An-Najah National University

Faculty of Graduate Studies

An Evaluation Study of the Translation Curricula and the Translator Training Practices in Light of the Market Demand in Palestine

By

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Supervisor

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This Thesis is Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Applied Linguistics and Translation, Faculty of Graduate Studies, An-Najah National University, Nablus - Palestine.
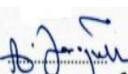
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This thesis was defended successfully on 17/8/2021 and approved by:

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Dedication

To the dearest husband, Wajeeh Ghannam, who believes in me and without

whom this dream would not come true,

To my lovely daughters, Reem, Eva and Mila, who constantly

offer me Love,

To my parents, brothers and sisters who always stand by my side,

support and inspire me,

To the ever-supporting uncle, Mahmoud,

To everyone who teaches me a letter,

I dedicate this work.

Acknowledgment

First and foremost, I would like to express my gratitude for almighty Allah who grants me with strength and patience to complete this work. Also, my deepest gratitude goes to my family who prayed for me, motivated and inspired me all the way to see this dream coming true.

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Last but not least, I would like to thank my professors at An-Najah National University for their help and support.

In the end, I hope that this humble endeavor will be an addition to the field of Translation Studies.

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الاقرار

أنا الموقع أدناه، مقدّم الرسالة التي تحمل العنوان:

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An Evaluation Study of the Translation Curricula and the Translator Training Practices in Light of the Market Demand in Palestine

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أقر بأن ما اشتملت عليه هذه الأطروحة إنما هو نتاج جهدي الخاص، باستثناء ما تمت الاشارة إليه حيثما ورد. وأن هذه الرسالة كاملة، أو اي جزء منها لم يقدم من قبل لنيل اي درجة او لقب علمي او بحثي لدى أي مؤسسة تعليمية أو بحثية أخرى.

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Declaration

The work provided in this thesis, unless otherwise referenced, is the researcher's own work, and has not been submitted elsewhere for any other degree or qualification.

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Abstract

The current study was designed to evaluate the academic translation training program at the Master's level at An-Najah National University and Al-Quds University in the light of market demands. The researcher aimed to reveal the points of weakness and strength in the training programs, a step which is necessary for evaluating current practices and for providing formative data for the academic translation training programs. To achieve this objective the nature of the learning material included in the courses, the teaching and assessment methods and the challenges that face implementing and developing the curricula were studied in the light of the market demands. Three separate questionnaires were used for data collection. The first addressed the actual demand for certain text-types and the level of performance of newly employed translators from the viewpoints of translation professionals who work in local translation offices. The results from this questionnaire revealed that the kinds of texts that are frequently demanded in the market are; legal documents and court sentences, governmental announcements, stock market data, videos and films, news broadcasts, commercial contracts, job application forms and university enrollment materials in addition to advertisements and commercials. They also reveal the levels of performance of newly

employed translators on the various text-types. The performance was nonprofessional on translating legal documents and court sentences, political texts and news reports, videos from English to Arabic in addition to the stock market data and economic reports. These results implied that there is a significant gap between the programs and the market demand. The second questionnaire explored the nature of the courses and the challenges that face developing and implementing the curricula and was answered from the viewpoints of a random sample of professors who teach translation courses at the target universities. The results showed that though professors highly valuate the content of the curricula, they drew the attention to some shortcomings such as stressing theory over practice and lack of consulting local certified translation offices and international translation agencies when designing the learning materials. The results showed that the program, professors' specialization, lack of essential facilities, lack of studies concerning the actual needs and demands of the local translation market and lack of cooperation with local and international translation agencies are the most challenging factors in implementing and developing the curricula. The third questionnaire dealt with the nature of the learning material and the methods of teaching and assessing from the viewpoints of students. The results showed that regardless of their general positive attitudes, students blamed the curricula for overstressing the theoretical dimension, the lack of training on certain kinds of translation areas such as audio-visual translation. Concerning teaching methodologies the results showed that some essential practices such as sending students to

local translation offices to gain experience, encouraging students to access digital translation and providing students with samples of work of certified translation offices are rarely used. Regarding assessment the results showed that students believed exams focus more on knowledge over skills, not including contexts and actual commissions from the market. However, students highly appreciated seminars and feedback. The results call for establishing relations with local and international translations offices and agencies, consulting them when designing or developing the curricula and cooperating with them in training and assessing students. Moreover, it is recommended to modify the training program content to include training on the kinds of texts that are frequently demanded in the market.

Chapter One
Introduction

Translation, which is generally described as an Interlingua activity that involves a substitution of a lexical structure in one language by its meaning in another language, has turned from being needed by limited groups of people to a big industry that occupies an outstanding position in the market. The fast developments in technology, and specifically the developments in telecommunications, have been transforming the world into a small place where people of different cultures need to interact more intensively than ever. As a result, the need and demand for translation have been witnessing significant jumps. Several studies show that translation market is growing steadily the worldwide. According to these studies this market is growing and is expected to continue to grow in the future. Thus, it is a promising market that is worthy of investment. According to Gillespie (2012) translation industry had an estimated worth of $33.5 billion in 2012. A report by Ibis World (2015) also mentions that translation services are expected to go on rising and reach $37 billion in 2018. Krassny (2014) and Nilssen (2014) mention the translation industry in their lists of the most (economically) interesting industries to start a business. The growing demand for translation and the big size of its market make it necessary to give more attention to training competent translators. Thus, more and more universities are opening translation training programs.

Academic translation training programs in general aim to turn out competent translators who are capable of accomplishing the various translation tasks whenever they are asked to with high levels of quality. When universities turn out translators with insufficient competence they expose them to many challenges. Scholars in many countries have conducted studies to explore the challenges that face translator training so as to come up with realistic and applicable solutions to improve the academic translation training practices. Dam and Zethsen (2010) investigate the opportunities and challenges that face the translation profession in Denmark. They have involved both freelancer and agency and company translators in their study. The results of the study show that translation is a promising profession in Denmark although there is a lack of awareness of the level of expertise that is necessary to work in the delivery of professional translation services. Katan (2011) has found that translators and interpreters in the European Union though satisfied with their professional status still suffer from low levels of social recognition.

Kafi, Khoshsaligheh and Hashemi (2017, pp. 7-12) conducted a study to explore the challenges that face professional translators in Iran. They found that the main challenges are related to administrative issues, issues of social status, issues related to translation agents, training issues and economic issues such as undesirable economic conditions and pricing imbalance.

Kang and Shunmugam (2014, p.12) mention the practices of the unprofessional translators as a challenge which reduces the opportunities that are open for professional translators. It is doubtless that amateur translators do not do their job as perfect as professional and well trained translators and accept low fees for their work and clients usually look for cheaper services.

The challenges mentioned above show that achieving the objective of training competent translators who are capable of standing in the market is not an easy one. Some translation scholars and practitioners studied the shortcomings of translation training programs in several universities and confessed that the programs offered are apparently far from achieving the objective they are meant to achieve. For instance, Dr. Hussein (2007, p.1) states that:

"When asked about the rationale behind training student translators, any translator teacher or trainer will immediately come out, essentially, with the following answer: we train them to work as (professional, competent, and/or skilled) translators in the translation market (TM). However, translation teachers in Translation Department of Al-Mustansiriya University (TDMU) in Iraq may admit the fact that the Dept. has been no longer capable of supplying the market with up-to-task (let alone professional) translators. Moreover, would-be-translators themselves could confess, when confronted by the real demands TM requires them to meet, that they are not empowered with the skills or, collectively, translation competence (TC) vital for them to live up to those demands."

The success of any academic translation training program depends greatly on the curriculum that is employed, the professors who apply it and the training methodologies they use in applying the curriculum. As far as the curriculum is concerned, Hatim (2013, p.8) differentiates between two kinds of knowledge that are needed for preparing competent translators; he argues that "in developing professional excellence, practitioners need to reconsider the role of traditionally highly valued technical knowledge and to reinstate the undervalued artistry knowledge". The artistry knowledge is important as it reflects the creativity of the translator. The nature of any academic translation training program affects how efficient, professional and competent translators are. One of the shortcomings of some training programs is over emphasizing theoretical knowledge at the expense of the translation practice. According to Newmark (1991, pp.46-7) 60% of a translation training curriculum should be practical.

Another common shortcoming in translation training programs is the lack of specialized translation professors. According to (Thawabteh, 2009, p. 165, Amer, 2010, p. 4) Amer states:

"Most of tutors who teach translation at Gaza universities are not qualified enough to teach this module. Lots of them are holders of postgraduate degrees in English literature or linguistics from local or external universities."

Lack of responsiveness of the translation curriculum to the market demands has been identified as one major challenge for translators. These demands

are changing at a faster pace while the translation curricula are stable without significant changes for quite long periods of time. As the market needs keep changing, the translation curriculum developers need to continuously develop the content and training practices to cope with the changes in the market. Unfortunately, this does not seem to be the case according to many studies. For instance, Mahasneh (2015, p.23) who studied translation curricula development in Jordan states that little efforts have been exerted to develop translation curriculum. She adds that "little interest in the development of curriculum design and assessment tools that would allow scholars of Translation Studies to constantly oversee the pertinence of the training they are offering to the future translators". She founds that there is a need to develop the materials used in teaching translation, the teaching methodologies and assessment techniques. Similarly, insufficient attention was given to training translators in Palestine according to Atawneh and Alaqra (2007) and Thawabteh (2009) who stated that "since university- level training is the point of departure for equipping the market with fully fledged translators, a revision of current translation courses should be made". The main issues that need more attention according to them are the issue of culture, the number of translation courses, the crowded classes, the selection of the learning materials (p.30).

The current study examines if the academic translation programs' curricula and translator training methodologies and assessment techniques at the Master's level at An-Najah National University and Al-Quds University,

the only two universities in Palestine which offer such graduate- level training, cope with the market needs in the West Bank. The researcher, through conducting this study, aims to come up with practical and applicable recommendations on how to improve translator preparation practices in the light of the local market demands. Thus, the study aims to provide the program administrators and the teachers of translation feedback about the most recent trends, requirements and demands in the local translation market. In addition, the study will provide the newly graduate/employed translators with sufficient information about the areas that are open for translation work as well as qualifications and skills that are needed by translation service providers and clients in Palestine.

1.1 Significance of the Study

The topic this study addresses is of a special significance for three stakeholders; the translation students, the administration of the university and the local translation service providers. The results of this study will contain detailed information about the up-to-date trends in the translation market in Palestine, the types of translation commissions that are in demand and the needed changes in the learning materials and training practices so the translation programs can become more responsive to the changes in the translation market. The study data will provide the program administrators with a significant amount of data about the requirements of the local work market which enables them to develop their training and program content in order to meet those requirements. Additionally, Palestine's market is quite small and therefore it is important to identify the

peculiar challenges faced by the translation professionals and the training programs in such small market contexts. Finally, it helps newly employed translators to develop their skills by focusing on the skills that are in demand in the local translation market.

1.2 Research Questions

In light of the available data from previous researches about translator training and the lack of responsiveness shown by program administrators to the changes in the market demand, the researcher has put forth these main questions:

1. What are the kinds of translation tasks that are in demand in the local market?

2. What are the kinds of texts that are highly challenging to the newly employed translators?

3. Is the learning material employed at the Master's level at An- Najah National University and Al-Quds University responsive the market demands?

4. Are the teaching and assessment methodologies responsive to the market demands?

5. What are the challenges that face implementing and developing the translation training programs at the Master's level at An-Najah National University and Al-Quds University?

Chapter Two
Literature Review

This section includes an intensive survey of the previously conducted studies and the findings of scholars regarding the concerns of this study.

2.1 Skills, Competences and the Training Curricula

To train competent translators, it is necessary to prepare them with certain requirements. For instance, understanding the subject matter is a necessary requirement for translation as well as the knowledge about the various translation theories. Newmark (1991) states that " [t]he translator should also demonstrate an awareness of current methods of translation; have a previous apprenticeship with an established translator; a sound command of the translator's working languages, that is, "a satisfactory knowledge of the source language" and "thorough mastery of the target language".

