



Deanship of Graduate Studies
College of Arts, English Department

Investigating Translation Competence in Translator Pedagogy in the Saudi Context:

A Case Study

A dissertation submitted in partial fulfillment of the requirements for the PhD
Degree in Applied Linguistics from the Department of English Language and
Literature at King Saud University

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Second Semester

1442 – 2020/2021

تحليل كفاية الترجمة في الإعداد الأكاديمي للمترجم في المملكة العربية السعودية دراسة حالة

قُدمت هذه الرسالة استكمالاً لمتطلبات الحصول على درجة الدكتوراه في اللغويات التطبيقية في قسم اللغة الإنجليزية وآدابها بكلية الآداب في جامعة الملك سعود

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1442هـ (2021/2020)

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Deanship of Graduate Studies
College of Arts, English Department

Committee's Approval


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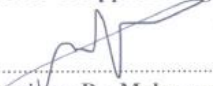
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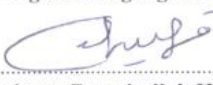
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Abstract

The current research aimed to investigate the context of translator training in Saudi Arabia, in light of PACTE's translation competence model (2003). This involved examining different aspects of translator training including the pedagogical practices employed in undergraduate translation programs, program study plans, and the hiring and recruiting practices of translators in the Saudi job market. The study also aimed to determine the perceptions of different categories of stakeholders regarding the components of translator training, and more specifically, the PACTE model (2003). These categories include translation students, instructors, employers, and professional translators. To fulfil the study's aims, the researcher conducted a case study using a mixed methods research design as qualitative and quantitative data were collected using questionnaires, interviews, and translation tasks, in addition to the analysis of relevant documents (i.e., study plans and job advertisements and descriptions). The findings of the study indicated that the PACTE translation competence model (2003) is reflected in both study plans and job descriptions and advertisements. However, there are some pedagogical, administrative, and professional practices that hinder the development of translation competence in undergraduate translation programs. The findings also indicated that translation students, instructors, and employers have varying degrees of awareness of the components of the PACTE translation competence model (2003). In addition, the study generated implications for policymakers, administrators in academic institutions, and translation instructors in translation departments and programs to improve translator training in the Saudi context, thereby contributing to the quality of graduates and translation services. Furthermore, based on the findings of the study, the researcher proposed a framework for undergraduate translator training programs in the Saudi context.

مستخلص البحث

استهدف البحث تحليل كفاية الترجمة في الإعداد الأكاديمي للمترجمين في المملكة العربية السعودية بناءً على نموذج باكتي لكفايات الترجمة (2003)، وتضمّن ذلك تحليل جوانب مختلفة من تدريب المترجمين بما في ذلك الممارسات التعليمية القائمة في برامج الترجمة في مرحلة البكالوريوس، والخطط الدراسية لتلك البرامج، بالإضافة إلى الممارسات الخاصة بتوظيف المترجمين في سوق العمل السعودي، كما استهدفت الدراسة قياس اتجاهات أصحاب المصلحة، من طلاب وأساتذة وأصحاب عمل ومترجمين محترفين، حيال تأهيل المترجمين، ونموذج باكتي على وجه التحديد. وقد أجرت الباحثة دراسة حالة باستخدام منهجية البحث المختلط حيث جمعت البيانات الكمية والكيفية باستخدام الاستبانات والمقابلات الشخصية والنصوص المترجمة، بالإضافة إلى تحليل بعض المستندات ذات العلاقة بأهداف البحث وهي الخطط الدراسية والإعلانات والأوصاف الوظيفية لوظيفة مترجم. وأظهرت نتائج الدراسة أن عناصر نموذج باكتي لكفايات الترجمة موجودة في الخطط الدراسية والإعلانات والأوصاف الوظيفية، ولكن هناك بعض الممارسات التعليمية والإدارية والمهنية التي تعيق تنمية كفايات الترجمة في برامج الترجمة في مرحلة البكالوريوس، كما أظهر أصحاب المصلحة الذين تم استطلاعهم في هذه الدراسة مستويات متفاوتة من الوعي بالمهارات اللازمة للمترجم الجيد والتي يمثلها نموذج باكتي لكفايات الترجمة. وأسفرت الدراسة عن توصيات من شأنها الرفع من جودة مخرجات برامج الترجمة فضلاً عن تحسين جودة خدمات الترجمة، وهذه التوصيات موجهة لصنّاع القرار في الجهات التنظيمية، وأصحاب المناصب الإدارية الأكاديمية في المؤسسات التعليمية، وأساتذة الترجمة في أقسام الترجمة وبرامجها بالجامعات، وأخيراً، تمكنت الباحثة من وضع تصورًا لبرامج تأهيل المترجمين في مرحلة البكالوريوس في المملكة العربية السعودية بناءً على نتائج الدراسة.

Acknowledgements

First and foremost, praise and thanks be to Allah the Almighty for his many blessings.

I would like to express my sincere gratitude to my supervisor Professor Mahmoud Ismail Saleh for the invaluable guidance and support he has given me throughout my graduate studies and especially during my dissertation journey. Had it not been for his insightful feedback and wealth of knowledge and experience, I would not have been able to complete this work in the form and at the standard it is today. He is an inspiration to me in every possible way, and it was a great honor and privilege to work and study under his supervision and guidance. I would also like to extend my thanks and appreciation to the members of my defense committee for their insightful comments and feedback.

I am extremely grateful to my family, my husband, Mazin Fawaz Baghdadi, for his continuous support and love, and my sons, Fawaz and Yousef, whose eyes would light up with joy every time their mother took the role of student to study for an exam. Thank you for your love, support, and patience.

To my dear parents, Dr. Adel Adeeb Salamah and Dr. Layla Ahmad Abdulmajeed, my deepest gratitude and love for your never-ending love, support, and prayers, and for always inspiring me to be the best I can be.

To my siblings, Ayman, Ghazel, Anas, and Hanadi, thank you for your love and support, and for always having me in your thoughts and prayers.

To my colleagues at the College of Languages and Translation at King Saud University, thank you for your continuous support, thoughts, and prayers. I am especially grateful to those who

contributed to this research. Thank you for your time and the insightful feedback you provided.

I am also grateful to my instructors at the Department of English Language and Literature at the College of Arts, King Saud University, as well as the current and previous Chairs and Vice Chairs of the Department for their support.

This work would not have been possible without the cooperation of the participants who volunteered to take part in the study. Thank you for your time and patience.

Last, but not least, I would like to thank my PhD colleagues, Dr. Eman Al-Kathiri and Dr. Maram Al-Zeer, and especially, my dear friend and colleague, Dr. Ghezayel Al-Otaibi who has been a continuous source of support and encouragement throughout our long and inspiring journey together.

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List of Abbreviations

Abbreviation	Term
IMSIU	Imam Mohammad ibn Saud Islamic University
KSU	King Saud University
PACTE	Procés d'Adquisició de la Competència Traductora i Avaluació - Process in the Acquisition of Translation Competence and Evaluation
PNU	Princess Nourah bint Abdulrahman University
SEU	Saudi Electronic University
TC	Translation Competence

Chapter One

Introduction

Interest in translator training has been growing as evidenced by the proliferation of relevant publications in this area, as well as the increase in undergraduate and graduate translation programs worldwide (Colina, 2003a; Munday, 2016; Yan et al., 2018). Training future translators has promoted research concerning the essential competences translators need to carry out their tasks effectively and professionally. This, in turn, has sparked interest in the notion of translation competence (TC), which is not surprising since competence is not new to linguistics and its related disciplines (Chomsky, 1965; De Saussure, 1916).

TC has been of interest to researchers since the mid-1980s (e.g., Adab, 2000; Beeby, 2000; Chesterman, 1998; Hurtado Albir, 2017a; Kiraly, 1990; Kiraly, 1995; Nord, 2005; Orozco, 2000; Tomozeiu et al., 2016; Wilss, 1996). Initially, studies addressing competence in the context of translation focused on defining the notion and delineating its components. Several attempts have been undertaken to propose models for TC and its sub-competences (e.g., EMT, 2017; Göpferich, 2009; PACTE, 2003). Another trend has been concerned with the acquisition and development of translation competence (e.g., Alves & Gonçalves, 2007; Castillo, 2015; Chesterman, 2016; Harris, 1977; Harris & Sherwood, 1978; PACTE, 2017a; Toury, 2012).

1.1 Statement of the Problem

Research into TC has developed and evolved since its beginnings in the mid-1980s (Hurtado Albir, 2017a). Like most new areas of investigation, research in TC moved from proposing definitions and models for TC (e.g., EMT, 2017; Göpferich, 2009; PACTE, 2003) to examining its acquisition (e.g., Kiraly, 2015; PACTE, 2017a). An interest in TC and its

acquisition is evident among the research community of translation pedagogy. The requirements of professional translators and the skills trainee translators need to become professionals or experts in their field are no doubt critical issues in the sub-field of translation studies concerned with translator training (See Figure 1).

Any academic program should have its own pedagogical guidelines in order to meet the expectations of relevant stakeholders. However, existing literature in the area of translation pedagogy and translation training leaves much to be desired (Bernardini, 2004; González Davies, 2004; Kiraly, 1995). In fact, in a survey of translator education literature—undertaken in 1985 and 1986—Kiraly found that “very little had been done up until then to develop teaching approaches that would go beyond attempts to transmit knowledge from teachers to students” (2015, pp. 10-11). In the same vein, Zanón (2011) stated that the number of studies dealing with the pedagogical aspects of Arabic translation is low. Further, it seems that there is agreement regarding the need for more research and studies in the field of translation pedagogy (Bernardini, 2004; González Davies, 2004; Kiraly, 1995; Schäffner, 2004; Wilss, 2004). In fact, Hurtado Albir (2017a) stated:

In addition to studying translation (as a product, process and behavior), Translation Studies have also been concerned in recent decades with describing what knowledge and abilities translators need to translate correctly, and what enables them to be able to perform the cognitive operations necessary to develop the translation process and the tasks required in the professional setting. (p. 12)

A quick survey of the websites of university translator training programs around the world reveals that different translation programs adopt different teaching methods and different study plans. Hence, the emphasis in these programs varies. In other words, the

importance placed on the components of the preparation and training of translators varies from one academic institution to the next. For instance, if we compare the undergraduate translation programs at different universities in Saudi Arabia, we find that the credits allocated to translation-related courses vary from one university to another. This variation could be attributed to the absence of a systematic method for the teaching of translation due to the lack of established pedagogical standards (Colina, 2003a; Muñoz Martín, 2002), in addition to other administrative or pragmatic considerations, which may involve requirements enforced by the academic institution to which the program is affiliated, the program's mission and goals, or even the specializations of the program's faculty members.

Such a discrepancy in translation pedagogy calls for identifying the essential skills and requirements necessary to the translation profession. Thus, it has become crucial to identify a set of components that underlie the translation training process. The aim of such guidelines is to enable translation training programs to provide the necessary scaffolding for their trainees. The combination of skills and competences translators need have been investigated collectively under the notion of *translation competence*, among other terms (Chesterman, 1998; Kiraly, 1995; Neubert, 2000; Nord, 2005; Wilss, 1996).

TC subsumes the skills and competences needed to carry out the tasks and responsibilities of professional translators. Consequently, developing TC should be the aim of all translator training programs as it acts as the ultimate goal of translator preparation. Colina (2003a) argues that translation pedagogy must be grounded in research on TC and its development in order for translation to gain the academic status awarded to other disciplines. Furthermore, Schäffner and Adab (2000) have claimed that:

When planning a programme intended to achieve the ultimate aim of developing translation competence as something far more complex than simply improving performance, the overall structure of the curriculum, the stages of progression and development of different sub-competences, the choice and timing of specific modules, components and courses all need to be taken into account. (p. xi)

1.2 Purpose of the Study

The current study was a case study that aimed to investigate TC in translator training in Saudi Arabia in light of the PACTE TC model (2003). The researcher aimed to do so by examining several aspects related to TC, in addition to addressing different categories of stakeholders associated with the context of translator training (i.e., translation students, translation instructors, potential employers, and professional translators). Further, the researcher also examined the development of TC among undergraduate translation students in Saudi Arabia. This helped determine the efficacy of their training programs in equipping them with the skills and knowledge they require.

It is worth noting at this point that the study addressed the competences related to *written* translation. A distinction is typically drawn between the written and oral forms of translation activity (Munday, 2016). The two modes are typically referred to as *translation* and *interpreting*, respectively. Thus, it is necessary to emphasize that the current study was limited to the written mode, or in other words, to *translation*, rather than *interpreting*.

1.3 Significance of the Study

The significance of the study lies in providing a deeper understanding of the development and acquisition of TC among translation students in Saudi Arabia using the TC model developed by the PACTE research group. Such an understanding contributes to the

field of translation pedagogy in general, and specifically the development of TC by helping translation instructors, curriculum designers, and other stakeholders arrive at better-informed decisions regarding study plans and curricula, course specifications, learning outcomes, and teaching and assessment methods.

In addition, the study contributes to filling a gap in the literature on investigating the development and acquisition of TC, which falls under the broader category of translator training and pedagogy. For although TC has been the subject of research for several decades, the acquisition and development of TC is a relatively recent area of investigation. Further, the study addressed the development and acquisition of TC within the Saudi context, which is an under-researched area as indicated in the literature on translator training and competence development. In fact, few studies have addressed TC and its development in the Saudi context (See Section 2.4.2).

1.4 Research Questions

The study addressed the following overarching research question:

How can PACTE's TC model be used to describe the context of translator training in Saudi Arabia, and how are the sub-competences of the model perceived by different categories of stakeholders?

More specifically, the study tried to answer the following detailed research questions:

1. To what extent is the PACTE TC model reflected in the study plans and pedagogical practices of undergraduate translation programs in Saudi Arabia?
2. To what extent do undergraduate translation programs in Saudi Arabia help develop TC?

3. How do undergraduate translation students perceive TC, and to what extent do they believe their programs help them acquire it?
4. How do translation instructors perceive TC, and to what extent do they believe undergraduate translation programs are effective in developing it?
5. How do employers perceive TC, and to what extent is the PACTE TC model reflected in recruitment practices in Saudi Arabia?

1.5 Definition of Terms

This section includes definitions of the terms used in the current study in alphabetical order.

Bilingual Sub-Competence

A sub-competence of the PACTE TC model (2003) that involves communicative competence in the target and source languages. This includes pragmatic, sociolinguistic, textual, grammatical, and lexical aspects of language competence.

Extra-Linguistic Sub-Competence

A sub-competence of the PACTE TC model (2003) that includes cultural knowledge, general encyclopedic knowledge, and field-specific knowledge.

Instrumental Sub-Competence

A sub-competence of the PACTE TC model (2003) that involves the ability to use resources (e.g., dictionaries) and information and communication technologies, such as basic IT applications and translation technologies.

Knowledge about Translation Sub-Competence

A sub-competence of the PACTE TC model (2003) that involves awareness of the functions of translation as well as awareness of the professional practice of translation (e.g., dealing with clients, meeting deadlines).

Procés d'Adquisició de la Competència Traductora i Avaluació - Process in the Acquisition of Translation Competence and Evaluation (PACTE)

PACTE is a research group that was established in October 1997 at the Universitat Autònoma de Barcelona, Spain. The group has been investigating TC and its acquisition since its establishment. Its empirical studies have led to the development of the PACTE TC model.

Psycho-Physiological Components

A component of the PACTE TC model (2003) that includes cognitive and attitudinal aspects (e.g., memory, attention, intellectual curiosity, confidence, motivation) as well as psychomotor skills (e.g., logical reasoning, creativity).

Strategic Sub-Competence

A sub-competence of the PACTE TC model (2003) that is responsible for activating the other sub-competences of the model. It involves awareness of the translation process, including planning and carrying out the translation, as well as evaluating the translation product and identifying and resolving translation problems.

Study Plan

A study plan is a summary of the courses required in a university program. It also indicates when courses should be taken. Typically, study plans include course codes, numbers, and titles. They also show the credit and contact hours for each course. In addition, study plans may identify pre- and/or co-requisites, as well as elective and non-elective courses.

Translation Competence (TC)

TC is the underlying knowledge and skills translators need to perform the task of translation professionally.

Translation Studies

Translation Studies is an interdisciplinary field that falls within the scope of Applied Linguistics, and it is concerned with translation and translators. It is also concerned with the practical, professional, and research-related aspects of translation.

1.6 Organization of the Dissertation

This dissertation is organized as follows: Chapter One introduces the study presenting its purpose, significance, and research questions. It also defines some relevant terminology. Chapter Two reviews literature relevant to translator training and TC, as well as reviewing TC-related research in the Arab world and the Saudi context. Chapter Three discusses the study's methodology including the design, instrumentation, sampling, procedures, and data analysis. It also explains the ethical consideration that were maintained by the researcher. Chapter Four presents the study's findings before they are discussed in Chapter Five. Finally, Chapter Six concludes the dissertation highlighting the study's main findings. It also discusses

the study's implications and limitations before providing some suggestions for further research.

Chapter Two

Literature Review

This chapter reviews literature relevant to the study. It starts with a discussion of translation studies, after which translator training and TC are addressed. Then a review of relevant research conducted in the Arab world is presented with a focus on TC research in Saudi Arabia.

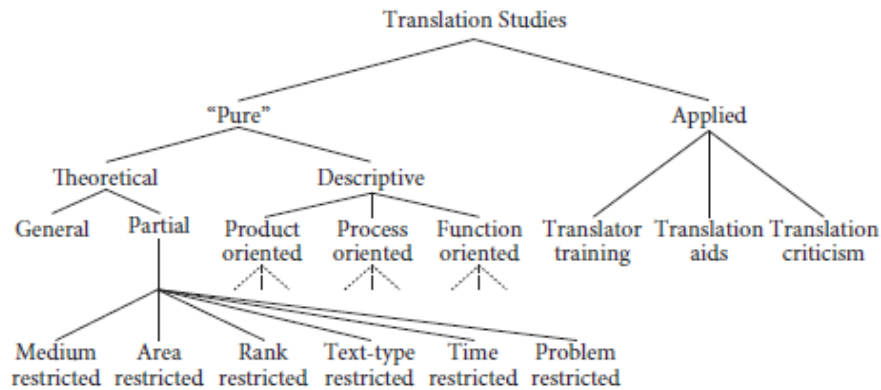
2.1 Translation Studies

As a profession, translation has existed since there became a need for communication among people who speak different languages. As a discipline, translation studies emerged gradually in the second half of the twentieth century (Munday, 2016) after being nurtured by other disciplines, including but not limited to, literature and linguistics. In fact, House (2016) has argued that translation is part of the broad interdisciplinary field of Applied Linguistics.

TS is the academic discipline concerned with translation. It was described by Holmes as being concerned with “the complex of problems clustered round the phenomenon of translating and translations” (2004, p. 181). According to Holmes’s map of translation studies, the discipline is mainly divided into pure and applied studies. Pure translation studies encompass theoretical and descriptive studies. Theoretical translation studies can be general or partial, whereas descriptive studies deal with the process, product, and function of translation. The applied branch, on the other hand, includes translator training, translation aids, and translation criticism (See Figure 1).

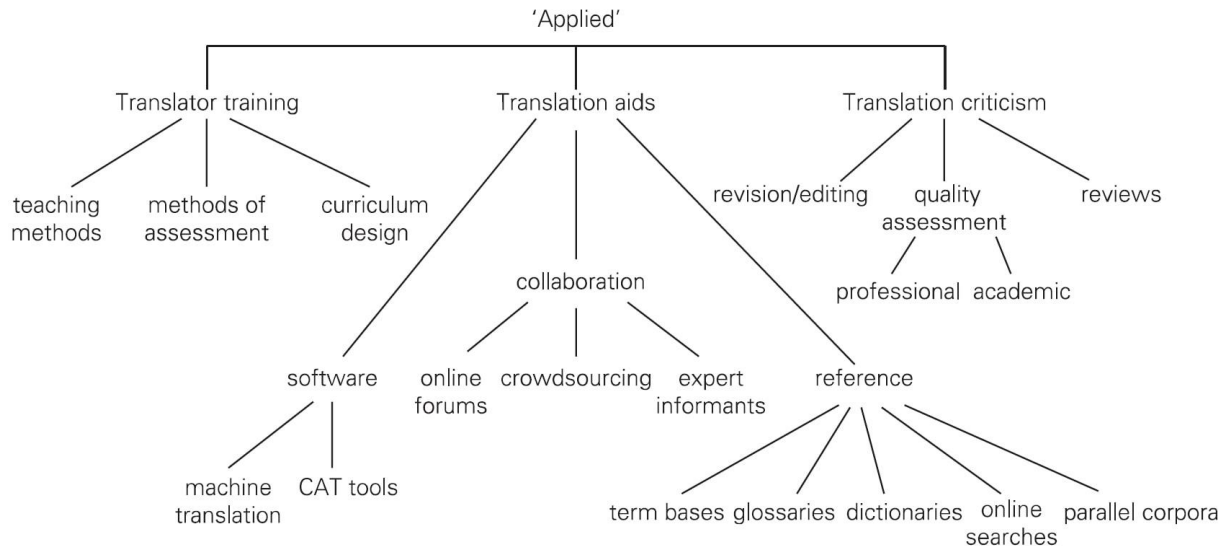
Figure 1

Holmes's Map of Translation Studies



Note. Source of figure: Toury (2012, p. 4).

The applied branch of TS, which was developed and expanded by Munday (2016) over the years, reflects significant developments in this area. The most recent version of Munday's map of applied translation studies (2016) (See Figure 2) exhibits major developments in the sub-branch concerned with translation aids (See Munday, 2001, 2008, and 2012 for previous versions of the applied translation studies map). However, the translator training sub-branch has remained—more or less—the same. This is an indication that translator training remains a relatively under-investigated area of research compared to the other sub-branches of applied translation studies. Translator training is concerned with teaching methods, methods of assessment, and curriculum design. These pedagogical elements combined are the foundations of the training and preparation of translators.

Figure 2*Munday's Map of Applied Translation Studies*

Note. Source of figure: Munday (2016, p. 20).

Building on Holmes's taxonomy, Saldanha and O'Brien (2013) classified translation studies research into four main branches: product-oriented research, process-oriented research, participant-oriented research, and context-oriented research. Product-oriented research is concerned with examining the product of translation (i.e., translated texts), while process-oriented research looks into the translation process itself. Participant-oriented research, on the other hand, addresses the participants involved in the translation process, including translators, translation instructors, and students, among other groups of stakeholders. Finally, context-oriented research is concerned with the context of the translation product.

However, it is worth noting that Saldanha and O'Brien (2013) stressed that the overarching objectives of a research study determine whether it is classified as product-, process-, participant-, or context-oriented, and not the research methods employed. Further,

they believe that “when investigating any of these aspects of translation, it is impossible to exclude from view all the others; there is inevitable overlap” (Saldanha & O’Brien, 2013, p. 5).

Accordingly, investigating TC falls under the branch of descriptive translation studies in Holmes’s taxonomy. As a research study, it addresses elements that fall under both participant-oriented and context-oriented research. However, in line with Saldanha and O’Brien (2013), the ultimate objectives of this study are context oriented. Since context-oriented research, or case studies, can be used when formulating hypotheses, testing the viability of existing or new models, or investigating causation (Saldanha & O’Brien, 2013), which is what the current study attempted.

2.2 Translator Training

The growing number of graduate and undergraduate translation programs around the world (Colina, 2003a; Munday, 2016; Yan et al., 2018) has sparked an increase in translation pedagogy research (Gile, 2009) as evidenced by the many publications on the topic (e.g., Baer & Koby, 2003; Colina, 2003a; Colina & Angelelli, 2017; Gabr, 2001; Schäffner & Adab, 2000; Tassini, 2012). Interest in translator training has also motivated research on the evaluation of translation programs and the perceptions of stakeholders regarding the efficiency of these programs, as well as the extent to which the programs are successful in meeting the demands and requirements of the professional practice of translation (i.e., the translation job market) (e.g., Abu-Ghararah, 2017; Al-Batineh & Bilali, 2017; Alenezi, 2015; Al-Faifi, 2000; Ben Salamh, 2012; El-Karnichi, 2017; Khoury, 2016; Muñoz-Miquel, 2018; Schnell & Rodríguez, 2017).

Even though there is a demand for translator training, the literature on the issue reports a pedagogical gap in translator training (Abu-Ghararah, 2017; Colina, 2003a; Kiraly, 1995; Muñoz Martín, 2002). This gap encompasses several aspects such as program or course objectives, curricula, and translation methods (Kiraly, 1995), as well as the absence of solid pedagogical and methodological criteria for teaching translation and designing translation courses (Colina, 2003a). Many translator training programs suffer from the absence of clear and concise objectives, pedagogical principles, and curricular guidelines, in addition to a shortage of qualified, specialized trainers (Al-Faifi, 2000; Atari, 2012; Colina, 2003a; Farghal, 2000). Farghal (2000) claimed that translation training is typically assigned to bilingual faculty members who specialize in linguistics or literature due to the lack of qualified, specialized trainers. Atari (2012) diagnosed the situation in translator training programs in Arab universities as follows:

Translator training in Arab university English departments continues to be overshadowed by various impediments such as misconceptions about the true nature of translation, the absence of a common ideology for translator training among translation teachers, presumptuous assumptions about trainees' bilingual competence, and mismatches between workplace expectations and translator training in academia. (p. 104)

The shortcomings in translator education mentioned above have created a gap between the outputs of translation programs and the needs of the translation industry (Abu-Ghararah, 2017; Alenezi, 2015; Anderman & Rogers, 2000; Ben Salamh, 2012; Muñoz Martín, 2002). Some translation programs seem to be detached from the reality of the translation profession. For example, El-Karnichi (2017) found that translator training programs lack training on some

of the professional competences translators need, such as project management, while Elamin (2008) concluded that translation students generally suffer from weak language proficiency.

Unfortunately, the lack of pedagogical and methodological principles in translation teaching has affected the status of translation as an academic discipline (Colina, 2003a; Kiraly, 1995). One of the main issues in translator training is that translation is itself a complex phenomenon that is not easy to teach even for experts, who typically rely on their own intuitions or the experience of others (Baer & Koby, 2003; Colina, 2003a; Colina, 2003b; Farghal, 2000; Gile, 2009; Muñoz Martín, 2002). For this reason, identifying the main skills and competences translation students and trainees require is an essential step towards the development of translation programs and curricula as well as teaching and assessment methods (Kiraly, 1995).

Colina (2003a) and Kiraly (1995) both argued that TC should be the starting point of all decisions related to the training of translators and the design of translation training programs. Identifying the components of TC essentially provides a description of the ideal translator, which should be the goal of every translator training program. Realizing the significant role of TC in translation pedagogy has encouraged research in this area. Many translation scholars directed their attention to defining TC and identifying its main components. The following section provides an overview of some of the major works on TC.

2.3 Translation Competence

Up until the 1980s, TC was practically non-existent, or under-researched, in the literature on translation education, to say the least (Hurtado Albir, 2017a; Kiraly, 2015). In fact, in 2001, Alves et al. claimed, “the literature on Translation Studies lacks a consistent

description of the abilities and skills required from a professional translator” (p. 46). Furthermore, Göpferich (2009) described the development of models for TC and its acquisition as still being in their infancy. In addition, the results of a bibliometric study which reviewed 2,274 articles published in 10 major translation and interpreting journals between 2000 and 2012 found that only 323 of these articles addressed translator and interpreter training. Among the 323 articles, articles on TC represented slightly over 8% (Yan et al., 2018).

However, research into TC and its acquisition has been growing since the mid-1980s. The driving concern underlying interest in this area has been to identify the essential characteristics or traits translators need to carry out their tasks efficiently. Accordingly, several models have been put forth. This section discusses the literature relevant to the notion of TC and reviews some current TC models.

Reflecting on the research that has been done in relation to TC and its acquisition, Hurtado Albir (2015) identified two main research themes or approaches. The first theme, which spanned the period from the mid-1980s until 2000, included studies that mainly set out to identify the components of TC. Such studies proposed componential models of TC which acknowledged that it encompasses linguistic sub-competence, as well as a variety of other components (e.g., extra-linguistic knowledge, skills, and transfer competence). The second theme identified by Hurtado Albir has been developing since 2000. Studies under this theme have adopted different approaches with a growing tendency towards interdisciplinarity (e.g., didactic, expertise studies).

A review of relevant literature indicated that some studies have dealt with TC; either attempting to define it or identify its components or sub-competences (e.g., Chesterman, 1998; Hurtado Albir, 2017a; Kiraly, 1990; Kiraly, 1995; Nord, 2005; Wilss, 1996), while other studies have examined certain aspects of TC, such as intercultural competence (e.g., Tomozeiu et al., 2016) or bilingual competence (e.g., Presas, 2000). Yet, another group of studies has investigated the evaluation or measurement of TC (e.g., Adab, 2000; Beeby, 2000; Orozco, 2000).

The literature also indicated that TC has been referred to differently by different scholars; for example, Kiraly (1995) referred to it as *translator competence*. Wilss (1996), on the other hand, took a Chomskyan perspective and discussed TC intertwined with what he referred to as *translation performance*, while Chesterman (1998) and Nord (2005) talked about *transfer competence*, and in his discussion of the issue, Neubert (2000) called it *translational competence*.

Kiraly claimed that TC should be the ultimate objective of translation skills instruction. He believes that this approach helps emphasize “the multifaceted nature of the professional translator’s tasks” (1990, p. 44). As his discussion of translation pedagogy developed, he proposed a model of translator competence which comprised three dimensions, namely, (1) situational knowledge, (2) linguistic, cultural, and subject-field knowledge, and (3) the psycholinguistic processes involved in the translation process (Kiraly, 1995). He referred to the second and third aspects as *translation-relevant knowledge* and *translation-relevant skills* (1995, p. 108), respectively. Further, he also linked the notions of translation-relevant knowledge and skills to the competences involved in communicative competence, which include grammatical, strategic, sociolinguistic, and discourse competences.

In his discussion of TC, Wilss defined the notion as “a generic term for translation knowledge and skills” (1996, p. 192). He linked it to linguistic, cultural, and situational aspects of the translator’s behavior. He also connected TC to the decisions translators make in terms of potential target readers. Further, Wilss emphasized translation performance, which stemmed from his view of TC as a dynamic concept which develops to the degree that enables the translator to deal with familiar as well as unfamiliar translation tasks.

Neubert (2000) viewed *translational competence* as entailing a complex level of logical processes. In his view, it is composed of the following five components: language competence, textual competence, subject competence, cultural competence, and transfer competence. He argued that the interaction amongst these five components is what sets translation studies apart from other academic disciplines. Nevertheless, Neubert believed that transfer competence, which he referred to as *competence 5*, is the distinguishing feature of TC.

In her discussion of the teaching and learning of translation, Nord (2005) referred to TC equating it with *transfer competence*. She also distinguished transfer competence from other competences, which she referred to collectively as *translation-relevant competences*. These include linguistic competence in both source and target languages, cultural competence, factual competence (i.e., subject-matter knowledge), and technical competence. At another point in her discussion, Nord added textual competence (i.e., reception, analysis, and production) and translation quality assessment competence to the other competences she had identified.

Hurtado Albir discussed TC and the research surrounding it. She defined it as the “knowledge and abilities translators need to translate correctly, and what enables them to

perform the cognitive operations necessary to develop the translation process and the tasks required in professional settings” (2017a, p. 12).

The following section discusses some of the major attempts to develop TC models.

2.3.1 TC Models

Interest in TC among translation studies’ scholars has encouraged attempts to develop TC models. There is general agreement among researchers that TC is a componential concept consisting of sub-components. However, there is some disagreement regarding the nature of these sub-competences (Göpferich, 2009). This section reviews relevant literature on three of the most popular TC models, namely the PACTE models (2000, 2003), Göpferich’s model (2009), and the EMT models (2009, 2017).

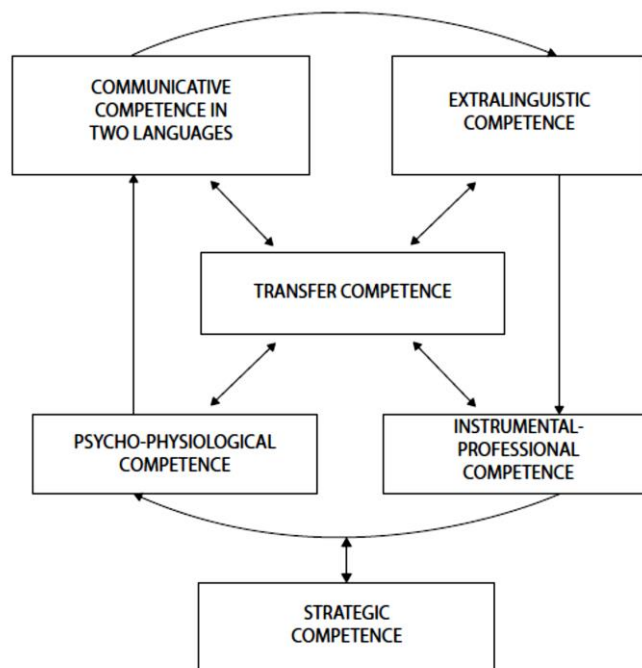
2.3.1.1 PACTE’s TC Models.

The PACTE group is a research group that was established in October 1997 at the Universitat Autònoma de Barcelona, Spain (Hurtado Albir, 2017b). The founding members of the PACTE group were translator trainers who served as faculty members at the Faculty of Translation and Interpreting at the Universitat Autònoma de Barcelona. They were also professional translators themselves.

The PACTE group has been investigating the acquisition of TC since its inception in 1997 (PACTE, 2003). The group is concerned with conducting empirical research based on a communicative view of translation. PACTE (2003) views TC as expert knowledge that is characterized as being declarative and procedural. Their view of TC is based on the notion of communicative competence since translation is considered a communicative act. They have also drawn on the notions of expert knowledge and learning processes from the neighbor

disciplines of pedagogy, psychology, and language teaching. PACTE has defined TC as “the underlying system of knowledge required to translate” (2011, p. 4).

PACTE (2000) aimed to produce an empirically supported model of TC. They initially proposed a holistic model (See Figure 3). Drawing on relevant literature, PACTE’s first model was composed of the following primary competences: communicative competence in two languages, extra-linguistic competence, psycho-physiological competence, and instrumental-professional competence. In addition to these competences, the model also included transfer competence, which was central to the four primary competences, and strategic competence, which was a complex competence with a recursive nature as it occurs at all stages of the translation process.

Figure 3*PACTE's First TC Model*

Note. Source of figure: PACTE (2017a).

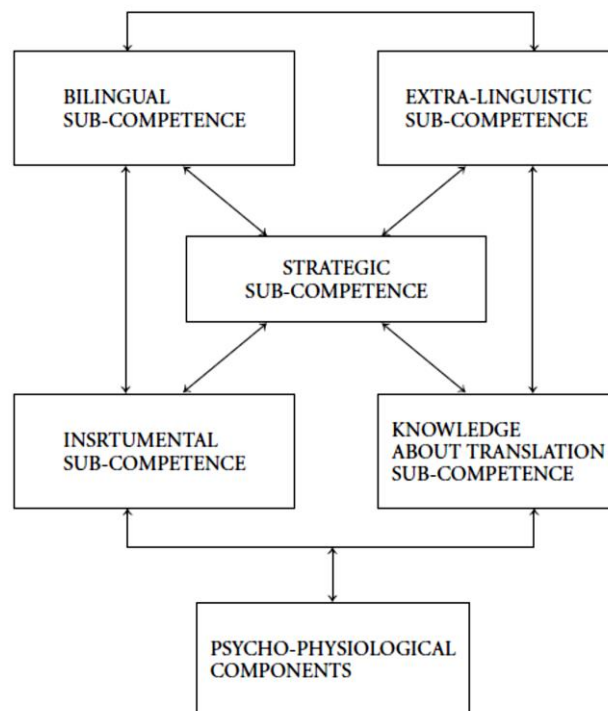
The initial model was subsequently modified and revised after the PACTE group conducted a series of studies in 2001 (PACTE, 2017a). The results of these studies led to the modification of the model to the form shown in Figure 4. A notable difference between the two models is the use of *sub-competence* instead of *competence*, which was used in the 2001 model. In addition, some of the original competences were replaced or merged, while others were relocated within the model.

In the revised PACTE model, transfer competence was reconsidered first based on the realization that the translator's transfer ability is interwoven with all the sub-components of TC. This reconceptualization of transfer competence motivated the redefinition of

communicative and strategic competences. Accordingly, communicative competence in two languages was replaced with bilingual sub-competence, and strategic sub-competence replaced transfer competence assuming a central role in the 2003 model. Instrumental-professional competence was divided into instrumental sub-competence and knowledge about translation sub-competence due to the importance of knowledge of the translation process. Psycho-physiological competence was renamed as psycho-physiological components replacing the previous position of strategic competence due to its role in expert knowledge.

Figure 4

PACTE's Final TC Model

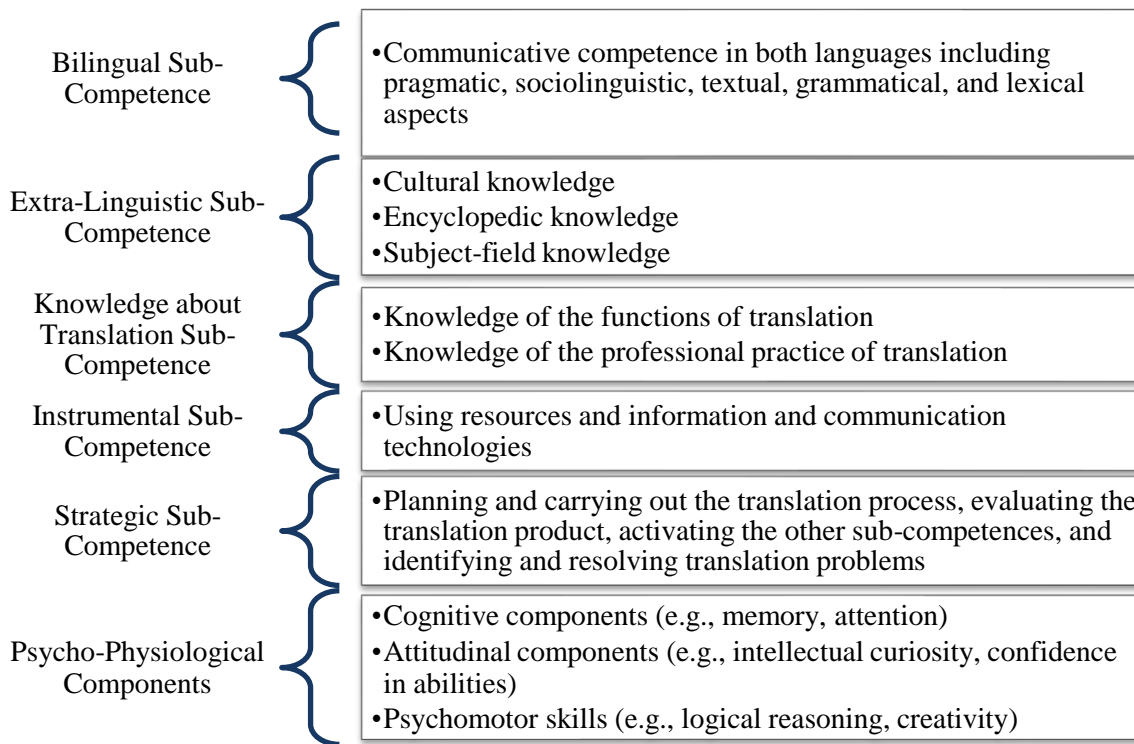


Note. Source of figure: PACTE (2003).

According to PACTE (2017a), TC is a combination of procedural and declarative knowledge. Declarative knowledge equates to “knowing what” or knowing about notions or concepts, while procedural knowledge means “knowing how”, which is knowledge of how processes are carried out or implemented. Thus, the components of the PACTE model (2003) are a combination of procedural and declarative aspects of knowledge. Bilingual, instrumental, and strategic sub-competences are predominantly procedural, while extra-linguistic and knowledge about translation sub-competences are predominantly declarative. Further, each of the sub-competences, as well as the psycho-physiological components, involves several aspects or sub-components (PACTE, 2003) (See Figure 5 below).

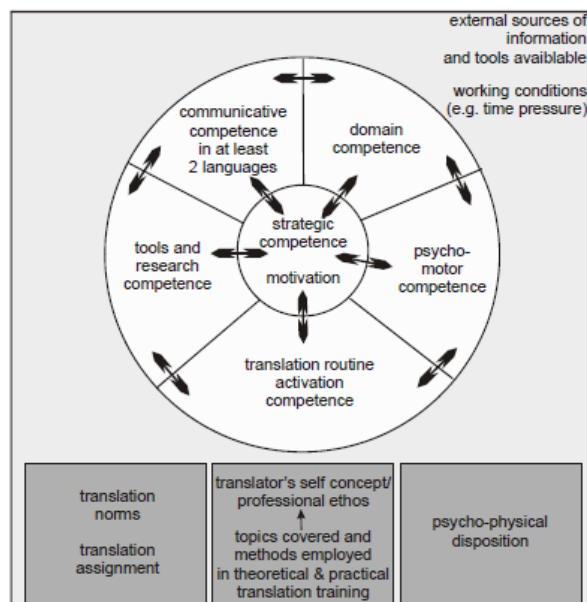
Figure 5

Sub-Competences of PACTE’s Final TC Model



2.3.1.2 Göpferich's TC Model.

Göpferich (2009) developed a TC model drawing on the PACTE model (2003) as well as relevant literature (See Figure 6). Her model consists of the following six competences: communicative competence in at least two languages, domain competence, tools and research competence, translation routine activation competence, psychomotor competence, and strategic competence. Göpferich's communicative competence, domain competence, tools and research competence, and strategic competence roughly correspond to PACTE's (2003) bilingual sub-competence, extra-linguistic sub-competence, instrumental sub-competence, and strategic sub-competence, respectively. Psychomotor competence involves the psychomotor skills underlying reading and writing. Göpferich's assumption was that underdeveloped psychomotor skills involve a greater cognitive load and vice versa, which means they contribute to competence development. The last competence, translation routine activation competence, is concerned with applying the transfer processes necessary to achieve "acceptable target language equivalents" (Göpferich, 2009, p. 22).

Figure 6*Göpferich's TC Model*

Note. Source of figure: Göpferich (2009).

The model also contains three influencing factors: (1) translation norms and the translation assignment; (2) the translator's self-concept/professional ethos; and (3) the psycho-physical disposition of the translator. These three factors interact with the six competences described earlier, which are themselves interconnected to one another.

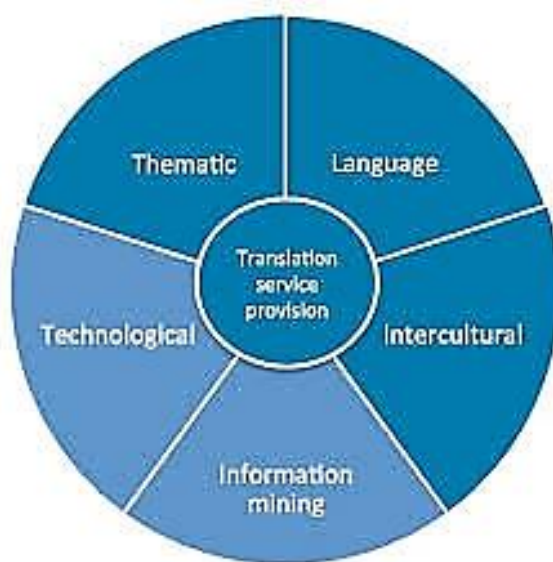
2.3.1.3 EMT Expert Group's TC Models.

The European Master's in Translation (EMT) is a framework of reference for translation and interpreting training programs in the European Union (EU) (Chodkiewicz, 2012). It emerged due to the growing demand for high-quality translation services by highly qualified translators and interpreters. The EMT reference framework was created in response to the EU's multilingual nature with the expansion of trade relations among EU nations, the

addition of new states to the EU, the need to regulate the translation profession, and the need to identify the minimum requirements for translation training programs (EMT Expert Group, 2009). For this reason, the EU initiated the EMT reference framework project to identify and describe the tasks and competences of translators, in addition to drafting a model for translation training curricula. The project initially produced the “Wheel of Competence” (EMT, 2017) (See Figure 7).

Figure 7

EMT Expert Group's First TC Model



Note. Source of figure: EMT Expert Group (2009).

The first EMT model was composed of six sub-competences (EMT Expert Group, 2009), namely, translation service provision, language competence, intercultural competence, information mining competence, thematic competence, and technological competence.

Translation service provision competence involved an interpersonal dimension, which was

concerned with the role of the translator in society, including job market requirements, relationships with clients, and other aspects related to the professional practice of translation. It also involved a production dimension, which revolved around the translation process itself in terms of meeting the client's requirements, identifying and using appropriate strategies and techniques, revising, and checking for quality.

