Arab University Translation Program and Labor Market Requirements

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1. Introduction

In the foreign language acquisition research field, there has been a frequently long-standing debate about the effective relationship between learning process input and the learners' output; what is prescribed for students and what is needed by them. Several debates were frequently made about skills that should be acquired by translation students, content that should be selected to be taught, pedagogical objectives that should be taken into consideration, teaching methods that should be used, and finally learning outcome that should be reached and achieved. There's no denying that new research methods as well as novel trends in linguistic studies and methods of teaching have contributed towards developing approaches of dealing with translation programs within universities. However, the direct or indirect impact of such developments on meeting labor markets' requirements need to be discussed academically.

Without a shadow of doubt translation is the key to achieve global communication between communities and countries from different cultures and languages. It is a necessary means for creating interaction and mutual understanding between peoples all over the world. It has been an ancient job practiced by different people from different spots even before the establishment of universities or academic institutions. Due to the frequently increasing need to translate in all fields including political, religious, media, social, literary, legal, and so on, translation programs have been established within Arab universities to provide well-qualified translators in all fields of life. The amount of materials need to be translated daily has increased tremendously due to the spread of globalization, constant advancement of science, new inventions, and innovation. With the course of time, educational institutions were set up with the target of preparing well educated graduates in all fields including translation, which has traditionally had a secondary position since it was dealt with just as a language teaching tool, especially in Grammar Translation Method. However, it wasconsidered as a specific discipline just fifty years ago; yet, the very start of it was only linguistics as it was affected by scholars such as Catford (1965) and Vinary and Darbelent (1958). Tymoczko (2007) stated that as soon as the Second World War finished, translation was established as an academic discipline in specific translation schools and institutes and,later on, it was incorporated in academia where it was not only offered as a linguistic transfer process but also as a communicative act and a professional activity (Peverati, 2009). In the late forties training of translators started inside European institutions due to post-war political, diplomatic and economic reasons. During 1950s and 1960s, translation turned into a field of study that included two main divisions: applied and pure or theoretical and descriptive (Holmes, 1972). Caminade and Pym (1998) roughly calculated the number of university programs provided for translation and interpretation around the world to exceed six hundred, which highlights the extremely large increase since the 1990s. Neverthless warning bells started to ring as the outcome regarding translation graduates was not as expected.

There was a frequent debate about the objectives of teaching translation inside universities; are they linguistic or vocational ones? For the common good, translation programs at universities should combine both, as proficiency of language is not enough to create a professional translator. In addition, there is a growing need for providing learners with sound

understanding of different cultures and facts all over the world; since a good translator should not only be bilingual, but rather should be bicultural as well. Considering that the demands of the translation labor market and the mechanisms of translation work have changed rapidly, translation programs have become under increasing pressure to be adaptable to the requirements and expectations of the rapidly-evolving profession (Al-Batineh and Bilali, 2017).

2. Statement of Problem

Having existed for only a short time, most Arab universities lack a lot in regard to developing translation programs that align with market requirements. There is evidence to suggest that translator-training programs in Saudi Arabia have been unable to keep abreast of new developments in translation studies (Abu-ghararah, 2017). The decline in the translator's level vis-a-vis translation markets' expectations is worrying, so the role played by the academic translation programs in forming the translator's profile should be investigated to see how much they meet the requirements and expectations of the Saudi translation market.

3. Questions of the Study

This study aims to answer the following questions;

1) How much do the objectives of the translation program offered at AL Imam University address the Saudi translation labor market needs?
2) How much do the translation program's courses contribute to create skilled translation graduates?
3) What is the best timing for offering translation courses within Saudi Universities?
4) What are the most appropriate teaching methods to be used in teaching translation?
5) How much are translation tools used within translation programs in Saudi Universities?

4. Objectives of the study

The current study aims to shed some light on the translation programs offered at the College of Languages and Translation at Al-Imam University so as to explore the ways of how the quality of translation programs provided at Saudi universities could be enhanced and improved. To improve the quality of a certain curriculum, it is extremely necessary to follow new trends such as curriculum renewal adopted by (Kearns, 2006) or at least remediation as called for by (Atari, 2012) in the field of translator education so that the whole educational situation in translation programs will turn to becomeprofessionally oriented. To achieve such aims, there is a need to collect and analyze all necessary pieces of information that could help determine how translation programs can be effective and proficient. This can be done through identifying the attitudes of teachers and learners who use this curriculum. A large number of research has been conducted by the end of the twentieth century on evaluating translation programs. However, to be able to put a hand on the strong and weak points involved in any translation program, data collection and analysis should be conducted systematically and accurately, so that results obtained could be reliable and beneficial.

5. Limitations of the Study

This study had some limitations, which were beyond the control of the researcher such as the number of participants as well as the interviewees. Theresearcher had requested from a large number of translation instructors

to take part in make interviews, but most of them were unable to be present face- to- face. The researcher, therefore, offered them another alternative by providing them an electronic version of the interview questions and asking them to give their responses freely and without any pressure.

6. Significance of the Study

It is hardly needed to say and remind of the necessity to evaluate translation programs used nowadays in our Arab Universities in general, and Saudi ones in particular.To the researcher's knowledge, this study is a pioneering one as there has been no evaluation or assessment of any kind of the translation program offered by the College of Languages and Translation at Al-Imam University. The current study is expected to disclose the merits available in such programs and demonstrate the areas of improvement, so that recommendations could be suggested of how to address the new requirements of the translation labor market in Saudi Arabia. It is hoped that this study could develop an evaluation model for translation programs at Al-Imam University in particular, and at Saudi Universities in general. Such a framework is proposed after the data analysis section.

7. Literature Review

To put our hand firmly on the main problem discussed in this study, the review of literature includes more than one division that revolves around the close relationship between translation programs and labour market. Theliterature review starts with a discussion of the firm connection between higher education in general and labour market outcomes. The second section tackles the status quo of teaching translation in Saudi Universities and what needs and requirements are set by the translation labor market there. The notion of translation competence including its definition and components is also highlighted in the literature review so that more comprehensive understanding could be reached.

7.1. Higher Education and Labour Market

In most Arab countries there is an evident mismatch between the final outcome of higher education institutions and the real requirements of the labour market. Mason, Williams, and Cranmer (2006) revealed that structured work experience affected positively higher education graduates in regard to finding chances of employability within six months of graduation. They referred to the integration between quality of jobs and the degree of participation given to the employer in the design and delivery of higher education courses. Tazeen (2008) checked the role played by higher education in creating better labor market outcomes especially in developing countries.In 2009 the American University of Beirut in collaboration with the Hariri Foundation for Sustainable Human Development conducted a study about the relationship between higher education and labour market outcomes. The study investigated the status of the Lebanese human abilities and their connection to the labor market. 430 collected responses asserted that the rate of unemployment is higher among graduates who selected to stay in Lebanon than abroad. Enric (2010) used the graduates' responses to test how they changed due to more appropriate educational and learning demands set by society in the workplace. The study revealed how the labor market had altered due to the process of choice and assessment of some professional skills and competences, and the change in terms of learning strategies and teaching methods used in university postgraduate studies to increase graduates' opportunities of distinctiveness and competitiveness in

the labor market. In 2010 Karoly made a comprehensive review of trends concerning the effective role played by higher education in the labor market through examining three main points; the quality of the education systems in these countries; the skill and qualification of the graduates they produce; and the benefits acquired by the labor market. The paper concluded by assuring that there are many challenges facing the GCC countries in developing their education systems appropriately and promoting well-functioning labor markets able to meet needs set by the labor force either in the public or the private sectors in the 21st century global economy. Kottmann and Weert(2013) presented a report based upon a previous 2011 report concerning various responsibilities and roles of employment organizations including governments and educational institutions in England, Switzerland, Germany, France, and England. The 2013 report included many topics such as views of policy on the labor market relevance of higher education programs and the convenient indicators of employability. The sample included seven countries: Finland, England, Belgium, Germany, Denmark, US, and Sweden. It concluded that the private sector which is expected to be more positively related to labor market requirements, turned out to be subjected to lessscrutiny from state regulators and lawmakers. Assaad, Krafft, and Salehi-Isfahani (2014) investigated how higher education dissimilarities in regard to institutional structures and incentives had a great effect on students' employability. The findings indicated how supply-side issues and incentives had a great influence on labor market outcomes, and how background of family affected labor market success. Ou and Zhao (2016) highlighted the necessity of providing labor markets with skilled working force, and giving employers in any field including translation an active role in deciding on the course content that should be taught and the main skills that should be acquired.