 The translation profession has both theoretical and practical dimensions. Acquiring both of them is necessary for a competent translator. According to Pym (2005, pp. 3-6) translation theories are abstruse and useless; only professionals know the realities of translation. Trainees thus need the professional skills, not the immersion in academic theories." Pym emphasizes the significance of the practical dimensions of translation since it ensures familiarity with the various text types that are commonly in demand for translation. Other scholars still emphasize the role of theory in translator preparation. De Beaugrande (2003, p.27) states that "theory is how things get represented, whereas practice is how things get done. The

relation between theory and practice would be dialectical, where dialectic consists of an interactive cycle between two sides guiding or controlling each other. When the dialectic is working smoothly the practice is theory driven, and the theory is practice-driven; the theory predicates and accounts for the practice; and the practice specifies and implements the theory."

To practice translation successfully, accurately and effectively, a translator must be equipped with several competences and skills. Several writers have defined the most essential skills a professional translator must have. Although the term 'competence' is so much popular and is used in many contexts, it is still hard to define it in relation to translation for it is still developing (Albir, 2007). Norris (1991) also states that, competence definition is complex because the practical aspect of competence has been overshadowed by the theoretical confusion. According to (Lasnier as cited in Reza, Esfanndiari, Sepora, Mahdi, 2014, p.10) " [a] competence is a complex know how to act resulting from integration, mobilization and organization of a combination of capabilities and skills (which can be cognitive, affective, psycho-motor or social) and knowledge (declarative knowledge) used efficiently in situations with common characteristics". Albir (2007, p.10) explains the two elements of the definition by stressing three points. First, a competence is not primarily just know-how, and it is not restricted to operative knowledge. Secondly, it can be achieved during practice. Thirdly, it is important to apply know-how efficiently. In practice competence means producing a translation that is natural, contextual and accurate. According to Beeby et.al (2003) translation competence is

different from the communicative competence as it is expert knowledge and it involves characteristics studied in psychology, cognitive psychology and pedagogy. They defined expert knowledge as being categorical or abstract and having a wide knowledge base; it is conscious and can be made explicit; it is organized in complex structures and can be applied to problem solving.

Several scholars classify the competences that are needed in translation differently and they presented several models such as:

1. Hoing's Model of the Ideal translation Process: this model gives priority to the translators' first language competence. The translator's first language competence is of major significance as it determines the comprehension of the source text which will consequently affect the translation process (Honig 1991, p.85). This approach copes with the development of automaticity concerning the transfer competence as an innate ability.

2. Bell's Model: Bell (1991, p.40) considers two basic components:

a. Knowledge base competence which is composed of: Source and target language knowledge: which includes syntactic rules, lexicon and semantics, and text- creating systems, text-type knowledge, domain knowledge, contrastive knowledge of each of the above

b. An inference mechanism which helps the translator to decode the texts, read and the source texts and understand them and encode them. Bell

emphasizes that a translator requires the linguistic competence of the source and target languages as well as the communicative competence in both language cultures comprising the rules knowledge of codes that govern usage and knowledge and also the ability of utilizing the conventions of use; and the knowledge of the available options for expressing the three language macro functions as well as the ability to use these options based on community ground-rules to produce and interpret communicative acts (Bell, 1991 p. 42).

3. Albrecht Neubert's Tripartite Model

According to Neubert (2000), translation practice requires one single competence which constitutes an integration of a set of competences. He considers the following as components of translation competence: language, textual, subject, cultural, and transfer.

4. Beeby's Ideal Translator communicative Competence

According to Beeby (1996) translation competence is composed of the grammatical competence which includes knowledge of linguistic rules such as word formation or sentence structure for both languages, the second competence is the sociolinguistic competence which is the knowledge and ability of understanding and producing the suitable language based on the context of use in both cultures. The third competence is discourse competence which is the ability to associate form and meaning to result in a unified text of various genres in two languages and the last competence is the transfer competence which includes using communication strategies to

compensate for communication breakdowns while communicating meaning from the source to the target language.

For most students who specialize in translation, getting trained on and possessing the requirements that help them to get employed as professional translators or freelancers is a central objective. Many scholars stress on preparing the students for their potential career as translators. They emphasize the difference between teaching translation and training translation. When students come to universities to study and specialize in translation, they are, generally speaking, interested in acquiring the skills and the competences that help them be competent professionals. Gouadec (2000, p.6) states:

Translators should be trained at university, not simply taught at university, and then trained on the job. This is because the university is the only place where people have the time and willingness to insist on proper methodologies and strategies whereas on-the-job activities are much too sensitive to the pressures of time-to-market, productivity, and economic survival. It is essential that anyone entering the job market be properly armed to withstand unreasonable influences.

On campus training as well as on site training are deemed as key components of the curriculum. Additionally, to cope with fast changing market demands nowadays, it is essential for translation curriculum developers adapt continuous revision, renewal and development of the curricula and the teaching methodologies and the training practices that are

used in training translators. Studying the actual needs of the market and taking them into consideration in developing the translation training programs is not an easy task even in a rich country such as the Kingdom of Saudi Arabia. According to (Fatani, 2007, p.1).

Unfortunately, despite mammoth changes in the Saudi workplace and despite the fact that all industrial companies now use sophisticated software and tools in all areas of document production, including translation, these changes in the working environments have not yet been fully reflected in the training of translators at Saudi universities. (p. 1)

The result of ignoring the demands of the market in the translation training programs is turning out translators who are not competent. Thus, several studies have dealt with the translation mistakes that are commonly committed by students who study translation as indicators of their readiness to meet the translation market demands. For instance, ElShoura (1994) analyzed students' errors in written translation at university level. The results revealed that students commonly commit grammatical, lexical, and semantic errors. It has also been found that the students lacked the ability to translate well because of the improper translation courses they completed which lacked adequate practice. Mouriello (1992) lists some of the common errors in translation such as nonsense, over-translation, misunderstanding, under-translation, and mistranslation, omission of tenses and word, problems with structure form, grammar and style, as well as issues with topology. The studies cited above point to the weakness in students' translation and their insufficient preparation for the labor market,

resulting from the lack of well-designed translation curriculum. The results of the studies that revealed students' weakness encourage some researchers to conduct further researches and propose specific updates to the training programs that are based on the current translation market demands.

The invention of computers and the spread of the internet services have affected the markets everywhere and the translation market is no exception. According to Kenny (2020, p.498), "without the requisite technical knowledge and skills, it is argued, graduates of university translator training programs will not be able to compete for work in highly technologized field". Sieny (2006) conducted a study that discussed machine-based translation in Saudi Arabia and highlighted the usage of translation technology very frequently in Saudi institutions as dictated by the needs of the labor market since the 1980s. Sheal (1989) studied the relation between translator training and the potential market and suggested practical recommendations to bridge the gap between them. He states that the following elements should be taken into consideration when designing the curriculum:

1. Market Need Identification

Sheal (1989) states that "the market for translation is completely interfaced by available technology," and therefore, the professional translator "should physically possess basic computer technology," not only to be able to work with geographically distant clients, but also to have wider access to various databases. Hence, translators cannot survive as professional translators

without the effective utilization of such tools. In addition to addressing the use of basic electronic tools, translator training programs should integrate more vocational practice and less academic training, on the other hand. An adequate translation program should cover certain aspects of the actual profession itself to give the student a clear idea of post-graduation expectations with exposure to hands on duties.

2. Student Need Identification

Stern and Payment (1995) assured that ignoring the needs of the students will eventually void any serious training effort. The consequences may include the following: undesirable course material and activities, loss of connection between teachers and students ,simple material that is not sufficient to prepare the future translator ,the teacher loses their confidence and performs poorly. Therefore, the course should definitely integrate both the broad objectives of the curriculum and the personal needs of the students.

3. Educating Students for a Dynamic Job Market

The job market has changed dramatically over the last couple of decades. This resulted in the diversification of international training programs with the introduction of comprehensive courses on legal, commercial, financial, subtitling, multimedia, localization, translation as well as advanced utilization of voice recognition systems. This makes the training programs more specific and challenging, therefore.

The job market will also be looking for specialized translators, as such. The students have to be trained to become translators, terminologists, technical writers, language engineers, project managers, and much more.

ElShafei (2014, p.146) indicates that the "weakness in students' translation can in turn affect the quality of their preparation for [the] labor market, resulting from the lack of well-designed courses of translation". The role of curriculum planners should involve "narrowing the gap between what the labor market needs from the modern translator and the courses offered by training institutions, universities and colleges". ElShafei (2014, p145) states that a training program should include the following:

1. A course based on topics related to labor market

2. A course including specific skills for work after graduation

3. A course suiting the students' needs

4. A course based on the views of the subject specialist

5. A course based on the views of the English language specialists and people working in labor market.

Gouadec *et al.* (2000) argues.

"Translators should be trained at university, not simply taught at university, and then trained on the job. This is because the university is the only place where people have the time and willingness to insist on proper methodologies and strategies whereas on-the-job activities are much too

sensitive to the pressures of time-to-market, productivity, and economic survival. It is essential that anyone entering the job market be properly armed to withstand unreasonable influences."

In training translators, the competences and skills that are needed in the market and asked for by the potential employers are central issues.

Similar Studies

Li (2002) stressed the importance of a need assessment with respect to the learners. The techniques of focus-group discussions, questionnaire survey and in-depth interviews were used in collecting data. A sample of 70 undergraduate students in the Department of Translation at the Chinese University of Hong Kong took part in the study. The results concerning the reasons why students chose translation revealed high percentages chose translation due to their interest in Chinese and English, lower percentages wanted only to strengthen their language competence while only 17.2% of the students specialized in translation as they want to translators or interpreters in the future. The results also showed that the vast majority of the students believe that language training should be a component of translator training and that they should study language either before translator training or together with translator training (Li, 2002, pp. 517-518). Another important finding is that more than 50% of the students who took part in the study wanted to get more training and practice rather than theories. (Li, 2002, pp. 518-523). The findings of the survey also showed that the students believe that there is a need to take the changing

characteristics of the market into consideration and there is a need to bring professionals to training settings, and there is a needs also to update the teaching material. The recommendations of the study included developing and reforming the program were to and providing more practical courses.

Li (2000) studied the needs of professionals employed in the translation market in Hong Kong. He also examined their viewpoints concerning translator training. (Li. 2000, pp.128-132) found that the translation programs do not represent the learners' needs as much as they represent the experiences and beliefs of teaching staff in the institution. To collect the data needed for his research he used a questionnaire which was answered by a sample of 42 professionals, and interviews with 12 of the questionnaire respondents. He found that "English Language and Literature" and "Chinese Language and Literature" were considered "most helpful" courses in translator-training programs. The participants also stated that English and Chinese competence and translation skills as the best-prepared areas, and subject-matter knowledge and interpretation as the least prepared areas. The results showed that there is a wide gap between the school curriculum and the professional market and pointed out that three important challenges face the translators in their work. The first is choosing the correct and suitable style of translation, the second one is lack of practice and the third is time constraints with translation and interpreting tasks. The professionals stated that they had not sufficiently trained for the work at university. They also stated interpreting is more challenging than written translation because of stage fright.

According to the results, 47.6% of the professionals believed that the training they received only "somewhat reflected" the real needs of professional translators, and 38.1% of them said their training "adequately reflected" professional reality (Li, 2000, pp. 136-147). The examples they gave about the disparity between training and the professional world were based on "context versus teamwork, time constraint versus translation procedures, complete translation versus selective translation". He concludes that translation teachers and researchers should be cognizant of real translation practices rather than "shutting [themselves] in [their] ivory tower", and that "translation programs must be responsive to social needs". The term "social needs" here refers to professional or market needs rather than to pragmatic targets such as being beneficial to the whole society.

2.2 Translation Program Quality and Market Relevance

Many scholars suggest that the needs of the market and the competences and skills needed to fulfill them are to be taken into consideration in every step from designing the curriculum to implementing it and to achieve this; the needs of the market should be surveyed. Maeveolohan (2007, p.54). states that "the analyses of the market, of employment trends, of translator profiles and of developments in standards for translation services are highly relevant for translator training because they can provide input for the translator training curriculum and syllabus"

Scholars have discussed the role of the market and its needs in designing the translation curricula and the teaching practices recommended in implementing them as far as higher education is concerned, specifically for disciplines that have a vocational aspect. Kearns (2008, p.185) defined translation training as a "typically vocational activity which is often based in, and in other ways contingent on, academic settings", has long involved considerations of vocational market demands. The demands and needs of the market are important resources that enrich the curricula of translation and determine the content they should include. (Kiraly, 2005, p.1099) also stressed taking the needs of the market into consideration in translator training programs by stating:" If we want our products and services to be accepted by the market, we must conduct survey research among market participants. If we want to investigate the efficacy of the Translator Education programs we offer, one of our main sources of information will be the translation services market.

