INVESTIGATING THE TRANSLATION COMPETENCE OF GRADUATES OF BACHELOR DEGREE PROGRAMMES IN JORDAN

OGAREET YACOUB KHOURY

Doctor of Philosophy

ASTON UNIVERSITY

JUNE 2016

**Investigating the Translation Competence of Graduates
of Bachelor Degree Programmes in Jordan**

Ogareet Yacoub Khoury
Doctor of Philosophy
2016

Summary

This thesis investigates perceptions of competence held by graduates, translator trainers, and employers. Previous research in Jordan had revealed that graduates struggle to secure a job in translation because translator training programmes do not prepare them sufficiently enough to meet the market requirements (Shunnaq, 2009; Yousef, 2004, Al-Hamad, 2014). This research takes these initial studies further by using the PACTE multi-componential translation competence model (2000, 2003, 2011). The study was conducted at two different phases in consequential procedures, combining quantitative and qualitative analyses. It revealed that while the graduates mildly agree on the development of their translation competence, the teachers and the employers disagree on this development and perceive several 'core competences' as lacking in graduates.

The study contributes to translator pedagogy in Jordan by providing detailed data on the competences that are underdeveloped in graduates relating them to the suggestions of the teachers on what needs to be stressed in the curriculum. Furthermore, it unveils the competences that are required the most by the employers versus those that are lacking in graduates. Based on the findings, the curriculum design can be amended to ensure more efficient programmes and thus a better development of translator competence.

This study also contributes to research into translation competence development by arguing that competence is not only a defined notion or a multi-componential model. Competence is a perception that is governed by a socio-cultural and academic context. In a context where the experts themselves are lagging behind in research and where the stakeholders are working out of sync, the concept of translation competence still seems to be basically determined by the bilingual competence. Furthermore, the study also contributes to translation pedagogy by revealing that when the students' role is suppressed, the students show poor ability to assess their development, thus over-estimate themselves.

Acknowledgements

Firstly, I would like to express my sincere gratitude to my supervisor, Professor Christina Schaeffner, for her continuous support of my Ph.D. research project, her patience, motivation, and immense knowledge. Her guidance helped me during the entire period of the research writing. She has always motivated the critical thinking and the logical reasoning in me.

Besides my supervisor, I would say the completion of this thesis could have never been possible without the support of my beloved husband Samaan. He encouraged me at times of depression, at those times when I thought that the light at the end of the tunnel would never be seen. He was always there a shoulder to lie on when he himself was in need for support that I surely was unable to offer. He exerted every effort to make me feel that the accomplishment of this research project was a priority.

I would also like to thank my four children who accepted the fact that this research project had to share with them my time, attention and dedication. Even the youngest child seemed to understand the fact that I was there but not fully there for him. It is quite an amazing feeling when a three-year old child provides support unconsciously.

Thank You All,
Ogareet

List of Contents   Page

List of Tables   Page

List of Figures   Page

Chapter One

Introduction

1.1 Socio-cultural context

The territories of the Fertile Crescent along with the Arabian Peninsula and North Africa constitute what is known today as the Arab World. These territories were long inhabited by bilinguals who used Arabic as their everyday language in addition to other languages for trade (Hitti, 1937). With the rise of Islam especially during the Umayyad and the Abbasid Caliphates between 600 AD and 900 AD, the Arabic language became a written literary language and was declared the sole administrative language of the Islamic Empire (Baker and Hanna, 2011).

After the decline of the Ottoman Caliphate regime, several Arab countries had undergone a period of European colonization (e.g. by France, Britain and Italy). Jordan as an ex-British protectorate has remained allied with the West and has maintained economic, military and diplomatic relations with countries such as Britain and the USA. As a result, the English language has been and is still considered the first foreign language taught as a compulsory school subject from grade one. Today, English is a commercially and politically dominant language in Jordan where it is perceived as an economically useful foreign language and a basic requirement for the highest paid jobs (British Council, 2012; Al-Saidat, 2009; Drsbseh, 2013; Overpeck, 2013).

In such a bilingual milieu, translation came onto the scene towards the end of the 1940s (Ministry of Culture, 2002) and gained more importance by the beginning of the 1960s (see 1.3.3.1). The fact that Jordan is a secure country in a region of conflict makes it an attracting shelter for Palestinian, Iraqi and more recently Syrian refugees. The need for translation and interpreting services to facilitate communication between the UN organizations and their beneficiaries; i.e. the refugees, has also been increasing.