7.2 Translation Market Requirements in Saudi Arabia

Translation as well as interpretation have their specific distinguished position in the Saudi market due to the rapid growth of economic and industrial sectors that need translation or interpretation in order to be in direct and valid contact with global and international organizations. In Saudi Arabia, the translation market is beset with different types of industries that need translators as well as interpreters in all fields. In particular, they are urgently and frequently needed in industrial sectors such as banks, oil companies like Saudi Aramco, and the Saudi Electricity Company; medical sector such as hospitals and health centers; military sector such as Ministry of Defense; media sector such as newspapers, TV and Radio stations, and advertising companies; legal sector such as courts and law firms; religious sector such as Ministry of Islamic Affairs and Pilgrimage. All such fields need well qualified translators who could achieve their tasks prominently and efficiently. There have been various studies tackling the efficiency of translation programs in Saudi Arabia and how much they meet the needs of translation labor markets there. Al Mubarak (2017) discussed the challenges in teaching translation at Jazan University. Alkhatnai (2017) investigated the perspectives of Saudi translation students on the use of project-based learning in learning translation. The approach used helped students practice translation using real experiences through technologies such as dealing with clients, presenting projects, estimating time and money needed to achieve a project, and evaluating quality of translation. Al-Jarf (2017) tackled the

efficiency of translation courses to prepare students for the translation labor market. She focused on the use of computer applications in translation courses, and found that machine translationhad no place in translation courses. She affirmed that there was an urgent need to involve translation courses that deal with online translations sources such as online dictionaries, terminology databanks, and translation journals. Abu-ghararah (2017) investigated the translation market needs in Saudi Arabia, andfound that the gap was huge between what was presented inside academic settings and what was needed by the translation labor market in Saudi Arabia. Al-Ahdal&Alfallaj (2017) proposed a comprehensive review of the translation course content used at AlQasim University to cope with global developments. ElShafei (2014) asserted that translation students needed professional training in the light of new trends of technology within academic settings in Saudi universities, and recommended taking translation labour market needs into account when designing translation programs within Saudi universities. Fatani (2009) analyzed the translation industry in Saudi Arabia to outline professional life needs. Three basic groups were used to gather data. Data collected from leading Saudi companies and academic institutions reflected the huge gap between translation training programs and real life professional needs.

7.3 The Status Quo of Translation Teaching in Saudi Universities

Many translation programs are delivered in Arab universities; however, the first ones were offered in 1960s in different Arab countries such as Egypt, Tunisia, Algeria, Lebanon, and Iraq. They were established to meet the needs set by the global economy and to exchange information among different countries with different languages. Al-Batineh & Bilali (2017) stated that "there was a total of 61 active programs in the MENA region, twenty-one of which were undergraduate, and 40 graduate-level programs (p.193)." They also stated that the "prevalence of graduate programs might suggest a tendency to engage in translator training as a specialization after receiving a bachelor degree in a given field combined with foreign language knowledge (p.193)."   Translation is a compulsory course that must be passed annually to get your bachelor degree either in translation or in English language in general. In some Arab universities, post-graduate studies in translation are available such as the two-year diploma in Simultaneous Interpretation at the College of Arts, Cairo University. Most of the Arab universities provide M.A and PhD study in translation either in the form of courses or theses. In addition, some translation exam-based certificates are granted by some professional bodies supported by their local government (Al-Batineh and Bilali, 2017). Besides the role of the past colonial powers cannot be neglected in selecting and designing translation programs especially at their initial stage. Talking about translation teaching in Saudi Arabia, a number of universities in this big kingdom should be stated. There are twenty-four public or governmental universities in Saudi Arabia. Twenty-two of them teach translationas one of the requirements to get a bachelordegree in English Language and literature. In addition, there are only two universities, King Abdul-Aziz and King Saud Universities, which provide translation study as the main core of a bachelor degree study. All these academic institutions are expected to create and offer good translators needed by the translation labour market in Saudi Arabia. Unfortunately, most of these graduates are not well- qualified to fulfill the

requirements set by the translation labour market since the credibility gap between what is promised and what really happens is still widening and needs to be filled. It's hard to envisage how that might happen and necessitates the defining of the true meaning of "translation competence."

7.4 Notion of Translation Competence

There has been a hot debate about the true definition of "translation competence" and its cores, which represent the fundamental requirements of outlining the objectives of any translation program within universities. Albir and Melis (2001) stated that defining translation competences is highly necessary to draw the general outlines needed for setting out objectives and the pace of translation teaching.Tan (2008) asserted that it was highly necessary to reach an accurate and precise definition of the translation competence concept; as it would be the key to find an appropriate solution to main challenges of teaching translation. Froma purely practical point of view, Bell (1991) stated that the concept of translation competence was confined to linguistic considerations and knowledge transference represented in required skills for being a good translator. Technical aspects and subject field knowledge have been also involved as important components of translation competences, as it has been observed that linguistics competence is not sufficient to master translation. After this, cultural competence was also added as an essential competence (Nord, 1991); since a professional translator needs to be bicultural as well as bilingual. According to Pym (1992) translation competence could be noticed clearly in the translator's ability to create multi-target texts from which the translator can choose the most appropriate one to be the best alternative.At this stage the definition of translation competence went beyond the linguistic aspect to the cultural aspect and then to an ability to suggest more translated texts from which the translator selects one to be the selected target text. More importantly, Kiraly (1995) looked at translation competence as the ability to use all available tools and knowledge to produce a good translated text. From his point of view, this can be achieved through improving the translator's professional skills that come from dealing with different tasks and tackling various types of texts and materials. In 2000, the PACTE referred to six translation components including; good knowledge; mastering two languages; ability to use translation instruments; use of different translation strategies that help in enhancing the process of translation and overcoming all troubles; having extra-linguistic competence; and enjoying psychological mentality. In a similar vein, Kelly (2005) compiled eight aspects of translation competences including well awareness of the subject you are translating; good knowledge of cultural features of two languages at least; having the ability to plan, process, and evaluate your translation in a way that reflects all weak and strong points; possessing textual competence reflected in the ability to combine linguistic forms to produce a text; having instrumental competence that provides a translator with skills and knowledge needed to make full use of all available information in the text; having interpersonal competence represented in the ability to interact positively and get along well with others; and having psychological competence. In 2009, some European universities referred to translation competence as a collection of all necessary knowledge and skills needed by a translator to do his task properly. Six translation competences were identified by them including; knowledge of service offered to translation, linguistic competence, cultural

competence, technological competence, thematic competence, and information mining competence. Most of the competences suggested during this period are somehow similar, but some sub-competences were gradually added based upon the new trends developed in the field of linguistics and teaching methods. The previous presentation of translation competences classifications shows that they mainly revolve around knowledge, skills, and strategies. However, the concept of translation competence still lacks a fixed or certain definition. Nonetheless, it can be noticed that there was a turning move from considering translation competence to be only linguistic and cultural to include more sub-competences such as psychological and instrumental ones.Mackenzie (2004) also had the same view when he stated that translation competence went beyond mastering linguistic-cultural skills to combine other vocational skills related to using IT efficiently, marketing, interpersonal aspects, and management. This new shift in defining translation competence is highly connected to new translation market requirements and expectations and encourages the call made by Tan (2008) to create a whole person who has all necessary competences, which help them do all translation tasks proficiently. He called for a whole person translator who can make full use of all available resources to overcome any translation problem he may encounter and attempt to cope with all situations. This approach ensures life-long learning that providesthe needed support for a translator and sustains him through his translation ordeal. A sense of responsibility and autonomous learning started to guide a translator to develop himself proficiently and improve his future career achievements in labor translation markets. In recent years, the translation profession has altered, and new translation competences required by employers cannot be provided by current translation programs. There is an urgent need to reflect upon the translation courses, objectives, teaching methods, ways of assessment to develop such programs to meet translation labor market needs.