Language competence involved the ability to understand and use grammatical, lexical, idiomatic, graphic, and typographic structures and conventions in both source and target languages, while intercultural competence included two dimensions: a sociolinguistic dimension and a textual dimension. Information processing, including documentation, dealing with terminological issues, and using resources and other tools, is related to information mining competence. Thematic competence dealt with subject-field knowledge as well as the ability to search for such knowledge. Finally, technological competence addressed the use of software, multimedia, and machine translation in the translation process.

In 2017, the EMT Board published a revised and modified version of the EMT framework of reference (See Figure 8). The new framework was based on the original principles of the EMT Expert Group, but “it also takes into account the research outcomes on translation and translator competence reported by the translation studies community and the changes that have affected the language service industry” (EMT, 2017, p. 3). The updated framework also took into consideration changes triggered by technological developments.

Figure 8

EMT Expert Group's Revised TC Model



Note. Source of figure: EMT (2017).

The aim of the EMT competence framework was to establish a set of learning outcomes for affiliated translation master's degree programs (EMT, 2017). The competence framework is composed of five components that complement one another as follows (EMT, 2017):

1. **Language and Culture:** This component encompasses linguistic, sociolinguistic, and cultural knowledge and skills. It is assumed to be the basis for the other components of the framework. Further, this component entails that applicants to EMT Master's degree programs must be proficient in two working languages.
2. **Translation:** Translation competence is concerned with the transfer process, in addition to the strategic, methodological, and thematic competences involved in the translation

process. It also involves awareness of specialized types of translation (e.g., localization, audiovisual translation), and the importance of machine translation applications to the translation process in terms of pre- and post-editing practices.

3. Technology: This component includes the knowledge and skills related to the use of translation technologies, machine translation applications, and computer-assisted translation tools in terms of their relevance and importance to a translation workflow.
4. Personal and Interpersonal: This competence involves the skills and abilities translators need to increase their employment opportunities, such as time management, working under pressure, dealing with stress, meeting deadlines, following instructions, working in teams, using social media, and adapting to professional environments.
5. Service Provision: The last competence is concerned with the provision of professional translation services, including awareness of market demands, dealing with clients, budgeting, project management, and adhering to professional standards and codes of ethics, to name a few.

To conclude, it is clear that the TC models reviewed in this section have several elements in common; they are all componential in nature. Furthermore, although the sub-competences or components vary from one model to another, they generally agree on the sub-competences related to language proficiency, cultural knowledge, and knowledge of the translation process. However, the current study adopted PACTE's TC model (2003) for two main reasons: (1) the final version of the PACTE model (2003) was developed after a series of empirical studies were conducted by the PACTE group to validate the initial model (PACTE, 2000); and (2) motivation for the research conducted by PACTE, which led to the development of both models, was "to improve curricular design, and assessment in translator

training institutions” (Hurtado Albir, 2017b, p. xxv), and this aim coincided with the aim of the current study.

It is also necessary to explain, at this point, why the other two models were not considered for the current study (i.e., EMT, 2017; Göpferich, 2009). Although EMT (2017) is concerned with translation training programs, it is concerned with master’s programs of translation and interpreting in the EU, while the current study was limited to the sub-competences related to translation, not interpreting, among undergraduate translation training programs in the Saudi context. The multilingual nature of Europe has created a high demand for top quality translators and interpreters. Accordingly, the translation service industry is very active and well-established, which motivated the need for a reference framework for master’s degree programs. As for Göpferich’s model (2009), it was not selected due to the fact that it was based on the PACTE model (2003), which means there are many similarities between the two models as discussed in Section 2.3.1.2.

2.4 Translation Competence Research

Several studies have addressed translation teaching practices or issues in the Saudi context and the Arab world. However, as mentioned in Section 1.3, TC remains an under-researched area in the Saudi context. This section reviews the most relevant studies with a focus on the Saudi context.

2.4.1 Translation Competence Research in the Arab World

Many researchers have addressed TC in the Arab world. This section reviews a few relevant studies before discussing TC research in Saudi Arabia in Section 2.4.2.

In 2017, Al-Batineh and Bilali conducted a survey of undergraduate and graduate translation programs and translation job descriptions to determine the extent to which the curricula of translation programs in the Arab world are aligned with job market needs. Their survey involved 19 bachelor's degree and 32 master's degree programs in translation in 17 Arab countries including Saudi Arabia. The study also analyzed 50 job descriptions for both full-time and freelance translation jobs. In their analysis, Al-Batineh and Bilali (2017) adopted Kelly's competence model (2005), which, unlike the PACTE TC model (2003), is composed of seven components as follows:

1. Communicative and textual competence in at least two languages and cultures
2. Cultural and intercultural competence
3. Subject area competence
4. Professional and instrumental competence
5. Strategic competence
6. Interpersonal competence
7. Attitudinal or psycho-physiological competence

After classifying the courses offered in the selected programs, the analysis indicated that undergraduate translation programs emphasize language development (i.e., bilingual sub-competence) the most since it is important for students to build a strong linguistic foundation before embarking on translation training (Al-Batineh & Bilali, 2017). Emphasis on language proficiency was followed by subject area competence, which partly corresponds to PACTE's (2003) extra-linguistic sub-competence. Professional and instrumental competence ranked third after subject area competence in Al-Batineh and Bilali's (2017) analysis of undergraduate translation programs. This competence corresponds to two separate sub-

competences in the PACTE TC model (2003), namely, knowledge about translation sub-competence and instrumental sub-competence.

Al-Batineh and Bilali (2017) also found that master's degree programs emphasized subject area competence over the other competences. This was followed by professional and instrumental competence and communicative and textual competence at almost equal degrees of concentration. The researchers explained that when compared to undergraduate translation programs, professional practice receives more attention at the master's level, while language-skill development receives less attention.

As for their analysis of job descriptions, Al-Batineh and Bilali (2017) found that professional and instrumental competence was in high demand since 50% of the requirements in job descriptions fell under this category. This competence was followed by communicative and textual competence, so language proficiency ranked second in the analyzed job descriptions.

The findings of Al-Batineh and Bilali (2017) indicated that there is gap between translator training programs and market needs. In particular, they found that the competence needed the most, based on the job descriptions (i.e., professional and instrumental competence), receives very little attention in translator training programs and especially at the undergraduate level with only 10% of the courses in undergraduate translation programs allocated to developing this competence. The second major requirement in job descriptions was subject area competence, which is better addressed in the training of undergraduate translation students than professional and instrumental competence since 20% of the courses were allocated to this competence.

Finally, Al-Batineh and Bilali (2017) concluded that translator training programs need to develop their courses to meet the needs and demands of the translation job market. However, they reported a “time lag between identifying curricular needs from analyses of market context, designing a pedagogical solution (curriculum, courses), implementing the solution, and then beginning another round of analysis” (2017, p. 199). In other words, the impact of curricular and pedagogical reforms takes time. In addition, it is a cyclical process.

A more local study conducted by Khoury (2016) examined the translation competence of the graduates of undergraduate translation programs in Jordan in light of the PACTE TC model (2003). Her study aimed to identify the perceptions of instructors and employers regarding the competence of translation graduates. In addition, she aimed to identify the perceptions of the graduates themselves regarding their own competence levels. Her sample consisted of 121 students, 30 instructors, and 42 employers. To conduct her study, Khoury (2016) used questionnaires, focus groups, and translation tasks. She also analyzed the study plans of five translator training programs in Jordan.

Khoury’s findings (2016) indicated that employers and translation instructors generally agreed that translation graduates lacked many of the sub-competences of the PACTE TC model (2003). The two groups of participants also agreed in their evaluation of bilingual sub-competence and strategic sub-competence as the lowest two sub-competences in TC development among graduates. Half of the instructors also believed the students lacked motivation to practice translation as a profession. Most of the employers (i.e., more than 60%), on the other hand, think graduates have the necessary motivation to practice translation. Nevertheless, Khoury (2016) reported that employers are generally more positive in their evaluation of translation graduates, while instructors tend to be more dissatisfied with the

competence of graduates. The graduates, on the other hand, reported improvement in all the sub-competences of the PACTE TC model (2003). However, evaluations of the translation tasks revealed that the graduates generally lacked competence in written translation.

Another local study was conducted by Alshargabi (2019) who explored translator training in Yemen. The study revealed a gap between translator training and the demands of the translation job market in Yemen. Alshargabi (2019) surveyed 50 professional translators working in the public and private sectors in Yemen. Her survey aimed to tap into the perceptions of professional translators regarding the sub-competences that should be developed through undergraduate translation programs. Hence, it addressed the following six categories: bilingual competence, translation competence, cultural competence, strategic competence, instrumental competence, and psycho-physiological components.

Alshargabi's findings (2019) indicated that professional translators rated bilingual competence, translation competence, cultural competence, and strategic competence as highly important, while they rated instrumental competence and psycho-physiological components as moderately important. Alshargabi (2019) concluded that translation programs in Yemen need to develop the translation competences required by the job market. She also underscored the importance of regular coordination with the job market to ensure the proper and continuous development of academic translator training programs.

2.4.2 Translation Competence Research in Saudi Arabia

Abu-Ghararah (2017) conducted a study on the translation industry in Saudi Arabia. She examined the demands of the translation job market. Her findings indicated that the international presence the country enjoys, including its membership in international

organizations (e.g., World Trade Organization), has created a greater demand on high quality translation services, which was realized through academic institutions that offer translation courses or degrees.

Abu-Ghararah's study (2017) helped identify 14 areas that need improvement in Saudi translators. Some of these areas revolve around language proficiency and communicative competence (e.g., fluency), while others are more specific (e.g., research skills, computer skills). Improvement is also needed in the area of interpersonal skills, such as working under pressure and time management. Abu-Ghararah (2017) proposed that these areas should be the point of departure for developing and improving the outputs of translation programs in Saudi Arabia. Accordingly, Abu-Ghararah (2017) concluded that there is a gap between translator training programs in Saudi Arabia and the needs of the translation industry. Unfortunately, the researcher did not detail the procedures she employed to reach these conclusions.

In 2000, Al-Faifi addressed the notion of TC among undergraduate translation students in Saudi Arabia. He conducted an evaluation of the undergraduate translation program at IMSIU's branch in Abha (currently King Khaled University). To collect data for his study, Al-Faifi analyzed the study plan of the program. He also collected data from the students and faculty in the program by administering two questionnaires. His sample consisted of 11 faculty members and 173 students from different levels in the program. The questionnaires aimed at investigating the suitability of the program from the perspectives of faculty members and students. They also helped the researcher gather data about the methods used to teach translation and the content of translation courses. Finally, he investigated the performance of the students enrolled in the program by evaluating their translations of nine texts.

Al-Faifi (2000) found that the faculty at the undergraduate translation program at IMSIU in Abha generally lacked a clear vision of the purpose of teaching translation in the program. In general, they also believed that the program needed overall improvement with special emphasis on the inclusion of more text types, the allocation of more time to teaching translation, and the use of more appropriate teaching methods. Al-Faifi attributed these findings to the fact that none of the faculty members he surveyed specialized in translation. Additionally, 90% of them had no professional translation experience. His discussion also indicated that the faculty lacked a clear vision of the aims of the program as well as the needs of the translation job market.

As for the students' perceptions, Al-Faifi (2000) found that 87.9% of the students he surveyed were not satisfied with the program. Their dissatisfaction was mainly due to the teaching materials and methods used to teach translation, the large workload, the lack of specialized faculty members, and the types and organization of courses in the study plan. The students also generally agreed with the faculty on the need for more time to practice translation, as well as the importance of introducing more text types. The lack of proper facilities, such as language laboratories, was also cause for student dissatisfaction.

Finally, Al-Faifi's evaluation (2000) of student translations showed that the students' performance was weak containing both linguistic and non-linguistic errors. The translations also indicated a lack of awareness of the translation process, which was evidenced by the students' tendency to use literal translation, in addition to their obvious lack of familiarity with translation units, strategies, or other stages of the translation process, such as analyzing the source text or editing and revising the target text.

TC was also investigated by Al-Shethry (2010) who examined the relationship between translation strategy use and TC. She employed a psycholinguistic approach by using Think Aloud Protocols to gather data for her investigation of translation strategy use among the participants, who were five professional translators and five undergraduate translation students from KSU. Her study emphasized strategy use over the investigation of TC, which is supported by her research questions. She categorized the types of strategies used by the participants and examined the frequency of their occurrence. She also compared the two groups of participants in terms of translation strategy use. Al-Shethry concluded that translation strategy use and TC correlated negatively among the participants in her study. But the researcher did not detail the procedures she employed to measure or assess TC among the participants. She only stated that “translation competence is holistically rated by the difference in translation quality produced by the two groups of subjects involved in this study” (2010, p. 19).

Furthermore, Ben Salamh (2012) examined TC in relation to second language literacy needs. He investigated the second language literacy needs of undergraduate translation students at the College of Languages and Translation at KSU using qualitative methods by employing a needs analysis framework. To gather data for his study, Ben Salamh (2012) used two instruments: interviews and a questionnaire. His participants were faculty members and students in the undergraduate translation program at KSU, as well as graduates from the same program. He also analyzed 20 translation job announcements and two translation job descriptions. He distributed the questionnaire to 26 undergraduate translation students in their senior year of study. The interviews, on the other hand, were conducted with all three groups of participants. He interviewed six undergraduate translation students, six professional

translators who had graduated from KSU's undergraduate translation program, and six faculty members.

After analyzing the job descriptions and advertisements, Ben Salamh (2012) found that recruiters generally do not require certain academic qualifications for applicants to translation posts. In the interviews, both the students and graduates were disappointed and, in some cases, surprised by the disregard of academic qualifications for translator jobs. Faculty members, on the other hand, attributed the lack of academic requirements in the Saudi translation job market to the common misconception that anybody who knows two languages can easily translate. Furthermore, another significant finding was that the professional translators he interviewed generally reported a gap between their university education and the professional practice of translation, which testifies to the inadequacy of the program in developing students' competence as translators.

Since the main objective of Ben Salamh's study (2012) was to investigate the second language literacy needs of translation students at the undergraduate translation program at KSU, the questionnaire was designed to fulfil this purpose. The questionnaire helped Ben Salamh (2012) collect data about the development of English language literacy skills among the participants based on their perceptions. Based on his analysis of the questionnaire, the students reported an overall improvement in their language skills after receiving language preparation at KSU.

Specific TC in the area of legal translation was explored by Alkhaldi (2013). She addressed the competence of legal translators in translating Saudi Laws into English in her investigation of the translation of legal language and legal terminology. She reviewed relevant

literature on the subject to highlight the challenges of legal translation in terms of the unique features of legal discourse, as well as the sensitive nature of legal translation in light of the notion of equivalence. In her review, she also presented the most popular translation strategies used in legal translation.

Alkhaldi's data (2013) comprised four Saudi laws that had been translated into English by the Official Translation Department: the official entity responsible for translating laws in Saudi Arabia. The laws she analyzed were the Law of the Judiciary, Law of Procedure before Sharia Courts, Law of Criminal Procedure, and Code of Law Practice. From her analysis of the translations of these laws, Alkhaldi concluded that legal translation is particularly challenging due to the unique features of legal discourse and the use of specialized terminology, as well as the need for translators to be aware of the legal system involved. After her analysis of the translations of Saudi laws, as well as her presentation of the features of legal discourse, Alkhaldi (2013) deduced that the main components of legal translation competence are knowledge and familiarity with the legal systems in both source and target language contexts, knowledge of relevant legal terminology, and competence in target language legal discourse.

A comprehensive study conducted by Alenezi (2015) explored the needs of undergraduate translation students in three Saudi universities, in addition to examining the demands of the translation job market. He provided a comprehensive review of existing literature on TC at the time of his study. To gather data for the study, Alenezi used questionnaires and interviews. He surveyed 156 undergraduate translation students in their final year of study at KSU, IMSIU, and Effat University, 35 translation instructors at the three universities, and 50 translators from the Saudi job market. Interviews were also conducted

with administrators in the three programs. In addition, Alenezi analyzed the study plans of the three programs.

The questionnaires addressed similar dimensions, namely satisfaction with teaching approaches and study materials, and the importance of different courses to the preparation of translators. In terms of satisfaction with the study materials and teaching approaches, faculty members tended to be more satisfied with both in comparison to students, who were typically neutral. Further, the three groups of participants agreed on the importance of some translation modules (e.g., translation theory, practical translation courses, developing linguistic competence in both source and target languages), while their views varied as to the importance of other courses (e.g., interpreting and translation memories).

Alenezi (2015) concluded that the translation programs examined in his study failed to meet the students' needs. His findings indicated that there is a gap between the outcomes of translator training programs and market demands due to the focus on practical rather than theoretical aspects, in addition to other issues like the lack of proper facilities, overpopulated classrooms, and the absence of internship modules in some programs. Finally, it is worth noting that although Alenezi linked his discussion of the students' needs to TC, he did not do so based on a particular model.

Measuring the development of TC among undergraduate translation students was also explored in the literature on TC in Saudi Arabia. For example, AlKhunainy (2015) conducted a longitudinal case study with the aim of measuring the development of TC by evaluating the progress of undergraduate translation students in levels 4, 5, and 6 at the College of Languages and Translation at IMSIU. The researcher's evaluation of TC was linked to the recurrence of

lexical, syntactic, and textual errors in the translations of the participants. In order to collect data for her study, AlKhunainy analyzed the quality of the final examinations of students at the three levels using House's (2015) model for translation quality assessment.

AlKhunainy's conclusions (2015) were not indicative as to whether the educational level of students correlates with the development of their TC based on the frequency of errors in the data. She actually found that some error types increased in frequency as students progressed. Further, she also found that students in levels 5 and 6 did not exhibit as much progress as she had anticipated. According to AlKhunainy, this may have been due to the differences in text types, since the texts that were analyzed were final exam papers. In other words, the researcher did not select the texts herself. She also attributed the unexpected results of levels 5 and 6 to the focus on transferring meaning or the weak knowledge of grammar among the participants. Her findings indicated that "there is linear progress from level 4 to level 5 whereas a slight decline of level six performance is noticed" (2015, p. 80).

The researcher believes that there were several issues with AlKhunainy's study (2015). Due to the limitations of time and other administrative issues, which AlKhunainy discussed in the study, it was not possible for her to follow the same group of students to track their progress throughout their program of study. She maintains, "the longitudinality of the research is achieved through the three successive levels" (2015, p. 26). This means that the study was actually not longitudinal but cross-sectional (Dörnyei, 2007). In addition, another issue is related to the translation tasks upon which the evaluation was conducted. AlKhunainy was not involved in the selection of the translation tasks which served as the basis for her evaluation of translation performance among the sample. Unfortunately, this affected her results as she reported that no significant improvement was detected between levels 5 and 6. Since the

researcher was not involved in selecting the texts, the lack of any indication of improvement, or a lack thereof, could be misleading.

2.5 Conclusion

This chapter reviewed relevant literature on translator training, which has been the subject of research and investigation to keep up with the growing number of translation programs around the world. Many studies examined translation programs and their relevance to the demands of the job market. These studies reached several conclusions including the existence of a pedagogical gap in translator pedagogy in addition to a gap between translator training and the requirements of the job market, as well as other deficiencies such as the lack of qualified and specialized translator trainers.

This chapter also reviewed literature related to TC. Several TC definitions and models were presented. Nevertheless, most of the research in this field is relatively recent, which is an indication that much of this area remains uncharted territory. The studies reviewed in Section 2.4.2 have contributed to the literature on translation pedagogy in the Saudi context. However, although some of them claimed to investigate TC either implicitly or explicitly, none of them did so with a TC model in mind. Some of the studies addressed TC for a specific purpose. Al-Faifi (2000), for instance, examined TC with the purpose of evaluating a particular academic program. In Alkhaldi (2013), however, the focus was on competence in the domain of legal translation alone. Her investigation was restricted to the competence of translators of legal language and legal terminology. Furthermore, her findings were based on a review of relevant literature and the analysis of the translations of Saudi laws.

Al-Shethry (2010) emphasized translation strategy use in relation to TC. However, her study emphasized the psychology of translation as she adopted Think Aloud Protocols in her investigation. AlKhunainy (2015) also claimed to investigate TC in her study of undergraduate translation students. But she emphasized the use of House's (2015) translation quality assessment model and measured TC in terms of error frequency, which limits TC to linguistic competence failing to take account of other important aspects (e.g., PACTE, 2003). Finally, some of the studies that dealt with TC adopted needs analysis as a framework (Alenezi, 2015; Ben Salamh, 2012) instead of adopting a TC model. Their main objective was to identify the needs of undergraduate translation students in Saudi Arabia.

The review also showed that although TC and its acquisition have been investigated in different institutions and on different populations in different countries, it remains under-investigated in the Saudi context. This is evidenced by the limited number of studies that have addressed this notion as reviewed in Section 2.4.2. Hence, this was motivation to conduct this study as it serves to fill a gap in the literature on TC in the Saudi context. Unlike the previous studies reviewed in Section 2.4.2, the current study addressed TC from a more comprehensive perspective by adopting the PACTE TC model (2003), which contributes to the empirical literature on TC in the Saudi context.

Chapter Three

Methodology

This chapter discusses the methodology of the study. The research design is addressed first before going into further detail about research instruments, sampling, and study procedures. The chapter concludes with a section on data analysis.

3.1 Research Design

In order to address the study's research questions, the researcher conducted a case study employing a mixed methods approach. Mixed methods are more suited when conducting context-oriented research in translation studies due to its complex and multifaceted nature. Furthermore, case studies are appropriate when attempting to investigate complex situations because they help researchers conduct in-depth analyses and achieve a deeper understanding of the issues at hand (Duff, 2008). The chosen approach also allowed for the verification of findings through triangulation (Dörnyei, 2007).

Since mixed methods research “involves the collection or analysis of both quantitative and qualitative data in a single study” (Dörnyei, 2007, p. 163), the researcher used both qualitative and quantitative methods to collect data from different groups of participants (i.e., questionnaires, interviews, and translation tasks). Relevant documents were also analyzed. Further details on the research instruments are presented in Section 3.2 below.

3.2 Research Instruments

The researcher employed quantitative and qualitative research methods to collect data from several groups of participants in line with the mixed methods research design adopted in the current study. This section discusses in detail the study's research instruments.

In order to address the study's research questions, data were collected from the following sources and populations using the instruments indicated in Table 1 below. The table presents a summary of the research instruments and participants and/or data sources for each research question.

Table 1

Summary of Research Instruments and Participants/Data Sources

Research Question	Population/Data Source	Research Instrument
1	Study plans	NA
2	Undergraduate translation students	Translation Tasks 1 and 2
		Translation Problems Questionnaire Knowledge of Translation Questionnaire
3	Undergraduate translation students	Translation Students' Questionnaire
		Translation Students' Interview
4	Translation instructors	Translation Instructors' Questionnaire
		Translation Instructors' Interview
5	Translation job advertisements and descriptions	NA
	Employers	Employers' Questionnaire Employers' Interview
	Professional translators	Professional Translators' Interview

Nevertheless, it is necessary to keep in mind that some data were used to address more than one research question due to the complex and interrelated nature of this type of research

(Saldanha & O'Brien, 2013). This was especially relevant when the findings supported or contradicted one another.

3.2.1 Questionnaires

The researcher used five questionnaires to collect data for Research Questions 2, 3, 4, and 5. All the questionnaires were adapted from existing questionnaires that were administered in similar studies (Hurtado Albir, 2017b; Khoury, 2016). The practice of “employing or adapting a previously validated instrument is another approach that researchers may consider when planning to collect survey data” (Mellinger & Hanson, 2017, p. 30).

After the researcher adapted and modified the questionnaires, they were reviewed by several faculty members at the College of Languages and Translation and/or the College of Arts, KSU. The questionnaires were also piloted before they were finalized since it is important to pilot questionnaires on the population to which they are to be administered even if they are adapted from existing questionnaires (Dörnyei, 2010). A detailed discussion of the design of the five questionnaires is presented below.

3.2.1.1 Translation Problems Questionnaire.

The Translation Problems Questionnaire (See Appendix A) was adapted from a questionnaire developed and used in Hurtado Albir (2017b) (See Appendix B). The questionnaire was piloted on a group of 21 participants. Based on the feedback obtained from the reviewers and the results of the pilot study, the researcher modified the questionnaire as necessary. For a detailed explanation of the modifications made to the original questionnaire, refer to Appendix C.

The questionnaire was used together with the Knowledge of Translation Questionnaire and the Translation Tasks (See Sections 3.2.1.2 and 3.2.2) to collect data for Research Question 2, which aimed to examine the extent to which undergraduate translation students developed TC through their programs of study. The aim of the questionnaire was to assess the participants' ability to identify and resolve the translation problems they faced in the Translation Tasks, as well as assessing their ability to issue accurate judgements on the tasks' degree of difficulty by linking their judgements to their performance. Further, the questionnaire also tapped into the participants' instrumental sub-competence by identifying the types of resources they used while translating and the time it took them to complete the Translation Tasks because a translator's experience is one of the factors that determines translation speed (Tassini, 2012).

The questionnaire is a 2-part semi-structured questionnaire that is mostly composed of open-ended items. The participants were instructed to complete the questionnaire after completing the Translation Tasks. After indicating, the title of the text they translated, the direction of translation, and the time it took them to complete the translation, the participants were asked to list the resources they used during translation. The first part of the questionnaire includes one 5-point Likert Scale item in which participants had to determine the tasks' degree of difficulty (i.e., from Very Easy to Very Difficult). They were also asked to identify their priorities while translating the text. The second part of the questionnaire includes a table in which participants were asked to identify five translation problems they encountered while completing the Translation Task.

3.2.1.2 Knowledge of Translation Questionnaire.

The Knowledge of Translation Questionnaire (See Appendix D) was adapted from a questionnaire developed and used in Hurtado Albir (2017b) (See Appendix E). The questionnaire was piloted on a group of 33 participants. Based on the feedback obtained from the reviewers and the results of the pilot study, the researcher modified the items as necessary. For a detailed explanation of the modifications made to the original questionnaire, refer to Appendix F.

The questionnaire was used together with the Translation Problems Questionnaire and the Translation Tasks (See Sections 3.2.1.1 and 3.2.2) to collect data for Research Question 2, which aimed to examine the extent to which undergraduate translation students developed or acquired TC. The aim of the Knowledge of Translation Questionnaire was to measure the participants' knowledge of different elements related to the translation process. It also aimed to determine whether undergraduate translation students have developed a dynamic perception of translation, which is a characteristic of TC that entails possessing “a textual, interpretive, communicative, functional approach to translation” (PACTE, 2017b, p. 151).

The questionnaire is composed of two parts. The first part includes the instructions as well as items to collect background information about the participants (i.e., their gender, age, university, and level). Part two, on the other hand, comprises 27 items in closed-item format to measure the participants' degree of agreement using a 5-point Likert Scale (i.e., from Strongly Agree to Strongly Disagree). These items fall under the following four dimensions:

1. Problems of translation
2. Phases of translation

3. Translation methods and strategies
4. Translation concept and functions

In addition to grouping the items under these four dimensions, the items were also considered from a dynamic/static perspective. Thus, to measure the degree of dynamicity and in line with PACTE (2017b), the items were also grouped under the two categories of dynamic and static (Table 2).

Table 2*Knowledge of Translation Questionnaire Items Classified as Dynamic and Static*

Dynamic	Static
1. Problems of Translation	
<p>17) One of the biggest problems when translating a novel is cultural references (e.g., institutions, traditional food, etc.).</p>	<p>5) Most translation problems can be solved with the help of a good dictionary.</p> <p>9) Since you cannot be expected to know every word of a language, a good bilingual dictionary is the best way to ensure a good translation.</p> <p>12) Idiomatic expressions are the biggest problem in translation.</p> <p>14) When translating a technical text, terminology is the biggest problem.</p> <p>26) The same translation problems come up in every text.</p>
2. Phases of Translation	
<p>1) As you read the source text, you are already thinking about how you are going to translate it.</p> <p>19) When you translate, you must bear in mind the text features of the target language.</p>	<p>7) In order to understand the source text, the most important thing to do is to solve vocabulary problems.</p> <p>13) The best way to translate is to concentrate on the words and sentence structure of the original and then reproduce them in the target language.</p>

Dynamic	Static
	<p>18) When you translate, you concentrate on one sentence and translate it, then the next, and so on until you have translated the whole text.</p> <p>25) The best way to translate a text is to translate sentence by sentence.</p>

3. Translation Methods and Strategies

<p>8) If the characteristics of the source text are very different from those of the same text type in the target culture (e.g., business letters, instruction manuals, etc.), you should adapt the target text accordingly.</p>	<p>4) The aim of every translation is to produce a text as close in form to the original as possible.</p>
<p>10) A text should be translated in different ways depending on who the target reader is.</p>	<p>11) All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.</p>
<p>23) If you begin translating a text with certain criteria (e.g., respecting the format of the original, adapting the text to the target reader, etc.), these criteria should be maintained throughout the translation.</p>	<p>15) With the exception of proverbs, idioms, and metaphors, literal translation is always the best way to translate.</p>
<p>27) If you find a word you do not understand in a text, you should first try to work out or guess its meaning from the context.</p>	<p>16) As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.</p>
	<p>22) When a cultural reference from the source culture is used in a text (e.g., traditional food), you should try to find a similar reference in the target culture.</p>

4. Translation Concept and Functions

Dynamic	Static
3) The client controls how the translator translates a text.	2) You always lose something in translation since words do not normally mean exactly the same in the source language as in the target language.
6) When you translate a text, the most important thing is to satisfy target reader expectations.	20) It is enough to know two languages well to be able to translate well.
21) When you translate a text, you must ensure that target readers are affected by the translated text in the same way source text readers were affected by the source text.	24) When you translate a text, you should not be influenced by the target reader.

3.2.1.3 Translation Students' Questionnaire.

The Translation Students' Questionnaire (See Appendix G) was adapted from a questionnaire developed and used in Khoury (2016) (See Appendix H). The questionnaire was piloted on a group of 30 participants. As a result of the feedback received from the reviewers and the pilot study, the researcher modified some of the items in the original questionnaire. For a detailed explanation of the modifications made to the original questionnaire, refer to Appendix I.

The Translation Students' Questionnaire was used to collect data for Research Question 3, which aimed to measure the extent to which undergraduate translation students believe their study programs helped them develop or acquire TC based on the sub-competences and components of PACTE's TC model (2003). The questionnaire is made up of two parts. The first part includes instructions and a brief explanation of the study. It also gathers background information about the participants (i.e., their gender, age, university, and level). The second part contains 35 items in closed-item format to measure the participants' degree of agreement using a 5-point Likert Scale (i.e., from Strongly Agree to Strongly Disagree). This part of the questionnaire aimed to collect data about several dimensions that correspond to the different components of the PACTE TC model (2003). These dimensions addressed the participants' motivation to join an undergraduate translation program, the teaching methods employed in undergraduate translation programs, and the extent to which the participants believe they have developed PACTE's sub-competences (2003) as a result of the training they received in their undergraduate translation programs.

3.2.1.4 Translation Instructors' Questionnaire.

The Translation Instructors' Questionnaire (See Appendix J) was adapted from a questionnaire developed and used in Khoury (2016) (See Appendix K). The questionnaire was piloted on a group of 15 participants. As a result of the feedback received from reviewers and the pilot study, the researcher modified some of the items in the original questionnaire. For a detailed explanation of the modifications made to the original questionnaire, refer to Appendix L.

The Translation Instructors' Questionnaire was used to collect data for Research Question 4, which aimed to measure the perceptions of translation instructors regarding TC and the extent to which they believe undergraduate translation programs help develop TC among students. The questionnaire also aimed to tap into the perspectives of translation instructors regarding admission requirements, curricula and textbooks, and teaching methods which are factors that influence the development of TC among translation students.

The Translation Instructors' Questionnaire is composed of three parts. The first part provides a brief explanation of the study and instructions, and it also gathers background information about the participants (i.e., their gender, the universities at which they work, years of experience, academic rank, last academic degree, and specialization). The second and third parts, which are composed of 17 and 18 closed items respectively, employ a 5-point Likert Scale. Part two aims to measure the participants' degree of agreement regarding the sub-competences of PACTE's model (2003). Part three, on the other hand, measures the participants' opinions regarding the degree of importance of certain administrative and pedagogical practices including admission requirements, study plans and textbooks, and teaching methods.

3.2.1.5 Employers' Questionnaire.

The Employers' Questionnaire (See Appendix M) was translated and adapted from a questionnaire developed and used in Khoury (2016) (See Appendix N). The questionnaire was translated into Arabic based on reviewers' suggestions, as it could not be guaranteed that all employers spoke English fluently. Thus, the researcher followed Dörnyei (2010) in the steps to translate a questionnaire by translating the original English questionnaire into Arabic. Afterwards, the translation was revised by another faculty member at the College of Languages and Translation at KSU who compared the translated version to the original and the necessary modifications were made by the researcher based on the faculty member's feedback. Finally, the translated questionnaire was edited by an Arabic language instructor to ensure there were no language mistakes. The questionnaire was also piloted on one participant due to the relatively small size of the population of employers compared to the other groups of participants. For a detailed explanation of the modifications made to the original questionnaire, refer to Appendix O.

The Employers' Questionnaire was used to collect data for Research Question 5, which aimed to tap into the perceptions of employers regarding TC and the extent to which the sub-competences of PACTE's model (2003) are reflected in the hiring and recruitment practices of translators in Saudi Arabia. The questionnaire aimed to gather data on the perspectives of employers towards the importance of mastering the sub-competences of PACTE's model (2003) among professional translators, as well as the extent to which the graduates of undergraduate translation programs possess these sub-competences. The questionnaire also aimed to gather information about the hiring and recruitment practices of translators in the Saudi job market.

The Employers' Questionnaire is composed of three parts. The first two parts consist of 15 items each and employ a closed-item format. In part one, a 4-point Likert Scale is used to measure the participants' opinions about the importance of the sub-competences of PACTE's model (2003) in professional translators they hire or recruit. Part two, on the other hand, employs a 5-point Likert Scale to measure the participants' degree of agreement as to whether the graduates of undergraduate translation programs lacked the sub-competences of PACTE's model (2003). The last part of the questionnaire includes several closed- and open-ended items to gather information about the hiring and recruitment practices of translators. This includes hiring requirements (e.g., degree, GPA, English language proficiency) and hiring practices, such as whether or not applicants sit for a translation test, whether the test is timed, and whether or not they are allowed to use resources during the test.

3.2.1.6 Reliability of Questionnaires.

The reliability of the four closed-item questionnaires was measured using the Cronbach alpha test. All four questionnaires were found to have a high degree of internal consistency with overall reliability scores ranging from 0.745 to 0.841 (See Table 3 for the reliability score of each questionnaire). According to Nunnally (1978), a value of alpha (α) equivalent to 0.70 and above shows that the items of a scale are reliable, which strongly suggests that the questionnaires are reliable in measuring the variables of this study.

Table 3*Cronbach Alpha for Closed-Item Questionnaires*

Questionnaire	Number of Items	<i>a</i>
Knowledge of Translation Questionnaire	27	0.745
Translation Students' Questionnaire	35	0.841
Translation Instructors' Questionnaire		0.838
Part 2	17	0.888
Part 3	18	0.708
Employers' Questionnaire		0.837
Part 1	15	0.735
Part 2	15	0.922

3.2.2 Translation Tasks

To further examine the development of TC under Research Question 2, the researcher used two Translation Tasks along with the Translation Problems Questionnaire and the Knowledge of Translation Questionnaire (See Sections 3.2.1.1 and 3.2.1.2). The evaluation of translations (i.e., translated texts) is a common practice in translation studies' research to investigate different aspects, such as the process of translation, the translated product itself, or the context of the translation act (Saldanha & O'Brien, 2013). For the purpose of the current study, the texts for the Translation Tasks were selected in line with PACTE's (2017c) criteria for selecting texts:

- (1) authentic texts of the sort that might be given to a professional translator;
- (2) brevity (approximately 150 words);
- (3) non-specialist texts that require some extralinguistic knowledge (concerning subject matter, cultural, general or world knowledge);
- (4) texts that pose a number of translation problems that could serve as indicators of TC-specific sub-competences since these sub-competences must be activated for the problem to be solved. (p. 66)

The researcher accordingly selected two texts about Coronavirus, which was a current event at the time of data collection (See Appendix P). The texts were both online newspaper articles about the same topic: Hackers taking advantage of the Coronavirus outbreak to spread malware. Translation Task 1 was an Arabic text from the Arabic online newspaper *Al-Youm Al-Sabi'*, and Translation Task 2 was an English text from the English online newspaper DigitalTrends. The purpose of selecting two texts in different languages was to judge the quality of translation from the participants' native language, Arabic, into their second language, English, and vice versa.

After the texts were selected and reviewed, the researcher piloted them on a group of undergraduate translation students at the College of Languages and Translation, KSU. Twelve students translated Translation Task 1 from Arabic into English, while nine translated Translation Task 2 from English into Arabic. The pilot study indicated that the selected texts were suitable for the purpose of the study.

3.2.3 Interviews

The researcher conducted semi-structured interviews to collect in-depth data for Research Questions 3, 4, and 5. The interviews targeted four different groups of participants: advanced undergraduate translation students, translation instructors, employers of translators, and professional translators. The researcher created interview guides for all four interviews (See Appendix Q). The guides helped the researcher conduct the interviews keeping in mind the aim of each research question. Each interview started with an introductory question about the interviewee's level, in case of student interviewees, or years of experience, in case of instructors, employers, and professional translators. Then more specific questions related to the research questions were addressed, and finally, the interviewees were invited to add or share their comments or points of view.

The Translation Students' Interview was held with advanced undergraduate translation students and it mainly provided insights related to Research Question 3. The students reported on their experience as trainee translators in undergraduate translation programs in Saudi Arabia. This included their perspectives on how their programs of study contributed to developing the skills they need to become translators (i.e., their TC). They were also useful in providing information about the strengths and weaknesses of the programs from the students' point of view.

The Translation Instructors' Interview mainly served to provide information related to Research Question 4. This involved the perceptions of instructors about TC as well as their views on the development of TC among the senior undergraduate translation students in the programs which they teach. Like the undergraduate translation students, the instructors were also invited to highlight the strengths and weaknesses of their programs.

The Employers' and Professional Translators' Interviews mainly served the purpose of providing insights about the hiring and recruitment practices of translators in the Saudi job market (i.e., Research Question 5). The interviews addressed hiring requirements, such as translation tests and interviews. Both groups were also invited to provide their views on the requirement of translators in the Saudi job market. In addition, professional translators were invited to reflect on the translation programs from which they graduated and the extent to which these programs prepared them for the job market.

3.2.4 Documents

The last data source employed by the researcher was documents. Documents are different types of texts that can be used in qualitative research (Dörnyei, 2007). They serve the

purpose of mixed methods research by helping to paint a more detailed image of the phenomenon under investigation. Analyzing the contents of documents helps researchers make inferences from them. In this study, the researcher analyzed relevant documents to infer indications of the sub-competences of the PACTE TC model (2003). The researcher conducted content analysis on two types of documents to address Research Questions 1 and 5.

Research Question 1 aimed to identify the extent to which the sub-competences of PACTE's TC model (2003) are reflected in the study plans of undergraduate translation programs in Saudi universities. For this reason, the study plans of four undergraduate translation programs were selected to be the subject of analysis. Study plans are a good source of information on the types of courses in a program. They also help visualize areas that receive more emphasis in a plan. Therefore, analyzing the components of the selected study plans helped the researcher determine whether the sub-competences of PACTE's TC model (2003) are reflected in the pedagogical practices of each program.

Research Question 5 aimed to examine the hiring and recruitment practices of translators in Saudi Arabia, and whether or not PACTE's sub-competences (2003) are reflected in these practices. Therefore, the researcher analyzed translation job advertisements and descriptions to look for traces of the sub-competences of PACTE's TC model (2003). These documents play a crucial role in determining the minimum requirements, or competences, translators must attain to be hired as such in the Saudi job market. The job market is an influencing factor that shapes the characteristics and skills of university graduates in all disciplines, including translation (Kelly, 2005).

3.3 Sampling

As the study addressed several aspects through its research questions, several samples were involved. This section explains the sampling procedures applied to the different groups of participants as well as the documents.

3.3.1 Participants

To collect data using the questionnaires and Translation Tasks, the researcher employed a purposive non-probability sampling technique, since the instruments of the study targeted individuals with specific characteristics who were willing to participate (Dörnyei, 2007; Mellinger & Hanson, 2017). Participants of the four interviews on the other hand, were approached by the researcher from among the populations targeted by the respective questionnaires.

This section is organized by research question for clarity.

3.3.1.1 Research Question 2.

Research Question 2 targeted the population of undergraduate translation students enrolled in English translation programs in Saudi universities with the aim of measuring TC. To examine the development of TC as a result of the instruction the students received in their programs of study, the researcher employed a cross-sectional sampling approach since the ideal longitudinal design would not have been feasible in the current study mainly due to administrative issues; it was not possible to adopt a longitudinal design for the sampling of this target population because undergraduate university students do not necessarily progress at the same pace as their colleagues. In addition, there was the issue of time; it was not feasible, assuming the same group of participants was guaranteed, to track the same group of students

for two to three years to measure their development. To address these issues, the researcher resorted to a cross-sectional sampling design, which is a suitable approach when it comes to inferring development at different stages for a particular target population (Duff, 2008).

Accordingly, the researcher sampled two groups of students from the target population of undergraduate translation students. The first group included beginners who had completed an introductory course on the theory of translation and at least one practical translation course. The second group of participants, on the other hand, was composed of senior translation students who were in their final year of study.

This research question involved three data collection instruments, Translation Tasks, Translation Problems Questionnaire, and Knowledge of Translation Questionnaire. Since the Translation Problems Questionnaire was linked to the Translation Tasks, both instruments were administered to the same sample of students. The sample was composed of 50 participants who were all female undergraduate translation students enrolled in the Department of English Language and Translation at the College of Languages and Translation, KSU during the second semester of the academic year 2019/2020. Half of the participants completed Translation Task 1, while the other half completed Translation Task 2. Each participant also completed the Translation Problems Questionnaire. As indicated in Table 4, for each task, 10 of the participants were advanced students, while the remaining 15 were beginners.

Table 4*Sample of the Translation Tasks*

Task	<i>n</i>	%
Translation Task 1		
Beginners	15	60
Advanced	10	40
Translation Task 2		
Beginners	15	60
Advanced	10	40

The remaining instrument used to collect data for Research Question 2 was the Knowledge of Translation Questionnaire. The questionnaire received a total of 158 responses. The majority of the participants were females (73.4%), and most of the participants were KSU students (74%). Their ages mainly ranged between 20 and 25 years old. Table 5 provides further details about the participants.

Table 5*Sample of the Knowledge of Translation Questionnaire*

Variable	<i>n</i>	%
Gender		
Male	42	26.6
Female	116	73.4
University		
KSU	117	74.0
IMSIU	27	17.1
PNU	12	7.6
SEU	2	1.3
Level		
3	1	0.6
4	35	22.2
5	10	6.3
6	19	12.0
7	16	10.1
8	46	29.1
9	9	5.7
10	22	14

3.3.1.2 Research Question 3.

Research Question 3 targeted the population of senior undergraduate translation students enrolled in English translation programs in Saudi universities. The question aimed to examine the perceptions of this population towards components of TC as well as whether they

believed their programs helped them achieve TC. Thus, the researcher administered the Translation Students' Questionnaire to senior, or final year, undergraduate translation students.

A total of 170 students completed the questionnaire. Their ages mainly ranged between 20 and 25 years old. Most of the participants were females (72.4%). KSU students accounted for the majority of participants (50%), while the remaining 50% was divided among IMSIU (25.9%), PNU (7.6%), and SEU (16.5%). See Table 6 for more details.

Table 6

Sample of the Translation Students' Questionnaire

Variable	<i>n</i>	%
Gender		
Male	47	27.6
Female	123	72.4
University		
KSU	85	50.0
IMSIU	44	25.9
PNU	13	7.6
SEU	28	16.5
Level		
6	16	9.4
7	12	7.1
8	60	35.3
9	23	13.5
10	59	34.7

As for the Translation Students' Interview, 11 senior undergraduate translation students enrolled in three undergraduate translation programs at KSU, IMSIU, and SEU were interviewed by the researcher. Five interviewees were from KSU, and the remaining six were from IMSIU and SEU. One of the interviewees was male, while the remaining 10 were females.

3.3.1.3 Research Question 4.

Research Question 4 targeted the population of translation instructors affiliated with English translation programs in Saudi universities. In this question, the researcher examined the development of TC among senior undergraduate translation students from the perspective of translation instructors. So, the researcher targeted the sub-set of translation instructors who had experience teaching this group of students. Faculty members at the four universities—KSU, IMSIU, PNU, and SEU—who met the criterion outlined by the researcher were invited to complete the Translation Instructors' Questionnaire and participate in the interview.