Schäffner (2005,p.237) discusses how translator training programs are evaluated for quality in the United Kingdom stating the questions that are frequently stressed when rating a translator training program as follows: Has the program been designed for the needs of the professional world? And how do you know what the professional world requires? It is clear that these questions form a connection between quality in translator training and the professional world. The duality between the theoretical and practical sides of translation has the impact of each side on the students and their ability to meet the expectations of the market and potential employers

affect the curricula designers and the practices of translation instructors. This duality has also been a point on which scholars never reach total agreement. In fact this issue has been discussed in many writings and dealt with differently by scholars. According to Baker (1992, p.1) both theory and practice should be stressed and integrated in the translation curriculum, so as to enable students to "reflect on what they do, how they do it, and why they do it in one way rather than another". Shuttle worth (2001, p.505) also stresses the importance of the theoretical side and emphasizes that it should not be ignored because it is also needed in training to add an "academic weight" to the curriculum and to contribute to the preparation of students for translation careers to cooperate with practice so as to help translators solve particularly terminological problems in non-literary works.

The competences that translation students possess and their professional success as future translators are the outcomes of the training program they undergo. Effective training programs produce skillful and competent translators who can successfully and competently deal with the various kinds of duties involved in their profession and asked for by their employers. Bernadini (2004) in differentiates between translator training and translator education on the grounds that translator training focuses on the linguistic skills whereas training education focuses on the technical skills stating that 'Training' is thus associated with the (mostly linguistic) skills needed to produce an acceptable translation ('translation competence'), training is a consisted of both practice and instruction and

thus it is important in preparing students to be future competent translators. "Translator education", on the other hand, focuses on interpersonal skills and attitudes and technical skills. Training translator programs are either theory–based or practice- based.

Determining the objectives of a certain translator teaching program is of a very special importance. When designing a certain translation training program, the objectives of the program should be clear and should be used as a guide in every step in process of designing that program and in implementing it too. Lack or absence of clarity of the objectives forms a problem for both students and professors Kelly, D. (2005, p.151) states that "most translator training programs in certain university systems do not have explicit definitions of their intentions which can be referred to by both staff and students as a basic reference point". The clarity of the objectives that Kelly refers to as 'explicit definitions of intensions' helps the translator training program designers and the professors who implement that program decide what to include and what to exclude concerning the teaching material and the teaching practices. Kelly also stresses the importance of the role competent trainers. It is not enough to have a suitable and rich teaching material to turn out competent translators. According to Kelly a competent translator strainer who can implement such a program   should possess a set of competences that include the professional translation practice; Translation Studies as an academic discipline and teaching studies.

2.3 Training and Assessing Translators

This sub-section deals with the methodologies used in training and assessing translators. Li (2006) found that there is little emphasis on testing and assessment in training translators. In his study, he used a questionnaire as a means of data collection. Ninety five translation teachers answered the questionnaire. He also used interviews with other twelve translation teachers. One of the main findings of the study was that translation teachers tend to commonly use multiple choice questions in assessing knowledge of both translation theory and translation practice, particularly translations of sentences. He suggests that when designing translation tasks, priority should be to developing students' skills and the tasks should involve training and developing students' analytic and problem-solving abilities as those are the most important abilities that competent translator needs. He stated that "more non-literary texts should be included in translation tests since [the] graduates will be primarily translating pragmatic texts at work" (Li et al. 2006, p.86).

Several studies have been conducted concerning training translation programs in different universities. Al-Ahdal, Saleh and Alfallaj (2017) study the problems of translation courses at Qassim University in Saudi Arabia. They used a questionnaire which was answered by a sample of 8 teachers and 40 students to collect data about topics as the ability of the courses turn out professional translators, students' perspective of the courses, students' abilities to understand and apply the assigned translation models. They concluded that implementing the courses of translation at Al

Qassim University doesn't guarantee turning out efficient translators because teachers are not qualified enough and most haven't received formal training in teaching translation and because the objectives of the courses are not clear neither to the students nor to the teachers. In addition, they found that assessment is meaningless and ineffective. On the grounds of the results of the study, the researchers recommended that the university courses should be developed to take into consideration the emerging needs of the numerous professionals engaged in the translation and interpretation industry. They should also extend their scope beyond the languages prominent in the languages of the American continent and European Union and take into consideration the possibilities that graduates get employed in other countries. They also recommended taking into consideration the employers needs in training translation programs. As far as assessment is concerned, the researchers suggest that the university should develop the criteria of assessment and take the necessary steps that are needed to win international recognition.

With the aim of developing the translator training programs offered by the Jordanian universities at the Master's level, Mahasneh (2015) examined the translator training programs in Jordan through studying the training programs at the Master's level at the universities of Jordan, Petra and Yarmok. She used the CIPP model in evaluating the curricula used in teaching and training translating in the three universities. She put the concerns of her study in four questions that address the kind of educational setting in which translator training programs are carried out, the current status quo of translator training program at the Master level in Jordan,

students' satisfaction with the curriculum and the curriculum ability to meet students' needs and expectations. To collect the data needed for the purposes of her research, she used a questionnaire and interviews as means of data collection. As far as the questionnaire is concerned, it was a self-reported questionnaire which was answered from the viewpoints of students. It includes 38 items that are divided into three parts to collect data about the actual practices of the three universities professors in implementing the curricula concerning training translators at the Master's level. The items of the questionnaire were answered by 60 students. In addition, the researcher interviewed eight instructors so as to understand their perceptions about the translator training programs offered by the three universities. The result showed that three programs of translator training at the Master's level have achieved successes. However, there are some areas that still have problems that need to be studied and solved. One of these areas is the qualifications of the instructors. The professors who teach translation courses mostly are not specialists in translation. For instance, concerning the University of Jordan, the English Department has forty of instructing staff of which 6 teach translation courses at the Master's program. The six instructors are full professors but none of them is specialized in translation. This problem is shared by the other universities that are included in the study as Yarmouk University has nine staff members at the translation department. Three are full professors, one is associate professor and one is assistant professor. Out of the nine staff members who teach translation courses at the master' program only two are specialized in both linguistics and translation.

In addition to the lack of staff members specialized in translation, the results showed that, there are some issues that are related to the curriculum. For instance, the amount of theory and the practice in the curriculum need to be revised and balanced and it turned out that there is insufficient focus on literature on translation in the curriculum.

Concerning the setting in which the training program is conducted, the results showed that there are some issues that need to be tackled such as the big number of students in classes, teaching methods and translation tools. Consequently, it is no surprise that the students are not satisfied to a good degree with their instructors.

Based on the results showed above, the researcher recommended that program designers and administrators need to establish communication with translation agencies, professional organizations concerned with translation, and employers get clear idea about the emerging needs in the market and take them into consideration in designing programs and training students. The recommendations concerning evaluation included that in addition to the instructors, other parts such as the students themselves, translation agencies and employers should be invited to take part in evaluation. The researcher also recommended developing the curriculum to go out the boundaries of the conventional aims of tertiary education, which are still theory-oriented and scholastically-driven. The curriculum proposed reform is to focus on integrating the skills that are commonly asked for in employment into the curriculum.

Chapter Three
Methodology

This section presents the research design, study population and sample validation of the study instrument, data collection procedures, and the statistical analysis method.

3.1 Study Design

The current study uses the descriptive and inferential approach, which is considered appropriate for such a study as it describes the phenomenon being studied as it is and, through the description, attempts to explain it. This study used a cross-sectional design, based on questionnaires. The study design involved observation of a representative sample. It employed descriptive and inferential design. The primary goal is to try to provide as comprehensive description as possible, and try to infer the judgments or opinions of the population of the study on the domains included in the questionnaire which collects data on the nature of the translation teaching materials and their relation to the local market demands, the training practices and to what extent they prepare he graduate translators with market relevant skills. On the other hand, the study analyses the curriculum used in training translators at An-Najah National University and Al-Quds University in order to identify the extent to which these programs respond to the market needs.

3.2 Population and Sample of the Study

This study involves three actors, namely the certified translation offices in West Bank, University professors who teach translation courses at An-Najah National University and Al Quds University and students who study translation in the Master's level at these two universities.

As far as the certified translation offices in West Bank are concerned, the population of this study is composed of 40 translation offices. From this population a random sample of 27 translation offices took part in this study. The random sample might be representative as it involves roughly 67% of the community of the study. Concerning university professors, the current study employs a sample of 60% of the professors who teach translation at the Master's level in addition to a sample of students of both universities.

Table 1: The Population of the Study

No.	Category	Population
1	Students	56
2	Professionals	27
3	Professors	10
Total		**93**

3.3 Sampling Procedure

A stratified random sample representing the study population was chosen. Accordingly, the sample consisted of 56 students, 27 Professionals, and 10 Professors in the academic year 2021–2020. The sample selected by the simple random sampling method.

Table 2: The Distribution of Responses of the Sample

No.	Category	Questionnaires Distributed	Sub variable	Frequency	%
1	Professionals	Experience	less than 5 years	3	11.1
			5-10 years	18	66.7
			more than 10 years	6	22.2
		Specialty	Financial Translation	1	3.7
			Legal Translation	18	66.7
			Technical and legal translation	8	29.6
2	Professors	University name	Al-Quds University	4	40.0
			An-Najah National University	6	60.0
		Experience	less than 5 years	1	10.0
			5-10 years	1	10.0
			more than 10 years	8	80.0
3	Students	University name	Al-Quds University	27	48.2
			An-Najah National University	29	51.8
		Gender	Male	19	33.9
			Female	37	66.1
Total				**93**	**100%**

3.4 Data Collection Method

In this study, two main instruments were used, namely, questionnaires and analysis of a sample of exams and assignments. To achieve the objectives of the study, the researcher used three questionnaires, (one for each target group).

3.5 Instrumentation

After conducting an extensive literature review on the challenges and problems that face the professional translators, the researcher used three structured questionnaires (attached as appendix1) developed in English language as the main tools for data collection. Each questionnaire was divided into sections according to the topic matter each section addresses.

The first questionnaire was completed by university professors who teach translation courses at An- Najah National University and Al-Quds University. The survey included twenty-two statements. All statements are multiple choice apart from the last one which is an open question. This questionnaire consists of three domains. The first domain explores professors' viewpoints concerning the translation program and the teaching materials that are used at the Master's level. The second domain addresses the challenges that face the effectiveness of teaching and training translation at the Master's level. The third domain, presented as an open question, solicits university professors' recommendations to enhance translator training practices.

The second questionnaire aims to identify the current market demands and the challenges that face newly employed translators and was designed to be answered from the viewpoints of the translation professionals with experience in the Palestinian translation market. It is composed of twenty-six statements that are distributed on two domains. The first domain is meant to identify the text types that are frequently in demand in the market

(literary, scientific, religious, stock market data… etc). Frequency is measured in this domain through estimating the times a certain type of text is demanded per week. This domain involves the statements 1- 17.

The second domain aims to check the efficiency of translator training practices from the point of view of professionals by soliciting sample population opinion on the degree of challenge posed by certain text-types for newly employed translators. In this domain the level of challenge is graded as very weak, weak, medium, strong and very strong.

The third questionnaire was completed by translation students at the Master's programs in An-Najah National University and Al-Quds University. This survey was designed to collect students' viewpoints regarding the types of teaching material, teaching and training practices, and assessment methods that are commonly used by university professors. This questionnaire has 19 statements around two domains. The first domain solicits students perspective on professors' methods and teaching practices at the M.A level, and the second domain investigates students' perspective of the courses, the nature of the learning material and assignments at the M.A level.

In addition to the questionnaire, a sample of training assignments, exams, and course plans adopted in the Faculty of Translation at An-Najah University and Al-Quds University will be analyzed in order to test the study hypotheses.

3.6 Validity of the Instrument

Validity and reliability are two factors that any qualitative researcher should focus on while designing data collection, analyzing results, and judging the quality of their research (Patton, 2002).

3.6.1 Validity

The questionnaire was validated with a group of experts in the field of translation research and modified until the study instrument reached its final form. Dr. Sufyan Abu Arra and Dr Ekrema Shehab took part in reviewing the statements of the questionnaires. Their suggestions were taken into consideration to modify and improve the questionnaire's content and wordings by omitting, adding, or rephrasing themes and items bringing the number of items for each questionnaire. In doing so, the questionnaires were validated. It was then piloted with a small sample.