Translation services in Jordan are provided by translation services providers (translation agencies), free-lancers, or in-house translators who are employed by embassies, international companies, UN organizations and NGOs. Translator training was first offered at the postgraduate level at Yarmouk University in 1984. With the beginning of the 1990s, undergraduate translator training programmes started to be offered by several Jordanian

universities but mainly by private universities. Today, the Jordanian universities provide the translation labour market with hundreds of graduates (BA and MA holders) every year.

Some years ago, a few studies on the effectiveness of translation training in the Jordanian context started to be conducted and revealed deficiencies in the programmes. The findings arrived at still show that this area related to translation competence and training is under-researched in Jordan.

1.2 Research context
1.2.1 Problem in context

In the Jordanian context, the general competence of translation graduates has never been empirically investigated since the launching of the first undergraduate programme at the beginning of the 1990s. However, previous studies showed that the translator training programmes need to be amended and translation students do not seem to be well-prepared for a job in the labour market. As a result, the employability rate of such graduates is relatively low. A study conducted by Yousef (2004) identified several deficiencies in the undergraduate translator training programmes and unveiled that a considerable number of BA translation holders do not end up working in translation. Similarly, Al-Hamad (2014) pointed to a lack of qualified translators which he attributed to deficiencies in the design of the translator training programmes in Jordan and recommended amending the programmes. The fact that some graduates may be declined for a job in translation for lacking the required competence or may alternatively be employed for a different job creates a socio-economic problem in their employment process.

A study by Shunnaq (2009) discussed several deficiencies in the design of the undergraduate translator training programmes and recommended conducting empirical research on the graduates' competence by surveying different actual stakeholders. This investigation has not yet been made in the Jordanian context. Taking the graduates' competence as a point of departure can inform improvements in the programmes based on the competences developed versus those that remain underdeveloped. Reflections of competence need to come from actual stakeholders who are directly involved in the training and the employment process in order to obtain pragmatic and objective feedback. The present study, which tackles the competence of inexperienced graduates at the undergraduate level from the perspectives of the three stakeholders; i.e. the teachers, the employers and the graduates themselves, aims to make a contribution to this research.

1.2.2 Aims and objectives of the study

Al Hamad (2014) claims that universities in Jordan need to take the responsibility of initiating quality translator training and suggests that 'the first step of change in the translation programmes in the Jordanian universities must be in the curriculum' (Al-Hamad, 2014: 205). While the suggestion in itself is a step in the right direction; however, the curriculum design needs to be guided by the competences intended to be acquired (Hurtado-Albir, 2007; Kelly, 2005). In other words, if there are indications that the graduates' competence does not meet the requirements of the industry -as claimed by Shunnaq (2009)- then identifying the competences that need to be developed further should be the point of departure.

Hence, the study aims at investigating competence of inexperienced graduates in terms of what has been developed from the perspective of the graduates versus what seems to be still lacking from the perspectives of the university teachers and of the employers as essential stakeholders. In addition, the study also aims at comparing the competences graduates lack/ show to the competences considered essential or very important by the employers. The purpose of involving actual stakeholders is bridging the assumed gap between the academic world and the professional world. In addition, the issue raised by Yousef (2004) that many translation graduates do not work as translators is investigated in the present study from two angles. Firstly, the graduates' motivation to join translator training programmes and work as future translators; i.e. their initial intention to work in translation. Secondly, the quality of their translations from the perspective of the prospective employers; i.e. if they are perceived or if their translations are seen as good enough by the employers to qualify them for a job.

Based on claims by Al-Hamad (2014) that the quality of the curriculum at the Jordanian universities is not very high, certain areas in the curriculum design such as entry requirements, study plans and teaching methods are also addressed. The ultimate aim here is to arrive at pedagogical implications as a result of relating the competences still lacking to the assumed gaps in the programmes. Evaluating the competence of undergraduates is meant to be as objective as possible. Hence, the evaluation is carried out by actual role players in everyday life of the academic and the professional worlds.

This competence investigation is tackled from two different angles; a general perception of the graduates' competence and an operationalized product assessment of their translations.

1.2.3 Focus of the study and research questions

Out of the thirteen BA and MA translator training programmes in Jordan, ten undergraduate programmes are offered by private universities and five of these are located in the capital city, Amman. Since the private universities are taking the lead, graduates[1] of all the five private universities in Amman were selected to be the focus of the study[2]. Further discussion of the translator training programmes in Jordan in general and at the selected universities in particular is presented in 1.3.1 and 1.3.2. The employers were selected from the translation service providers registered at the Amman Chamber of Commerce; the category which was found to represent the most convenient sample for the purpose of the study (see 1.3.3). The sampling of all stakeholders was confined to Amman for convenience of approaching the subjects and for ensuring a smoother progress of the research.