Forty translation instructors completed the questionnaire. The majority of the participants were females (85%). Most of the participants worked at KSU (40%) or PNU (35%). Their experience ranged from less than five years to more than 15 years. Most of the participants held the academic post of lecturer (55%), while 20% were assistant professors, 20% were teaching assistants and language instructors, 2.5% were associate professors, and 2.5% were professors. As for their academic degrees, only two of the participants were bachelor's degree holders, while the remaining 38 either had a master's degree (57.5%) or a PhD (37.5%). The majority had a degree in translation (75%), while the remaining 25% specialized either in linguistics, literature, or teaching English as a second language. Table 7 provides more details about the translation instructors who completed the questionnaire.

Table 7*Sample of the Translation Instructors' Questionnaire*

Variable	<i>n</i>	%
Gender		
Male	6	15.0
Female	34	85.0
University		
KSU	16	40.0
IMSIU	6	15.0
PNU	14	35.0
SEU	4	10.0
Years of experience		
Less than 5 years	12	30.0
5 - 10 years	16	40.0
11 - 15 years	6	15.0
More than 15 years	6	15.0
Academic rank		
Teaching Assistant	4	10.0
Language Instructor	4	10.0
Lecturer	22	55.0
Assistant Professor	8	20.0
Associate Professor	1	2.5
Professor	1	2.5
Academic degree		
Bachelor's degree	2	5.0
Master's degree	23	57.5

Variable	<i>n</i>	%
PhD degree	15	37.5
Specialization		
Translation	30	75.0
Theoretical Linguistics	1	2.5
Applied Linguistics	7	17.5
Literature	1	2.5
English TESOL	1	2.5

As for the Translation Instructors' Interview, four translation instructors were interviewed by the researcher. Three of them were affiliated to KSU and the fourth was affiliated to PNU. Furthermore, one of them was male and the remaining three were females. Their experience teaching translation ranged from 6 to 15 years.

3.3.1.4 Research Question 5.

The final research question targeted employers and professional translators in Saudi Arabia. The Employers' Questionnaire was used to collect data from employers, and interviews were conducted with employers and professional translators.

The target population of the Employers' Questionnaire was employers at translation agencies or other entities that hire translators in Saudi Arabia. A total of 13 participants completed the questionnaire. Most of them worked in the private sector (46.2%), while the remaining participants worked in the government (30.8%) or semi-government (23%) sectors. For more details about the participants, see Table 8.

Table 8*Sample of the Employers' Questionnaire*

Variable	<i>n</i>	%
Years of experience recruiting translators		
1 - 5 years	6	46.1
6 -10 years	5	38.5
More than 10 years	2	15.4
Sector		
Government	4	30.8
Private	6	46.2
Semi-government	3	23.0

As for the Employers' Interview, four employers were interviewed by the researcher. All of the employers were males. Their experience recruiting and hiring translators ranged from 4 to 11 years. Three of the interviewees worked in the private sector, while the fourth worked in the semi-government sector. However, the fourth interviewee has previous recruiting experience in both private and government sectors.

The researcher also interviewed nine professional translators for the Professional Translators' Interview. All the interviewees were female graduates of translation programs. Their translation experience ranged from 1 to 10 years. Three of the interviewees had only 1 to 2 years of experience, two had 4 to 6 years of experience, and four of them had 9 to 10 years of experience.

3.3.2 Documents

As explained in Section 3.2.4, study plans and translation job advertisements and descriptions were used to gather data for Research Questions 1 and 5. A discussion of each follows.

3.3.2.1 Study Plans.

In Saudi Arabia, higher education institutions are overseen by the Ministry of Education, the official entity responsible for the education sector in the country. Translation is taught at both undergraduate and graduate levels in many universities across the country. However, due to the relatively limited number of graduates from graduate programs so far, as well as the recency of some of these programs, as some of them have only been running for two to three years at the time of the study, the researcher chose to limit the investigation in this study to undergraduate programs. Undergraduate translation programs in Saudi universities have existed for a longer period of time and many students have graduated from them and joined the workforce over the years. Furthermore, the number of students enrolled in undergraduate translation programs exceeds those enrolled in graduate programs due to the nature of graduate studies, which typically involve stricter admission requirements and fewer vacancies.

From among the undergraduate translation programs in Saudi universities, the researcher chose to analyze the study plans of the undergraduate English language translation programs at the following four public universities: KSU, IMSIU, PNU, and SEU (See Appendices R, S, T, and U). These four universities were selected because they all offer undergraduate English-Arabic translation programs. However, the main factor behind selecting these four universities was that most of the students and/or instructors who

participated in the Translation Students' Questionnaire and the Translation Instructors' Questionnaire, respectively, were affiliated with these four universities even though the two questionnaires were administered through a variety of channels as discussed in Section 3.4. A brief overview of each program is presented below.

- **KSU:** The College of Languages and Translation at KSU was established in 1994. At the time of the study, the College housed four departments: Department of English Language and Translation, Department of French Language and Translation, Department of Modern Languages and Translation, and Department of Linguistics and Translation Studies. The Department of French Language and Translation and the Department of English Language and Translation offer undergraduate and graduate (i.e., master's) programs in translation, while the Department of Modern Languages and Translation only offers undergraduate translation programs in several languages. The Department of Linguistics and Translation Studies, on the other hand, only offers a master's degree in theoretical linguistics.
- **IMSIU:** The College of Languages and Translation at IMSIU was established in 2001. It has two departments: Department of English Language and Literature and Department of Chinese Language. The Department of English Language and Literature has one undergraduate program, as well as several graduate programs: both master's and PhD. The Department of Chinese Language was, at the time of the current study, a newly established department.
- **PNU:** The College of Languages at PNU was established in 2007. It is composed of three departments: Translation Department, Applied Linguistics Department, and Literature Department. The Translation Department offers undergraduate translation

programs in English and French. It also offers master's degree programs in both languages. The Applied Linguistics and Literature Departments only offer undergraduate programs.

- **SEU:** The College of Science and Theoretical Studies at SEU was established in 2013. It is home to six academic departments: Department of Electronic Media, Department of Law, Department of English, Department of Humanities, and Department of Basic Sciences. In addition to the undergraduate translation program, it offers undergraduate degrees in digital media and in law. It also offers two master's degree programs. Thus, it seems that some of the College's departments are non-degree programs, which means they perform supporting roles by teaching courses to other departments/colleges at SEU.

3.3.2.2 Translation Job Advertisements and Descriptions.

Translation job advertisements and job descriptions were collected by the researcher to determine whether these documents include any elements that represent the sub-competences of PACTE's TC model (2003). Since these documents are essential to hiring and recruiting practices, they play a significant role in determining the knowledge, skills, and competences of applicants to translation jobs.

The advertisements and descriptions were mainly obtained from online sources, such as recruiting websites (e.g., LinkedIn) and other social media platforms (e.g., Twitter, WhatsApp). The sample was limited to advertisements and descriptions for the job of "translator" in Saudi Arabia. A total of 28 documents were collected for translator job positions in the private, government, and semi-government sectors during the period between January 2019 and July 2020.

Some of the translation job advertisements included a section with the job description. This was more common in private sector job advertisements. In the government sector, on the other hand, employment is typically overseen by the Ministry of Human Resources and Social Development as the entity in charge of public service in Saudi Arabia. For this reason, most of the job advertisements for government entities (e.g., ministries, government-owned health care providers) referred to the job classification guide enforced by the Ministry.

Consequently, the researcher mainly relied on the job descriptions in the collected job advertisements, as it was not as easy to come by documents whose sole purpose is to serve as a job description for translation positions. Furthermore, the job description sections in the advertisements as well as the descriptions provided in the Ministry of Human Resources and Social Developments' job classification guide were sufficient for the purposes of the current study.

3.4 Study Procedures

As this study involved several data collection methods and different groups of participants, this section details the study procedures. The discussion is organized by data collection instrument for clarity.

3.4.1 Questionnaires

Four of the study's questionnaires, namely, the Knowledge of Translation Questionnaire, Translation Students' Questionnaire, Translation Instructors' Questionnaire, and Employers' Questionnaire, were administered using the SurveyMonkey (<https://www.surveymonkey.com/>) online survey website. The Translation Problems Questionnaire was administered with the Translation Tasks (See Section 3.4.2 for further

details). A distribution link was generated by SurveyMonkey for each online questionnaire, and the links were sent using WhatsApp, Twitter, LinkedIn, and/or email.

3.4.2 Translation Tasks and Translation Problems Questionnaire

Due to the precautionary measures enforced in Saudi Arabia during the Coronavirus pandemic, the Translation Tasks and Translation Problems Questionnaire were administered online. Seven online sessions were held during the period from the 16th to the 23rd of April 2020. The participants were 50 undergraduate students enrolled at the Department of English Language and Translation, KSU. They volunteered to participate in the task and signed up using an online form that was created by the researcher. As detailed in Section 3.3.1.1, 25 of the participants completed Translation Task 1, while the remaining 25 participants completed Translation Task 2. All the 50 participants completed the Translation Problems Questionnaire which was filled out based on the translation tasks they had completed.

Before administering the Translation Tasks and Translation Problems Questionnaire, the researcher held a virtual meeting with the participants via the Zoom video communications application to give them instructions on completing the tasks and questionnaire, and to address their questions. They were instructed to complete the Translation Task and then complete the Translation Problems Questionnaire based on the Translation Task. The participants were given the choice to complete the Translation Problems Questionnaire in English or Arabic. The researcher made it clear to them that they should use the language in which they felt more comfortable and confident expressing themselves. The participants were also instructed to record their screens as they completed the Translation Tasks.

After the Zoom meeting, each participant received an email with the task and questionnaire in MS Word format. The email also included instructions on how to submit completed tasks, questionnaires, and recordings. The data were collected using a submission link to the researcher's account on the Dropbox cloud storage platform. The researcher then proceeded to download and save each submission in a separate file for each participant.

3.4.3 Interviews

All the interviews were conducted virtually using the Zoom video communications application due to the precautionary measures enforced in the country due to the Coronavirus pandemic. The researcher invited potential interviewees to participate in the interviews via WhatsApp, Twitter, LinkedIn, and/or email. The invitations included a brief explanation of the nature of the interview and its expected duration. Interviewees were also notified that interviews would be recorded for research purposes. When a participant consented to an interview, the researcher scheduled the interview, and on the day of the interview, the researcher sent the Zoom meeting link to the interviewee before the agreed upon time.

The interviews were held over a period of three weeks from the 16th of November 2020 to the 6th of December 2020. The researcher asked interviewees about their language of preference at the beginning of each interview. Accordingly, interviews were conducted in Arabic or English based on the interviewees' preference. Each interview was recorded using Zoom's record feature. As for the duration of the interviews, the researcher noticed that employers, instructors, and professional translators tended to be more responsive than undergraduate students. For this reason, the duration of interviews varied from 15 to 100 minutes. The average interview duration for each group of participants is presented in Table 9.

Table 9*Average Duration of Interviews*

Interview	Average Duration
Translation Students' Interview	25 minutes
Translation Instructors' Interview	40 minutes
Translation Employers' Interview	55 minutes
Professional Translators' Interview	40 minutes

3.5 Data Analysis

Since the study employed a mixed methods research design (See Section 3.1), the researcher collected both qualitative and quantitative data to answer the study's research questions. Due to the nature of each type of data, different data analysis methods were used as appropriate.

3.5.1 Qualitative Data Analysis

Qualitative data were collected from several sources in the current study. Each source was analyzed differently according to the type and purpose of the data. Analysis of relevant documents (i.e., study plans and translation job advertisements and descriptions) was one of the main sources of qualitative data together with the semi-structured interviews. The Translation Tasks and Translation Problems Questionnaire also yielded qualitative data.

3.5.1.1 Documents.

Two types of documents were collected to address Research Questions 1 and 5: study plans and translation job advertisements and descriptions. Both research questions aimed to

determine the extent to which the sub-competences of PACTE's TC model (2003) were represented in the relevant documents. For this reason, study plans were used in Research Question 1 and translation job descriptions and advertisements were used in Research Question 5.

The researcher analyzed the contents of each type of document to address both research questions. This was accomplished by creating a coding scheme based on the sub-competences of PACTE's TC model (2003): bilingual sub-competence, extra-linguistic sub-competence, knowledge about translation sub-competence, instrumental sub-competence, and strategic sub-competence (See Figure 5). The model's psycho-physiological components were only included in the analysis of job advertisements and descriptions.

Each of the sub-components of PACTE's TC model was assigned a code, from 1 to 6, as indicated in Table 10. The same coding scheme was used for both types of documents. However, the coding process differed in each case since the documents represented different ends of the translator training experience. Study plans reflected the components involved in developing TC, while job descriptions and advertisements reflected the requirements of the Saudi job market, or the end-product. Both coding processes are further explained next.

Table 10*Document Analysis Coding Scheme*

Sub-competence	Code
Bilingual sub-competence	1
Extra-linguistic sub-competence	2
Knowledge about translation sub-competence	3
Instrumental sub-competence	4
Strategic sub-competence	5
Psycho-physiological components	6

To address Research Question 1, the research analyzed the contents of the selected study plans. Each course was classified according to the sub-competences of PACTE's TC model (2003). To conduct the classification, the researcher examined each study plan and assigned a code to each course corresponding to the five sub-competences of the PACTE TC model (2003). Some courses were found to target more than one sub-competence, and in this case, the researcher assigned these courses more than one code (See Figure 9 for a sample of the coding). The coding process used to analyze the study plans is based on the following:

Bilingual sub-competence: Courses that aim at developing communicative competence in both English and Arabic were coded under this sub-competence. Linguistics and literature courses were included as well since these courses contribute to developing students' communicative competence.

Extra-linguistic sub-competence: Courses that contribute to students' cultural, encyclopedic, or sub-field knowledge were coded under extra-linguistic sub-competence. This includes

courses that are concerned with the culture of the target language (i.e., English), as well as field-specific translation courses (e.g., technical or medical translation). Literature courses were also coded under extra-linguistic sub-competence since literature is one of the many manifestations of a people's culture.

Knowledge about translation sub-competence: Courses that aim to develop students' knowledge about the translation process were coded under this sub-competence. This includes theoretical courses, such as introductory courses to translation or translation studies, as well as practical translation courses that aim to teach students how to practice translation as professionals. In addition to theoretical and practical translation courses, this sub-competence also includes translation project and field training courses, and any courses that address the professional practice of translation.

Instrumental sub-competence: Courses that aim to develop students' skills in using resources and information and communication technologies were coded under the category of instrumental sub-competence. This includes any computer or information technology courses, courses that aim to develop students' use of dictionaries or other reference material, and courses that are concerned with translation technologies (e.g., machine translation or computer-assisted translation).

Strategic sub-competence: Since this sub-competence is concerned with the ability to carry out the translation process by activating all the other sub-competences, all practical translation courses including translation projects and field training, were coded under it.

Figure 9

Sample of Study Plan Coding

Fifth						
code	course name	H	G	L	H	requisite
TRAJ 312	Introduction to Syntax and Morphology 1	3				TRAJ 222 - / P
TRAJ 314	Readings in Language and Culture 2	2				-
TRAJ 315	General Translation (Arabic into English) 3/5	3				TRAJ 225 - / P
TRAJ 316	Political and Media Translation 2/3/5	3				-
TRAJ 317	Computer-Assisted Translation 3/4	2				-
TRAJ 318	Consecutive and Bilateral Interpreting (1) 3/5	2				-
Total						15

As for Research Question 5, which involved translation job advertisements and descriptions, the researcher examined the documents and coded elements that represented PACTE's sub-competences (See Figure 10 for a sample of the coding). The researcher followed the classification explained below to analyze the job advertisements and descriptions:

Bilingual sub-competence: Elements that indicate language proficiency and/or the ability to communicate fluently whether in written or spoken form were coded under bilingual sub-competence. This includes any reference to standardized language proficiency test scores or degree of fluency.

Extra-linguistic sub-competence: Elements that refer to cultural or specialized knowledge were coded under extra-linguistic sub-competence. This includes references to specialized areas of translation (e.g., medical, legal, etc.).

Knowledge about translation sub-competence: Elements that refer to the ability to solve translation issues or deal with different text types were coded under knowledge about translation sub-competence. In addition, reference to addressing the needs of clients or managing deadlines or payments was also coded under this sub-competence.

Instrumental sub-competence: Elements that refer to the ability to use information and communication technologies, references, and translation technologies were coded under instrumental sub-competence, in addition to any reference to research skills or abilities.

Strategic sub-competence: Any reference to translation-related tasks and processes was coded under strategic sub-competence.

Psycho-physiological components: Any reference to cognitive, attitudinal, or psychomotor skills was coded under psycho-physiological components. This includes elements such as motivation, communication skills, attention to detail, cooperation, etc.

Figure 10*Sample of Job Advertisement Coding*

Job Duties

The position requires ^① near-native to •
 native level Arabic and English
 competency •

Must be ^① fluent in English and have strong •
^④ .English writing skills •

Must be capable in Microsoft applications •
 .and internet research •

Specific Skills Required

^① Written and Verbal Communication Skills •

^⑤ Computer Skills •

In addition to analyzing the job advertisements and descriptions based on the components of the PACTE TC model (2003), the researcher also examined other aspects that provided relevant information as far as recruitment practices are concerned. These aspects include the distribution of advertisements, or in other words, the platforms that were used to post them (e.g., social media platforms, employment websites, company or organization websites), in addition to the language of the advertisements (i.e., English or Arabic), whether the advertisements specified a certain nationality or gender, and whether they indicated certain qualifications or required experience.

3.5.1.2 Interviews.

To analyze the data collected from the four semi-structured interviews, the researcher first listened to the interviews and summarized the main points in each interviewee's responses based on the interview guides and research questions. The data were then entered into Excel sheets so that the data for all the participants of the same interview were in the same spreadsheet. The researcher examined the data looking for recurrent themes. Some themes were detected in more than one interview type, for example, some issues that were brought up by translation instructors were echoed by professional translators and employers.

To report the results of the analysis while maintaining anonymity, codes were used to refer to participants from different categories. Each code consists of an abbreviation indicating the participant's category and a number to refer to the interviewee. The following abbreviations were used: TS, TI, E, and PT for translation students, translation instructors, employers, and professional translators, respectively. Therefore, TI3 refers to translation instructor 3, PT4 refers to professional translator 4, and so on.

3.5.1.3 Translation Tasks and Translation Problems Questionnaire.

To analyze the data collected from the Translation Tasks, the researcher assessed the performance of the participants. This was accomplished by evaluating the quality of their translations. As discussed in Sections 3.2.2 and 3.3.1.1, two translation tasks were completed by 50 participants. Each task was completed by a group of advanced undergraduate translations ($n = 10$) students and another group of beginners ($n = 15$). The purpose was to determine whether there was any development in the participants' TC as a result of the instruction and training they received throughout their years of study at the program.

Since the sample of participants for the Translation Tasks was composed of female undergraduate translation students at the Department of English Language and Translation, KSU, the researcher employed the evaluation criteria adopted at the Department, which is based on the Framework for Standardized Error Marking of the American Translators Association Certification Program (American Translators Association, 2020). The marking scheme, or rubric, is adopted, with modifications, by the Department and used to evaluate and assess translation performance (See Appendix V).

The researcher evaluated the quality of each translation product out of 20 points using the Department's rubric. To ensure the reliability of the researcher's evaluation, inter-rater reliability was established by asking another faculty member at the Department of English Language and Translation, who has experience teaching and evaluating translation and who is familiar with the rubric, to evaluate half of the translation tasks using the same rubric. Inter-rater reliability was calculated using Pearson's correlation test and it was found to be high; since ($r = 0.724$, $p < 0.01$) for the correlation between the two raters for Translation Task 1 ($n = 12$) and ($r = 0.775$, $p < 0.01$) for the correlation between the two raters for Translation Task 2 ($n = 13$) (See Table 11). According to Cohen and Holliday (1982), the strength of a correlation is deemed "high" if it is within the range 0.70-0.89.

Table 11*Pearson Correlation Results for Inter-Rater Reliability of Translation Tasks*

			Rater 2
Translation Task 1	Rater 1	Pearson Correlation	0.724**
		Sig. (2-tailed)	.008
		N	12
Translation Task 2	Rater 1	Pearson Correlation	0.775**
		Sig. (2-tailed)	.002
		N	13

** Correlation is significant at the 0.01 level (2-tailed).

As for the Translation Problems Questionnaire, the researcher analyzed the participants' responses by considering several aspects. Some of the responses were quantified and are discussed in Section 3.5.2. As for the qualitative analysis, the questionnaire helped the researcher determine the types of resources used by the sample. This provided insights into the participants' instrumental sub-competence. It also shed some light on the participants' understanding of the translation process (i.e., their strategic sub-competence).

To report the results of the analysis of the Translation Tasks and Translation Problems Questionnaire, the same coding method explained in Section 3.5.1.2 was used. So, for instance, T1_ADV1 refers to advanced student 1 of Translation Task 1, while T2_BEG3 refers to beginner student 3 of Translation Task 2, and so on.

3.5.2 Quantitative Data Analysis

Quantitative data were collected using four closed-ended questionnaires: Knowledge of Translation Questionnaire, Translation Students' Questionnaire, Translation Instructors' Questionnaire, and Employers' Questionnaire. Quantitative data were also collected from the

Translation Tasks and the Translation Problems Questionnaire. Statistical analyses were performed on the data collected from the four questionnaires and the Translation Tasks using the Statistical Package for Social Sciences (SPSS Version 25.0). Descriptive statistics for the data were calculated. The participants' view of translation as a dynamic or static process was also calculated using the Independent-Samples t-test based on the data collected using the Knowledge of Translation Questionnaire.

Some of the data produced by the Translation Problems Questionnaire were quantified to gain further insights about TC development. The aim of the questionnaire was to assess the participants' ability to identify and resolve the translation problems they faced in the Translation Tasks, as well as assessing their ability to issue accurate judgements on the degree of difficulty of the tasks by linking their judgements to their performance. Their evaluation of the degree of difficulty of the Translation Tasks was quantified and it was compared to their average scores. Furthermore, the number of translation problems they identified was also quantified which gave an indication of their TC.

Furthermore, the performance of the two groups of participants on the Translation Tasks was compared to indicate whether there was any development in the TC of the advanced students compared to the beginners. However, due to the relatively small size of the sample, the Mann-Whitney Test was used (Mann & Whitney, 1947), since it is the non-parametric test corresponding to the parametric Independent Samples t-test.

3.6 Ethical Considerations

Since the current study relied on obtaining data from human participants, the researcher observed all the required ethical considerations necessary to protect the rights and

identities of participants. The researcher maintained informed consent. Participants were informed that their participation in the study was voluntary. In addition, they were made aware that they could withdraw from the study at any time. The instructions for each type of data collection procedure used in the study were very clear and any questions or issues the participants raised were addressed by the researcher. Furthermore, the participants were informed that their identities would remain confidential, and that any data or information collected during the course of the study would be used for research purposes only.

To further ensure adherence to ethical considerations, the researcher obtained the necessary approvals from KSU's Standing Research Ethics Committee for all data collection instruments and procedures (See Appendix W).

3.7 Conclusion

This chapter presented the study's methodology. The researcher discussed the study's research design before addressing instrumentation, sampling, procedures, and data analysis. The study employed a mixed methods research design collecting both quantitative and qualitative data using questionnaires, interviews, and translation tasks that targeted undergraduate translation students, translation instructors, employers, and professional translators. Data were also collected using relevant documents. Qualitative and quantitative analyses of the data were conducted, and the results of the analyses are presented in Chapter Four.

Chapter Four

Results

This chapter presents the results of the study. The discussion is organized by research question for clarity (See Section 1.4).

4.1 Research Question 1

The aim of Research Question 1 was to determine the extent to which the sub-competences of PACTE's TC model (2003) are reflected in the study plans of undergraduate translation programs in Saudi Arabia. To address this question, the researcher conducted content analysis of the four selected study plans: KSU, IMSIU, PNU, and SEU, using the coding scheme explained in Section 3.5.1.1.

Table 12 shows the weight of university requirements, college requirements, and/or department/program requirements in each study plan. All the four programs have university requirements. However, due to the differences in administrative frameworks, KSU and PNU have program and college requirements, while IMSIU and SEU only have program/department requirements. In the case of IMSIU, this may be due the fact that IMSIU only offered an undergraduate degree in English at the time of the study, while KSU and PNU both offer undergraduate degrees in languages other than English.

Table 12

Weight of University, College, and Program/Department Requirements in the Study Plans

Program	Total Credit Hours	University Requirements		College Requirements		Program/ Department Requirements		Free/Electives	
		Credit	%	Credit	%	Credit	%	Credit	%
		Hours		Hours		Hours		Hours	
KSU	137	24	17.5	12	8.8	101	73.7	-	-
IMSIU	137	18	13.1	-	-	119	86.9	-	-
PNU	138	12	8.7	23	16.7	83	60.1	20	14.5
SEU	127	34	26.8	-	-	93	73.2	-	-

In addition to the variation in the weight of requirements in the four study plans, different learning components were found to receive varying degrees of emphasis in the plans. The four plans include courses that fall under the following categories of learning components: translation, linguistics, literature, and second language skills development (L2 Skills). They also have courses, such as Islamic studies, Arabic language, computer skills, and elective courses. Table 13 shows the weight each of the four learning component categories receives in each study plan.

Table 13*Weight of the Learning Components in the Study Plans*

Program	Total	Translation		Linguistics		Literature		L2 Skills		Other	
	Credit Hours	Credit Hours	%	Credit Hours	%	Credit Hours	%	Credit Hours	%	Credit Hours	%
KSU	137	49	35.8	18	13.1	-	-	38	27.7	32	23.4
IMSIU	137	29	21.1	26	19	26	19	24	17.5	32	23.4
PNU	138	65	47.1	6	4.3	3	2.2	21	15.2	43	31.2
SEU	127	39	30.7	18	14.2	-	-	40	31.5	30	23.6

Based on the details presented in Tables 12 and 13 above, it is clear that the study plan at KSU consists of 137 credit hours. Approximately, 83% of the credit hours is allocated to college and program requirements, while the remaining credit hours are university requirements. Further, 35.8% of the program's total credit hours is allocated to translation courses. The plan does not offer any literature courses, nor does it have any electives. L2 preparation and development is also emphasized as it represents 27.7% of the plan.

IMSIU's study plan, like KSU, also consists of 137 credit hours. However, even though program/department requirements make up approximately 87% of the study plan, translation courses only account for 21.1% of the total credit hours. Table 13 shows that the learning components in IMSIU's plan receive almost the same attention, which suggests that IMSIU's program aims for its graduates to be trained, not just in translation, but also in linguistics, literature, and L2 skills, as well as other required courses. IMSIU's study plan, like KSU, does not have any elective courses.

PNU's study plan consists of almost the same number of credit hours as the study plans at KSU and IMSIU with a total of 138 credit hours. Most of the plan, about 77%, is composed

of college and program requirements, and 47.1% of the total credit hours is devoted to translation courses. PNU's program, unlike the other three study plans, has elective courses. Since the program emphasizes translation, it places less emphasis on linguistics and literature courses.

Finally, SEU's undergraduate translation program is unique in that it allows students to obtain a minor in law, health informatics, or administration along with their major in translation. None of the other three universities offer minors. SEU's plan consists of 127 credit hours, which is less than the other three study plans. However, the optional minor accounts for 9 credit hours, which brings the total credit hours to 136 credit hours for those who opt for a minor. Furthermore, about 73% of the 127 credit hours are allocated to department requirements and courses, which means other courses account for slightly more than 25%. Translation courses represent 30.7% of SEU's study plan, while L2 preparation accounts for 31.5%.

As for the sub-competences of PACTE's TC model (2003), the qualitative analysis conducted on the four study plans based on the coding schemes described in Section 3.5.1.1 revealed that all four study plans include elements that correspond to the sub-competences of the model. The four plans have courses that help develop bilingual, extra-linguistic, knowledge about translation, instrumental, and strategic sub-competences. Yet, the plans vary in how much emphasis is placed on each sub-competence. Table 14 shows the percentage of credit hours dedicated to each of the four sub-competences in each study plan.

Table 14*Weight of PACTE Sub-Competences in the Study Plans*

Program	Bilingual Sub-Competence		Extra-Linguistic Sub-Competence		Knowledge about Translation Sub-Competence		Instrumental Sub-Competence		Strategic Sub-Competence	
	Credit Hours	%	Credit Hours	%	Credit Hours	%	Credit Hours	%	Credit Hours	%
KSU	64	46.7	25	18.2	44	32.1	9	6.6	41	29.9
IMSIU	76	55.5	44	32.1	29	21.2	7	5.1	24	17.5
PNU	37	26.8	23	16.7	62	44.9	8	5.8	50	36.2
SEU	67	52.8	12	9.4	33	26	12	9.4	24	18.9

Figure 11

Weight of PACTE Sub-Competences in the Study Plans

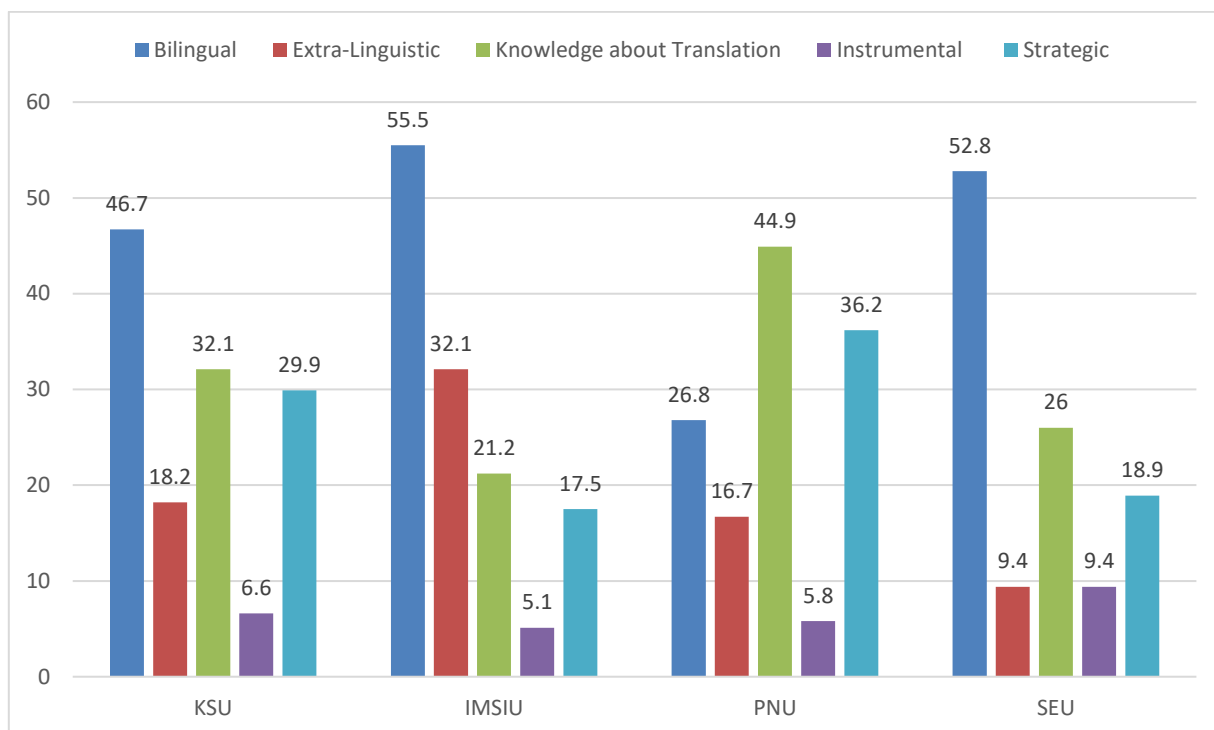


Figure 11 illustrates the variation among the four study plans in terms of how much weight they allocate to the sub-competences of PACTE's TC model (2003). All the plans emphasize bilingual sub-competence over the other sub-competences, with the exception of PNU as it allocates only 26.8% of its total credit hours to this aspect. Meanwhile, PNU emphasizes knowledge about translation sub-competence more than the other three study plans with 44.9% of its total credit hours devoted to this sub-competence. IMSIU outperforms the other three programs in extra-linguistic sub-competence (32.1%). This is probably due to the number of credit hours allocated to literature courses (See Table 13), which contribute to cultural knowledge as literature is one of the ways in which a culture manifests itself.

Strategic sub-competence was also emphasized in PNU's study plan which is in line with its high knowledge about translation sub-competence ratio since both sub-competences are related to translation-related training, and, among the four universities, PNU has the highest weight of translation courses (See Table 13). Finally, all plans allocate a few courses to developing instrumental sub-competence in the form of dictionary skills, research, information technology, and/or translation technology courses.

4.2 Research Question 2

The aim of Research Question 2 was to determine the extent to which undergraduate translation programs in Saudi Arabia help develop TC. The data collected for Research Question 2 were based on the Translation Tasks, Translation Problems Questionnaire, and Knowledge of Translation Questionnaire. Analyses of the data collected by each instrument are presented below.

4.2.1 Translation Tasks

The Translation Tasks were marked, and the scores were calculated for the advanced and beginner students on both tasks (See Table 15).

Table 15*Scores of the Translation Tasks*

Translation Task 1		Translation Task 2	
Participant	Score	Participant	Score
Advanced Students			
T1_ADV1	10.75	T2_ADV1	11.88
T1_ADV2	11.50	T2_ADV2	13.88
T1_ADV3	3.00	T2_ADV3	11.50
T1_ADV4	12.25	T2_ADV4	13.00
T1_ADV5	10.25	T2_ADV5	9.25
T1_ADV6	12.75	T2_ADV6	8.50
T1_ADV7	14.75	T2_ADV7	10.38
T1_ADV8	4.38	T2_ADV8	15.75
T1_ADV9	14.00	T2_ADV9	15.50
T1_ADV10	8.25	T2_ADV10	13.13
Beginner Students			
T1_BEG1	4.00	T2_BEG1	15.25
T1_BEG2	12.50	T2_BEG2	15.25
T1_BEG3	8.25	T2_BEG3	13.00
T1_BEG4	8.25	T2_BEG4	11.25
T1_BEG5	8.25	T2_BEG5	12.13
T1_BEG6	10.75	T2_BEG6	10.75
T1_BEG7	11.00	T2_BEG7	10.00
T1_BEG8	10.75	T2_BEG8	11.50
T1_BEG9	8.63	T2_BEG9	12.75
T1_BEG10	8.25	T2_BEG10	9.25
T1_BEG11	5.25	T2_BEG11	11.50
T1_BEG12	8.13	T2_BEG12	12.25

T1_BEG13	13.50	T2_BEG13	8.88
T1_BEG14	7.00	T2_BEG14	12.5
T1_BEG15	5.00	T2_BEG15	14

To perform a comparison between the groups, the Mann-Whitney Test was used due to the small sample size since each group was composed of less than 30 tests. The Mann-Whitney Test is the non-parametric alternative to the parametric Independent Samples t-test (Mann & Whitney, 1947).

Table 16 shows that advanced students ($n = 10$) had the highest mean score on Translation Task 1 with a mean of 10.19 and standard deviation of 3.91, while the beginners ($n = 15$) had a lower mean with a value of 8.63 and standard deviation of 2.71. Furthermore, on Translation Task 2, advanced students ($n = 10$) had the highest mean score with a mean of 12.28 and standard deviation of 2.45, while the beginners ($n = 15$) had a mean of 12.02 and standard deviation of 1.91.

Table 16

Descriptive Statistics of the Translation Tasks

	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Translation Task 1				
Advanced	10	10.19	3.91	1.24
Beginners	15	8.63	2.71	.70
Translation Task 2				
Advanced	10	12.28	2.45	.78
Beginners	15	12.02	1.91	.49

The Mann-Whitney Test was also conducted to determine whether there was a statistically significant difference between the performance of advanced and beginner students on both tasks. The result for the mean scores for both groups on Translation Task 1 was ($P = 0.181 > 0.05$), which means that there is no statistically significant difference between the performance of advanced and beginner students on Translation Task 1. However, the overall mean score of the group of advanced students is slightly higher than that of the beginners (See Table 17).

Table 17

Mann-Whitney Test Results for Translation Task 1

Group	<i>n</i>	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Advanced	10	15.40	154.00	51.000	0.181
Beginners	15	11.40	171.00		

Similarly, the Mann-Whitney Test result for the mean scores for both groups on Translation Task 2 was ($P = 0.657 > 0.05$), which means that there is no statistically significant difference between the performance of advanced and beginner students on Translation Task 2. However, the overall mean score of the group of advanced students is slightly higher than that of the beginners (See Table 18).

Table 18*Mann-Whitney Test Results for Translation Task 2*

Group	<i>n</i>	Mean Rank	Sum of Ranks	Mann-Whitney U	Asymp. Sig. (2-tailed)
Advanced	10	13.80	138.00	67.000	0.657
Beginners	15	12.47	187.00		

4.2.2 Translation Problems Questionnaire

The Translation Problems Questionnaire was analyzed, and the responses were used to identify the types of resources used by the participants, their perceptions of the difficulty of the translation tasks, and the number of translation problems they identified, in addition to their awareness of the translation process. The duration of the translation was also obtained from the questionnaire and verified from the screen video recordings the participants were required to submit.

All the participants in both Translation Tasks reported that they used resources while working on the translation. Reverso Context and AlMaany were the most popular resources. However, participants also used online dictionaries, such as Cambridge, Oxford, and Merriam Webster, and they conducted online searches using Wikipedia and other websites.

As for the participants' perceptions of the difficulty level of the Translation Tasks, Table 19 shows that 60% of the advanced students found Translation Task 1 "Easy", while 60% of the beginners were neutral. The same pattern was detected with Translation Task 2 as 60% of the advanced students found it "Easy", and 71.43% of the beginners were neutral.

Table 19*Participants' Perceptions of the Translation Tasks' Difficulty Level*

Task	<i>n</i>	Difficulty Level									
		Very Difficult		Difficult		Neither Easy nor Difficult		Easy		Very Easy	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Translation Task 1											
Advanced	10	-	-	-	-	4	40	6	60	-	-
Beginners	15	-	-	4	26.67	9	60	2	13.33	-	-
Translation Task 2											
Advanced	10	-	-	-	-	3	30	6	60	1	10
Beginners	14 ^a	-	-	-	-	10	71.43	4	28.57	-	-

^a *n* = 14 because one of the participants did not evaluate the degree of difficulty.

A similar pattern was detected in the number of translation problems identified by each group of participants in the two tasks. Table 20 shows that, on average, advanced participants identified less translation problems in both tasks than beginners. Furthermore, both groups identified more translation problems in Translation Task 2 than Translation Task 1.

Table 20*Translation Problems Identified by the Participants*

Task	Average Problems Identified by Participants
Translation Task 1	
Advanced	2.8
Beginners	3.7
Translation Task 2	
Advanced	3.6
Beginners	4

The time participants took to complete the tasks varied slightly from task to another. While the advanced students took more time to complete Translation Task 1, the beginners took more time to complete Translation Task 2. Furthermore, there was only a slight difference in the duration of task completion between the two groups in Translation Task 1, while there was a 14-minute difference between them in Translation Task 2 (See Table 21).

Table 21*Average Time to Complete Translation Tasks*

Task	Average Time to Complete Task (in minutes)
Translation Task 1	
Advanced	56.60
Beginners	54.47
Translation Task 2	
Advanced	43.60
Beginners	57.47

When asked about their priorities while translating a text, the participants typically responded that they were keen on understanding the text and conveying the intended meaning. Many of them emphasized the meanings or equivalents of words or terminology items. Some also mentioned the importance of sentence structure and cohesion between sentences and/or paragraphs, while some referred to producing error-free work by revising and/or editing their translations after they finish.

4.2.3 Knowledge of Translation Questionnaire

The Knowledge of Translation Questionnaire targeted undergraduate translation students as discussed in Sections 3.2.1.2 and 3.3.1.1. It addressed their knowledge of the following dimensions: problems of translation, phases of translation, translation methods and strategies, and translation concept and functions. The questionnaire received a total of ($n = 158$) responses. Analysis of the responses to the questionnaire is displayed in Table 22.

Table 22*Summary of the Responses to the Knowledge of Translation Questionnaire*

Item		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1	<i>n</i>	3	7	14	65	69
	%	1.9	4.4	8.9	41.1	43.7
2	<i>n</i>	1	15	32	79	31
	%	0.6	9.5	20.3	50.0	19.6
3	<i>n</i>	11	24	47	50	26
	%	7.0	15.2	29.7	31.6	16.5
4	<i>n</i>	16	30	27	46	39
	%	10.1	19.0	17.1	29.1	24.7
5	<i>n</i>	15	44	47	39	13
	%	9.5	27.8	29.7	24.7	8.2
6	<i>n</i>	3	14	40	61	40
	%	1.9	8.9	25.3	38.6	25.3
7	<i>n</i>	4	14	27	60	53
	%	2.5	8.9	17.1	38.0	33.5
8	<i>n</i>	2	10	35	76	35
	%	1.3	6.3	22.2	48.1	22.2
9	<i>n</i>	2	12	37	75	32
	%	1.3	7.6	23.4	47.5	20.3
10	<i>n</i>	1	14	24	56	63
	%	0.6	8.9	15.2	35.4	39.9
11	<i>n</i>	37	53	30	26	12
	%	23.4	33.5	19.0	16.5	7.6

12	<i>n</i>	3	18	35	72	30
	%	1.9	11.4	22.2	45.6	19.0
13	<i>n</i>	16	29	35	44	34
	%	10.1	18.4	22.2	27.8	21.5
14	<i>n</i>	3	11	34	58	52
	%	1.9	7.0	21.5	36.7	32.9
15	<i>n</i>	41	43	31	30	13
	%	25.9	27.2	19.6	19.0	8.2
16	<i>n</i>	7	27	39	58	27
	%	4.4	17.1	24.7	36.7	17.1
17	<i>n</i>	-	9	23	73	53
	%	-	5.7	14.6	46.2	33.5
18	<i>n</i>	32	45	30	37	14
	%	20.3	28.5	19.0	23.4	8.9
19	<i>n</i>	1	3	11	75	68
	%	0.6	1.9	7.0	47.5	43.0
20	<i>n</i>	20	38	29	43	28
	%	12.7	24.1	18.4	27.2	17.7
21	<i>n</i>	3	1	17	47	90
	%	1.9	0.6	10.8	29.7	57.0
22	<i>n</i>	5	19	48	56	30
	%	3.2	12.0	30.4	35.4	19.0
23	<i>n</i>	1	7	45	65	40
	%	0.6	4.4	28.5	41.1	25.3
24	<i>n</i>	21	70	34	18	15
	%	13.3	44.3	21.5	11.4	9.5

25	<i>n</i>	29	51	29	35	14
	<i>%</i>	18.4	32.3	18.4	22.2	8.9
26	<i>n</i>	24	64	44	20	6
	<i>%</i>	15.2	40.5	27.8	12.7	3.8
27	<i>n</i>	-	-	14	76	68
	<i>%</i>	-	-	8.9	48.1	43.0

The Knowledge of Translation Questionnaire, as explained in Chapter Three, is composed of four dimensions: (1) phases of translation, (2) problems of translation, (3) translation methods and strategies, and (4) translation concept and functions. Based on the responses detailed in Table 22, it can be safely assumed that overall, the participants tended to agree with most of the items of the questionnaire. A discussion of each dimension follows.

The first dimension addressed some phases of the translation process. Table 23 shows that overall, the participants agreed with the items in this dimension.

Table 23*Descriptive Statistics of the Phases of Translation Dimension*

Item	<i>M</i>	<i>SD</i>	Agreement Level
1) As you read the source text, you are already thinking about how you are going to translate it.	4.20	0.92	Strongly Agree
7) In order to understand the source text, the most important thing to do is to solve vocabulary problems.	3.91	1.04	Agree
13) The best way to translate is to concentrate on the words and sentence structure of the original and then reproduce them in the target language.	3.32	1.28	Neither Agree nor Disagree
18) When you translate, you concentrate on one sentence and translate it, then the next, and so on until you have translated the whole text.	2.72	1.27	Neither Agree nor Disagree
19) When you translate, you must bear in mind the text features of the target language.	4.30	0.74	Strongly Agree
25) The best way to translate a text is to translate sentence by sentence.	2.71	1.25	Neither Agree nor Disagree
Overall Mean	3.53		Agree

The second dimension was concerned with some translation problems. The participants also mostly agreed with the items of this dimension. (See Table 24).

