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Translation Market Demands and Deficiency of Translation
Programs in Yemeni Universities

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Dedication

To the source of endless tenderness,
My dear mother with my righteousness and kindness.
To the foundation of goodness, the symbol of dedication, the
solid will and the enlightened thought, my father.
May Allah bless you.

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First, I am thankful to the Almighty Allah the Beneficent and Merciful, Who granted me the capability to accomplish this thesis. I would like to express my deep gratitude to my supervisor, Dr. Abdulla Al-Eryani, the assistant professor of Applied Linguistics at Tamar University, for his precious advice and constant support during my Master's study. Without his professional guidance, this thesis would have been impossible. He has been the father, the brother, and the partner for me. Gratitude is also extended to the Faculty of Humanities and Social Sciences represented by Dr. Abdullah Bukair dean of the Faculty, for his help, support, and encouragement. Special thanks go to all professors at Alandalus University who supported me during my postgraduate studies. I am also very grateful to my friends who encouraged me and helped me. I am proud of them all. Finally, I'd like to thank my family members who have remained a constant source of encouragement and support whenever I feel troubled or frustrated. I want to let them know how much they mean to me.

Abstract

This study aimed at investigating the relationship between translation programs and translation market through examine to which extent translation programs at Yemeni universities match translation market demands, exploring the aspects of weakness in translation programs for fulfilling translation market demands and identifying the main reasons behind such weakness. The sample of the study consisted of three undergraduate programs of translation in three Yemeni universities; Yemenia University, Sana'a University and the University of Science and Technology. Data collection tools involved three sets of questionnaires administered to three groups of participants, eighty two in total. The first group consisted of sixty students, twenty students from each university. The data collected from this group was in relation to the first objective of the present study, i.e. to investigate the areas of weakness in translation programs from students' points of view. The second group included ten full time instructors working in translation programs in the three universities. The data collected from this group was pertaining to the second objective of this study, i.e. to examine the main reasons behind weaknesses of translation programs. The third group involved twelve translators working for different translation offices in Sana'a. The data collected from this group was in relation to the third objective of this study, i.e. to point out to which extent translation programs at Yemeni universities match translation market demands. The study followed the quantitative and qualitative analytic approach for data analysis. The data collected from the participants was counted and listed in tables by using Likert five-point scale starting from 'Strongly Agree' as the ultimate positive response, to 'Strongly Disagree' as the ultimate negative response. The frequency of responses occurrence was calculated and displayed in the form of numbers and percentages. Then, content analysis of responses was followed to analyze the collected data in conjunction with some statistical processes by using the SPSS. The results revealed that there is a gap between the qualities of translation programs graduates and translation market demands. This gap was attributed, according to the driven conclusions, to some factors such as unspecialized instructors, teaching methods, imbalance between theory and practice, graduates' linguistic and cultural incompetency in English, discouraging condition of translation market. The study concludes with some recommendations for translation programs and instructors.

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قرار لجنة مناقشة رسالة ماجستير رقم (157)

الحمد لله رب العالمين والصلاة والسلام على سيدنا محمد وعلى آله وأصحابه أجمعين... وبعد:
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هي بعنوان:

Translation Market Demands And Deficiency Of Translation Programs In Yemen Universities

وبعد مناقشة علنية للطالب/ة من الساعة إلى الساعة وبعد المداولة
والمناقشة، اتخذت اللجنة القرار التالي:

إجازة الرسالة ويمنح الطالب معدل () (%) بتقدير () كتابة ()

إجازة الرسالة مع إجراء التعديلات عليها بمعرفة المشرف ويمنح الطالب معدل (90 %) بتقدير (ممتاز)
كتابة ()

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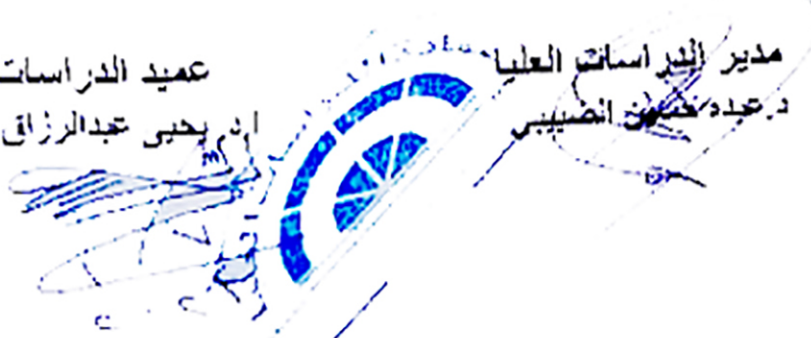
بمعدل () (%) بتقدير () كتابة ()

اسماء لجنة المناقشة والحدود

| م | اسم المناقش | الصفة | الدور في المناقشة | التوقيع |
|---|-----------------------------|---------|-------------------|---------|
| 1 | أ.م.د. يحيى محمد المراني | مناقشاً | رئيساً | |
| 2 | أ.م.د. علي صالح الحيدري | مناقشاً | عضواً | |
| 3 | أ.م.د. عبدالله علي الأرياتي | مشرفاً | عضواً | |

يعتمد...

عميد الدراسات العليا
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مدير الدراسات العليا
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المختص
أ.وليد محمد هريرة

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2023

Chapter One

Introduction

1.1 Background of the Study

The main concern in today's translator training programs is the need to offer students translation skills in combination with an acceptable degree of specialization. The aim should not be only at training students in highly specialized market profiles, as these may change – or even disappear – by the time students enter the labor market, they tend to decide on their area of interest at the end of their studies, if at all. In fact, most have idea within which translation sector they will eventually be employed (Gouadec, 2007).

Although translator training is old, teaching translation as a discipline is relatively new and not well-developed as other disciplines due to some factors. First, translation started as a sub-discipline, most of the time, inside language departments and linguistics. Second, there is no consensus on when actual translation practice should be integrated in translation courses, and when and how much specialization there should be. Third, the role which examination should play in curriculums of translation programs is not defined yet. Fourth, the time to give theoretical frameworks for translation classes and whether it is important or not is not defined yet. Fifth, the objectives of the training are different for each program. Sixth, there is no satisfactory answer to the question of the measurability of translation competence. Finally, there is a lack of publication material on translation teaching and a lack of adequate exchange of information between schools of translation (Snell-Hornby, 1992).

According to Budin (2002), the crucial fields of knowledge for specialized translations are language and communication skills, knowledge of terminology,

translation methodology knowledge, subject-specific expertise, knowledge of information management, knowledge of media technology and both social and intercultural know-how. It is a unquestionable fact that translation institutes are the legitimate suppliers of professional translators for the translation market employers. A significant prerequisite for any training program designer or trainer, therefore, is that he/she has a clear picture of what skills or competencies future translators need to acquire in order for them to be best qualified to meet tomorrow's translation markets demands. It is only through surveying and pinpointing those demands that the translation program designer and/or the trainer are said to be on solid grounds and up-to-date with respect of the what, who, how, when, where, etc. questions of the translator training (Kiraly, 2000). Both, the designer and trainer, have to dynamically cope with the market demands, reflecting them in the curriculum or syllabus items and the educational process environment in general.

Thereupon and as any other newly emerging discipline, translation studies are facing a number of problems which could be summarized in three major ones. The first might be the observed gap between skills acquired through the academic training in translation and the employers' expectations from translators. Kiraly (2000) in his survey of representatives of the Canadian translation industry revealed a considerable gap between the needs of the translation services market and the level of professional translator competence acquired by students over the course of their studies. The second problem is the quality of translation trainers, the need to recognize the specificity of teaching translation, and the importance of the development and application of the theory of translation, a fact recognized by many scholars such as (Kelly, 2005; Li, 2000; Farghal, 2009; Gile, 1995). According to Farghal (2009, P. 12):

One can find translation trainers who neither have a sufficient theoretical background in Translation Studies (TS), nor interest or motivation to familiarize themselves with TS as an adequately established sub-discipline of applied linguistics. These academics believe that their formal training in literature and/ or linguistics is self-sufficient for teaching translation, which is, to them, a by-product of such training.

The third problem is related to translation pedagogy, which includes problems in the methods of teaching translation, problems in testing translation, problems in designing translation curricula, and problems in evaluating translation teaching (Melis & Albir 2001).

In Yemen, there is an urgent need for translation to cope with fast commercial and economic developments. A possible first and basic step in this direction is developing translation academic programs, and despite the unfortunate circumstances Yemen is experiencing, there are professional translators who are aware of the skills that any translator must have. Translation programs need to consider all the different translation competencies as seen by the labor market as well as the international professional bodies if they want to qualify their graduates not only locally but also internationally.

Unfortunately, many of faculty members who teach translation in Yemeni universities do not have degrees in translation, but in applied or theoretical linguistics or literature. They also do not have enough experience in teaching translation as a discipline. A translation instructor needs to know translation teaching approaches through a social interaction between students and the instructor as a facilitator for them (Király, 2000). According to Weiler, (1998), being a translator is about much more than simply being bilingual, it is about being able to interpret and transcribe a message suitably, according to its purpose and target audience, taking into account not only language aspects, but also social and cultural factors.

1.2 Statement of the Problem

Although Yemeni universities try to rethink their academic translation programs based on functional guidelines, the gap between translation market needs and academic programs is possible to exist. To the best of the researcher's knowledge, there is not a thorough study reported to survey the relationship between translation programs and the local translation market in Yemen. Accordingly, there is a great need to explore the actual correlation between translation programs and translation market to help in improving the performance of translation programs based on market real demands. Hence, this study seeks to investigate the extent of relationship between translation programs at Yemeni universities and translation market demands. It also intends to explore the aspects of weakness in translation programs for fulfilling translation market demands and to identify the main reasons behind such weakness.

1.3 Objectives of the Study

This study aims at achieving the following objectives:

1. Exploring the aspects of weakness in translation programs at Yemeni universities.
2. Identifying the main reasons behind the weakness in translation programs at Yemeni universities.
3. Investigating the extent to which translation programs at Yemeni universities match translation market demands.

1.4 Questions of the Study

The current study attempts to answer the following questions:

1. What are the aspects of weakness in translation programs at Yemeni universities?

2. What are the main reasons behind the weakness in translation programs at Yemeni universities?

3. To what extent translation Programs at Yemeni Universities match translation market demands?

1.5 Significance of the Study

The significance of this pioneering study stems from the following issues. First, it provides a recent overview of the current state of translation teaching in Yemen at the Bachelor's level (programs' areas of weakness, including teaching methods, assessment and evaluation procedures, etc.; profile of teachers, including their education, experience etc.; available resources such as libraries, translation software, updated journals, etc.; the translation industry, i.e. Yemeni market demands). Second, it is important for translation programs designers to help in improving these programs on the basis of translation market demands. Third, this study is important for translation teachers, students and practitioners in devoting their focus and interest towards the real needs of translation market.

1.6 Limitations of the Study

The study is limited to undergraduate translation programs at three Yemeni universities in Sana'a namely, Sana'a University, Yemania University and the University of Science and Technology. It is also limited to the academic year 2021/2022.

1.7 Organization of the Study

This study is organized into five chapters. The first chapter is an introduction in which a brief background to the topic of the present study is provided. It also includes the

statement of the study problem, the objectives, questions and significance of the study and its limitations. In addition, it provides the organization of the study.

Chapter two includes the theoretical foundation of the study and provides an overview of related literature. It throws some light on translation teaching and translator training. It also discusses translation market and its characteristics. In addition, program evaluation and evaluating translation studies are provided. Finally, the chapter concludes with a review of some related previous studies.

Chapter three presents an illustrative discussion of the methodology followed in the current study. It discusses the procedures of data collection and the selected sample of the study. The study instruments and instruments validation, as well as the procedures of data analysis are also included.

Chapter four provides a detailed analysis of the collected data and explains the results gathered from the participants.

Chapter five concludes the study in which the main conclusions of the study are summed up. It also presents summary of the study, recommendations and suggestions for further studies.

Chapter Two

Literature Review

2.1 Introduction

This chapter provides a review of the obtainable literature about the main issues in relation to the topic of this study. It includes the discussion of teaching translation, translator training, professional approach to translator training, translation competence, translation market, characteristics of translation market, program evaluation and evaluation of translation studies. This chapter concludes with reviewing some previous studies in relation to the current study.

2.2 Teaching Translation

Teaching translation as a profession is not as old as translation itself. However, the developments made to this career have provided noticeable advances that make it a distinguished vocation in the current time. In the past, more specifically around the Middle Ages, there were different schools of translation, such as Baghdad school in Iraq and Toledo school in Spain. These schools were involved in the translation between different languages like Arabic, Greek and Latin among other languages. Although the editors, revisers and specialists working for these bodies were professional in different fields, they lacked the modern approaches and methodology of teaching translation followed in today's schools of translation. According to Pym (2009), in the West specialized translator training institutions were first established in the 1960s whereas in the Arab world modern translation institutes were first founded in 1835 in Egypt, Al-Asun translation school.

Translation plays a progressively central role in current global community as a cross-cultural bilingual means of communication among people by facilitating them to share

thoughts and ideas irrespective of the diverse languages in which they are originally stated. Since the middle of the twentieth century, there have been essential advances in translation teaching; however, no substantial attention was given to the development of program plan and evaluation mechanisms to enable students of translation studies to persistently mastermind the applicability of the teaching they are providing to imminent translators. This view was endorsed by Aula.int (2005) as follows:

Traditionally translators received unsystematic training based on, e.g. methods of trial and error, arbitrary teaching methods, translation activities connected primarily with foreign language acquisition, or on the study for a foreign language and culture without referring to systematic training approaches and without conducting a continuous evaluations to such approaches". (p. 135)

Moreover, the ignorance of evaluation in translation teaching has been recognized by a number of researchers in translation studies. For Kearns (2006, p. 103), "It is again somewhat surprising that the recent growth in literature on translator training has tended to by-pass the issue of curriculum development". Similarly, Kelly (2008, p. 112), mentioned that "Evaluation of (teaching) practice and continuing professional development has been practically ignored by Translation Studies as a discipline, and few if any specific resources are available".

In addition to overlooking the evaluation of translation education route, the application of curriculum theory to higher levels of education has been a recent trend. In this concern, Kelly (2008, p. 117), stated "Theory of curriculum has been amply applied to primary and secondary education, but much less so to tertiary education, and only recently has research incorporating insights from it begun to appear in translation studies". Accordingly, more researches on translation teaching are in need to help in providing insightful ideas for designing apposite curriculum for translation teaching programs.

2.3 Translator Training

Translator training is a quite recent area of research and study. According to Gabr (2001), translator training in many countries has not received the attention it deserves until fairly recently. Conventionally, training translators has been unsystematic in terms of its uninformed methods of trial-and-error, arbitrary teaching methods, translation activities connected mainly with foreign language acquisition, and the study of a foreign language and culture (Caminade and Pym, 1998). However, this convention has been changed to some extent in recent years. The type of training that concentrated on purely linguistic features has been enhanced with translation theory and processes; more influential skills that are convenient for language professionals, such as documentation methods, lexicon, use of tools, computer resources, etc., and areas of specialization for translators, such as economics, medicine, and law have been supplemented. All these components are admitted by professional translators as being significant constituents for translator training. In this regard, Sofer (1999) indicated that translators must develop search and research techniques and must be able to attain basic reference sources in order to yield a quality translation. Translators cannot translate texts relating to some specialist subjects and fields if they do not have a good command of such techniques.

Nevertheless, for Ortol (2003), in our current informational society, in which the generation and transmission of information is a main source of productivity, translation programs must design training strategies that can develop professional informational skills. The Internet and the spread of electronic information resources make it imperative that translators have an expert knowledge of the use of information to be able to cope with information overloads. Moreover, translators must be able to locate information as well as to apply adequate criteria for assessing the quality of the

information found. The use of other skills, such as desktop publishing, stems from the needs of non-intermediary clients. Students must have basic knowledge of the Internet and the use of e-mail before they start any course in translation. Nevertheless, the links between translators and computer tools are much stronger. Therefore, students must learn to stay constantly up-to-date with new computer technology in order to work with and produce digital material. Consequently, students of translation must become habituated with all electronic and computer tools available and used in professional work (Gouadec, 2000).

The main concern in today's translator training programs is the need to support students with the skills mentioned above in combination with an acceptable degree of specialization. Nonetheless, training programs should not principally aim at training students in highly specialized market profiles, as these may change, or even disappear, by the time students enter the business market. In fact, most students have little idea within which translation area they will ultimately be employed (Gouadec, 2000). In this concern, Gabr (2001) proposed a framework enthused by professional translation in order to set up a translator training program, (Figure 2.1) below.

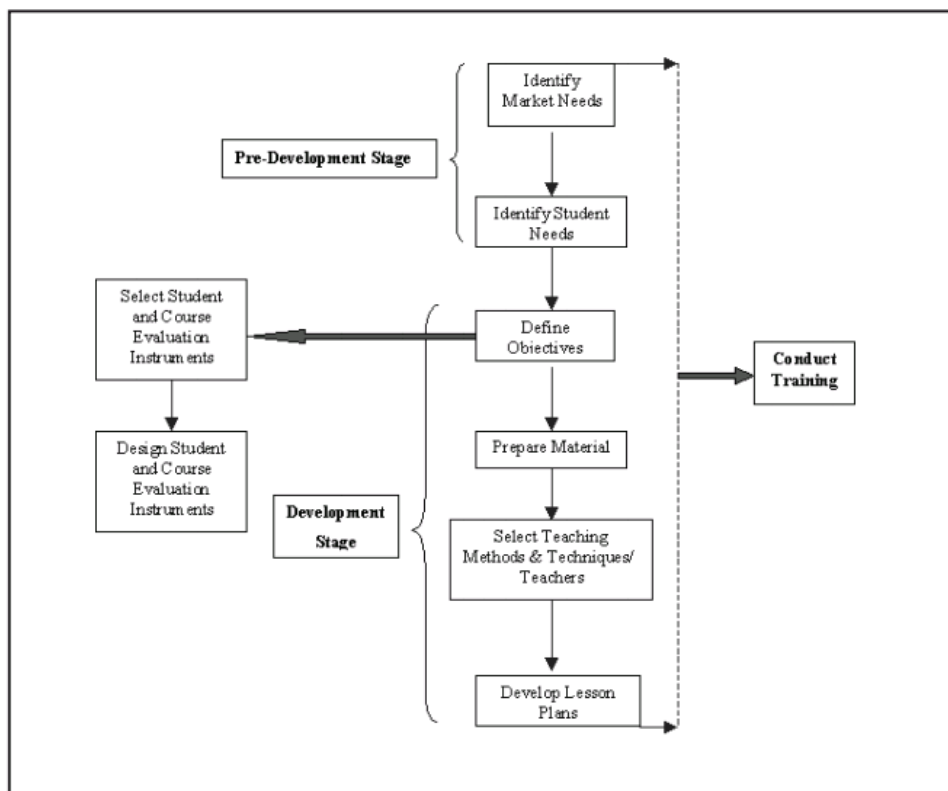


Figure 2.1 Cycle of translation program design and development (Gabr, 2001)

The first step in this framework is to pinpoint market needs, followed by determination of students' needs. Then course goals and materials can be deliberated and developed. In this concern, recognizing the characteristics of translation seems to be a crucial factor for developing translation program. The following subsection highlights one of the main professional approaches to translator training in some detail.

2.3.1 An Approach to Translator Training

One of the main professional approaches to translator training is 'Professional Approach to Translator Training'. Its first practical application was an innovative teaching project named 'Aula.int, an online translation classroom', developed at the Faculty of Translation and Interpreting, at the University of Granada (Olvera et al., 2007). The main objective of this approach is to introduce translation students to the

professional market and help them get familiar with working circumstances in the real business market by means of a simulated translation organization. This aim comes in line with Gabr's (2001) emphasis on the need to put knowledge into practice, instead of concentrating only on theoretical contents, and the need to make students aware of how translation is practiced in the real world. Additionally, this project aims to introduce a new teaching approach prepared to achieve one of the most important objectives in translation teaching: familiarizing students with the working world and the reality of professional translators.