3.6.2 Reliability

Boateng (2018) defined reliability as the extent to which the scores from a measure represent the variable they are intended to. When a measure has good test–retest reliability and internal consistency, researchers can be more confident that the scores represent what they are supposed to.

The reliability of the questionnaire was calculated through Cronbach's alpha. The following table illustrates the results.

Table 3: Cronbach Alpha Test for the Study Instruments

Study tool	Items	Cronbach alpha
Professionals' questionnaire	27	0.930
Professors' questionnaire	10	0.941
Students' questionnaire	56	0.927

The results in table three illustrate that Cronbach's alpha coefficients were 0.930 for the Professionals questionnaire, 0.941 for the processors questionnaire, and 0.927 for the students' questionnaire. These values are excellent and acceptable for the purpose of the study. In order to evaluate the results of Cronbach's alpha, the following scale was used, as demonstrated in table four.

Table 4: Cronbach Alpha Internal Consistency

Cronbach alpha	Internal consistency
$\alpha \geq 0.9$	Excellent
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable

Source (Tavakol & Dennick, 2011).

3.7 Statistical Analysis

The Statistical package for social science (SPSS) version 17 was used for data analysis. Various statistical tests and procedures were used including (means, frequencies, standard deviation, cross-tabulation, t-test for independent samples, ANOVA, post hoc Scheffe's test). P-value of less than or equal to 0.05 was used to test the significance in testing the study hypothesis.

3.7.1 Statistical Procedures

The collected data were analyzed using SPSS to provide answers to the research questions. The researcher used the following statistical tests:

1. Means, frequencies, standard deviations, and percentages in order to estimate the relative percentage of every theme.

2. T-tests for independent variables to test the assumptions related to gender, computer skills, internet availability, using the e-learning environment, specialization, and training.

3. One-way analysis of variance (ANOVA) to test the variables of age, experience, qualification, and place of residence.

4. Post hoc tests indicate the difference in the assumptions rejected by one-way ANOVA.

5. Cronbach's alpha was used to test the consistency of the themes in the questionnaires.

3.8 Ethical Considerations

This study adheres to the ethical standards of human studies, especially regarding maintaining the confidentiality of the respondents who provided the required data. The data were used for research purposes, keeping in mind to protect the participants' and interviewees' identities.

This chapter explored the main research methods used in this study, namely, questionnaires. Also, it highlighted the study's sample. The validity

and reliability of the questionnaires were presented in order to highlight the main variables in this study. Finally, this chapter talked about the statistical procedure used to analyze the questionnaires, which was SPSS.

Chapter Four
Data Analysis and Results

4.1 Introduction

 This chapter presents, discusses and explains the results of the survey so as to answer the questions of the study. The questions of the current study are:

1. What are the kinds of translation tasks that are in demand in the local translation market?

2. What are the kinds of texts that are highly challenging to the newly employed translators?

3. 3-Is the learning material employed at the Master's level at An-Najah National University and Al-Quds University responsive to the market demands?

4. Are the teaching and assessment methodologies responsive to the market demands?

5. What are the challenges that face implementing and developing the translation training programs at the Master's level at An-Najah and Al-Quds University?

To collect comprehensive data from all stakeholders, three separate surveys were used. Accordingly, this chapter is composed of three major sections. The first section explores the viewpoints of professional who work in certified local translation offices in West Bank concerning the kinds of

texts and commissions that are frequently demanded in the local translation market and their viewpoints regarding the kinds of texts that are considered as challenging for newly employed translators who graduated from local universities. The second section deals with the quality and the effectiveness of the curriculum and explores the challenges that face the translation programs at the Master's level at An-Najah and Al-Quds universities from the viewpoint of professors. This section aims to check if the curriculum matches the actual needs of the translation market that professionals stress in section one.

The third section explores students' perspectives regarding the learning materials included in the courses, the teaching practices and assessment techniques performed by the university professors.

As indicated in the previous chapter on methodology, SPSS was used to analyze the data from the surveys using one-way ANOVA tests and independent sample t-tests. The researcher relied on post hoc tests to shed light on significant differences resulting from a particular independent variable.

In order to answer the questions of the current study, the means and the standard deviations of the success factors were calculated. The researcher used the following scale to estimate the level of evaluation:

Table 5: Estimation Level = (highest value-lowest value) / (5) = 5-1/ 5 = 0.8.

4.2 - 5: Very High	3.41 – 4.20: High	2.61–3.40: Moderate
1.81- 2.60: Low	less than 1.81: Very Low	

4.2 Translation Market Demands and Performance of Newly Employed Translators

This section is composed of two subsections that answer the first and the second questions of the study the first of which deals with the kinds of translation tasks that are in demand in the local market while the second examines the kinds of texts that are highly challenging to the newly employed translators.

Through studying the kinds of texts that are highly demanded in the local translation market, this section aims to give a clear idea about the effectiveness of the translation training programs by using newly employed translators performance as an indicator of the effectiveness of the training program as they are its output and it provides data about the kinds of texts that are highly demanded in the local translation market in order to check if these kinds of texts are sufficiently involved in the curriculum and consequently use this data to assess the relevance of the curriculum.

4.2.1 The kinds of Texts that are Demanded in the Local Translation Market

Providing the students with the skills, competences and experiences that enable them to compete in the translation market is one of the basic objectives of any translation training program. In order to achieve this,

curricula designers need to be aware of the actual demands of the translation market. This subsection tries to supply the university curricula designers with these essential data that is needed for developing the curricula in a way that makes them more competitive and more responsive to the actual needs and demands of the local translation market.

This section deals with the first question of the study concerning the kinds of translation tasks that are in demand in the local market. It aims to collect data about the kinds of texts that are commonly in demand in the local Palestinian translation market. The kinds of texts that are demanded in the market and their frequency are presented in this section from the viewpoint of professionals in certified Palestinian translation offices, uncertified translators and freelancers were excluded from the study, as the kind of professions they perform qualifies them to give reliable responses to the items of the questionnaire that are included in this domain. This subsection involves 15 different types of texts that are commonly demanded in the translation market to check which of them are in high, low or medium demand. The frequency of demand of a certain kind of texts is estimated on a weekly basis. The demand for translation of a certain kind of texts is estimated according to the number of times a translation of that text type is demanded. The level demand is considered very weak if a certain kind of texts is commissioned 1-2 times per week, it is considered as weak if the frequency of demand is 3- 5 times per week, the demand level will be considered as medium if the frequency of demand is 5- 7 times per week. Strong demand level starts from 7-10 times per week and the very strong

demand level starts when the frequency of demand is more than 10 times per week. To measure the professionals perceptions about the market demand in Palestine means and standard deviations and estimation levels are calculated as shown table 6 below.

Table 6: Text Types in Demand in Local Translation Market.

Text - type	1-2/ per week	3-5/per week	5-7/ per week	7-10/ per week	More than 10/per week
Medical reports	88.90%	7.4%%	3.7%	0	0
Commercial advertisements	11.10%	18.50%	29.60%	37.00%	3.70%
Old literature texts	92.60%	7.40%	0	0	0
Modern literature texts	88.90%	11.10%	0	0	0
Religious texts	55.60%	40.70%	0	0	3.70%
Scientific books	11.10%	18.50%	37.00%	33.30%	0
News broadcasts	3.70%	11.10%	25.90%	51,9%	7.40%
Stock market data	11.10%	0	37.00%	48.10%	3.70%
Tourism brochures	11.10%	7.40%	70.40%	7.40%	3.70%
Commercial contracts	11.10%	0	7.40%	66.70%	14.80%
Governmental announcements	11.10%	0	3.70%	40.70%	44.40%
Job application forms and university enrollment materials	11.10%	11.10%	7.40%	59.30%	11.10%
Videos and films	7.40%	11.10%	22.20%	59.30%	0
Audio materials	14.80%	11.10%	37.00%	14.80%	22.20%
Legal documents and court sentences	7.40%	0	7.40%	22.20%	63.00%
Travel documents	7.40%	0	40.70%	25.90%	0
Advertisements and commercials	11,1%	14,8%	22,2%	25,9%	25,9%

To ease understanding of the results from Table 6 above, the researcher found it suitable to divide the text-types into three categories according to their level of frequency demand. The texts are considered as texts of weak demand if the level of frequency for them is either weak or very weak by more than 50% of the professionals who participated in the study. The texts are labeled as strong demand texts if the level of frequency is voted either

strong or very strong by more than 50% of the professionals and the texts are regarded as medium demand texts if the level of demand frequency is medium for more than 50% of the professionals.

The results show that the high demand kinds of texts include legal documents and court sentences, governmental announcements, stock market data, videos and films, commercial contracts, job application forms, advertisements and commercials and university enrollment materials. Legal documents come on the top concerning its frequency demand which is either strong or very strong for 85% of the professionals. Another kind of texts which comes in the second position regarding its frequency demand is governmental announcements and court sentences either a strong or very strong level of frequency for 85% of the professionals. The commercial contracts' come in the third position with either strong or very strong levels of demand frequency for 82% of the professionals. Job application forms and university enrollment materials come in the fourth position with a strong level of frequency demand for 70% of the professionals. Videos and films and news broadcasts were ranked fifth with either a strong or very strong level of frequency demand for 59% of the professionals for each. The last position in this domain is occupied by stock market data and advertisements and commercials with a level of demand frequency of either strong or very strong for 52% of the professionals.

To conclude this section, the results show that from the 15 kinds of texts involved in this domain only 8 kinds are highly demanded. These include legal documents and court sentences governmental announcements, stock market data, videos and films, news broadcasts, commercial contracts, job application forms and university enrollment materials in addition to advertisements and commercials. The results also show that the only kind of texts that has a medium level of demand frequency for more than 50% of the professionals is the tourism brochures with a medium level of demand frequency for 70% of the professionals whereas other kinds of texts are either low or very low demanded. However, audio materials and scientific texts can be considered as moderate demand texts according to 37% of the professionals and a lower percentage considers them as weak or strong.

The results concerning the low demand types of texts in the translation market include the medical reports, the literary texts and religious texts.

The results in this section serve as an introduction to evaluating the translation training programs of An-Najah University and Al-Quds University at the Master's level. They are also used as indicators of the effectiveness of these programs. A comparison of these results was done results of this in the light of the performance of newly employed translators on the various kinds of texts and the kinds of texts that frequently appear in the courses, the exams and assignments under sections 4.2.2 and 4.4.2.

4.2.2 The Challenging Text-Types for Newly Employed Translators

This subsection deals with the second question of the study concerning the kinds of texts that are highly challenging to the newly employed translators whose practical experience is less than 3 years. Studying the kinds of texts that are challenging to newly employed translators who graduated from local universities is important for many reasons. Firstly, it can help predict the areas where there is lack of training in the local universities translation programs. Secondly, it helps translation training program designers and developers to design programs that are effective and based on the actual needs of the translation market and consequently turn out graduates who are competitive enough to guarantee excellent performance by translator graduates.

The current subsection explores the levels of challenge that certain kinds of texts pose for newly employed translators from the viewpoints of professionals who supervise the work of newly actually work in local translation offices as they are reliant to provide accurate responses to the items involved in the domain. The data provided in this subsection provides the local universities with feedback about the effectiveness of the translation training programs they use and with useful data to take into consideration in the various processes of designing, reviewing and developing their programs. Table 7 below shows the responses of local professionals concerning the level of performance of newly employed translators on nine kinds of texts.