Table 24*Descriptive Statistics of the Problems of Translation Dimension*

Item	<i>M</i>	<i>SD</i>	Agreement Level
5) Most translation problems can be solved with the help of a good dictionary.	2.94	1.11	Neither Agree nor Disagree
9) Since you cannot be expected to know every word of a language, a good bilingual dictionary is the best way to ensure a good translation.	3.78	0.90	Agree
12) Idiomatic expressions are the biggest problem in translation.	3.68	0.97	Agree
14) When translating a technical text, terminology is the biggest problem.	3.92	0.99	Agree
17) One of the biggest problems when translating a novel is cultural references (e.g., institutions, traditional food, etc.).	4.08	0.84	Agree
26) The same translation problems come up in every text.	2.49	1.02	Disagree
Overall Mean	3.48		Agree

Dimension three was concerned with translation methods and strategies. As illustrated in Table 25, the participants mostly agreed with the items of this dimension like the previous two dimensions.

Table 25*Descriptive Statistics of the Translation Methods and Strategies Dimension*

Item	<i>M</i>	<i>SD</i>	Agreement Level
4) The aim of every translation is to produce a text as close in form to the original as possible.	3.39	1.32	Neither Agree nor Disagree
8) If the characteristics of the source text are very different from those of the same text type in the target culture (e.g., business letters, instruction manuals, etc.), you should adapt the target text accordingly.	3.84	0.89	Agree
10) A text should be translated in different ways depending on who the target reader is.	4.05	0.98	Agree
11) All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.	2.51	1.23	Disagree
15) With the exception of proverbs, idioms, and metaphors, literal translation is always the best way to translate.	2.56	1.28	Disagree
16) As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.	3.45	1.10	Agree
22) When a cultural reference from the source culture is used in a text (e.g., traditional food), you should try to find a similar reference in the target culture.	3.55	1.03	Agree
23) If you begin translating a text with certain criteria (e.g., respecting the format of the original, adapting the text to the target reader, etc.), these criteria should be maintained throughout the translation.	3.86	0.87	Agree
27) If you find a word you do not understand in a text, you should first try to work out or guess its meaning from the context.	4.34	0.64	Strongly Agree
Overall Mean	3.51		Agree

As for the final dimension, which addressed translation concept and functions, the participants also tended to agree with the items like the remaining three dimensions (See Table 26).

Table 26

Descriptive Statistics of the Translation Concept and Functions Dimension

Item	<i>M</i>	<i>SD</i>	Agreement Level
2) You always lose something in translation since words do not normally mean exactly the same in the source language as in the target language.	3.78	0.89	Agree
3) The client controls how the translator translates a text.	3.35	1.13	Neither Agree nor Disagree
6) When you translate a text, the most important thing is to satisfy target reader expectations.	3.77	0.99	Agree
20) It is enough to know two languages well to be able to translate well.	3.13	1.31	Neither Agree nor Disagree
21) When you translate a text, you must ensure that target readers are affected by the translated text in the same way source text readers were affected by the source text.	4.39	0.85	Strongly Agree
24) When you translate a text, you should not be influenced by the target reader.	2.59	1.15	Disagree
Overall Mean	3.50		Agree

Furthermore, in order to determine whether the two groups of undergraduate students were inclined to a dynamic or static concept of translation, the researcher analyzed their degree of agreement for the questionnaire's dynamic and static statements (See Table 2). This was accomplished using the Independent-Samples t-test. The difference in the mean score of

the dynamic dimensions for both groups was ($P > 0.05$), which indicated that there is no statistically significant difference in the dynamic view of translation between beginners and advanced students, since the overall mean scores of the dynamic dimensions for beginners and advanced students were (4.0362) and (4.0541) respectively, which is a very small mean difference of (0.01792) in favor of the advanced students with a p-value of (0.795) > 0.05 (See Table 27).

Table 27

Differences in the Dynamic View of Translation Between Advanced Students and Beginners

Group	<i>n</i>	<i>M</i>	<i>SD</i>	Mean Difference	<i>t</i>	<i>p</i>
Problems of translation						
Beginners	61	4.0492	0.86460	-0.04360	-0.316	0.752
Advanced students	97	4.0928	0.83019			
Phases of translation						
Beginners	61	4.1721	0.68851	-0.13199	-1.317	0.190
Advanced students	97	4.3041	0.56160			
Translation methods and strategies						
Beginners	61	4.0492	0.52205	0.04403	0.510	0.611
Advanced students	97	4.0052	0.53275			
Translation concept and functions						
Beginners	61	3.8743	0.59989	0.05988	0.632	0.528
Advanced students	97	3.8144	0.56718			
Overall dynamic						
Beginners	61	4.0362	0.43073	-0.01792	-0.261	0.795
Advanced students	97	4.0541	0.41393			

Independent-Samples t-test scores of the differences in the mean scores of the static dimension for both groups indicated that the beginners had a higher mean score in all dimensions and that they had an overall static tendency. However, the mean differences between the beginners and advanced students were not statistically significant with ($P > 0.05$).

This means that there was no statistically significant difference in the static view of translation between beginners and advanced students, since the overall mean scores of the static dimensions for beginners and advanced students were (3.2635) and (3.1576) respectively with a small mean difference of (0.10592) in favor of beginners with a p-value (0.200) > 0.05 (See Table 28).

Table 28

Differences in the Static View of Translation Between Advanced Students and Beginners

Group	<i>n</i>	<i>M</i>	<i>SD</i>	Mean Difference	<i>t</i>	<i>p</i>
Problems of translation						
Beginners	61	3.3836	0.63066	0.03309	0.353	0.725
Advanced students	97	3.3505	0.46729			
Phases of translation						
Beginners	61	3.2377	0.93811	0.11657	0.800	0.426
Advanced students	97	3.1211	0.81339			
Translation methods and strategies						
Beginners	61	3.1705	0.72649	0.12513	1.129	0.261
Advanced students	97	3.0454	0.64647			
Translation concept and functions						
Beginners	61	3.2623	0.68344	0.14889	1.367	0.174
Advanced students	97	3.1134	0.65597			
Overall static						
Beginners	61	3.2635	0.56966	0.10592	1.287	0.200
Advanced students	97	3.1576	0.45747			

4.3 Research Question 3

Research Question 3 aimed to tap into the perceptions of advanced undergraduate translation students regarding their programs of study and the extent to which they believed their programs helped them develop TC. To accomplish this, data were collected using the Translation Students' Questionnaire and the Translation Students' Interview.

4.3.1 Translation Students' Questionnaire

The Translation Students' Questionnaire, which is composed of 30 items, consists of four dimensions: (1) the students' motivation for studying and practicing translation, (2) the students' awareness of the difference between studying translation and learning a foreign language (i.e., English), (3) the students' perceptions on the teaching methods employed in their programs, and, finally, (4) the students' perceptions on their TC development as a result of their studies. The questionnaire received a total of ($n = 170$) responses. Analysis of the results of the responses to the Translation Students' Questionnaire are grouped by dimension as follows (Tables 29-32).

Table 29*Descriptive Statistics of the Motivation to Study Translation Dimension*

	Item	<i>M</i>	<i>SD</i>	Agreement Level
1	التحققت بتخصص الترجمة لأنه التخصص الذي يناسب النسبة المركبة التي حصلت عليها التي يتم حسابها بناءً على معدل الثانوية العامة ودرجتي اختبار القدرات العامة والاختبار التحصيلي.	2.34	1.29	Disagree
2	التحققت بتخصص الترجمة لأحصل على شهادة البكالوريوس بغض النظر عن الوظيفة التي سألتحق بها بعد التخرج.	2.79	1.30	Neither Agree nor Disagree
3	لو سئحت لي الفرصة للالتحاق بتخصص آخر لفعلت لأنني لا أجد الترجمة مجالاً شيقاً.	2.37	1.30	Disagree
4	كان الالتحاق بتخصص الترجمة خيار والديّ (أو أحدهما) أو خيار شخص آخر، ولم يكن اختياري الشخصي.	1.65	1.12	Strongly Disagree
5	كان التحاق بتخصص الترجمة مجرد صدفة ولم يكن مخطط له.	2.37	1.47	Disagree
6	تم تعريفي بشكل كاف بتخصص الترجمة والفائدة المرجوة منه قبل التحاق بالتخصص.	3.00	1.16	Neither Agree nor Disagree
	Overall Mean	2.42		Disagree

Table 30

Descriptive Statistics of the Confusion Between Studying Translation and Learning Foreign Languages Dimension

	Item	<i>M</i>	<i>SD</i>	Agreement Level
7	التحقت بتخصص الترجمة بهدف تحسين لغتي الإنجليزية.	3.48	1.25	Agree
8	التحقت بتخصص الترجمة لأضمن الحصول على وظيفة قد يكون إتقان اللغة الإنجليزية من متطلباتها.	3.41	1.19	Agree
9	التحقت بتخصص الترجمة لأنني أحب تعلّم اللغات الأجنبية.	4.21	0.97	Strongly Agree
10	التحقت بتخصص الترجمة حتى أتعرف على ثقافة الغرب.	3.13	1.23	Neither Agree nor Disagree
11	التحقت بتخصص الترجمة لأنني أجيد اللغة الإنجليزية.	3.46	1.23	Agree
12	أعتقد أن تخصص الترجمة يؤهلي لتدريس اللغة الإنجليزية إن أردت ذلك.	3.82	1.08	Agree
13	أعتقد أن حصولي على شهادة في تخصص الترجمة سيكون مفيداً لي في حال خططت للسفر أو العيش في الخارج.	4.14	1.03	Agree
	Overall Mean	3.66		Agree

Table 31*Descriptive Statistics of the Teaching Methods Used in Undergraduate Translation Programs**Dimension*

	Item	M	SD	Agreement Level
14	يتمحور تعليم الترجمة في جامعتنا حول الطالب: بمعنى أن الطالب يشارك في اختيار محتوى المقررات أو الأنشطة الصفية أو الطرق المستخدمة في التدريس.	2.12	1.09	Disagree
15	يتم تشجيعنا على التعاون من خلال أسلوب العمل الجماعي حيث يعمل الطلاب سوياً في مجموعات صغيرة.	3.47	1.07	Agree
16	يتبع الأساتذة أساليب جديدة في تقييمنا كأن يطلبوا منا تبرير ترجمتنا لنص ما ويتم تقييمنا على أساس ذلك.	3.15	1.20	Neither Agree nor Disagree
17	يتم تدريبنا على استخدام النصوص المقارنة (أي مقارنة النص المترجم بنص عن نفس الموضوع كُتِبَ أصلاً باللغة المترجم إليها) وأساليب تحليل النصوص.	3.05	1.25	Neither Agree nor Disagree
18	نستعين ببرامج مساندة للترجمة أو مواقع على الإنترنت لترجمة النصوص.	3.45	1.26	Agree
19	يُنَاح لنا الالتحاق بالتدريب الميداني لربط مبادئ الترجمة بالتطبيق العملي وزيادة وعينا بمهنة الترجمة.	3.35	1.37	Neither Agree nor Disagree
	Overall Mean	3.09		Neither Agree nor Disagree

Table 32

Descriptive Statistics of the Students' Perceptions of the Development of TC as a Result of their Studies

	Item	M	SD	Agreement Level
20	طوّر التحاقّي بتخصّص الترجمة كفاءتي اللغوية في اللغة الإنجليزية.	4.19	0.92	Agree
21	طوّر التحاقّي بتخصّص الترجمة كفاءتي اللغوية في اللغة العربية.	3.85	1.00	Agree
22	طوّر التحاقّي بتخصّص الترجمة كفاءتي في الترجمة من اللغة الإنجليزية إلى العربية.	4.22	0.84	Strongly Agree
23	طوّر التحاقّي بتخصّص الترجمة كفاءتي في الترجمة من اللغة العربية إلى الإنجليزية.	4.03	0.91	Agree
24	طوّر التحاقّي بتخصّص الترجمة معلوماتي العامة.	4.19	0.82	Agree
25	طوّر التحاقّي بتخصّص الترجمة معرفتي بمجالات مختلفة من خلال ترجمة نصوص متخصصة في مجالات مختلفة.	4.18	0.86	Agree
26	طوّر التحاقّي بتخصّص الترجمة معرفتي بثقافة اللغة الإنجليزية.	4.15	0.85	Agree
27	طوّر التحاقّي بتخصّص الترجمة معرفتي بثقافة اللغة العربية.	3.66	1.08	Agree
28	طوّر التحاقّي بتخصّص الترجمة مقدرتي على استخدام مصادر مختلفة مثل الموسوعات والقواميس بأنواعها.	4.26	0.85	Strongly Agree
29	طوّر التحاقّي بتخصّص الترجمة مقدرتي على استخدام تقنيات وبرامج مساندة للترجمة.	3.93	1.09	Agree
30	طوّر التحاقّي بتخصّص الترجمة الاستراتيجية التي أتبعها في الترجمة (أي قدرتي على تحديد المشكلة في النص وإيجاد الحل المناسب لها بفاعلية باستخدام الطريقة المثلى).	3.92	0.96	Agree
31	طوّر التحاقّي بتخصّص الترجمة مقدرتي على تحقيق الهدف المرجو من ترجمة نص ما.	4.05	0.89	Agree
32	طوّر التحاقّي بتخصّص الترجمة مقدرتي على تسليم الترجمة في الوقت المحدد.	4.08	0.85	Agree

	Item	<i>M</i>	<i>SD</i>	Agreement Level
33	طوّر التحاقى بتخصص الترجمة مقدرتي على التخطيط وإدارة الوقت.	3.78	0.95	Agree
34	طوّر التحاقى بتخصص الترجمة مقدرتي على العمل ضمن فريق.	3.52	1.12	Agree
35	طوّر التحاقى بتخصص الترجمة مقدرتي على اختيار استراتيجية الترجمة التي تتناسب مع الأعراف الاجتماعية والثقافية في المملكة العربية السعودية.	4.02	0.86	Agree
Overall Mean		4.00		Agree

Tables 29 to 32 show that the perceptions of students varied from one dimension to another. In terms of their motivation to join a translation training program, the analysis revealed that the participants were highly motivated to join a translation training program to study and practice translation since they tended to disagree with most of the items under this dimension (Table 29). However, their responses to the items under the second dimension indicated that there is a degree of confusion between studying translation and learning a second or foreign language (Table 30) among the participants. Furthermore, their perceptions about the teaching methods employed in their training programs were unclear since they tended to “Neither Agree nor Disagree” with the teaching methods dimension (Table 31). Finally, a positive tendency was detected among the participants regarding the development of TC through their programs of study since they agreed with the items under the last dimension (Table 32).

4.3.2 Translation Students’ Interview

Eleven advanced translation students were interviewed in the Translation Students’ Interview (See Section 3.3.1.2). The data revealed that the interviewees generally chose to major in translation because they were interested in languages, learning languages, or

improving their language skills. This means that many of them were not motivated to study translation before joining university. In fact, only three of them reported that they translated before joining their programs, or that they did some research about the field. Two of them believed that majoring in translation will help them in their future careers.

As for the interviewees' views on the university programs in which they study and their experience as translation students, they generally reported positive experiences as undergraduate translations students. Furthermore, most of them felt that they were partially ready for the job market. Only three of the interviewees believed that they were ready for the job market based on the training they received as undergraduate translation students, while two of them reported that they were not ready for the job market at all. The remaining interviewees think they need further training to be 100% ready for their future jobs.

Furthermore, when the interviewees were asked about the development they experienced as students, their responses varied. Some students seemed to feel that specialized terminology and vocabulary was the main area of development, while others think the program helped develop their overall language proficiency. Only one student out of the interview sample reported no development at all due to the lack of feedback from instructors.

In terms of the interviewees' expectations of translators' tasks in the job market, most of them think that they will be asked to perform other tasks in addition to translation if they are hired as translators. These tasks generally fall under the category of administrative work (e.g., preparing presentations, handling correspondence, writing reports), as well as language-related tasks, such as content creation, editing, proofreading, and summarizing.

When the interviewees were asked about the skills needed by competent translators, their responses varied in terms of the different sub-competences of PACTE's TC model (2003). Figure 12 below illustrates their awareness of the necessity of the different sub-competences of the model.

Figure 12

Importance of PACTE Sub-Competences among Advanced Translation Students

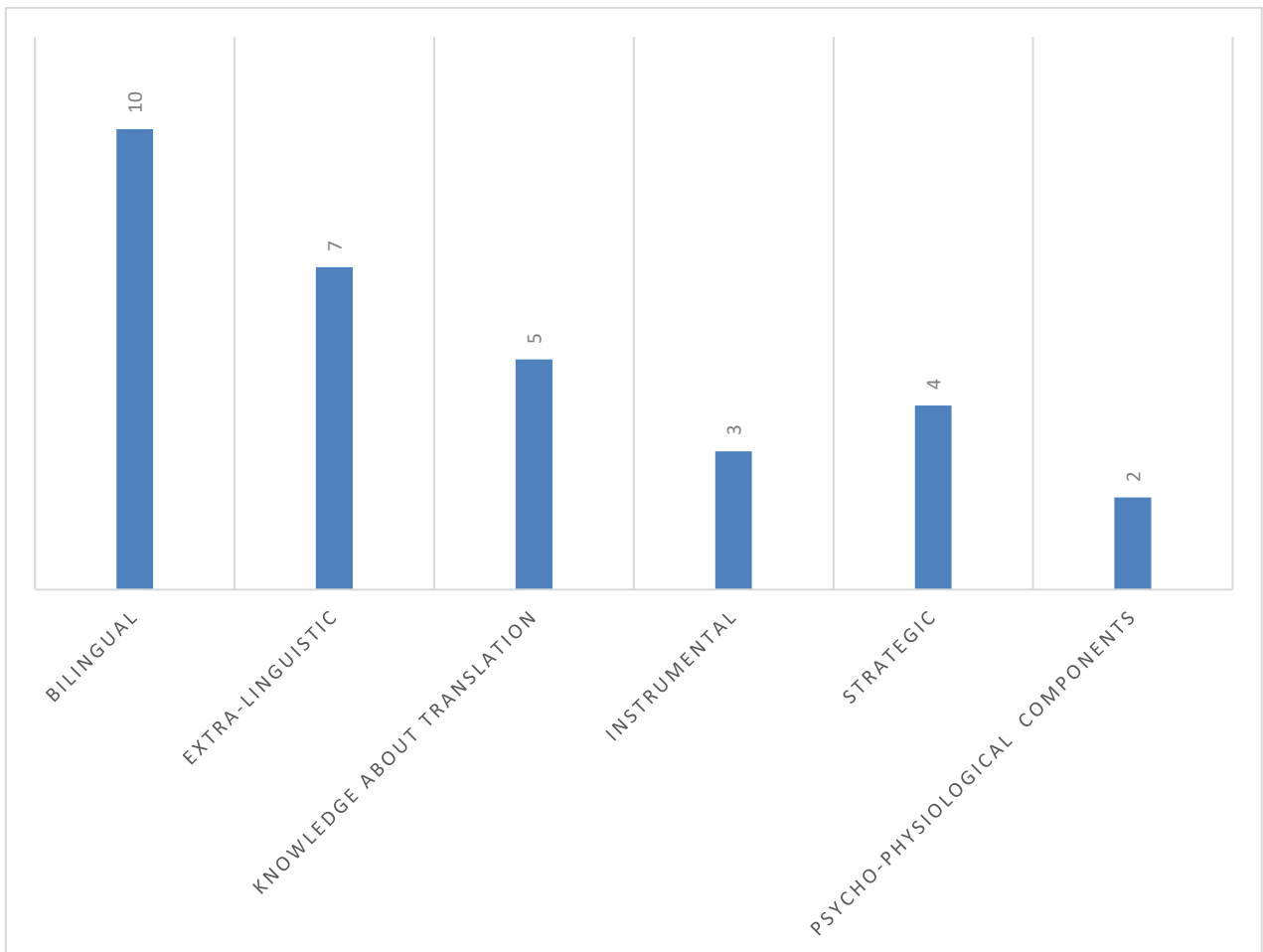


Figure 12 shows that 10 of the 11 interviewees provided responses related to language proficiency (e.g., good reading and writing skills, grammar and spelling). Extra-linguistic sub-competence was indicated by responses that referred to cultural awareness, specialized

knowledge, or general knowledge. Only seven interviewees referred to it. Knowledge about translation sub-competence included anything that referred to being able to perform translation in professional settings (e.g., meeting deadlines, speed). Instrumental sub-competence was only referred to by three interviewees (e.g., research skills, using translation technologies). Strategic sub-competence included statements that referred to the translation process (e.g., knowing how to translate, knowing translation techniques and strategies). Finally, two interviewees also mentioned “quick thinking” which falls under psycho-physiological components.

As for the strengths and weaknesses of undergraduate translation programs, the interviewees’ responses varied according to the program. For example, interviewees enrolled in programs with many field-specific translation courses, generally considered this aspect a strength since this exposed them to different fields of translation. Conversely, those enrolled in programs that do not offer a variety of field-specific translation courses considered it a weakness. Another major weakness, according to many of the interviewees, is the organization of courses in their plans. For example, some believed that translation courses in general are introduced late in their study plans, or that certain courses should be taught earlier so they could benefit from them in their field-specific translation courses (e.g., issues and problems in translation). Some interviewees also reported that there is a degree of repetition in the contents of some courses. Another recurrent weakness was that the language skill preparation phase of the plan was too long, and they suggested that it should be reduced.

4.4 Research Question 4

Research Question 4 aimed to tap into the perceptions of translation instructors regarding their views on TC as well as the programs of study at which they teach and the

extent to which they believed these programs help their students develop TC. To accomplish this, data were collected using the Translation Instructors' Questionnaire and the Translation Instructors' Interview.

4.4.1 Translation Instructors' Questionnaire

The Translation Instructors' Questionnaire, which is composed of 35 items, involved two dimensions: (1) the instructors' perceptions of the different aspects of TC development among senior undergraduate translation students, and (2) the instructors' perceptions of the importance of different institutional factors that contribute to the development of TC. The questionnaire received a total of ($n = 40$) responses. Analysis of the results of the responses to the Translation Instructors' Questionnaire is presented in Tables 33 and 34.

Table 33

Descriptive Statistics of Translation Instructors' Perceptions of the Development of TC among Senior Undergraduate Translation Students

Item	<i>M</i>	<i>SD</i>	Agreement Level
Bilingual sub-competence			
1) to lack English language competence.	3.48	0.91	Agree
2) to lack Arabic language competence.	3.40	1.03	Agree
Overall Mean	3.44		Agree
Transfer sub-competence			
3) to lack competence in translating from English into Arabic.	2.98	0.89	Neither Agree nor Disagree
4) to lack competence in translating from Arabic into English.	3.83	0.84	Agree
Overall Mean	3.41		Agree
Extra-linguistic sub-competence			
5) to lack general knowledge.	3.38	0.98	Neither Agree nor Disagree
6) to lack subject field knowledge.	3.60	0.96	Agree
7) to lack competence in English language culture.	3.60	0.87	Agree
8) to lack competence in Arabic language culture.	2.88	1.07	Neither Agree nor Disagree
Overall Mean	3.37		Neither Agree nor Disagree
Instrumental sub-competence			
9) to lack competence in using different types of resources, such as dictionaries and the Internet.	3.08	1.05	Neither Agree nor Disagree

Item	<i>M</i>	<i>SD</i>	Agreement Level
10) to lack competence in using translation tools and aids, such as computer-assisted translation and machine translation.	3.43	1.17	Agree
Overall Mean	3.26		Neither Agree nor Disagree
Strategic sub-competence			
11) to lack competence in employing strategies to identify and solve translation-related problems and select the most appropriate translation strategy or procedure.	3.68	0.80	Agree
Overall Mean	3.68		Agree
Knowledge about translation sub-competence			
12) to lack competence in identifying the purpose of translation tasks.	3.40	0.81	Agree
13) to lack competence in meeting the deadline of translation tasks.	2.83	1.15	Neither Agree nor Disagree
14) to lack competence in planning and time management.	3.38	1.06	Neither Agree nor Disagree
15) to lack competence in working with a team.	2.95	0.99	Neither Agree nor Disagree
16) to lack competence in dealing with the translation-related socio-cultural constraints in Saudi Arabia that directly affect the translation strategy employed.	3.38	0.84	Neither Agree nor Disagree
Overall Mean	3.19		Neither Agree nor Disagree
Psycho-physiological components (motivation)			
17) to lack motivation for practicing translation as a profession.	3.38	0.98	Neither Agree nor Disagree
Overall Mean	3.38		Neither Agree nor Disagree
Overall Mean of Part 1	3.33		Neither Agree nor Disagree

Analysis of the items of the first part of the questionnaire (Table 33) revealed that, overall, the translation instructors who participated in the questionnaire neither agreed nor disagreed about the development of different elements of TC among undergraduate translation students. However, upon closer examination, it is clear that the participants in the questionnaire believe that senior translation students lacked many of the features of TC, and most significantly bilingual sub-competence, transfer sub-competence, and strategic sub-competence.

Table 34

Descriptive Statistics of Translation Instructors' Perceptions of the Importance of Introducing Institutional Factors to Contribute to the Development of TC

Item	<i>M</i>	<i>SD</i>	Importance Level
Admission requirements			
1) Only candidates who have a good command of English should be accepted in the undergraduate translation program.	4.58	0.59	High
2) The minimum GPA acceptable for admission to the undergraduate translation program should be higher.	3.93	1.05	Moderate
3) Candidates should sit for an English language placement test on which admission to the undergraduate translation program should be based.	4.73	0.51	High
4) Candidates should sit for a translation placement test on which admission to the undergraduate translation program should be based.	3.75	1.17	Moderate
5) Candidates should be well-oriented with the undergraduate translation program before they are admitted.	4.15	0.89	Moderate
6) Candidates need to be pre-motivated to join the undergraduate translation program.	4.25	0.74	High
Overall Mean	4.23		High
Study plans and textbooks			
7) More content courses need to be added to the study plan (e.g., translation theory, linguistics).	4.03	0.95	Moderate
8) More field training needs to be added to the study plan.	4.30	1.14	High
9) More computer-assisted translation courses need to be added to the study plan.	4.08	0.92	Moderate
10) More translation courses in specialized fields need to be added to the study plan.	4.03	1.10	Moderate

Item	<i>M</i>	<i>SD</i>	Importance Level
11) More careful and unanimous choices need to be made regarding syllabi, topics, and/or textbooks.	4.43	0.90	High
12) English language courses should be taught before translation courses.	4.85	0.36	High
Overall Mean	4.28		High
Teaching methods			
13) Moving towards student-centered teaching (i.e., empowering students to participate in selecting the content, activities, and/or materials to be taught)	3.85	1.10	Moderate
14) Encouraging cooperation in class through group work activities	4.28	1.09	High
15) Adopting new approaches to evaluate students, such as asking students to submit essays on the difficulties they encountered during translation and the strategies/procedures they used to address these difficulties	4.38	0.84	High
16) Training students to use parallel texts and text analysis techniques	4.65	0.62	High
17) Using translation technologies, such as translation memories, terminology software, machine translation, computer-assisted translation, and other applications	4.38	0.93	High
18) Developing students' awareness of translation as a profession by linking their academic preparation to translation practice through field training	4.78	0.53	High
Overall Mean	4.38		High

Analysis of the second part of the Translation Instructors Questionnaire (Table 34) revealed that the participants placed high importance on the role of institutional factors in the development of TC. Notably, they believed, based on their responses, that introducing different teaching methods and making better decisions regarding study plans and textbooks would play a significant role in developing TC. The results also showed the degree of

importance instructors place on language proficiency, especially of the target language (i.e., English).

4.4.2 Translation Instructors' Interview

Four translation instructors were interviewed for the Translation Instructors' Interview (See Section 3.3.1.3). The data revealed that translation instructors have different experiences when it comes to teaching translation. For instance, TI1 believes that teaching translation is challenging and difficult because translation itself is a complex phenomenon. Further, TI1 thinks that more coordination is needed in terms of teaching translation because inconsistencies between different instructors confuse students. In addition, translation should be taught by specialists (i.e., faculty members who have degrees or experience in translation).

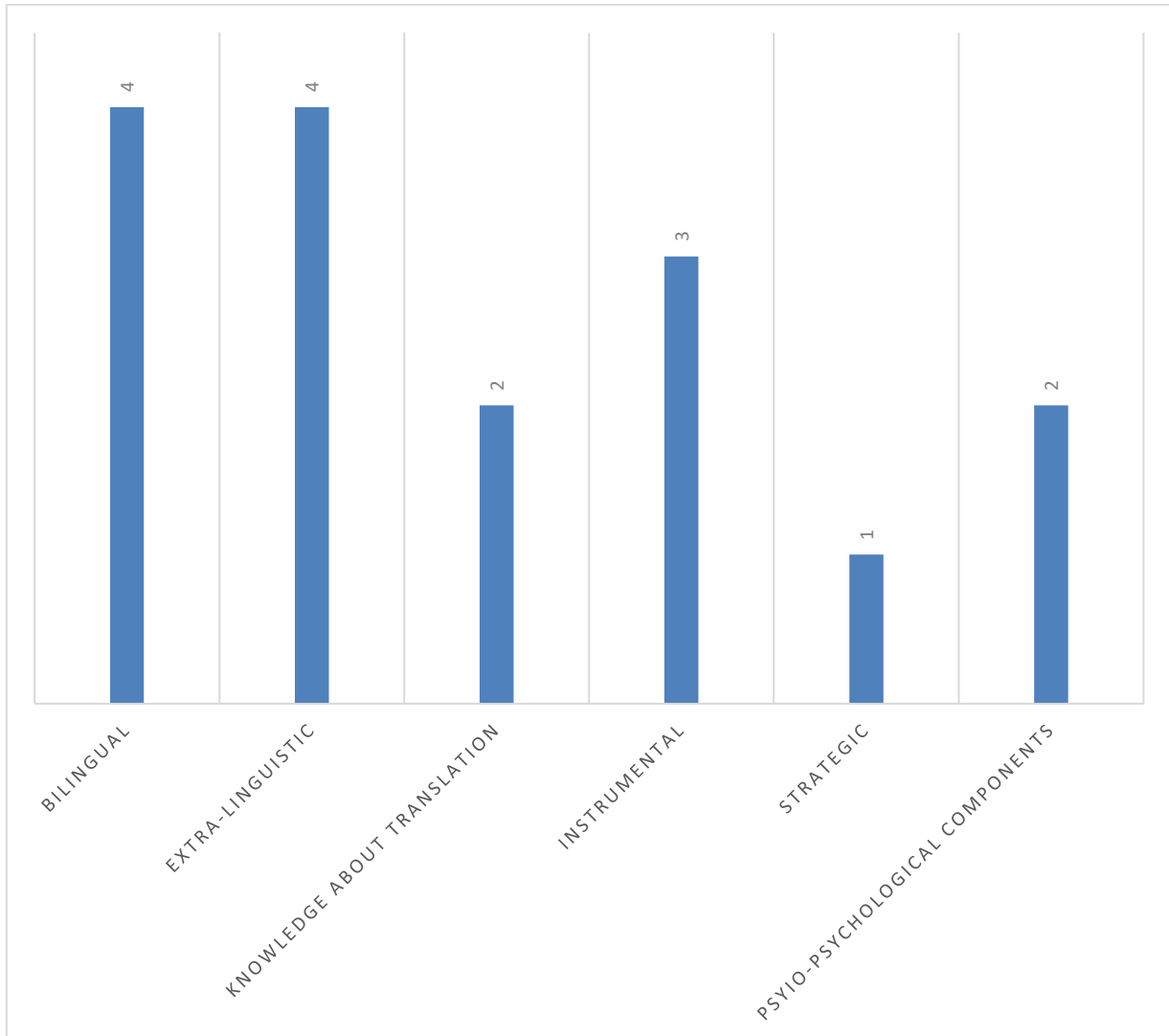
TI2 stressed that linguistic competence is the key to TC. With good language proficiency, translation students can be trained on translation techniques and strategies. TI2 also believes that the students' weak language skills drive instructors to choose simpler texts and assessments which leads to inflated grades. This view was echoed by TI3 who felt that the role of a translation instructor has been limited to that of language teacher due to the weak language proficiency of some students. In other words, translation instructors are too busy correcting their students' language mistakes which prevents them from focusing on developing their translation strategies and techniques. TI3 also believes that students' grades are inflated, which gives them a misguided sense of confidence in their abilities and makes them think they are good and need no further improvement. TI4, on the other hand, stressed the importance of background knowledge (i.e., extra-linguistic sub-competence).

When asked to describe their idea of a competent translation graduate, the instructors agreed that language proficiency is the main competence translators need. TI2 also mentioned linguistic and cultural awareness and sensitivity to texts and contexts. However, when the instructors were asked to describe senior translation students based on their experience teaching them, they generally agreed that most of the students were average or weak lacking the language proficiency needed to become competent translators. TI3 also commented on the students' lack of motivation for translation by mentioning that many of them only want to find a job when they graduate even if it is not related to translation.

In terms of the sub-competences of PACTE's TC model (2003), Figure 13 shows that the four instructors agreed on the importance of bilingual and extra-linguistic sub-competences. They responded with phrases such as *perfect language proficiency, command of both languages, producing texts that read as smooth as originals, cultural knowledge, being up to date with current affairs, and background knowledge*. Only two instructors mentioned aspects related to knowledge about translation sub-competence (e.g., dealing with the pressures of the job, time management). Three instructors referred to instrumental sub-competence by mentioning research skills, using resources, or technical skills. As for strategic sub-competence, only one instructor referred to knowledge of translation techniques and the ability to identify and resolve translation issues. Finally, two instructors touched upon the psycho-physiological components translators need by referring to the importance of motivation, confidence, or willingness to learn.

Figure 13

Importance of PACTE Sub-Competences among Translation Instructors



In terms of the strengths and weaknesses of translation programs, the instructors had more to say in terms of weaknesses than strengths. TI1 believes that translation courses should not be taught in relation to different fields (i.e., field-specific translation courses). TI3 disagreed with this view, since she considered the variety of field-specific translation courses in the study plan a strength. She also thinks more training on job-market skills (e.g., translation

technologies, project management, professional communication) needs to be incorporated into the program. TI4 touched upon the purpose of teaching language skill and linguistics courses saying that these courses need to be taught with translation in mind. In other words, they need to be taught with the purpose of developing students' TC.

The instructors also addressed several challenges they encountered teaching translation. Weak language proficiency was mentioned again as a challenge. Furthermore, TI1 believes that teaching translation is challenging since—in some cases—it is a matter of trial and error. According to TI1, teaching translation is difficult since every context is unique and what might work in other contexts with different groups of students may not necessarily be successful in our context. TI4 believes that translation assessment is the biggest challenge in teaching translation, which motivated her to develop her own rubric to grade students' work.

4.5 Research Question 5

Research Question 5 aimed to tap into the perceptions of translation employers and professional translators regarding TC, as well as their views on the hiring and recruiting practices of translators in the Saudi job market. To accomplish this, data were collected using the Employers' Questionnaire, Employers' and Professional Translators' Interviews, and translation job advertisements and descriptions.

4.5.1 Employers' Questionnaire

The Employers Questionnaire, which is composed of 37 items, consists of three parts: (1) the employers' perceptions on the importance of the sub-competences of PACTE's TC model in applicants to translation positions; (2) their perceptions on the skills of the graduates of undergraduate translation programs; and (3) the hiring practices enforced at their

institutions. The questionnaire received a total of ($n = 13$) responses. Analysis of the results of the responses to the Translation Employers' Questionnaire are presented in Tables 35 and 36 for parts 1 and 2, respectively, followed by the results of part 3.

Table 35

Descriptive Statistics of the Employers' Questionnaire (Part 1: The Importance of the Sub-Competences of PACTE's TC Model in Translation Job Applicants)

	Item	M	SD	Importance Level
Bilingual sub-competence				
1	إجادة اللغة الإنجليزية	4.00	0.00	Very Important
2	إجادة اللغة العربية	3.85	0.38	Very Important
Overall Mean		3.93		Very Important
Transfer sub-competence				
3	إجادة الترجمة من اللغة الإنجليزية إلى اللغة العربية	3.92	0.28	Very Important
4	إجادة الترجمة من اللغة العربية إلى اللغة الإنجليزية	3.92	0.28	Very Important
Overall Mean		3.92		Very Important
Extra-linguistic sub-competence				
5	الثقافة العامة	3.38	0.51	Very Important
6	المعرفة في مجالات متخصصة مثل المجال الطبي وخلافه	2.92	0.64	Somewhat Important
7	معرفة ثقافة اللغة الإنجليزية	3.62	0.51	Very Important
8	معرفة ثقافة اللغة العربية	3.54	0.52	Very Important
Overall Mean		3.37		Very Important
Instrumental sub-competence				
9	استخدام المراجع والمصادر المختلفة بمهارة، مثل القواميس بأنواعها والموسوعات وغيرها	3.62	0.65	Very Important
10	استخدام تقنيات الترجمة والأدوات المساعدة على الترجمة، مثل برامج الترجمة الآلية والترجمة بمساعدة الحاسوب وذاكرات الترجمة وغيرها	2.92	1.12	Somewhat Important
Overall Mean		3.27		Very Important

	Item	<i>M</i>	<i>SD</i>	Importance Level
Strategic sub-competence				
11	القدرة على التغلب على الصعوبات التي قد تواجه المترجم أثناء عملية الترجمة	3.77	0.44	Very Important
Overall Mean		3.77		Very Important
Knowledge about translation sub-competence				
12	القدرة على تحديد احتياجات العميل وتلبية تلك الاحتياجات (مثل: معرفة الغرض من الترجمة، والالتزام بمواعيد التسليم)	3.54	0.66	Very Important
13	التعامل مع متطلبات العمل، مثل تعدد المهام والضغط وإدارة الوقت وغيرها	3.62	0.51	Very Important
14	التعاون والعمل ضمن فريق	3.69	0.48	Very Important
Overall Mean		3.62		Very Important
Psycho-physiological components (motivation)				
15	إظهار الحماس تجاه العمل في مهنة الترجمة	3.54	0.52	Very Important
Overall Mean		3.54		Very Important
Overall Mean of Part 1		3.59		Very Important

Table 35 shows that the employers who participated in the questionnaire believe that all of the sub-competences of PACTE's TC model are very important in candidates for translation jobs. However, when the same group of employers evaluated the skills of the graduates of undergraduate translation programs in terms of the components of PACTE's TC model (2003), the overall evaluation was that the graduates had only "Good" command of these sub-competences (Table 36).

Table 36

Descriptive Statistics of the Employers' Questionnaire (Part 2: The Perceptions of Employers of the Skills of the Graduates of Undergraduate Translation Programs)

	Item	M	SD	Agreement Level
Bilingual sub-competence				
1	إتقان اللغة الإنجليزية	3.62	0.65	Very Good
2	إتقان اللغة العربية	3.38	0.87	Good
Overall Mean		3.50		Very Good
Transfer sub-competence				
3	إجادة الترجمة من اللغة الإنجليزية إلى اللغة العربية	3.62	0.77	Very Good
4	إجادة الترجمة من اللغة العربية إلى اللغة الإنجليزية	3.00	1.00	Good
Overall Mean		3.31		Good
Extra-linguistic sub-competence				
5	الثقافة العامة	3.08	0.76	Good
6	المعرفة في مجالات متخصصة، مثل المجال الطبي وخلافه	2.92	0.64	Good
7	معرفة ثقافة اللغة الإنجليزية	3.08	0.76	Good
8	معرفة ثقافة اللغة العربية	3.31	0.75	Good
Overall Mean		3.10		Good
Instrumental sub-competence				
9	القدرة على استخدام المراجع والمصادر المختلفة بمهارة، مثل القواميس بأنواعها والموسوعات وغيرها	3.62	0.77	Very Good
10	القدرة على استخدام تقنيات الترجمة والأدوات المساعدة على الترجمة، مثل برامج الترجمة الآلية والترجمة بمساعدة الحاسوب وذاكرات الترجمة وغيرها	2.85	1.07	Good
Overall Mean		3.24		Good

	Item	<i>M</i>	<i>SD</i>	Agreement Level
Strategic sub-competence				
11	القدرة على التغلب على الصعوبات التي قد تواجه المترجم أثناء عملية الترجمة	3.31	0.63	Good
Overall Mean		3.31		Good
Knowledge about translation sub-competence				
12	القدرة على تحديد احتياجات العميل وتلبية تلك الاحتياجات (مثل: معرفة الغرض من الترجمة، والالتزام بمواعيد التسليم)	3.54	0.78	Very Good
13	القدرة على التعامل مع متطلبات العمل، مثل تعدد المهام والضغط وإدارة الوقت وغيرها	3.62	0.87	Very Good
14	القدرة على التعاون والعمل ضمن فريق	3.92	0.64	Very Good
Overall Mean		3.70		Very Good
Psycho-physiological components (motivation)				
15	الحماس تجاه العمل في مهنة الترجمة	3.77	1.09	Very Good
Overall Mean		3.77		Very Good
Overall Mean of Part 1		3.38		Good

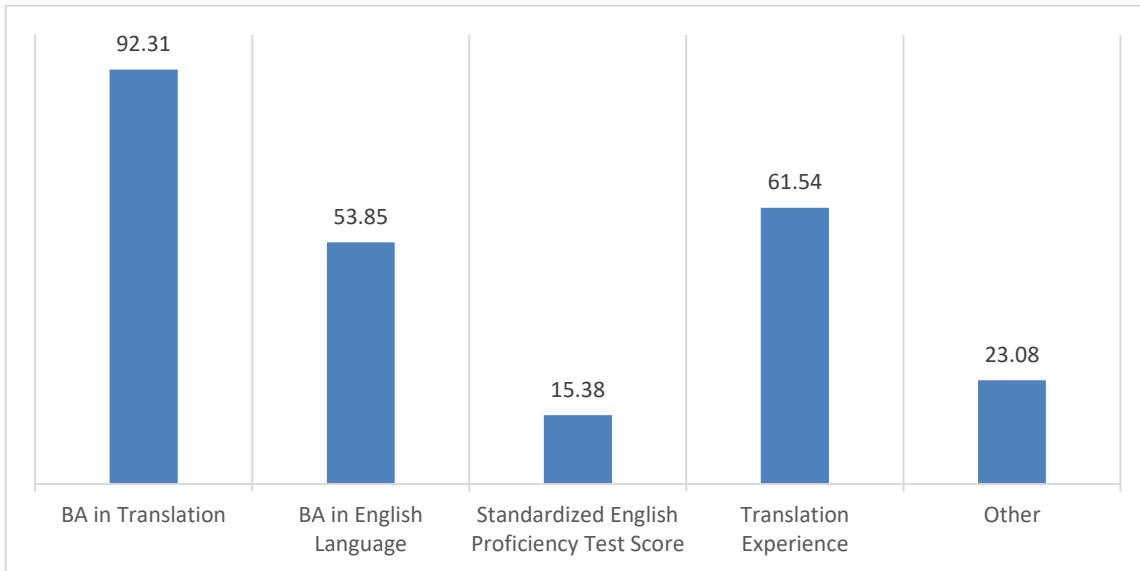
As for part 3, which focused on some hiring and recruitment practices, the participants in the Employer's Questionnaire did not seem to have a particular preference in terms of gender when recruiting translators since only 23.1% reported that they preferred female translators, while the remaining 76.9% had no preference.

With regards to translation job requirements, the responses revealed that recruiters had several requirements including a bachelor's degree in translation, a bachelor's degree in English language, a standardized English language proficiency test score, and/or experience. A bachelor's degree in translation was the top requirement as 12 of the 13 participants (92.31%)

selected it. Experience was also reported as a requirement by 61.54% of the employers, while only 15.38% required a standardized English proficiency test score (See Figure 14).

Figure 14

Recruitment Requirements Based on Employers' Questionnaire Responses



Furthermore, for those who require a bachelor's degree in translation, only 15.4% required a GPA of at least "Excellent" for translation job applicants, while 61.5% accepted a GPA of at least "Very Good". Only three of the participants in the Employers' Questionnaire (23.1%) reported that they did not require a certain GPA of translation graduates.

Nevertheless, the participants unanimously agreed that applicants to translation jobs are required to sit for a translation test, and 92.3% of them reported that the test was of a limited time. In addition, most of the participants (i.e., 69.2%) allow applicants to use reference materials and other resources during the test. These materials and resources include paper and electronic dictionaries and the Internet based on the responses.

4.5.2 Employers' Interview

Four employers were interviewed for the Employers' Interview (See Section 3.3.1.4). The data revealed that the hiring and recruiting practices adopted in the Saudi job market for translators typically involved a translation test and interview. The interview may precede or follow the test depending on the nature of the job and the employer's preference. Translation tests are normally timed, and applicants are allowed to access resources during tests.

Translation tasks usually consist of texts related to the organization's scope of work. Tests are usually in both directions (i.e., English to Arabic and vice versa). However, they may be in one direction only depending on the nature of the translation work at the organization.