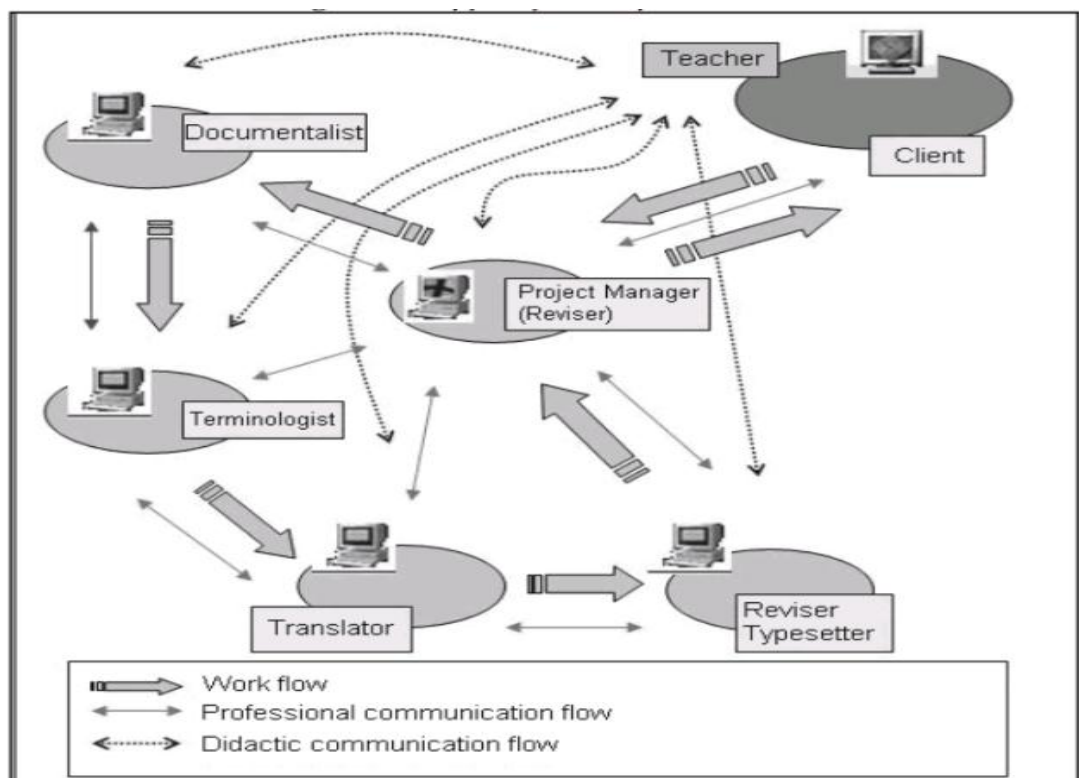


Figure 2.2 A professional approach to translator training application using basic support for cooperative work (Olvera et al., 2007)

According to this approach, students are divided into groups, each one in charge of managing a specific translation task different from that of the other teams. Then each student within these groups must select a role as, for instance, a terminologist, information scientist, reviser and typesetter, or project manager. Every time they get a new translation task, team members select a different role, so that eventually every

student has tried to carry out different tasks. Teachers have to supervise the progress and development in the projects during the work on the translation assignments carefully. Involving students in team-work tasks, helps students obtain an insight into each phase of the translation process and its role within the translation process as a whole in the course of their program training. Students can also recognize the interaction between different courses and their significance within the syllabus, such as documentation, terminology, revision, and typesetting, as well as courses directly concerned with translation between the languages they study (Olvera et al., 2007).

The implementation of the Professional Approach to Translator Training is also meant to train students for teleworking. Alcina (2002, p. 170) proposed that familiarizing translation students with a practical environment helps them to acquire the professional skills that will be needed in the future, since in the current information society a translator's work demands the automation of most tasks, the use of teleworking and, on many occasions, distance team working. Professional relationships are erected by electronic means and this reinforces teleworking skills as well as the communicative abilities that are inherently required in the medium. In this way, this approach intends to enhance the traditional tutorial support offered by teachers through providing personal contact for assisting in solving problems and answering the questions that arise in every project.

This approach also encourages self-learning, as it focuses on learner-based rather than teacher-based methods. Students can also have chances to access tutors. The use of computer-generated media as teaching materials - e-learning - allows not only to regulate the teaching of students in a way that make them ready for business market, but also to decrease hostility that some students have towards traditional lectures conducted by teachers. The supreme combination would be to enhance traditional

lectures with multimedia activities (Pym, 2002). In short, Professional Approach to Translator Training Application puts what is taught in traditional lectures into concrete and practical translation work.

Furthermore, this practical approach also reinforces an additional aspect that is significant for professional translators, i.e. active participation in a team. The ability to work both individually and as a member of a large team is important in order to create high-quality translation. In this concern, Mayoral (2007) highlighted the ability to work with other translators and professionals in allied fields, as well as with experts in the subject field of a given translation. In this sense, this approach presents students with translation as a multifaceted process that encompasses not only linguistic transfer but also many other skills and tasks since professional skills in translation go beyond linguistic competence.

2.4 Translator Trainers

One of the areas that have lagged behind in the development of new approaches to translator and interpreter training is the training of trainers (Kelly and Martin 2009). According to Kelly (2005), a competent translator trainer requires three areas of competence or expertise: professional translation practice, Translation Studies as an academic discipline, and teaching skills. Majority of translator trainers are expected to be equipped with the first area of competence, i.e. professional practice, assuming that the translation or interpreting tasks they perform besides their academic and teaching practices constitute professional experience. In this concern, Lederer (2007, p. 17) proposed that “to teach translation, one has to be an expert practitioner; practice provides an understanding (not always a theory) of translation and its problems, as well as an understanding of what is expected from translators in the work market”.

The second area of competence, i.e. Translation Studies, commonly depends on whether the trainer has received training in translation (Kelly, 2005). As it is a common case in many countries that Translation Studies does not have a long history as an academic discipline, most trainers received training in linguistics, literature or foreign-language teaching (Volga, 2018). Although most academics are engaged in translation activities, their first encounter with Translation Studies occurs after they are employed in a translation program. Further, the undergraduates of translation may continue their studies either in one of graduate translation programs or in a related field. However, the increasing number of Translation Studies resources, such as books, articles, and online materials provides trainers with a wide range of opportunities to enhance their knowledge in this area of expertise.

Kelly's (2005) third area of competence, teaching skills, seems to be the most debatable one. While the first two areas were identified by Kelly (2005) as prerequisites rather than the central ones, teaching skills was named the core competence. Further, Kelly (2008) defined five sub-competences required to develop teaching skills: organizational, interpersonal, instructional, contextual or professional and instrumental. Due to the fact that translation programs in Yemen have a recent history, most course providers in these programs hold degrees in literature, linguistics or English-language teaching. Moreover, as PhD programs in translation and interpreting is limited or unaffordable, assistant teaching-staff in Yemeni universities resort to do their PhD in other related disciplines or teach before they receive a PhD degree. Thus, instructors not holding an academic degree need to learn to teach. According to Mayoral (2003, p. 5), observing is the best way to acquire teaching skills; to study the way good teachers teach, and then enrich that with one's own innovations.

2.5 Skills and Abilities in Translation

Determining the skills and abilities a profession necessitates plays an important role in the acquisition of those skills and in the planning of a curriculum accordingly. According to Coban (2015), translation as a profession requires some skills, such as language acquisition, text competence, research competence, cultural competence, transfer competence. It also requires some abilities including decision-making, creativity, to give quick responses especially in the simultaneous translation and to arrange the time of response well. In a matter of fact, translation comprises a set of activities and skills, but for the individual involved in a translation training program there is a need to accelerate the process of acquiring such skills. For instance, as translation has moved to different areas under the influence of current developments in communication technology, then it requires the ability of quickly selecting among many choices and making decisions. However, what is important for a translator is not to know everything, but to know how and where to find that information when needed, and choose the most appropriate one (Pym, 2012). That requires the translator's ability of quickly choosing one from so many options. Similarly, in the case of interpreting the ability to respond quickly in a short time during the translation task is required.

As mentioned above, translation encompasses various skills. Missing any of those skills might lead to shortages in the translation process. For example, students with undeveloped writing and speaking skills and have limited access to social events before joining translation program are expected to lack the sufficient experience in the skills required for translation. Nevertheless, what makes learning or acquiring translation skills more effective and functional are students' motivation, their inclination towards translation, and their interest in translation. Further, text analysis

in the first language, text comprehension, and the amount of experiences gained in written and oral expression skills and a variety of other personal characteristics also take an active role in applying translation skills in an effective way (Coban, 2015).

Regarding the skills required for translation activity, two different types of skills are suggested. On the one hand, ability or disposition- innate skills- are viewed as necessities for translation. For instance, in order to perform literary translations, one should be able to write as well as the author himself or have a predisposition towards literature. This suggestion is accredited to the features of literary translation itself. According to Gile (2009), translators of literary texts should be able to understand the basic informational meaning of texts and fine shades of meaning as expressed by choices of words and expressions, and be highly aware of cultural facts, norms, and tendencies. On the other hand, translation competence, which is acquired through education, is viewed as a demanding skill to handle translation tasks. It involves cultural competence, language acquisition, text competence, expert knowledge, knowledge about translation, translation-oriented information in a professional field and research methods (Pacte, 2020).

2.6 Translation Competence

The term competence does not have a unified definition as different scholars (e.g., Hansen, 1997, Lasnier, 2000 and Weinert, 2001) referred to competence as knowledge, abilities and skills to be acquired in order to qualify university graduates for the market. In order to assess the efficiency of any academic program, it is necessary, first, to identify the knowledge and skills needed to be developed.

Taking into account that translation has developed as a result of globalization, the advancements in technology and migration, as a consequence, the skills needed to be

mastered by translators have noticeably increased. Wilss (1976), cited in Kelly (2005), argued that translation competence includes three main skills translators should actually have namely, receptive competence, productive competence and meta-translational competence. According to Adab and Schaffner (2000), translation requires a set of complex skills, and knowledge about translation and translation competence includes some specific skills, such as language competence, text competence, the subject area knowledge, cultural competence and transfer competence. Gerding-Salas (2000) argued that translators should not only have command of languages and translation strategies and procedures, but also demonstrate knowledge in specific subject areas. In addition, they should have professional ethics.

Gile (2009) identified four major components of translation competence; first, translators and interpreters should have excellent passive knowledge with regard to the languages they translate into. This includes understanding particular registers that are used in a wide range of contexts, such as political, legal, literary, technical and scientific. Second, they should be competent in their active languages; technical translators, for example, should have professional writing and editorial skills as they are expected to write publishable texts. Third, translators and interpreters should have knowledge of the themes and subject-matters they are working on. In other words, they should have thematic knowledge that works in combination with available documents and human help. These together decide the extent to which translators and interpreters can deal with specialized subjects. Fourth, translators and interpreters have to possess both declarative and procedural knowledge about translation. Gile (2009) explained declarative knowledge about translation as the knowledge about the market place, customers and their expectations, behavioral norms, sources of information and tools of translation, while he explained procedural knowledge as the

ability to make decisions, solve problems, take notes and demonstrate mastery of modern translation technology.

According to Esfanddiari, Sepora and Mahadi (2015), translation competence has been described differently over the past thirty years. Among the various translation competence models proposed by translation scholars, they concluded that the modern models are more comprehensive as they are based on experimental and empirical studies conducted to investigate the translation process rather than building translation competence on mere theoretical models of linguistics.

Due to the highly complex nature of translation, translation is not an activity based on the mere language acquisition. On the contrary, it requires different sub-competences. According to PACTE (2020), the European Quality Standard for Translation Services (2006), the European Reference Framework for a Master's in Translation (2009) and the PACTE Group (2011) identify five core competences for translation on which the PACTE added a sixth one regarding the personal characteristics of translators. All these competences are represented in Figure 2.3 below.



Figure 2.3 Summary of Translation Competences (Pacte, 2020)

2.7 Professionalization in Translation

Many scholars of translation such as Mu and Pan (2005), Liu (2006), Katan (2009b), Fang (2012), and Jones and Askew (2014) had a deliberate discussion over translation as a profession, or as job, activity, or even skill, and characteristics of an official profession. The occupation has had quite opposite position to the traditionally well-established professions such as law and medicine. While there is still no compromise on what makes something become a profession until now, Millerson (1964) framed a list of some characteristics as follows:

- (1) the use of skills based on theoretical knowledge;
- (2) education and training in these skills;

- (3) the competence of professionals measured by examinations;
- (4) a code of conduct to ensure professional integrity;
- (5) performance of a service that is for the public good; and
- (6) a professional association that organizes members.

In translation studies, an increasing number of studies that refers to these characteristics has also been conducted to describe the state of the translation profession in many culturally different contexts. Specialized skills obtained from theoretical and advanced knowledge are commonly linked to education or training required to exercise a profession. From a sociological perspective, profession practicing, with the focus on solutions, was suggested by Godbout and Tran (2012) to practice profession systematically. Dam and Zethsen (2011) found that jobs that require a high degree of education and significant expertise and specialized knowledge are at the top of the scale. Later on, Dam and Zethsen (2016) used four measuring criteria to determine and compare the status of translators where status refers to perceptions of being well-known and value and one of them is education/expertise. Academic and professional qualifications were included by Pym et al. (2016, p. 33) as signals of status where they “indicated the trustworthiness of a translator to some extent”. In a study involved around 1,000 professional translators and interpreters, lecturers, and students worldwide, Katan (2009b) found that almost all of the respondents described translating and interpreting as a profession, particularly mentioning skills/competences/expertise, knowledge and education. According to Hoang (2020), in a new survey and announcement of requirements for translation services on ISO17100:2015, it is reported that translation is a profession officially. However, it is noted that the applicable scale might only be in European

nations and other developed ones currently. For Toudic (2012), from employers' perspectives, professional experience is considered slightly more important than an academic degree, as majority of employers see experience as important or essential.

The competence of professionals, measured by examinations, makes an additional characteristic which helps differentiate occupation from profession. This competence is usually linked to some processes, such as legal procedures regulating the admission to the profession, legal tools related to translation and translator certification, and a fully code of conduct to confirm professional integrity. Weiss-Gal and Penelope (2008) considered the existence of laws and licensing procedures as an indicator of public recognition for a profession. The translation profession is almost measured unregulated when it lacks regulations relating to the entry to the profession, a full professional conduct and quality control approaches (Katan, 2009a). Moreover, in case of lack of a certification system along with the public misunderstanding of this profession, translation is not regarded as a profession, but rather a job with additional skills from foreign language proficiency.

Another characteristic feature of a profession is the existence of a professional related organization that regulate the members and influence the market. Translators associations are reported evidently to play an indispensable role in enhancing the profession status (Uysal et al, 2015; Ruokonen 2016; Hoang, 2020). For Pym et al. (2012, p. 33) a professional association's authority springs from collective factors rather than individual members' expertise and professional association membership is an indicator of professional status. In addition, the key factors in the evaluation of professional associations include admission criteria, history of establishment, associations' prestige, membership scale, number of members, parentship or affiliates, specialization description, and the number and quality of services to members and

public impacts (Pym et al. 2012). Besides, Volga (2018) believed that among the imperative characteristics of professionalization of translation are education, regulatory documents and professional organizations.

2.8 Program Evaluation

Program evaluation is not a new practice as some people erroneously think. It dates back to 'the age of reform' at the beginning of the twentieth and continues to what is called nowadays 'the age of professionalism', which started from 1973 until present (Madaus et al, 1983). According to Brown (1989, p. 222), evaluation is "the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum, and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved".

In its general sense, evaluation is the process of collecting data on a program to determine its effectiveness in order to decide whether to adopt, reject, or revise the program. According to Tyler (2010, pp. 105-106):

The process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. However, since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior patterns of the student, and then evaluation is the process of determining the degree to which these changes in behavior are actually taking place.

A more inclusive definition of program evaluation was given by Yarbrough et al, (2011. p. xxv) in their Program Evaluation Standards:

The systematic investigation of the quality of programs, projects, subprograms, subprojects, and/or any of their components or elements, together or singly for purposes of decision making, judgments, conclusions, findings, new knowledge, organizational development, and capacity building in response to the needs of identified stakeholders leading to improvement and/or accountability in the users' programs and systems ultimately contributing to organizational or social value.

Wolff et al. (2012, p. 3) provided another definition of program evaluation as “a process of gathering and analyzing information from multiple sources in order to improve student learning in sustainable ways”. Furthermore, Wolff et al. (2012) suggested that program evaluation can serve several major purposes, such as identifying aspects of a curriculum that are working and those that need to be changed, demonstrating the effectiveness of the current program; to meet regular program review requirements, and satisfying professional accreditations.

Although little attention has been given to program evaluation, Barnett and Coat (2005) proposed that it is the most significant topic in higher education. They reinforced the importance of giving more attention to program evaluation in higher education as a key element of its effectiveness, which is part of concern in this study, i.e. to examine the extent to which the objectives of translation programs have been met and that whether the designed curriculum is meeting students, markets' and teachers' needs. The interest of the present study is to demonstrate whether the current translation programs at the Bachelor's level in Yemen are effective in fulfilling translation market demands or not, illustrating the aspects which need more attention, and /or suggesting any modifications.

Program evaluation should be carried out through a well-constructed framework, regardless the context in which the program takes place. It should also have specific objectives in relation to the context in which program delivery should be in line with those objectives and market circumstances, potentials, and demands. Moreover, program evaluation should be conducted regularly in order to ensure its effectiveness. Quality information about the current state of the evaluated program can be provided by a systematic and well-conducted evaluation. That information is not necessarily

negative; on the contrary, it might give great insights about the program leading to valuable revisions (Almaaini, 2009).

According to Scriven (1991), quality information could be collected through using formative or summative evaluation. Formative evaluation is carried out before or during the implementation of the program to attain information on who need the program, the extent of their need, and how those needs should be met. The purpose of this type of evaluation is to validate the objectives of the instruction and to confirm that they are being achieved. If necessary, instruction can be improved by identifying and remediating problematic aspects. Summative evaluation, on the other hand, is applied after the implementation of the program. The purpose of summative evaluation is to evaluate the program effectiveness through different instruments, such as interviews, direct observations, and document analysis. This type of evaluation leads to decisions about the program development, including its modification or revision.

To put together, formative and summative evaluation are both carried out to improve the program under consideration, the difference is only on their timing. Figure 4.2 below, developed by Stufflebeam (2002), illustrates the use of both formative and summative evaluation within the framework of the Context, Input, Process, and Product Model (CIPP).

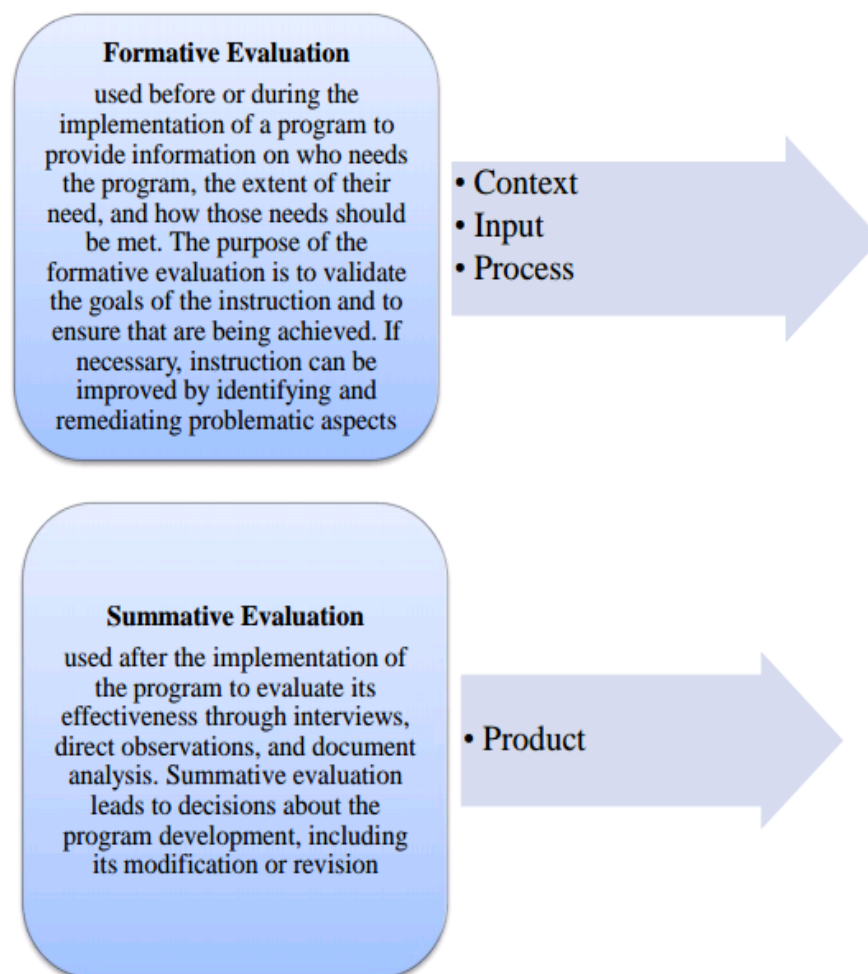


Figure 2.4 Formative and Summative Evaluation in the CIPP Model (source: Almaaini, 2011, p. 28)

2.9 Translation Market

The last half of the twentieth century was characterized by revolutions in information and communication technology that have influenced numerous professions, including translation. The new technology has made translators' work easier, but, in order to meet market needs, information and communication technology must occupy their rightful place in student training (Askehave, 2000; Archer, 2002). The demanding professional translation market expects that translators would be professionals to have a broad knowledge of the subject matter of the text, to use a large number of computer

tools proficiently, and to be versatile in the sense that they can master all elements in the translation process.