Therefore, the three groups of assessors carrying out the competence evaluation belong to three different categories: 1) translation teachers at the five private universities (as second party assessors), 2) employers at the translation service providers (as second party assessors) and 3) a selected group of graduates (of the academic year 2013/2014) from the five private universities (as self-assessors).

The overarching research question the present study aims to answer is: *How is the competence of translation graduates perceived by the teachers, the employers and the graduates themselves?* The following sub-questions are derived from this main question:
- What competences do graduates seem to lack from the teachers' perspective?
- What types of deficiencies and errors are considered crucial for teachers in evaluating competence in a given written translation?
- What is considered essential or very important to be amended or further stressed in the curriculum design in terms of entry requirements, study plans and teaching methods from the teachers' perspective?
- What competences do graduates seem to lack from the employers' perspective?

---

[1]Employers were asked to evaluate the inexperienced graduates they deal with. Teachers were asked to evaluate their final year/final term students (graduates-to-be). The sampled students from the five universities were final year/ final term students (graduates-to-be). However, the label 'graduates' is used throughout the study

[2] Graduates of public universities were excluded to maintain a homogeneous sample as entry requirements slightly differ at those universities (see 1.3.1.1).

- What competences do employers look for when employing candidates and how are these candidates selected for the job?

- How well do translation graduates meet the competences required the most by the employers in the industry?

- What type of deficiencies and errors are considered crucial for employers in evaluating competence in a given written translation?

- Which of the assessed translations are good enough to lead to a job offer?

- What competences do graduates believe they have developed as a result of joining the programme?

- How is competence self-evaluated in a given written translation?

The significance of the overarching question and how the sub-questions are related to it is discussed in 3.2. Section 1.2.4 presents a general summary of the methodology of the study while more details are discussed thoroughly in 3.4, 3.4.1 and 3.4.2, Chapter Three.

1.2.4 Methodology

The present empirical study investigates competence by employing several research instruments comprising open and closed-ended questionnaires, corpora of graduates' translations, and focus group discussions. The official documents released on the academic institutions and the service provision are analyzed to provide background information against which some data are interpreted. In addition, the content analysis of the documents informs the major part of the background information discussed in 1.3.1, 1.3.2 and 1.3.3.

To investigate the several components that constitute translation competence, the multi-componential translation competence model (Process of Acquisition of Translation Competence and Evaluation (PACTE), 2003), is used to guide the present study for the reasons discussed in 2.2.4. The translation sub-competences highlighted in the model are the bilingual competence, the transfer and strategic competence, the extra-linguistic competence (world and domain knowledge), the instrumental competence (search and research skills) and knowledge about the translation profession. Despite the fact that they are interrelated, the study investigates each sub-competence with its associated components separately to yield detailed data (see 3.4.2.1.1). In addition to the PACTE competence model, some theories in translation pedagogy guide the inquiry of competence-oriented training. Furthermore, some modes of investigation used in previous studies were adopted in the present study. The rationale behind using certain theoretical views or modes of investigation is discussed in 2.3 and its subsequent sections

The data collected from the empirical research are analysed quantitatively and qualitatively by employing a mixed approach and are interpreted in light of the status quo of translator training and practice. Since the samples of the study are selected from two populations; namely, teachers and graduates at the undergraduate translator training programmes and employers at the translation service providers in Amman, some background information on these populations is provided below.

1.3 Universe of participants

The following three sections (1.3.1 and 1.3.2 and 1.3.3) provide background information on the translation training system (the academic world) and the translation practice (the professional world) in Amman-Jordan.

1.3.1 Translator training: Overview

This section presents a descriptive account of the translator training programmes at the undergraduate level based on a compilation of data and content analysis of official documents including laws and regulations of the Higher Education Accreditation Commission (HEAC) and various documents issued by the five universities. In addition, a significant part of the background information provided below is based on a recent report by the Education, Audio-visual and Culture Executive Agency (EACEA) published in 2012 on the educational system of Jordan at the undergraduate level.

The main areas covered below are the entry requirements, the study plans, the core learning components, the policy and procedures of assessment and progression and the required qualifications and skills of the academic staff.