Arab universities are required to notify the role played by the translator as transfer agent of linguistic units and as a cross-cultural agent and knowledge communicator as well. Mudler (2012) stated that translation competences are needed by both employers and societies. This could be achieved by adjusting pedagogies to include specific kinds of contents (Schulman, 1986). However, translation programs in Arab universities still lack pedagogical objectives that go with the translation labor market (Al-Qinai, 2010 and Atari 2012). Currently, vocational and professional components are not integrated in translation programs so that the quality of these programs are influenced passively. Developing such competences is highly needed to create a good translator who is well aware of the translation process as an art and a science.

8. Methodology

A mixed method research was used in this study as both qualitative data from interviews with some college staff at the College of Languages and Translation at AL Imam University and quantitative data from a questionnaire distributed to postgraduate students were collected. The two tools were used to collect data that could contribute to finding answers to the questions raised by the study through using sequential explanatory method that includes the collection and analysis of the data obtained so that they can be used further on the process of explanation and interpretation of the answers given by the participants. The main context of the study wasAl

Imam University, College of Languages and Translation, English Language Department. It focused on the perspectives of post-graduate students as well as English language staff regarding the translation program used for different levels at the college.

8.1 Participants

The study's participants were 75 post graduate students who were enrolled in the M.A. and PhD program at Al-Imam University, College of Languages and Translation. They were from different levels starting from level one to level four at this program.

8.2 Determining Sample Size

The sample size is necessary to draw inferences about the population of the study based upon that selected sample especially when it is quite hard to get complete information in one research study due to financial and time obstacles. It is highly important to ensure validity and get accurate results since small sample size will lead to inaccurate findings whereas large sample size could waste time and money.

8.3 Instruments

(a) Questionnaire

The questionnaire represents one of the two main tools used in this study. It was developed by the researcher based on a review of the literature and aimed at investigating post-graduate students' opinions about the translation program offered at Al Imam University, College of Languages and Translation. The reason behind selecting post graduate students to be the respondents to the questionnaire is due to their ability to give beneficial insights on the translation program's efficiency and convenience to provide them with much proficiency in the field of translation. The questionnaire was divided into three main sections focusing on the main variables of the study. The first section was devoted to personal information about the respondents including their name, age, gender, and level. The second section represented the most important part which included the five main parts to be discussed in the study: objectives of the program, courses used in the program, methods of teaching translation, time allotted for teaching translation, and tools of translation. Twelve items came under the category of objectives of the translation program, eleven items for courses of the translation program, twelve items for timing of translation courses provision, twenty-two items for methods of teaching translation, and eight items for using translation tools. A Likert scale which ranges from strongly agree to strongly disagree was used and respondents were asked to read each statement carefully and put a tick in the box that best indicates the extent to which they agreed or disagreed with each statement. The last section was devoted for two open-ended questions: one tackling the strong points in the translation program they studied whereas the second one was for discussing the areas of improvement in it.

When selecting items to be included in a certain questionnaire, one of the main purposes of selecting these specific items is to be able to measure consistently and accurately what they are supposed and expected to measure, and therefore the findings obtained could be used later on by different scholars and researchers in the same field of interest. Seeking confidence in the results of the questionnaire. The researcher did his best to ensure the validity of the questionnaire as well as its reliability. With respect to validity, an initial version of the questionnaire was distributed to five

qualified English language experts in the field of applied linguistics, theoretical linguistics, and translation so that content, construct and face validity could be ensured. Each one of them was gently asked to decide on if the three sections included in the questionnaire appropriately covered the chief domains of this research paper. The five jury members were also asked to test the face validity of the questionnaire through examining its general appearance and the construct validity through determining whether it was attentively or carelessly constructed as reliable responses would be ensured when the questionnaire looks more professional-looking.

It is well known that reliability ensures consistency as well as stability of results. As for questionnaire reliability it represents reaching the same result when it is distributed more than once. In this study test-retest reliability was used as the same version of the questionnaire was administered to the same random sample twice over a period of a week. The scores obtained from both administration was evaluated using Pearson's correlation coefficient formula which ascertained a high degree of consistency as it reached up to 0.7. Owing to ensuring validity and reliability, some items of the questionnaire were replaced with others that were more relevant and specific whereas other items were modified to meet the standards set by the researcher.

(b) *Semi-structured interview*

Six semi-structured interviews were conductedso as to collect data that could support the findings yielded by the questionnaire of this study. The six interviewees were given full freedom to express their opinions frankly and provide valuable insights into the main topic of this study. The main purpose of conducting such interviews was to form a broad picture about the college staff's perspectives on the strength and areas of improvements existing in the current translation program used at the College of Languages and Translation. It is necessary to stress that ethical guidelines were followed before carrying out these interviews since all participants were informed about a series of goals set to be achieved by the researcher by the end of the interview. However, they were given full freedom to have face-to-face or online interviews depending on their time availability and increasing heavy workload. They were also informed that the recorded responses would be used later to reach a specific conclusion. Since the interview question list included so many questions, which reached up to sixty-three questions, they were given a hard copy of the questions before participating in the interview. The researcher decided to do this in order to provide the interviewees with a good chance to think and reflect upon the question items. In this way more effective responses could be reached, and deeper insights would be available. This research tool was used to ascertain reliability and validity of the information obtained by the questionnaire. The environment where the six interviews were conducted was mostly the same in terms of the number and type of questions, time allotted to interviewees, and way of providing answers. All questions were unambiguous and clear as they were totally relevant to the research questions so that no confusion took place and the information obtained was supportive and beneficial. Six English language faculty, with ages from thirty-eight to sixty-two, were interviewed. Their teaching experience ranged from eight to thirty-three years. The interviews were analyzed based upon five main variables including background information, translation courses used in teaching translation to students,

translation courses content, methods of teaching translation, and translation instructors. Each participant was interviewed in separate sessions and given enough time to give their responses. The details of the questions used in these interview sessions are presented in the appendix.

9. Results and Discussion
9.1 Discussion of the Questionnaire's Results

The questionnaire included three sections: personal information, close-ended items of the questionnaire, and two open-ended questions.

9.1.1 Personal Information Section of the Questionnaire

The participants were students from different post-graduate levels including post graduate students, Master students level one, Master students level two, Master students level three, Master students level four, and PhD students, who were enrolled at the College of Languages and Translation. In this research study, the term "post-graduate students" will be used to refer to all participants irrespective of their level. All respondents were asked to take part in the questionnaire described above, which mainly focused on measuring the effectiveness of their translation program in creating well qualified translators who are skilled enough to meet the needs of the translation labor market in Saudi Arabia. The following figure (Figure 1) shows different ages of students who participated in this questionnaire. This reflects the high degree of variety with respect to students' ages, which resulted in more trusted and reliable responses since most of the respondents have a high degree of experience.
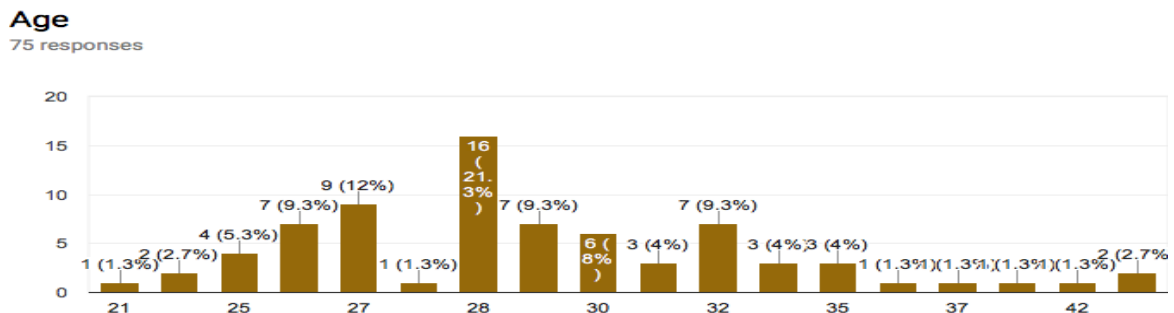

Figure 1: Percentage of Respondents' Ages

With respect to gender, the ideal situation would have been to have an equal number of both males and females; however, the number of female students in the postgraduate programs of the College of Languages and Translation at Al Imam University was greater than that of the male students at the time of the study. Figure (2) shows the percentage of both male and female post graduate students who participated in this questionnaire.
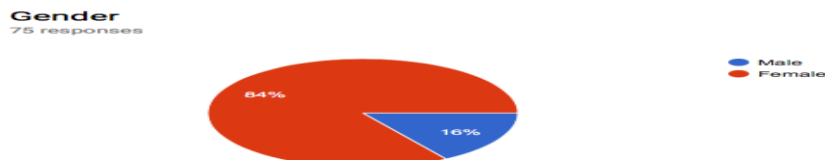

Figure 2: Percentage of Respondents' Gender

As evident from Figure 2, the percentage of female respondents reached up to 84% whereas the percentage of male students was only 16%. These statistics reflect a change in the Kingdom's educational policy and

philosophy in regard to educating women in the Saudi community and how related trendshave changed completely.