Translation market has been influenced by information and communication technology. According to Pym (1998), this influence has given rise to some interesting disputes and reflections. Technology is a significant tool in producing, transmitting, and distributing information. Consequently, translation teachers should not disregard computer technology in the training of their students and in their own professional development. This is principally obvious in today's translation market, which can be classified into six types: demanding, dynamic, global, decentralized, specialized, and virtual translation market (Aula.int, 2009). These types of translation market are discussed below, as provided by Aula.int. (2009).

1. Demanding Translation Market

The technological tools and conveniences that are now available to translators have made their work easier, however, these assets have also added new problems. The translation market sets ever more unworkable and short deadlines and delivery dates, and the daily size of translation tasks is increasing at an inconceivable rate. Except for a fortunate few who can afford to reject translation assignments, most professional translators have to accept these circumstances or they will suffer. In addition, customers have become more firm about the quality of translations or, rather, about their own standards for quality, which limits the freedom of translators. Currently, computer tools applied to translation and text processing enable translators to develop their own glossaries, terminology databases, and translation memories. Access to these bases for particular or a number of tasks for the same client assists translators to achieve a higher degree of terminological and phraseological precision and consistency. Nevertheless, a higher level of quality and productivity bases from

specific firms may cause errors that continue over time, either because the terminology databases are not reviewed often enough or out of disregarding updating (Theologitis, 1998). In due course, translators must respect the strict rules provided by clients regarding style and quality guarantees, since if they are not observed, this may lead to rejection of the translation by agency revisers or by the clients themselves.

2. Dynamic Translation Market

By deciding on today characteristics or norms of the translation market, one may think that it is the end of the line. In fact, it is not so; change is the norm and dynamism of this market; as new technologies are always all along the line, new software translation tools are constantly produced, new channels of communication emerge, ideologies marry or conflict, and many other reasons (Orsted, 2001). The translator, the trainer and the course designer must be always on alert about and updated of the new-comings in their field. This stretches to the concept of the translation phenomenon that should be seen as being changeable and the market needs we identify will therefore require a dynamically incessant evaluation (Gabr, 2001) and revision (Kiraly, 1995).

Furthermore, the changeability of translation market is principally manifested itself as a change in expectations (translator community's, employers', clients', academia's, etc.) triggered by diverse factors influencing the translation field and its related interdisciplinary fields and by new insights from the theory of translation or the widely used term 'translation studies'. Thus, with the advent of the internet and its instantaneous access to information, translation market employers would expect the new bloods to have been trained to use the computer and surf the information-rich internet (Aula.int, 2009).

3. Global Translation Market

The current markets and societies within which we live can be best described as international and global. Commercial enterprises have gone beyond geopolitical boundaries and currently any company bent on success in business market must cross borders, advertise its products abroad and contribute in international trade. International marketing is experiencing a persistent increase with general economic growth (Orsted, 2001). As international communication has grown up, translation by electronic and other means has become of vigorous importance to companies in industry, commerce, and so on. The volume of documents to be translated in order to reach target groups beyond national borders has increased multifarious. There is a need to keep in mind the speed of the flow and the broadcasting of information as a result of the progresses in technology. Therefore, special attention is required in the training of future translators in order to face variety of demands and to handle the support tools available to translators, such as new systems of terminology, documentation management and resource use and maximization (Orsted, 2001).

4. Decentralized Translation Market

Due to the new advances in today's technology and the increasingly indistinct economic borders, the translation services required by a company, an institution, or a client are not restrained by geographical boundaries. Distal confines are not an obstacle to the successful conclusion of a translation assignment. According to Pym (1998), as we are now dealing with both national and international markets, the market has become decentralized. This situation is valuable as it expands the field of the profession, yet it also may create problems. Translators find it ever more demanding to delineate their specialization and, eventually, their training. In professional environments, the subject matters of source texts are, in principle,

infinite; work often comprises unusual language combinations; and the computer tools necessary for developing translation work can be quite varied.

5. Specialized Translation Market

In addition to market decentralization, technology also indirectly influences the text types with which translators work. Generally, there is an increasing demand for financial, commercial and industrial text, but the advances in telecommunications and software, among others, also account for a considerable and increasing volume of translation. Even a brief look at the current market discloses that material related to software and websites is now often translated by professionals. The adaptation to different languages and cultures involves much more than a simple translation of the contents, menus, on-line assistance and manuals. If we consider an ordinary website, we see that the content consists of text and images; if it is to appeal to audiences in other countries, it is necessary to translate and adapt both to each foreign language and culture in which the client wants to address potential audiences (Aula.int, 2009). In other words, it is essential to produce a network of interconnected global and international as well as national websites, which local audiences will read as fluently as if they were written by mother tongue authors in the target language, since readers will react negatively that websites contain poor translations (Corte, 2002). This localization would generate innovative ways of working, new special skills, and, therefore, new training requirements. The technological specialization of the market is not restricted to emerging fields only. For that reason, new technological tools should have an impact on many traditional areas of translation training in relation to the changes they introduce in professional work.

6. Virtual Translation Market

The working environments of translators, including the relationship between translators and clients, have been influenced by the Internet and the information and communication technology revolutions. Earlier, translators were available in and provided their services in a specific geographical area (Aula.int, 2009). In today's marketplace, there are no longer such limitations as most translation services are offered and supplied through the Internet. This is the main, and sometimes the only means, for many freelance translators to attract clients. Whereas some agencies have physical premises in order to coordinate the work of their translation teams, others prefer to exist exclusively in virtual reality. Majority of business relationships are established through the Internet by means of the translator's or agency's portal or by means of the many directories that offer postings to freelancers free of charge. Such contacts allow fluent, economical, and efficient communication (Pym, 1998).

2.9.1 Characteristics of Translation Market

From the moment translators receive a translation brief until the delivery of the final product, they must carry out a series of tasks that can be divided into four stages:

- documentation, both in the source and the target languages;
- terminology;
- translation;
- revision, edition, and desktop publishing. (McMartin and Gentile, 2020)

Depending on the environment and on the size of the organizations they work for, translators must be able to handle any of these, spanning from the whole process to only one part of it (e.g., revision). Nonetheless, in order to be successful in an agency, changing demands make it advisable that translators, notably novices, should be

skilled in and ready to work on any stage in the translation process. The flourishing in translation agencies has led to greater competition and therefore the need for translators to be versatile is growing. The differences in the assignments given to agencies are determined not only by the quality of their translation products but also by the range of services they offer potential clients. There is little doubt that agencies are best served with having staffs with specialists in various fields: information scientists, terminologists, translators and specialists in editing and desktop publishing. Nonetheless, small- and medium-sized agencies, which still constitute the majority of those in the market, prefer to have a team of versatile translators, as this helps cut costs. Large-scale translation assignments involve so many resources and media that one and the same translation assignment may become a prolonged and complex process comprising any number of specialists and requiring supervision by, e.g., a project manager.

This new reality is clearly seen in organizations in which the translation processes are so complex and reach such high levels that no one single person can keep an overview of them, let alone cope with them. This is true, for example, for the Language Service of the European Parliament, where the process involves more than five stages (Theologitis, 1998). However, nowadays project managers are found in small- and medium-sized agencies. They coordinate all the projects with which the agency is working. They may also carry out revisions and act as mediators between clients and freelance translators. Consequently, project managers have become a cornerstone for work in many translation agencies and services.

Moreover, today's translation market is affected by, among other things, the development of new technologies and their application. Pym (2002) drew attention to students' dissatisfaction with not 'translating', and instead, devoting their time to

associated tasks (although communication remains a key issue), such as advanced search techniques on the Internet, the selection of relevant information, website localization, the potential of translation memories, etc. In other words, these components and elements take up much time and effort in present-day translation work. Although students prefer to make lists of false friends and linguistic problems etc., Pym (2002) stressed that once the students enter the labor market, they realize that technical knowledge is a crucial element in both the work of a translator and the translation process.

The analysis of translation market characteristics and present-day training conditions makes it easier to see the shortcomings in current programs. In order to prepare students for the rapidly changing market, the evaluation of translation program is an essential procedure to determine its effectiveness in order to decide whether to adopt, reject, or revise it. More discussion of translation program evaluation and evaluation models is presented in the following section.

2.10 Previous Studies

This section presents the review of previous studies related to the topic of the present study. Since a good number of studies have been provided in the literature of Translation Studies, this section focuses on the most related ones to the purpose of this study.

Gabr (2002) investigated the problematic situation of translation curricula in Egyptian universities. The study aimed to examine the actual practices of teaching and learning translation in national Egyptian universities at the undergraduate level. The results showed that both learning and teaching of translation need a systematic change on the part of the teacher and the student. It was also found that translator training programs

have to develop in accordance with proper assessment of three linked needs: the needs of the market, the needs of translation departments and equally important the needs of students. The study presented two arguments about whether trainers should be professionals or academic or both, and concluded by claiming that translator trainers should have pedagogical, bilingual, and bicultural skills.

Eruz (2003) conducted a survey and interviews with the graduates of the Department of German Translation and Interpreting at Istanbul University. The participants included 85% of the 92 students who graduated in 2002. The results revealed that graduates were working as executive assistants, merchandisers, sales managers, sales coordinators, public relations officers, teachers, civil servants, and faculty members in various fields, in addition to freelance or in-house translators, and translation company owners. It was also found that most of the graduates do not belong to a single job profile.

Schellekens (2004) conducted a research study about the workforce in translation and interpreting. Data was gathered through questionnaires among individual translators and interpreters, translation agencies and companies, and course providers. The results showed that over 40% of the agencies reported that new recruits were in need of further training while the others believed they were ready for job. Some agencies indicated the need to familiarize new recruits with in-house procedures, whereas one agency found them too academically or literature focused for commercial translation needs. Out of the 22 course-providing institutions, 13 reported having received no formal input from employers in course provision, and the others' link with the profession was mostly in the form of professionals teaching in the institution. In relation to strengthening the link with employers, the course providers suggested having employer representatives in academic and examination boards, setting up

stakeholder groups, asking employers to contact with universities and assuring permanent relations with employers through workplace agreements, internships and so on.

Yousef (2004) studied the relationship between translation programs, market needs and job opportunities in Jordan. This study aimed at portraying translator training in both undergraduate and postgraduate levels and connecting them with the job market for translators' trainees. The results showed that translation market in Jordan is nourished by trade, tourism, science and technology, communication, and tertiary education. Therefore, to increase the employment of translation trainees and to create more jobs, translation programs should adapt their curriculum according to the needs of these fields. The results also revealed that teaching translation in Jordan is not adequate because of a number of reasons including the absence of admission examination at the undergraduate level, students with a GPA of 55% and more in high school can be admitted to the program. Therefore, their competence in both Arabic and English might not be sufficient for the program. In addition, the absence of a pre-test for admitted students to evaluate their level in English resulted into crowded classes and in a need to improve student proficiency in English, which consume time and effort. The study suggested a number of remedies to translator training in Jordan including diversification. Variation is regarded as the key factor in empowering the future translators by training them in the different fields of knowledge to make them ready to work in different domains and by reinforcing them with all the necessary skills which enable them of working as translators, editors, and proof-readers. Other remedies included adopting recent approaches and methodologies in teaching translation, such as the text-based and culture-based approaches. These approaches were suggested because of their effectiveness in the learning process, establishing a

national plan of Arabization, empowering JTA to play a leading role in improving the situation of translators and translation institutions, evaluating the current translation curriculum and developing them to become more professional and up-to-date.

Ulrych (2005) conducted a survey among 41 higher-education institutions in Europe and North America to inspect the present practices in translator training and to bring together whether the different institutions were conscious of the changing attitudes and whether their courses visualized a mixture of instructional and vocational components in order better to meet real-life criteria. Based on questions about the structure of programs, the survey sought for information on whether the programs incorporated both academic and professional standards in their course content. (96%) of the surveyed institutions answered that they did so. Their professional criteria included choice of texts to translate (85%), criteria for translating texts (85%), type of activity, namely technical writing (57%), editing (66%) and localization (38%), and use of translation aids (76%). Regarding source text presentation and students' submission of translation tasks, (68%) of source texts were presented with a description of the purpose of the exercise, (63%) mentioned the intended client, and (63%) in their original format or layout. The translations are submitted to instructors in electronic form in the majority of the institutions. The study recommended that this form of text submission not only adds a professional aspect to training but also fosters students' sense of responsibility and satisfaction.

Katan (2009a) carried out a study on training and professional aspects of translation. The study aimed to investigate to what extent academic theories and beliefs are reflected in the workplace, and the extent to which any impetus from Translation Studies has made an impact on the profession. Data was gathered through an online survey filled out by around 1000 professional translators and interpreters, translation

and interpreting lecturers, and translation and interpreting students worldwide. Regarding the importance of subjects in a general translation/interpreting program, the respondents rated, on a five-point scale, the five most important modules as translation and interpreting practice, translation and interpreting strategies, translation and interpreting electronic tools, subject knowledge and contrastive grammar/linguistics. Scholarly interests, such as translation and interpreting profession, intercultural theory, translation and interpreting theory and translation and interpreting ethics were identified of secondary importance. In relation to the responses of university-trained translators, the majority of the respondents gave 10 credits (essential) to translation and interpreting practice, translation and interpreting strategies and electronic tools. Electronic tools, intercultural theory/practice, the translation and interpreting profession, contrastive grammar/linguistics and translation and interpreting ethics were defined as important. As for the component of translation theory, it came in the 3rd place as a relatively lowly useful.

Lafeber (2012) surveyed over 300 in-house translators and revisers working at intergovernmental organizations. This study aimed at finding out the importance of different skills and knowledge types and which skills and knowledge types are lacking in newly recruited translators. Using a list of 40 skills and knowledge types, two sets of questionnaire (the impact questionnaire and the recruits' questionnaire) were used to achieve the two objectives respectively. Pertaining to the first questionnaire, completeness of the target text, clear communication of the source text message, knowledge of source language, coherence of the target text and target language spelling rules ranked the first five among most important skills. Concerning the use of technology, in the list with 40 items, working with a translation memory ranked 33rd, while handling more than basic Word functions was 36th and working with Excel

and/or PowerPoint was 40th. The item related to professionalization; maintaining quality under time pressure, adhering to in-house styles and mining reference materials for phrasing all had a mean rating of 4.5. The results of the second questionnaire, on the other hand, showed that new recruits are less apt to produce translations that flow smoothly, work out the meaning of obscure passages, write elegantly, capture nuances of source text and adhere to in-house style conventions, with mean rating between 3.70 and 3.45.

Alenezi (2016) conducted a study on the development of translation curricula at undergraduate translation courses in three Saudi universities. The study focused on the relationship between undergraduate translation curricula on the one hand and students' needs and market demands on the other. To achieve the aims of the study, the researcher used extended questionnaires for three stakeholder groups: (156) final year students, (34) translation instructors, and (50) translators working in the Saudi translation market. The questionnaires of the students and instructors were used to identify the perceptions of the needs of the students and the market while the questionnaire of professional translators was used to identify the actual market needs and to investigate their views of translation courses and graduates. Follow up interviews with nine curriculum designers were conducted once students' needs and market demands were identified. Major findings of the study revealed that although 33% of the students said that the reason they joined the program was to become professional translators, only 24% agreed that their programs qualify them for the market. Furthermore, 42% of the students were dissatisfied with the academic infrastructure (libraries, teaching rooms, computer rooms, and access to the internet). Regarding instructors, most of them expressed their satisfaction with the programs, except for infrastructure, 36% of them were dissatisfied with the infrastructure of the

programs. As for professional translators, 68% of them were graduates of Saudi universities, but 35% were dissatisfied with their performance. They classified the most important skills that graduates should be equipped with into two categories, the first included accuracy in expression, time management and meeting deadlines, creative writing and openness to criticism. The second category included technical and scientific writing, techniques for extracting information from clients, organization and client management. However, the study pointed out that only a very few of these skills were reflected in the programs which illustrated the gap between these programs and the market needs. With regard to curriculum developers, the results revealed that none of them had formal channels with the market or had ever done a survey of market demands. In other words, curriculum development was done apart from formal and scientific investigation of the market needs.

Al-Batineh and Bilali (2017) investigated translator training in the Arab world. The study aimed at identifying whether or not curricula were aligned with the language industry. It demonstrated that the Arab world today offers a number of translator training programs in many countries, yet these programs and their course offerings are not linked to the realities of the profession in the real world. Market needs were identified by analyzing job descriptions published in the MENA region in order to compile data pertaining to these needs. These data were compared with the curricula and course descriptions collected from websites of 61 active Arab translator programs (21 BA and 40 MA) across the MENA region. The results revealed that professional and instrumental competence was very much in demand in the translation market as it represented 50% of the overall competence required. However, the analyzed programs did not place similar emphasis on this kind of competence. The number of courses to develop this competence was noticeably small. The results also revealed that the

second most needed competence was related to subject area competence and that there was a noticeable gap regarding medical and technical fields, which were in demand based on job descriptions. The study concluded that the gap found between the translation market and training translator programs can be bridged by interviewing instructors, program directors, and graduates of translator training programs who are active members in the translation market. Their feedback would help in making the course offerings geared towards the translation market needs.

Abu-ghararah (2017) conducted a study to evaluate the translation industry in Saudi Arabia to help universities identify the professional contexts for preparing translators. The study aimed at examining the competences needed and the Saudi market needs. It was conducted in nine programs in nine different universities. The study findings demonstrated that expert translators are needed in specific fields such as medical, legal, religious, and technical translation. Additionally, despite the huge changes in the Saudi workplace, it was noted that these changes were not yet seen in translator training programs at Saudi Universities. It was also found that there is a huge gap between academic training and the requirements of the Saudi translation market. The study suggested that translation training programs need to be developed to meet the demands of the Saudi translation market.

Gümüř (2017) investigated the status of the translation market in translator training and curriculum development in Turkey from the point of view of graduates of translation programs at the undergraduate level. The study postulated that translation training and the translation market need to interact and the elements that prepare students for the market must be fully integrated in all academic programs. The main objective of the study was to identify the weaknesses of translator training programs in preparing trainees for the market. A total number of 125 graduates from two

universities – public and private – were surveyed and then interviewed. Results revealed that the levels of interaction between universities and the translation market were not up to the expectations. The study suggested that there should be more efforts to solve the problems of translator training programs by systematically involving all stakeholders in the planning and development of these programs.

Kafi et al (2018) carried a study to determine the current challenges to establishing a professional status for translators in Iran. This study attempted to offer solutions for improving the status quo based on the suggestions of active agents in the field. The data were collected qualitatively through in-depth interviews using a purposive sample of translation agents in Iran. The results indicated that there are numerous administrative, educational, social and financial challenges facing translation as a profession in Iran. The study argued that lack of a certification system is among the most important issues resulting in the lowering of translators' status. It was concluded that translator training issues are of high importance. The study suggested some courses (e.g. project management) to be added to the current Translation Studies syllabus. This suggestion accorded with the interviewees' perception that students who complete translation courses often lack the necessary skills for success in the translation market.

Alshargabi and Al-Mekhlafi (2019) investigated the translation competences needed by the Yemeni market. The aim of this study was to identify the translation competences based on the view that translation academic programs have changed to become learner-centered. The researchers developed a questionnaire, and a total number of 50 professional translators – working in Sana'a – filled the questionnaire. It included 35 items distributed to five categories: bilingual competence, cultural competence, translation competence, instrumental competence, and strategic

competence, in addition to psycho-physiological components of translators. Results revealed that all translation competences were important and needed by the market; none was marked as unimportant. Specifically, 21 of the questionnaire items were highly important. The highest degrees of importance were for basic skills without which translation tasks can never be done: language competence, bicultural competence, problem solving procedures, and use of dictionaries and information mining. Meanwhile, the findings showed that the focus –though needed – was less on the competences of interpreting and modern translation technologies, which were attributed to the difficult times Yemen experiences causing recession in the translation market. That discouraging situation was attributed to the lack of conferences and official activities, in addition to the lack of specialists in translation technology.

