message; one element of ST message has been lost appeal on TT readers is not quite the same as ST</td>
<td>Although translation somehow reflects ST message, yet several elements have been lost. No appeal</td>
<td>ST message has been perverted; most ST elements have been lost</td>
<td></td>
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<tr>
<td>Appeal</td>
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<td><strong>2. Text Type:</strong></td>
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<tr>
<td>Genre conventions</td>
<td>Language of the translation is suited to the users and the use of it. It uses the correct terminology and phraseology of the target</td>
<td>Translation uses the correct terminology of the target genre; it observes rhetorical preferences of the TT language.</td>
<td>Translation uses the terminology, phraseology of the TT language; it observes most of the rhetorical preferences of the TT language.</td>
<td>The translation uses the terminology, phraseology of the TT language; it exhibits some of the rhetorical preferences of the SL language.</td>
<td>The translation is a mere reproduction of the ST language features; it exhibits some odd phrases &amp; inappropriate</td>
<td>The translation is in direct violation of all TL rhetorical preferences; it has many odd phrases &amp; inappropriate</td>
</tr>
<tr>
<td>Suitability to users and use</td>
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<tr>
<td>3. Textuality: Coherence &amp; Cohesion</td>
<td>The sequence of ideas makes sense. The translation has no factual or conceptual errors. Sentences are well-connected just like TL sentences.</td>
<td>The sequence of ideas is logical; they make sense. Connectivity is typical of TL sentences. Only one instance of a factual error.</td>
<td>Sequence of ideas is logical; it makes sense. Sentences and all parts of sentences are connected. However, there are two instances of conceptual errors.</td>
<td>All sentences are well-connected, yet there is one instance of illogical sequence of ideas.</td>
<td>Sentences are connected, but the sequence of ideas is illogical sometimes and there are traces of ST interferenc e.</td>
<td>The translation is neither cohesive nor coherent. Flow of ideas makes it difficult to read the text.</td>
</tr>
<tr>
<td>4. Physical Presentation, Mechanics &amp; Layout</td>
<td>Spacing, indentation, margins, bolding, font type, headers, footnotes, all perfect</td>
<td>No problems with spacing, layout, font type, etc.</td>
<td>Spacing, indentation, margins, font type all perfect. Page numbering, headers, footnotes are not quite good</td>
<td>Few instances of lack of indentation, margins, font type, etc.</td>
<td>Spacing is not adequate nor is layout</td>
<td>No spacing, no layout, etc.</td>
</tr>
</tbody>
</table>
Bibliography:


417


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Companies:


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