9.1.2 Discussion of the Results Obtained from the Closed-Ended Questions

The second section of the questionnaire involves sixty-five items aimed at investigating in detail the translation program offered by the College of Languages and Translation at AL Imam University. This section is divided into five parts: 1) Objectives of the translation Program; 2) Courses of the Translation Program; 3) Timing of Translation Courses Provision; 4) Methods of Teaching Translation; and 5) Using Translation Tools. Below are the results of the five parts and their discussion presented separately.

a) Part One

The first part discusses the objectives of the translation program at the College of Languages and Translation at AL Imam University. It includes ten items. All results are included in the following table showing the frequency (F) as well as the Percentage (P) of the responses of the participants who were 75 post-graduate students in total as explained before.

Table No.1: Results of Part One

N o	Item	Agree		Neutral		Disagree	
		F	P	F	P	F	P
1	The objectives of the translation program are clear to me.	58	77.3%	12	16%	5	6.7%
2	The translation program provides me with good theoretical basics about translation theories.	52	69.3%	20	26.7%	3	4%
3	The translation program provides me with basic skills in written translation.	46	61.4%	19	25.3%	10	13.3%
4	The translation program trains me to recognize the major problems and pitfalls confronted by translators.	45.6	60%	20	26.7%	10	13.3%
5	The translation program trainsme to use various translational strategies and methods in translation.	49	66.3%	17	22.7%	9	12%
6	The translation program trains the students to analyze texts for translation.	46	61.3%	13	17.3%	16	21.4%
7	The translation program develops my language and communication skills	48	64%	21	28%	6	8%
8	The translation program prepares me to be a good translator.	59	78.7%	10	13.3%	6	8%
9	The translation program trains me to use modern translation tools.	33	44%	26	34.7%	16	21.3%
10	There is a gap between the input and the outcome of the program.	26	34.7%	29	38.7%	20	26.6%

As for the first item that tests the clarity of the objectives of the translation programs at the College of Languages and Translation, it was quite clear from the students' responses that 77.3%of students agreed that they were clearwhereas 22.7% of respondents assured that the objectives were not clear to them. The high percentage of agreement clashes with findings obtained by other researchers such as(Al-Ahdaland etal., 2017; Sherwani, 2017; Emery, 2000; Abdel Raheim,1998; Bahumaid,1995). This affirms that the translation program objectives set by universities in Saudi Arabia differ from one university to another. The findings,therefore, show

how the College of Languages and Translation was very accurate in clarifying objectives of such courses to students in their undergraduate stage.As for the second item,a large number of respondents (69.3%) agreed that the translation program provided them with a good theoretical basics about translation theories. This is usually the case in all Arab universities as they mostly focus on the theoretical aspect of translation. The percentage as well as the frequency of respondents showed that the translation program was appropriately designed to provide a good theoretical basics about translation theories since only four percent disagreed with the item.The third item of this questionnaire focused mainly on the ability of translation programs at the College of Languages and Translation at Al-Imam University to provide students with basic skills in written translation. The results showed that the percentage was not so high this time as only 46 students out of 75 agreed that their translation program provided them with basic skills in written translation. Whereas, 10 students (13.3%) refused that completely and stated that translation programs at Al-Imam University still lacked a lot in terms of basic skills in written translation since the focusis only on the instructor. Responses to the fourth item indicated that students were not totally satisfied that the program provided by the college could help them recognize the problems and pitfalls confronted by translators as while 60% of respondents agreed, still 26.7% were unable to determine if the program used was actually able to provide them with skills needed to figure out problems and pitfalls faced by translators. By the same token, 13.3% expressed their complete rejection of the item as they found it devoid of such skills that are very necessary to create proficient translators. The fifth item in the first section tackled the importance of training students to command the skills of using various translation strategies and methods. The responses showed that 65.3% of students found that the translation program was sufficient and satisfactory in regard to this item whereas 22.7% of students found difficulty in stating clearly if the translation program could train them to master all necessary skills for effectively using different strategies and methods of translation. 12% of students disagreed that the translation program provided them with full chances to command practicing different methods and strategies of translation.In the sixth item included in the first part of this questionnaire, the main focus was on the efficiency of the translation program to train students to analyze texts before translation. The results showed that 61.3% of students agreed that the currently used program in translation developed their skill in translating texts. Thirteen students had some doubts about the active role played by their translation program to develop their skill of text analysis. Sixteen students confirmed that the translation program did not develop their ability to analyze texts before translation. They stated that translation instructors used to ask them to start translation without making any kind of text analysis, so they were not given enough opportunities to do lexical or grammatical analysis. Some of them even maintained that they had no knowledge about text analysis. Item 7 in the questionnaire referred to the ability of the translation program to develop students' language and communication skills and the results revealed that the translation program was able to develop their communication skills since 64% of students were satisfied with the program regarding this item. Yet 28% of students could not decide if the program was efficient or not in developing their language and communication skills, and only six

participants stated that the translation program used was unable to develop their language and communication skills. With respect to the eighth item, which concerns the ability of the translation program to prepare students to be good translators, the results reflect students' satisfaction with the ability of the program to do so. As ten students were unable to decide on if their translation program could prepare them to be good translators and only six students assured that the program could not prepare them to be good translators in the future. Concerning the ninth item that concentrates on the use of modern translation tools in this translation program, the results highlighted that the highest percentage of respondants (34.7%) were unsure about the item while 21.3 % of students assured that there were not enough modern tools to use during the translation process. This means that about 56% of students suffered from the lack of modern translation tools and it is considered a relatively high percent in comparison with 44% of students who showed their satisfaction with the tools available to be used in this translation program.With respect to the tenth item that focused on the gap between the input and the outcome of the program, the largest number of respondents could not decide on if such a gap exists. At the same time, the same number of students agreed as well as disagreed to this item. This means that this item proved to be somewhat problematic. It must be stated though that the number of students who strongly agreed to this item outnumbered those who disagreed to it.

b) Part Two

In part two of the questionnaire, the courses used in the translation program were covered in detail.This part was comprised of six items and the students were asked to decide if the courses used aresatisfactory, more theoretical and/or more practical. In addition, other aspects highlighted in this part are the link between the translation courses and the labour market and if there is a variety of text types used in the courses or not. All items included in this section are outlined in the following table.

Table No.2: Results of Part Two

No.	Item	Agree		Neutral		Disagree	
		F	P	F	P	F	P
1	There is a link between the translation courses and requirements of the translation labour market.	26	34.7%	28	37.3%	21	28%
2	There should be specific courses used in teaching translation for each level.	59	78.7%	9	12%	7	9.3%
3	The courses used for teaching translation are satisfactory to me.	33	44%	22	29.3%	20	26.7%
4	The courses used in translation are connected to other courses of English.	40	53.3%	22	29.3%	13	17.3%
5	Translation courses used are more practical.	31	41.3%	14	18.7%	30	40%
6	Differenttext types are offered to students.	46	61.4%	19	25.3%	10	13.3%

In regard to item one, the link between the translation courses and labor market of translation, the results show that twenty-six students agreed that there was a link between the translation program used there and the translation labor market in Saudi Arabia. On the other hand, twenty-eight students were

unsure about the existence of such links as they had some doubts about the connection between the course content and the translation labor market. Still twenty-one students found no link between what they studied in their translation program and what was required in the labour market. They expressed their dissatisfaction with the courses and stated that there was a big gap between what was taught and what was actually needed in the translation labour market as they discovered that the market needs specialized translation graduates in specific fields such as media translation, religious translation, legal translation, economical translation, and political translation. In item 2 the main concern was on the significance of using specific courses in teaching translation for each level. The results showed students' satisfaction with their translation program in regard to this item since 78.7% of them agreed that the courses are specific and enough to develop their translation skills in different branches of translation. On the other hand, 9.3% of respondents assured that the courses used are not specific enough to help them engage in different types of translations including media and legal. They explained that the main focus was on religious and literary translation. Twelve percent of the respondents had some doubts about this item as they were neutral in their response to this item. In item three that focuses on students' satisfaction with the courses used for teaching translation in their college, only 44% of respondents were satisfied with the courses while 26.7% of respondents were dissatisfied with them. On the other hand, 29.3% of respondents could not decide on if the courses were satisfactory or not.