Table 7: Professionals' Perspectives of Degree of Challenge of Texts-Types for Newly Employed Translators

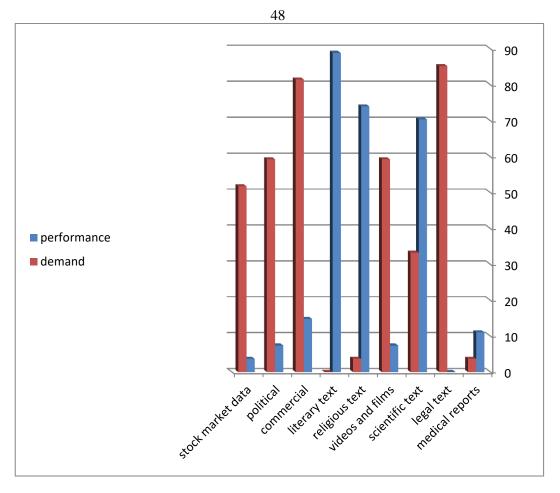| No.	Item	Very strong	Strong	Medium	weak	Very weak	Standard Deviations	Means
1	Translating medical reports.	0%	11.1%	66.7%	11.1	11.1	.80	2.78
2	Translating legal texts and court sentences.	0%	0%	3.7%	29.6	66.7	.53	1.74
3	Translating scientific books.	11.1	59.3	25.9	3.7	11.1	.70	3.78
4	Translating videos from English to Arabic.	3.7	3.7	11.1	63	18.5	.89	2.11
5	Translating religious texts.	0%	74.1	22.2	0	3.7	.68	3.67
6	Translating literary texts.	22.2	66.7	7.4	3.7	0	.68	4.07
7	Translate commercial advertisements.	3.7	11.1	77.8	7.4	0	.58	3.11
8	Translating political texts and news broadcasts.	3.7	3.7	11.1	55.6	25.9	.94	2.04
9	Stock market data and economic reports	0	3.7	11.1	66.7	18.5	.68	2.00

The kinds of texts according to the level of difficulty are presented in Table 7 according to how local professionals in certified translation offices evaluate newly employed translators' performance on them. These kinds of texts are labeled as either challenging or not challenging. In other words, the kinds of texts in which professionals evaluate newly employed translators' performance as weak or very weak are considered training deficiencies whereas the ones which professionals consider newly employed translators' performance as strong or very strong are classified as not challenging. In discussing the results that are presented in Table 7 above, priority is given to the kinds of texts that point to incompetency and deficiency or lack of experience resulting from lack of exposure in the training.

The table shows that 96% of the professionals consider that the performance of newly employed translators on legal texts and court sentences as either weak or very weak which actually means that this kind of texts is the most challenging for newly employed translators in the local market. Taking into consideration that these kinds of texts come on the first position in the demands of local market, this means that students have not had enough exposure and training on translating this kinds of texts. These results confirm the findings from the analysis of exams and assignments in section 4.4.2. The stock market data and economic reports come in the second position in term of the level of challenge they pose for newly employed translators as 85% of the professional consider the performance of newly employed translators with this kind of texts as either weak or very

weak. Once again, this kind of texts is among the top eight kinds of texts in terms of demand. The third position concerning the level of challenge is shared by translating videos from English to Arabic and translating political texts and news broadcasts with 81,5% of the professionals considering that the performance of newly employed translators as either weak or very weak. It is important to notice that all the kinds of texts that are labeled as challenging are included in the list of the top eight highly demanded texts apart from translating political texts and news broadcasts.

The list of the least challenging kinds of texts includes translation of literary texts as 89% of the professionals consider the performance of newly employed translators on this kind of texts as either strong or very strong. The second position on the list of the least challenging texts is occupied by translation of religious texts from the viewpoints of 74% of the professionals followed by translation of the scientific books which comes in the third position with a percentage of 70% of the professional who took part in the survey considering the performance of newly employed translators on them as either strong or very strong. However, it is noticed that none of these kinds of texts that are labeled as less challenging is included in the list of the top eight highly demanded kinds of texts which clearly supports and emphasizes the observation that have been forwarded earlier in this subsection concerning the relation between the content of the curriculum and local translation market actual demands.

Apart from the kinds of texts on which the performance of newly employed translators receives strong or weak evaluation, the performance is viewed as moderate concerning translation of commercial advertisements by 78% of the professionals though this kind of texts is not included in the list of the top eight highly demanded texts. The other kind of texts on which the performance of newly employed translators is viewed as moderate from the viewpoints of professionals is the medical reports according to 67% of them. However, it is important to notice that these kinds of texts are not included in the list of the top eight highly demanded texts. This actually means that students have had some exposure and training, though insufficient, on these kinds of texts. Figure 1 below shows areas of deficiency for newly employed translators in relation to the demands of the local translation market.

The Gap between Newly Employed Translators' Performance and Market Demands.

To conclude, in relation to translator trainees competences and market demand, the results show that from the list of nine kinds of texts involved in this domain, the performance of newly employed translators is rated as either strong or very strong only in three kinds of texts. These include translation of literary texts, translation of religious texts, translation of scientific books; however, none of these texts is included in the list of the top eight highly demanded kinds of texts. The performance of newly employed translators is rated as either weak or very weak on four kind of texts and these include legal texts and court sentences, stock market data and economic reports, translation of videos and films from English to Arabic, and translation of news broadcasts and unluckily all of them are

included in the list of the top eight highly demanded kinds of texts. In addition, the performance of newly employed translators is rated as moderate concerning translating medical reports and commercial advertisements though only the latter is included in the list of the top eight highly demanded kinds of texts. The results clearly show that there is a gap between the local translation training programs and the actual needs of the translation market. This means actually that there is a need to start developing the content and the methodologies that are used in the translation training programs the sooner the better.

4.3 The Curricula and Translation Commissions at the Master's Level at An-Najah National University and Al-Quds University

The learning material in terms of its size, kinds of texts and nature of tasks and activities affects students' translation competency. When the courses involve sufficient learning material of various kinds and allow for enough practice especially on the kinds of texts that are highly demanded in the translation market, students are more likely to compete well in the market and reflect grand level of reputation to themselves as translators and to the universities they graduated from.

This section deals with the third study question which addresses if the learning material employed at the Master's level at Al-Quds University and An-Najah National University is responsive to the market demands. It aims to examine the suitability and efficiency of the translation training programs at An-Najah National University and Al-Quds University from

the viewpoints of the professors who teach translation courses in the two target universities and students who are trained through these courses.

The data involved in this section reveals the points of strength and the gaps in the curriculum and thus serves any potential future curriculum developing process. In order to get a holistic and comprehensive idea of the learning material the current subsection examines the viewpoints of professors and students using separate questionnaires.

4.3.1 Professors' Perspectives of the Curricula and the Translation Commissions

The current subsection examines the viewpoints of professors who teach translation courses at An-Najah and Al-Quds universities about the learning materials included in the assigned courses. Table 8 below represents the professors' responses to the relevant items included under this domain.

Table 8: Professors' Perspectives of the Translation Curricula at the Master's Level.

No.	Item	Means	Standard Deviations	Percentage %	Estimation Level
1	The courses at the MA graduate competent translators.	3.90	.74	78.00	High
2	The courses offered in the program cover the main areas in demand in the market.	3.50	.85	70.00	High
3	The learning materials included in the courses are continuously revised and developed.	4.00	.47	80.00	High
4	Needs of the market are regularly studied and taken into consideration when designing the courses assignments and learning material.	2.90	.88	58.00	Low

5	The developments in translation industry (e.g. using computers or online translation….) are included as readings and translation tasks in the learning material.	2.60	1.17	52.00	Low
6	Local certified translation offices are consulted when designing the learning materials.	1.60	.84	32.00	Very low
7	International translation agencies are consulted when designing the learning material for the courses.	2.00	1.05	40.00	Very low
8	There are courses in the program irrelevant to translation theory and practice.	1.90	.32	38.00	Very low
9	Two or more courses in the program focus on translation theories rather than practice.	3.60	1.26	72.00	High
10	Assessment focuses on knowledge rather than measures translation skills.	2.70	1.34	54.00	Low

The results as presented in the table above show that university professors are satisfied with the learning materials included in the courses as 87% of them agree that the assigned courses at the M.A level graduate competent translators. Moreover, 70% of the university professors agree that the assigned courses at the Master's level program cover the main areas in demand in the market. Furthermore, 80% of the professors agree that the course content gets continuously revised and developed. Only 38% of the professors agree that program involves courses that are irrelevant to translation theory and practice. However, professors show awareness of certain areas that need development to make the program more effective. For instance, 72% of the professors agree that two or more courses in the program focus on translation theories rather than practice. Similarly, only 58% of the professors agree that the needs of the market are regularly

studied and taken into consideration when designing the course assignments and learning material. Similarly, only 32% of them agree that local certified translation offices are consulted when designing the learning materials. The percentage slightly rises to 40% regarding consulting international translation agencies when designing the learning material for the courses. In addition, 54% of the professors agree that assessment focuses on knowledge rather than measures translation skills.

These results show that translation professors are highly satisfied with the curricula in both universities as high percentages of them consider the courses to be sufficient to turn out competent translators. Professors also agree that the curricula cover the main areas in demand in the market and are continuously revised and developed. However, they pointed to some points of weakness such as lack of consulting local certified translation offices and international translation agencies when designing the learning materials. In addition, the results show that there is a need to include the developments in translation industry (e.g. using computers or online translation). One could argue that a nuanced understanding of how technology and translation are intertwined should be a vital ingredient of any academic translation training. Other areas that need more focus according to the results of this sub-section are giving more attention to translation practices than translation theories and reforming the process of assessment to measure translation skills rather than knowledge.

4.3.2 Students' Perspectives of the Curricula and the Assigned Learning Material at the Master's Level

This section explores the students' viewpoints regarding the courses, the learning material and the assignments. The data provided could be taken into consideration when developing the translation curricula. Table 9 below presents the responses of the students participated in the survey to the items involved in this domain.

Table 9 Students' Perceptions of the Learning Material Included in the Courses.

No.	Item	Means	Standard Deviations	Percentage %	Estimation level
1	The courses are enough to turn out competent translators.	3.39	1.04	67.86	Moderate
2	The learning materials cover various kinds of texts that a student may face in his/ her future job.	3.02	.94	60.36	Moderate
3	The courses provide the learners with sufficient knowledge about various theories of translation.	4.30	.83	86.07	High
4	The courses stress the theoretical dimension more than practical ones.	4.14	1.00	82.86	High
5	The courses include sufficient practice sessions for the students to develop their skills.	2.88	1.03	57.50	Low
6	The courses equip the students with the necessary competences(language, textual, cultural, transfer) needed for practicing translation.	3.73	1.07	74.64	High
7	The courses involve sufficient practice on audio-visual translation.	2.38	1.21	47.50	Low

The results in Table 9 reveal that students are satisfied with the learning material and its ability to provide them with the skills they need to be proficient future translators. This appears in their agreement on the items that reflect the positive qualities of the learning material included in the courses. For instance, as far as the amount of the learning material included

in the courses, the results show that 68% of the students agree that the number and the content of the courses are enough to turn out competent translators. Besides, one of the important qualities to be observed when designing course content is providing students with diverse text types to give students the chance to practice dealing with different kinds of translation tasks. The results show that 60% of the students are convinced that the learning materials cover various kinds of texts that a student may encounter in the job market. In addition, the theoretical knowledge which provides the solid ground and the guiding principles to the translation approaches is observed in the courses. Eighty six percent of the students agree that the courses provide the learners with sufficient knowledge about various methods of translation such as semantic, communicative and functional translation. The courses also provide the students with the necessary competences (language, textual, cultural, transfer) needed for practicing translation from the viewpoint of 74% of the students. However, students draw attention to some of the shortcomings of the courses such as overstressing the theoretical dimensions of translation at the expense of practical ones. Eighty two percent of the sample agreed that the courses stress the theoretical dimension more than practical ones when asked to express their level of satisfaction with the learning materials. Students also draw attention to the lack of performance in certain kinds of translation areas as only 47% of them agree that the courses guarantee sufficient practice on audio-visual translation.

To conclude this section, the results show that though students and professors have positive viewpoints that reflect high levels of confidence concerning the curriculum, they point to some shortcomings that need to be dealt with. The positive points and the confidence that students showed actually reflect their viewpoints concerning the tasks they are exposed to at the university. These viewpoints do not represent the market demands that they will be exposed to when they are actually employed. The results appeared in section 4.2.2 in the responses of the professionals concerning newly employed translators performance confirm this result. The shortcomings that professors point to include lack of consulting local certified translation offices and international translation agencies when designing learning materials, absence of including the developments in translation industry (e.g. using computers or online translation), emphasizing theory over practice and knowledge over skills. Moreover, students point to lack of practice in certain translation tasks such as audio-visual translation.

4.4 The Effectiveness of Training and Assessment Methodologies

This section deals with the fourth question of the study which addresses if the teaching and assessment methodologies are responsive to the market demands and aims to explore if the practices and methods used in training and assessing students are effective or not. Consequently, the current section is composed of two subsections. The first one deals with the

methods and practices used in training students whereas the second one focuses on the methods that are used in assessing students.

4.4.1 Effectiveness of Training Methodologies

This subsection discusses in details students' perspectives concerning the teaching, training methodologies used in the training translation programs at the master level at An-Najah National University and Al-Quds University. The detailed discussion of the results of the current subsection is important as it provides university professors with feedback about how their teaching and training practices are viewed by their students. Table 10 below presents students' responses to the items involved in this domain.