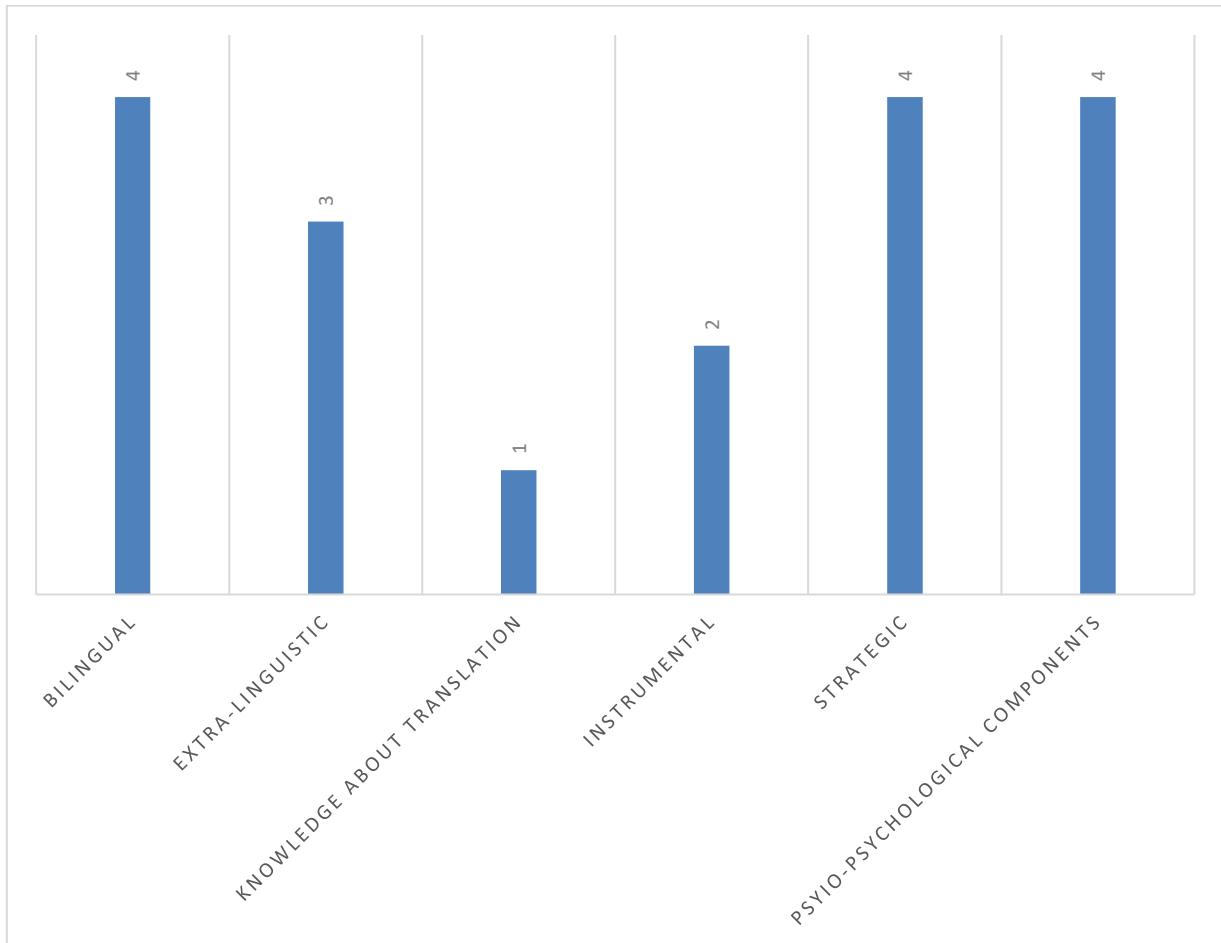
Interviews tap into personal traits, like attitude, willingness to learn, and acceptance of criticism, while translation tests target the applicant's ability to produce high-quality translations.

Figure 15 shows that all four interviewees agreed on the importance of bilingual and strategic sub-competences when asked about the competences they looked for when recruiting translators. They typically referred to bilingual competence as language proficiency. As for strategic sub-competence, they mentioned things such as solving translation problems by figuring out how to translate terms that have no clear target language equivalent or choosing the best equivalent based on field and context. The interviewees also agreed on the importance of psycho-physiological components by referring to traits like willingness to learn, attitude, interpersonal skills, motivation, critical thinking, and accepting criticism. Three of the interviewees mentioned the need for subject-field and/or cultural knowledge (i.e., extra-linguistic sub-competence), while only two of them referred to research skills and/or technical competence (i.e., instrumental sub-competence). Finally, only one interviewee mentioned

meeting deadlines, which is a trait that falls under knowledge about translation sub-competence.

Figure 15

Importance of PACTE Sub-Competences among Employers



When asked to describe the graduates of undergraduate translation programs in Saudi Arabia based on their experience recruiting translators, E2, E3, and E4 commented that graduates need more training on job-market skills and requirements because they think there is a gap between the job market and university education. E2 believes there may be issues with how translation is taught and assessed at universities because some applicants lack basic

translation skills. This thought was echoed by E3 who believes that graduates are concerned with translation quality at the sentence level rather than focusing on the cohesion of the text as a whole unit. He too linked this to the way translation is evaluated at universities. E4 suggested using authentic texts to train students to simulate the job market (e.g., memoranda of understanding, contracts, legal decisions).

All but one employer reported that they had no preference for applicants who graduated from a certain university or applicants of a certain gender. Nevertheless, E3 explained that he used to prefer graduates of a particular university over others due to the percentage of translation courses in that university's study plan. However, since study plans have changed and evolved over the years, his view has changed as other universities have improved their plans and added translation courses. As far as gender is concerned, although E1 reported no preference for applicants of a certain gender, it just so happens—based on his experience—that more females apply for translation jobs than males. E4, on the other hand, has a different opinion. He prefers hiring females because—from his experience—he finds them to be more detail-oriented and better at concentration than males. He also prefers hiring the graduates of a certain university because he finds them more committed and motivated than others.

4.5.3 Professional Translators' Interview

Nine professional translators were interviewed for the Professional Translators' Interview (See Section 3.3.1.4 for more details about the participants). The interviews revealed that the interviewees generally felt that their university studies prepared them for the job market in terms of translation skills. However, four of them wished they had more training on the professional practice of translation. PT5 and PT8, for instance, wished they had received

further training on translation technologies, while PT2 and PT6, who are freelance translators, wished they had received more training on how to set up a freelance translation business (e.g., marketing, creating translation agreements, determining fees for translation work, project management).

When asked about the strengths and weaknesses of the translation programs from which they graduated, all the interviewees cited intensive practical translation training as a strength. This was provided to them in the form of field-specific translation courses. As for the weaknesses, PT5 and PT8 think more practical training on translation technologies is needed. Furthermore, PT1 and PT3 reported that some translation courses felt redundant and could have been merged. Interviewees who graduated from programs that did not offer field training considered that a weakness. PT2, PT5, PT6, and PT7 think more job-market skill training is needed. For example, PT5 mentioned that the texts she translated at university differed from what is required in the job market. PT7 believes there is a gap between university courses and the job market because the texts she translated at university were not authentic.

The professional translators who experienced hiring processes reported that they were typically given a translation test and an interview when they applied for translator jobs. In some cases, the tests would be remote (i.e., the applicant would be emailed the text and asked to translate and submit it by a certain deadline). Applicants are also typically given access to resources while they complete tests. They reported that employers have different expectations depending on the type of organization and the nature and amount of translation work required. For instance, some employers emphasize aspects, such as communication skills, commitment, working under pressure, and meeting deadlines. Of course, the interviewees also reported that employers require high quality translations.

When the interviewees were asked if they performed tasks other than translation, the responses varied according to sector. Translators working at government entities typically performed administrative tasks with very little or no translation work. Those in the private or semi-government sectors varied. Some of them only translated, while others performed translation as well as other language-related tasks (e.g., proofreading, reviewing, editing, summarizing, creating content, enhancing written or translated material, copywriting) and/or administrative tasks. Interestingly, only two of the interviewees reported that they were given a job description for their position as translators.

As for the professional translators who were freelancers, or who freelanced in addition to their full-time jobs, they all reported that they got translation work through word of mouth. Their clients typically prioritize speed, accuracy, and high quality, error-free translations. PT4 and PT7 also mentioned that some clients expect freelancers to charge lower rates than translation agencies.

Finally, when asked about the biggest challenges they faced as translators in the Saudi job market, several interviewees reported that their biggest challenge was the lack of support and appreciation of translators and their work. For example, PT1 explained that some employers fail to provide translators with the tools and aids they need to carry out their jobs efficiently. Furthermore, she believes that there are false expectations of what a translator should do. In other words, some employers have misconceptions of a translator's role by expecting the translator to be capable of other skills, such as marketing and designing. Consequently, when the translator fails to meet the employer's *inaccurate* expectations, the employer thinks the translator is inadequate or underqualified.

PT4 also thinks that a translator's work is underappreciated. From her experience, some employers fail to provide translators with the support they need. Sometimes this may even be a quiet place to work. Furthermore, PT1 and PT7 believe that there is no clear career path for translators. There is no job progression like other occupations. According to them, this discourages many translators from continuing in the field of translation, which makes them opt for other career paths with more opportunities for growth. Of course, interviewees who have more experience reported that one of the biggest challenges they faced when they first graduated was the lack of translation jobs. PT3 even explained that she had to relocate to another city for her first translation job.

4.5.4 Translation Job Advertisements and Descriptions

As discussed in Section 3.3.2.2, the researcher collected 28 documents that include job advertisements and descriptions of the job of "translator" in Saudi Arabia. The documents were obtained electronically, that is, they were typically sent as a hyperlink and circulated using electronic means (e.g., social media applications). However, they were posted on different platforms: 28.57% were posted on the company or organization's website, while 21.43% were posted on employment websites. Another 21.43% of the sample was obtained from LinkedIn posts alone. The remaining 28.57% were obtained from newspaper advertisements, Twitter, and the National Employment Portal (Taqat).

The researcher also found that 57.14% of the advertisements and descriptions in the sample were in Arabic, while 42.86% were in English. Furthermore, most of the advertisements and descriptions were of the job "translator" with a few exceptions that specified the role, for example, medical reports translator, medical translator, legal translator,

or translation administrative assistant. A couple of documents specified the language by referring to the job title as “English language translator”.

As far as nationality and gender are concerned, the researcher found that 50% of the advertisements required applicants of Saudi nationality. In terms of specifying gender, 60.71% of the advertisement did not specify that the advertised job was for applicants of a certain gender. However, 21.43% indicated that the advertised job was for female applicants only, while only 7.14% indicated that the job was for male applicants only. The remaining 10.72% of the advertisements clearly stated that the available jobs were for both genders.

The required qualifications or degrees were stated in all the advertisements collected by the researcher. The analysis showed that 60.71% of the advertisements included “translation” as one of the options among the required qualifications listed. These advertisements combined translation with a number of different qualifications, such as English language, linguistics, or literature, and in some cases, phrases such as “or its equivalent” or “or relevant field” were used together with translation which usually means holders of other language-related degrees (e.g., linguistics, literature, English language). Only 7.14% of the advertisements restricted applications to those who have a degree in translation. Furthermore, 17.86% of the advertisements did not determine a certain field of specialization by using expressions such as “any discipline” or “relevant qualification”. The remaining 14.29% of the advertisements required a language-related field other than translation, such as English language or literature with no mention of translation.

It is worth noting that translation jobs advertised by government entities (e.g., ministries) typically adhere to the Ministry of Human Resources and Social Development’s

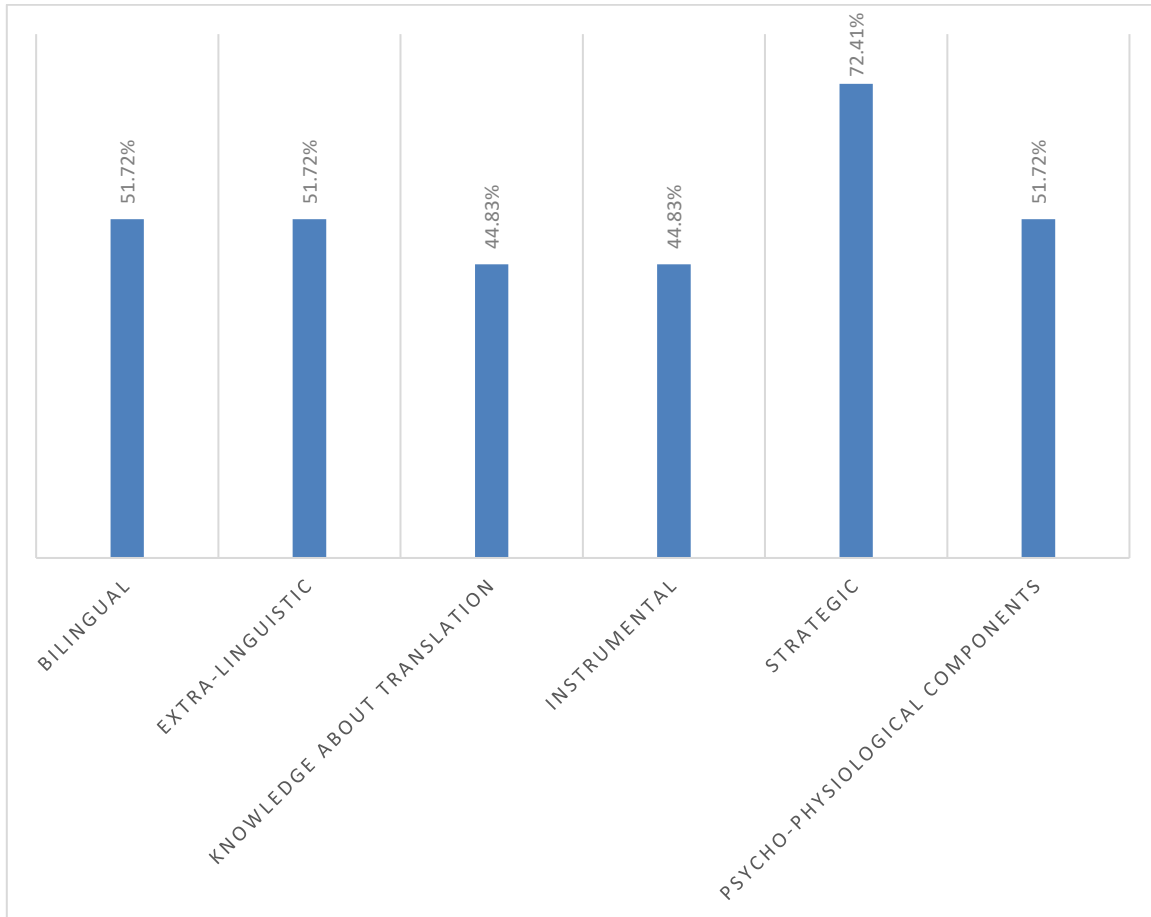
job classification guide. According to this guide, graduates of several language-related disciplines can apply for the job of “translator” (e.g., applied linguistics, translation, and English language).

Experience is another element that the researcher considered. The researcher found that 33.33% of the advertisements did not mention anything about required experience. Some of the entities advertising these openings were government entities, which means that they adhere to the job classification guide enforced by the Ministry of Human Resources and Social Development as explained earlier. Accordingly, the guide is responsible for determining the grade on which an applicant is hired taking into consideration his/her qualifications and years of experience. However, 23.33% of the advertisements specified that the available positions required no experience or that they were “entry level” or “fresh graduate” jobs. The remaining advertisements required experience that ranged from 1 to 10 years. Some of these advertisements linked experience to the applicant’s degree, for instance, one advertisement required six years of experience for bachelor’s degree holders, but only four years of experience for master’s degree holders. In one case, the advertisement did not determine a certain period of experience. Instead, they asked for “proven experience”.

In terms of the components of PACTE’s TC model (2003), the researcher found that some of the advertisements and descriptions referred to elements that corresponded to the components of the model, but not all of them did so (See Figure 16). In addition, the model’s components were not consistently mentioned in all documents. In fact, most of the documents described requirements for some but not all of the model’s components. Only two of the 28 documents described requirements that corresponded to all six components of the PACTE TC model (2003).

Figure 16

Components of PACTE's TC Model in Job Advertisements and Descriptions



As illustrated in Figure 16, 72.41% of the advertisements described elements that correspond to strategic sub-competence. This included any descriptions of translation-related tasks, such as translating different types of texts, editing, or proofreading, as well as reference to the translation process itself, for example, reading the source text and revising the translation to make sure it preserves the style and tone of the original.

Furthermore, bilingual and extra-linguistic sub-competences were also described by more than 50% of the advertisements and descriptions. Nevertheless, the advertisements and

descriptions varied greatly. Some of them, for instance, only stated “fluency in English and Arabic”, while others went into detail by mentioning specific aspects of language competence (e.g., competence in English and Arabic grammar, spelling, etc.). The same applies to extra-linguistic sub-competence. Some advertisements just mentioned the need to have knowledge in specialized fields of translation, while others were more specific and identified the specialized field required, such as the medical field, energy sector, or defense industry.

Knowledge about translation and instrumental sub-competences also received equal attention (44.83%), and here too the descriptions varied. Some advertisements detailed elements related to knowledge about translation sub-competence, such as communicating with researchers or relevant entities to verify the translation, while others just mentioned characteristics like meeting deadlines and time-management skills. Instrumental sub-competence was also described differently in different documents. Most of the advertisements required knowledge of basic computer applications (e.g., MS Office, computer skills, IT skills). Very few advertisements referred to dictionaries or other reference materials, or any form of translation technologies (e.g., translation memories, translation software, translation tools).

Finally, some advertisements mentioned characteristics relevant to psycho-physiological components, such as attention to detail, the ability to work without supervision, responsibility, motivation, or interpersonal skills. The researcher found that more than 50% of the descriptions included properties related to these components.

4.6 Conclusion

This chapter presented the results of data analysis for all the data collected using the study's research instruments. This involved data collected using the questionnaires, tasks, interviews, and documents. A discussion of these results in light of the study's research questions is presented in Chapter Five.

Chapter Five

Discussion

This chapter discusses the findings of the study in relation to the five research questions. The study examined the training of undergraduate translation students in Saudi Arabia in light of the components of the PACTE TC model (2003). This involved examining the context from different angles starting from the pedagogical and academic setting of translator preparation and concluding with the translation job market which represents the final product of the training process. A discussion of each research question is presented below.

5.1 Research Questions 1

Research Question 1 was: To what extent is the PACTE TC model reflected in the study plans and pedagogical practices of undergraduate translation programs in Saudi Arabia?

The findings indicated that the sub-competences of the PACTE model (2003) were reflected in the four study plans analyzed in the current study: KSU, IMSIU, PNU, and SEU. However, the plans did not agree on the weight allocated to each sub-competence (See Table 14 for details). Varying degrees of emphasis were placed on each sub-competence according to the structure and goals of each program. Apart from IMSIU's study plan, the findings indicated that the study plans of KSU, PNU, and SEU emphasize translation-relevant skills more than other areas. Translation remains the dominant theme for most courses in these plans even though they offer courses in linguistics and/or literature. IMSIU's plan, on the other hand, is not oriented towards translation alone like the other plans examined by the researcher because it targets translation, linguistics, literature, and L2 skill preparation almost equally (See Table 13 for details). Table 37 shows the ranking of each of PACTE's (2003) sub-

competences in the four study plans based on the percentage of credit hours allocated to developing each sub-competence. The ranking in Table 37 also shows that KSU and SEU's study plans are similar in their allocation of training to the different sub-competences of PACTE's TC model (2003). A discussion of the main discrepancies follows.

Table 37

Ranking of the Sub-Competences of the PACTE TC Model in the Four Study Plans

Sub-Competence	KSU	PNU	IMSIU	SEU
Bilingual	1	3	1	1
Extra-linguistic	4	4	2	4
Knowledge about translation	2	1	3	2
Instrumental	5	5	5	5
Strategic	3	2	4	3

KSU, IMSIU, and SEU emphasize bilingual sub-competence over the other sub-competences, which is justified by the need to develop undergraduate students' language proficiency to build a strong foundation for further translation training (Al-Batineh & Bilali, 2017). It also follows a trend in undergraduate translation programs in the Arab world according to Al-Batineh and Bilali's survey (2017) of undergraduate translation programs in 17 Arab countries where their findings showed that language proficiency received the most focus. KSU, IMSIU, and SEU's study plans devote the first two semesters almost completely to L2 skill preparation. PNU's study plan, on the other hand, starts introducing content courses (i.e., introduction to translation, introduction to linguistics) from the first semester along with language skill courses.

Among the four study plans, IMSIU allocates the highest percentage of credit hours to bilingual sub-competence. This is due to the high number of linguistics and literature courses in their plan (See Table 13). The other three study plans have very few or no literature courses, and less linguistics courses compared to IMSIU. Furthermore, the types of literature and linguistics courses in IMSIU's study plan differ from the other plans. For example, KSU, SEU, and PNU's study plans include introductory courses to linguistics, semantics and pragmatics, and/or introduction to morphology and syntax. They also have courses that train students on text linguistics and/or discourse analysis. IMSIU's plan, on the other hand, has more specialized linguistics courses, such as applied linguistics and sociolinguistics, among others.

Extra-linguistic sub-competence was addressed by the four study plans in courses that deal with the target language culture and/or in field-specific translation courses that train students on translating texts in specialized fields. Literature courses are also a source of extra-linguistic knowledge. KSU and SEU offer courses that aim to introduce students to the target language culture (e.g., English language and culture, readings in language and culture). PNU's plan does not include such courses. Rather, it offers an introduction to literature course. IMSIU's study plan has many literature courses that are comparable to some courses in English language and literature departments (e.g., English poetry and drama, American literature, literary theory, literary criticism). The four study plans have field-specific translation courses (e.g., Islamic, political, medical, legal, and literary translation), but unlike KSU, IMSIU, and SEU, PNU uses the title "specialized translation 1, 2, and 3 English to Arabic" or vice versa, to refer to practical translation courses.

Knowledge about translation sub-competence in the four plans was based on practical or theoretical translation instruction. Thus, it is addressed in the study plans since all the plans include such courses. Nevertheless, PNU has the highest percentage of credit hours allocated to knowledge about translation sub-competence with up to 44.9% (See Table 14). The analysis showed that the four plans offer an introductory course to translation, in addition to field-specific practical translation courses. All the plans also offer a graduation/research project or field training course, or both. They also all have interpreting courses (e.g., simultaneous, conference, sight). PNU's study plan includes a unique course that was not found in any of the other three plans: professional translation skills. Furthermore, audiovisual translation is an interesting addition that is only offered by IMSIU and PNU.

The four plans offer courses that target instrumental sub-competence. They all have courses that aim to develop the students' research and technological skills. KSU, IMSIU, and SEU have research methods or research skills courses. Dictionary skills or lexicography is offered in three of the four study plans: KSU, PNU, and SEU. Finally, all four study plans have a course that deals with translation technologies or computer assisted translation, which are becoming necessary to meet job market needs (Al-Batineh & Bilali, 2017). In addition to these courses, KSU and SEU students are required to take a course on IT skills as a university requirement. However, instrumental sub-competence receives the least emphasis in all four plans (See Table 37).

The final sub-competence is strategic sub-competence. The four plans have courses that reflect this sub-competence, namely, all practical translation courses help develop strategic sub-competence. Furthermore, strategic and knowledge about translation sub-competences are linked since they both involve knowledge of the translation process. For this

reason, PNU's study plan has the highest percentage of credit hours geared towards developing strategic sub-competence, which is consistent with its emphasis on knowledge about translation sub-competence.

The findings of the current study were compared to the findings of Al-Batineh and Bilali's survey (2017) of undergraduate translation programs in the Arab world. However, it is worth noting that the two studies did not employ the same framework. While the current study employed the PACTE TC model (2003), Al-Batineh and Bilali (2017) adopted Kelly's (2005) competence model (See Section 2.4.1 for further details). Nonetheless, the two models intersect in many components which made it possible for the researcher to conduct a rough comparison of the findings. Table 38 below lists the components of Kelly's (2005) competence model and their corresponding PACTE (2003) components.

Table 38

Comparison of Kelly (2005) and PACTE (2003)

Kelly's TC Model (2005)	PACTE's TC model (2003)
Communicative and textual competence	Bilingual sub-competence
Cultural and intercultural competence	Extra-linguistic sub-competence
Subject area competence	
Professional and instrumental competence	Knowledge about translation sub-competence
	Instrumental sub-competence
Strategic competence	Strategic sub-competence
Interpersonal competence	Psycho-physiological components
Attitudinal or psycho-physiological competence	

Table 38 shows that Kelly's (2005) communicative and textual competence and strategic competence correspond to PACTE's (2003) bilingual sub-competence and strategic sub-competence, respectively. On the other hand, both cultural and intercultural competence and subject area competence in Kelly (2005) correspond to extra-linguistic sub-competence in PACTE (2003). The same applies to interpersonal competence and attitudinal or psychophysiological competence because they both correspond to PACTE's (2003) psychophysiological components. Finally, professional and instrumental competence in Kelly's (2005) competence model corresponds to two sub-competences in PACTE (2003): knowledge about translation and instrumental.

As illustrated in Table 37, bilingual sub-competence was the component that received the most attention in three of the study plans analyzed in the current study, and this corresponds to Al-Batineh and Bilali's findings (2017). But while cultural and subject area knowledge ranked second and third in Al-Batineh and Bilali (2017), their corresponding PACTE sub-competence ranked fourth in KSU, PNU, and SEU's plans (i.e., extra-linguistic sub-competence). IMSIU is the only study plan whose findings correspond to Al-Batineh and Bilali (2017) in terms of extra-linguistic sub-competence.

Moreover, since knowledge about translation and instrumental sub-competences are two components in PACTE (2003) corresponding to one competence in Kelly (2005), it was difficult to conduct a comparison. In Al-Batineh and Bilali (2017), professional and instrumental competence ranked fourth in their analysis of bachelor's degree programs. In the current study, on the other hand, instrumental sub-competence ranked last in all four study plans. Knowledge about translation sub-competence varied as it ranked first in PNU's plan, second in KSU and SEU's plans, and third in IMSIU's plan. The final component is strategic

competence, which ranked fifth in Al-Batineh and Bilali (2017), while in the current study it was found to rank second in PNU's plan, third in KSU and SEU's plans, and fourth in IMSIU's plan. As for the interpersonal and attitudinal/psycho-physiological competences, which correspond to PACTE's (2003) psycho-physiological components, both studies found that they were not represented in undergraduate translation programs.

Further insights on the study plans and pedagogical practices were obtained from the participants. Participants play an important role in TC development since, according to Schäffner and Adab (2000), developing the competence of translators is a complex matter that encompasses all the aspects of a training context. Students commented on the organization and types of courses in the study plans. Translation students believe that translation courses should be introduced earlier in the plan when they are more motivated. They also think that too many courses are allocated to L2 skill preparation, which contradicts the perceptions of translation instructors who think students need more language skill instruction, and the perceptions of professional translators who believe intensive language skill courses helped prepare them for the job market. Students surveyed in Alenezi (2015) also reported issues in the types and relevance of courses in their study plan. These issues were among the causes of the students' overall dissatisfaction with the programs. In the current study, some students reported that there was a degree of redundancy or repetition in the contents of some courses, for example, some translation courses overlapped (e.g., administrative and commercial). This view was supported by the professional translators who had graduated from similar programs.

One of the main strengths of the study plans was the variety of field-specific translation courses. Students, instructors, and professional translators generally agreed that this was an area of strength. Professional translators reported that they benefitted from the

intensive practical training and the exposure to different fields. However, an area that was lacking, from their point of view, was training on the professional aspects of translation. This observation was echoed by the instructors and employers. This issue seems to be a recurrent theme in translation pedagogy, as there is a gap between translator training and professional practice (Abu-Ghararah, 2017; Alenezi, 2015; Anderman & Rogers, 2000; Ben Salamh, 2012; Muñoz Martín, 2002). In fact, Al-Batineh and Bilali (2017) found that although professional and instrumental skills are highly demanded in the translation job market, many programs do not emphasize these skills in translator training.

Translation students, instructors, and professional translators in the current study suggested incorporating job-market skill training into the training of undergraduate students, such as using authentic texts and tasks of the type translators would encounter in the real world and introducing students to basic job market skills (e.g., project management, professional communication). Atari (2012) argued that the use of irrelevant texts contributes to the gap between translator training and job market needs, in addition to the lack of training on other tasks, such as revision and editing, and the contrastive-analysis approach to translation quality assessment adopted in translator training programs. Other studies support this finding as well. For example, Muñoz-Miquel (2018) found a divergence between the types of texts professional medical translators deal with on the job and the texts used to teach medical translation in university programs. Accordingly, she called for the gradual integration of relevant genres in translator training by introducing less specialized texts first and then more specialized and technical ones as students progress. In addition, Alenezi (2015) found that 74% of the instructors and 67% of the students he surveyed believe job market conditions should be reflected in the pedagogical practices of undergraduate translation programs, while

45% of the employers surveyed in Schnell and Rodríguez (2017) reported that undergraduate translation graduates require additional training mainly on translation-related professional skills such as project management and the use of translation technologies.

Translation technologies is another area that needs further development in translator training programs. Based on the current study's analysis of the four study plans, instrumental sub-competence received the least attention (See Table 37) even though it is in high demand in the translation job market as mentioned earlier (Al-Batineh & Bilali, 2017). As a relatively recent addition to the Saudi job market, however, the employers in the current study did not emphasize translation technologies. In the Employers' Questionnaire, they reported that it was "somewhat important". Translation technology use was also not emphasized in the translation job advertisements and descriptions analyzed by the researcher. Nonetheless, based on studies in other contexts (e.g., Al-Batineh & Bilali, 2017; Schnell & Rodríguez, 2017), and due to the rapid rate of technological advances in general, it can be safely assumed that the need for translation technologies will grow in the local market as well. Thus, incorporating this form of training in undergraduate translation programs is a pressing matter since it will take time to reap the rewards (Al-Batineh & Bilali, 2017).

Professional translators who are freelancers also suggested training students on the basic skills required to establish and run a freelance business (e.g., marketing skills, creating translation agreements, determining fees for translation services). One translator recommended combining translator training with other skills, such as marketing and graphic design, because such skills are becoming part of a translator's job.

Teaching methods and admission requirements were also examined. In terms of teaching methods, both instructors and students agreed that modifications and improvements needed to be made in this area, which supports Al-Faifi's findings (2000) in his study on the undergraduate translation program at IMSIU in Abha. However, even though the instructors surveyed in the current study were aware of the importance of some teaching strategies, the students' responses indicated that such strategies were not widely used. For example, the Translation Instructors' Questionnaire showed that using parallel texts and text analysis techniques are of a "high" degree of importance as teaching methods. Yet the students' responses on the Translation Students' Questionnaire indicated that these methods were not necessarily used since their responses did not show a clear tendency. The same applies to linking the academic preparation of students to their field training. Instructors are aware of the importance of doing so, but the students indicated that they are not always given the opportunity to do so since they neither agreed nor disagreed with this statement on the Translation Students' Questionnaire. However, the instructors, overall, believe in the importance of introducing more effective teaching methods to train translators, such as using new assessment methods and increasing training on the use of translation technologies.

The translation instructors also think modifications need to be made to the admission requirements of undergraduate translation programs. Their responses indicated that English language proficiency should be an admission requirement, which supports the findings of Alenezi (2015). This can be implemented by requiring students to pass an English language proficiency test. In the Instructors' Interview, one instructor said that requiring a certain degree of language proficiency was the only way to control the input of undergraduate translation programs especially since their weak language abilities pose a challenge for

translation instructors that prevents them from developing students' translation skills. Interestingly, enforcing a minimum GPA was not as important to instructors as English language proficiency. Another area that needs improvement is the design of translation syllabi and the selection of topics and textbooks. Translation instructors believe that these aspects need to be revised and improved carefully and comprehensively. They also support teaching language skills before translation courses to ensure students receive the language preparation they need before they start translation courses, which is in line with the study plans at KSU, IMSIU, and SEU. It also corresponds to the view that language training should be offered at earlier phases of translator training (Al-Batineh & Bilali, 2017).

In addition to the factors mentioned above, teaching translation is an issue that needs to be reexamined, especially in light of the lack of a common framework for translator training on which translation instructors agree (Atari, 2012). For example, feedback is an essential part of the development of TC because it provides students with an opportunity to learn from their mistakes to avoid repeating them (Colina, 2003a). Unfortunately, the lack of feedback hinders student development since they are deprived of the opportunity to learn from their mistakes. Moreover, translation itself is a complex, multidimensional phenomenon, and teaching translation is often a challenge even for experts in the field (Colina, 2003a) who usually rely on intuition or a process of trial and error, as one instructor mentioned. In addition, instructors need to have the necessary background to teach translation, which means they should specialize in translation or at least have professional experience as translators (Atari, 2012). Unfortunately, this is not the case in many undergraduate translation programs (Al-Faifi, 2000; Colina, 2003a; Farghal, 2000). This lack of specialization leads to the lack of a clear vision of the purpose of teaching translation (Al-Faifi, 2000). It may also lead to the misrepresentation

of student performance (Alenezi, 2015). As a partial solution for this issue, proper planning, course design, and coordination of all the courses in a translation program should be enforced, as one of the instructors suggested. In other words, all the courses in a translation program should be geared towards translation including language skill and linguistics courses.

Thus, in response to Research Question 1, the findings indicated that even though the study plans of the undergraduate translation programs examined in this study reflect the sub-competences of PACTE's TC model (2003), other pedagogical and administrative factors and practices need to be addressed to ensure better training of undergraduate translation students.

5.2 Research Question 2

Research Question 2 was: To what extent do undergraduate translation programs in Saudi Arabia help develop TC?

Analysis of the performance of the sample of the Translation Tasks indicated that no improvement was detected in the performance of the advanced undergraduate translation students in comparison to the beginners. Even though there was a slight difference in the mean scores of the advanced and beginner students on both Translation Tasks to the advantage of the advanced students, statistical analysis revealed that this difference was not significant (See Section 4.2.1 for details).

Another indication of the lack of TC development among the students was their failure to judge the tasks' degree of difficulty in comparison to their scores on the tasks (See Tables 15 and 19). On the Translation Problems Questionnaire, 60% of the advanced students evaluated Translation Tasks 1 and 2 as "Easy" and 10% evaluated Translation Task 2 as "Very Easy". Conversely, 60% of the beginner students evaluated Translation Task 1 as "Neither Easy nor Difficult". Similarly, 71.43% of the beginners evaluated Translation Task 2 as

“Neither Easy nor Difficult”. When the participants’ evaluations were compared to their performance on the Translation Tasks, it was clear that they generally lacked the ability to judge how difficult or easy a text was. For example, T1_ADV3 scored 3 out of the total score of 20 on Translation Task 1, which is the lowest score on the task among advanced and beginner students. Nevertheless, she evaluated the text as “Easy”. Based on the findings of her study, Khoury (2016) reported that students tended to over-estimate the quality of their translations when asked to assess their own work, which may explain the inability of the participants in the current study to evaluate the degree of difficulty of the Translation Tasks. In addition, the students’ inability to determine the difficulty of a translation task may also be attributable to their misguided sense of confidence due to the inflation of grades. In the interviews, instructors reported that, because students were weak, easier assessments and translation texts were selected, which gives students a false sense of confidence since they usually manage to get good grades. According to one instructor, some students reach a stage where they think they are good and need no further improvement. This false sense of confidence misleads students into thinking they are better than they actually are, which may justify their evaluations of the tasks’ difficulty levels.

In addition, the sample of the Translation Tasks did not detect many translation problems as requested in the Translation Problems Questionnaire (See Table 20 for more details), which contradicted their overall performance on the two tasks. Their evaluations of the tasks combined with their failure to detect translation problems did not correspond to their performance on the tasks (See Table 16) since the overall mean scores of the advanced and beginner students on both tasks were low. The participants’ lack of awareness of translation problems in the two tasks also testifies to their underdeveloped strategic sub-competence,

since strategic sub-competence involves—among other skills—the ability to detect and resolve translation problems (See Figure 5).

Another indicator of the participants' underdeveloped TC was the time it took them to complete the Translation Tasks (i.e., translation speed). The data were inconclusive in this aspect, since, on average, advanced students took more time to complete Translation Task 1, but less time to complete Translation Task 2 (See Table 21). This means that the degree of TC development among the students sampled in the current study was not reflected in their translation speed although experience is one of the factors that affects translation speed (Tassini, 2012)

The findings above indicated that the participants in the study need further training to acquire TC. This deficiency was also detected in their theoretical awareness of the translation process. Although the participants were generally aware of the importance of understanding and transferring the meaning of a source text, many of them reported that they focused on the meanings or equivalents of words or terms rather than sentences or the whole text. In other words, they emphasized word meaning which is an indication of an underdeveloped static view of translation that is limited to the word level. Furthermore, even though many referred to meaning, emphasis on sentence structure and cohesion was not frequent. This observation was supported by the Employers' Interview data. One of the employers mentioned that fresh graduates hired as translators focus on translation quality at the sentence level rather than viewing the text as a cohesive unit. According to Colina (2003a), this type of behavior is characteristic of weak translators. In addition, only few students mentioned revising and editing their translations to produce correct or error-free target texts, which agrees with Al-Faifi's findings (2000). His assessment of student translations showed their weak translation

ability, as well as their lack of awareness of the translation process, including the importance of revising the target text.

In terms of instrumental sub-competence, the participants demonstrated awareness of the importance of using online resources since all of them relied on some form of online source to complete the Translation Tasks. This contradicts Al-Faifi (2000) who found that the student sample in his study did not seem to know how to use dictionaries effectively even though they were given access to them. His conclusion was based on the multitude of linguistic and non-linguistic errors detected in their translations. In the current study, Reverso Context and AlMaany, two parallel corpora/online dictionaries, seemed to be particularly popular among the participants. The participants in the current study also reported using other sources, such as online monolingual dictionaries, search engines, or other relevant websites. Of course, the popularity of technology today, and especially among younger generations, most probably contributed to the results of the current study. Current generations are used to searching for information online all the time. In other words, the importance of technology in our daily lives has improved digital literacy in many countries around the world including Saudi Arabia.

Another indication of the lack of TC development among the sample of the study was the degree of dynamicity in the students' perceptions of translation (See Tables 27 and 28). Dynamicity is associated with a functional, communicative view of translation, and it is characteristic of a more developed TC (PACTE, 2017b). Dynamicity was calculated based on the responses to the Knowledge of Translation Questionnaire. When the responses of the advanced students were compared to those of the beginners on the dynamic and static items of the questionnaire (See Table 2), statistical analysis showed that the advanced students did not

have a more dynamic perception of translation when compared to beginners, nor did the beginners have a higher static tendency.

Overall, the findings discussed above are in agreement with Al- Faifi (2000). In his study, he found that translation students' performance on translation tasks was "below the level of acceptable quality" (2000, p. 171). He also found that students lacked awareness of the use of translations strategies. In addition, his sample showed a lack of awareness of the different stages of the translation process, such as revising their translations, which was also observed among the sample of the current study.

Thus, in response to Research Question 2, the researcher found that, for the sample of the current study, training at an undergraduate translation program did not contribute to the development of TC among the participants. This finding was supported by the data obtained from translation instructors and employers. The instructors reported that many senior students were average or below average. Some students, according to the instructors, are so weak that the instructors cannot focus on developing their translation skills because they are too busy correcting their language mistakes. More specifically, based on the Translation Instructors' Questionnaire, the instructors think their senior students lack bilingual, strategic, and extra-linguistic sub-competences. This finding agrees with Al-Faifi (2000) who reported that the results of his study "indicate that the students' competence in translation is generally weak" (2000, p. 112). Most of the instructors he surveyed (81.8%) attributed this weakness to poor language proficiency in both source and target languages. However, the findings of the current study seem to contradict Alenezi (2015) since 76% of the translation instructors he surveyed believe translation students are qualified to perform professional translation. Nonetheless, Alenezi (2015) explained that more than half of the instructors he sampled in his study did not

specialize in translation, and he attributed their evaluation of the students to their lack of ability to assess student performance without a relevant background in translation.

The employers surveyed in this study shared the instructors' views regarding the competence of undergraduate translation students, which is a very significant finding since employers are the evaluators of the graduates of translation programs and are, therefore, a valuable source of feedback for program development (Schnell & Rodríguez, 2017). Based on the Employers' Questionnaire, the employers think the graduates of undergraduate translation programs lack strategic, extra-linguistic, and instrumental sub-competences. Employers also reported that some applicants, who are graduates of Saudi undergraduate translation programs, lacked basic translation skills. In fact, one of the employers reported that only 20% of applicants to translation jobs in the company where he works pass their employment translation test even though the pass mark is only 65 out of 100 and the test is from English into Arabic. Furthermore, when the employers rated the skills of the graduates of undergraduate translation programs on the Employers' Questionnaire, they evaluated them as "Good", not "Very Good" or "Excellent", in most of the sub-competences of the PACTE TC model (2003).

5.3 Research Question 3

Research Question 3 was: How do undergraduate translation students perceive TC, and to what extent do they believe their programs help them acquire it?

The findings indicated that there is a degree of confusion among students between studying translation and learning a foreign language. This was evidenced by the students' responses to the Translation Students' Questionnaire. Questionnaire responses revealed that

the participants chose translation because they love learning foreign languages, they want to improve their English language skills, they want to teach English, they think English would be helpful in their future careers, or because they are good at English (See Table 30). Thus, it seems that although the participants of the study think they are motivated to study translation (See Table 29), many of them confuse translation with learning languages, which is unfortunate, because motivation is an important psycho-physiological component according to the PACTE TC model (2003).

This confusion was also detected by Khoury (2016). The students she sampled in her study exhibited similar confusion regarding the goals of studying translation. In fact, she claimed that students' lack of orientation about translation programs at universities adds to the confusion they suffer from. This finding seems to be common among undergraduate translation students. Kelly (2005) argued that although some undergraduate translation students are clearly motivated and want to become translators, many of them are motivated to study languages and "do not necessarily want to become professional translators and may not even be very sure what a professional translator does" (Kelly, 2005, p. 50). The Translation Students' Interview supported this conclusion, since many of the interviewees reported that they joined a translation program because they were interested in languages, learning languages, or improving their language skills. Only a few of the interviewees were familiar with the field of translation before they started university.

As for the remaining sub-competences of TC, undergraduate translation students showed different degrees of awareness of the importance of the sub-competences of the PACTE TC model (2003). For example, most of the students who were interviewed in the current study recognize the importance of bilingual and extra-linguistic sub-competences (See

Figure 12). They are aware that language proficiency as well as cultural and specialized knowledge are both important. Some of them also realize, to some extent, the importance of meeting job-market requirements, such as speed and meeting deadlines (i.e., knowledge about translation sub-competence), as well as knowing how to translate and use translation strategies and techniques (i.e., strategic sub-competence). The interview data also indicated that a few students are aware of the need for research skills and translation technologies (i.e., instrumental sub-competence). Yet, based on the interview data, translation students believe that bilingual and extra-linguistic sub-competences are the most important among the other sub-competences of PACTE's TC model (2003).

Consequently, undergraduate translation students are not fully aware of the importance of all the sub-competences they need to become competent translators. Their view of a competent translator seems to be someone who has good language skills and good cultural and specialized knowledge. This perception could be linked to the confusion between studying translation and learning a foreign language referred to earlier. The emphasis students place on language proficiency in particular may be the result of their misguided motivation to join a translation program. The perception could also be due to the common misconception that anyone who knows two languages can translate.

The second part of Research Question 3 was concerned with the students' perceptions regarding the development of their TC as a result of their university training. Their responses to the Translation Students' Questionnaire indicated that they believed their undergraduate translation programs have helped them develop all the sub-competences of the PACTE TC model (2003), which corresponds to Khoury's finding (2016) in her study on Jordanian undergraduate translation programs. The participants in the current study agreed or strongly

agreed with all the items on the questionnaire (See Table 32). It is worth noting that the students in Ben Salamh's study (2012), who are comparable to the current study's sample, reported overall improvement in their language proficiency as a result of the language preparation they received at KSU. In particular, the students of the current study reported a high degree of improvement in their ability to translate from English to Arabic and to use different types of resources.

This finding was supported by the interview data since the students reported overall positive experiences as translation students. They also reported varying degrees of readiness for the job market. Most of them, however, recognized that they need further training to be completely ready for the job market, which corresponds to the views of professional translators and employers, since both groups think that the graduates of undergraduate translation programs in Saudi Arabia need more training on job-market skills and the professional practice of translation. It also corresponds to the findings of other studies (e.g., Alenezi, 2015; Schnell & Rodríguez, 2017).

Thus, in response to Research Question 3, it was found that undergraduate translation students in the current study were generally aware of the sub-competences of the PACTE TC model (2003), but they emphasized certain competences over others. A significant finding is that students tend to confuse studying translation with learning foreign languages which has an impact on their perceptions of translation and TC. The students also believe that their competence as translators has developed due to the training they received in their undergraduate translation programs.

5.4 Research Question 4

Research Question 4 was: How do translation instructors perceive TC, and to what extent do they believe undergraduate translation programs are effective in developing it?