Chapter Three

Research Methodology

3.1 Chapter Overview

This chapter presents the methodology followed to achieve the objectives of the present study. It includes the study method, sample, participants and data collection instruments. Moreover, an explanation is provided for the procedures followed for data collection and data presentation and analysis.

3.2 Research Method

The purpose of this study is to shed light on the relationship between translation programs in Yemeni universities and translation market through examining the aspects of weakness in translation programs at the undergraduate level and the reasons behind such weakness. For this purpose, the quantitative and qualitative analytic approach was followed for data collection and analysis. Qualitative data was collected through an open-ended questionnaire given to the students of translation in order to obtain more detailed information about translation programs. As for quantitative data, two sets of close-ended questionnaire were used to collect the necessary data from two groups of participants in relation to translation programs in the selected three Yemeni universities, i.e. students of translation and instructors currently working at translation programs. Another close-ended questionnaire that consisted of twenty one items was used to collect data from translators working for different translation centers. For data analysis, analytic description of the statistically presented results was used to discuss the data collected through the questionnaires.

3.3 Data Collection Procedures

Before conducting the study, the heads of translation programs in the selected three universities were visited to find out about their interest to provide the researcher with the necessary facilities to carry out the study. The relevant details of the study were explained to the administrations of the three institutions and the needed permissions for conducting the study were obtained. Afterwards, the first two sets of questionnaires were administered to the students and instructors in the three universities in the first semester of the academic year 2021/2022. The students were provided with the necessary information about the study and how to fill in the questionnaire. They were emphasized that there are no correct or wrong answers and they were requested to provide their sincere answers, with assurance on their responses confidentiality. The students were given forty minutes, approximately, to complete the questionnaire. As for the second objective of the study, ten instructors were met and provided with the background of the study. They were also requested to participate in the study by giving their perceptions of translation programs. After getting their acceptance, the questionnaire was handed to them to be collected back one week later. Regarding the translators' perceptions of the relationship between translation programs and translation market demands, the selected twelve translators were asked to fill in the questionnaire after giving them the background information about the study.

3.4 Sample of the study

The sample of the present study consisted of three undergraduate programs of translation in three Yemeni universities. More specifically, these programs included Bachelor of Translation in Translation Department at Yemenia University (private university), Bachelor of Translation in the Department of English at Sana'a University

(public university) and Bachelor of Translation in the Department of English at the University of Science and Technology (private university). All the three universities are located in Sana'a city and have good records in teaching translation as a major of study.

3.5 Participants

The number of participants involved in this study was eighty two in total divided into three groups. The first group consisted of sixty students, twenty students from each university under consideration in this study. The data collected from this group was in relation to the first objective of the present study, i.e. to investigate the areas of weakness in translation programs at Yemeni universities from students' points of view. The second group of participants involved ten full time instructors working in translation programs in the three universities mentioned earlier. The data collected from this group was pertaining to the second objective of this study, i.e. to examine the main reasons behind such weakness of translation programs at the same universities. The third group included twelve translators working for different translation offices in Sana'a city. The data collected from this group was in relation to the third objective of this study, i.e. to point out to which extent translation programs at Yemeni universities match translation market demands from the points of view of translators. These translators were selected purposefully from various authorized offices specialized in providing translation services. They have different qualification and translation ranging between bachelor and master degrees. They also have good experience in translation varied between five to fifteen years.

3.6 Instruments

For the purpose of attaining the three objectives of the current study, data collection was carried out via three instruments (questionnaires) administered to the three groups of participants involved in this study respectively. Regarding data in relation to the first objective, a questionnaire made of two sections, close-ended and open-ended questions, was distributed to the first group of participants. This instrument was meant to gather students' views on the possible areas of weakness in translation programs under investigation in the present study. The first section of this questionnaire, close-ended questions, was composed of twenty four items focusing on students' views on course content, teaching methodology, learning resources, evaluation procedures and some other issues in translation programs. The second section, open-ended questions, included five questions by which the students were given more spaces to provide their own views on the difficulties they face in translation courses, the benefits they gain from these courses, their perception on translation classes, topics for translation, and any suggestions for the improvement of teaching translation at their programs (Appendix 4).

The second instrument was given to the instructors participated in this study to collect the necessary data pertaining to the main reasons behind weakness of translation programs, the second objective of the study. This questionnaire was composed of thirty eight close-ended questions related to instructors' educational and practical background, teaching methods and activities, course content and material, assessment and evaluation procedures and some other issues in translation programs at Yemeni universities (Appendix 5).

The third instrument was made of nineteen close-ended questions. It was administered to the third group of participants, translators, in order to attain the

necessary data concerning the relationship between translation programs at Yemeni universities and translation market. This questionnaire focused on some issues, such as translation program graduates, translation programs, the extent of matching between translation programs and translation market demands (Appendix 6).

All the close-ended questionnaires consisted of five points scale items. The values ranged from strongly agree, agree, no opinion, disagree to strongly disagree. The participants were asked to provide their responses by indicating the value corresponding to their views across each item in the questionnaire.

3. 6. 1 Instruments Validity

To check the validity of the instruments designed for data collection, the first draft of these instruments (Appendixes 1, 2 and 3) along with the current study objectives were copied and given to a validation jury included six professors of Translation and Applied Linguistics from Queen Arwa University, University of Science and Technology and Sana'a University (Appendixes 7). These professors were requested to check every item in the questionnaires against the objectives of the study in terms of items relevance for the objectives and language adequacy. Then, all the additions, deletions, modifications and recommendations provided by the validation jury were considered in preparing the final material for data collection in this study. This process helped in filtering and refining the tentative instruments and reducing the number of the suggested items from ninety four to eighty six in the final drafts. Cover letters containing clear statements of the study purpose and objectives were attached to validity checklists.

3.7 Data Analysis Procedures

The collected data included three sets of responses provided by the three groups of respondents participated in this study. By using Likert scale, the collected data from the participants were respectively counted and listed in tables. The distribution of responses was designed on a five-point scale basis, starting from 'Strongly Agree' as the ultimate positive response, to 'Strongly Disagree' as the ultimate negative response. Then, the frequency of responses occurrence was calculated and displayed in the forms of numbers and percentages across each item in the questionnaires collected back from the participants. The content analysis of responses was used to analyze the collected data in conjunction with some statistical processes by using the SPSS program. Data analysis was processed in three different sections in accordance with the objectives to be attained in this study. Data content analysis involved the tabulation of the results obtained from the respondents and the discussion of data after each table.

Chapter Four

Results and Discussion

4.1 Introduction

This chapter provides a detailed analysis of data and results obtained from the three groups of participants; students of translation, instructors in translation department and translators regarding the drawbacks of translation programs and the demands of translation market. The obtained results are quantitatively demonstrated in tables for the easiness of data presentation. Then, a thorough discussion of the collected data is carried out in terms of the current study objectives respectively.

4.2 Data Analysis

Data analysis is processed in three main sections in line with the objectives of the current study. Section one focuses on the areas of weakness in translation programs at Yemeni private and public universities from students' points of view. Section two is meant to examine the main reasons behind such weakness of translation programs at Yemeni private and public universities from the points of view of instructors. Section three is devoted to point out to which extent translation programs at Yemeni private and public universities match translation market demands from the points of view of translators.

4.2.1 Areas of weakness in translation programs from students' points of view

This section focuses on identifying the areas of weakness in translation programs in Yemeni universities from the point of view of translation students. The analysis of data in this section is carried out in two subsections, data obtained from close-ended questionnaire and data obtained from open-ended questionnaire.

4.2.1.1 Analysis of data obtained from students' close-ended questionnaire

Based on the data collected from the participant students in the close-ended questionnaire, their views on the areas of weakness are categorized into five groups in

terms of the nature and content of translation courses, teaching methodology, learning resources, evaluation procedures and some other issues (including classroom environment, time of classes and instructors' quality). The results pertaining to these areas are provided and discussed in the following subsections.

i. Areas of weakness pertaining to the nature and content of translation courses

Table 4.1 Areas of weakness pertaining to the nature and content of translation courses

| No. | Question | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|--|----------------|------|-------|------|------------|------|----------|------|-------------------|------|
| | | N0. | % | N0. | % | N0. | % | N0. | % | N0. | % |
| 1 | The curriculum is designed according to the objectives of the program. | 22 | 36.7 | 7 | 11.7 | 7 | 11.7 | 14 | 23.3 | 10 | 16.7 |
| 2 | The objectives of the program have been met in the courses. | 30 | 50 | 12 | 20 | 6 | 10 | 8 | 13.3 | 4 | 6.7 |
| 3 | The instructional materials are selected in a way that meets the objectives of the course. | 41 | 68.3 | 5 | 8.3 | 4 | 6.7 | 7 | 11.7 | 3 | 5 |
| 4 | The teaching material is relevant and appropriate to the course in question | 24 | 40 | 10 | 16.7 | 4 | 6.7 | 8 | 13.3 | 14 | 23.3 |
| 5 | The content of the course is good enough to help me become a skilled translator | 25 | 41.7 | 8 | 13.3 | 11 | 18.3 | 6 | 10 | 10 | 16.7 |
| 6 | Translation courses enable me to better understand the culture of the target language | 9 | 15 | 5 | 8.3 | 4 | 6.7 | 11 | 18.3 | 31 | 51.7 |
| 7 | The course description reflects the real material covered in the course | 37 | 61.7 | 11 | 18.3 | 6 | 10 | 4 | 6.7 | 2 | 3.3 |
| 8 | The courses included in the curriculum are relevant to the future job needs | 22 | 36.7 | 6 | 10 | 13 | 21.7 | 6 | 10 | 13 | 21.7 |
| 9 | I am satisfied with the number of translation courses offered in my Dept. | 5 | 8.3 | 7 | 11.7 | 12 | 20 | 21 | 35 | 15 | 25 |

| | | | | | | | | | | | |
|-----------|---|----|------|----|------|----|----|----|------|----|------|
| 11 | There is a strong and accumulative relation between the courses included in the curriculum. | 23 | 38.3 | 7 | 11.7 | 12 | 20 | 10 | 16.7 | 8 | 13.3 |
| 15 | Course activities are very well planned to help students to become good translators. | 18 | 30 | 15 | 25 | 3 | 5 | 14 | 23.3 | 10 | 16.7 |
| 20 | The theory included in teaching programs is quiet enough. | 26 | 43.3 | 13 | 21.7 | 3 | 5 | 8 | 13.3 | 10 | 16.7 |

Course content is one of the most important components of any program to succeed. Thus, it has to be given enough attention when planning and delivering it. If the content is prepared and given appropriately, the program is possibly to achieve most of its planned objectives. Table (4.1) above presents the results of twelve items related to the students' views on the nature and content of translation courses they have.

In light of the results demonstrated in the table above, it appears that majority of the issues related to the nature and content of teaching courses are satisfactory. More specifically, in items No. 2, 3, 4, 5, 7, 15 and 20, the students' responses show their satisfaction with the statements related to the objectives of the courses, appropriateness of courses, courses focus on translation skills, course description, course activities and amount of theory, respectively. All responses to these items scored more than 50% of student's agreement (varied between strongly agree and agree). Despite the fact that in item 2 most of students (70%) strongly agree (50%) and agree (20%) on the view that their programs have succeeded in achieving the outlined objectives, there is still a need to work more on this aspect to make the objectives more feasible. In item 3, (68. 3%) of the respondents strongly agreed that material selection was in accordance with course objectives, making up the majority of the sample. This means that the relationship between the objectives of the programs

and the material used is congruent to a good degree but might need some improvement to meet the expectations of the students more effectively. Regarding item No. 4, it is noticed that 56,7% of the students agreed (40% strongly agree and 16.7% agree) that teaching materials are relevant in terms of course content, however, it seems that there is still a need for developing the materials used inside the class. According to the students' opinion on item 5, pertaining to the effectiveness of course content in developing their translation skills, 55% of their responses show agreement with such statement, with majority for strongly agree (41.7%). This means that the course content is designed in a good way that helps students to acquire the necessary skills to become good translators, but still there is a need to improve it in a way that provide the trainee-students with more practice and more activities in translation. Similarly, in items 15 and 20, students' responses show their satisfaction with the statements related to appropriateness of course activities and theory in providing them with the necessary practice and knowledge in translation study. Remarkably, the correlation between course description and the covered material in the course scored the highest level of agreement of participants. 80% of the students' responses supported this view in item 7. This means that the materials covered during the courses have been worked out properly for a better reflection of courses description.

Items 1 and 8 represent students' uncertainty of the correlation between curriculum design and program objectives, and the relevance of courses to future job needs, respectively. Regarding item 1, it is noticed that 48,4% of the students agreed on this statement, 40% of them disagree and 11.7% of the students had no opinion. This shows that there is a thorny problem concerning the relationship between the content of the curriculum and the objectives of the programs, because in general the three groups of students were not satisfied in a high percentage. Likewise, in item 8

students were not sure of the fitness of the courses to the needs of their future jobs as 46,7% agreed, 31.7% disagreed and 21.7% had no opinion to this item. In the light of these results, it seems that the students in question were not acknowledged enough with the necessary information in relation to these issues.

Two of the main drawbacks in translation programs in Yemeni universities, from the point of view of students, were related to the effectiveness of translation courses in enabling students to understand the target culture and the quantity of courses. According to the results presented in Table 4.1 above, it is found that majority of the students (70%) distributed between (18.3%) for disagree and (51.7%) for strongly disagree had the view that translation courses are not sufficient in regard to target culture learning and understanding. This means that in spite of their general satisfaction with course content, still there is a need to improve it in a way that make them more familiar with the target culture, which is considered an essential component of translation studies. Regarding item 8, pertaining to quantity of courses given in translation programs, 60% of the participants had the view that they are not satisfied with the number of translation courses offered in their departments. This satisfaction could be attributed to the fact that university programs, in general, are over-loaded with requirement courses at the expense of major main courses, which makes it a sort of drawback common to all programs, not only of translation ones.

ii. Areas of weakness pertaining to teaching methodology

Table 4.2 Areas of weakness pertaining to teaching methodology

| No. | Question | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|---|----------------|------|-------|------|------------|------|----------|------|-------------------|------|
| | | N0. | % | N0. | % | N0. | % | N0. | % | N0. | % |
| 12 | The criteria adopted in teaching translation courses depend on translation theory. | 14 | 23.3 | 10 | 16.7 | 5 | 8.3 | 20 | 33.3 | 11 | 18.3 |
| 14 | The methods adopted in teaching the courses are efficient and really help students. | 12 | 20 | 4 | 6.7 | 5 | 8.3 | 22 | 36.7 | 17 | 28.3 |
| 19 | The practice in translation classes is quiet enough. | 9 | 15 | 12 | 20 | 4 | 6.7 | 20 | 33.3 | 15 | 25 |
| 24 | Teachers use updated and electronic teaching methods. | 15 | 25 | 22 | 36.7 | 7 | 11.7 | 5 | 25 | 11 | 18.3 |

This part of analysis focuses on the proposed drawbacks of translation programs regarding teaching methodology from the students' perspectives. Unlike the participants' opinions on the content of teaching courses above, majority of their responses in this part unveiled their unsatisfied mood towards the issues related to teaching methodology. According to the responses given to item 12, it is noticed that 51% of the students did not agree on the view that the criteria adopted in teaching translation courses depend more on translation theory. Similarly, in item 19 above, 55, 3% of the participants disagreed with the efficiency of the quantity of practice in translation classes. It gets obvious, then, that the amount of practice included in teaching translation should be in parallel with the theoretical part, if not more, in order to meet the desired goals of any translation program. However, the main shortcoming pertaining to teaching methodology existed in the actual methods followed in teaching translation courses. According to the responses made to item 14, it is found that 65% of the students were not contented with teaching methods currently in use in their

programs. This means that there is a need to improve the methods used in teaching translation to help students to get more benefit of what are they studying. In relation to the last item in this part, it is observed that majority of the students (61,7%) are satisfied with the use of updated and electronic tools in teaching translation courses.

iii. Areas of weakness pertaining to learning resources

Table 4.3 Areas of weakness pertaining to learning resources

| No. | Question | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|--|----------------|------|-------|------|------------|-----|----------|------|-------------------|------|
| | | N0. | % | N0. | % | N0. | % | N0. | % | N0. | % |
| 10 | There is a strong relation between the topic covered in the courses and the dissertations' topics written by the students. | 9 | 15 | 6 | 10 | 12 | 20 | 13 | 21.7 | 20 | 33.3 |
| 13 | E. Journals, Data bases and Up-to-date publications in the translation field are available through the university library. | 12 | 20 | 10 | 16.7 | 5 | 8.3 | 23 | 38.3 | 10 | 16.7 |
| 18 | I'm satisfied with the available learning resources. | 10 | 16.7 | 14 | 23.3 | 9 | 15 | 12 | 20 | 15 | 25 |

Concerning the possible areas of weakness in translation programs related to learning resources, the participants approved two out of the three issues given in Table 4.3 above. According to the results presented in Table 4.3, more than half of the students participated in this study (55%) disagreed with the view that dissertation projects written by the graduates of translation programs reflect the kinds of topics covered in the given courses in the department, item 10. This means that there is a gap between the theoretical and the practical aspects of translation study, depriving the students of using such dissertations as beneficial learning resource. Similarly, in item 13, 55% of the participants complained of the lack of E. Journals and updated publications. This indicates that translation departments and their institutional patrons do not pay enough

attention to this significant constituent of education. However, the students' general view on their satisfaction with the available learning resources varied between disagree (45%), agree (40) and no opinion (15%).

iv. Areas of weakness pertaining to evaluation procedures

Table 4.4 Areas of weakness pertaining to evaluation procedures

| No. | Question | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|---|----------------|------|-------|------|------------|------|----------|------|-------------------|------|
| | | N0. | % | N0. | % | N0. | % | N0. | % | N0. | % |
| 17 | Teaching and learning processes are being evaluated continuously. | 14 | 23,3 | 7 | 11,7 | 3 | 5 | 13 | 21,7 | 23 | 38,3 |
| 21 | The examination system in translation sessions is adequate. | 16 | 26,7 | 20 | 33,3 | 8 | 13,3 | 5 | 8,3 | 11 | 18,3 |

In relation to the causes of weakness attributed to the procedures of evaluation, the participants' responses represented two different estimations of the issues given in Table 4.4 above. Concerning the assessment of what students have achieved in their learning, 60% of the respondents were unsatisfied with the frequency of this procedure, as they usually have only two sessions of examination; in the middle and at the end of their study. This means that there is a need for a frequent assessment of student's progress throughout the whole program of their study via quizzes and individual or group-work tasks, for example. In item 21, on the other hand, 60% of the participants provided that they are satisfied with the examination system in general. This opinion might be attributed to the other aspects of examination as a general process, such as timings, flexibility and markings.

v. Areas of weakness pertaining to other issues

Table 4.5 Areas of weakness pertaining to other issues

| No. | Question | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|--|----------------|------|-------|------|------------|-----|----------|------|-------------------|------|
| | | N0. | % | N0. | % | N0. | % | N0. | % | N0. | % |
| 16 | The classroom environment is very supportive for learning. | 10 | 16,7 | 14 | 23,3 | 3 | 5 | 11 | 18,3 | 22 | 36,7 |
| 22 | The time allocated for the translation class is sufficient. | 13 | 21,7 | 7 | 11,7 | 6 | 10 | 14 | 23,3 | 20 | 33,3 |
| 23 | I feel that my instructors are qualified and competent enough to teach the translation course. | 12 | 20 | 7 | 11,7 | 4 | 6,7 | 11 | 18,3 | 26 | 43,3 |

This part of analysis comprises three different issues that might have negative effects on the performance of translation programs. Unfortunately, all these issues reflect some sorts of shortcomings in the performance of translation programs under investigation in the current study. According to the results demonstrated in Table 4.5 above, 55% of the respondents were not content with classroom environment, item 16. This shortcoming could be attributed to the large number of students (particularly in public institutions) lack of proper accommodations, and poor infrastructure (specifically in private institutions). In item No. 22, 56.6% of the participants represented their discontenting with the time allocated for translation classes. This shows that there is a need for more amount of instruction as the students feel that the study of translation requires extensive tuition and training. Finally, the adequacy of translation instructors adds another aspect of drawback in translation program. According to the students' responses in item No. 23, 61.6% of the participants showed that they are discontented with the quality of translation instructors as most of them are not specialized in translation, their background most of the time is English Literature or /and Linguistics.