Table 10: Overall students' perspectives of the Translator Training Practices.

No.	Factor	Means	Standard Deviations	Percentage %	Estimation level
1	Students' perspective of professors' methods and teaching practices at the MA level.	3.03	.61	60.54	Moderate
2	Students' perspective of the courses, nature of the learning material and assignments at the MA level	3.40	.36	67.93	Moderate

The detailed discussion of the students' responses is essential as it provides the professors with feedback about their training and teaching practices. It also shows the various kinds of methodologies that are used by professors and sheds the light on the positive practices and draws the attention to the practices that need modification. Table 11 below represents the responses

of the students who took part in the survey concerning the teaching methodologies used by professors.

Table 11: Students' Perspectives Regarding Training Methodologies.

No.	Item	Means	Standard Deviations	%	Estimation Level
1	Professors stress theoretical knowledge more than practical training.	4.09	1.10	81.79	High
2	Professors give students enough contexts for the translation tasks to develop their skills.	3.48	1.06	69.64	Moderate
3	Professors send students to translating offices to gain experience.	1.30	.57	26.07	Very low
4	Professors stress accuracy in the translation product.	3.93	.85	78.57	High
5	Professors give students timely feedback on their performance.	3.70	1.03	73.93	High
6	Professors guide students to suitable resources of enrichment and supplementary material.	3.39	1.14	67.86	Moderate
7	Professors guide and encourage students to access digital translation sites.	2.20	1.41	43.93	Very low
8	Professors provide students with samples of works of certified translation offices.	2.13	1.31	42.50	Very low

The aim of this section is to reveal the kinds of training strategies and practices that are commonly and frequently used by professors at the Master's level at An-Najah National University and Al-Quds University from the viewpoints of students so as to check if they are effective or not in order to take them into consideration when planning to develop the translation training programs at the target universities.

The satisfaction levels with the strategies and training practices are divided into three categories. These categories are: strategies that are essential and positive and widely used by professors; strategies and practices that are

negative and widely used and the strategies that are positive and essential though rarely used.

The positive training practices that are commonly used by professors include providing students with enough translation tasks through various kinds of contexts which results in developing students' skills, providing students with immediate and sufficient feedback on their practice, stressing accuracy and guiding students to useful enrichment and supplementary material. According to Table 11 above, almost 70% of the students are convinced that they are given enough contexts for the translation tasks to develop their skills. Moreover, accuracy is important in translation as there is no point in producing a target text that is incorrect. The table above shows that professors do give enough stress to accuracy in the translation product from the viewpoint of 87% of the students. Furthermore, 74% of the students are convinced that professors provide them with sufficient and on time feedback on their performance. In addition, 69% of the students agree that professors guide them to suitable resources of enrichment and supplementary material.

As far as the negative practices are concerned, students testify to the excessive stress on the theoretical knowledge. In fact, the theoretical knowledge is an essential part in any training translation program as in practical tasks students need theoretical guidance. Translation theories emphasized the importance of both theory and practice. However, as a general rule they highly recommend practitioner oriented training. To De

Beaugrande (2003, p.27) "theory is how things get represented". Pym (2010, p.3) emphasized the importance of the practical side as he states that "[t]rainees thus need the professional skills, not the immersion in academic theories." However, there should be a balance between the practical training and the theoretical knowledge. According to De Beaugrande (p.27) "[t]he relation between theory and practice would be dialectical". Newmark (1991,pp.46-7) suggests that 60% of a translation training curriculum should be practical.

The results in this regard show that students are not satisfied that balance is maintained as 81% of them agree on the item that professors stress theoretical knowledge more than practical training. This result, in particular, can be understood in the light of the fact that professors' strategies in general are controlled by the nature of the courses and it is useful here to remember the result in section 4.3.1 where 72% of the professors agree that two or more courses in the program focus on translation theories rather than practice. For example, In Translation Theory and History of Translation course at Al-Quds University and in Translation Theories course at An-Najah National University, it is clear that the course is theory-oriented. However, theory-oriented practice might be good for such courses and other courses. An example of this is a book by Ali Almanna entitled Translation Theories in which the author provide theories with practical examples.

The last category of the training strategies and practices involved in this domain includes those practices related to field placements. These include sending students to certified translation offices to gain practical experience and get familiarity with the kinds of tasks they will be asked to perform in their future jobs as translators. According to the table above, only 26% of the students agree that professors send them to certified translation offices for training purposes. Similarly, a low percentage (42%) agree that professors provide them with samples of works of certified translation offices and only 43% of the students agree that professors guide and encourage students to access digital translation sites. The results of the third category if added to the results in section 4.3.1 which show that neither local translation offices nor international translation agencies are consulted when designing and developing the translation training program, point to a clear need to a more market-connected translation training practices in collaboration with certified translation offices so as to provide students with practical experience and familiarity with the kinds of tasks they are supposed to perform ahead in their future jobs as translators. Thus, on campus training as well as on site training are deemed as key components of the curriculum according to Gouadec et al. (2000, p.6) who states " Translators should be trained at university, not simply taught at university, and then trained on the job".

To conclude this subsection, students reported positive attitudes towards the following teaching methodologies: stressing accuracy in the translation product, giving students timely feedback on their performance, giving

students enough contexts for their translation tasks and guiding students to suitable resources of enrichment and supplementary material. However, the results show that there are gaps related to stressing theoretical knowledge more than practical training. In addition some positive and essential practices are either missing or rarely practiced such as sending students to local translation offices to gain experience, encouraging students to access digital translation and providing students with samples of work of certified translation offices.

4.4.2 Effectiveness of Assessment

Assessment is an essential and integral part in any teaching and learning program. Firstly, it gives an idea about the content of the training program as assessment necessarily represents or reflects the objectives of the curriculum. Secondly, assessors' methods are indicative of the objectives of the curriculum but they can also give an idea about the assessors' own understanding of the objectives of the curriculum. Assessment also represents the assessors' viewpoints concerning the actual level of the students and the challenges they face in dealing with the curriculum. Li (2006, p.86) suggests that when designing translation tasks, priority should be given to developing students' skills and the tasks should involve training and developing students' analytic and problem solving abilities. Table 12 below presents the students' responses to the items included in this domain.

Table 12: Students' Perspectives of Assessment Methods

No.	Item	Means	Standard Deviations	Percentage %	Estimation level
1	Seminar researches provide chances for reflections on actual translations.	3.61	.93	72.14	High
2	The assignments that professors give are actual translation commissions from the market.	2.52	1.33	50.36	Low
3	Assessment focuses on knowledge more than skills.	3.86	1.10	77.14	High
4	Exam translation tasks often lack context for the assigned translation.	3.55	1.20	70.91	High
5	Professors give students timely feedback on their performance.	3.70	1.03	73.93	High

In general, the results show that students have negative attitudes towards assessment as 77% of them think that assessment focuses on knowledge more than skills. Additionally, only 50% of the students agree that the assignments are authentic translation commissions from the market. Moreover, 71% of the students agree that exam translation tasks often lack context for the assigned translation. However, there are some assessment techniques that are highly rated by students such as giving timely feedback. According to the table above, 74% of the students agree that professors give them timely feedback on their performance. Similarly, seminar researches are highly appreciated by students as 72% of the students think that they provide chances for reflections on actual translations.

In conclusion, the results show that apart from giving timely feedback and the seminar researches that provide students with chances for reflections on actual translations, students have negative attitudes towards exams and

assignments since exams mostly do not provide contexts for translation and assignments are not actual translation commissions from the market.

The researcher has revised and analyzed 10 exams and 10 assignments which confirm the results of the student survey. Tables 13 and 14 below show exams and assignments analysis.

Table 13: Analysis of the Practical Sections of 10 Second and Final exams.

Course Name	Text- Type	Number of texts	Market Demand	
			Top	Low
Translation from English	Religious	1		×
	Literary	1		×
	Literary	1		×
Translation from Arabic	Literary	1		×
	News report	1	×	
	News report	1	×	
Translation Theory	Literary	1		×
	Religious	1		×
	Religious	1		×
	News report	1	×	
Percentage			30%	70%

The results of Table 13 show that 70% of the kinds of the texts that are used in the exams are from the kinds of texts that are low demanded in the market according to results in section 4.2.1. Each exam usually consists of two sections the first of which is completely theoretical and it normally accounts for 50% of the total grade while the second section is partially practical as it is composed of practical translation task and reflection essay that requires mentioning the theories that the students apply in completing the practical task. As far as Translation from English is concerned for instance, from the three exams two of three questions involved in the practical section are literary texts and one is religious. This actually means that these kinds of texts which are low demanded are over emphasized at

the expanse of those kinds of texts that are highly demanded in the market. A look at the table above shows that the exams of the other courses almost follow the same route and this explains why literary and religious texts come on the top of the kinds of texts on which newly employed translators performance' is either strong and very strong. And also explains why newly employed translators performance is weak or very weak on the top highly demanded kinds of texts. This observation is also true as far as assignments are concerned as the table shows.

Table 14: Analysis of Translation Assignments

Course Name	Text- Type	Number of texts	Market Demand	
			Top	**Low**
Translation from English	Literary	1		
	Scientific	1		×
	Scientific	1		×
	Religious	1		×
Translation from Arabic	News report	1	×	
	News report	1	×	
	News report	1	×	
Theories of translation	Political discourse	1	×	
	Literary	1		×
	Literary	1		×
Percentage			50%	50%

4.5 The Challenges that Face Implementing and Developing the Curricula

Any translation training program that seeks to achieve outstanding success needs to be subjected to continuous revision and development. This section deals with the last study question concerning the challenges that face implementing and developing the translation training programs at the Master's level at An-Najah and Al-Quds University. In developing a certain program, all the challenges that face its implementation should be taken

into consideration. Having a detailed idea about these challenges and studying the possible procedures to face them are essential steps towards developing that program. Table 15 below presents the viewpoints of the professors who teach translation courses at An-Najah National University and Al-Quds University at the Master's level concerning the challenges that face implementing and developing the translation training program at the target universities.

Table 15: Professors' Perspectives of the Challenges that Face Implementing and Developing the Translation Training Programs.

No.	Item	Means	Standard deviations	Percentage %	Estimation level
1	A high percentage of the professors are not specialized in Translation Studies.	4.00	1.33	80.00	High
2	There is a lack in the studies concerning the actual needs and demands of the local translation market.	3.50	.53	70.00	High
3	University administration imposes limitations on the professors' choice of the learning materials.	1.80	.42	36.00	low
4	The university administration imposes limitations on the professors' choice of strategies and practices.	1.90	.32	38.00	Low
5	The number of courses in the program is insufficient.	2.40	.97	48.00	Low
6	The high costs hinder the development of the program.	2.60	.97	52.00	Low
7	The policies of the university administration hinder the development of the program.	2.10	1.10	42.00	Low
8	The program vision and aims are not clearly stated.	2.00	.47	40.00	Low
9	Lack of cooperation with local and international translation agencies hinder the development of the program.	3.20	.92	64.00	Moderate
10	Lack of some essential facilities that are needed or practical training hinders the effective conduction of the program.	3.80	.63	76.00	High
11	Program admission criteria include testing of new students' translation competence.	3.70	1.34	74.00	High

The results presented in Table 15 above shows four main effective challenges that face implementing and developing the academic translating training program at the target universities. The first challenge is the specialization of professors who implement the programs as 80% of the professors who took part in the survey agree that a high percentage of the professors are not specialized in Translation Studies. It is important to state here that the program is not confined to translation only but it also includes Applied Linguistics.

The second main challenge is the lack of studies concerning the actual needs and demands of the local translation market. The results in Table 15 above show that 70% of the professors agree that there is a lack in the studies concerning the actual needs and demands of the local translation market. What makes this challenge so effective is the changing nature of the market demands on the one hand and the necessity to take these demands into consideration when designing, implementing and developing the translation training programs on the other. The third challenge is the lack of some essential facilities. According to the table above 76% of the professors agree that lack of some essential facilities that are needed or practical training hinders the effective conduction of the program. Another challenge is lack of cooperation with local and international translation agencies hinder the development of the program as agreed by 64% of the professors.