The findings indicated that translation instructors were aware of all the sub-competences of the PACTE TC model (2003) (See Figure 13). Like the students, the instructors emphasized bilingual and extra-linguistic sub-competences more than the remaining sub-competences. They also referred to the importance of research skills and using resources (i.e., instrumental sub-competence). The professional practice of translation and knowledge of the translation process (i.e., knowledge about translation sub-competence and strategic sub-competence) did not receive the same attention. Similarly, only two instructors referred to the need for certain psycho-physiological components, such as motivation and willingness to learn.

The second part of Research Question 4 was concerned with the translation instructors' perceptions regarding the effectiveness of undergraduate translation programs in developing TC among students. The findings indicated that translation instructors believe senior undergraduate students generally lacked many of the skills and competences needed. In particular, the instructors' responses to the Translation Instructors' Questionnaire showed that they think their senior students lack both English and Arabic language proficiency (i.e., bilingual sub-competence), in addition to lacking the ability to translate especially from Arabic into English. Furthermore, they think senior students do not have the competences needed to identify and resolve translation problems nor do they have the ability to select the most appropriate translation strategy or procedure (i.e., strategic sub-competence). Extra-linguistic sub-competence was also an area where students needed further development, according to the instructors, especially in terms of specialized knowledge and awareness of the target language

culture. These findings correspond to Khoury (2016) as the instructors in her study also reported general dissatisfaction with the TC of students. Furthermore, the instructors surveyed by Khoury (2016) also evaluated bilingual and strategic sub-competences as lacking the most among students followed by the other sub-competences.

The findings above are supported by the instructors' interviews, especially the lack of bilingual sub-competence. In fact, the interviewees reported that their students' language proficiency was weak to the extent that their roles have been transformed into language instructors. This poses a particular challenge for translation teachers since they cannot focus on developing the students' translation ability (i.e., strategic sub-competence) due to their weak language proficiency levels. The Translation Instructors' Questionnaire also showed that translation instructors placed more importance on language proficiency than GPA for admission purposes. Questionnaire responses also indicated that instructors think applicants to undergraduate translation programs should sit for an English proficiency test, which would help improve overall student performance.

Moreover, the instructors' revealed that many students were average or weak in terms of their translation skills (i.e., strategic sub-competence), which supports the instructors' perceptions on the questionnaire. Employers tended to agree as they commented that some applicants to translation jobs were weak and lacked basic translation skills when given translation employment tests. The data obtained from the Translation Tasks and Translation Problems Questionnaire support the instructors' perceptions as well since they showed no significant improvement in performance between advanced and beginner students.

Therefore, to respond to Research Question 4, it was found that translation instructors were generally aware of the sub-competences of the PACTE TC model (2003) even though they underscored some sub-competences more than others. Furthermore, the instructors do not believe undergraduate translation programs are effective in developing TC since their responses showed that senior translation students lacked many of the skills and competences needed to become competent translators. This finding contradicts Alenezi (2015) as 76% of the translation instructors in his study think translation students are ready for the job market, which he seems to think is inaccurate because he attributed this evaluation to the instructors' inability to accurately assess their students' performance, since more than half of them lack a background in translation.

5.5 Research Question 5

Research Question 5 was: How do employers perceive TC, and to what extent is the PACTE TC model reflected in recruitment practices in Saudi Arabia?

The findings indicated that employers placed very high importance on the sub-competences of the PACTE TC model (2003), as well as the model's psycho-physiological components. In particular, the Employers' Questionnaire indicated that employers value bilingual, strategic, and knowledge about translation sub-competences (See Table 35 for details). These findings closely correspond to Khoury (2016) since the employers in her study also rated these three sub-competences highly. When it comes to extra-linguistic sub-competence, it was interesting to note that the employers in the current study believe that cultural knowledge and general world knowledge are "Very Important", while they think specialized knowledge is only "Somewhat Important". The same observation was found in relation to instrumental sub-competence since employers were more interested in job

applicants' ability to use reference materials (e.g., dictionaries and encyclopedias), than their ability to use translation technologies. The two observations may be related since specialized knowledge can be acquired through experience and good research skills. Additionally, some employers may not use translation tools.

The Employers' Interview partially supports the findings above (See Figure 15). The interviewees unanimously agreed on the importance of bilingual and strategic sub-competences followed by extra-linguistic sub-competence, instrumental sub-competence, and, finally, knowledge about translation sub-competence. Unlike the findings of the Employers' Questionnaire, only one of the employers referred to the importance of meeting deadlines, which is a skill that falls under knowledge about translation sub-competence. As for the other sub-competences, employers referred to language proficiency, solving translation problems, and research skills. Furthermore, all four interviewees agreed on the importance of psycho-physiological components such as motivation, willingness to learn, attitude, interpersonal skills, critical thinking, and accepting criticism, which supports the findings of the Employers' Questionnaire.

The second part of Research Question 5 was concerned with the extent to which the PACTE TC model (2003) was reflected in the hiring and recruitment practices of translators in Saudi Arabia. The findings obtained from analyzing translation job advertisements and descriptions indicated that, overall, the components of PACTE's TC model (2003) are reflected in the hiring and requirement of translators in Saudi Arabia (See Figure 16 for more details). Strategic sub-competence was emphasized the most with more than 70% of the advertisements mentioning elements that correspond to it. Strategic sub-competence was followed by bilingual and extra-linguistic sub-competences and psycho-physiological

components. Knowledge about translation and instrumental sub-competences also received their share of attention.

The findings of the current study do not correspond to Al-Batineh and Bilali's survey (2017) of translation job descriptions. They found that professional and instrumental competence, which corresponds to knowledge about translation and instrumental sub-competences (See Table 38), was the most significant requirement in translation job descriptions since 50% of the requirements in the job descriptions they analyzed were related to this competence. This competence was followed by communicative and textual competence, which means language proficiency ranked second in their analysis of job descriptions. The discrepancy between the findings of the two studies may be because translation technology use (i.e., instrumental sub-competence) is not very common in the Saudi translation job market yet, in addition, employers are aware that Saudi undergraduate programs do not provide sufficient practical training in this area. In fact, according to one of the employers interviewed in the current study, his organization does not require experience with translation technology use when hiring fresh graduates.

The emphasis on strategic sub-competence was also clear in the hiring practices of translation jobs. All the employers and professional translators interviewed in the current study agreed that translation tests are a main component in the recruitment process of translators. Even though interviews are also used to select candidates, these usually focus on interpersonal rather than translation skills. Based on the Employers' and Professional Translators' Interviews, tests are typically in both directions. Applicants are usually allowed to use resources such as dictionaries and the Internet while they take the tests. It is worth noting that although the employers emphasized bilingual sub-competence in the interview and

questionnaire, only two employers reported that they require proof of English language proficiency for applicants to translation jobs.

Another requirement is certification. More than 90% of the employers who completed the Employers' Questionnaire reported that they require a degree in translation, while more than 50% of them require a degree in English language, which means employers usually accept applicants with degrees in translation or English language. This disregard of the significance of academic specialization in translation job applicants corresponds to the findings of Ben Salamh (2012) and Khoury (2016). This finding was also supported by the analysis of translation job advertisements since 60.71% of the advertisements did not restrict applications to those with translation degrees as they required a degree in translation or other relevant disciplines, such as English language, linguistics, or literature. Only 7.14% of the advertisements analyzed in the current study restricted applications to translation degree holders.

Unfortunately, this finding also indicated a lack of appreciation of the translation profession and the work of translators, which is a common complaint among professionals (Ben Salamh, 2012; Gouadec, 2007), because translation jobs are not offered exclusively to translation graduates. Khoury (2016) attributed the findings of her study to the perceptions of employers regarding the TC of translation graduates, since they evaluated their competences as weak. However, in the current study, the researcher believes that the disregard of translation as an academic degree is due to the common misconception that anybody who knows two languages can translate.

Thus, to respond to Research Question 5, it was found that employers are aware of the significance of the components of the PACTE TC model (2003) in those applying for translation positions. Furthermore, the components of the model are represented in the hiring

and recruiting of translators in the Saudi job market with the greatest emphasis being on strategic sub-competence, which—as explained in Section 2.3.1.1—plays a central role and is responsible for activating the remaining sub-competences to carry out the translation process (See Figure 5).

5.6 Conclusion

This chapter discussed the study's findings in light of the research questions. The study's overarching research question was: How can PACTE's TC model be used to describe the context of translator training in Saudi Arabia, and how are the sub-competences of the model perceived by different categories of stakeholders?

Based on the discussion of the study's five research questions, the researcher concludes that the components of the PACTE TC model (2003) are represented in the study plans of undergraduate translation programs as well as the translation job advertisements and descriptions. Furthermore, the different categories of stakeholders addressed in this study exhibited varying degrees of awareness of the components of the model. Employers and instructors were more aware of the skills and characteristics that fall under the components of the PACTE TC model (2003) compared to undergraduate translation students, which is expected due to the maturity and experience of the first two groups. Nevertheless, undergraduate students reported that the training they received in translation programs improved all the sub-competences of PACTE's TC model (2003) even though this perception was not supported by their translation performance, nor was it supported by the perceptions of employers and instructors of translation.

Therefore, the researcher concludes that although the findings indicated that the PACTE TC model (2003) is reflected in different aspects of the pedagogical context of translator training in Saudi Arabia, there are many areas that need to be addressed to enhance

the quality of the outputs of undergraduate translation programs to meet job market requirements and to meet the needs of the translation profession. Chapter Six outlines the most significant conclusions and implications of the current study as well as proposing some suggestions for further research.

Chapter Six

Conclusions, Implications, and Suggestions for Further Research

This chapter summarizes the study's conclusions, implications, and limitations. Suggestions for further research directions are also proposed.

6.1 Conclusions

The study set out to investigate how PACTE's TC model (2003) is represented in the pedagogical context of translator training in Saudi Arabia. This involved touching upon different stages and aspects of the preparation of translators starting from the study plans of undergraduate translation programs and ending with the hiring and recruiting practices of translators in the Saudi job market. To conduct the study, the researcher adopted a mixed methods research design and collected data using qualitative and quantitative methods that targeted several categories of stakeholders (i.e., translation students, instructors, employers, and professional translators). The main conclusions of the current study based on the discussion in Chapter Five are summarized below.

The components of the PACTE TC model (2003) were found to be reflected in the study plans of undergraduate translation programs at selected Saudi universities. However, some pedagogical and administrative practices do not serve the aim of TC development. Furthermore, even though the components of the model are addressed in undergraduate translation programs, the programs still fail to meet the requirements of the translation job market, which means they need to be improved and developed. The components of the PACTE TC model (2003) were also detected in translation job advertisements and descriptions. Nevertheless, a significant factor that has a negative impact on the translation job market as well as further ramifications on translator training is the fact that translation jobs are

not offered exclusively to translation graduates. Consequently, certain regulatory, administrative, and pedagogical issues need to be addressed to improve the overall quality of translator training, which leads to improving the quality of graduates and translation services in Saudi Arabia.

The researcher addresses the implications of the study on different aspects of the translation industry below.

6.2 Implications

Since the current study attempted a comprehensive analysis of the context of translator training in Saudi Arabia, the findings have important implications for translator training in this context. These implications target policymakers, administrators at educational institutions, and translation instructors, and they are discussed in this section under the following categories: regulatory implications, administrative implications, and pedagogical implications, respectively. The researcher concludes this section with a proposed framework for undergraduate translation programs.

6.2.1 Regulatory Implications

The current study detected some areas in the context of translation pedagogy which could benefit greatly from the modification and improvement of relevant policies and regulations. These include official support for the translation sector, in addition to the accreditation of translation programs, certification and licensing of translators, and hiring and recruitment practices.

The current study's implications identify a need for regulation in the translation sector. It is worth noting that the sector has witnessed monumental developments in the year 2020,

which is an indication of the official support directed to translation. In February 2020, the Saudi Council of Ministers approved the establishment of 11 cultural commissions under the umbrella of the Saudi Ministry of Culture (Ministry of Culture, 2020). These commissions are responsible for overseeing a variety of cultural sectors. The Literature, Publishing, and Translation Commission is concerned with translation, as well as literature and publishing. Its objectives revolve around supporting and encouraging sector activities, programs, and members. They also involve regulating the sector and its activities, as well as issuing relevant licenses and accreditations. Another major development occurred in March of the same year when the Minister of Human Resources and Social Development approved the establishment of the Saudi Translators' Association.

The current study also identified a need for licensing or accrediting translator training programs. Of course, the National Center for Academic Accreditation and Evaluation, an affiliate of the Education and Training Evaluation Commission, is the body concerned with accrediting academic programs and institutions in higher education in Saudi Arabia. Nevertheless, an accreditation framework should be established with standards relevant to translator training. This could take the form of an accreditation certificate comparable to the EMT program concerned with accrediting European master's in translation programs. We could benefit from the European experience in establishing a similar accreditation program that helps coordinate job market needs and pedagogical practices.

Other implications for policymakers are concerned with the translators themselves. Encouraging certification and licensing among translators will serve the purpose of improving the status of translators in the professional community as well as improving the quality of translation in the translation industry. Establishing a translation certification or licensing

program or collaborating with existing programs, such as the Chartered Institute of Linguists' Diploma in Translation (<https://www.ciol.org.uk/ciol-diptrans>) or the ISO 17100 for translation service providers (ISO Quality Services Limited, 2021), would be advantageous to all relevant parties including students, faculty members, administrators at educational institutions, employers, and professional translators. In addition, licensing translators helps filter out individuals who do not have the skills and competences necessary to meet the minimum requirements of the translation profession. Certification and licensing can also serve as a guide for the development of TC in translation programs in the country.

As far as hiring and recruitment practices are concerned, the Saudi job market clearly recognizes the importance of translation quality, as all employers—sampled in the current study—require translation job applicants to sit for a translation test. Nevertheless, many reported that they hire graduates of other disciplines as translators. This is a cause of frustration for those who spend years training on translation in translation departments and colleges. For this reason, restricting translation jobs to those who have translation degrees plays a role in motivating translation students, in addition to the administrators and developers of translation programs, when they realize that they are the sole source of translators for the job market. It will have a positive impact on the status of translators, the quality of their work, and the outcomes of translation programs. Moreover, it justifies the need for such programs in educational institutions in Saudi Arabia because, as the findings of the current study indicate, very few employers limit their hiring and recruitment to the graduates of translation programs.

Finally, a nation-wide survey of the needs of the translation industry in Saudi Arabia is necessary to determine the volume of translation work, and the fields, domains, and types of translation needed, as well as the skills required of translators in the Saudi job market.

Conducting such a survey also helps determine whether translation should be taught at both undergraduate and graduate levels in Saudi universities. Some of the professional translators interviewed in the current study complained of the lack of translation jobs, while one of the employers reported that there are many translation jobs in the market, but he explained that the number of translation graduates exceeds the number of available positions. The proposed survey may reveal that the market has reached its saturation point, and that there is a need for master's degree holders with more developed and sharpened skills rather than bachelor's degree holders who lack experience, skills, and most significantly, language proficiency. Offering translation at the graduate level in the form of professional master's programs or postgraduate diplomas that are oriented towards job-market skills and needs may be the solution for many of the issues identified in the current study. In fact, this is the approach widely adopted in Europe, which has a very active and developed translation market. A quick survey of the websites of European universities shows that graduate programs in translation, and especially master's programs, are more popular than bachelor's degree programs in translation. Moreover, the emphasis placed on master's degree programs in translation in Europe is confirmed by the objectives of the EMT network (See Section 2.3.1.3), which, according to the EU website, has approved 84 master's in translation programs in Europe for fulfilling EMT standards for the period 2019-2024 (European Commission, n.d.).

6.2.2 Administrative Implications

The current study identified some administrative practices undertaken by administrators in educational institutions in Saudi Arabia (i.e., universities, colleges, and departments) that need improvement. These practices include the design of study plans and

curricula, and the selection of translator trainers. Other major administrative implications are related to admission requirements and the importance of coordination in translation programs.

Although the study plans examined in the current study reflect the sub-competences of the model under investigation, the findings indicated some areas or gaps that can be improved to better meet the needs of the professional practice of translation. Accordingly, the most significant implication for study plans is the need to collaborate with employers of undergraduate translation graduates in all sectors to identify their needs and the needs of the translation job market in Saudi Arabia. This form of collaboration should precede and inform all decisions related to designing translation study plans and curricula at undergraduate translation programs. Feedback gained from the job market will help both the administrators and faculty members at undergraduate translation programs make better decisions about the selection and organization of courses in a study plan, the areas that need more attention (e.g., job-market skills, translation technologies), and the skills that need further development. It will also help relevant committees develop suitable course specifications and course and program learning outcomes.

Another major administrative implication is related to the faculty members of translation departments. Translator training should be assigned to those with a relevant background in the field. This background can be in the form of an academic degree in translation, professional translation experience, or both. Translator trainers need to have the necessary background to teach translation. Atari (2012) attributes the problems in translation teaching to the lack of specialization and experience among translation instructors. However, since many programs and departments already have many faculty members who satisfy neither of the two criteria, departments can take measures to address this gap, such as organizing

professional development workshops and training courses that target instructors who lack professional translation experience or who specialize in other language-related disciplines, such as linguistics, literature, or teaching English as a second or foreign language. It is preferable for these workshops to be mandatory before an instructor teaches translation, however, administrative and scheduling requirements may not allow for it. A proposal to address this type of situation has been put forth by Atari (2012) in the form of an intensive 12-week training module for translator trainers to introduce them to the basic theories, approaches, and strategies of translation.

The third implication is related to enforcing stricter admission requirements on applicants to undergraduate translation programs. The main challenge, according to the instructors sampled in the current study, is language proficiency. There are several standardized English proficiency tests which translation programs can use to ensure the language proficiency of candidates. Programs may also choose to design or develop their own admission tests. In either case, relying solely, on university or high school GPAs, or the other standardized tests enforced in Saudi Arabia for admission to higher education institutions, is not enough to guarantee linguistic proficiency. Another measure that can be implemented is the use of English language proficiency tests to determine students' language proficiency levels. Standardized test scores may be adopted for this purpose as well. This way students who do not need language skill preparation can progress to more advanced courses. Such tests also identify the skills in which students need further development. For example, a student who gets a high score on the reading component of a proficiency test but a low score on the writing component, will be required to take the necessary writing courses only. Consequently, this will motivate both students and faculty members at translation programs since students

will be exposed to material that is more suited to their level and faculty members will focus their attention and efforts on those who really need development, instead of struggling with over-populated classes and multilevel students.

Raising students' awareness of translation as an academic discipline and a professional field is related to admission practices as well. As indicated by the findings of the current study, some students of translation programs are misguided in their motivation to join a translation program. Furthermore, there is a general lack of awareness regarding the difference between translation and other language-related disciplines (e.g., literature and linguistics) in the society. To address this issue, university and college administrators and admissions officials, in coordination with official entities, such as the Ministry of Education, Ministry of Human Resources and Social Development, and the Literature, Publishing, and Translation Commission, can collaborate to educate high school and preparatory year students, and the society as a whole, on translation both academically and professionally. A step like this ensures students are well informed before making academic choices at university level, which influences their professional careers in the future. Programs and campaigns can be designed to spread awareness of the skills of translators and their potential roles in the Saudi job market.

Another administrative implication is related to classroom size. Enforcing the admission requirements proposed above may contribute to smaller numbers of students in translation classrooms. Nevertheless, even if the admission requirements cannot be enforced, limiting the number of students in each class by increasing the number of groups or sections offered will improve both learning and teaching experiences, especially in practical translation classes, since instructors will be able to give more attention and time to each student. It will also stimulate instructor-student and student-student interaction. In addition, with smaller

classes, instructors will be able to provide their students with detailed feedback on their translations to help them learn from their mistakes, which is not always possible when instructors teach large classes. Smaller classrooms may also encourage instructors to incorporate different types of tasks and activities.

Finally, all the courses offered in a translation program need to serve the goal of the program, which is developing TC. This includes language preparation and linguistics courses. Even Arabic language courses should be designed to develop students' ability to translate. A certain set of standards should be agreed upon and met by all the courses in a program to ensure the fulfillment of TC development. These standards will inform the development of course and program learning outcomes. Consequently, properly written learning outcomes will act as a guide for faculty members in the selection of teaching materials, teaching methods, and types of assessment. All these pedagogical activities should fulfil the learning outcomes which are written with the development of TC in mind.

6.2.3 Pedagogical Implications

Finally, the study identified pedagogical practices that can be improved and enhanced to better meet the needs of the translation industry. These include the selection of material, activities, and teaching and assessment methods. The translator training environment should simulate the job market because “the closer to [*sic*] the trainer's actual context is to his/her work environment, the more suitable the training modules will be” (Atari, 2012, p. 119).

The materials used to teach translation in translation programs is somewhat unrealistic based on the findings of the current study. Instructors need to be more selective in their choice of translation tasks and activities. They should use authentic texts based on the types of texts

professional translators deal with in their full-time or freelance jobs. In addition, criteria can be enforced to maintain an appropriate level of difficulty for the texts selected for classroom activities, assignments, and assessments (e.g., wordcount, text type). Such standards will help control the inflation of grades caused by easy assessments.

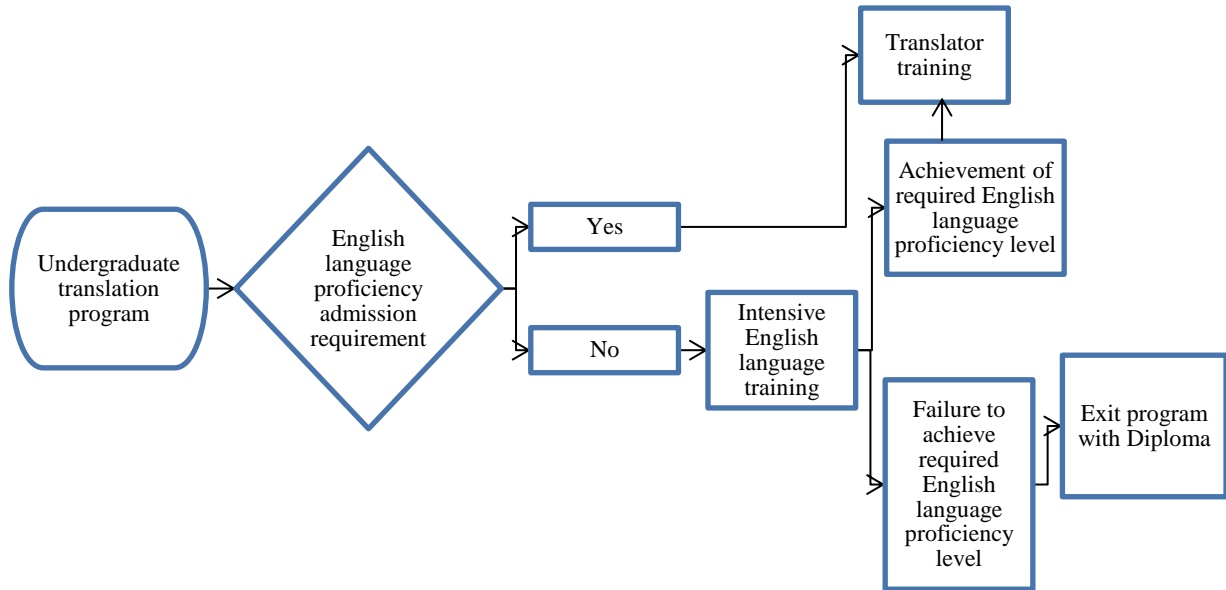
Furthermore, based on the professional translators surveyed in the current study, translators perform a variety of language-related services. These include, but are not limited to, revising, editing, proofreading, copywriting, localizing, summarizing, and re-writing. Instructors can incorporate these skills into the training of translation students instead of limiting translation courses to the act of translation alone.

Moreover, assessing students' work should be more comprehensive. Students need to be aware that the overall cohesion of their translations is as important as the accuracy of their translations of individual sentences, if not more so. This can be reflected in the assessment of student translations by focusing on the students' ability to link sentences appropriately to produce a cohesive text that reads smoothly. Rubrics can be developed based on job market needs and quality standards, such as the standards of the ISO 17100 Translation Services Management System (ISO Quality Services Limited, 2021) or other translation quality assessment models that adopt a functional approach to translation rather than one that is based on contrastive analysis (Atari, 2012). In addition to developing assessment rubrics, other practices can be adopted to ensure the fair, equal, and objective evaluation of students by enforcing a system to verify evaluations within a department or program. For example, each faculty member can be assigned to double-check the assessment of one or more colleagues so that each grade is verified by at least two raters.

Instructors may also consider incorporating different teaching methods in translation classes. The translation process is composed of multiple phases. These phases may even be performed by more than one person in the professional world. Instructors can incorporate this view by adopting project-based teaching methods in their translation classes. In fact, there are many publications that deal with project-based learning in translation, such as, Kiraly (2005), Kiraly (2012), Mileto and Muzii (2010), Biel (2011), and Li et al. (2015), to name a few. Project-based learning situates translation and simulates the workplace when students are assigned the responsibility of overseeing the translation task from start to finish. Consequently, this helps improve and develop their translation skills as well as their professional awareness of translation project management.

6.2.4 Proposed Framework for Undergraduate Translation Programs

Based on the findings of the current study, the researcher attempted to propose a framework for English language undergraduate translation programs in the Saudi context. Before the proposed framework is discussed, Figure 17 illustrates the proposed role and location of English language proficiency in translator education.

Figure 17*English Language Proficiency in Translator Training*

As illustrated in Figure 17, English language proficiency should be a key element in translator training since it is the foundation of the translation process. Enforcing a minimum degree of English language proficiency as an admission requirement would be an ideal situation. Nevertheless, if such a requirement cannot be implemented due to external or internal factors, then intensive language training should precede translation training. In this case, students must achieve a certain degree of English language proficiency before they go on to translation training. If they fail to do so, then they should exit the program with a language diploma. Students who do not achieve the minimum degree of English language proficiency should not go on to the translation training phase of the program.

As for the components of undergraduate translation programs, the researcher proposes using the components of PACTE's TC model (2003) as the blueprint for designing translation

programs. The researcher presents the proposed courses or training activities corresponding to each of PACTE's components in Table 39.

Table 39

Proposed Framework for English Language Undergraduate Translation Programs

Component	Proposed Courses and Training Activities
Bilingual sub-competence	<ul style="list-style-type: none"> • English and Arabic language courses • Introduction to linguistics
Extra-linguistic sub-competence	<ul style="list-style-type: none"> • Target language culture courses • Field-specific practical translation courses
Knowledge about translation sub-competence	<ul style="list-style-type: none"> • Courses and/or topics on the professional practice of translation
Instrumental sub-competence	<ul style="list-style-type: none"> • Research skills for translators • Practical training on translation technologies • Resources for translators
Strategic sub-competence	<ul style="list-style-type: none"> • Field-specific practical translation courses • Text analysis for translation purposes • Revision, editing, and proofreading courses and/or activities • Translation quality assessment
Psycho-physiological components	<ul style="list-style-type: none"> • Raising students' awareness of the translation profession

Bilingual sub-competence should be developed through intensive language training in both English and Arabic languages. Sometimes, students take for granted that Arabic is their native language. However, due to the status and usage of Modern Standard Arabic in Saudi Arabia, students are not as proficient in Arabic as they may think. Language skill courses should underscore language production. In addition, one or two introductory courses to linguistics should be sufficient to introduce students to the main areas of linguistics.

Specialized courses that deal with semantics, pragmatics, morphology, and syntax are not necessary. Unfortunately—and based on personal experience—students, especially at the undergraduate level, are not capable of relating the content of these courses to translation, which renders them irrelevant. Even when such courses are designed with the aim of developing TC—which is usually the case—the lack of specialized faculty members which leads to the lack of a clear vision of what teaching translation involves, makes it difficult to transfer these objectives to students.

Extra-linguistic sub-competence can be developed by offering courses that familiarize students with the culture of the English language. Such courses can incorporate training on translating culturally specific items and other cultural expressions, such as idiomatic expressions, proverbs, and signs and public notices. This sub-competence can also be developed through field-specific practical translation courses in different fields that meet the translation needs of the job market (e.g., advertisements, localization, audiovisual translation).

Knowledge about translation sub-competence can be developed through courses or topics that deal with the professional practice of translation. This includes internships or field training, professional skills for translators, professional communication, business skills for translators, and translation ethics. Courses on translation theories and strategies are also especially important in developing this sub-competence.

Instrumental sub-competence is developed through courses that emphasize the research skills of translators. However, the purpose of such courses is not research in the academic sense. Rather, they would aim to develop students' ability to look for information for the purpose of translation whether that is to understand a topic or concept, look for an equivalent

term, or look for appropriate usage. Practical training on translation technologies should be incorporated into the training of undergraduates since it is gaining popularity among employers. It may even become a hiring requirement in the near future. Training on other resources should also be part of instrumental sub-competence. This includes traditional reference materials, such as dictionaries and thesauri, as well as parallel texts and corpora. Finally, basic training on IT skills such as using word processors and other basic applications, is also needed.

The final sub-competence, strategic sub-competence, is central to the translation process since it activates all the remaining sub-competences. Thus, it is developed through field-specific practical translation courses, as well as courses that train students on analyzing texts for translation purposes. Other courses or activities that train students on translation-related tasks (e.g., revision, editing, proofreading, localization), as well as translation quality assessment, also feed into strategic sub-competence.

Finally, translation programs should motivate their students by raising their awareness of the translation profession, in addition to the roles and responsibilities of translators. This can be achieved by regularly inviting professionals from the translation industry and successful alumni as guest speakers to share their experience. This type of exposure to success stories not only motivates students, but also helps instill in them a sense of pride.

6.3 Limitations

This study was a case study that employed a mixed methods approach. Some of the study's data were collected from students and/or faculty members affiliated with four Saudi universities in Riyadh: KSU, IMSIU, PNU, and SEU. Accordingly, the researcher only

analyzed the study plans of these four universities. Additionally, the findings related to two of the instruments (i.e., Translation Tasks and Translation Problems Questionnaire) are based on the data obtained from a limited sample of female undergraduate translation students at the Department of English Language and Translation, College of Languages and Translation, KSU. Thus, in this case, gender was a limitation since the sample comprised female students only. Furthermore, in the classification of student participants as “advanced” and “beginners”, the researcher mainly relied on their level in the program.

Another limitation was the mode of translation. This study emphasized translation, not interpreting. In other words, it was limited to investigating TC in the written mode of translation. Additionally, the precautionary measures enforced in Saudi Arabia due to the Coronavirus Pandemic were also a major limitation that restricted the researcher’s mobility and exposure to larger groups of participants during the data collection phase of the study.

In light of the above, findings should be generalized with caution as they pertain to the study’s samples.

6.4 Suggestions for Further Research

The scope of this study addressed certain aspects of the pedagogical training of translators in the Saudi context. However, the research can be extended in several directions. The researcher suggests the following areas for further investigation:

1. The study could be replicated on undergraduate translation programs in languages other than English (e.g., French, Spanish, Chinese).
2. The study could be replicated with an emphasis on the competences interpreters need, and how they compare to those of translators.

3. The study could be replicated on undergraduate translation programs and similar populations in other contexts in Saudi Arabia, or in other countries.
4. The study could be replicated on graduate translation programs.
5. The study could be replicated with the aim of examining the variable of gender by comparing male and female students, faculty members, and professional translators.
6. A more comprehensive investigation can be attempted on a larger scale to include samples from more than one city in Saudi Arabia.
7. A comparative study can be conducted to compare two translator training contexts or more.

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Appendices

Appendix A: Translation Problems Questionnaire

Translation Problems Questionnaire

Instructions:

Please complete the following questionnaire AFTER translating the text. Feel free to write your answers in Arabic or English.

Title of Text:

Translation direction:

- Arabic to English
 English to Arabic

Translation duration:

Start time:
 End time:

What resources did you use while translating? Please list all of them.

.....

Part I:

1) How difficult was the text to translate?

Very Difficult	Difficult	Neither Difficult nor Easy	Easy	Very Easy

2) What are the general characteristics of the text that made you feel that way? Please choose all that apply, and explain your choice in the space provided below.

- Topic of the text
 Length of the text
 Style of the text
 Terminology or vocabulary used in the text
 Structure of the sentences used in the text
 Other. Please mention:

Please explain.

.....

3) What were your priorities when translating the text?

.....

Part II:

What were the main problems you faced when translating this text? List 5 problems and answer the questions below each one.

Questions	Problem 1	Problem 2	Problem 3	Problem 4	Problem 5
1. What was the word, phrase, or sentence that was problematic?					
2. Why was it problematic?					
3. What were the steps you followed to solve it? Please explain how you solved it.					
4. Are you satisfied with your solution? Please explain why or why not.	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No

Appendix C: Justification of Modifications to Translation Problems Questionnaire

	Original Questionnaire (Hurtado Albir, 2017b)	Modified Questionnaire (current study)	Justification
Title	Translation Problem Questionnaire	Translation Problems Questionnaire	The questionnaire aims to measure the ability of participants to identify more than one problem. Therefore, using the plural form is more suitable.
Instructions	No instructions	Instructions were added.	Adding instructions was important to inform participants of what they should do. They were also given the chance to answer in either Arabic or English.
Direction of translation	Diverse and inverse	Arabic to English and English to Arabic	The participants in the PACTE study were professional translators and language teachers, while the participants in the current study were undergraduate translation students. The participants in the PACTE study were therefore more experienced and thus were aware of the meanings of the terms used in the questionnaire. Furthermore, the PACTE study involved several language pairs and translation directions, unlike the current study which only involved translation between Arabic and English. This means that in the PACTE study there were many language combinations and it probably was not practical to list them all.
Translation duration	Not included in the questionnaire.	Participants were required to indicate the time they began and finished translation.	The participants in the PACTE study were recorded and timed as they completed the translation tasks. On the other hand, it was not possible to record the participants in the current study for logistic and social reasons. Therefore, adding this item was necessary to

			keep track of how long it took participants to complete translation tasks.
Resources used	Not included in the questionnaire.	Participants were asked to list all the resources they used while translating.	The participants in the PACTE study were recorded and any actions they performed on their computers were recorded using a software program. Observers also documented their behavior as they translated. The participants in the current study were not recorded for logistic and social reasons. Therefore, they were asked to list the resources they used while translating.
Question 1: Rating the difficulty of translating the text	A scale with 30 checkboxes was used where participants had to tick the degree of difficulty.	A 5-point Likert Scale from Very Difficult to Very Easy was used to help students indicate the degree of difficulty.	The 30-item checkbox scale employed in the PACTE study was neither practical nor measurable.
Question 2: Identifying the general characteristics of the text on which participants rated its difficulty	Open-ended question	The participants were provided with the several closed-ended items to choose from. They were instructed to choose all that apply. They were also provided with an option titled “other” and asked to explain.	The participants in the PACTE study were professional translators and language teachers, while the participants in the current study were undergraduate translation students. Thus, PACTE’s participants were experienced professionals who had the ability to express their thoughts clearly. Based on the pilot study and the opinions of reviewers, this question was itemized to guide the students. They were also provided with an extra space to explain their choice(s).
Question 3: Identifying their priorities when translating the text	Open-ended question	Open-ended question	No modification

**Question 4:
Identifying 5
problems in
the text and
answering a set
of questions
about each
problem**

Participants were instructed to write the problems and answer a set of questions about each problem in open-ended question format.

Participants were instructed to write the problems and answer a set of questions about each problem in open-ended format.

After piloting the questionnaire, the following modifications were made:

- The language used to phrase the instructions was simplified to help the participants in the current study understand.
 - The piloted version of the questionnaire allocated a separate page for each problem. The participants in the pilot study tended to leave many items unanswered or else they discussed several problems together. Therefore, the researcher decided to create a table in which they had to provide all 5 problems and answer the relevant questions on one sheet of paper to avoid the intimidation caused by a lengthy questionnaire.
-

Appendix D: Knowledge of Translation Questionnaire

Knowledge of Translation Questionnaire

Dear Participant,

Thank you for agreeing to complete this questionnaire. The researcher is investigating translation competence in the academic preparation of undergraduate translation students. Your contribution is highly appreciated, as it will provide invaluable insights that will help the researcher address the study's research questions.

Kindly note that your participation is voluntary and the information you provide will remain confidential and will only be used for research purposes.

Sincere Regards,

Dania Salamah [dsalamah@ksu.edu.sa]

Do you agree to participate in this survey?

- Yes
 No

A. Background Information

1) Gender:

- Male
 Female

2) Age:

- Less than 20
 20
 21
 22
 23
 24
 25
 More than 25

3) University:

- King Saud University
 Imam Mohammad Ibn Saud Islamic University
 Princess Nourah Bint Abdulrahman University
 Other. Please specify:

4) Which level are you?

B. Questionnaire

Indicate how much you agree or disagree with the following statements.

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1	As you read the source text, you are already thinking about how you are going to translate it.					
2	You always lose something in translation since words do not normally mean exactly the same in the source language as in the target language.					
3	The client controls how the translator translates a text.					
4	The aim of every translation is to produce a text as close in form to the original as possible.					
5	Most translation problems can be solved with the help of a good dictionary.					
6	When you translate a text, the most important thing is to satisfy target reader expectations.					
7	In order to understand the source text, the most important thing to do is to solve vocabulary problems.					
8	If the characteristics of the source text are very different from those of the same text type in the target culture (e.g., business letters, instruction manuals, etc.), you should adapt the target text accordingly.					
9	Since you cannot be expected to know every word of a language, a good bilingual dictionary is the best way to ensure a good translation.					
10	A text should be translated in different ways depending on who the target reader is.					
11	All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.					
12	Idiomatic expressions are the biggest problem in translation.					
13	The best way to translate is to concentrate on the words and sentence structure of the original and then reproduce them in the target language.					
14	When translating a technical text, terminology is the biggest problem.					
15	With the exception of proverbs, idioms, and metaphors, literal translation is always the best way to translate.					
16	As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.					

17	One of the biggest problems when translating a novel is cultural references (e.g., institutions, traditional food, etc.).					
18	When you translate, you concentrate on one sentence and translate it, then the next, and so on until you have translated the whole text.					
19	When you translate, you must bear in mind the text features of the target language.					
20	It is enough to know two languages well to be able to translate well.					
21	When you translate a text, you must ensure that target readers are affected by the translated text in the same way source text readers were affected by the source text.					
22	When a cultural reference from the source culture is used in a text (e.g., traditional food), you should try to find a similar reference in the target culture.					
23	If you begin translating a text with certain criteria (e.g., respecting the format of the original, adapting the text to the target reader, etc.), these criteria should be maintained throughout the translation.					
24	When you translate a text, you should not be influenced by the target reader.					
25	The best way to translate a text is to translate sentence by sentence.					
26	The same translation problems come up in every text.					
27	If you find a word you do not understand in a text, you should first try to work out or guess its meaning from the context.					

Appendix E: Knowledge of Translation Questionnaire (Hurtado Albir, 2017b)

1. As you read the source text, you are already thinking about how you are going to translate it.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
2. You always lose something in translation since words do not normally mean exactly the same in the source language as in the target language.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
3. The client conditions how the translator translates a text.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
4. The aim of every translation is to produce a text as close in form to the original as possible.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
5. Most translation problems can be solved with the help of a good dictionary.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
6. When you translate a text, the most important thing is to satisfy target reader expectations.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
7. In order to understand the source text, the most important thing to do is to solve vocabulary problems.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
8. If the characteristics of the source text are very different from those of the same genre in the target culture (e.g. business letters, instruction manuals, etc.) you should adapt the target text accordingly.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
9. Since you cannot be expected to know every word of a language, a good bilingual dictionary is the best way to ensure a good translation.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
10. A text should be translated in different ways depending on who the target reader is.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
11. All translated texts should keep the same paragraphs and order of sentences in the target text as in the original text.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
12. Idiomatic expressions are the biggest problem in translation.
 I strongly disagree *I disagree* *I agree* *I strongly agree*

13. The best way to translate is to concentrate on the words and syntax of the original and then reproduce them in the target language.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
14. When translating a technical text, terminology is not the biggest problem.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
15. With the exception of proverbs, idioms and metaphors, the best way to translate is always word for word.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
16. As soon as you find a word or expression you do not know the meaning of, you should look it up in a bilingual dictionary.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
17. One of the biggest problems when translating a novel is cultural references (e.g. institutions, typical dishes, etc.).
 I strongly disagree *I disagree* *I agree* *I strongly agree*
18. When you translate, you concentrate on one sentence and translate it, then the next, and so on until you have translated the whole text.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
19. When you translate, you must bear in mind the text conventions of the target language.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
20. It is not enough to know two languages well to be able to translate well.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
21. When you translate an essay you must ensure that target readers react to the text in the same way as the source text readers.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
22. When you find a cultural reference in a text (e.g. a typical dish) you should try to find a similar reference in the target culture.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
23. If you begin translating a text with certain criteria (e.g. respecting the format of the original text, adapting the text to the target reader, etc.), these should be kept to throughout the translation.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
24. When you translate a text, you should not be influenced by the target reader.
 I strongly disagree *I disagree* *I agree* *I strongly agree*

25. The best way to translate a text is to translate sentence by sentence.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
26. The same translation problems come up in every text.
 I strongly disagree *I disagree* *I agree* *I strongly agree*
27. If you find a word in a text you do not understand, you should firstly try to work out its meaning from the context.
 I strongly disagree *I disagree* *I agree* *I strongly agree*

Appendix F: Justification of Modifications to Knowledge of Translation Questionnaire

Original Questionnaire (Hurtado Albir, 2017b)	Modified Questionnaire (current study)	Justification	
Introduction	No introduction	An introduction was added thanking the participants and explaining that participation is voluntary, and that information would remain confidential and used only for research purposes.	Including this section is essential to comply with research ethics requirements.
Background information	Not included	The following items were added to collect background information about the participants: gender, age, university, and level.	The information required was relevant for the current study.
Rating scales	A 4-point Likert Scale was used to indicate degree of agreement.	A 5-point Likert Scale was used to indicate degree of agreement.	A 5-point Likert Scale was used based on the advice the advice of statisticians as well as most of the reviewers of the questionnaire.
Item 1		No modification	
Item 2		No modification	
Item 3	The client conditions how the translator translates a text.	The client controls how the translator translates a text.	The word “conditions” was replaced with the “controls” based on the feedback of reviewers since it would not have been a familiar word to the participants.
Item 4		No modification	

Item 5			No modification
Item 6			No modification
Item 7			No modification
Item 8	If the characteristics of the source text are very different from those of the same genre in the target culture (e.g., business letters, instruction manuals, etc.), you should adapt the target text accordingly.	If the characteristics of the source text are very different from those of the same text type in the target culture (e.g., business letters, instruction manuals, etc.), you should adapt the target text accordingly.	The word “genre” was replaced with “text type” to ensure participants would understand.
Item 9			No modification
Item 10			No modification
Item 11			No modification
Item 12			No modification
Item 13	The best way to translate is to concentrate on the words and syntax of the original and then reproduce them in the target language.	The best way to translate is to concentrate on the words and sentence structure of the original and then reproduce them in the target language.	The word “syntax” was replaced with “sentence structure” to ensure participants would understand.
Item 14	When translating a technical text, terminology is not the biggest problem.	When translating a technical text, terminology is the biggest problem.	Negation was removed based on the reviewers’ feedback to avoid confusion in responding to the item.
Item 15	With the exception of proverbs, idioms, and metaphors, the best	With the exception of proverbs, idioms, and metaphors, literal	The item was rephrased based on the reviewers’ feedback with “word for word” being replaced by “literal” since using the

	way to translate is always word for word.	translation is always the best way to translate.	former may be understood by the participants as extreme literal translation, or interlinear translation.
Item 16	No modification		
Item 17	One of the biggest problems when translating a novel is cultural references (e.g., institutions, typical dishes, etc.).	One of the biggest problems when translating a novel is cultural references (e.g., institutions, traditional food, etc.).	Based on the reviewers' feedback, "typical dishes" was replaced with "traditional food", since the former would have not been as familiar to the participants as the latter.
Item 18	No modification		
Item 19	When you translate, you must bear in mind the text conventions of the target language.	When you translate, you must bear in mind the text features of the target language.	The word "conventions" was replaced with "features" to ensure participants would understand.
Item 20	No modification		
Item 21	When you translate an essay, you must ensure that target readers react to the text in the same way source text readers.	When you translate a text, you must ensure that target readers are affected by the translated text in the same way source text readers were affected by the source text.	The item was rephrased based on reviewers' feedback to ensure the participants would understand. In the context of the current study "text" is typically used and the same applies to describing the effect on the readers of the source text.
Item 22	When you find a cultural reference in a text (e.g., a typical dish) you should try to find a similar reference in the target culture.	When a cultural reference from the source culture is used in a text (e.g., traditional food), you should try to find a similar reference in the target culture.	The item was rephrased to make it clearer to the participants. Further, "typical dish" was replaced with "traditional food" for the same reason.