1.3.1.1 Entry requirements

According to the Ministry of Higher Education (www.mohe.gov.jo), the board of Higher Education is responsible for determining the minimum entry requirements for each faculty at the public and private universities. Higher entry requirements and stricter criteria are imposed on programmes of public or state-run universities. Public universities are basically non-profit institutions that accommodate the biggest number of school leavers every year; therefore, acceptance to these universities is highly competitive. The minimum grade required for acceptance to a programme in Languages or Translation at the public universities is a total average of 65% at the General Secondary Examination (GSE). However, this matter is highly governed by demand; i.e. when demand is high on a particular programme for a specific term

or an academic year, the minimum accepted grade is increased. By way of illustration, the minimum grade accepted for joining the translator training programme at the Yarmouk University in 2009 was 86.8% due to high demand during that academic year (see http://www.yu.edu.jo/index.php?option=com_k2&view=item&id=235). This grade was apparently by 20 grades higher than the minimum average required by the Ministry. Similarly, the minimum required average for admission to the translation programme at the German Jordanian University was 75% for the academic year 2014/2015 and 70% for 2015/2016 (see at www.gju.edu.jo). In addition, this university whose training programmes are offered in English, Arabic and German requires the applicants to pass language proficiency entrance exams and to sit for an interview.

In accordance with Article 6/A/5 of law No. 23 (2009) of the Ministry of Higher Education and Scientific Research (see www.mohe.gov.jo), the entry requirement for joining a translator training programme at a private university is obtaining a minimum total average of 60% at the GSE. As per the official sites of the five universities included in the study, the total average is the sole determining factor for acceptance regardless of the individual grades of each school subject and candidates are not required to sit for entrance exams. The fact that private sector universities are normally profit-seeking institutions makes the selection policy a bit looser than it is at the state-run universities. In other words, the minimum required average for admission is unlikely to be increased at private universities according to demand as is the case with the public universities.

1.3.1.2 Assessment and progression

According to the EACEA report, bachelor degree programmes in the faculties of Humanities or Arts require sitting for at least two semester exams and one final exam in each of the registered courses. Laboratory courses may require sitting for one written exam and one practical (oral) exam. Semester work accounts for 50% of the overall grade of the course and the final exam accounts for the other 50%.

The grade point average (GPA) for undergraduate students to remain in good standing is a minimum of 60%. If the GPA falls below this, the student receives a written warning. Students failing to raise their grades after they receive the final warning can be expelled. (EACEA, 2012).

In the past few years, HEAC has introduced competency exit exams to assess the quality of graduates as well as their universities for purposes of quality assurance. While sitting for the exam is obligatory, passing the exam is not a condition for graduation.

According to the releases of HEAC, competency tests are held at three different levels: the macro-level, mid-level and micro-level (see www.heac.org.jo,). The skills and abilities tested at the macro-level include: skills of inquiry and analysis, critical and creative thinking, logical and mathematical reasoning, written and oral communication skills, information literacy, team work and problem solving skills, civil knowledge and ethical reasoning. The questions at the macro-level are designed for all university students regardless of the faculty they belong to. The skills and abilities tested at the mid-level are faculty-specific but not programme-specific. This means that at the mid-level, the questions are designed for a group of related programmes which are categorized in one big family, labelled as a specialization family such as the 'Engineering family' or the 'Administration and Business family', etc. Until the first term of the academic year 2013/2014, the families of specializations that were subjected to the mid-level tests were confined to: Psychology and Education, Engineering, Administration and Business, Medicine and Health, Computing and Information Technology. From the second term of the academic year 2013/2014, some more specializations were included in the examination of the mid-level. These were Media and Journalism, Physical Education, Social Studies, Religious Studies, Literature and Linguistics, Audio-visual Art, Natural Sciences, Agriculture and Law. The plan is to implement the micro-level test gradually for some limited specializations.

Translator training programmes lie within the family of Literature and Linguistics as per the classification of HEAC. Despite having a distinct study plan, Translation is not yet considered a fully independent specialization in Jordan and translation programmes are still offered within the department of English at the vast majority of universities (see 1.3.2.1). Therefore students of Translation, Linguistics and Literature sit for the same HEAC competency exam[3]. The type of questions designed for the mid-level for this specialization family are general non-specialized questions related to common disciplines that are integrated within this family. Therefore, until the present day, graduates of this family only sit for a competence test at the macro level and the mid- level.

1.3.1.3 Academic staff

According to the same report by EACEA, the vast majority of the academic staff are holders of a Doctorate degree (PhD) from Jordanian or non-Jordanian institutions. Some university

---

[3] No past papers have been released by HEAC. Universities are only informed of the scope and the type of questions to be expected from the information announced on the official site of the Ministry of Higher Education.

teachers hold a Master's degree and are appointed with the rank of Lecturer. They are promoted to the rank of Instructor upon the completion of three years of teaching. Professors are normally appointed with the rank of Assistant Professor and are promoted to the rank of Associate Professor then the rank of Full Professor. The promotion is conditioned by completing a minimum of five years in teaching and publishing a number of research papers in refereed journals. In accordance with the regulations of HEAC, the ratio of teachers to students should be no less than 1:30.