The results reflected how much the courses were dissatisfactory to students. On the other hand, the integration between the translation courses and other courses of English was included in item 4. The results revealed that there was a certain type of connection between different courses of English and the courses used in the translation program as 40 students assured the existence of this link whereas 13 students reported that there was no integration between them. At the same time, 22 students had a slight hesitation in assuring the close connection between them. In stark contrast to the previous item, item 5which focused on the practicality of the courses demonstrated 41.3% students' agreement that the courses are more practical than theoretical. At the same time, this item was met with a point-blank disagreement from 40% of students. It was nearly the same percentage as that of those who were in general agreement that the courses used are more practical. Moreover, 18.7 % of students were unable to give a strong opinion on this issue. In this case, the results obtained revealed a missing practical aspect in the courses used.The different text types offered to students in their translation program was the focus of item 6. The results disclosed that a large number of students (61.4%) agreed that they studied different types of texts when translating. In sharp contrast, 14.3% of respondents referred to the absence of different text types, and maintained that the main focus was on religious and literary texts only. Also a moderate percentage of respondents 25.3% could not form a strong opinion on this issue.

c) Part Three

This part included eleven items. They concentrated on the most appropriate time to provide translation courses to university students as well as their satisfaction with the time allotted for teaching political, technical, literary, religious, cultural, scientific, and media translation.This part paid attention to other important aspects in translation programs such as the total credit hours

allotted for teaching translation, and the possibility of completing some credit hours in a translation agency or office. The results concerning this part were illustrated in the following table.

Table No.3: Results of Part Three

No.	Item	Agree		Neutral		Disagree	
		F	P	F	P	F	P
1	Translation courses should start at level one.	57	76 %	5	6.7%	13	17.3%
2	Time allotted to teaching political translation is enough.	23	30.7%	19	35.3%	33	44 %
3	Time allotted to teaching technical translation is enough.	19	26 %	21	28%	35	46%
4	Time allotted to teaching literary translation is enough.	25	33.4%	19	25.3%	31	41.3%
5	Time allotted to teaching cultural translation is enough.	29	38.7%	22	29.3%	24	32%
6	Time allotted to teaching media translation is enough.	16	21.4%	21	28%	40	50.6%
7	Time allotted to teaching religious translation is enough.	25	33.3%	14	18.7%	36	48%
8	Time allotted to teaching scientific translation is enough.	15	20%	24	32%	36	48%
9	Time allotted to teaching legal translation is enough.	18	24%	21	28%	36	48%
10	Credit hours given to teaching translation courses are enough.	25	33.3%	24	32%	26	34.7%
11	Some of the teaching credit hours should be in a translation office or agency.	52	69.4%	16	21.3%	7	9.3%

With respect to item 1 of the third section of the questionnaire, which highlights the importance of starting translation courses at level one, there was widespread agreement about the item as 76% of the participants approved of this suggestion while 14.7% of participants refused to accept it. Only 6.7% of the participants remained neutral.Starting with item 2 to item 9, the focus was on the time allotted for teaching different types of translation. In item 2, 44% of participants reported that the time allotted for teaching political translation was not enough whereas 30.7% agreed that it was. On the other hand, 25.3% of participants remained neutral, and this was the first time to get such a neutral percentage.In item 3,many students either stated that the time allotted for teaching technical translation was not enough (46%) or remained neutral (28%). However, 26% of students saw that it was satisfactory.In item 4, 41.3% of respondents disagreed that the time allotted for teaching literary translation was not enough whereas 23.4% of respondents agreed that the time was enough. 25.3% of respondents could decide on if it was enough or not.In item 5, 38.7% of students found the time alloted for teaching cultural translation was enough whereas 32% of students disagreed. On the other hand 29.3% of students remained neutral.In item 6, 50.6% of students confirmed that the time allotted for teaching media translation was not enough, whereas 21.4% of students were satisfied with the time. Whereas, 28% of students were unable to give their opinion as they could not agree or disagree.In item 7, which focuses on the time allotted for teaching religious translation, 48% of participants reported that it was not enough while 33.3% found it satisfactory, and 18.7% of

students remained neutral.In item 8, 48% of students considered the time allotted for teaching scientific translation as insufficient, whereas 20% of students found it enough. The remaining respondents (32) stayed neutral since they could not decide on if the time allotted was enough or not.In item 9,a large number of students (36) stated that the time allotted for teaching legal translation was not enough. On the other hand, eighteen students found it enough, whereas twenty-one students remained neutral.In item 10, students were asked to determine if the credit hours given to teaching translation courses in this program was enough or not. The results showed that 25 students agreed that they are, while 26 students disagreed. On the other hand, there was a great deal of indecisiveness about this item as 24 students were unable to make a choice.The focusin item 11 was on the setting where the credit hours of teaching translation should be delivered. This item gave the students two options other than the classroom setting, which are a translation office and an agency. The results indicated that students appreciated the idea and found it very beneficial and helpful for mastering translation skills as 69.4% of the participants accepted the suggestions and agreed with them, while only 9.3% refused the idea and 21.3% remained neutral.

d) Part Four

This part contained eight items that focused on the different methods used in teaching translation courses such as use of handouts, online sources, and the best way to prepare a good translator. As going along the items included, it would be easy to discover the rational reason behind including this number of items. As far as translation programs are concerned, a large number of items would be a good idea to propose the best method to use when teaching translation. The results of this part are displayed in the following table.

Table No.4: Results of Part Four

No.	Item	Agree		Neutral		Disagree	
		F	P	F	P	F	P
1	I am satisfied with the methods followed in teaching translation.	26	34.7%	24	32%	25	33.3%
2	I prefer using handouts in teaching translation.	46	61.3%	23	30.7%	6	8%
3	I prefer online sources in teaching translation.	40	53.3%	23	30.7%	12	16%
4	Having texts to translate is better than having texts with translation to compare between them.	46	61.3%	17	22.7%	12	16%
5	It is more effective to give the key words and let students translate.	48	64%	16	21.3%	11	14.7%
6	Giving texts to translate at home and then discussing them in class is more effective than giving texts to translate inside class.	48	64%	12	16%	15	20%
7	Teaching translation should be a combination of theoretical and practical aspects.	66	88%	7	9.3%	2	2.7%
8	There should be training programs for students in well-known translation agencies.	69	92%	5	7%	1	1%

The results displayed in the table above indicate that 26 students were satisfied with the methods followed in teaching translation whereas 25 students were dissatisfied with the methods used. On the other hand, 24 students remained neutral. Due to the similarity in percentage between those who were satisfied and those who were not, it follows that there is a need to change the methods used to enable more effective teaching. In item 2, the focus was on using handouts in teaching translation. The results revealed that the majority of students (61.3%) agreed that handouts were usually used in translation classes, whereas 8% disagreed with this item. On the other hand, 30.7% of students were unable to make a decision. In item 3, online sources were included as a method of teaching translation. Forty students stated that online sources were used in teaching translation, whereas twelve reported not having used online sources in the translation process. On the other hand, 23 students were unable to give their opinion in regard to this item. In item 4, students were asked to decide whether having texts to translate was better than having texts with translation to compare between them. The percentage of those who preferred using texts without translation (61.3%) was greater than the percentage of those who chose texts with translation (16%) since the former found the first choice was better since through itthey could give their suggested translation and test their ability to translate texts on their own away from any type of assistance. Whereas the latter preferred using the second one because they did not have enough confidence in their ability to do a translation task with no help. There was also a 22.7% of students who could not state clearly which method was better and so they preferred to remain neutral. In item 5, 48 students agreed that it is more effective to be given the keywords and then engage in translation, while 11 students disagreed. On the other hand, sixteen students remained neutral in their response to this item. In item 6, much more attention was given to the role of being given texts to translate at home and then discussing them in class. Students were asked gently to compare this method with another method in which they were given texts to translate inside class. It is apparent that most students (48 students) preferred using the first method as they could have more time and more opportunities to create more efficient translation. On the other hand, only 15 students selected the second option by which they agreed that being given texts to translate inside class was more efficient than having them at home and then discussing them in class; as they believed they could acquire much more confidence in their ability to translate when they are under pressure. As usual there were some students (16 students) who remained neutral as they could not decide on which method of them was more efficient. In item7 students were asked if the translation program combined theoretical and practical aspects in the process of teaching translation. The agreement percentage reached the highest score in this item; as 88% of participants reported that the program supports using both aspects while only 2.7% of participants disagreed. There was also a 9.3% of respondents who could not determine if the program really did or not. In any case the high level of acceptance indicates how much the translation program uses both theoretical and practical aspects. Item 8 suggested that there should be training programs for students in well-known translation agencies. Almost all students did not find fault with this since 92% of them expressed their great appreciation of it and one student only refused the suggestion. These