Item 23	If you begin translating a text with certain criteria (e.g., respecting the format of the original, adapting the text to the target reader, etc.), these should be kept throughout the translation.	If you begin translating a text with certain criteria (e.g., respecting the format of the original, adapting the text to the target reader, etc.), these criteria should be maintained throughout the translation.	The item was rephrased based on the reviewers' comments. The word "kept" was replaced with "maintained" since using "kept" in this sense is not familiar in the context of the current study.
Item 24	No modification		
Item 25	No modification		
Item 26	No modification		
Item 27	If you find a word in a text you do not understand, you should firstly try to work out its meaning from the context.	If you find a word you do not understand in a text, you should first try to work out or guess its meaning from the context.	The item was rephrased because it is ambiguous. The phrase "you do not understand" should refer to the word since the remaining part of the item says, "work out its meaning from the context", but placing it after "text" makes it ambiguous. Further, "work out" was replaced with "guess" since this is the typical use in the context of the study.

Appendix G: Translation Students' Questionnaire

استبانة طلاب وطالبات الترجمة

عزيزي الطالب/عزيزتي الطالبة

أشكرك على الموافقة على المشاركة في هذه الاستبانة التي تهدف الباحثة من خلالها إلى دراسة كفاية الترجمة في الإعداد الأكاديمي للمترجمين، حيث أن مشاركتك في الدراسة من خلال تعبئة الاستبانة سيساعد الباحثة في التعرف على آراء الطلاب والطالبات فيما يتعلق بمحاور البحث.

يُرجى ملاحظة أن المشاركة في هذه الاستبانة اختيارية ولن تؤثر على تقييمك في المقررات الدراسية، كما أن الباحثة ستتعامل مع الإجابات بسرية تامة، ولن تُستخدمها في أغراض غير تلك المتعلقة بالبحث.

ولكم جزيل الشكر والتقدير..

الباحثة/ دانية عادل سلامة (dsalamah@ksu.edu.sa)

أولاً: معلومات عامة

(1) النوع:

ذكر

أنثى

(2) العمر:

أقل من 20 سنة

20

21

22

23

24

25

أكثر من 25 سنة

(3) الجامعة:

جامعة الملك سعود

جامعة الإمام محمد بن سعود الإسلامية

جامعة الأميرة نورة بنت عبد الرحمن

أخرى، أمل ذكرها:

(4) المستوى الدراسي:

أمل ذكر المستوى الدراسي الحالي:

ثانياً: الاستبانة

غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
					1 التحقت بتخصص الترجمة لأنه التخصص الذي يناسب النسبة المركبة التي حصلت عليها التي يتم حسابها بناءً على معدل الثانوية العامة ودرجتي اختبار القدرات العامة والاختبار التحصيلي.
					2 التحقت بتخصص الترجمة لأحصل على شهادة البكالوريوس بغض النظر عن الوظيفة التي سألتحق بها بعد التخرج.
					3 لو منحت لي الفرصة للانتحاق بتخصص آخر لفعلت لأنني لا أجد الترجمة مجالاً شيقاً.
					4 كان الالتحاق بتخصص الترجمة خيار والديّ (أو أحدهما) أو خيار شخص آخر، ولم يكن اختياري الشخصي.
					5 كان التحاقى بتخصص الترجمة مجرد صدفة ولم يكن مخطط له.
					6 تم تعريفى بشكل كاف بتخصص الترجمة والفائدة المرجوة منه قبل التحاقى بالتخصص.
غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
					7 التحقت بتخصص الترجمة بهدف تحسين لغتي الإنجليزية.
					8 التحقت بتخصص الترجمة لأضمن الحصول على وظيفة قد يكون إتقان اللغة الإنجليزية من متطلباتها.
					9 التحقت بتخصص الترجمة لأنني أحب تعلم اللغات الأجنبية.
					10 التحقت بتخصص الترجمة حتى أعرف على ثقافة الغرب.
					11 التحقت بتخصص الترجمة لأنني أجيد اللغة الإنجليزية.
					12 أعتقد أن تخصص الترجمة يؤهلي لتدريس اللغة الإنجليزية إن أردت ذلك.
					13 أعتقد أن حصولي على شهادة في تخصص الترجمة سيكون مفيداً لي في حال خططت للسفر أو العيش في الخارج.
غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة	
					14 يتمحور تعليم الترجمة في جامعتنا حول الطالب؛ بمعنى أن الطالب يشارك في اختيار محتوى المقررات أو الأنشطة الصفية أو الطرق المستخدمة في التدريس.
					15 يتم تشجيعنا على التعاون من خلال أسلوب العمل الجماعي حيث يعمل الطلاب سوياً في مجموعات صغيرة.
					16 يتبع الأساتذة أساليب جديدة في تقييمنا كأن يطلبوا منا تبرير ترجمتنا لنص ما ويتم تقييمنا على أساس ذلك.

					17	يتم تدريبنا على استخدام النصوص المقارنة (أي مقارنة النص المترجم بنص عن نفس الموضوع كُتِبَ أصلاً باللغة المترجم إليها) وأساليب تحليل النصوص.
					18	نستعين ببرامج مساندة للترجمة أو مواقع على الإنترنت لترجمة النصوص.
					19	يُتاح لنا الالتحاق بالتدريب الميداني لربط مبادئ الترجمة بالتطبيق العملي وزيادة وعينا بمهنة الترجمة.
غير موافق بشدة	غير موافق	محايد	موافق	موافق بشدة		
					20	طُوِّرَ التحاقى بتخصص الترجمة كفاءتي اللغوية في اللغة الإنجليزية.
					21	طُوِّرَ التحاقى بتخصص الترجمة كفاءتي اللغوية في اللغة العربية.
					22	طُوِّرَ التحاقى بتخصص الترجمة كفاءتي في الترجمة من اللغة الإنجليزية إلى العربية.
					23	طُوِّرَ التحاقى بتخصص الترجمة كفاءتي في الترجمة من اللغة العربية إلى الإنجليزية.
					24	طُوِّرَ التحاقى بتخصص الترجمة معلوماتي العامة.
					25	طُوِّرَ التحاقى بتخصص الترجمة معرفتي بمجالات مختلفة من خلال ترجمة نصوص متخصصة في مجالات مختلفة.
					26	طُوِّرَ التحاقى بتخصص الترجمة معرفتي بثقافة اللغة الإنجليزية.
					27	طُوِّرَ التحاقى بتخصص الترجمة معرفتي بثقافة اللغة العربية.
					28	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على استخدام مصادر مختلفة مثل الموسوعات والقواميس بأنواعها.
					29	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على استخدام تقنيات وبرامج مساندة للترجمة.
					30	طُوِّرَ التحاقى بتخصص الترجمة الاستراتيجية التي أتبعها في الترجمة (أي قدرتي على تحديد المشكلة في النص وإيجاد الحل المناسب لها بفاعلية باستخدام الطريقة المثلى).
					31	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على تحقيق الهدف المرجو من ترجمة نص ما.
					32	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على تسليم الترجمة في الوقت المحدد.
					33	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على التخطيط وإدارة الوقت.
					34	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على العمل ضمن فريق.
					35	طُوِّرَ التحاقى بتخصص الترجمة مقدرتي على اختبار استراتيجية الترجمة التي تتناسب مع الأعراف الاجتماعية والثقافية في المملكة العربية السعودية.

Appendix H: Student Survey (Khoury, 2016)

Student survey

To be filled by translation undergraduates (seniors only/ final year final term)

Dear Participant,

Having been informed of the type and the aims of my research project, I would appreciate if you could take a few minutes to respond to this survey.

	Strongly Agree اوافق بشدة	Agree اوافق	Disagree لا اوافق	Strongly Disagree لا اوافق بشدة
I joined a translator training program because my total average at high school fitted this major's entry requirement. التحقت بتخصص الترجمة لانه التخصص الذي كان يناسب معدل التوجيهي الذي حزت عليه				
I joined a translator training program to get a university degree regardless of what I will do in the future. التحقت بتخصص الترجمة لأحصل على درجة البكالوريوس بغض النظر عن العمل الذي سأختره في المستقبل				
If I had the opportunity to join a different major I would because I don't find translation an interesting subject. لو سئحت لي الفرصة ان التحق بتخصص اخر لفعلت لانني لا أجد الترجمة موضوعاً شيقاً				
Joining a translator training program was not my choice; it was my parent(s)' or someone else's choice. لم يكن الالتحاق بتخصص الترجمة خيارى انا شخصياً, بل كان خيار (أحد) والداي أو خيار شخص آخر				
Joining a translator training program was a mere chance; it was not planned for. كان الالتحاق بتخصص الترجمة مجرد صدفة ولم يكن مخطط له.				
I was not well-oriented on all aspects (inputs and outputs) of the translator training program directly before and/ or after admission. لم يتم تعريفى بشكل كافٍ -عند الالتحاق- بالتخصص عن طبيعة التخصص والفائدة المرجوة منه				

	Strongly Agree وافق بشدة	Agree وافق	Disagree لاوافق	Strongly disagree لاوافق بشدة
I joined a translator training program to improve my English التحقّت بتخصّص الترجمة بهدف تحسين لغتي الإنجليزية				
I joined a translator training program to secure a job which may require English proficiency التحقّت بتخصّص الترجمة لأضمن الحصول على وظيفة قد يكون اتقان اللغة الإنجليزية من متطلباتها				
I joined a translator training program because I'm fond of learning foreign languages التحقّت بتخصّص الترجمة لأنني أحب تعلم اللغات الأجنبية				
I joined a translator training program to get exposed to the western culture. التحقّت بتخصّص الترجمة حتى أتعرف على ثقافة الغرب				
I believe joining a translator training program qualifies me to teach English -if I want to. أعتقد أن تخصّص الترجمة يؤهّلي لتعليم اللغة الإنجليزية ان اردت ذلك				
I believe obtaining a degree in translation will be helpful in case I plan to travel, live abroad or immigrate to an English speaking country. أعتقد أن حصولي على شهادة في الترجمة سيكون مفيداً لي في حال خطمت للفر أو العيش خارجاً أو حتى الهجرة لبلد متحدث باللغة الإنجليزية				
Translation teaching in our university is student-centered; students influence the content, activities, and materials to be taught. يتمحور تعليم الترجمة في جامعتنا حول الطالب: بمعنى أن يشارك الطالب باختيار محتوى المادة، التفاعلات الصفية والأنشطة المستخدمة في التدريس.				
Creativity and cooperation is encouraged in class through small-group techniques يتم تشجيعنا على الإبداع والتعاون من خلال أسلوب تشكيل مجموعة صغرى يعمل الطلاب من خلالها مع بعضهم البعض				
Instructors adopt new approaches to translation evaluation such as commented translations يتبع الأساتذة أساليب جديدة في تقييمنا حيث يطلبون منا تبرير ترجمتنا للنص الذي يُعطى لنا ويتم تقييمنا على أساس ذلك.				
We are trained to use parallel texts and text analysis to improve our translation يتم تدريبنا على استخدام النصوص المقارنة (أي مقارنة النص المترجم بنص كُتب أصلاً باللغة المترجم إليها) وأساليب تحليل النص لمساعدتنا ذلك على تحسين ترجمتنا				
Other than oral translation, some written translation tasks are carried out in computer labs where students can use translation tools such as translation memory, terminology software and online sources. بالإضافة للترجمة الشفوية، يتم أداء بعض واجبات الترجمة الكتابية في مختبرات الكمبيوترات لتسمح لنا الفرصة باستخدام برامج مساعدة للترجمة (مثل برامج المفردات) أو استخدام مراجع على الإنترنت				
To develop a sense of the profession, translation principles are attached to translation practice through field training. من أجل تطوير فهمنا لمهنة الترجمة يتم ربط مبادئ الترجمة بالتطبيق العملي من خلال التدريب الميداني				

	Strongly Agree وافق بشدة	Agree وافق	Disagree لاوافق	Strongly disagree لاوافق بشدة
Joining this translator training program has developed my bilingual competence (fluency in Arabic and English). لقد طور التحافي بتخصص الترجمة كفايتي اللغوية في كلتا اللغتين العربية والانجليزية				
Joining this translator training program has developed my competence in translating from English into Arabic لقد طور التحافي بتخصص الترجمة كفايتي في الترجمة من اللغة الانجليزية الى العربية				
Joining this translator training program has developed my competence in translating from Arabic from English. لقد طور التحافي بتخصص الترجمة كفايتي في الترجمة من اللغة العربية الى الانجليزية				
Joining this translator training program has developed my world and domain knowledge. لقد طور التحافي بتخصص الترجمة معلوماتي العامة ومعرفتي بمجالات التخصص المختلفة من خلال ترجمة النصوص المتخصصة.				
Joining this translator training program has developed my knowledge in the cultures associated with the two languages. لقد طور التحافي بتخصص معرفتي بالثقافة المرتبطة بكلتا اللغتين.				
Joining this translator training program has developed my ability to use different types of sources, dictionaries, encyclopedias, and other profession-related tools and software. قد طور التحافي بهذا التخصص مقدرتي على استخدام مصادر مختلفة مثل القواميس والموسوعات وكل ما يستخدم من أدوات وبرامج ذات علاقة بالترجمة.				
Joining this translator training program has developed my strategic competence (how to identify and solve translational problems effectively selecting the most appropriate method) قد طور التحافي بهذا التخصص الاستراتيجية التي اتبعها في الترجمة (قدرتي على تحديد المشكلة في النص وإيجاد الحل المناسب لها بغاية باستخدام الأسلوب الأمثل)				
Joining this translator training program has developed my ability to identify and meet the deadline and the purpose of the translation. لقد طور التحافي بتخصص الترجمة مقدرتي على تحقيق الهدف المرجو من ترجمة نص ما وتسليم الترجمة في الوقت المحدد.				
Joining this translator training program has developed my ability to plan and manage time as well as working within a team. لقد طور التحافي بتخصص الترجمة مقدرتي على التخطيط وإدارة وقتي وكذلك العمل ضمن مجموعة.				
Joining this translator training program has developed my knowledge about the socio-cultural constraints in Jordan (e.g. censorship) which directly affect the translation strategy to be employed. قد طور التحافي بهذا التخصص معرفتي بالقيود الاجتماعية والثقافية الخاصة بالاردن (مثل الرقابة) والتي تؤثر بشكل مباشر على الاستراتيجية المتبعة في الترجمة.				

Appendix I: Justification of Modifications to Translation Students' Questionnaire

	Original Questionnaire (Khoury, 2016)	Modified Questionnaire (current study)	Justification
Title	Student Survey	Translation Students' Questionnaire	The researcher adopted the term "questionnaire" instead of "survey" for all such instruments.
Introduction	Brief introduction	The introduction was rephrased thanking the participants and explaining that participation is voluntary, and that information would remain confidential and used only for research purposes.	Including this section is essential to comply with research ethics requirements.
Background information	Not included	The following items were added to collect background information about the participants: gender, age, university, and level.	The information required was relevant for the current study.
Rating scales	A 4-point Likert Scale was used to indicate degree of agreement.	A 5-point Likert Scale was used to indicate degree of agreement.	A 5-point Likert Scale was used based on the advice of a statistician as well as most of the reviewers of the questionnaire.
Item 1	التحققت بتخصص الترجمة لأنه التخصص الذي كان يناسب معدل التوجيهي الذي حصلت عليه.	التحققت بتخصص الترجمة لأنه التخصص الذي يناسب النسبة المركبة التي حصلت عليها التي يتم حسابها بناءً على معدل الثانوية العامة ودرجتي اختبار القدرات العامة والاختبار التحصيلي.	The item was rephrased because university entry requirements in Saudi Arabia are different than those in Jordan.

Item 2	التحقت بتخصص الترجمة لأحصل على درجة البكالوريوس بغض النظر عن العمل الذي سأختره في المستقبل.	التحقت بتخصص الترجمة لأحصل على شهادة البكالوريوس بغض النظر عن الوظيفة التي سألتحق بها بعد التخرج.	The item was rephrased for clarity.
Item 3	لو سنحت لي الفرصة للالتحاق بتخصص آخر لفعلت لأنني لا أجد الترجمة موضوعًا شيقًا.	لو سنحت لي الفرصة للالتحاق بتخصص آخر لفعلت لأنني لا أجد الترجمة مجالًا شيقًا.	The item was rephrased for clarity.
Item 4	لم يكن الالتحاق بتخصص الترجمة خيارًا أنا شخصيًا، بل كان خيار (أحد) والداي أو خيار شخص آخر.	كان الالتحاق بتخصص الترجمة خيار والدي (أو أحدهما) أو خيار شخص آخر، ولم يكن اختياري الشخصي.	The item was rephrased for clarity. Negation was removed to ensure item comprehension.
Item 5	كان الالتحاق بتخصص الترجمة مجرد صدفة ولم يكن مخطط له.	كان التحاقي بتخصص الترجمة مجرد صدفة ولم يكن مخطط له.	The item was rephrased for clarity.
Item 6	لم يتم تعريفه بشكل كافٍ—عند الالتحاق—بالتخصص عن طبيعة التخصص والفائدة المرجوة منه.	تم تعريفه بشكل كافٍ بتخصص الترجمة والفائدة المرجوة منه قبل التحاقه بالتخصص.	The item was rephrased for clarity. Negation was removed to ensure item comprehension.
Item 7		No modification	
Item 8		No modification	
Item 9		No modification	
Item 10		No modification	
Item 11		التحقت بتخصص الترجمة لأنني أجيد اللغة الإنجليزية.	This item was added because it is applicable in the context of the current study.

Item 12	أعتقد أن تخصص الترجمة يؤهلي لتعليم اللغة الإنجليزية إن أردت ذلك.	أعتقد أن تخصص الترجمة يؤهلي لتدريس اللغة الإنجليزية إن أردت ذلك.	The word “تعليم” was replaced with “تدريس” because it is more acceptable to the context of the study.
Item 13	أعتقد أن حصولي على شهادة في الترجمة سيكون مفيداً لي في حال خططت للسفر أو العيش خارجاً أو حتى الهجرة لبلد متحدث باللغة الإنجليزية.	أعتقد أن حصولي على شهادة في تخصص الترجمة سيكون مفيداً لي في حال خططت للسفر أو العيش في الخارج.	The item was rephrased to better suit the Saudi context.
Item 14	يتمحور تعليم الترجمة في جامعاتنا حول الطالب: بمعنى أن يشارك الطالب في اختيار محتوى المادة، النشاطات الصفية والأدوات المستخدمة في التدريس.	يتمحور تعليم الترجمة في جامعتنا حول الطالب: بمعنى أن الطالب يشارك في اختيار محتوى المقررات أو الأنشطة الصفية أو الطرق المستخدمة في التدريس.	The item was rephrased for clarity.
Item 15	يتم تشجيعنا على الإبداع والتعاون من خلال أسلوب تشكيل مجموعات صفية صغيرة يعمل الطلاب من خلالها مع بعضهم البعض.	يتم تشجيعنا على التعاون من خلال أسلوب العمل الجماعي حيث يعمل الطلاب سوياً في مجموعات صغيرة.	The item was rephrased for clarity.
Item 16	يتبع الأساتذة أساليب جديدة في تقييمنا حيث يطلبون منا تبرير ترجمتنا للنص الذي يُعطى لنا ويتم تقييمنا على أساس ذلك.	يتبع الأساتذة أساليب جديدة في تقييمنا كأن يطلبوا منا تبرير ترجمتنا لنص ما ويتم تقييمنا على أساس ذلك.	The item was rephrased for clarity.
Item 17	يتم تدريبنا على استخدام النصوص المقارنة (أي مقارنة النص المترجم بنص كُتِب أصلاً باللغة المترجم إليها) وأساليب تحليل النص ليساعدنا ذلك على تحسين ترجمتنا.	يتم تدريبنا على استخدام النصوص المقارنة (أي مقارنة النص المترجم بنص عن نفس الموضوع كُتِب أصلاً باللغة المترجم إليها) وأساليب تحليل النصوص.	The item was rephrased for clarity.
Item 18	بالإضافة للترجمة الشفوية، يتم أداء بعض واجبات الترجمة الكتابية في مختبرات الكمبيوتر وتسمح لنا الفرصة باستخدام برامج مساندة	نستعين ببرامج مساندة للترجمة أو مواقع على الإنترنت لترجمة النصوص.	The item was rewritten due to language issues and unnecessary length. The idea was to ask about using translation technology and

	للترجمة (مثل برامج بنك المفردات) أو استخدام مراجع على الإنترنت.		resources on the Internet, so the researcher rewrote the item to reflect that.
Item 19	من أجل تطوير فهمنا لمهنة الترجمة يتم ربط مبادئ الترجمة بالتطبيق من خلال التدريس الميداني.	يُتاح لنا الالتحاق بالتدريب الميداني لربط مبادئ الترجمة بالتطبيق العملي وزيادة وعينا بمهنة الترجمة.	The item was rephrased based on the reviewers' comments due to issues with wording.
Item 20	لقد طوّر التحاقّي بتخصص الترجمة كفاءتي اللغوية في كلتا اللغتين العربية والإنجليزية.	طوّر التحاقّي بتخصص الترجمة كفاءتي اللغوية في اللغة الإنجليزية.	The item was split into two items because it was double-barrelled asking about the development of competence in both English and Arabic.
Item 21		طوّر التحاقّي بتخصص الترجمة كفاءتي اللغوية في اللغة العربية.	
Item 22		No modification	
Item 23		No modification	
Item 24	لقد طوّر التحاقّي بتخصص الترجمة معلوماتي العامة ومعرفتي بمجالات التخصص المختلفة من خلال ترجمة النصوص المتخصصة.	طوّر التحاقّي بتخصص الترجمة معلوماتي العامة.	The item was split into two items because it was double-barreled asking about the development of both general and specialized knowledge. The item was also rephrased due to language issues.
Item 25		طوّر التحاقّي بتخصص الترجمة معرفتي بمجالات مختلفة من خلال ترجمة نصوص متخصصة في مجالات مختلفة.	
Item 26	لقد طوّر التحاقّي بتخصص الترجمة معرفتي بالثقافة المرتبطة بكلتا اللغتين.	طوّر التحاقّي بتخصص الترجمة معرفتي بثقافة اللغة الإنجليزية.	The item was split into two items because it was double-barrelled asking about the development of cultural awareness in two cultures (i.e., Arabic and English).
Item 27		طوّر التحاقّي بتخصص الترجمة معرفتي بثقافة اللغة العربية.	

Item 28	قد طُوّر التحاقى بهذا التخصص مقدرتي على استخدام مصادر مختلفة مثل القواميس والموسوعات وكل ما يستخدم من أدوات وبرامج ذات علاقة بالترجمة.	طُوّر التحاقى بتخصص الترجمة مقدرتي على استخدام مصادر مختلفة مثل الموسوعات والقواميس بأنواعها.	The item was split into two items because it was double-barrelled asking about using resources, and tools and software.
Item 29		طُوّر التحاقى بتخصص الترجمة مقدرتي على استخدام تقنيات وبرامج مساندة للترجمة.	
Item 30	قد طُوّر التحاقى بتخصص الترجمة الاستراتيجية التي اتبعها في الترجمة (قدرتي على تحديد المشكلة في النص وإيجاد الحل المناسب لها بفاعلية باستخدام الأسلوب الأمثل).	طُوّر التحاقى بتخصص الترجمة الاستراتيجية التي أتبعها في الترجمة (أي قدرتي على تحديد المشكلة في النص وإيجاد الحل المناسب لها بفاعلية باستخدام الطريقة المثلى).	The item was rephrased due to language and wording issues.
Item 31	لقد طُوّر التحاقى بتخصص الترجمة مقدرتي على تحقيق الهدف المرجو من ترجمة نص ما وتسليم الترجمة في الوقت المحدد.	طُوّر التحاقى بتخصص الترجمة مقدرتي على تحقيق الهدف المرجو من ترجمة نص ما.	The item was split into two items because it was double-barrelled asking about the purpose of the translation and meeting deadlines.
Item 32		طُوّر التحاقى بتخصص الترجمة مقدرتي على تسليم الترجمة في الوقت المحدد.	
Item 33	لقد طُوّر التحاقى بتخصص الترجمة مقدرتي على التخطيط وإدارة وقتي وكذلك العمل ضمن مجموعة.	طُوّر التحاقى بتخصص الترجمة مقدرتي على التخطيط وإدارة الوقت.	The item was split into two items because it was double-barrelled asking about time management and planning and working with teams.
Item 34		طُوّر التحاقى بتخصص الترجمة مقدرتي على العمل ضمن فريق.	
Item 35	لقد طُوّر التحاقى بهذا التخصص معرفتي بالقيود الاجتماعية والثقافية الخاصة بالاردن (مثل الرقابة) والتي تؤثر بشكل مباشر على الاستراتيجية المتبعة في الترجمة.	طُوّر التحاقى بتخصص الترجمة مقدرتي على اختيار استراتيجية الترجمة التي تتناسب مع الأعراف الاجتماعية والثقافية في المملكة العربية السعودية.	The item was rephrased to suit the Saudi context and due to language issues.

Appendix J: Translation Instructors' Questionnaire

Translation Instructors' Questionnaire

Dear Professor/Instructor,

Thank you for accepting to take part in this survey. Please note that this questionnaire investigates the COMPETENCE OF FINAL YEAR UNDERGRADUATE TRANSLATION STUDENTS from your perspective. Therefore, please ensure that your responses to the questionnaire are based on this category of students.

Before completing the questionnaire, you are kindly requested to respond to the following questions, which gather some background information. I would like to assure you that any information you provide will remain confidential and will only be used for research purposes.

Sincere Regards,

Dania Salamah [dsalamah@ksu.edu.sa]

PhD Student, King Saud University

Do you agree to participate in this survey?

- Yes
 No

A. Background Information

1) Gender:

- Male
 Female

2) Where do you currently work?

- King Saud University
 Imam Mohammad Ibn Saud Islamic University
 Princess Nourah Bint Abdulrahman University
 Other. Please specify:

3) How long have you been teaching translation courses?

- Less than 5 years
 5 – 10 years
 11 – 15 years
 More than 15 years

4) What is your current academic rank?

- Teaching Assistant
 Language Instructor
 Lecturer
 Assistant Professor
 Associate Professor
 Full Professor

5) What is your highest academic degree?

- Bachelor's degree
 Master's degree
 PhD degree

6) The last academic degree you received was a degree in:

- Translation
 Theoretical Linguistics
 Applied Linguistics
 Literature
 Other. Please specify:

7) Have you taught senior translation students (i.e., students in their final year)?

- Yes
 No

B. Questionnaire

Part I					
How do you evaluate the following qualities and competences in senior translation students? Please rate the following items in terms of DEGREE OF AGREEMENT.					
Senior translation students seem...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1 to lack English language competence.					
2 to lack Arabic language competence.					
3 to lack competence in translating from English into Arabic.					
4 to lack competence in translating from Arabic into English.					
5 to lack general knowledge.					
6 to lack subject field knowledge.					
7 to lack competence in English language culture.					
8 to lack competence in Arabic language culture.					
9 to lack competence in using different types of resources, such as dictionaries and the Internet.					
10 to lack competence in using translation tools and aids, such as computer-assisted translation and machine translation.					
11 to lack competence in employing strategies to identify and solve translation-related problems and select the most appropriate					

	translation strategy or procedure.					
12	to lack competence in identifying the purpose of translation tasks.					
13	to lack competence in meeting the deadline of translation tasks.					
14	to lack competence in planning and time management.					
15	to lack competence in working with a team.					
16	to lack competence in dealing with the translation-related socio-cultural constraints in Saudi Arabia that directly affect the translation strategy employed.					
17	to lack motivation for practicing translation as a profession.					
Part II						
How important do you think it is to introduce the following procedures and/or methods at your institution or further emphasize them if they are already implemented? Please rate the following items in terms of DEGREE OF IMPORTANCE.						
A. Admission requirements		High Importance	Moderate Importance	Neutral	Low Importance	No Importance
1	Only candidates who have a good command of English should be accepted in the undergraduate translation program.					
2	The minimum GPA acceptable for admission to the undergraduate translation program should be higher.					
3	Candidates should sit for an English language placement test on which admission to the undergraduate translation program should be based.					
4	Candidates should sit for a translation placement test on which admission to the undergraduate translation program should be based.					
5	Candidates should be well-oriented with the undergraduate translation program before they are admitted.					
6	Candidates need to be pre-motivated to join the undergraduate translation program.					
B. Study plans and textbooks		High Importance	Moderate Importance	Neutral	Low Importance	No Importance
7	More content courses need to be added to the study plan (e.g., translation theory, linguistics).					
8	More field training needs to be added to the study plan.					
9	More computer-assisted translation courses need to be added to the study plan.					

10	More translation courses in specialized fields need to be added to the study plan.					
11	More careful and unanimous choices need to be made regarding syllabi, topics, and/or textbooks.					
12	English language courses should be taught before translation courses.					
<i>C. Teaching methods</i>		High Importance	Moderate Importance	Neutral	Low Importance	No Importance
13	Moving towards student-centered teaching (i.e., empowering students to participate in selecting the content, activities, and/or materials to be taught)					
14	Encouraging cooperation in class through group work activities					
15	Adopting new approaches to evaluate students, such as asking students to submit essays on the difficulties they encountered during translation and the strategies/procedures they used to address these difficulties					
16	Training students to use parallel texts and text analysis techniques					
17	Using translation technologies, such as translation memories, terminology software, machine translation, computer-assisted translation, and other applications					
18	Developing students' awareness of translation as a profession by linking their academic preparation to translation practice through field training					

Appendix K: Academics' Questionnaire (Khoury, 2016)

Academics Questionnaire

To be filled by Translation instructors and professors at the universities

Dear Participant,

- Having been informed of the type and the aims of my research project, I would appreciate if you could take a few minutes to respond to this survey.
- The survey will approximately take between 7 and 10 minutes.

How do you evaluate the following translation qualities and competences <u>in final year/ final term</u> Translation students? كيف نقيّم جوانب الكفاءة التالية عند طلاب تخصص الترجمة الذين اشرفوا على انتهاء البرنامج (سنة رابعة/ فصل تخرج)				
	Strongly agree	Agree	Disagree	Strongly disagree
Students show lack of bilingual competence (fluency in Arabic and English) يظهر الطلاب ضعفاً في كفاءتهم اللغوية في كلتا اللغتين العربية والانجليزية.				
Students show lack of competence in translating from English into Arabic. يظهر الطلاب ضعفاً في كفاءة الترجمة من اللغة الانجليزية الى اللغة العربية				
Students show lack of competence in translating from Arabic into English يظهر الطلاب ضعفاً في كفاءة الترجمة من اللغة العربية الى اللغة الانجليزية.				
Students show lack of competence in their world or domain knowledge. يظهر الطلاب ضعفاً في معلوماتهم العامة ومعرفتهم بمجالات التخصص المختلفة التي يتم التطرق اليها في ترجمة النصوص المتخصصة.				
Students show lack of competence in their knowledge of the two cultures associated with the two languages. يظهر الطلاب ضعفاً في معرفتهم بالثقافة المرتبطة بكلتا اللغتين العربية والانجليزية.				
Students show lack of competence in using different types of sources, dictionaries, encyclopaedias, and other profession-related tools and software. يظهر الطلاب ضعفاً في كفاءتهم في استخدام مصادر مختلفة مثل القواميس والموسوعات وكل ما يستخدم من ادوات وبرامج ذات علاقة بالترجمة.				
Students show lack of competence in employing strategies for identifying and solving translational problems selecting the most appropriate method. يظهر الطلاب ضعفاً في الاستراتيجيات التي يتبعونها في الترجمة (قدرتهم على تحديد المشكلة في النص وإيجاد الحل المناسب لها بفاعلية باستخدام الأسلوب الأمثل)				

	Strongly agree	Agree	Disagree	Strongly disagree
Students show lack of competence in identifying and meeting the deadlines & the purpose of the translation. يظهر الطلاب ضعفاً في مقدرتهم على تحديد الهدف المرجو من الترجمة وتسليم الترجمة في الموعد المحدد.				
Students show lack of competence in planning and managing time as well as working within a team. يظهر الطلاب ضعفاً في مقدرتهم على التخطيط وإدارة الوقت والعمل ضمن فريق.				
Students show lack of competence in dealing with translational socio-cultural constraints in Jordan (e.g. censorship) which directly affect the translation strategy يظهر الطلاب ضعفاً في مقدرتهم على التعامل مع القيود الاجتماعية والثقافية في (مثل الرقابة) والتي تؤثر بشكل مباشر على الاستراتيجية المتبعة في الأردن الترجمة				
Students don't show motivation for practicing translation as a profession. لا يظهر الطلاب حافزاً حقيقياً لممارسة الترجمة كمهنة.				
Other, please specify _____				
In your opinion, which of the following procedures and/or methods should be implemented or further stressed? برأيك الشخصي، أي من الاجراءات أو الأساليب التالية يجب أن يتم تطبيقها أو التأكيد عليها بشكل أكبر؟				
ENTRY REQUIREMENTS	Essential	Very important	Important	Not important
Only candidates who have good command of English should be accepted in the translator training program يجب أن يقبل في تخصص الترجمة فقط من يتقنون اللغة الانجليزية اتقاناً جيداً.				
The minimum grades acceptable for admission to the translator training program should be higher. يجب أن يرفع الحد الأدنى لمعدلات القبول في تخصص الترجمة.				
Candidates should sit for an English language placement test on which admission to the program should be based. يجب أن يعقد المتقدمين لتخصص الترجمة امتحان في اللغة الانجليزية يحدد على أساس نتيجته القبول من عدمه في التخصص.				
Candidates should sit for a translation placement test on which admission to the program should be based. يجب أن يعقد المتقدمين لتخصص الترجمة امتحان ترجمه يحدد على أساس نتيجته القبول من عدمه في التخصص.				

Candidates should be well-oriented before being admitted to the translator training program يجب أن يتم التعرف بطبيعة تخصص الترجمة لجميع المقبولين في البرنامج.				
Candidates need to be pre-motivated to join the translator training program. لا بد أن يمتلك المتقدمون لتخصص الترجمة حافز حقيقي للالتحاق بهذا التخصص دون غيره.				
STUDY PLANS & TEXTBOOKS	Essential	Very important	Important	Not important
More content courses need to be added to the plan يجب زيادة مواد التخصص في الخطة الدراسية.				
More field training need to be added to the plan يجب زيادة مواد التدريب الميداني في الخطة الدراسية.				
More Computer-Assisted Translation courses need to be added to the plan يجب التوجه نحو الترجمة التي يستعان بها ببرامج الكمبيوتر المختلفة.				
More translation courses of specialized fields need to be added to the plan. يجب زيادة مواد الترجمة في الحقول المتخصصة.				
More careful and unanimous choices need to be made regarding Syllabi and/ or books. يجب اختيار الكتب و/ أو خطة المادة بشكل جماعي وبناية أكبر.				
English language teaching should proceed separately from Translation pedagogy as it is very hard to cater for both in the same program. يجب أن يتم فصل تعليم اللغة الإنجليزية عن تعليم الترجمة لأنه كل منهما تخصص منفرد ويصعب الجمع بين الإثنين في برنامج واحد.				
TEACHING METHODS				
Moving towards student-centered teaching (empowering students to influence the content, the activities and the materials to be taught) يجب التوجه نحو أسلوب تعليمي يكون محوره الطالب (حيث يشارك الطالب باختيار محتوى المادة ونشاطات وادوات التدريس).				
Encouraging creativity and cooperation in class through small group techniques يجب تشجيع التفكير الخلاق والتعاون داخل غرفة الصف عن طريق عمل الطلاب ضمن مجموعات.				
Adopting new approaches to translation evaluation such as commented translations يجب تبني طرق تقييم جديدة لأداء الطلاب كأن يطلب منهم مثلاً أن يبررون اختيارهم لأسلوب ترجمة معينة دون غيره وتقييمهم على أسس ذلك.				
Training students to use parallel texts and text analysis to improve their translations يجب تدريب الطلاب على استخدام النصوص المقارنة وتحليل النصوص والذي من شأنه التحسين من كفاءتهم في الترجمة.				

<p>Implementing computer-assisted translation (CAT) in which students could carry out their translation tasks in computer labs using tools such as translation memory, terminology software and other online sources. يجب الاستعانة ببرامج الكمبيوتر المختلفة حيث يؤدي الطلاب تدريبات الترجمة العملية باستخدام برامج خاصة بتخزين المفردات مثلًا أو استخدام المصادر المختلفة المتوفرة على الإنترنت.</p>				
<p>Instructors should develop a sense of profession by attaching translation principles to translation practice through field training. يجب على مُدرسي الترجمة تعريف الطلاب بطبيعة الترجمة كمهنة وربط مبادئ الترجمة بالترجمة العملية عن طريق التدريب الميداني</p>				
<p>Other Suggestions :</p>				

Appendix L: Justification of Modifications to Translation Instructors' Questionnaire

	Original Questionnaire (Khoury, 2016)	Modified Questionnaire (current study)	Justification
Title	Academics Questionnaire	Translation Instructors' Questionnaire	
Introduction	Brief introduction	The introduction was rephrased thanking the participants and explaining that participation is voluntary, and that information would remain confidential and used only for research purposes.	Including this section is essential to comply with research ethics requirements.
Background information	Not included	The following items were added to collect background information about the participants: gender, university, years of experience, academic rank, highest academic degree, and specialization.	The information required was relevant for the current study.
Rating scales	A 4-point Likert Scale was used to indicate degree of agreement in the first part of the questionnaire and degree of importance in the second part.	A 5-point Likert Scale was used to indicate degree of agreement in the first part of the questionnaire and degree of importance in the second part.	A 5-point Likert Scale was used based on the advice of a statistician as well as most of the reviewers of the questionnaire.
Part I instructions	How do you evaluate the following translation qualities and competences in final	How do you evaluate the following qualities and competences in senior translation students? Please rate	The phrase "final year/final term" was replaced with "senior", and further instructions were added for clarity.

	year/final terms translation students?	the following items in terms of DEGREE OF AGREEMENT.	
Item 1	Students show lack of bilingual competence (fluency in Arabic and English).	Senior translation students seem to lack English language competence.	The item was split into two items because it was double-barrelled asking about competence in both Arabic and English.
Item 2		Senior translation students seem to lack Arabic language competence.	
Item 3		No modification	
Item 4		No modification	
Item 5	Students show lack of competence in their world or domain knowledge.	Senior translation students seem to lack general knowledge.	The item was split into two items because it was double-barreled asking about both general and specialized knowledge.
Item 6		Senior translation students seem to lack subject field knowledge.	
Item 7	Students show lack of competence in their knowledge of the two cultures associated with the two languages.	Senior translation students seem to lack competence in English language culture.	The item was split into two items because it was double-barreled asking about the awareness of both cultures.
Item 8		Senior translation students seem to lack competence in Arabic language culture.	
Item 9	Student show lack of competence in using different types of sources, dictionaries, encyclopedias, and other	Senior translation students seem to lack competence in using different types of resources, such as dictionaries and the Internet.	The item was split into two items because it was double-barreled asking about the ability to use sources as well as the ability to use translation technologies.

Item 10	professional related tools and software.	Senior translation students seem to lack competence in using translation tools and aids, such as computer-assisted translation and machine translation.	
Item 11	Students show lack of competence in employing strategies for identifying and solving translational problems selecting the most appropriate method.	Senior translation students seem to lack competence in employing strategies to identify and solve translation-related problems and select the most appropriate translation strategy or procedure.	The item was rephrased for clarity.
Item 12	Students show lack of competence in identifying and meeting the deadlines and the purpose of the translation.	Senior translation students seem to lack competence in identifying the purpose of translation tasks.	The item was split into two items because it was double-barreled asking about the purpose of the translation as well as meeting deadlines.
Item 13		Senior translation students seem to lack competence in meeting the deadline of translation tasks.	
Item 14	Students show lack of competence in planning and managing time as well as working within a team.	Senior translation students seem to lack competence in planning and time management.	The item was split into two items because it was double-barreled asking about time management as well as cooperation and teamwork abilities.
Item 15		Senior translation students seem to lack competence in working with a team.	
Item 16	Students who lack of competence in dealing with translational socio-cultural constraints in Jordan (e.g.	Senior translation students seem to lack competence in dealing with the translation-related socio-cultural constraints in	The item was rephrased for clarity and to suit the context of the current study.

	ensorship) which directly affect the translation strategy.	Saudi Arabia that directly affect the translation strategy employed.	
Item 17	Students don't show motivation for practicing translation as a profession.	Senior translation students seem to lack motivation for practicing translation as a profession.	The item was rephrased for clarity.
Part II instructions	In your opinion, which of the following procedures and/or methods should be implemented or further stressed?	How important to do you think it is to introduce the following procedures and/or methods at your institution or further emphasize them if they are already implemented?	The instructions were rephrased for clarity.
Reference to the program	Translator training program	Undergraduate translation program	Undergraduate translation program was used to suit the context of the current study.
Reference to the study plan	Plan	Study plan	Study plan was used to suit the context of the current study.
Item 1		No modification	
Item 2	The minimum grades acceptable for admission to the translator training program should be higher.	The minimum GPA acceptable for admission to the undergraduate translation program should be higher.	The word "grades" was replaced with "GPA" to suit the context of the current study.
Item 3		No modification	
Item 4		No modification	
Item 5	Candidates should be well-oriented before being admitted	Candidates should be well-oriented with the undergraduate	The item was rephrased for clarity.

	to the translator training program.	translation program before they are admitted.	
Item 6		No modification	
Item 7	More content courses need to be added to the plan.	More content courses need to be added to the study plan (e.g., translation theory, linguistics).	Examples were added for clarity.
Item 8		No modification	
Item 9		No modification	
Item 10		No modification	
Item 11	More careful and unanimous choices need to be made regarding syllabi and/or books.	More careful and unanimous choices need to be made regarding syllabi, topics, and/or textbooks.	“Topics” was added to suit the context of the current study.
Item 12	English language teaching should proceed separately from translation pedagogy as it is very hard to cater for both in the same program.	English language courses should be taught before translation courses.	The item was rephrased for clarity based on the reviewers’ feedback.
Item 13	Moving towards student-centered teaching (empowering students to influence the content, the activities and the materials to be taught)	Moving towards student-centered teaching (i.e., empowering students to participate in selecting the content, activities, and/or materials to be taught)	The item was rephrased for clarity.

Item 14	Encouraging creativity and cooperation in class through small group techniques	Encouraging cooperation in class through group work activities	The item was rephrased because it was double-barreled.
Item 15	Adopting new approaches to translation evaluation such as commented translations	Adopting new approaches to evaluate students, such as asking students to submit essays on the difficulties they encountered during translation and the strategies/procedures they used to address these difficulties	The item was rephrased for clarity.
Item 16	Training students to use parallel texts and text analysis techniques to improve their translations	Training students to use parallel texts and text analysis techniques	The item was rephrased based on the reviewers' comments.
Item 17	Implementing computer-assisted translation (CAT) in which students could carry out their translation tasks in computer labs using tools such as translation memory, terminology software and other online sources.	Using translation technologies, such as translation memories, terminology software, machine translation, computer-assisted translation, and other applications	The item was rephrased to suit the context of the current study and since the purpose is using translation technologies whether or not that occurs in computer labs.
Item 18	Instructors should develop a sense of profession by attaching translation principles to translation practice through field training.	Developing students' awareness of translation as a profession by linking their academic preparation to translation practice through field training	The item was rephrased for clarity and to maintain consistency with the parallel structure of the other items.

Appendix M: Employers' Questionnaire

استبانة أصحاب العمل

عزيزي صاحب العمل

أشرك على الموافقة على المشاركة في هذه الاستبانة التي تهدف الباحثة من خلالها إلى دراسة كفاية الترجمة في الإعداد الأكاديمي للمترجمين في الجامعات السعودية وذلك من خلال استطلاع آراء أصحاب العمل فيما يلي:

أولاً: مدى أهمية توفر مهارات معينة فيمن يتم توظيفهم من المترجمين
ثانياً: مدى امتلاك خريجي برامج الترجمة فعلياً لتلك المهارات

يُرجى ملاحظة أن الباحثة ستعامل مع الإجابات بسريّة تامة، ولن تستخدمها في أغراض غير تلك المتعلقة بالبحث.

ولكم جزيل الشكر والتقدير..