Table 15 also shows that other challenges included in this domain are less effective. In fact the low or moderate level of these challenges' ability to hinder the implementation and development of the program can be considered as point of strength to the program. The challenges that have low level of effectiveness include administrative factors that limit professors' freedom of choice in deciding the learning material to use in training students. According to the table such as only 42% of the professors agree that the policies of the university administration hinder the development of the program and only 36% of them agree that university administration imposes limitations on the professors' choice of the learning materials and only 36% of the professors agree that the university administration imposes limitations on the professors' choice of strategies and practices. In addition only 40% of the professors agree that the program vision and aims are not clearly stated.

The financial factors also seem to have low challenging effects as only 52% of the professors agree that the high costs hinder the development of the program.

The challenges relating to students and their readiness seem to have weak challenging effect on implementing the program as 74% of the professors agree that the program admission criteria include testing of new students' translation competence.

To close this sub-section, the results presented in Table 15 above showed the factors that have the most challenging effect on implementing and developing the translation training program in the target universities and they include professors' specialization, lack of essential facilities, lack of studies concerning the actual needs and demands of the local translation market and lack of cooperation with local and international translation agencies. These challenges in particular call for necessary actions to be done. Studies concerning the actual needs and demands of the translation market should be conducted regularly and their findings should be adopted in future curricula developing processes and cooperation with local and international translation agencies should be enhanced and supported as it helps getting clearer idea about the changing demands of translation market and it also helps students to get idea about the kinds of tasks and duties they will be asked to perform in their future profession as translators.

The results also revealed the factors that have less level of challenging effects on implementing and developing the translation training programs in the target universities and studying these low effect challenges is important as it reveals the points of strength that professors can build on in their efforts in implementing and developing the translation training program. The effect of the administrative factor seems to be positive as it gives professors to the freedom of choice in deciding the learning material to include and the teaching strategies and practices to use in implementing the curricula. Professors can make use of this advantage in particular and use their creativity in implementing and developing the curricula especially

as the financial factor does not have an effective hindering impact according to the results stated in Table 15 in addition to the fact that they do not need to add more courses as the ones assigned are sufficient.

Chapter Five

Conclusion

The world, under the impact of globalization and the rapid and on-going developments in the telecommunications, have turned into a small place where cultural , social and economic exchanges happen quickly, easily and intensively. These developments have made the needs to make translation much more necessary than ever. The need to translation is expected to grow in the various human life sectors. To meet the growing demand for translation, translation have turned from a profession that is practiced by individuals or small groups of translators into a huge industry that is dominated by big companies that works internationally. It is an internationally recognized rule that promising and large market size in any sector promotes completion between the companies and individuals who work in that sector. Similarly, the huge potential returns and the large size of the translation market inevitably lead into completion which in its turn make it necessary for the companies and individuals who work in the industry of translation to do their best to keep and multiply their shares in the translation market through guaranteeing the best possible products at the cheapest costs and the least possible efforts. Such an objective cannot be achieved in isolation from the scientific research and the academic establishments. Consequently, more and more studies have been conducted about translation throughout the world and more and more translation training programs have been opened in the various universities the worldwide. To cope up with the increasing needs to professional

translators, universities try continuously to develop their translation training programs.

Designing an effective translation training program is a complex process. Firstly, the program designers need to determine the objectives of the program. On the grounds of these objectives they determine the size and the quality of the content to include and the methodology to adapt in implementing in the program. Secondly, they need to determine the requirements and facilities that are needed for the successful implementation of the program. In addition, they need to be aware of and make account for the challenges that may emerge during implementing the program or after implementing it. In other words, they need to guarantee an output that actually represents the objectives of the program. Thus, designing an effective translation program is a big challenge as it requires taking into consideration many factors. Any translation training program should equip the learners with both theoretical background about translation as a science and sufficient practice of translation as a profession. Observing balance between theory and practice is a basic condition for the success of a translation training program. Moreover, the world is changing rapidly and trends in all aspects of life keep shifting and translation is no exception. Coping up with the changing trends in translation is another perquisite for the successes of a translation training program. Another condition for the success of translation training programs is their responsiveness to the changing demands of the translation market.

The current study was designed to be an evaluative study. The researcher conducted an intensive survey of the previous literature which helped the research in qualifying the problem of the current study and determining its concerns and limitations, the researcher put these concerns in five questions. Answering the questions of the current study required collecting data about the curricula that are used in the translation training programs for the masters' level at An-Najah National University and Al-Quds University. As far as the curricula are concerned, the researcher had to gather data about the size and the quality of the learning material included in the courses, the nature of the seminars and assignments that professor's give in addition to the training methods and teaching practices performed by professors. The research also had to collect data about the demands of the local translation market so as to examine if the translation training programs of the target universities are sufficiently responsive to the demands of the local translation market. The nature of the data that is needed to answer the questions of the study required collecting data from more than one part and using more than one means of data collection.

As far as the demands of the local translation market, the data was collected from local professionals who work in certified translation offices. The means of data collection was a questionnaire which deals with two domains. The first domain asked the professionals to rate the level of demand for 17 kinds of texts. The level of demand was rated as very low, low, moderate, high or very high according to the times the professionals are usually asked to translate these kinds of texts per week. This domain

aims to achieve two objectives. The first objective is to get a clear idea about the actual demand of the local translation market. This data forms a reliable resource for any curricula development process and a background for any study of the demands of the local translation market. The second objective of the domain is to use the actual finings as in evaluating the training translation programs of the target universities through using them as indicators of the responsiveness of the programs to the actual needs of the West Bank translation market. The second domain deals with the level of challenge that certain kinds of texts form to newly employed translators who graduated from the target universities. This domain explores how effectively the performance of newly employed translators who graduated from the target universities is. It asks local professionals to rate the performance of newly employed translators as very weak, weak, moderate, strong or very strong according to the observations of the local professionals. This domain also aims to examine the effectiveness of the translation training programs of the target universities and their responsiveness to the demands of the market by using the output, the graduates, as an indicator.

Another part from whom the data was collected was the university professors. A separate questionnaire which consists of two domains was used to collect data from a representative sample of the professors who teach translation courses at the target universities. The first domain was designed to collect data about the quantity and quality of the learning material included in the courses and is composed of 10 statements. The aim

of this domain is to evaluate the content by checking if the kinds of content that are repeatedly addressed in the courses   match with those that are highly demanded in the local translation market and if the curriculum observes the balance between theory and practice. Since this issue in particular is so sensitive, a separate questionnaire addressed the same topic matter from the viewpoints of students who study translation at the Master's level in the target universities. The second domain in the questionnaire specified for professors, through its 11 statements, explores the challenges that face implementing and developing the translation training program. This domain is of a special importance as it serves the recommendations of the study.

To avoid subjectivity, and in order to cover all the questions of the study, a separate questionnaire was used in exploring the teaching methods and practices and the assessment techniques employed by professors but from the viewpoints of students. In addition to the questionnaires, an analysis of the nature of the courses that are assigned in the translating training programs of the target universities along with a sample of assignments and exams to give a true and overall portrait of the programs adopted by the target universities.

After building the questionnaires, they were revised, discussed with professors   and   professionals   and   after   applying   the   necessary modifications, they were electronically answered by the randomly chosen

sample, the results were statistically analyzed, discussed, explained and used to answer the questions of the study.

5.1 Findings

The analysis of the data answered the questions of the study as follows:

Concerning the kinds of translation tasks that are in demand in the local translation market, the results showed that 8 text-types are highly demanded in the market; legal documents and court sentences, governmental announcements, stock market data, videos and films, news broadcasts, commercial contracts, job application forms and university enrollment materials in addition to advertisements and commercials. The results also revealed that the tourism brochures are with medium level of demand frequency whereas medical reports, literary texts and religious texts are low demanded in the local translation market.

As far as the performance of newly employed translators on the various kinds of texts is concerned, the results showed that the performance on literary texts, religious texts and scientific books is either strong or very strong whereas the performance on legal texts and court sentences, stock market data and economic reports, translation of videos and films from English to Arabic, and translation of news broadcasts is either weak or very weak. In addition, the performance is moderate on translating medical reports and commercial advertisements. These results mean that the performance of translators is either weak or very weak on the highly

demanded kinds of texts and either strong or very strong on the low demanded kinds of texts.

Concerning the learning material employed at the Master's level at Al-Quds University and An-Najah National University, the results showed that though professors highly evaluate the curricula content in both universities as high percentages of them consider the number and content of courses are sufficient to turn out competent translators, cover the main areas in demand in the market and continuously revised and developed, they drew the attention to some shortcomings such as stressing theory at the expanse of practice and lack of consulting local certified translation offices and international translation agencies when designing the learning materials. Similarly, students were, in general, satisfied with the learning material and its ability to provide them with the skills that make them proficient future translators as high percentages of them agree that the number courses is enough to graduate competent translators, the courses provide the learners with sufficient knowledge about the various approaches to translation and provide them with the necessary competences (language, textual, cultural, transfer) needed for practicing translation. Nevertheless, high percentages of them blamed the curricula for overstressing the theoretical dimensions of translation the expense of practical ones, the lack of exposure to certain kinds of translation areas such as audio-visual translation.

Regarding the responsiveness of the teaching and assessment methodologies to the market demands, the results showed that students had positive attitudes towards some of the teaching methodologies that are used by professors as high percentages of them thought that professors stress accuracy in the translation product, give students timely feedback on their performance, give students enough contexts for their translation tasks and guide students to suitable resources of enrichment and supplementary material. Besides, the results showed that positive and essential practices such as sending students to local translation offices to gain experience, encouraging students to access digital translation and providing students with samples of work of certified translation offices are practiced by either low or very low percentages of professors. On the other hand, students had negative attitudes towards assessment methodologies as high percentages of them thought that assessment focuses on knowledge more than skills, exam translation tasks often lack context for the assigned translation, low percentages of the students thought that the assignments that professors give are actual translation commissions from the market. However, giving the feedback on the right time and seminar researches are highly appreciated by students.

The results also revealed the challenges that face implementing and developing the translation training programs at the Master's level. The results revealed that professors' specialization, lack of essential facilities, lack of studies concerning the actual needs and demands of the local translation market and lack of cooperation with local and international

translation agencies were the top challenging factors. On the other hand, the financial factor, the number of courses and the administrative factors are the least challenging as high percentages of professors agree that the university administration gives professors the freedom of choice in deciding the learning material to include and the teaching strategies and practices to use in implementing the curricula.

5. 2 Recommendations

On the grounds of the findings of the current study, the researcher recommends the following:

The results clearly showed that there is a gap between the actual translation market demands and the learning material included in the courses of the translation training programs at An-Najah National University and Al-Quds University. They also showed that some essential practices in teaching and assessing students are rarely used by professors. So, it is necessary to think of modifying the learning material as:

Firstly, though knowledge about the various theories in translation is important and widely recognized as an integral part of any translation training program, practice should be given priority because students, after graduation, will face the challenges of the work market where practice is needed more than theories. Secondly, the results showed that the number of the courses and the size of the learning material are sufficient from the viewpoint of students and professor, the quality of the kinds of texts that

are emphasized in the courses needs to be revised in the light of the demands of the translation market. There should be more emphasis on the translation of legal documents and court sentences, governmental announcements, stock market data, videos and films, news broadcasts, commercial contracts and job application forms and university enrollment materials in addition to advertisements and commercials as these are the most highly demanded kinds of texts currently demanded in the local translation market. Giving more emphasis to the kinds of texts that are highly demanded does not necessarily mean ignoring other kinds of texts as a translator should be qualified to deal with other kinds of texts.

To be informed about significant and effective changes in the demands of the translation market, translation training program designers and developers need to establish or enhance the current relations with local and international translation offices and agencies. These relations, in addition to keep the programs designers and developers informed about the changes in the market demands, help in other ways. For instance, it is important to include real translation commissions and samples from the works of local and international translation offices and agencies to give students the chance to practice the kinds of work they will be exposed to after graduation. Strong relations and cooperation with local and international translation offices and agencies makes it possible for curricula designers and university professors to use samples of the actual works of these translation offices and agencies in the assignments or to include them in the materials assigned in the courses. In addition, through arrangements

between universities and local translation offices, students can get practical training in these offices which helps them get familiar with the kind of work they are going to perform after graduation and consequently be more competitive to the work market. Cooperation with local and international translation offices and agencies can also have positive impact on assessment. The commonly required practices and the criteria that are used in evaluating translators in the work market can be adopted by university professors in assessing student.