4.2.1.2 Analysis of data obtained from students' open-ended questionnaire

For attaining more understanding on the drawbacks of translation programs in Yemeni universities, this subsection is meant to provide the participant students with more space to present their opinions on this topic. This part was deigned in the form of five items derived from the five open-ended questions to be answered by the students who participated in this study. The students' answers have been put together, summarized and analyzed as given below.

1. The difficulties that students face in the study of translation

Based on the participants' answers to the question of this item, it is found that most of the students believe that lack of professional teachers and updated translation tools are two major difficulties they face. In addition, some respondents pointed out that inappropriate evaluation methods and insufficient grading system are some other difficulties facing them. Few of the participants mentioned that lack of practice and the big number of students in each class are among the difficulties they face in their study. Furthermore, target language and culture incompetency was another important difficulty referred to by a small number of the students participated in this study.

2. The benefits that students have gained from the course

According to the answers made by the participants in this item, it is noticed that the aspects of utility gained by the students from the course of translation are not related directly to their major. For instance, majority of the respondents believed that communication is the most common benefit during the course. Some of the participants indicated that the course has provided them more information about different cultures, whereas a few of them believed that the course has supported them

by many experiences. However, some others thought that there is no benefit of the course because it has not been designed according to their needs of translation skills.

3. The main things that translation class should do

According to the student's responses to this item, most of them believed that translation classes should focus on translating various kinds of texts during the program. Some other participants indicated that there should be more focus on target language fluency as well as mother language education. Moreover, some of the participants stated that appropriate evaluation methods and sufficient grading system should be followed in translation class.

4. The main obstacles that confront students to be good translators

When asked about main difficulties facing students to be good translators as they finish their course, the participants listed three main obstacles including; lack of professional teachers, inappropriate evaluation methods, and lack of practice. On the other hand, some of the students indicated that teachers' lack of target language fluency, dearth of practicing the translation of different texts in class, and students' lack of experience and knowledge in specific fields are the main obstacles facing them to be good translators.

5. Suggestions for the improvement of teaching translation course

This question is meant to get more information from the students on the drawbacks of translation programs via providing their opinions on the possible solutions to the obstacles they encounter in their course. Based on the collected data, majority of participant's suggestions for the improvement of teaching translation courses included having and using up to date learning resources, methods, technologies, data bases, and translation tools. They also suggested increasing the number of specialized and

professional professors, evaluating the current curriculum by modifying or deleting any problematic areas, and finally, increasing the practical courses and having a field training as part of their programs. In addition, some of the participants suggested a number of solutions to improve the status-quo of translation programs including conducting placement test for the students before joining the course, providing more translation labs, having independent translation departments not affiliated with any other field, having a stronger link between theory and practice of translation, and giving more attention to text selection.

Section two is meant to pin point the main reasons behind such weakness of translation programs at Yemeni private and public universities while section three intends to point out to which extent translation programs at Yemeni private and public universities match translation market demands.

4.2.1.3 Summary of the areas of weakness in translation programs

The findings obtained from the responses provided by the students participated in this study in relation to their views on the areas of weakness in translation programs in Yemeni universities can be summarized as follows. Although majority of the students agreed on the view that their programs objectives have been achieved quite successfully, those objectives need to be outlined more feasibly. The students also referred to course content and the relationship between the objectives of translation programs and the given materials positively. However, it is observed that these aspects require more improvements to meet the expectations of the students more effectively. In addition, teaching materials were found relevant in terms of their reflection of course content and description. Students' uncertainty of the correlation between curriculum design and program objectives and the relevance of courses to future job demands showed that they are not acknowledged enough with the necessary

information in these concerns. For students, two of the main disadvantages in translation programs in Yemeni universities are related to the effectiveness of translation courses in enabling them to understand the target culture and the number of translation courses in the programs. These drawbacks could be attributed to the fact that translation programs are over-loaded with requirement courses.

In relation to teaching methods, the obtained results showed that the amount of practicing translation and teaching methods followed in translation programs are disadvantageous. Learning resources were also identified by the students as other shortcomings of translation programs due to the lack of E. Journals, updated publications and productive dissertations. The other facets of weakness in translation programs in Yemeni universities identified by the students under consideration in this study included the low frequency of evaluation and assessment sessions, overcrowded classrooms, class-time shortage and dearth of qualified teachers in translation.

4.2.2 Analysis of results pertaining to reasons of weakness in translation programs

This section focuses on examining the reasons of weakness in translation programs in Yemeni universities from the point of view instructors involved in teaching translation courses. It comprises two sections; the first section focuses on instructors' educational and practical background while the second one investigates the reasons of weakness in translation programs in terms of teaching methods and class activities, course content and material, assessment and evaluation, and some other issues related to the program itself.

4.2.2.1 Reasons of weakness in translation programs pertaining to instructors' educational and practical background

This subsection is meant to elicit some necessary data regarding instructors' educational and practical background. The purpose of this part is to obtain more understanding of the possible sorts of weakness in translation programs attributed to instructors' level of education and practical experience.

Table 4.6 Instructors' educational and practical background

| No. | Item | Choice | Number |
|-----|---|----------------------------|--------|
| 1 | Do you have a university degree in translation? | Yes | 8 |
| | | No | 2 |
| 2 | What is your highest level of education when you have joined the program? | Bachelor | 0 |
| | | Master | 7 |
| | | Doctorate / Ph.D. | 3 |
| | | Other | 0 |
| 3 | In what discipline did you graduate? | Translation | 5 |
| | | Literature | 2 |
| | | Linguistics | 3 |
| | | Applied Linguistics | 0 |
| 4 | What is your current academic position? | Assistant Lecturer | 0 |
| | | Lecturer | 7 |
| | | Assistant Professor | 2 |
| | | Associate Professor | 1 |
| | | Professor (Full Professor) | 0 |
| 5 | How many years have you been teaching full time, if any? | Less than two years | 0 |
| | | Two to five years | 2 |
| | | Five to ten years | 5 |
| | | From ten to fifteen years | 3 |
| | | Fifteen years and over | 0 |

Based on the results presented in Table 4.6 above, it is found that eight out of the ten instructors participated in this study have a university degree in translation. This means that majority of the instructors in charge of translation courses in the selected departments in this study are qualified and have received the necessary education. As for the level of instructors' education, item 2, seven of the participant instructors have a master degree, while three of them have Doctorate / Ph.D. degree. This means that in spite of the fact that majority of the instructors obtain university degree in

translation, they are not highly qualified in terms of their educational background. This circumstance might represent one side of weakness in translation programs as teachers of translation at this level of education are deemed to be more qualified to meet the demanding level of knowledge and experience.

Regarding the discipline of graduation in item 3, it is found that half of the instructors are graduates of Translation, two from of Literature while the other three are of Linguistics. As such, it can be seen that instructors' specialization in fields other than translation might result in a sort of weakness in translation programs. Instructors who have their university degree in Literature and/or Linguistics are expected to be less educated and trained in the principles and fundamentals of translation to be reflected in their teaching career. Concerning the current academic status that instructors have at the university when they have been given the questionnaire, item 4, majority of them (seven) mentioned that they are lecturers; the other respondents were two Assistant Professors and one Associate Professor. In comparing the results obtained in item 2 to the ones in item 4, it can be noticed that all the participants still have the same academic positions since they joined the programs. This means that translation program instructors are not working on themselves through publishing research articles and getting higher academic ranks. In relation to teaching experience in translation programs, the results given in Table 4.6 shows that half of the chosen instructors have been teaching for five to ten years, three of them from ten to fifteen years while the remaining two have been teaching for two to five years only. This means that majority of the instructors in translation programs have quite long experience in teaching the course.

4.2.2.2 Reasons of weakness in translation programs from the point of view instructors

As it has been mentioned above, this subsection is devoted to examine the reasons of weakness in translation programs in Yemeni universities from the point of view of the instructors participated in this study. Based on the close-ended questionnaire administered to the instructors in question, these reasons are classified into four categories in terms of teaching method and class activities, course content and material, assessment and evaluation, and some other issues related to the program itself.

4.2.2.2.1 Reasons of weakness pertaining to teaching method and activities

This subsection presents the analysis of results obtained from the instructors working for translation programs in the selected Yemeni universities. It comprises seven items (6-12) of the questionnaire in relation to teaching methods and activities performed in translations classes.

Table 4.7 Reasons of weakness pertaining to teaching method and activities

| No. | Item | Choice | Number |
|-----|--|--------------------|--------|
| 6 | In your opinion, to what extent is it important to maintain a link between the training of student-translators and the translation market? | Very important | 5 |
| | | Important | 4 |
| | | Somewhat important | 1 |
| | | Not very important | 0 |
| | | Not important | 0 |
| 7 | I present the course content in the form of lectures. | Never | 1 |
| | | Not very often | 5 |
| | | Regularly | 0 |
| | | Often | 4 |
| | | Always | 0 |
| 8 | I spend some time for learning through practical work in the classroom. | Not applicable | 0 |
| | | Never | 1 |
| | | Not very often | 3 |
| | | Regularly | 0 |
| | | Often | 0 |
| 9 | In class, I plan for group-work for my students. | Always | 4 |
| | | Not applicable | 2 |
| | | Never | 1 |
| | | Often | 0 |
| | | Regularly | 0 |

| | | | |
|----|--|--|---|
| | | Not very often | 0 |
| | | Regularly | 7 |
| | | Often | 2 |
| | | Always | 0 |
| | | Not applicable | 0 |
| 11 | Once the students have done their exercises or their assignments at home or in the classroom, I do group correction or revision. | Never | 0 |
| | | Not very often | 0 |
| | | Regularly | 2 |
| | | Often | 3 |
| | | Always | 5 |
| | | Not applicable | 0 |
| 10 | On which activity do you rely mostly in translation class? | Discussion with students | 3 |
| | | Translation practice | 3 |
| | | Presentation by students | 2 |
| | | Evaluation and advice on students' translation | 0 |
| | | Others | 2 |
| 11 | What's your reaction to students' translation? (multiple choices) | Give grades and return translation works to students | 5 |
| | | Mark and correct errors | 5 |
| | | Provide sample answers. | 5 |
| | | Find out the best answers through class discussion. | 5 |
| | | Others | 5 |
| 12 | What do you think of using books on translation theory in class? | I use books on translation theory now and teaching translation theory is very important. | 5 |
| | | I do not use books on translation theory now but I am contemplating for future use. | 2 |
| | | I do not believe that books on translation theory are helpful for translation classes. | 0 |
| | | Students need to study translation theory outside classroom. | 3 |

According to the results presented in item 6, Table 4.7, it is noticed that all of the participant instructors agreed, in different degrees, on the importance of training student-translators on the basis of translation market needs. Five of the instructors mentioned that this link is very important, three of them stated that it is important and the other two said it is somewhat important. Instructors' awareness of the importance

of connecting students' knowledge and practice in translation to the needs of translation market assists them adopt the proper approaches of teaching and provide functional tasks of practicing and training. It also helps in minimizing weakness factors in translation programs.

Concerning giving lectures to present the course content, it appears that this is not the most preferred method of instruction for many of the instructors. According to the results obtained from the instructors in item 7, five of them do not use lecturing very often and one instructor mentioned that he never use it. In contrast, four instructors said that they use this method very often. However, this means that there is still a need to focus on the practical aspect of translation courses. Translation is more practical rather than theoretical by which lecturing should be followed for specific and limited purposes, i.e. to provide students with the fundamentals of translation theories and approaches.

In regard to providing students with practical work in the classroom as a means of learning in item 8, it is found that instructors of translation do not give enough attention to this essential aspect of tuition. Only four instructors, out of ten, participated in this study provided that they always follow this method whereas three of them stated they do not use it very often. The other three participants regarded it as inapplicable or never used. Ignoring this style of instructing translation could be attributed to the large number of students; however, this is not sufficient as it deprives them of getting the needed skills of translation. Instructors need to supply students with the necessary practical sides of learning and performance.

Group-work seems to be the most preferred medium of teaching, which is used regularly by seven of the instructors and often by other two, item 9. Only one of the

participants mentioned that he never uses it. Additionally, group work activities are used in the process of correcting and revising exercises and assignments made by the students. According to the responses made in item 11, it is noticed that half of the participant instructors always do group correction or revision in the class, three of them often use it and the other two use it regularly. This style of teaching is adequate as it provides students with the relevant feedback and enhances their desire of competition and learning.

In relation to the kind of activities used by instructors in translation class in item 10, Table 4.7 above, it is observed that there are various activities. Out of the ten instructors participated in this study, three instructors mentioned that they use translation practice, three of them use discussion, two instructors ask students to make presentations and the last two use some other activities. This divergence in class activities reflects the gap exists between material planning and delivery. For each subject there is a pre-designed course description in which teaching procedures, such as course objectives, contents and teaching methods should be followed and met by instructors.

Regarding providing students with feedback on their translation tasks, instructors' responses for the multiple-choice in item 11 were equally distributed between giving grades and returning translation works to students, marking and correcting errors, providing sample answers, finding out the best answers through class discussion and others. It means that the instructors in question in this study feel that all types of feedback mentioned above are relevant and can be used for multiple purposes.

Finally, in terms of using books on translation theory in class, another sort of disagreement between instructors can be noticed. According to the results presented in Table 4.7, item 12, instructors' views on using theory as a component of translation

course varies between proponents and opponents. While one half of the participants mentioned that they use books on translation theory and consider it as a very important element in teaching translation, the other half was divided into two groups. Three instructors believed that students should study theories by themselves outside classroom, and the other two mentioned that currently they do not use books on translation theory, but they are planning to use them in the future. Based on these different views, it gets clear that the instructors of translation course are not really aware of the kind and extent of relationship that should be made by theory and practice in teaching translation. Translation programs are supposed to make instructors comply with course guidelines and specification that pinpoint the type and quantity of theory and practice allocated for each subject.

4.2.2.2.2 Reasons of weakness pertaining to course content and material

This subsection comprises eleven items (13-23) of instructors' questionnaire. It is devoted to discuss the results obtained from the instructors working for translation programs in the selected Yemeni universities in terms course content and material.

This part of data analysis starts with investigating the extent to which instructors provide students with a real sense of the translation market. According to the results given in item 13, Table 4.8, it is observed that all of the instructors try to make a connection between what students learn in the course and what is required in translation market. This process helps instructors make course content and material more functional for students' future careers.

Table 4.8 Reasons of weakness pertaining to course content and material

| No. | Item | Choice | Number |
|--------|--|--|--------|
| 13 | I try to give students a real sense of the translation market | Yes | 10 |
| | | No | 0 |
| 14 | The topics of the texts used in the classroom are: | Imposed by the program. | 0 |
| | | Imposed by the limitations of textbook. | 0 |
| | | Left to my choice. | 10 |
| 15 | The program determines the topics of the texts used in the classroom for graded assignments. | Yes | 10 |
| | | No | 0 |
| 16 | The subject of texts used in class for exams is required by the program. | Yes | 8 |
| | | No | 2 |
| 17 | The texts used for exercises and testing are selected according to a predetermined sequence. | Yes | 7 |
| | | No | 3 |
| 18 | The course content is primarily: | Practical | 8 |
| | | Theoretical | 0 |
| | | Theoretical and practical | 2 |
| 19 | Before the course begins, I want to know what students know. | Yes | 7 |
| | | No | 3 |
| 20 | Knowing students' prior knowledge, I adapt the course content. | Yes | 7 |
| | | No | 3 |
| 21 | The content of my course is explicitly based on a theory of translation. | Yes | 6 |
| | | No | 4 |
| | | Not applicable | 0 |
| 22 | I illustrate the theoretical content of the course with practical applications. | Never | 0 |
| | | Not very often | 5 |
| | | Regularly | 5 |
| | | Often | 0 |
| | | Always | 0 |
| 23 | What kind of materials do you use in translation class? (multiple answers) | Not applicable | 0 |
| | | Newspaper article | 3 |
| | | Speech | 0 |
| | | Literature | 2 |
| | | Specialized documents (legal provision, manual, Ads, etc.) | 1 |
| Others | 4 | | |

Noticeably in item No. 14, all of the instructors participated in this study stated that they are the ones who choose the topics of the texts to be taught in classroom. In a matter of fact, it is a common regulation in all universities that each program has course specification that includes and determines course content and topics. All

instructors, then, are recommended to be committed to all the pre-determined guidelines in order to attain course objectives successfully and appropriately. In contrary, concerning the topics used for graded assignments and subjects of texts used for exams in items 15 and 16, almost all the instructors mentioned that they are determined by the program. Unfortunately, these procedures create a kind of mismatching and leave a gap between what instructors choose for instructing and what program determines for assignments and exams. To put together, instructors' responses in items 14, 15 and 16 reflect a sort of reasons behind weakness in translation programs performance.

Additionally, in item 17 seven of the instructors stated that they use pre-determined texts for exercises and exams. This shows that teaching method in use is the teacher-centered one, where the program or the teacher decides everything in the learning process. More flexible methods, such as student-centered learning approach should be adopted to give students the opportunity to participate more effectively in the classroom.

In item 18, eight of the instructors stated that the content of their course is primarily practical while two stated that it is both theoretical and practical. However, in item 21, six instructors indicated that the content of their courses is explicitly based on theory of translation whereas the other four said that it is not. These two contradicting views raise issues of inquiry on instructors' sufficient understanding of the nature of translation courses.

In relation to planning for course material and content in items 19 and 20, seven of the instructors stated that they would like to know their students level and knowledge before they start a certain course, and then adapt the course content accordingly. This technique enables teachers to have a clear idea about where to start and what to

include in their teaching materials in an adequate way. For integrating the practical applications of translation with the theoretical content of the course in item 22, half of the respondents mentioned that they use the former to illustrate the latter regularly while the other five said they often do not follow this procedure. This demonstrates that there is not enough awareness among instructors of the importance of mixing theory and practice in teaching translation. Finally, regarding the type of the material used in translation courses, the responses provided in item 23 shows that three instructors use newspapers articles, two use literature texts, four use different types of materials and one uses specialized documents like legal provision, manual, and Ads. This variation in material selection unveils instructors' freedom in this concern, which requires high degree of consciousness to provide students with what they really need.

4.2.2.2.3 Reasons of weakness pertaining to assessment and evaluation

This part focuses on the possible reasons of weakness in translation programs in relation to the procedures of assessment and evaluation followed by instructors. It discusses the results obtained from the instructors in their responses to nine items (24-32) of the questionnaire. Table 4.9 below demonstrates the results obtained from instructors in this concern.

Table 4.9 Reasons of weakness pertaining to assessment and evaluation

| No. | Item | Choice | Number |
|-----|--|---|--------|
| 24 | I assess the progress of students with exams. | Yes | 10 |
| | | No | 0 |
| 25 | I assess students' progress using graded assignments. | Yes | 10 |
| | | No | 0 |
| 26 | Students can choose from various methods to assess their progress (e.g. presentations, essays, etc.) | Yes | 7 |
| | | No | 3 |
| 27 | Students can choose when their progress will be assessed. | Yes | 10 |
| | | No | 0 |
| 28 | I think, in general, students have the background knowledge necessary for the course. | Yes | 5 |
| | | No | 5 |
| 29 | I think, in general, students have the appropriate level of competence in the target language for training in professional translation. | Yes | 4 |
| | | No | 6 |
| 30 | I think, in general, students have the appropriate level of competence in the source language for training in professional translation. | Yes | 3 |
| | | No | 7 |
| 31 | How often do you evaluate students' translation? | 2 times per semester | 0 |
| | | 3 times per semester | 0 |
| | | 4 times per semester | 10 |
| | | 5 times per semester | 0 |
| 32 | Please write down three important areas for evaluation and their percentages. (Please refer to the following examples or write down your own category if any. You can use empty space for more than 4 categories.) | ① TL correct grammar | 10 |
| | | ② TL correct expression | 10 |
| | | ③ TT style | 10 |
| | | ④ Overall logic in TT | |
| | | ⑤ Understanding of ST | 10 |
| | | ⑥ Appropriate use of TL terminology | |
| | | ⑦ Translation speed (pages) | |
| | | ⑨ Omitting information in SL | |
| | | ⑩ Excessive free translation or literal translation | |

To start with, according to the results presented in items 24 and 25, Table 4.9 above, it is observed that all the participant instructors use exams and assignments to assess students' progress in their translation course. These two functional techniques are

commonly in use in most fields of study to make teachers aware of students' achievement, progress and even their needs.