دانية عادل سلامة [dsalamah@ksu.edu.sa]

طالبة دكتوراه بجامعة الملك سعود

1. هل أنت موافق على المشاركة في هذه الاستبانة؟

نعم

لا

أولاً: البيانات الشخصية

2. ما عدد سنوات خبرتك في توظيف المترجمين؟

1 – 5 سنوات

6 – 10 سنوات

أكثر من 10 سنوات

3. إلى أي قطاع تنتمي جنتكم؟

القطاع الخاص

القطاع الحكومي

أخرى، أمل ذكرها هنا:

4. ما طبيعة مجالات الترجمة في جبهتكم؟

مجالات متنوعة

مجالات محددة، أمل ذكرها هنا:

5. ما اتجاه أعمال الترجمة في جبهتكم؟

من اللغة العربية إلى اللغة الإنجليزية

من اللغة الإنجليزية إلى اللغة العربية

كلا الاتجاهين

ثانيًا: الاستمارة

6. من وجهة نظرك، ما مدى أهمية توفّر الخواص والكفايات التالية عند توظيف المترجمين؟

	مهم جدًا	مهم إلى حد ما	قليل الأهمية	غير مهم
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

7. ما تقييمك للمهارات والجوانب التالية في خريجي برامج الترجمة عند توظيفهم أو إخضاعهم للاختبارات أو المقابلات الشخصية؟

ضعيف جداً	ضعيف	جيد	جيد جداً	ممتاز	
					1 إتقان اللغة الإنجليزية
					2 إتقان اللغة العربية
					3 إجادة الترجمة من اللغة الإنجليزية إلى اللغة العربية
					4 إجادة الترجمة من اللغة العربية إلى اللغة الإنجليزية
					5 الثقافة العامة
					6 المعرفة في مجالات متخصصة، مثل المجال الطبي وخلافه
					7 معرفة ثقافة اللغة الإنجليزية
					8 معرفة ثقافة اللغة العربية
					9 القدرة على استخدام المراجع والمصادر المختلفة بمهارة، مثل القواميس بأنواعها والموسوعات وغيرها
					10 القدرة على استخدام تقنيات الترجمة والأدوات المساعدة على الترجمة، مثل برامج الترجمة الآلية والترجمة بمساعدة الحاسوب وذاكرات الترجمة وغيرها
					11 القدرة على التغلب على الصعوبات التي قد تواجه المترجم أثناء عملية الترجمة
					12 القدرة على تحديد احتياجات العميل وتلبية تلك الاحتياجات (مثل: معرفة الغرض من الترجمة، والالتزام بمواعيد التسليم)
					13 القدرة على التعامل مع متطلبات العمل، مثل تعدد المهام والضغط وإدارة الوقت وغيرها
					14 القدرة على التعاون والعمل ضمن فريق
					15 الحماس تجاه العمل في مهنة الترجمة

ثالثاً: إجراءات توظيف المترجمين

8. هل تفضّل توظيف المترجمين أم المترجمات في جبهتكم؟

- المترجمين
- المترجمات
- ليس هناك تفضيل معين

9. ما شروط توظيف المترجمين في جبهتكم؟ أمل اختيار جميع ما ينطبق
- أن يكون المتقدم من حملة البكالوريوس في تخصص الترجمة
- أن يكون المتقدم من حملة البكالوريوس في تخصص اللغة الإنجليزية
- أن يكون المترجم حاصلًا على درجة معينة في أحد اختبارات اللغة الإنجليزية المعيارية، مثل أيلتس أو توفل
- أن يكون لدى المتقدم مقدار معين من الخبرة في ممارسة الترجمة
- أخرى، أمل ذكرها هنا: _____
10. إذا كانت درجة البكالوريوس في تخصص الترجمة أحد الشروط الرئيسة لتوظيف المترجمين في جبهتكم، فهل يُشترط معدّل تراكي محدد؟
- نعم، يجب أن يكون المعدّل التراكي "ممتاز" على الأقل.
- نعم، يجب أن يكون المعدّل التراكي "جيد جدًا" على الأقل.
- نعم، يجب أن يكون المعدّل التراكي "جيد" على الأقل.
- لا يُشترط معدّل تراكي محدد.
11. هل تتضمن إجراءات التوظيف لديكم إخضاع المتقدم إلى اختبار ترجمة؟
- نعم
- لا
12. إذا كانت إجابة السؤال رقم 11 "نعم"، فهل الاختبار محدود الزمن؟
- نعم
- لا
13. إذا كانت إجابة السؤال رقم 11 "نعم"، فهل يُسمح للمتقدم باستخدام أي مراجع أو وسائل مساعدة أثناء الاختبار (مثل: القواميس بأنواعها أو الاتصال بشبكة الإنترنت أو غيرها)؟
- نعم
- لا
14. إذا كانت إجابة السؤال رقم 13 "نعم"، فما هي الوسائل أو المراجع التي يُسمح باستخدامها؟ أمل اختيار جميع ما ينطبق
- القواميس الورقية
- القواميس الإلكترونية
- البحث على الإنترنت
- أخرى، أمل ذكرها هنا: _____

15. أمل ترك أي ملاحظات أو تعليقات ترون إضافتها هنا.

16. بيانات الاتصال:

الاسم:

اسم الجهة:

معلومات الاتصال:

Appendix N: Employers' Survey (Khoury, 2016)

Employer's Survey

To be filled by the Department Head or the HR manager who interviews or tests the applicants.

Dear Participant,

Having been informed of the type and the aims of my research project, I would appreciate if you could take a few minutes to respond to this survey.

Please note:

- The main focus of this research project is investigating the competence of Translation Fresh/ Inexperienced graduates from the private universities in Amman. Therefore, whenever *B.A holder* is used in this questionnaire, it should be understood as referring to graduates from these universities unless expressed otherwise.
- All questions are related to English-Arabic-English translation services.
- The survey will approximately take between 5 and 7 minutes

M1. The relative importance of different translation qualities and competences from the employers' point of view

- 1) Which of the following qualities and competences do you look for when recruiting translators or seeking the service of free-lance translators?

	Essential	Very Important	Important	Not required
Fluency in Arabic and English				
Competence in translating from English into Arabic				
Competence in translating from Arabic into English				
World or Domain knowledge				
Knowledge of the cultures associated with the two languages				
Ability to use different types of sources, dictionaries, encyclopedias, and other profession-related tools and software.				
Strategic competence (e.g. how to identify and solve translational problems effectively selecting the most appropriate method).				
Ability to identify and meet the clients' requirements (e.g. deadlines, purpose of the translation).				
Ability to plan and manage work, time, stress, as well as working within a team in accordance with the service provision standards				

	Essential	Very Important	Important	Not Required
Knowledge of socio-cultural constraints in Jordan that would directly affect the translation methods and strategies to be employed (e.g. censorship)				
Being well motivated to practice the profession				
Other, please specify _____				

M2. How translation graduates are perceived by prospective employers

- 2) Which of the following reflects your opinion with regards to the competences and qualities of Translation *BA holders* when they are interviewed, tested or employed?

When <i>BA holders</i> are interviewed, tested or employed, they seem <u>to lack</u> the	Strongly agree	Agree	Disagree	Strongly disagree	N/A
bilingual competence (fluency in Arabic and English)					
competence in translating from English into Arabic.					
competence in translating from Arabic into English.					
competence in their world or domain knowledge					
competence in their knowledge of the two cultures associated with the two languages.					
competence in using different types of sources, dictionaries, encyclopedias, and other profession-related tools and software.					
competence in employing strategies for identifying and solving translational problems selecting the appropriate method.					
competence in identifying and meeting the clients' requirements (e.g. deadlines, purpose of the translation).					
competence in managing work, time, stress and working within a team in accordance with the service provision standards.					
competence in dealing with translational socio-cultural constraints in Jordan which directly affect the translation strategy (e.g. censorship)					
motivation for practicing translation.					

M3. Employment Criteria

3) For candidates to be employed at your institution, they

must be -at least- holders of a BA degree in Translation.

can be hired without holding a degree in translation but should be fluent in the two languages in question.

Other. Please Specify _____

4) If holding a BA in Translation is a basic requirement for employment, is the applicant's total average obtained at the university taken into consideration?

Yes, it should be "excellent".

Yes, it should be a minimum of "very good"

Yes, it should be a minimum of "good"

No, it is not taken into consideration

5) Do applicants need to sit for and pass a translation test before being accepted?

Yes No

6) If yes, is the test time-bound?

Yes No

7) Are the applicants allowed to use dictionaries in the test?

Yes No

8) Is there any private university in Amman whose graduates stand out when interviewed, tested or employed?

Yes, _____ No

Thank you for your Time

Appendix O: Justification of Modifications to Employers' Questionnaire

	Original Questionnaire (Khoury, 2016)	Modified Questionnaire (current study)	Justification
Language of the questionnaire	English	Arabic	The questionnaire was translated into Arabic based on the feedback of reviewers since not all employers' may be fluent in English.
Introduction	Brief introduction	The introduction was rephrased thanking the participants and explaining that participation is voluntary, and that information would remain confidential and used only for research purposes.	Including this section is essential to comply with research ethics requirements.
Rating scales	A 4-point Likert Scale was used to indicate degree of importance in the first part of the questionnaire and degree of agreement in the second part.	A 5-point Likert Scale was used to indicate degree of importance in the first part of the questionnaire and degree of agreement in the second part.	A 5-point Likert Scale was used based on the advice of a statistician as well as most of the reviewers of the questionnaire.
Part I instructions	Which of the following qualities and competences do you look for when recruiting translators or seeking the service of free-lance translators?	من وجهة نظرك، ما مدى أهمية توفر الخواص والكفايات التالية عند توظيف المترجمين أو الاستعانة بالمترجمين المستقلين؟	The instructions were rephrased for clarity.
Item 1	Fluency in Arabic and English	إجادة اللغة الإنجليزية	The item was split into two items because it was double-barrelled asking about competence in both Arabic and English.
Item 2		إجادة اللغة العربية	

Item 3		No modification	
Item 4		No modification	
Item 5		الثقافة العامة	The item was split into two items because it was double-barreled asking about both general and specialized knowledge.
Item 6	World or domain knowledge	المعرفة في مجالات متخصصة مثل المجال الطبي وخلافه	
Item 7	Knowledge of the cultures associated with the two languages	معرفة ثقافة اللغة الإنجليزية	The item was split into two items because it was double-barreled asking about the awareness of both cultures.
Item 8		معرفة ثقافة اللغة العربية	
Item 9	Ability to use different types of sources, dictionaries, encyclopedias, and other profession-related tools and software.	استخدام المراجع والمصادر المختلفة بمهارة، مثل القواميس بأنواعها والموسوعات	The item was split into two items because it was double-barreled asking about the ability to use sources as well as the ability to use translation technologies.
Item 10		استخدام تقنيات الترجمة والأدوات المساعدة على الترجمة، مثل برامج الترجمة الآلية والترجمة بمساعدة الحاسوب وذاكرات الترجمة وغيرها	
Item 11		No modification	
Item 12		No modification	
Item 13	Ability to plan and manage work, time, stress, as well as working within a team in accordance with the service provision standards.	التعامل مع متطلبات العمل كتعدد المهام والضغوط وإدارة الوقت	The item was split into two items because it was double-barreled asking about time and stress management as well as cooperation and teamwork abilities.
Item 14		التعاون والعمل ضمن فريق	

Item 15	Knowledge of socio-cultural constraints in Jordan that would directly affect the translation methods and strategies to be employed (e.g. censorship).	الوعي بالقيود الاجتماعية والثقافية في المملكة العربية السعودية التي قد تؤثر مباشرة على استراتيجية الترجمة المستخدمة	The item was rephrased to suit the context of the current study.
Item 16		No modification	
Part II instructions	Which of the following reflects your opinion with regards to the competences and qualities of Translation BA holders when they are interviewed, tested or employed?	عند توظيف/ تعيين خريجي الترجمة أو إخضاعهم للاختبارات أو المقابلات الشخصية، أجد أنّ لديهم...	The instructions were rephrased for clarity.
Item 1	lack bilingual competence (fluency in Arabic and English)	ضعفًا في اللغة الإنجليزية	The item was split into two items because it was double-barrelled asking about competence in both Arabic and English.
Item 2		ضعفًا في اللغة العربية	
Item 3		No modification	
Item 4		No modification	
Item 5	lack competence in their world or domain knowledge	ضعفًا في الثقافة العامة	The item was split into two items because it was double-barreled asking about both general and specialized knowledge.
Item 6		ضعفًا في المعرفة في مجالات متخصصة	
Item 7	lack of competence in their knowledge of the two cultures associated with the two languages	ضعفًا في معرفة ثقافة اللغة الإنجليزية	The item was split into two items because it was double-barreled asking about the awareness of both cultures.
Item 8		ضعفًا في معرفة ثقافة اللغة العربية	

Item 9	lack of competence in using different types of sources, dictionaries, encyclopedias, and other profession-related tools and software	ضعفًا في القدرة على استخدام المراجع والمصادر المختلفة بمهارة، مثل القواميس بأنواعها والموسوعات	The item was split into two items because it was double-barreled asking about the ability to use sources as well as the ability to use translation technologies.
Item 10		ضعفًا في القدرة على استخدام تقنيات الترجمة والأدوات المساعدة على الترجمة، مثل برامج الترجمة الآلية والترجمة بمساعدة الحاسوب وذاكرات الترجمة وغيرها	
Item 11		No modification	
Item 12		No modification	
Item 13	lack of competence in managing work, time, stress and working within a team in accordance with the service provision standards	ضعفًا في القدرة على التعامل مع متطلبات العمل كتعدد المهام والضغط وإدارة الوقت	The item was split into two items because it was double-barreled asking about time and stress management as well as cooperation and teamwork abilities.
Item 14		ضعفًا في القدرة على التعاون والعمل ضمن فريق	
Item 15	lack of competence in dealing with translational socio-cultural constraints in Jordan which directly affect the translation strategy (e.g. censorship)	قلة الوعي بالقيود الاجتماعية والثقافية في المملكة العربية السعودية التي قد تؤثر مباشرةً على استراتيجية الترجمة المستخدمة	The item was rephrased to suit the context of the current study.
Item 16		No modification	
Part III		No modification	

Part IV	A fifth choice was added for employers who do not require a BA degree in translation.
Part V	No modification
Part VI	No modification
Part VII	A space was provided for respondents to list the resources applicants are allowed to use.
Part VIII	The item was rephrased to suit the context of the current study.

Appendix P: Translation Tasks

Investigating Translation Competence Study – Translation Task 1

Translate the following news article into English.

خبراء يحذرون: هاكز يستغلون فيروس كورونا لنشر البرمجيات الخبيثة

الخميس، 13 فبراير 2020

يحذر محللو الأمن السيبراني من وجود حصان طروادة يعرف باسم Emotet يمكن أن ينتشر عبر شبكات الإنترنت "واي فاي"، ويحمل مجموعة متنوعة من البرامج الخبيثة التي تهدد البيانات الحساسة، وقد عاود Emotet الظهور في أواخر عام 2019، بعد رصده بداية في عام 2018، حيث انتشر عبر رسائل البريد الإلكتروني الخادعة، التي تحمل مرفقات من مستندات مايكروسوفت تحتوي على تعليمات برمجية خبيثة. وفي الأونة الأخيرة، استغل القراصنة أزمة فيروس كورونا المستمرة، كوسيلة لنشر البرامج الخبيثة. ويظهر القراصنة بأنهم مسئولون من القطاع الصحي، ويثرون فزع الضحية عبر استخدام رسائل بريد إلكتروني مرفقة بمستند مايكروسوفت وورد يزعم أنه يحتوي على تحديثات ومعلومات صحية حول "تفشي فيروس كورونا" في المنطقة.

وحتى الآن، تركزت الهجمات بشكل أساسي على اليابان ومناطق أخرى أقرب إلى الصين، ولكن يحذر الخبراء من أنه مع انتشار كورونا القاتل، سيكون انتشار Emotet واسع النطاق أيضًا. وقد أرسل Emotet لأول مرة إلى قاعدة بيانات VirusTotal في 2018/04/05، مما يشير إلى أنه ربما يكون قد تسلل في شبكات الواي فاي دون اكتشافه لمدة عامين. وبالرغم من ذلك، فإن أول حالة مسجلة رسميًا لتأثير "حصان طروادة" على جهاز معين وقعت بتاريخ 2020/01/23.

Investigating Translation Competence Study – Translation Task 2

Translate the following news article into Arabic.

Hackers taking advantage of coronavirus scare to spread malware

Aaron Mamiit February 2, 2020

Security research firms have uncovered despicable acts by hackers taking advantage of the fear over the coronavirus outbreak to spread malware through emails.

According to experts from IBM X-Force Threat Intelligence, hackers have been sending spam emails to potential victims in Japan. The emails claim that the new coronavirus has infiltrated the country, and urge the receiver to open an attached Microsoft Word document to learn more information.

The document, however, will launch a series of commands that will covertly download the Emotet malware into the victim's computer. Once installed, the malware will allow hackers to steal sensitive information or deliver more dangerous payloads such as ransomware.

“This new approach to delivering Emotet may be significantly more successful, due to the wide impact of the coronavirus and the fear of infection surrounding it,” said IBM in its report, adding that the method of attack will probably be used in the future for emails in other languages.

While health officials around the world race against the clock to contain and address the coronavirus outbreak, people should be wary of misinformation about the international public health emergency.

Appendix Q: Interview Guides

Interview guide (Translation Students' Interview)

Research Question 3: How do undergraduate translation students perceive TC, and to what extent do they believe their programs help them acquire it?

Interview questions:

Part I

Which level are you?

Why did you choose translation?

Part II

Tell me about your experience as a translation student.

How do you think the translation program helped you develop as a translator?

What skills do you think a professional translator should have?

In your opinion, what are the program's strengths and weaknesses?

Part III

What is the biggest challenge you face as a translation student?

Is there anything you would like to add or share?

Probes:

SILENCE

Can you give me an example of what you mean?

Please tell me more about that.

What you have said is important. Can you say more/elaborate?

How does your experience then compare to your experience now?

Tell me more about that experience.

If you could change anything in this regard, what would it be?

Interview guide (Translation Instructors' Interview)

Research Question 4: How do translation instructors perceive TC, and to what extent do they believe undergraduate translation programs are effective in developing it?

Interview questions:

Part I

How long have you been working as a translation instructor?

Part II

Tell me about your experience teaching translation.

From your experience, what competences do you think translators need to master?

Describe your idea of a competent translation graduate.

From your experience teaching translation, how would you characterize or describe your senior translation students' skills and competences?

To what extent do you see development in your students as they progress throughout the program?

In your opinion, what are the program's strengths and weaknesses?

Part III

What is the biggest challenge you face when teaching translation?

Is there anything you would like to add or share?

Probes:

SILENCE

Can you give me an example of what you mean?

Please tell me more about that.

What you have said is important. Can you say more/elaborate?

How does your experience then compare to your experience now?

Tell me more about that experience.

If you could change anything in this regard, what would it be?

Interview guide (Employers' Interview)

Research Question 5: How do employers perceive TC, and to what extent is the PACTE TC model reflected in recruitment practices in Saudi Arabia?

Interview questions:

Part I

How much experience do you have hiring/recruiting translators?

Part II

Walk me through a typical hiring process (advertising, exam, and interview).

From your experience hiring/recruiting translators, what are the qualities you look for in candidates?

From your experience hiring/recruiting translators, how would you characterize or describe graduates of Saudi undergraduate translation programs?

Part III

What is the biggest challenge you face when looking for qualified translators?

Is there anything you would like to add or share?

Probes:

SILENCE

Can you give me an example of what you mean?

Please tell me more about that.

What you have said is important. Can you say more/elaborate?

How does your experience then compare to your experience now?

Tell me more about that experience.

If you could change anything in this regard, what would it be?

Interview guide (Professional Translators' Interview)

How do employers perceive TC, and to what extent is the PACTE TC model reflected in recruitment practices in Saudi Arabia?

Interview questions:

Part I

How long have you been working as a translator? Are you employed/a freelancer?

Did your university studies prepare you for the job of translator?

What are the strengths and weaknesses of the program from which you graduated?

Employed: Part II (**EMPLOYED**)

Freelancer: Part II (**FREELANCERS**)

Part II (**EMPLOYED**)

Walk me through a typical hiring process (advertising, exam, and interview).

From your experience, what qualities do recruiters look for in translators?

Were you given a job description? If so, what are your tasks and responsibilities? Does your actual work match the description?

Part II (**FREELANCERS**)

Have you ever been employed as a translator? If so, go to Part II (**EMPLOYED**) then come back to Part II (**FREELANCERS**).

How long have you been freelancing?

How do you get translation work? What do your clients expect?

Part III

What is the biggest challenge you face when looking for a job/freelancing work?

Is there anything you would like to add or share?

Probes:

SILENCE

Can you give me an example of what you mean?

Please tell me more about that.

What you have said is important. Can you say more/elaborate?

How does your experience then compare to your experience now?

Tell me more about that experience.

If you could change anything in this regard, what would it be?

Appendix R: BA Study Plan, College of Languages and Translation, KSU

King Saud University

Date : 2019-12-16

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جامعة الملك سعود

التاريخ: 19-04-1441

الصفحة: 4/1

Study Plan

Degree : Bachelor Faculty : Languages & Translation Plan Hrs.: 137
 Semester : 383 Department : English Language and Transl Plan Type : Major
 Edition : 3 Gender : Both
 Major : UPEGT English Language And Translation

Council Session: Deanship Session : Faculty Session : Dept Session:
 Council Date: Deanship Date: Faculty Date: Dept Date :

Group Type : Compulsory 1

First						
code	course name	H	G	L	H	requisite Yrl
ENGS 100	English	6				- -
EPH 101	Fitness and Health Education	1				- -
CI 101	University Skills	3				- -
STAT 102	Principles of Statistics & Probability	3				- -
CT 102	IT Skills	3				- -
Total						16

Second						
code	course name	H	G	L	H	requisite Yrl
ARAB 100	Writing Skills	2				- -
TRAJ 111	Writing (1)	3				- -
TRAJ 112	Reading (1)	3				- -
TRAJ 113	Grammar (1)	3				- -
TRAJ 114	Listening & Speaking (1)	3				- -
TRAJ 115	Vocabulary (1)	3				- -
ARAB 118	Reading Skills	2				- -
Total						19

Third						
code	course name	H	G	L	H	requisite Yrl
TRAJ 211	Writing 2	3				TRAJ 111 - / P -
TRAJ 212	Reading 2	3				TRAJ 112 - / P -
TRAJ 213	Grammar 2	3				TRAJ 113 - / P -
TRAJ 214	Listening and Speaking 2	3				TRAJ 114 - / P -
TRAJ 215	Vocabulary 2	3				TRAJ 115 - / P -
ARAB234	Grammar -1	3				- -

Group Type : Compulsory 1

Third						
code	course name	H	G	L	H	requisite Yrl
ARAB 255	Specialized Writing	2				- -
Total						20

Fourth						
code	course name	H	G	L	H	requisite Yrl
TRAJ 221	Academic Writing	2				TRAJ 211 - / P -
TRAJ 222	Introduction to Linguistics	3				- -
TRAJ 223	Using Dictionaries for Translation	2				- -
TRAJ 224	Introduction to Translation Studies	2				- -
TRAJ 225	General Translation (English into Arabic)	3				- -
ARAB 350	APPLIED STYLISTICS	3				ARAB 255 - / P -
Total						15

Fifth						
code	course name	H	G	L	H	requisite Yrl
TRAJ 312	Introduction to Syntax and Morphology	3				TRAJ 222 - / P -
TRAJ 314	Readings in Language and Culture	2				- -
TRAJ 315	General Translation (Arabic into English)	3				TRAJ 225 - / P -
TRAJ 316	Political and Media Translation	3				- -
TRAJ 317	Computer Assisted Translation	2				- -
TRAJ 318	Consecutive and Bilateral Interpreting (1)	2				- -
Total						15

Sixth						
code	course name	H	G	L	H	requisite Yrl
TRAJ 322	Introduction to Semantics and	3				TRAJ 222 - / P -

P : Pre-requisite

G : GPA level

H : Requisite HRS

C: Co-requisite MC : Mandetory Co--requisite NC: None Co-requisite L : Pre-course Level



Study Plan

Degree : Bachelor Faculty : Languages & Translation Plan Hrs.: 137
 Semester : 383 Department : English Language and Transl Plan Type : Major
 Edition : 3 Gender : Both
 Major : UPEGT English Language And Translation

Council Session: Deanship Session : Faculty Session : Dept Session:
 Council Date: Deanship Date: Faculty Date: Dept Date :

Group Type : Compulsory 1

Sixth						
code	course name	H	G	L	H	Yrl
	Pragmatics					
TRAJ 323	Text Linguistics	2				-
TRAJ 324	Advanced Readings in Language and Culture	2				TRAJ 314 - / P -
TRAJ 326	Financial and Economic Translation	3				-
TRAJ 327	Scientific and Technical Translation	3				-
TRAJ 328	Consecutive and Bilateral Interpreting (2)	2				TRAJ 318 - / P -
Total						15

Group Type : Compulsory 1

Eighth	
Total	14

Category :

Group Type : Elective 1 (8)

Seventh						
code	course name	H	G	L	H	Yrl
TRAJ 411	Research Skills	2				-
TRAJ 412	Discourse Analysis	3				-
TRAJ 413	Proofreading and Editing	2				-
TRAJ 416	Medical Translation	3				-
TRAJ 417	Islamic Translation	3				-
TRAJ 418	Simultaneous Interpreting (1)	2				TRAJ 328 - / P -
Total						15

Eighth						
code	course name	H	G	L	H	Yrl
TRAJ 425	Issues and Problems in Translation	2				TRAJ 224 - / P -
TRAJ 426	Literary Translation	3				-
TRAJ 427	Legal Translation	3				-
TRAJ 428	Simultaneous Interpreting (2)	2				TRAJ 418 - / P -
TRAJ 429	Translation Project	4				-

P : Pre-requisite

G : GPA level

H : Requisite HRS

C: Co- requisite MC : Mandatory Co-requisite NC: None Co-requisite L : Pre-course Level

Appendix S: BA Study Plan, College of Languages and Translation, IMSIU



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الإمام محمد بن سعود الإسلامية
عمادة شئون القبول والتسجيل

الخطة الدراسية

الفصل الدراسي الأول 1440 - 1441		الكلية اللغات والترجمة	عدد مقررات البرنامج 59
الفصل الدراسي الثاني 1441 - 1442		البرنامج بكالوريوس وأدب	عدد وحدات البرنامج 137
المستوى: الأول اللغة الإنجليزية م1			
المجموعة: انجليزي متطلبات تخصص م1 (17) وحدة (8) مقر			
م	رمز المقرر	اسم المقرر	الوحدات
1	نجل 107	استماع ومحادثة 1	2
2	نجل 109	القراءة والاستيعاب 1	2
3	نجل 105	قواعد اللغة الإنجليزية 1	2
4	نجل 111	الكتابة 1	3
5	نجل 108	مهارات دراسية	3
6	قرأ 101	القرآن الكريم 1	1
7	نحو 102	قواعد اللغة العربية	2
8	فقه 150	الفقه	2
المستوى: الثاني اللغة الإنجليزية م2			
المجموعة: انجليزي متطلبات تخصص م2 (18) وحدة (8) مقر			
م	رمز المقرر	اسم المقرر	الوحدات
1	لحن 108	اللغة الأجنبية 1	2
2	نجل 113	استماع ومحادثة 2	2
3	نجل 104	القراءة والاستيعاب 2	2
4	نجل 115	قواعد اللغة الإنجليزية 2	2
5	نجل 116	الكتابة 2	3
6	نجل 152	مقدمة في الترجمة	3
7	نحو 128	التدريبات اللغوية	2
8	عدد 131	التوحيد	2
المستوى: الثالث اللغة الإنجليزية م3			
المجموعة: انجليزي متطلبات تخصص م3 (17) وحدة (7) مقر			
م	رمز المقرر	اسم المقرر	الوحدات
1	لحن 208	اللغة الأجنبية 2	2
2	نجل 216	كتابة المقال 1	3
3	نجل 221	مقدمة في الأدب	3
4	نجل 260	مقدمة في علم اللغة	3
5	نجل 256	ترجمة إعلامية وسياسية	2
6	نجل 257	ترجمة تجارية واقتصادية	2
7	ترخ 101	السيرة النبوية	2
المستوى: الرابع اللغة الإنجليزية م4			
المجموعة: انجليزي متطلبات تخصص م4 (17) وحدة (7) مقر			
م	رمز المقرر	اسم المقرر	الوحدات
1	نجل 218	كتابة المقال 2	3
2	نجل 270	الصوتيات والنظام الصوتي	3
3	نجل 271	تراكيب اللغة	3
4	نجل 222	تاريخ الأدب الإنجليزي	2
5	نجل 258	ترجمة طليية	2
6	نجل 259	الترجمة النقدية	2
7	تقف 402	التفاهة الإسلامية	2



المملكة العربية السعودية
وزارة التعليم العالي
جامعة الإمام محمد بن سعود الإسلامية
عمادة شؤون القبول والتسجيل

المستوى: الخامس اللغة الإنجليزية م5			
مقرر (7) وحدة (17)		مطلوبات تخصص م5	
الوحدات	اسم المقرر	رمز المقرر	م
3	الرواية الإنجليزية	نجل 331	١
3	الشعر الإنجليزي	نجل 334	٢
3	المسرحية الإنجليزية	نجل 337	٣
3	مقدمة في علم اللغة التطبيقي	نجل 361	٤
2	ترجمة إسلامية وأدبية	نجل 355	٥
2	ترجمة قانونية وأمنية	نجل 358	٦
1	القرآن الكريم 2	قرأ 151	٧
المستوى: السادس اللغة الإنجليزية م6			
مقرر (8) وحدة (18)		مطلوبات تخصص م6	
الوحدات	اسم المقرر	رمز المقرر	م
2	الرواية الإنجليزية الحديثة	نجل 333	١
2	الشعر الإنجليزي الحديث	نجل 339	٢
2	المسرحية الإنجليزية الحديثة	نجل 340	٣
3	موضوعات في علم اللغة التطبيقي	نجل 362	٤
3	علم المعاني والتداولية	نجل 373	٥
3	الترجمة الشفهية 1	نجل 382	٦
2	الترجمة بمساعدة الحاسوب	نجل 384	٧
1	القرآن الكريم 3	قرأ 201	٨
المستوى: السابع اللغة الإنجليزية م7			
مقرر (8) وحدة (17)		مطلوبات تخصص م7	
الوحدات	اسم المقرر	رمز المقرر	م
3	طرق البحث	نجل 416	١
2	الأدب الأمريكي	نجل 438	٢
2	النقد الأدبي	نجل 442	٣
2	تطبيقات حاسوبية في علم اللغة	نجل 474	٤
2	اكتساب اللغة	نجل 475	٥
3	الترجمة الشفهية 2	نجل 485	٦
2	الترجمة السمعية البصرية	نجل 486	٧
1	القرآن الكريم 4	قرأ 251	٨
المستوى: الثامن اللغة الإنجليزية م8			
مقرر (6) وحدة (16)		مطلوبات تخصص م8	
الوحدات	اسم المقرر	رمز المقرر	م
4	مشروع البحث	نجل 490	١
2	النظرية الأدبية	نجل 447	٢
2	علم اللغة الاجتماعي	نجل 477	٣
2	تحليل الخطاب	نجل 476	٤
4	مشروع ميداني في الترجمة	نجل 489	٥
2	تاريخ المملكة	نجل 102	٦

Appendix T: BA Study Plan, College of Languages, PNU



جامعة الأميرة نورة بنت عبد الرحمن
وكالة الجامعة للشؤون التعليمية

الإصدار الأول
محرم 1440هـ

رمز النموذج: 0130-F090

نموذج الخطة الدراسية

Study Plan for: English language program (Translation)	
College	College of languages
Department/ Program	Translation/ English language
Degree	Bachelor

Level 1						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1.	Listening and Speaking	LING 111T	3	3	College requirement	-
2.	Reading and Writing	LING 121T	3	3	College requirement	-
3.	Introduction to Translation	TRAN 111T	3	3	College requirement	-
4.	Introduction à la langue Française	FRNS 101T	3	3	College requirement	-
5.	Introduction to Literature	LITE 101T	3	3	College requirement	-
6.	Arabic Composition	ARAB 101	2	2	University requirement	-
Level 2						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1.	Dictionary Skills	TRAN 131T	3	3	Major requirement	-
2.	Advanced Listening and speaking	LING 112T	3	3	Major requirement	LING 111T

رمز النموذج: 0130-F090		نموذج الخطة الدراسية				
3.	Advanced Writing	LING 122T	3	3	Major requirement	LING 121T
4.	Grammar	LING 131T	3	3	Major requirement	-
5.	Principles of Mathematics	IT 100T	3	4	College requirement	-
6.	Islamic Culture (1)	ISLS 101	2	2	University requirement	-

Level 3						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1`	Translation Technology	TRAN 241T	3	4	Major requirement	
2	Specialized Translation En- Ar (1)	TRAN 212T	4	4	Major requirement	TRAN 111T
3	Professional Writing	LING 223T	3	3	Major requirement	LING 122T
4	Grammar in Use	LING 232T	3	3	Major requirement	LING 131T
5	Principles of Information and Technology Systems	IT 101T	2	3	College requirement	-
6	College Elective Course (1)					

رمز النموذج: 0130-F090

نموذج الخطة الدراسية

Level 4						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1.	Islamic Culture (2)	ISLS 202	2	2	University requirement	ISLS 101
2.	Language Skills	ARAB 202	2	2	University requirement	-
3.	Introduction to Interpreting	TRAN 221T	3	3	Major requirement	-
4.	Specialized Translation Ar – En (1)	TRAN 213T	4	4	Major requirement	TRAN 111T
5.	Morphology and Syntax	LING 233T	3	3	Major requirement	LING 232T
6.	College Elective Course (2)				Department elective requirement	

Level 5						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1.	Islamic Culture (3)	ISLS 303	2	2	University requirement	ISLS 101
2.	Text Analysis for Translation Purposes	TRAN 314T	3	3	Major requirement	TRAN 111T
3.	Specialized Translation En– Ar (2)	TRAN 315T	4	4	Major requirement	TRAN 212T
4.	Sight and Bilateral Interpreting	TRAN 322T	4	4	Major requirement	TRAN 221T
5.	Semantics and Pragmatics	LING 342T	3	3	Major requirement	LING 233T

رمز النموذج: 0130-F090 نموذج الخطة الدراسية

Level 6						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
6.	Free Elective Course (1)				Free course	
1.	Islamic Culture (4)	ISLS 404	2	2	University requirement	ISLS 101
2.	Consecutive Interpreting	TRAN 323T	4	4	Major requirement	TRAN 221T
3.	Specialized Translation Ar-En (2)	TRAN 316T	4	4	Major requirement	TRAN 213T
4.	Proofreading	ARAB 475T	2	2	Major requirement	-
5.	Business Communication Skills	BUS 241T	3	3	College requirement	-
6.	College Elective Course (3)				Department elective requirement	

Level 7						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1.	Specialized Translation Ar-En (3)	TRAN 417T	4	4	Major requirement	TRAN 316T
2.	Simultaneous Interpreting	TRAN 424T	4	4	Major requirement	TRAN 323T
3.	Terminology and Arabization	TRAN 432T	3	3	Major requirement	-
4.	Audiovisual Translation	TRAN 442T	3	4	Major requirement	-
5.	College Elective Course (4)				Department	

رمز النموذج: 0130-F090						نموذج الخطة الدراسية
					elective requirement	
Level 8						
	Course Name	Course Code	Credit Hours	Contact Hours	Course Type	Pre-Request:
1.	Graduation Project	TRAN 451T	4	4	Major requirement	TRAN 131T LING112T LING 223T LING 342T TRAN 241T
2.	Field Training	TRAN 452T	3	15	Major requirement	TRAN 314T TRAN 315T TRAN 322T TRAN 424T TRAN 417T TRAN 432T TRAN 442T
3.	Professional Translation skills	TRAN 433T	3	3	Major requirement	-
4.	Free Elective Course (2)				Free course	
5.	Free Elective Course (3)				Free course	

Appendix U: BA Study Plan, English and Translation Department, SEU

10/21/2019

College of Science and Humanities Studies Study Plan of English and Translation Department



كلية العلوم والدراسات النظرية
College of Science and Theoretical Studies

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About

Dean's Word

Departments

Scientific Programs ▾

Study System ▾

Course Equivalency System

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Scientific Research and Graduate
Studies Unit

Saudi Electronic University > Colleges > College of Science and Humanities Studies > Study Plan of English and Translation Department

Study Plan of English and Translation Department

Structure of the Study Plan

University Requirements (34) Credit Hours

Course Code	Course Title	Credits
ENG 001	English I & II	16
ISLM 101-104	Introduction to Islamic Culture I-IV	8
CS 001	Computer Skills	3
COMM 001	Communication Skills	2
MATH 001	Introduction to Mathematics	3
CI 001	Academic Skills	2
Total Credit Hours		34

. Minor (optional)

Health Informatics

Course Code	Course Title	Credits
BIOL 101	Basic Medical Terminology	3
PHC 181	Sociology of Health Illness and Healthcare	3
BIOL 102	Introduction to Anatomy and Physiology	3
Total Credit Hours		9

Administration

Course Code	Course Title	Credits
ECON 101	Macroeconomics	3
MGT101	Principle of Management	3
E-COM 101	E-Commeroe	3
Total Credit Hours		9

LAW

Course Code	Course Title	Credits
LAW 101	Legal Environment of Business	3
LAW 402	Law of E-Commerce	3
LAW 401	Commercial Law	3
Total Credit Hours		9

10/21/2019

College of Science and Humanities Studies Study Plan of English and Translation Department

Department Requirements (9) Credit Hours

Course Code	Course Title	Credits
ARB 211	Arabic Composition I	3
ARB 221	Arabic Composition II	3
ARB 280	Applied Syntax and Morphology (Arabic)	3
	Total Credit Hours	9

Department Courses (127) Credit Hours

Course Code	Course Title	Credits
ENG 201	English Grammar I	3
ENG 202	Reading and Vocabulary Development	3
ENG 210	Academic Writing I	3
ENG 220	Listening & Speaking I	3
ARB 211	Arabic Composition I	3
ENG 230	Advanced Reading Comprehension	3
ENG 231	Listening & Speaking II	3
ENG 240	English Grammar II	3
ENG 250	Academic Writing II	3
ARB 280	Applied Syntax and Morphology (Arabic)	3
ENG 301	Introduction to Linguistics	3
ENG 310	Lexicography	3
ENG 320	Comparative Constructions	3
TRA 330	Introduction to Translation	3
ENG 340	English Language Culture	3
ENG 350	Introduction to Semantics and Pragmatics	3
ENG 360	Discourse Analysis and Text-linguistics	3
ARB 221	Arabic Composition II	3
TRA 370	Legal & Business Translation	3
ENG 380	Stylistics	3
ENG 401	Introduction to Syntax and Morphology	3
TRA 410	Consecutive and Bilateral Interpreting	3
TRA 420	Principles and Practices of Computer Assisted Translation	3
TRA 430	Summary and Sight Translation	3
TRA 440	Technical and Scientific Translation	3
TRA 450	Research Methodology	3
TRA 460	Simultaneous Interpreting	3
TRA 470	Issues and Problems in Translation Studies	3
TRA 480	Media Translation	3
TRA 490	Conference Interpreting	3
TRA 499	Translation Project	3
	Total Credit Hours	93
	Total	127

Four Year Plans of Study

First Year Program

10/21/2019

College of Science and Humanities Studies Study Plan of English and Translation Department

Level One

Course Code	Course Title	Credits
ENG 001	English	8
CS 001	Computer Skills	3
COMM 001	Communication Skills	2
Total Credits Hours		13

Level Two

Course Code	Course Title	Credits
ENG 001	English	8
MATH 001	Introduction to Mathematics	3
CI 001	Academic Skills	2
Total Credit Hours		13

Second Year Program

Level Three

Course Code	Course Title	Credits	Pre-requisite
ISLM 101	Introduction to Islamic Culture I	2	-
ENG 220	Listening & Speaking I	3	-
ENG 202	Reading and Vocabulary Development	3	-
ENG 210	Academic Writing I	3	-
ENG 201	English Grammar I	3	-
ARB 211	Arabic Composition I	3	-
Total Credit Hours		17	

Level Four

Course Code	Course Title	Credits	Pre-requisite
ISLM 102	Introduction to Islamic Culture II	2	ISLAM 101
ENG 231	Listening & Speaking II	3	ENG 220
ENG 230	Advanced Reading Comprehension	3	ENG 202
ENG 240	English Grammar II	3	ENG 201
ENG 250	Academic Writing II	3	ENG 210
ARB 260	Applied Syntax and Morphology (Arabic)	3	-
Total Credit Hours		17	

Third Year Program

Level Five

Course Code	Course Title	Credits	Pre-requisite
ISLM 103	Introduction to Islamic Culture III	2	ISLM 102
ENG 301	Introduction to Linguistics	3	Level Four
ENG 310	Lexicography	3	Level Four
ENG 320	Comparative Constructions	3	Level Four
TRA 330	Introduction to Translation	3	Level Four
ENG 340	English Language Cultural Studies	3	Level Four

10/21/2019

College of Science and Humanities Studies Study Plan of English and Translation Department

Total Credit Hours	17	
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Level Six

Course Code	Course Title	Credits	Pre-requisite
ISLM 104	Introduction to Islamic Culture IV	2	ISLM 103
ENG 350	Introduction to Semantics and Pragmatics	3	ENG 301
ENG 380	Discourse Analysis and Text-linguistics	3	ENG 301
ARB 221	Arabic Composition II	3	ARB 211
TRA 370	Business Translation & Legal	3	TRA 330
ENG 380	Stylistics	3	ENG 301
Total Credit Hours		17	

Forth Year Program

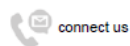
Level Seven

Course Code	Course Title	Credits	Pre-requisite
ENG 401	Introduction to Syntax and Morphology	3	ENG 301
TRA 410	Consecutive and Bilateral Interpreting	3	TRA 330
TRA 420	Principles and Practices of Computer Assisted Translation	3	TRA 330
TRA 430	Summary and Sight Translation	3	TRA 330
TRA 440	Technical and Scientific Translation	3	TRA 330
TRA 450	Research Methodology	3	TRA 330 ENG 301
Total Credit Hours		18	

Level Eight

Course Code	Course Title	Credits	Pre-requisite
TRA 460	Simultaneous Interpreting	3	TRA 330 TRA 410
TRA 470	Issues and Problems in Translation Studies	3	TRA 330 ENG 301
TRA 480	Media Translation	3	TRA 330
TRA 490	Conference Interpreting	3	TRA 330
TRA 499	Translation Project	3	Levels 3 to 7
Total Credit Hours			15

Textbooks List



About SEU

History and Timeline
Vision, Mission and Goals
Learning Environment
Technical environment
Online Learning

Structure

Rector
Vice Rector
Vice Rector for Planning, Development and Quality
Vice Rector for Branches
Vice Rector for Graduate Studies and Research

Colleges

College of Administration and Finance
College of Computation and Informatics
College of Health Sciences
College Of Science and Theoretical Studies

Appendix V: Translation Evaluation Rubric

Meaning Transfer Errors (10 pts.)		
Category	Number of Errors	Deduction
A (0.25-1/error)		
AMB (0.25-1/error)		
COH (0.25/error)		
F (0.25-1/error)		
L (0.25-1/error)		
MU (0.25-1/error)		
O (0.25-1/error)		
T (0.25/error)		
IND (0.25/error)		
TT (0.25-1/error)		
VT (0.25/error)		
OTH-MT (0.25-1/error)		
Total		/10
Mechanical Errors (10 pts.)		
Category	Number of Errors	Deduction
G (0.25/error)	SYN	
	WF/PS	
P (0.125/error)		
SP (0.125/error)		
D (0.25/error)		
C (0.25/error)		
U (0.25/error)		
OTH-ME (0.25/error)		
Total		/10
Final Total		/20

Appendix W: KSU's Standing Research Ethics Committee Approval Letter

جامعة الملك سعود
+966 11 4673355 هاتف
+966 11 4678897 فاكس

المملكة العربية السعودية
ج.ب. 2454 الرياض 11451
www.ksu.edu.sa



عمادة البحث العلمي

Ref No: KSU-HE-20-81

حفظها الله

سعادة الباحثة/ داتية عادل سلامة

السلام عليكم ورحمة الله وبركاته

إشارة إلى توصية اللجنة الفرعية لأخلاقيات البحوث الإنسانية والاجتماعية في جلستها الثالثة والعشرين بتاريخ ١٤٤١/٧/١٥ هـ، الموافق ٢٠٢٠/٣/١٠ م.

نفيدكم بموافقة اللجنة الدائمة لأخلاقيات البحث العلمي على إجراء البحث الموضح بالجدول الآتي:

م	اسم	البحث	الأداة	الحالة
١	داتية عادل سلامة	"تحليل كفاية الترجمة في الإعداد الأكاديمي للمترجم في المملكة العربية السعودية: دراسة حالة"	استبيان مقابلة مختبر	الموافقة

وعليه نأمل من الجهات المعنية بالجامعة تسهيل مهمة الباحثة.

وتفضلوا بقبول وافر الاحترام

عميد البحث العلمي

نائب رئيس اللجنة الدائمة لأخلاقيات البحث العلمي

أ.د محمد بن إبراهيم الوهيب



صورة إلى سكرتير اللجنة الدائمة لأخلاقيات البحث العلمي

٤/٦٧/٣١٩٣٨٢

١٤٤١/٠٨/٠٣ هـ