1.3.1.4. Study plans as imposed by HEAC

The core learning components that need to be covered within the compulsory requirements of the undergraduate translator training programmes are determined by the Ministry of Higher Education in accordance with paragraphs (A) and (K) of Article (7) Law of Higher Education Accreditation Commission No. (20) 2007.

The following presents a framework of the core learning components that need to be generally included in the study plan of a translator training programme as well as the facilities that the universities need to make available for translation students. The following sections from (A) to (F) are presented in English precisely as they appear in the official document of HEAC (Item 2 of Article 7) which is only available in Arabic (Appendix 15)

_____

A: Basic compulsory theoretical disciplines

Disciplines (Knowledge Areas)	Minimum Credit Hours[4]
Language Skills: listening, speaking, reading and synthesis, essay writing and research writing.	12
Literary Studies: Introduction to English Literature, short story, Novel, Poetry.	9
Linguistic Studies: Introduction to Linguistics, Intermediate Grammar, Advanced Grammar, Semantics, History of English Language, Sociolinguistics, Discourse Analysis, Stylistics.	9

---

[4] Normally, each course in the plan is given three credit hours. This means that the course is taught for three hours weekly (either a sixty-minute lesson, three times a week or a ninety-minute lesson, twice a week). For instance, a programme of 132 credit hours means that students need to take a total of 44 courses (132/3) throughout the four years.

Practical Translation: General Translation from English into Arabic, General Translation from Arabic into English, Journalistic Translation, Consecutive and Simultaneous interpreting from English into Arabic and Arabic into English, Translation of legal texts, scientific translation, court and conference translation	18
Theoretical Studies of Translation: Theories of Translation, Translation Seminar, Lexicology and a Special Topic in translation	9

B: Ancillary Disciplines

Disciplines (Knowledge of Areas)	Minimum Credit Hours
Language Skills: Arabic Syntax for translation, Arabic Rhetoric for Translation	3
Phonetic Studies: English Phonetics	3

C: Practical Courses: courses of General Translation into English and Arabic as well as courses of specialized translation such as legal and media translation (3 credit hours each)

D: Internship: Field Training (3 credit hours)

E: Dictionaries, Encyclopaedias and other sources: Dictionaries, Encyclopaedias and other references should be available in the library for students as follows:

-Four types of lexicons: Two English lexicons such as Dictionary of Political Terms or American Spirit Political Dictionary and two types of Arabic lexicons in addition to bilingual lexicons of legal, economic, technical, military, literary and psychological terms.

-Four types of encyclopaedias such as Encyclopaedia of Translation Studies in addition to four general encyclopaedias; two in English and two in Arabic.

-Six different dictionaries; a minimum of two English monolingual dictionaries, two English-Arabic dictionaries and two Arabic-English dictionaries.

F: Language laboratories: should be available at the department as follows:

-A fully equipped and appropriately furnished Language Lab provided with video tape and DVD players, data show, a collection of linguistic and literary audio recordings related to the study plans in addition to the necessary recording system and equipment.

-A multipurpose, multimedia lab connected to the internet for translation purposes especially for consecutive and simultaneous interpreting. [End of the translation].

The above mentioned learning components imposed by HEAC provide a general framework for the universities offering translation at the undergraduate level. However, with reference to the study plans of the different undergraduate programmes in Jordan (see 1.3.2.2), it can be noticed that these learning components are not to be fully adhered to but are rather considered as guidelines.

1.3.2 Translator training programmes: Amman private universities

While several aspects are common among all the universities in Jordan, there are two areas in which universities differ. The first area is related to the entry requirements which are higher at the public universities as discussed above in 1.3.1.1. The second area is the way in which the core learning components -illustrated in 1.3.1.4- are reflected in each study plan. As will be shown in 1.3.2.2, study plans also differ within the same category of universities; i.e. private universities.