findings reflect how much students were in great need of having some translation training programs within well-known translation agencies.

e) Part Five

This part included six items that focused mainly on using translation tools such as classroom facilities, college library, online translation sources, translation software tools, and dictionaries. Students were asked to give their opinions towards the importance of using translation tools in the process of teaching translation. The results concerning this part are highlighted in the following table.

Table No.5: Results of Part Five

No.	Item	Agree		Neutral		Disagree	
		F	P	F	P	F	P
1	Classroom facilities are not enough to teach translation.	46	61.3%	13	17.3%	16	21.4%
2	I am well aware of modern translation tools.	39	52%	21	28%	15	20%
3	The college library provides me with valuable sources of translation books.	16	21.3%	32	42.7%	27	36%
4	Online translation sources are available to all students.	31	41.3%	25	33.3%	19	25.4%
5	I am well trained touse translation software tools such as Wordfast and Trados.	12	15.9%	20	26.7%	43	57.4%
6	Hard and software dictionaries should be used only at home.	12	16%	12	16%	51	68%

In item 1, intense concentration was on the use of classroom facilities to teach translation. Students were asked to decide if classroom facilities were enough to teach translation or not. And 61.3% agreed that classroom facilities were not enough to teach translation whereas 21.4% considered that they were. On the other hand, 17.3% of students remained neutral regarding this item. In item 2, students were asked to report if they were well aware of modern translation tools or not. The results revealed that 52.3% of students were very knowledgeable about modern translation tools; whereas, 20% stressed having no idea about them. On the other hand, 28% of students could not give a clear opinion in regard to this item. In item 3, the main focus was on the role played by the college library to provide students with valuable translation sources, namely books. The findings revealed that 36% of students found their college library unable to provide them with the required translation sources that they needed to develop their translation skills whereas, 21.3% stated that their college library could provide them with such valuable resources. On the other hand, a high percentage of students was unable to give their firm opinion towards this item. It was the first time to get such a high percent in terms of neutral opinions. In item 4, students were asked to report if online translation sources were available to them or not. The results disclosed that 41.3% of respondents agreed totally with the item while 25.4% of them disagreed with it. On the other hand, 33.3% of students remained neutral. In item 5, the main focus was on the availability and use of software tools. Students were asked to decide on if they were well trained to use such software tools such as Wordfast and Trados. A large number of them reported that they had never used them in translation as 57.4% of students stated that they had no idea about such tools. On the other hand, 15.9% of students stressed that they had a good idea about

them and that they sometimes used them. There was a 26.7% of them who could not give their clear opinion about this item. In item 6, the main focus was on the use of hardware and software dictionaries at home. The findings show that 68% of students reported that software and hardware dictionaries should be used in class as well as at home. On the other hand, 16% agreed that they should be used only at home; while, 16% of them could not give their opinion about this item.

9.1.3 Discussion of the Results Obtained from the Open-Ended Questions

This section included three open-ended questions related to the main topic of the questionnaire. They covered the areas of improvement in the translation program, students' suggestions for improvement of the translation program at their college, and the biggest obstacles in the way for students to develop their translation skills.

With respect to the first question that covered the program's areas of improvement, the researcher received54 responses out of 75. Students' answers revealed that the insufficient practical aspect in the program was one of its areas of improvement. Most students' answers stressed that they did not have enough time for practicing translation inside class, as the course depended more on the theoretical parts than on the practical ones. Students also highlighted the importance of using technology supplies as well as software translation tools as another area of improvement; for, they complained about not having enough training especially on software and not using enough translation tool programs such as CAT and other applications. Another important weakness outlined by students was the inexperienced and unqualified instructors of translation. From the point of view of some respondents, the lack of seriousness on the part of the instructors (therefore, the students) contributed to failures in the course since some of the instructors were not majored in translation; they were either linguistics or literature majors. A few of the translation professors were not specialized in translation and so they lacked the training to deliver such courses appropriately and were not efficient or equipped in translation theories. In addition, the teaching methods used was among the weak points stressed by students as they pinpointed that some of their translation instructors used to impose their own methods and would not accept any other method and considered it wrong. Students also revealed that there were some problems concerning the selected translation courses, including errors involved in their specific courses in translation, inability to cover most of the modern theories of translation, the need to contain more practice accompanied with a variety of texts. They stated that there should be a course for each field of translation. Also, although the main goal of translation programs is to provide the students with the basics of translation, it is a must to enrich these basics with more practical courses that would enable the students to be ready to translate in all the fields professionally. Having one course in written translation and another in oral translation is not enough to give students the basics of real translation. One of the M A students reported that his/her translation instructor recommended a book that was already prescribed for undergraduate students. Needless to say, it was unsatisfactory as a course for MA students whatsoever. Besides, some of the students referred to the insufficient supply of simultaneous interpretation and translation machine courses. They also confirmed that the program did not offer more of a work

simulating translation environment such as in the market, and the content of translation courses was not enough, since it did not give more consideration to very important fields like legal, medical, and military fields. Also, consecutive, sight, and simultaneous interpreting are all taught in one course. The translation courses are not field specific, and there was no link between theoretical and practical strategies. The last two weak points highlighted by the respondents were the number of students and the time assigned forteaching the course. Some of the students stressed that not all students could have the chance of practicing translation or to be guided by their instructors inside the class, as there a high student-to-teacher ratio inside the class.

   In their response to the second open–ended question about their suggestions to improve the translation program at their college, students gave fifty-four responses. Some of them suggested making level one the starting level to study translation; as, they believed it needs more practice inside as well as outside the class so that students could master both the theoretical as well as the practical aspects of translation. Therefore, they preferred dedicating some of the training time to be made in translation agencies. Other students expressed their need for modern translation tools, machine translation, software translation programs, and up-to-date labs where they can do some online translation, check software dictionaries, get their errors corrected online, and have enough time to practice interpretation as well. On the other hand, there were other responses that focused more on translation curricula and instructors. The students believed that some aspects of the translation curricula needed to be modified or changed to include more activities that tackle different types of translation, such as legal, medical, political, and scientific. In addition, they also suggested providing a list of vocabulary at the beginning of the course. They also saw a need to include more simultaneous translation courses, as, they thought such courses would be more beneficial and interesting especially if the instructors as well were more competent, proficient and well qualified.

   Concerning the responses to the third open-ended question, students stressed that there were many obstacles that hindered developing their translation skills. One of the main obstacles expressed by students was the insufficient practice of translation in terms of time and material. They stated that there was not enough time to do more practice in translation or to make valuable discussions with their instructors to improve their skills and identify their weak points. Even translation agencies and offices did not provide them with opportunities to have some training there. Students complained about the lack of necessary translation tools that are frequently used by translators, and the absence of translation technology inside the college. On the other hand, the vision was unclear to a large number of them, so they were unable to put their fingers on the exact objectives or goals of their translation program. Some obstacles expressed by the students focused on their own linguistic level in terms of grammar, vocabulary, and spelling. The cultural differences between the source language text and the target language text was also among the obstacles highlighted by students. They confirmed that they did not have enough experience, and their vocabulary storage was insufficient because specialized dictionaries were not available in the college library. They referred to their need to learn how to use the dictionaries accurately and effectively, and to read a lot about different

translated works, specific jargons and terms of each field of translation to know the style that is familiar to the reader in the target language. Some of the participants reported that faculty members were not satisfactory to them as they did not pay attention to the individual differences among students, and did not give much attention to practice translation. Other students referred to the time allotted for teaching translation program as one of the obstacles; as, they felt that some types of translation such as sight translation and interpretation could not be taught in one semester, as they needed more time and effort to improve the skill of translating.