Regarding the manner and the time of assessment in items 26 and 27, some striking results are noted. According to the results given in item 26, majority of the instructors mentioned that students can choose from various methods, such as presentation and essay writing to assess their progress in translation course. In a matter of fact, giving students the freedom to select the manner of assessment might lead to some negative consequences, as they are not eligible to decide on the proper method of evaluation. They might prefer the easiest way of assessment or they might not choose the method relevant to the kind and nature of course in question. Moreover, in item 27, all instructors stated that students can decide on the time of their progress assessment. This procedure could result in adverse outcomes of assessment intents since determining the time of assessment is based on pre-determined plan provided by syllabus designers in terms of achievement and progress in any course.

In relation to the evaluation of students' necessary background in the course they are taking, instructors' responses in item 28 were equally distributed between yes and no. This means that students' accumulative knowledge obtained from previous courses is not supportive enough for the understanding of new courses. In this sense, instructors need to create a kind of connection between the different subjects in translation course as they serve the same goal. Regarding students' competency in languages of translation, i.e. Arabic and English, instructors' responses in items 29 and 30 provide remarkable results that signify one aspect of weakness in translation programs. Majority of the instructors involved in this study mentioned that students of translation are not competent enough in both languages. Generally speaking, language competency in source and target languages is a significant prerequisite for translation

aptitude. Translation programs and teachers should give enough concern to this issue when students join translation course and, also, during the course itself.

Concerning assessment frequency, all instructors mentioned that the regular occurrence of assessment sessions is four times in each course, item 31. It seems that instructors are committed to the regulations of assessment and evaluation pre-designed by translation programs. Most departments allocate four settings for assessment, one in the middle of the course, one at the end of the course and the other two in between mid and final exams.

Finally, all of the instructors participated in the present study agreed that target language correct grammar, correct expressions and style are the main areas they focus on in assessing students' translation performance. In addition, they mentioned that students' understanding of source text is another important area to be evaluated.

4.2.2.2.4 Reasons of weakness pertaining to other issues related to the program

This subsection is meant to discuss the results pertaining to the possible reasons of weakness in translation programs in terms of some different issues, such as the relationship between program and department, the number of students in class and the areas of concern in translation teaching and training. An illustrative analysis of the results obtained in this part is provided below.

Table 4.10 Reasons of weakness pertaining to other issues related to the program

| No. | Item | Choice | Number |
|-----|---|---|--------|
| 33 | The department to which my program is affiliated has an effect on the program content. | Yes | 10 |
| | | No | 0 |
| | | I do not know | 0 |
| 34 | In the course by which I respond to this questionnaire, the class included: | Less than 10 students | 0 |
| | | Between 10 and 20 students | 0 |
| | | Between 21 and 30 students | 0 |
| | | Between 31 and 40 students | 10 |
| | | Between 41 and 50 students | 0 |
| | | More than 50 students | 0 |
| 35 | To me, this number is: | Too low | 0 |
| | | Appropriate | 10 |
| | | Too high | 0 |
| 36 | What is the biggest obstacle to become professional translators for students after graduating from the program? | Foreign language fluency | 4 |
| | | Lack of translation experience | 3 |
| | | Lack of interest in translation | 0 |
| | | Lack of understanding of translators in society | 0 |
| | | Lack of knowledge in special fields | 3 |
| | | Others | 0 |
| 37 | What is the area that translation classes should focus on? | Foreign language fluency | 5 |
| | | Translation techniques | 2 |
| | | Opportunities to translate various texts | 3 |
| 38 | What is the area that needs most training and education to improve students' translation skill? | Translation theory education | 4 |
| | | Mother language education | 2 |
| | | Foreign language education | 2 |
| | | Education in special fields | 2 |

In terms of the relationship between translation program and its affiliating department in item 33, all the instructors agreed on the fact that the department has a great effect on the translation program. Regardless of the kind of relationship between these two bodies, translation program is deemed to have enough level of independence for the increasing demand for this major and the need for more freedom in determining program policies away from procedural regulations that might be dictated by the department. In regard to the number of students in translation class in item 34, all the respondents stated that it ranges between thirty one and forty students. Moreover, in

item 35 they provided that this number is appropriate. In a matter of fact, overcrowded classes represent one of the main drawbacks in any program and in translation programs, in particular. However, aside from the questionnaire items, most of the instructors recommended that the number of students in each class must be between 25-30 to give students enough time and chance to fully participate and to be engaged more effectively in translation activities.

When they were asked about the biggest obstacle that hinders students to become professional translators after graduating from the program in item 36, four instructors believed that students' fluency in foreign language is the biggest one, three instructors stated that it is students' lack of experience in translation, and the last three mentioned students' lack of knowledge in special fields. All together, these obstacles are expected to exist in such context in which the target language, i.e. English is used and spoken as a foreign language and for the fact that students have not received enough amount of practice in translation yet.

Finally, items 37 and 38 are meant to address some other aspects of weakness in translation program through asking instructors about their views on the areas in need of concern in teaching and training translation. In this regard, in item 37 five instructors indicated that translation class should focus on foreign language fluency, two of them identified the focus on translation techniques whereas the other three mentioned translating various kinds of texts. Additionally, in item 38, the areas that need more education and training to improve students' translation skills varied between four instructors for translation theory education, two for mother language education, two for foreign language education and two for education in special fields. To put together, instructors' responses to these items unveil two other sides of

weakness related to students' proficiency in English and type and content of teaching text.

4.2.2.3 Summary of the reasons of weakness in translation programs

This subsection summarizes the findings obtained from the responses provided by the instructors participated in this study regarding the areas of weakness in translation programs in Yemeni universities.

Although majority of the instructors have university degree in translation, they are not highly qualified as they have master degree. This situation represents one aspect of weakness in translation programs as teachers of translation are supposed to be more qualified to meet the demanding level of knowledge and experience. In addition, half of the instructors are specialized in Literature and Linguistics, which shows the dearth of academic cadre pertinent for the teaching of translation. Moreover, translation program instructors do not work on updating their expertise through conducting and publishing research articles as they all mentioned that they still have the same academic degree since they joined translation programs.

The use of lecturing in teaching translation takes a quite large portion of instruction system at translation programs. This method should be restricted to educating students the basic theoretical aspects of translation courses. Besides, practical work in translation classroom is not given enough interest by majority of the instructors, which means that students are not provided with the chances of burnishing their practical skills of translating. Divergence in using classroom activities was also noticed in instructors' responses. Such variation echoes the gap between course description prepared by the program and course delivery made by instructors. Furthermore, the instructors of translation course were found unmindful of the kind

and extent of relationship that should be made between theory and practice in teaching translation.

Instructor's autonomy of selecting text topics, on the one hand, and program's predetermination of examining and assessing topic, on the other hand, reflect some sorts of reasoning behind weakness in translation programs performance. Furthermore, in two different positions, i.e. items 18 and 21, the instructors showed a sense of contradiction in their views on the nature of the content of translation courses, whether it is theoretical or practical. Such incongruity shows instructors' insufficient understanding of the nature of these courses. Similarly, variation in material selection reveals instructors' need for high degree of consciousness to provide students with what they really need. It is also found that students are given more space of freedom in selecting the method and time of assessment and evaluation, which might lead to inadequate outcomes of these essential procedures. Moreover, the students of translation were referred to as incompetent in both languages of translation, Arabic and English. The other reasons of weakness in translation programs as indicated by the instructors were in relation to department over dominance on the program, overcrowded classes and translation students' lack of fluency in English.

4.2.3 Analysis of results pertaining to the relationship between translation programs and translation market

This final part of data analysis is devoted to investigate the extent to which translation programs in Yemeni universities fulfill the needs and demands of translation market from professional translators' points of view. It consists of three subsections; section one focuses on translation programs graduates, section two deals with translation programs and the last one addresses the relationship between

translation programs and translation market.

4.2.3.1 Translators' views on translation program graduates

This subsection provides the analysis of data collected from Yemeni translators regarding their views on the graduates of translation programs in Yemeni universities under consideration in the current study. It includes respondents' responses to six item (1-6) of the questionnaire demonstrated to twelve translators working in Yemeni translation market.

Table 4.11 Translators' views on translation programs graduates

| No. | Item | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|--|----------------|------|-------|------|------------|------|----------|------|-------------------|------|
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 1 | The graduates have the ability to use translation programs in a perfect way. | 5 | 41,7 | 3 | 25 | 1 | 8,3 | 2 | 16,7 | 1 | 8,3 |
| 2 | The graduates of translation programs lack experience in translation. | 3 | 25 | 1 | 8,3 | 0 | 0 | 2 | 16,7 | 6 | 50 |
| 3 | Graduates can work in the field of translation without the need of practical training. | 1 | 8,3 | 1 | 8,3 | 1 | 8,3 | 6 | 50 | 3 | 25 |
| 4 | Translation programs graduates are interested in working as translators | 4 | 33,3 | 2 | 16,7 | 2 | 16,7 | 1 | 8,3 | 3 | 25 |
| 5 | Translation programs graduates face linguistics problems when they start their career. | 4 | 33,3 | 1 | 8,3 | 1 | 8,3 | 3 | 25 | 3 | 25 |
| 6 | Translation programs graduates are not well qualified in using translation strategies and methods. | 2 | 16,7 | 1 | 8,3 | 3 | 25 | 2 | 16,7 | 4 | 33,3 |

According to translators' opinions on the ability of graduates in using translation programs effectively in item 1, Table 4.11 above, 41,7% of the translators strongly agreed on this statement, 25% agreed on it, 8,3% did not respond, 16,7 % disagreed

and 8,3% strongly disagreed. It means that more than half of the respondents (66,7%) believed that translation program graduates have the ability to use translation programs in a perfect way. However, the remaining responses (25% disagree and 8.3% no response) suggest that still there is a need to improve this ability in a way that provide the trainees with more practice and more skills in this regard.

Regarding graduates' general experience in translation, the participants provided responses opposite to their responses in item 1. The results related to this issue in item 2 show that more than half of the translators (66,7%) believed that the graduates of translation programs do not have enough experience in translation while 16,7% disagree and 50% strongly disagree on this point. This means that translation programs should pay more attention to this issue by providing students with more practice to make them ready to join translation market. In support of the need for practice in translation, the responses given in item 3 reinforce the need for training graduate translators before entering translation market. In this respect, majority of the translators participated in this study (75%) disagreed on the view that translation graduates can work in the field of translation without practical training. These views come as a call for translation programs to give practice and training special consideration to make their outcomes more effective in relation to market demands.

In relation to graduates' interest in working as translators, the results given in item 4 indicate that there is no clear decision in this issue. Half of the participants (33,3% strongly agree and 16,7% agree) mentioned that translation program graduates have the interest in working as translators. The other half of participants, on the other hand, did not support this view, as 25% of them disagreed, 8,3% disagreed and 16,7% did not respond. This vague situation might be attributed to translation programs insufficient preparation of their students. That is to say, the graduates of translation

have not been given the required stimulus to join translation market more effectively through equipping them with the necessary and sufficient skills of translation.

Concerning translators' opinion on translation program graduates' linguistic competency in practicing translation, it is noticed in item 5 above that 33,3% of the respondents strongly agreed and 8,3% of them agreed on the view that these graduates have linguistic problems when they start their career in translation. The other responses were distributed between 25% for strongly disagree, 25 % for disagree and 8.3% for no opinion. To put together, the results obtained from participants in this concern indicate that it is not enough to equip translation students with the principles and methods of translation. Translation program should provide students with enough foundations of linguistics in the source and target languages as a prerequisite for translation profession.

In term of graduates' qualification in using translation strategies and methods, the participant translators provided diverse responses. While 50% of the responses varied between disagree (16,7%) and strongly disagree (33,3%), the remaining responses were distributed between 16,7% for strongly agree, 8,3% for agree and 25% for no response on the view that graduates of translation programs are not well qualified in using translation strategies and methods. However, the highest ratio of these responses was for strongly disagree (33,3%) on this statement. This means that, however the graduates in question were found qualified in using translation strategies and methods, there is still a need to improve them by providing them more practice in this concern.

4.2.3.2 Translators' views on translation programs

This subsection discusses the results obtained from Yemeni translators regarding their views on translation programs in Yemeni universities under consideration in the present study. It includes 5 items (7-11) of the questionnaire demonstrated to translators.

Table 4.12 Translators' views on translation programs

| No. | Item | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|--|----------------|------|-------|------|------------|------|----------|------|-------------------|------|
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 7 | There is still weakness in translation programs in Yemeni universities. | 4 | 33,3 | 2 | 16,7 | 1 | 8,3 | 3 | 25 | 2 | 16,7 |
| 8 | Translation program graduates face obstacles to become professional translators. | 3 | 25 | 1 | 8,3 | 3 | 25 | 4 | 33,3 | 1 | 8,3 |
| 9 | In our society, there is an interest in translation programs. | 1 | 8,3 | 1 | 8,3 | 0 | 0 | 4 | 33,3 | 6 | 50 |
| 10 | Graduates' performance after graduation reflects he weakness in translation programs . | 2 | 16,7 | 2 | 16,7 | 2 | 16,7 | 3 | 25 | 3 | 25 |
| 11 | Translation courses taught at the university were very useful. | 5 | 41,7 | 3 | 25 | 1 | 8,3 | 1 | 8,3 | 2 | 16,7 |

Table 4.12 presents the results related to translation programs in Yemeni universities from the point of view of Yemeni translators. According to the results given in item 7, it is noticed that 33,3%% of the translators involved in this study strongly agreed on the opinion that there is still weakness in translation programs and 16,7% of them agreed on the same view. The other responses were distributed between 8,3% for no response, 25% for disagree and 16,7% for strongly disagree. These results unveil that half of the translators have negative impression on the current situation of translation programs and reinforce the need for urgent improvement in their performance. This

indication needs to be taken into consideration by program designers to make the necessary amendments to improve translation programs.

In item 8, Table 4.12 above, it is found that 25% of the respondents strongly agreed and 8,3% agreed on the view that there are obstacles confronted by translation program graduates to become professional translators. On other side, 33,3% of the respondents disagreed and 8,3% strongly disagreed on this statement. The remaining 25% of the respondents had no opinion on this regard. These results indicate that translators are quietly satisfied with the facilities and chances provided for translation graduates to join translation market. However, it seems that there is still a need to find out the possible obstacles of this concern and to help graduates overcome them.

Regarding the societal interest in translation programs, the responses provided in item 9 show that translation programs are not given enough interest by the local community. Remarkably, most of the translators in question in this study (88,3%) disagreed on the statement that there is an interest in translation programs in Yemeni society, distributed between 33,3% for disagree and 50% for strongly disagree. These results indicate that the attributes of weakness in these programs are not exclusive to translation programs only but to the common tendency towards the programs exhibited by community members. Therefore, translation programs are recommended to consider this issue and to plan for effective proposals that would help in supporting these programs at all levels.

Concerning the relationship between graduates' educational background and their performance after graduation, half of the participants (25% disagree and 25% strongly disagree) indicated that graduates' performance in translation does not reflect the weakness in translation programs. The other responses were equally distributed between strongly agree, agree and no opinion with 16,7% for each. This means that

any shortcoming in graduate translators' performance is not necessarily to be attributed to translation programs only, but to some other challenging circumstances which need to be identified and solved.

The last item of this part of analysis, item 11, focuses on translators' views on the utility of the courses given in translation programs. The intention of this item is to elicit respondents' evaluation of the link between what graduates had received in their studies and their performance as exhibited in the field. The results obtained in this concern show that there is a kind of satisfaction from the side of translators on the effectiveness of translation courses in providing students with the necessary knowledge for practicing translation. Majority of the respondents approved the usefulness of translation courses taught in translation programs (41,7% strongly agreed and 25% agreed). However, the remaining responses which were distributed between no response (8,3%), disagree (8,3%) and strongly disagree (16,7%) indicate that there is still a need to improve these subjects to cover all student's needs.

4.2.3.3 Translators' views on the extent of matching between translation programs and translation market

This final part of analysis focuses on discussing the data collected from Yemeni translators regarding their views on the kind and extent of relationship between translation programs in Yemeni universities and translation market. It encompasses eight items (12-19) as presented in Table 4.13 below.

Table 4.13 Translators' views on the relationship between translation programs and translation market

| No. | Item | Strongly Agree | | Agree | | No Opinion | | Disagree | | Strongly Disagree | |
|-----|--|----------------|------|-------|------|------------|------|----------|------|-------------------|------|
| | | No. | % | No. | % | No. | % | No. | % | No. | % |
| 12 | It is important to maintain a link between translation programs and translation market demands. | 5 | 41,7 | 4 | 33,3 | 1 | 8,3 | 1 | 8,3 | 1 | 8,3 |
| 13 | Courses diversity in translation programs is good enough to fulfill the needs of translation market. | 2 | 16,7 | 4 | 33,3 | 1 | 8,3 | 3 | 25 | 2 | 16,7 |
| 14 | Translation programs outputs are not suitable for translation market. | 5 | 41,7 | 3 | 25 | 1 | 8,3 | 1 | 8,3 | 2 | 16,7 |
| 15 | There is a great need for training on the second language to achieve translation market demands. | 2 | 16,7 | 1 | 8,3 | 1 | 8,3 | 7 | 58,3 | 1 | 8,3 |
| 16 | Translation programs provide translation market with the required specialists in translation. | 3 | 25 | 4 | 33,3 | 1 | 8,3 | 2 | 16,7 | 2 | 16,7 |
| 17 | Translation market provides enough chances for graduates to get job. | 4 | 33,3 | 1 | 8,3 | 2 | 16,7 | 3 | 25 | 2 | 16,7 |
| 18 | All graduates of translation programs join translation market. | 6 | 50 | 2 | 16,7 | 0 | 0 | 1 | 8,3 | 3 | 25 |
| 19 | Translation market is competitive in providing translators with their financial and economic needs. | 2 | 16,7 | 3 | 25 | 1 | 8,3 | 2 | 16,7 | 4 | 33,3 |

The first issue addressed in this subsection was the relationship between translation programs and translation market. According to the results obtained from the respondents in item 12, it is noticed that majority of them (75%) agreed (41,7% strongly agreed and 33,3% agreed) on the importance of making a link between translation programs and translation market demands. That is to say, translation program designers should keep in mind the demands of translation market when planning and specifying these programs. This would help in providing students with

the sufficient knowledge and skills required in their future careers. This would also help in bridging the gap between translation programs outputs and the increasing need for professional translators in translation market.

Regarding the effectiveness of courses diversity in translation programs in fulfilling the needs of translation market, almost half of the participants supported this view. The results presented in item 13, Table 4.13 above, show that 16,7% of the respondents strongly agreed and 33,3% of them agreed on this point. The other responses were distributed between 8,3% for no opinion, 25% for disagree and 16,7% for strongly disagree. This means that courses diversity is quietly a significant matter to be considered and fostered by translation programs in order to provide students with the necessary understanding and practice of the different skills needed in translation market. Course diversity enables students to be well qualified in performing translation of texts of different genres and fields more successfully.

A worth mentioning aspect of strength in translation programs is detected in the translators' responses to item 14 above. In their view on the suitability of translation programs outputs for translation market requirements, 66,7% of the participants mentioned that these outputs are suitable. Though, the remaining 25% of the opposing responses, with 8,3% for no response, indicate that translation programs need to work on exploring the real requirements of translation market to bridge the enduring gap. Item 15 was meant to investigate translators' opinions on translation programs graduates' competency in the second language, English in this context. This crucial issue is considered as an insightful indication of weakness or strength in translation programs since mastering English is significant for practicing translation successfully. Although many of the translators involved in this study (66,6%) provided that translation programs graduates are not in need for training in English, the rest

responses made to this point (33,3%) reveal the necessity of giving this issue more interest.

Concerning the role of translation programs in providing translation market with the required specialists in translation in item 16, more than half of the participants (58,3%) showed their agreement on this point. On the other hand, the remaining responses, distributed between 8,3% for no response and 33,3% for strongly disagree and disagree, unveil the need for more improvements in the qualities of translation program graduates in accordance with market current demands.