Section 1.3.2.1 below provides a brief historical and academic background of each university included in the study, followed by an integrated content analysis of their study plans. According to HEAC, accomplishing a minimum of 132 credit hours is required by translation undergraduates to obtain the Bachelor Degree in Translation. However, as shown in 1.3.2.1, universities may require some more credit hours to be accomplished. These credit hours are distributed among general education courses that are offered by the university for students of all departments, faculty courses that are shared by students of the same faculty and departmental courses that are shared by students enrolled in the same programme. Departmental courses are divided into elective and compulsory requirements. A quantitative and qualitative analysis of the departmental courses is presented in section 1.3.2.2 with special emphasis on departmental compulsory requirements since they are the courses that have to be taken exclusively by all translation students

1.3.2.1 Background

The five private universities that offer translator training programmes in Amman comprise Ahliyya Amman University, Applied Science University, Isra University, Petra University and Zaytoonah University. They started opening at the beginning of the 1990s. The background information listed below is compiled from the online and paper documents released by the universities including their official websites, brochures, student manuals, study plans and course descriptions of 2010/2011 (see 1.3.2.2).

Three private universities; namely, Ahliyya Amman University (AAU), Isra University (IU) and the Applied Science University (ASU) were opened in 1991. The first one to open in that year was Ahliyya Amman University (AAU) which offers 29 Bachelor programmes and 6 Master programmes. It includes about 250 full-time faculty members with a student annual enrolment ranging between 6000 and 6500 at the undergraduate and postgraduate levels. The AAU embraces eight different faculties comprising Faculty of Arts and Science, Faculty of Engineering, Faculty of Law, Faculty of Administrative and Financial Sciences, Faculty of Information Technology, Faculty of Architecture and Design, Faculty of Nursing and Faculty of Pharmacy and Medical Sciences. The translator training programme at the AAU is only offered at the undergraduate level within the department of English Language and Translation. Translation undergraduates have to accomplish a total of 138 credit hours; i.e. a total of 46 courses to obtain a Bachelor Degree in translation (Ahliyya 2010/2011 study plan: Appendix 16). The learning objectives declared by the AAU for the translation undergraduate programme include: 1) '*producing competent graduates, equipped with multifarious language and translation skills and 2) providing students with the necessary skills in simultaneous and sequential translation*[5] [sic]. (see www.ammanu.edu.jo/EN/Faculties2/letters/dept2).

Applied Science University was also opened in 1991. It offers 28 Bachelor Degree programmes and one Master programme. The university embraces between 250 and 300 full-time faculty members with a student annual enrolment of around 8000 at the undergraduate and postgraduate levels. It comprises eight faculties: Faculty of Arts and Humanities, Faculty of Law, Faculty of Economics and Administrative Science, Faculty of Engineering, Faculty of Pharmacy, Faculty of Information Technology, Faculty of Nursing, and Faculty of Art and Design. The translator training programme at the ASU is only offered at the undergraduate level within the Department of English Language and Translation. Translation undergraduates have to accomplish a total of 135 credit hours; i.e. a total of 45 courses to obtain a Bachelor Degree in translation (Applied Science 2010/2011 study plan: Appendix 17). The learning objectives declared by the university to be achieved by the end of the programme include: '*preparing efficient translators/ interpreters who are highly skilful in the three domains of translations; written, simultaneous and consecutive translation*' [sic] (see www.asu.edu.jo/Faculties/DeptDefault.aspx).

Isra University (IU) offers 25 Bachelor programmes and 6 Master programmes. The student annual enrolment ranges between 6000 and 7000 taught by around 200 full-time

---

[5] As it can be noticed, universities use different labelling for consecutive and simultaneous interpreting and they are copied as they appear on the universities' websites and study plans

faculty members. IU embraces eight faculties: Faculty of Arts, Faculty of Educational Sciences, Faculty of Law, Faculty of Engineering, Faculty of Information Technology, Faculty of Economics, Faculty of Nursing and Faculty of Pharmacy. The translator training programme is only offered at the undergraduate level by an independent department named Translation Department. Isra University is the only private university that offers the translator training programmes within an independent Translation department. Translation undergraduates have to accomplish a total of 132 credit hours; i.e. a total of 44 courses to obtain a Bachelor Degree in translation (Isra 2010/2011 study plan: Appendix 18[6]). The learning objectives declared by the IU include: '*preparing qualified translators for written and oral translations in all fields'* [My translation] see http://iu.edu.jo/colleges/art/Departments_Translation.php#).