9.2 Discussion of Semi-structured Interview Results

The interviews were analyzed based upon five main variables including: background information, translation courses used in teaching translation to students, translation courses content, methods of teaching translation, and translation instructors. Each participant was interviewed in a separate session and given enough time to give their responses. The details of the questions used in these interview sessions are presented in the appendix.

a) Discussion of the First Interview Variable

The first variable tackles some background information about the participants in this interview. It included thirteen questions such as name, age, qualification, experience of teaching in general and at this university in particular, knowledge about latest developments in information technology and electronic tools for translators, published papers on translation, translated books by them, area of translation, and their participation in translation projects. Their responses revealed that they had long experience in teaching translation as well as in translating books, however, not all of them were translation majors either in their M.A or PhD, and they had not received any type of professional training in translation. It was quite clear from their responses that they had very little knowledge about the latest developments in information technology or electronic tools of translation. Their answers went with the students' responses to similar items in the questionnaire that affirmed their lack of knowledge about software translation tools and their lack of qualification to use them. With regard to translating books or authorizing any translation course, the interviewees' responses showed that four of them had authorized translation courses for bachelor as well as M.A degree. Also four of them had translated at least two books on translation. Concerning the number of published papers on translation, there was a variant response as one of them assured that he had published seven papers, and another participant published one in 2001 whereas the other interviewees affirmed that they had not published any papers on translation. However, they stressed that they had published academic papers in their majors, namely in linguistics, literature or applied linguistics. When they were asked about their specific area of translation, they stated that they had very long experience in translating different types of texts such as legal, political, and literary; however, they said that religious translation was their main domain, as all of them were involved in the great project of translating Khutbahs delivered at two grand holy mosques in Makkah and Medina.

b) Discussion of the Second Variable

In this variable, the main focus was on translation courses used in teaching translation to students at Al-Imam University. It consisted of eight questions directed mainly at topics such as the design and arrangement of

translation curricula, steps needed to develop translation courses, time allotted for teaching translation, and the need to dedicate specific translation courses especially for undergraduate students. As for the last point, their responses referred to the level of students and the policy of the educational institution as the main determinants. It seems that they could not get the message behind this topic as they could not highlight clearly how the level or the policy could determine the selection of specific translation courses to undergraduate students. When asked about the best way to arrange the translation courses, the participants asserted that the level of difficulty should be the main criterion by which they could judge; as, they recommended taking the level of students and the ease or difficulty of the material into consideration when arranging translation courses. Others suggested starting with introduction to translation and finishing with interpretation courses. With regard to the steps needed to develop an appropriate translation curriculum, their responses revolved around setting the objectives of the curriculum and determining the kind of graduates required. Others referred to other important steps to be followed such as selecting a number of specialists and professional translators, determining the market needs for translators, and creating an acquaintance with other relevant curricula. On the other hand, some of the interviewees highlighted the importance of learning and market needs analysis in addition to conducting needs' assessment, setting priorities, developing a plan, and initiating the course. It could be said that their responses reflected clearly how much they lacked experience in translation methodology and their personal attitude towards the process of teaching translation. When asked about the level at which teaching translation courses should start for undergraduate students, some of them asserted that it depends on the translation background of the students. as in some Arab countries, students start translation at the secondary school level. At Al Imam University, College of Languages and Translation, translation courses are prescribed to start from level three; however, some of the respondents recommended starting teaching translation from level four so that students could have a firm background about the language. Then the interviewees were asked to give some more details or a simpler explanation of the credit hours that should be dedicated weekly to translation teaching. Again, they stated that it depends on the kind of BA course the students are enrolled in. If the course aims at graduating teachers of English, then six hours of translation would be more than enough. However, if the course aims at graduating translators, then three quarters of the courses should be on translation practice and theory. They also referred to the objectives of the program as it all depends on whether the program is exclusively a translation one or it includes linguistic and literature courses as well. If the credit hours are not the same for each level, then eighteen or sixteen hours should be given to teaching translation in total. Some of the interviewees had rather extreme views when they opposed the previously stated credit hours and said that six to nine hours are enough.

c) Discussion of the Third Variable

Twelve questions were included in this section; all of them discussed the translation courses content. In regard to the selection of the content, the responses confirmed that instructors as well as students should have their own role in the process of selection so as to ensure that the content fits the

levels and needs of students. When asked about the best way to design the content of translation courses, they stressed the importance of combining practice and theory into the content. As for the most appropriate method to evaluate the content of translation courses, they stressed that it must have been made by specialist reviewers, professionals and students as well. On the other hand, some of the participants outlined the necessity to make regular evaluations inside class and projects or by using surveys and tests. Their responses reflected how much they misunderstood the significance of the question as they thought the researcher asked them about the way to evaluate students' performance. In regard to the translation theories that should be included in the content, they said that all relevant theories, and not only the linguistic ones, should have been included. In addition, cultural theories should be a part of the content as they have recently gained a distinct status in translation studies, especially in postcolonial approaches. There were also other answers that referred to the importance of including all basic theories that are appropriate to the level and type of translations. In terms of the close connection between translation courses and other language courses, the interviewees were asked to decide on if it was necessary to make a connection between them or not. Their responses confirmed the high importance of doing so especially in specific courses on semantics and literature. On the other hand, some interviewees stated that including all theories is more for acquiring translation skills than meets the eye, as translation is more difficult to understand or involves more theories than students expect especially at the beginning. Interviewees were absolutely sure that teaching translation is a selective practice that focuses on sample texts only because there are many types of translations and it is impossible to cover them all. When asked about the value of selecting a team of translation instructors to design the content of the translation courses used in teaching translation at the college, all of them agreed and stated that it was totally necessary; however, some of them stressed that it actually took place on the ground, but the problem lies in instructors being unqualified to do so, as their major field was not in teaching translation. One of the most important questions included in this section was about assigning a specific course with specific content to be taught to all students or to have content selected randomly be each instructor separately. Interviewees disagreed with the form of the question, as they stated that the course content should not be selected randomly, but there is no problem to give each instructor the right to select the translation material he/she wants to teach. Anyway, they were absolutely against homogeneity in university teaching since heterogeneity is always more useful, and some flexibility is required to be granted to every instructor while keeping similar topics and themes for all students of the same level, in order to provide objectivity and fairness. Interviewees also focused on the importance of examining the courses regularly by specialists and on conducting a follow-up evaluation process. As far as is known, the majority of translation courses is theory-oriented; however, the interviewees agreed with the researcher's suggestion about orienting the selected courses to commercial practice so that graduates would have better opportunities in the translation labour market.

d) Discussion of the Fourth Variable

This section includes ten questions about methods that could be used to teach translation. The interviewees were asked about the best method to

teach translation and how should translation be taught to students. Interviewees stated that students should be given texts of various types, some with difficult vocabulary explained and others without, and asked to translate in class under their instructor's close supervision. The instructor may form small groups of students and ask them to work together. Various translations should be shared by all students in class. Some interviewees suggested using intensive practice in tutorials and focusing more on peer-work in tutorials. They also stressed that letting students look for lexical correspondence or equivalence in bilingual hard or soft dictionaries is more effective than providing them offhand. Also they stated that giving students texts to translate at home and then discussing their translation inside class is a very effective method to develop their translation skills as it saves time and turns around the class for better results. With regards to training students on the new technology such as CAT and the new translation software tools such as Wordfast and Trados, all participants preferred using such tools during translation. It was quite clear that the college was not well equipped with the technical infrastructure to train students to be good translators. Concerning the most effective steps to be followed in translation, interviewees outlined that it would be more effective to follow systematic approaches, such as giving students a text with different translations and giving students the option to select the best one, so as to enhance their critical thinking, or giving students the key words of a certain text and then asking them to translate. Other interviewees preferred giving students a translation full of errors and asking them to edit it, or using texts that are either translated beforehand or taken from sources which offer translated texts. However, they did not find error analysis as one of the best methods to teach translation, and they preferred starting with practice first, in order to allow students to formulate hypotheses about the difficulties encountered. When asked about the most important requirements to create a good translator, they gave different suggestions and ideas. Some of the interviewees suggested providing students with a well-designed translation program, in addition to a group of practical translation courses; whereas, some of them suggested providing an effective educational environment and giving students more practice inside class, at home, and in translation agencies. There were some opinions that highlighted the importance of providing experienced instructors whose main major is translation. The last important question raised in this section was about the translation skills required to create a good translator. Various and sundry ideas were told by the interview participants such as the ability to find the most appropriate equivalence or having linguistic competence and being well aware of translation theories and procedures. Other participants found using CAT tools and meeting deadlines as highly important requirements to create a good translator. On the other hand, some of them referred to familiarity with modern translation programs, and having knowledge about well-accredited translation websites as very important requirements.