In relation to job chances provided by translation market for translation graduates, the results obtained from the participants in item 17 were not determinant enough. While 41,6% of the respondents were of the view that translation market provides enough chances for graduates to get jobs, 41,6% of them were against it. This division in views might be attributed to the unstable economic situation in the country, which creates dearth in job opportunities in all fields of work, not only in translation market. However, in item 18 above, 66,7% of the participants mentioned that all graduates of translation programs join translation market (50% strongly agree and 16,7% agree). This quite high percentage of agreement does not mean that all translation graduates get jobs in accordance with their specialization. Some graduates find some other chances of work better than in translation market, some of them find themselves not interested in practicing translation and some others find translation as an unprofitable profession.

Finally, in regard to the nature of translation market, only 41,7% of the participants (16,7% strongly agree and 25% agree) were of the view that it is financially and economically competitive. On the other side, half of the participants (33,3% strongly disagree and 16,7% disagree) mentioned that translation market is not so. This

situation makes translation graduates find translation a discouraging profession. Although they have spent four years of their lives in studying translation, they resort to look for other options that are, in many cases, different from their specialization. Translation programs, in this concern, are recommended to help their graduates to find proper chances of employment in relation to their major through organizing workshops or symposiums on future career chances. They can also host translation offices and organizations in need of translation services to these activities to attract their attention towards translation programs graduates.

4.2.3.4 Summary of the relationship between translation programs and translation market

This subsection provides a summary of the results obtained from the translators involved in the current study concerning the relationship between translation programs and translation market in Yemen.

On the basis of the results attained from this part of the study, it can be said that there is a common believe among translators that translation program graduates have the ability to use translation programs sufficiently. At the same time, these graduates, however, are thought to be lacking enough experience in translation. This variation in views might be attributed to the gap exists between theory and practice in teaching translation courses. In this respect, majority of the translator participants insisted on pumping translation students with practical training to be more eligible for translation market demands. In addition, for the translators in question in this study, it seemed that translation programs do not provide students with the necessary stimulus to join translation market by equipping them with the sufficient skills of translation practice. Furthermore, graduates' linguistic incompetency was identified as one of the obstacles that hinder them from practicing translation successfully. Translation programs might

be concerned with the basic issues and theories of translations more than language understanding. What supports this argument was the translators' reference to students' adequacy in using translation strategies and methods.

Half of the translators participated in the present study provided negative impression on the current situation of translation programs in Yemeni Universities. Translators' adverse views on translation programs could be explained, according to translators' responses, in terms of local community's lack of interest in translation programs. Course diversity was another issue identified by translators to be given enough consideration in order to provide students with the necessary understanding and practice of the different skills needed in translation market. Concerning the role of translation programs in providing translation market with the required specialists in translation, the results obtained in this concern disclose the need for more improvement in the qualities of translation program graduates to meet market functional demands. Moreover, for the translators under analysis in this study, the unstable economic situation in Yemen helps in creating a gap between translation programs outputs and job opportunities in translation market. To witness, the results obtained from the participants in this concern indicated that translation market is not financially and economically competitive and showed that not all translation graduates get jobs in accordance with their specialization.

Chapter Five

Summary, Conclusions and Recommendations

5.1 Introduction

This chapter summarizes the main topics enclosed in this study. In the first section, it presents a summary to the objectives of the study and the methodology followed for collecting and analyzing the related data. In the second section, it provides the main conclusions derived from results discussion and analysis related to the topic of the current study. In the third section, some pedagogical recommendations for translation programs and instructors are provided. Finally, this chapter presents some suggestions for future studies.

5.2 Summary of the Study

The current study aimed at investigating the relationship between translation programs and translation market. More specifically, it aimed to examine to which extent translation programs at Yemeni universities match translation market demands, to explore the aspects of weakness in translation programs for fulfilling translation market demands and to identify the main reasons behind such weakness. The sample of the study consisted of three undergraduate programs of translation in three Yemeni universities, Yemena University, Sana'a University and the University of Science and Technology. Data collection tools involved three sets of questionnaires administered to three groups of participants. The total number of participants involved in this study was eighty two. The first group consisted of sixty students, twenty students from each university. The data collected from this group was in relation to the first objective of the present study, i.e. to investigate the areas of weakness in translation programs from students' points of view. The second group included ten full time instructors working in translation programs in the three universities. The data collected from this

group was pertaining to the second objective of this study, i.e. to examine the main reasons behind weaknesses of translation programs. The third group involved twelve translators working for different translation offices in Sana'a. The data collected from this group was in relation to the third objective of this study, i.e. to point out to which extent translation programs at Yemeni universities match translation market demands. The study followed the quantitative and qualitative analytic approach for data analysis. The data collected from the participants was counted and listed in tables by using Likert five-point scale starting from 'Strongly Agree' as the ultimate positive response, to 'Strongly Disagree' as the ultimate negative response. The frequency of responses occurrence was calculated and displayed in the form of numbers and percentages. Then, content analysis of responses was followed to analyze the collected data in conjunction with some statistical processes by using the SPSS. Data analysis led to a number of conclusions and recommendations related to the purpose of the current study as presented in the following two sections.

5.3 Conclusions

Results analysis and discussion carried out in chapter four helped in deriving the following general conclusions in relation to the three objectives of the present study.

5.3.1 Conclusions related to the areas of weakness in translation programs from students' points of view

1. Translation courses in translation programs are satisfactory in terms of content and nature. Majority of the students were satisfied with such aspects in relation to objectives of courses, appropriateness of courses, focus on translation skills, course description, course activities and amount of theory.

2. The relationship between program objectives and teaching materials is congruent to a good degree but might need some modification to meet the expectations of the students more effectively.
3. The correlation between course description and teaching material is highly considered and achieved. It means that the materials covered during the courses have been worked out properly for a better reflection of courses description.
4. Course content is selected in a good way that helps students to acquire the necessary skills to become good translators. However, there is still a need to improve it in a way that provides the trainee-students with more practice and more activities in translation.
5. Students of translation programs appear to be uncertain of the correlation between curriculum design and program objectives and the relevance of translation courses to future job needs.
6. One of the main drawbacks in translation programs in Yemeni universities is related to the effectiveness of translation courses in enabling students to understand the target culture. Translation programs are over-loaded with requirement courses at the expense of major main courses.
7. The amount of practice included in teaching translation is not in parallel with the theoretical tuition. Translation classes focus on theory more than on practice.
8. The main shortcoming pertaining to teaching methodology exists in the methods actually followed in teaching translation courses. Students are not contented with teaching methods currently in use in their programs.

9. Learning resources, such as E. Journals and updated publications are not given enough consideration by translation programs as being significant constituent of education.
10. The frequency of examination settings, one in the middle and one at the end of the semester, seems to be insufficient for assessing students' progress. The practical nature of translation study requires more chances of assessment via quizzes, group-work activities, etc.
11. Classroom environment represents one of the pitfalls in translation programs due to large number of students, lack of proper accommodations and poor infrastructure.
12. There is a kind of discontenting with the time allocated for translation classes. The students feel that the study of translation requires extensive instruction and practice.
13. Translation instructors' inadequacy adds another aspect of weakness in translation programs. The students are discontented with the quality of translation instructors as most of them are not specialized in translation.

5.3.2 Conclusions related to the reasons of weakness in translation programs from instructors' points of view

1. Majority of the instructors in translation programs have MA degree in translation, which means that they are not highly qualified in term of their educational background.
2. Instructors' specialization in fields other than translation might result in a sort of weakness in translation programs. They are thought to be less educated and trained in the principles and fundamentals of translation to be reflected in their teaching career.

3. Translation program instructors are not working on themselves through publishing research articles and getting higher academic ranks as majority of them still have the same academic rank, lecturers, since they have joined the program.
4. The use of lecturing as a method of teaching translation impedes the practical side of translation courses. Translation is more practical rather than theoretical by which lecturing should be followed consciously for specific and limited theoretical purposes.
5. In-class group correction or revision is not followed regularly. This style of teaching and evaluation is important as it provides students with the relevant feedback and enhances their desire of competition and learning.
6. Divergence in using class activities among instructors reflects the gap exists between material planning and its delivery. Each subject has a pre-designed course description in which class activities are provided to be followed by instructors in accordance with subject content and objectives.
7. Instructors in translation programs are not aware enough of the kind and extent of relationship that should be made by theory and practice in teaching translation. Some instructors use books on translation theory and consider it as a very important element in teaching translation, some instructors believe that students should study theories by themselves outside classrooms and some others are not interested in using books on translation theory in general.
8. Topic selection by instructors might lead to a sort of mismatching between course objectives and topics covered in the course. All programs provide course specification that determines course topics in accordance with course objectives.

9. Instructor's freedom of selecting text topics, on the one hand, and program's predetermination of examination and assessment topic, on the other hand, reflect some sorts of reasoning behind weakness in translation programs performance.
10. Variation in material selection unveils instructors' freedom in this concern, which requires high degree of consciousness to provide students with what they really need.
11. Instructors' contradicting views on the nature of translation courses, either theoretical or practical, represent their insufficient understanding of the nature of these courses.
12. Instructors demonstrate no enough awareness of the importance of integrating the practical applications of translation with theoretical content of the course.
13. Giving students the freedom to select the manner of and time of assessment might lead to some negative consequences, as they are not eligible to decide on these essential issues.
14. Translation programs do not enough independence in determining program policies away from procedural regulations that might be dictated by the affiliating departments.

5.3.3 Conclusions related to the extent of matching between translation programs and translation market from translators' points of view

1. There is a common believe among translators that translation program graduates have the ability to use translation techniques in a perfect way.
2. However, majority of translators believe that graduates of translation programs do not have enough experience in translation.
3. Translators are of the common view that translation program graduates cannot work in the field of translation without practical training.

4. Translation program graduates are not strongly interested in working as translators. This view might be attributed to the fact the graduates of translation programs have not been given the required stimulus to join translation market more effectively through equipping them with the necessary and sufficient skills of translation.
5. Translation programs graduates demonstrate linguistic problems in practicing translation when they start their career of translation.
6. Translators have a quite common negative impression on the current situation of translation programs.
7. Weakness in translation programs is not exclusively attributed to the programs only, but also to the common tendency towards the programs exhibited by community members. There is a common view among translators that translation programs are not given enough interest by the local community.
8. Any shortcoming in graduate translators' performance is not necessarily to be attributed to translation programs. There some other challenging circumstances which need to be identified and solved.
9. Course diversity in translation programs provides students with the necessary understanding and practice of the different skills of translation needed in translation market.
10. Translation programs are sufficient, to a good extent, in providing translation market with the required specialists in translation.
11. However, it seems that translation market does not provide translation graduates with all their needs of job chances.
12. Moreover, translation market has been reported by the translators as uncompetitive, financially and economically. That is why some graduates of

translation seek for some other chances of work other than in translation market.

5.4 Recommendations

The conclusions mentioned above fosters the need for providing a number of recommendation for the bodies concerned in producing professional translators to meet the demands of translation market more successfully. As such, this section presents two sets of recommendations suggested for translation programs and translation instructors.

5.4.1 Recommendations for Translation Programs

1. Translation programs need to reconsider requirements over-loaded schedules in translation studies. Translation courses should have the priority in terms of quantity and quality so as to graduate more professional translators.
2. The amount of practice included in translation program should be, at least, in parallel with the theoretical part in order to attain the goals of the program more effectively.
3. Translation programs and their institutional patrons should pay enough attention to E. Journals and updated publications as being significant constituent of learning and education.
4. Classroom environment should be reconsidered in terms of large number of students, lack of proper accommodations and poor infrastructure.
5. There is a need to focus on the practical aspect of translation courses. Translation is more practical rather than theoretical by which lecturing should be followed for specific and limited purposes.

6. Translation programs are supposed to make instructors comply with course guidelines and specification that pinpoint the type and quantity of theory and practice allocated for each subject.
7. Translation programs should give enough concern to students' linguistic competency in source and target languages as a prerequisite for translation adequacy.
8. Translation programs are deemed to have enough level of independence in determining program policies away from procedural regulations that might be dictated by the department.
9. Translation programs are supposed to provide students with enough stimuli to join translation market more effectively through equipping them with the necessary and sufficient skills of translation.
10. Translation program designers should keep in mind the demands of translation market when planning and specifying these programs. This would also help in bridging the gap between translation programs outputs and the increasing need for professional translators in translation market.
11. Course diversity should be taken into consideration to enables students be well qualified in performing translation of texts of different genres and fields more successfully.

5.4.2 Recommendations for Translation Instructors

1. Instructors should recognize the relationship between the objectives of translation program and the used materials to meet the expectations of the program more effectively.
2. Students should be acknowledged of the relationship between program objectives and the relevance of courses to their future job needs.

3. More focus in translation courses should be given for enabling students understand the target culture.
4. Instructors have to improve their teaching methods in translation to help students to get more benefit of what they study.
5. Translation instructors should work on themselves through publishing books and research articles to update their educational background and experience in the field of translation.
6. Instructors must follow course description that determines teaching procedures, course objectives, course content, teaching methods, etc.
7. Instructors are recommended to know their students' level and knowledge before they start a certain course. This technique enables teachers to have a clear idea about where to start and what to include in their teaching materials in an adequate way.
8. Instructors need to create a kind of connection between the different subjects in translation program so as to make learning more integrated.

5.5 Suggestions for Future Research

Based on the results and conclusions obtained in this study, the following suggestions are provided for future research in connection with the topic of the current study:

1. The findings obtained from this study reveal that shortcomings in graduate translators' performance are not exclusively attributed to translation programs only, but to some other challenging circumstances which need to be identified and solved. Therefore, forthcoming research is suggested to investigate the other possible aspects and causes of weakness in graduates' performance and to provide remedial solutions.

2. In relation to job chances provided by translation market for translation program graduates, further research is suggested to examine the gap between these two bodies and the reasons behind it.
3. Forthcoming research is recommended to study the level of cooperation among translation programs at Yemeni universities at the undergraduate and graduate levels to better train the translator trainees and to provide market with qualified future translators.
4. This study was limited only with current students at the Bachelor's level. There is a need for future research to be conducted on the relationship between Bachelor's level and Master's level programs to create a strong and a solid link between what students learn at undergraduate and graduate programs to make it a continuous learning process.

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Appendix (1)

Students' Questionnaire (First Draft)

Republic of Yemen

Alandalus University for Science & Technology

Faculty of Arts and Humanities

Department of English & Translation



Cover Letter

Dear participant,

This questionnaire is part of study undertaken for the purpose of obtaining a MA degree in Applied linguistics. This study title is "Translation Market Demands and Deficiency of translation Programs in Yemeni universities". One of the main objectives of this study is to identify the main reasons behind such weakness of translation programs in Yemeni private and public universities. Kindly, you are requested to respond to the items included in the questionnaires attached with this letter. The questionnaire includes two types of questions, close-ended and open-ended questions.

Please do not feel obliged to answer a question if you do not wish to, though I assure you that your response will be completely anonymous and will only be used for the purpose of this academic research.

Researcher: Manal Saleh Al-Mahaqeri

Close-ended questionnaire

Please mark a tick in the column relevant to your view for the following items:

| No. | Item | Relevance | | Language Adequacy | | Remarks |
|-----|--|-----------|------------|-------------------|-----------|---------|
| | | Relevant | Irrelevant | Adequate | Inadequat | |
| 1 | The curriculum is designed according to the objectives of the program | | | | | |
| 2 | The objectives of the program have been meet through course content | | | | | |
| 3 | Instructional materials are selected in a way that meets the objectives of the course | | | | | |
| 4 | Teaching materials are relevant and appropriate to the course in question | | | | | |
| 5 | The content of the course is good enough to help me become a skilled translator | | | | | |
| 6 | Translation courses enable me to better understand the culture of the target language | | | | | |
| 7 | The course description reflects the real material covered in the course | | | | | |
| 8 | The courses included in the curriculum are relevant to the future job needs | | | | | |
| 9 | I am satisfied with the number of translation courses offered in my Dept. | | | | | |
| 10 | There is a strong relation between the topic covered in the courses and the dissertations' topics written by the students. | | | | | |
| 11 | There is a strong and accumulative relation between the courses included in the curriculum. | | | | | |
| 12 | The criteria adopted in teaching translation courses depend on translation theory. | | | | | |
| 13 | E. Journals, Data bases and Up-to-date publications in the translation field are available through the university library. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 14 | The methods adopted in teaching the courses are efficient and really help students. | | | | | |
| 15 | Course activities are very well planned to help students to become good translators. | | | | | |
| 16 | The classroom environment is very supportive for learning. | | | | | |
| 17 | Teaching and learning processes are being evaluated continuously. | | | | | |
| 18 | I'm satisfied with the available learning resources. | | | | | |
| 19 | The practice in translation classes is quiet enough. | | | | | |
| 20 | The theory included in teaching programs is quiet enough. | | | | | |
| 21 | The examination system in translation sessions is adequate. | | | | | |
| 22 | The time allocated for the translation class is sufficient. | | | | | |
| 23 | I feel that my instructors are qualified and competent enough to teach the translation course. | | | | | |
| 24 | Teachers use updated and electronic teaching methods. | | | | | |

ii. Open-ended Questionnaire

Write down your opinion on the following issues:

1. What are some of the difficulties facing you in this course of translation?

2. What are the benefits you have gained from this course?

3. What do you think the translation class should do?

4. What subjects do you consider suitable to be translated in the class? (e.g., press reports, literary texts, general, etc.)

5. What are the obstacles, in your opinion, to good translation teaching?

6. Aside from the mentioned in the questionnaire, suggest any points for the improvement of teaching translation courses.

Appendix (2)

Instructors' Questionnaire (First Draft)

Republic of Yemen

Alandalus University for Science & Technology

Faculty of Arts and Humanities

Department of English & Translation



Cover Letter

Dear professor/instructor, this instrument is part of a study undertaken for the purpose of obtaining a MA degree in Applied linguistics entitled “Translation Market Demands and Deficiency of translation Programs in Yemeni Universities”. One of the main objectives of this study is to examine the aspects of weakness in translation programs for fulfilling translation market demands.

Kindly, respond to the items provided in this instrument regarding assessment methods, texts used in class, programs, courses, students, teaching strategies, training and experience in teaching, education.

Please do not feel obliged to answer a question if you do not wish to, though I assure you that your response will be completely anonymous and will only be used for the purpose of this academic research.

Researcher: Manal Saleh Al-Mahaqeri

I. Part One: Biographical and Background Questions

1. Do you have a university degree in translation?

Yes

No

2. What is your highest level of education, no matter what discipline, including translation? () Bachelor

Master

Doctorate / Ph.D.

Other (specify):

3. In what discipline did you graduate?

Translation

Literature

Linguistics

Applied Linguistics

4. What status do you have at the university where you have given your course?

Assistant Lecturer

Lecturer

Assistant Professor

Associate Professor

Professor (Full Professor)

Other (specify):

5. How many years have you been teaching full time, if any?

Less than two years

Two to five years

Five to ten years

From ten to fifteen years

Fifteen years and over

II. Part Two: Close-Ended Questions related to the program

i. Methodology

6. In your opinion, to what extent is it important to maintain a link between the training of translators and the translation market?

Very important

Important

Somewhat important

Not very important

Not important

7. According to you, teacher training for a translation trainer, is:

Very important.

Important.

Large enough.

Not very important.

Not important.

Desirable.

8. Depending on the course you are teaching, or have taught before, answer the following questions marking an X in the figure corresponding to your answer.

1 Never (0% of cases)

Yes.

No. Why?

16. The topic of the texts used in the classroom for years are:

Imposed by the program.

Imposed by the limitations of textbooks.

Left to my choice.

17. The topic of the texts used in the classroom for graded assignments is required by the program.

Yes

No

18. The subject of the texts used in classroom for graded assignments is required by program.

Yes

No

19. The subject of texts used in class for exams is required by programs

Yes.

No.

20. The texts used for exercises are selected according to a predetermined sequence.

Yes.

No.

21. The texts used for exercises testing are selected according to a predetermined sequence:

Yes

No

22. The course content is primarily .

Practice.

Theoretical.

Theoretical and practical.

23. Before the course begins, I want to know what students know.

Yes

No

24. Knowing their prior knowledge, I adapt the course content.

Yes

No.

25. The content of my course is explicitly based on a theory of translation.

Yes. Which one?

No.

Not applicable

26. The content of my course is based implicitly on a theory of translation.

Yes. Which one?

No.