Petra University was opened in 1996. It offers 26 Bachelor Degree programmes and 3 Master programmes. The university has around 300 full-time faculty members with a student annual enrolment that ranges between 6500 and 7000. It embraces seven faculties which are: Faculty of Information Technology, Faculty of Architecture and Design, Faculty of Administrative and Financial Sciences, Faculty of Arts and Sciences, Faculty of Law, Faculty of Pharmacy and Medical Sciences and Faculty of Mass Communication. The translator training programmes are offered at the undergraduate and the postgraduates levels within the Department of English. Translation undergraduates have to accomplish a total of 135 credit hours; i.e. a total of 45 courses to obtain a Bachelor Degree in translation (Petra 2010/2011 study plan: Appendix 19). The learning objectives declared by Petra University include: '*preparing students for a career in translation; a rich exposure to translation of various levels and genres: written, oral, specialized, simultaneous, and consecutive in addition to some theoretical and practical studies'* (see www.uop.edu.jo/En/Academics/FacultyofArtsandSciences/EnglishDepartment).

Zaytoonah University was opened in 1993. It offers 27 Bachelor Degree programmes and 4 Master programmes. The university embraces around 300 faculty members with an annual student enrolment ranging between 7000 and 8000. It comprises seven faculties which are: Faculty of Science and Information Technology, Faculty of Pharmacy, Faculty of Nursing, Faculty of Arts, Faculty of Economics and Administrative Sciences, Faculty of Law, Faculty of Engineering and Technology. The translator training programme is only offered at the undergraduate level within the Department of English. Translation undergraduates have to accomplish a total of 132 credit hours; i.e. a total of 44 courses to obtain a Bachelor Degree in

---

[6] Isra study plan is only available in Arabic

translation (Zaytoonah 2010/2011 study: Appendix 20[7]). The learning objectives declared by Zaytoonah University on its official site are more generic than the learning objectives declared by the other four universities which are stated as: '*provide well-prepared, qualified and competent cadres who have the ability to integrate and cooperate with all sectors'*. (see www.zuj.edu.jo/faculty-of-arts/departments-of-arts/department-of-english/english-vision-mission-and-objectives).

1.3.2.2 Study plans

A study plan normally provides guidance to the students on the courses to register throughout the four years; the courses that are obligatory, those that are electives and those that have pre-requisite(s) versus those which do not. The study plans investigated for the purpose of this study (Appendices 16-20) are those for the academic year 2010/2011. These were the study plans which graduates of the year 2013/2014 -who were sampled for the study- adhered to (further details on sampling procedures are illustrated in section 3.4.2.3). The weight of the different requirements in the study plan is summarized below. Table 1.1 highlights the total credit hours required for obtaining the BA degree in each university, the distribution of these credit hours among the university requirements, the faculty requirements and the departmental requirements along with a calculated percentage of the weight of each category of requirements within the overall study plans.

Table: 1.1 Weight of requirements in the study plans of the private universities

University	Total Credit Hours	University Requirements (credit hours: CH)	Faculty Requirements (credit hours: CH)	Department Requirements (credit hours: CH)
Ahliyya AAU	138	27 (19.5%) 12: compulsory 15: elective	21 (15%) 15: compulsory 6: elective	90 (65%) 78:compulsory 12: elective
Applied Science ASU	135	27 (20%) 12: compulsory 15: elective	21 (15.5%) 15: compulsory 6: elective	87 (64%) 81: compulsory 6: elective
Isra IU	132	27 (20%) 12: compulsory 15: elective	21 (16%) 12: compulsory 9: elective	84 (64%) 66:compulsory 18: elective

---

[7] The study plan provided by Zaytoonah is the one in effect from 2008/2009_2011/2012. An updated one that started to be in effect from the academic year 2012/2013 is also attached for further discussion regarding the amendments. Both were only available in Arabic.

Petra UOP	135	27 (20%) 12: compulsory 15: elective	21 (16%) 9: compulsory 12: elective	87 (64%) 75:compulsory 12: elective
Zaytoonah ZUJ	132	27 (20%) 12: compulsory 15: elective	21 (16%) 9: compulsory 12: elective	84 (64%) 60:compulsory 21: elective

For the purpose of this study, only the courses offered as departmental compulsory requirements are investigated more closely since they constitute the compulsory domain that is required from every translation student without exception.

1.3.2.2.1 Departmental compulsory requirements

Based on the study plans and the course descriptions released and published by the universities, this sub-section reflects a qualitative description of the departmental compulsory courses in terms of the nature of these courses and the categories to which they belong as well as their weight within the overall study plans. The basic learning components are reflected as follows across the five universities.

o L2 Skills: the study plans of the five universities include components of L2 skills courses such as *Grammar, Reading, Writing, Speaking* and *Listening Skills*. However, neither the nature nor the weight of these courses is standardized among the five universities. Some of these Language Skills courses are set as pre-requisites to translation courses as is the case at Ahliyya University in which *Reading* is a pre-requisite to *Introduction to Translation* and at Applied Science and Petra universities in which a writing course in L2 appears as a pre-requisite to *General Translation*. In addition, the distribution of these courses across the departmental requirements differs. For instance, in the study plans of Zaytoonah and Petra, the basic L2 skills (reading, writing, listening and speaking) are all reflected in the departmental compulsory courses while they are distributed between compulsory and elective courses in the study plan of Isra University. Among the five universities, a course of *English for Specific Purposes* is reflected only in the study plan the Applied Science University.