e) Discussion of the Fifth Variable

This variable contains important questions about the necessary traits of translation instructors such as experience, academic publishing, and participating in conferences or forums. When asked about what is necessary for translation instructors, interviewees gave different opinions including: being well experienced in the field of translation in order to share their

experiences with their students, and having academic publishing in translation as well as regular continuous training programs in order to be acquainted with state-of-the-art practices around the world. Some of them highlighted the importance of participating in translation conferences and forums to exploit innovations in curriculum design and materials development, and engaging in national or international translation projects to exchange views and experience. On the other hand, some participants found it necessary for translation instructors to have a regular meeting to exchange experiences and ideas, so as to keep one's knowledge updated. When asked about the necessity for translation instructors to be translators, they expressed their agreement with the emphasis on the need to strike some balance between theory and practice; however, they stated that it was not enough for translation instructors to be initiators and train themselves since self-training is not enough. There must be external validation.

10. Conclusion

From the results above, it's quite clear that a large number of university translation courses prescribed now for undergraduate students include some work-based learning that could probably develop their translation skills, but it is not enough to meet the requirements set by translation labour markets; since, those available experiences inside universities can be limited in both period of time as well as in terms of breadth of experience. This study suggests providing students with some vocational training in some of the well-known translation agencies or offices, and this requires making partnerships with them so that university translation graduates could gain up-to-date employment skills that could not be obtained through their university translation programs. It would be fair to say that there is still considerable scope for improved genuine cooperation to occur between the university and translation agencies and offices, along with efforts to acknowledge their complementary value.

The second option is to provide students with some supplementing degrees that grant them complementary skill-based training in translation. Such degrees, which are classified as certification programs, could be very helpful for translation graduates, as they would be specialized in a particular field which is translation. They would focus on developing graduates' competencies in the technical field rather than training them on coursework in the academic field. It is well-known that translation labour markets need university graduates who have professional and industry-related skills, and are armed with both theoretical knowledge and practical skills that reflect their comprehensive understanding. Regarding the time of offering such programs for undergraduate students, it could be provided immediately prior to commencing their degree or during their degree study. Providing such a degree with an accredited certificate issued by the university can provide students with a competitive edge when applying for a translation post after graduation. From the researcher's point of view, such certificates will make employers satisfied with the graduates' high level of understanding, and their complementarity of skills and knowledge about translation theoretically and practically. These certificates should not be limited to undergraduate students majoring in translation. Master's and Doctoral students could have the same opportunity as long as they want to be familiar with the specific standards and regulatory requirements set by the translation labour markets. It is highly required that the university translation programs at Arab

Universities in general and at Al-Imam University in particular run the whole gamut of this work, from the objectives of the translation program, design of courses, and timing of translation courses provision to methods of teaching, use of translation tools, staff qualifications and experience. There still appears to be room for much better progress by overcoming the weak points outlined through the findings of this study and supporting the strong points. Nowadays the translation labour market is becoming increasingly competitive, as translation agencies and offices may often select or pick from a wide range of prospective qualified translation graduates and so translation programs need to be reevaluated so that they could better contribute to creating a well-qualified translator.

Further to examining the facts about the relationship between the translation labor market and translation courses taught at Saudi universities, this is the hour of need to highlight the prominent features of translation programs used in Saudi Universities in general. Casting an eye over the course disciplines and syllabi of translation programs in these universities discloses how similar they are in regards to the following points:

- All translation courses start at level three for undergraduate students, and are obligatory.
- There is no specific course outline or translation book prescribed for students since the selection of the theoretical part, which is the nucleus of any translation course discipline (Newmark 1991), as well as the practical part of the course seems subjective as it lacks academic standards, follow-up evaluation, professional staff's investigation or labor market needs. It is well-known that planning a certain course and selecting the best material to be included in it is a must to achieve success (Newmark, 1991).
- Objectives of teaching translation courses are not clear enough as they are not defined as being linguistic or vocational or both of them (Sherwani, 2017; Emery, 2000; Abdel Raheim,1998; Bahumaid,1995). Other scholars think that translation as a discipline is actually taught without specific objectives (Al-Ahdal and etc. 2017). Even expert behaviours that should be one of the objectives of teaching translation courses (Colina, 2003) are missing, so students lack the skills necessary to be professional translators. The ambiguity of objectives of translation teaching programs and the dissatisfaction with these programs in the Arab world were highlighted in some research studies, such as Bahumaid (1995), Abdel Rahim (1998), Emery (2000), and Shaheen (2000).
- There is no systematic approach adopted for teaching translation courses as it is almost only a derivative of teacher initiative. (Baer and Koby, 2003; Abu-ghararah, 2017; Al-Ahdal and etc. 2017). It seems that most translation programs offer arbitrary content without referring to the most appropriate approach to be adopted. The material taught may differ from one instructor to another. This may affect the quality of the final outcome expected to be reached by the end of the course.
- A big gap is already created and is expanding between translation courses used inside universities and what is actually expected and required by translation markets.

- Most translation instructors are not professional translators as they lack good experience in translation. Most of them are specialized either in linguistics or English literature. Therefore, training students effectively on translation by well-experienced academic staff translators is missing academically and practically. There is a growing need for providing academic staff with translation workshops as well as webinars without a pause or interruption.
- The process of grading students' translation tasks lacks efficient comments or regular feedback from instructors, so students feel somehow frustrated in regard to developing their translation skills.
- Translation is usually looked as a minor course that could be often taught by any academic staff who is specialized in English language literature, or theoretical and applied linguistics.
- Training is missing inside the university although it should be the first place to practice translation. There, they can have more time and opportunities away from the work environment, which can keep them under a higher pressure than they would usually have in class (Gouadec, 2000). It is believed that courses provided for teaching translation do not qualify them to be professional translators (Al-Ahdal and etc. 2017). It can be said that translation education is not enough to create a well-qualified translator. Translation training should be also included in any translation program within Arab universities.

Based upon the researcher's experience of teaching in Saudi Arabia in general, and teaching translation courses in particular, it can be said that there is a real problem in regard to the design and the selection of translation curricula in Saudi Universities since there are no specialized committees responsible for studying and investigating what is really needed and required by the translation labor market, so that an active process of connecting and linking between such requirements and what is taught inside universities could be made. Such allegations are somehow confirmed by the academic investigation process set out by this study to collect and analyze necessary data and information. This study focused on identifying the attitudes of teachers and learners who have experienced the translation curriculum delivered at Al-Imam University. A large number of research studies were conducted by the end of the twentieth century on evaluating translation programs. However, data collection and analysis were made systematically and accurately in this study so that strong and weak points involved in the translation program at Al-Imam University were identified and results obtained could be trusted and beneficial. This study outlines the need for new trends in the KSA translation programs. It calls for a major revamp of the objectives, courses, methods of teaching, time of course duration in KSA translation programs. It is highly required to claw our way through all challenges so that the learning outcomes of university translation programs could be improved and the translation graduates' levels would meet the market needs. To build university translation programs that are able to provide students with all required skills, knowledge, and competence, regular evaluation and assessment should be conducted, in addition to modifying objectives, courses, and methods of teaching in ways they could enhance final learning outcomes that will fill the gap between university

translation graduates and required translators in the current employment market.

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