Not applicable

27. I illustrate the theoretical content of the course with practical applications.

1 ()

2 ()

3 ()

4 ()

5 ()

6 ()

Never Not very often

Regularly

often

Always

Not

applicable

28. What kind of materials do you use in translation class?

(multiple answers)

- ① Newspaper article
- ② Speech
- ③ Literature
- ④ Specialized documents (legal provision, manual, Ads, etc.)
- ⑤ Others ()

iii. Students' Assessment

29. I assess the progress of students with exams.

- () Yes
- () No

30. I assess students' progress using graded assignments.

- () Yes
- () No

31. Students can choose from various methods and instruments to assess their progress (eg.: Through presentations, essays).

- () Yes. Which?
- () No

32. Students can choose when their progress will be assessed

- () Yes
- () No

33. I think, in general, students have the background knowledge necessary for the course. () Yes

- () No

34. I think, in general, students have the appropriate level of competence in the target language for training in professional translation.

- () Yes
- () No

35. I think, in general, students have the appropriate level of competence in the language of departure for training in professional translation.

- () Yes
- () No

36. How often do you evaluate students' translation?

- () times per semester

37. Please write down three important areas for evaluation and their percentages. (Please refer to the following examples or write down your own category if any. You can use empty space for more than 4 categories.)

- 1) _____ %
- 2) _____ %
- 3) _____ %

(Examples)

- ① Correct TL grammar
- ② Correct TL expression
- ③ TT style
- ④ Overall logic in TT
- ⑤ Understanding of ST
- ⑥ Appropriate use of TL terminology
- ⑦ Translation speed (pages)
- ⑨ Omitting information in SL
- ⑩ Excessive free translation or literal translation

iv. General Questions about the Program

38. The nature of the department to which my program is affiliated has an effect on the program content.

- Yes
- No
- I do not know.

Explain:

39. In the course by which I respond to this questionnaire, the class included:

- Less than 10 students.
- Between 10 and 20 students.
- Between 21 and 30 students.
- Between 31 and 40 students.
- Between 41 and 50 students.
- More than 50 students.

40. To me, this number was:

- Too low.
- Appropriate.
- Too high. Why ?

41. What is the biggest obstacle to become professional translators for students after graduating from your program?

- ① Foreign language fluency
- ② Lack of translation experience
- ③ Lack of interest in translation
- ④ Lack of understanding of translators in society
- ⑤ Lack of knowledge in special fields
- ⑥ Others ()

42. What is the area that translation classes at school should focus on?

- ① B language fluency
- ② Translation technique
- ③ Opportunities to translate various texts

43. What is the area that needs most training and education to improve students' translation skill?

- ① Translation theory education
- ② Mother language education
- ③ Foreign language education
- ④ Education in special fields

Appendix (3)
Translators' Questionnaire (First Draft)

Republic of Yemen
Alandalus University for Science & Technology
Faculty of Arts and Humanities
Department of English & Translation



Cover Letter

This questionnaire is part of a study undertaken for the purpose of obtaining a MA degree in Applied linguistics. The study title is about the "Translation Market Demands and Deficiency of translation Programs in Yemeni universities. One of the main objectives of this study is to figure out the extent to which translation programs in Yemen universities match translation market demands.

You are kindly requested to respond to the following checklist regarding your opinion. Please do not feel obliged to answer a question if you do not wish to, though I assure you that your response will be completely anonymous and will only be used for the purpose of this academic research.

Please do not hesitate to ask any question and feel free to add you.

Researcher: Manal Saleh Al-Mahaqeri

Please mark a tick in the column relevant to your view for the following items:

| No. | Item | Relevance | | Language | | Remarks |
|-----|---|-----------|------------|----------|------------|---------|
| | | Relevant | Irrelevant | Adequate | Inadequate | |
| 1 | The graduates have the ability to use translation programs in a perfect way . | | | | | |
| 2 | The graduates from translation programs lack experience in translation | | | | | |
| 3 | The graduates are excellence in using translation programs. | | | | | |
| 4 | Graduates can work in the field of translation without the need of practical training | | | | | |
| 5 | Translation programs graduates are interested in working as translators | | | | | |
| 6 | Translation programs graduates face linguistics problems when they start their career. | | | | | |
| 7 | Translation programs graduates are not well qualified in using translation strategies and methods | | | | | |
| 8 | There is still a weakness in translation programs in our society. | | | | | |
| 9 | There is obstacle to become a professional translator for students after graduating from your programs. | | | | | |
| 10 | In our society there is an interest in translation programs. | | | | | |
| 11 | The weakness in translation programs reflects on translator's experience which they have | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 12 | Translation programs that taught at the university were very useful | | | | | |
| 13 | It is important to maintain a link between translation programs and translation market demands | | | | | |
| 14 | The courses diversity in translation programs is good enough to achieve the needs of translation market | | | | | |
| 15 | Translation programs are not suitable for translation market. | | | | | |
| 16 | There is a great need for training on foreign language to achieve translation market demands | | | | | |
| 17 | Translation programs provide the translation market with the required specialists in translation | | | | | |
| 18 | Translation market provide enough chances for graduates to get job. | | | | | |
| 19 | All translation programs graduates join translation market. | | | | | |
| 20 | Translation programs help in fulfilling translation market demands. | | | | | |
| 21 | Translation market is competitive in providing translators with their financial and economical needs | | | | | |

Appendix (4)

Students' Questionnaire (Final Draft)

Part One: Close-ended questionnaire

Please mark a tick in the column relevant to your view for the following items:

| No. | Question | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|-----|--|----------------|-------|------------|----------|-------------------|
| 1 | The curriculum is designed according to the objectives of the program. | | | | | |
| 2 | The objectives of the program have been met in the courses. | | | | | |
| 3 | The instructional materials are selected in a way that meets the objectives of the course. | | | | | |
| 4 | The teaching material is relevant and appropriate to the course in question | | | | | |
| 5 | The content of the course is good enough to help me become a skilled translator | | | | | |
| 6 | Translation courses enable me to better understand the culture of the target language | | | | | |
| 7 | The course description reflects the real material covered in the course | | | | | |
| 8 | The courses included in the curriculum are relevant to the future job needs | | | | | |
| 9 | I am satisfied with the number of translation courses offered in my Dept. | | | | | |
| 10 | There is a strong relation between the topic covered in the courses and the dissertations' topics written by the students. | | | | | |
| 11 | There is a strong and accumulative relation between the courses included in the curriculum. | | | | | |
| 12 | The criteria adopted in teaching translation courses depend on translation theory. | | | | | |
| 13 | E. Journals, Data bases and Up-to-date publications in the translation field are available through the university library. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 14 | The methods adopted in teaching the courses are efficient and really help students. | | | | | |
| 15 | Course activities are very well planned to help students to become good translators. | | | | | |
| 16 | The classroom environment is very supportive for learning. | | | | | |
| 17 | Teaching and learning processes are being evaluated continuously. | | | | | |
| 18 | I'm satisfied with the available learning resources. | | | | | |
| 19 | The practice in translation classes is quiet enough. | | | | | |
| 20 | The theory included in teaching programs is quiet enough. | | | | | |
| 21 | The examination system in translation sessions is adequate. | | | | | |
| 22 | The time allocated for the translation class is sufficient. | | | | | |
| 23 | I feel that my instructors are qualified and competent enough to teach the translation course. | | | | | |
| 24 | Teachers use updated and electronic teaching methods. | | | | | |

Part Two: Open-ended questionnaire

Write down your opinion on the following issues:

1. What are the difficulties that face you in the study of translation?
2. What are the benefits that you have gained from the course?
3. What are the main things that translation class should do?
4. What are the main obstacles that confront students to be good translators?
5. What are your suggestions for the improvement of teaching translation course?

Appendix (5)

Instructors' Questionnaire (Final Draft)

Please mark a tick in the column relevant to your view for the following items:

Part One: Educational and practical background

| No. | Item | Choice | Number |
|-----|---|----------------------------|--------|
| 1 | Do you have a university degree in translation? | Yes | |
| | | No | |
| 2 | What is your highest level of education when you have joined the program? | Bachelor | |
| | | Master | |
| | | Doctorate / Ph.D. | |
| | | Other | |
| 3 | In what discipline did you graduate? | Translation | |
| | | Literature | |
| | | Linguistics | |
| | | Applied Linguistics | |
| 4 | What is your current academic position? | Assistant Lecturer | |
| | | Lecturer | |
| | | Assistant Professor | |
| | | Associate Professor | |
| | | Professor (Full Professor) | |
| 5 | How many years have you been teaching full time, if any? | Less than two years | |
| | | Two to five years | |
| | | Five to ten years | |
| | | From ten to fifteen years | |
| | | Fifteen years and over | |

Part Two: Reasons of weakness in translation program pertaining to:

i. teaching method and activities

| No. | Item | Choice | |
|-----|--|--------------------|--|
| 6 | In your opinion, to what extent is it important to maintain a link between the training of student-translators and the translation market? | Very important | |
| | | Important | |
| | | Somewhat important | |
| | | Not very important | |
| | | Not important | |
| 7 | I present the course content in the form of lectures. | Never | |
| | | Not very often | |
| | | Regularly | |
| | | Often | |
| | | Always | |
| | | Not applicable | |
| 8 | I spend some time for learning through practical work in the classroom. | Never | |
| | | Not very often | |

| | | | |
|----|--|--|--|
| | | Regularly | |
| | | Often | |
| | | Always | |
| | | Not applicable | |
| 9 | In class, I plan for group-work for my students. | Never | |
| | | Not very often | |
| | | Regularly | |
| | | Often | |
| | | Always | |
| | | Not applicable | |
| 11 | Once the students have done their exercises or their assignments at home or in the classroom, I do group correction or revision. | Never | |
| | | Not very often | |
| | | Regularly | |
| | | Often | |
| | | Always | |
| | | Not applicable | |
| 10 | On which activity do you rely mostly in translation class? | Discussion with students | |
| | | Translation practice | |
| | | Presentation by students | |
| | | Evaluation and advice on students' translation | |
| | | Others | |
| 11 | What's your reaction to students' translation? (multiple choices) | Give grades and return translation works to students | |
| | | Mark and correct errors | |
| | | Provide sample answers. | |
| | | Find out the best answers through class discussion. | |
| | | Others | |
| 12 | What do you think of using books on translation theory in class? | I use books on translation theory now and teaching translation theory is very important. | |
| | | I do not use books on translation theory now but I am contemplating for future use. | |
| | | I do not believe that books on translation theory are helpful for translation classes. | |
| | | Students need to study translation theory outside classroom. | |

ii. Course content and material

| No. | Item | Choice | |
|-----|--|--|--|
| 13 | I try to give students a real sense of the translation market | Yes | |
| | | No | |
| 14 | The topics of the texts used in the classroom are: | Imposed by the program. | |
| | | Imposed by the limitations of textbook. | |
| | | Left to my choice. | |
| 15 | The program determines the topics of the texts used in the classroom for graded assignments. | Yes | |
| | | No | |
| 16 | The subject of texts used in class for exams is required by the program. | Yes | |
| | | No | |
| 17 | The texts used for exercises and testing are selected according to a predetermined sequence. | Yes | |
| | | No | |
| 18 | The course content is primarily: | Practical | |
| | | Theoretical | |
| | | Theoretical and practical | |
| 19 | Before the course begins, I want to know what students know. | Yes | |
| | | No | |
| 20 | Knowing students' prior knowledge, I adapt the course content. | Yes | |
| | | No | |
| 21 | The content of my course is explicitly based on a theory of translation. | Yes | |
| | | No | |
| | | Not applicable | |
| 22 | I illustrate the theoretical content of the course with practical applications. | Never | |
| | | Not very often | |
| | | Regularly | |
| | | Often | |
| | | Always | |
| 23 | What kind of materials do you use in translation class? (multiple answers) | Newspaper article | |
| | | Speech | |
| | | Literature | |
| | | Specialized documents (legal provision, manual, Ads, etc.) | |
| | | Others | |

iii. Assessment and evaluation

| No. | Item | Choice | |
|-----|---|--------|--|
| 24 | I assess the progress of students with exams. | Yes | |
| | | No | |
| 25 | I assess students' progress using graded assignments. | Yes | |
| | | No | |

| | | | |
|---|--|-------------------------------------|--|
| 26 | Students can choose from various methods to assess their progress (e.g. presentations, essays, etc.) | Yes | |
| | | No | |
| 27 | Students can choose when their progress will be assessed. | Yes | |
| | | No | |
| 28 | I think, in general, students have the background knowledge necessary for the course. | Yes | |
| | | No | |
| 29 | I think, in general, students have the appropriate level of competence in the target language for training in professional translation. | Yes | |
| | | No | |
| 30 | I think, in general, students have the appropriate level of competence in the source language for training in professional translation. | Yes | |
| | | No | |
| 31 | How often do you evaluate students' translation? | 2 times per semester | |
| | | 3 times per semester | |
| | | 4 times per semester | |
| | | 5 times per semester | |
| 32 | Please write down three important areas for evaluation and their percentages. (Please refer to the following examples or write down your own category if any. You can use empty space for more than 4 categories.) | ① TL correct grammar | |
| | | ② TL correct expression | |
| | | ③ TT style | |
| | | ④ Overall logic in TT | |
| | | ⑤ Understanding of ST | |
| | | ⑥ Appropriate use of TL terminology | |
| | | ⑦ Translation speed (pages) | |
| | | ⑨ Omitting information in SL | |
| ⑩ Excessive free translation or literal translation | | | |

iv. Other issues related to the program

| No. | Item | Choice | |
|-----|--|----------------------------|--|
| 33 | The department to which my program is affiliated has an effect on the program content. | Yes | |
| | | No | |
| | | I do not know | |
| 34 | In the course by which I respond to this questionnaire, the class included: | Less than 10 students | |
| | | Between 10 and 20 students | |
| | | Between 21 and 30 students | |
| | | Between 31 and 40 students | |
| | | Between 41 and 50 students | |
| | | More than 50 students | |

| | | | |
|----|---|---|--|
| 35 | To me, this number is: | Too low | |
| | | Appropriate | |
| | | Too high | |
| 36 | What is the biggest obstacle to become professional translators for students after graduating from the program? | Foreign language fluency | |
| | | Lack of translation experience | |
| | | Lack of interest in translation | |
| | | Lack of understanding of translators in society | |
| | | Lack of knowledge in special fields | |
| | | Others | |
| 37 | What is the area that translation classes should focus on? | Foreign language fluency | |
| | | Translation techniques | |
| | | Opportunities to translate various texts | |
| | | | |
| 38 | What is the area that needs most training and education to improve students' translation skill? | Translation theory education | |
| | | Mother language education | |
| | | Foreign language education | |
| | | Education in special fields | |

Appendix (6)

Translators' Questionnaire (Final Draft)

Please mark a tick in the column relevant to your view for the following items:

| No. | Item | Strongly Agree | Agree | No Opinion | Disagree | Strongly Disagree |
|-----|--|----------------|-------|------------|----------|-------------------|
| 1 | The graduates have the ability to use translation programs in a perfect way. | | | | | |
| 2 | The graduates of translation programs lack experience in translation. | | | | | |
| 3 | Graduates can work in the field of translation without the need of practical training. | | | | | |
| 4 | Translation programs graduates are interested in working as translators | | | | | |
| 5 | Translation programs graduates face linguistics problems when they start their career. | | | | | |
| 6 | Translation programs graduates are not well qualified in using translation strategies and methods. | | | | | |
| 7 | There is still weakness in translation programs in Yemeni universities. | | | | | |
| 8 | Translation program graduates face obstacles to become professional translators. | | | | | |
| 9 | In our society, there is an interest in translation programs. | | | | | |
| 10 | Graduates' performance after graduation reflects he weakness in translation programs . | | | | | |
| 11 | Translation courses taught at the university were very useful. | | | | | |
| 12 | It is important to maintain a link between translation programs and translation market demands. | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 13 | Courses diversity in translation programs is good enough to fulfill the needs of translation market. | | | | | |
| 14 | Translation programs outputs are not suitable for translation market. | | | | | |
| 15 | There is a great need for training on the second language to achieve translation market demands. | | | | | |
| 16 | Translation programs provide translation market with the required specialists in translation. | | | | | |
| 17 | Translation market provides enough chances for graduates to get job. | | | | | |
| 18 | All graduates of translation programs join translation market. | | | | | |
| 19 | Translation market is competitive in providing translators with their financial and economic needs. | | | | | |

Appendix (7)

List of Referees for Validation of Study Instruments

| No. | Name | Major | University |
|-----|----------------------------------|---------------------|-------------------|
| 1 | Assoc. Prof. Iman Barakat | Translation | UST |
| 2 | Assoc. Prof. Isam Al-Mizjaji | Translation | UST |
| 3. | Assis. Prof. Ali Al-Ward | Applied Linguistics | UST |
| 4. | Assoc. Prof. Abdulmalik Al-Selwi | Applied Linguistics | Queen Araw Univ. |
| 5. | Assoc. Prof. Mohammad Naif | Translation | Sana'a University |



الجمهورية اليمنية
وزارة التعليم العالي
جامعة الأندلس للعلوم والتكنولوجيا
عمادة الدراسات العليا

متطلبات سوق الترجمة وقصور برامج الترجمة في الجامعات اليمنية

الباحثة:

منال صالح أحمد المحاقري

المشرف:

الدكتور عبدالله الإرياني

أستاذ مساعد في اللغويات التطبيقية

قدمت كجزء من متطلبات الحصول على درجة الماجستير في اللغة الإنجليزية
في اللغويات التطبيقية

صنعاء-اليمن

٢٠٢٢-٢٠٢٣

خلاصة:

هدفت هذه الدراسة إلى التحقق من العلاقة بين برامج الترجمة وسوق الترجمة من خلال دراسة مدى توافق برامج الترجمة في الجامعات اليمنية مع متطلبات سوق الترجمة، واستكشاف جوانب الضعف في برامج الترجمة لتلبية متطلبات سوق الترجمة وتحديد الأسباب الرئيسية وراء هذا الضعف. تكونت عينة الدراسة من ثلاثة برامج جامعية للترجمة في ثلاث جامعات يمنية؛ الجامعة اليمنية، وجامعة صنعاء، وجامعة العلوم والتكنولوجيا. تضمنت أدوات جمع البيانات ثلاث مجموعات من الاستبيانات التي تم تطبيقها على ثلاث مجموعات من المشاركين، أي ما مجموعه اثنين وثمانين. تكونت المجموعة الأولى من ستين طالباً، بواقع عشرين طالباً من كل جامعة. وكانت البيانات التي تم جمعها من هذه المجموعة مرتبطة بالهدف الأول للدراسة الحالية، وهو استكشاف مجالات الضعف في برامج الترجمة من وجهة نظر الطلاب. وضمت المجموعة الثانية عشرة مدرسين متفرغين يعملون في برامج الترجمة في الجامعات الثلاث. وكانت البيانات التي تم جمعها من هذه المجموعة تتعلق بالهدف الثاني من هذه الدراسة، وهو دراسة الأسباب الرئيسية وراء ضعف برامج الترجمة. أما المجموعة الثالثة فقد ضمت اثني عشر مترجماً يعملون في مكاتب ترجمة مختلفة في صنعاء. وكانت البيانات التي تم جمعها من هذه المجموعة مرتبطة بالهدف الثالث لهذه الدراسة، وهو الإشارة إلى مدى مطابقة برامج الترجمة في الجامعات اليمنية لمتطلبات سوق الترجمة. اتبعت الدراسة المنهج التحليلي الكمي والنوعي لتحليل البيانات. تم حساب البيانات التي تم جمعها من المشاركين وإدراجها في

الجدول باستخدام مقياس ليكرت المكون من خمس نقاط بدءًا من "أوافق بشدة" كإجابة إيجابية نهائية، إلى "لا أوافق بشدة" كإجابة سلبية نهائية. تم حساب تكرار حدوث الاستجابات وعرضها على شكل أرقام ونسب مئوية. ومن ثم تم اتباع تحليل محتوى الاستجابات لتحليل البيانات المجمعة بالتزامن مع بعض العمليات الإحصائية باستخدام برنامج SPSS. وأظهرت النتائج أن هناك فجوة بين صفات خريجي برامج الترجمة ومتطلبات سوق الترجمة. وتعزى هذه الفجوة، وفقا للاستنتاجات، إلى بعض العوامل مثل عدم تخصص المعلمين، وطرق التدريس، وعدم التوازن بين النظرية والتطبيق، وعدم كفاءة الخريجين اللغوية والثقافية في اللغة الإنجليزية، وتنشيط سوق الترجمة. وتنتهي الدراسة ببعض التوصيات لبرامج الترجمة والمدرسين