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Appendix (1)

An-Najah National University

M.A in Applied linguistics and Translation

An Evaluation Study of the Translation Curricula and the Translator Training Practices in Light of the Market Demand in Palestine

This questionnaire is a part of an M.A thesis entitled as An Evaluative study of the Translation Curricula and the Translator Training Practices in Light of the Market Demand in Palestine.

The aim of this thesis is to evaluate the translation curricula and teaching methodologies adopted in local universities by comparing their efficiency on the grounds of the local market demands. It seeks to come up with realistic and applicable recommendations based on valid data.

This questionnaire is intended for professors of the translation department.

Your responses will not be used to serve any objective apart from the academic objectives of this theses. So, you are kindly invited to express your opinion freely.

Thanks a lot for your time and efforts.

Section A: Personal Information

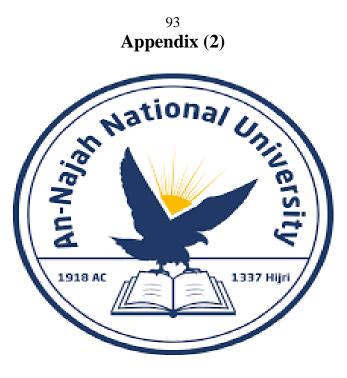Please fill with required information:

Name of the university: _____   Experience: _____year/s

Specialty: _____

Domain one: The program courses and materials						
No	Statement	Agree	Strongly agree	Neutral	Disagree	Strongly disagree
1	The courses at the MA graduate competent translators.					
2	The courses offered in the program cover the main areas in demand in the market.					
3	The learning materials included in the courses are continuously revised and developed.					
4	Needs of the market are regularly studied and taken into consideration when designing the courses' assignments and learning material.					
5	The developments in translation industry (e.g. using computers or online translation….) are included as readings and translation tasks in the learning material.					
6	Local certified translation offices are consulted when designing the learning materials.					
7	International translation agencies are consulted when designing the learning material for the courses.					
8	There are courses in the program irrelevant to translation theory and practice.					
9	Two or more courses in the program focus on translation theories rather than practice.					
10	Assessment focuses on knowledge without evaluating translation skills.					
Domain two: The challenges that face the effectiveness of translator training						
11	A high percentage of the professors are not specialized in translation studies.					
12	There is a lack in the studies concerning the actual needs and demands of the local translation market.					
13	University administration imposes limitations on the professors' choice of the learning materials.					
14	The university administration imposes limitations on the professors' choice of strategies and practices.					
15	The number of courses in the program is insufficient.					
16	The high costs hinder the development of the program.					
17	The policies of the university					

	administration hinder the development of the program.				
18	The program vision and aims are not clearly stated.				
19	Lack of cooperation with local and international translation agencies hinder the development of the program.				
20	Lack of some essential facilities that are needed or practical training hinders the effective conduction of the program.				
21	Program admission criteria include testing of new students' translation competence.				

Section 2

Based on your teaching experience, what modifications are needed to be taken by the university to turn out more competitive translators in terms of: assignment, courses and training?

Appendix (2)

An-Najah National University

M.A in Applied linguistics and Translation

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The aim of this thesis is to evaluate the translation curricula and teaching methodologies adopted in local universities by comparing their efficiency on the grounds of the local market demands. It seeks to come up with realistic and applicable recommendations based on valid data.

This questionnaire is intended for professionals in translation offices.

Your responses will not be used to serve any objective apart from the academic objectives of this theses. So, you are kindly invited to express your opinion freely.
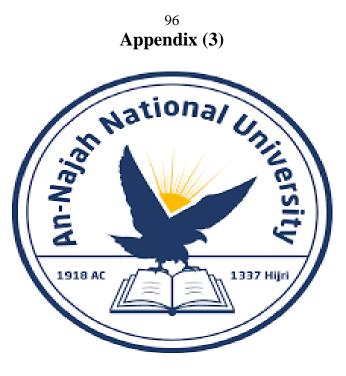
Thanks a lot for your time and efforts.

Section A: Personal Information

Please fill with required information:

Experience: ____year/s   Specialty : _____

Domain one: Text types that are frequently in demand for translation in the market.

Please choose how numbers that represent how frequent are the following types in demand for translation in the market.

No	Statement	1-2/ per week	3-5/per week	5-7/ per week	7-10/ per week	More than 10/ per week
1	Medical reports					
2	Commercial advertisements					
3	Old literature texts					
4	Modern literature texts					
5	Religious texts					
6	Scientific books					
7	News broadcasts					
8	Stock market data					
9	Tourism brochures					
10	Commercial contracts					
11	Governmental announcements					
12	Job application forms and university enrollment materials					
13	Videos and films					
14	Audio materials					
15	Legal documents and court sentences					
16	Travel documents					
17	Advertisements and commercials					

Domain two: Degree of challenge of texts types for newly employed translators.

Please, choose the answer that represent how strong is the newly employed translator (experience less than 3 years) in translating these text types.

No	Statement	Very weak	Weak	Medium	Strong	Very strong
18	Translating medical reports.					
19	Translating legal texts and court sentences.					
20	Translating scientific books.					
21	Translating videos from English to Arabic.					
22	Translating religious texts.					
23	Translating literary texts.					
24	Translate commercial advertisements.					
25	Translating political texts and news broadcasts.					
26	Stock market data and economic reports.					

Appendix (3)

An-Najah National University

M.A in Applied linguistics and Translation

An Evaluation Study of the Translation Curricula and the Translator Training Practices in Light of the Market Demand in Palestine

This questionnaire is a part of an M.A thesis entitled as An Evaluative study of the Translation Curricula and the Translator Training Practices in Light of the Market Demand in Palestine .

The aim of this thesis is to evaluate the translation curricula and teaching methodologies adopted in local universities by comparing their efficiency on the grounds of the local market demands. It seeks to come up with realistic and applicable recommendations based on truthful data.

This questionnaire is intended for M.A students of Translation.

Your responses will not be used to serve any objective apart from the academic objectives of this theses. So, you are kindly invited to express your opinion freely.

Thanks a lot for your time and efforts.

Section A: Personal Information

Please fill with required information:

The name of the university: An-Najah National University   [ ]

AL-Quds University   [ ]

No	Statement	Always	Often	Some Times	Rarely	Never
Domain one: Students' perspective of professors' methods and teaching practices at the MA level.						
1	Professors stress theoretical knowledge more than practical training.					
2	Professors give students enough contexts for the translation tasks to develop their skills.					
3	Professors send students to translating offices to gain experience.					
4	Professors stress accuracy in the translation product.					
5	Professors give students timely feedback on their performance.					
6	Professors guide students to suitable resources of enrichment and supplementary material.					
7	Professors guide and encourage students to access digital translation sites.					
8	Professors provide students with samples of works of certified translation offices.					

No	Statement	Agree	Strongly agree	Natural	disagree	Strongly disagree
Domain two: Students' perspective of the courses, nature of the learning material and assignments at the MA level.						
9	The courses are enough to turn out competent translators.					
10	The learning materials cover various kinds of texts that a student may face in his/ her future job.					
11	The courses provide the learners with sufficient knowledge about various theories of translation.					
12	The courses stress the theoretical dimension more than practical ones.					
13	The courses include sufficient practice sessions for the students to develop their skills.					
14	The courses equip the students with the necessary competences(language, textual, cultural, transfer…) needed for practicing translation.					
15	The courses involve sufficient practice on audio-visual translation.					
16	Seminar researches provide chances for reflections on actual translations.					
17	The assignments that professors give are actual translation commissions from the market.					
18	Assessment focuses on knowledge more than skills.					
19	Exam translation tasks often lack context for the assigned translation.					

دراسة تقويمية لمناهج الترجمة وبرنامج تدريب المترجمين في ضوء متطلبات سوق العمل في فلسطين

إعداد

هناء يوسف حامد أبو مطاوع

إشراف

د. عبد الكريم دراغمة

دراسة تقويمية لمناهج الترجمة وبرنامج تدريب المترجمين في ضوء متطلبات سوق العمل في

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الملخص

صممت الدراسة الحالية لتقييم مناهج برنامج الماجستير في الترجمة وبرنامج تدريب المترجمين في جامعة النجاح الوطنية وجامعة القدس في ضوء متطلبات سوق العمل. هدفت الباحثة إلى الكشف عن نقاط الضعف والقوة في البرامج التدريبية، وهي خطوة ضرورية لتقييم الممارسات الحالية ولتوفير البيانات التكوينية لبرامج التدريب على الترجمة. ولتحقيق هذا الهدف تمت دراسة طبيعة المادة التعليمية المتضمنة في الدورات وطرق التدريس والتقييم والتحديات التي تواجه تنفيذ وتطوير المناهج في ضوء متطلبات سوق العمل. تم استخدام ثلاثة استبيانات منفصلة لجمع البيانات. الأولى تناولت الطلب الفعلي على أنواع معينة من النصوص ومستوى أداء المترجمين المعينين حديثًا من وجهة نظر المترجمين الممارسين الذين يعملون في مكاتب الترجمة المرخصة محليا. أظهرت نتائج هذا الاستبيان أنواع النصوص الأكثر طلبا في سوق العمل والتي تتضمن: الوثائق القانونية والأحكام القضائية والإعلانات الحكومية وبيانات البورصة ومقاطع الفيديو والأفلام ونشرات الأخبار والعقود التجارية ونماذج طلبات العمل ومواد التسجيل بالجامعة بالإضافة إلى الإعلانات والإعلانات التجارية. كما كشفت عن مستويات أداء المترجمين المعينين حديثًا في التعامل مع هذه النصوص. كان الأداء غير احترافي في ترجمة الوثائق القانونية والأحكام القضائية والنصوص السياسية والتقارير الإخبارية ومقاطع الفيديو من الإنجليزية إلى العربية بالإضافة إلى بيانات البورصة والتقارير الاقتصادية. تشير هذه النتائج إلى وجود فجوة كبيرة بين البرامج وطلب السوق.

أما الاستبيان الثاني فقد تناول طبيعة التحديات التي تواجه تطوير وتنفيذ المناهج وتم الإجابة عليها من وجهة نظر عينة عشوائية من الأساتذة الذين يقومون بتدريس مقررات الترجمة في الجامعات المستهدفة. أظهرت النتائج أنه على الرغم من أن الأساتذة يثمنون بشدة محتوى المناهج إلا أنهم أشاروا إلى بعض أوجه القصور مثل التأكيد على الجانب النظري بالإضافة إلى عدم استشارة مكاتب الترجمة المعتمدة المحلية ووكالات الترجمة الدولية عند تصميم المواد التعليمية. أظهرت النتائج أن البرنامج وتخصص الأساتذة ونقص الدراسات المتعلقة بالاحتياجات الفعلية ومتطلبات سوق الترجمة المحلي وعدم التعاون مع وكالات الترجمة المحلية والدولية هي أكثر العوامل صعوبة في تنفيذ وتطوير الترجمة. وتناول الاستبيان الثالث طبيعة المادة التعليمية وطرق التدريس والتقويم من وجهة نظر الطلاب. أظهرت النتائج أنه بغض النظر عن الاتجاهات الإيجابية العامة ألقى الطلاب اللوم على المناهج في التركيز على البعد النظري ونقص التدريب على أنواع معينة من مجالات الترجمة مثل الترجمة السمعية والبصري. فيما يتعلق بمنهجيات التدريس أظهرت النتائج أنه نادرًا ما يتم استخدام بعض الممارسات الأساسية مثل إرسال الطلاب إلى مكاتب الترجمة المحلية لاكتساب الخبرة وتشجيع الطلاب على الوصول إلى الترجمة الرقمية وتزويد الطلاب بعينات من أعمال مكاتب الترجمة المعتمدة. فيما يتعلق بالتقييم فقد أظهرت النتائج أن الطلاب يعتقدون أن الاختبارات تركز بشكل أكبر على المعرفة أكثر من المهارات. من جهة أخرى أعرب الطلاب عن تقديرهم لحلقات البحث والتغذية الراجعة التي يقدمها لهم مدرسيهم.

تدعو النتائج إلى تعزيز العلاقات والتعاون مع مكاتب ووكالات الترجمة المحلية والدولية والتشاور معها عند تصميم أو تطوير المناهج والتعاون معها في تدريب وتقييم الطلاب علاوة على ذلك يوصى بتعديل محتوى البرنامج التدريبي ليشمل التدريب على أنواع النصوص المطلوبة في سوق العمل.