o Literary and Linguistic Studies: in each study plan, there is a particular weight for disciplines of Linguistics and Literature. These include *Introduction to linguistics, Phonetics, Semantics, Psycholinguistics, Pragmatics, Discourse analysis, Introduction to Literature, Drama, Novel*, etc. which are all offered in the foreign language; i.e. English. In two study plans, courses of Linguistic studies are set as pre-requisites for translation courses. For instance, at Ahliyya University, *Introduction to Linguistics* is a pre-requisite for *Consecutive* and *Simultaneous Interpreting* and at the Applied Science University; *Discourse Analysis* is a pre-requisite to *Introduction to Translation Theory*.

o Practical translation courses (general and specialized, written translation and interpreting): general written translation are those courses offered from English into Arabic and Arabic into English. They aim at training students to translate general, non-specialized texts that could be of a narrative, descriptive, or informative type. Two courses at least of general translation are reflected in each study plan in which they are considered pre-requisites to specialized translation. However, the pre-requisites of the general translation courses vary from one university to another. For instance, the pre-requisite to general translation courses at Zaytoonah University is *Introduction to Translation* while it is *Writing Skills* at Petra University and none at Isra University.

Specialized translation courses focus on translation of specialized texts from Arabic into English and English into Arabic. Universities differ in the specialized fields they offer as compulsory requirements and those which are left as elective requirements. For instance, while *Literary Translation* appears as a compulsory requirement in the study plans of Ahliyya, Isra and Petra universities, it is offered as an elective course in the study plan of Applied Science University while it is completely absent in the study plan of Zaytoonah University. The only specialized translation course that appears as a departmental compulsory requirement in every study plan is *Legal Translation.* Pre-requisites of specialized translation courses include translation theory courses along with practical general translation courses in some study plans while they are confined to practical general translation courses in .other study plans. The number of specialized translation courses also varies from one university to another. They range between one course at Zaytoonah University and five courses at the Applied Science University.

Oral Translation (consecutive and simultaneous interpreting) is normally taught at language laboratories. They aim at training students in bi-directional consecutive and simultaneous interpreting. With reference to the study plans, it can be noticed that they are either offered as two separate courses (e.g. at Zaytoonah University) or combined in one course but offered at two different levels such as *Consecutive and Simultaneous Interpreting* (1) and (2) (e.g. at the Applied Science University). The pre-requisites for oral translation courses vary from one university to another and are either theory or practical translation courses or both. In addition, in the universities where consecutive interpreting is offered in a separate course from simultaneous interpreting, the former appears as a pre-requisite to the latter.

o Theoretical Studies of translation: in each of the five study plans, at least one basic theoretical translation course is offered under the course title *Introduction to Translation* or *Translation Theories*. According to the course descriptions provided by the universities, these types of

courses focus on theories and principles of translation, types of meaning and equivalence at and above the word level. The pre-requisites of translation theory courses vary from one university to another. For instance, *Oral Skills* (an L2 skills course) is a pre-requisite for *Introduction to Translation* at Ahliyya University and *Discourse Analysis* (a Linguistics course) is a pre-requisite for *Introduction to Translation Theory* at Applied Science University while no pre-requisites are imposed on *Introduction to Translation* at Zaytoonah University.

o Internship or 'field training' – as is called in the study plans- is a course that offers students practical training at translation service providers or in some cases at media institutions. Field training is reflected as a departmental compulsory requirement in every study plan except for that of Zaytoonah University (although it was added later in the study plan of 2012/2013). With reference to the pre-requisites of field training, it can be noticed that it is considered an advanced course that has to be preceded by a minimum number of credit hours. For instance, at Ahliyya University, field training needs to be preceded by an accomplishment of a total of 90 credit hours while at the Applied Science University and Petra University this course is to be preceded by an accomplishment of a series of theory and practical translation courses; e.g., *Introduction to Translation, General Translation* as well as *Consecutive* and *Simultaneous Interpreting.* As a result, students in general would not be able to take this course until their final year. In fact, students are normally advised to take their internship during their final term.

o Computer-assisted translation courses: the only university in which a CAT[8] course is reflected within its departmental compulsory requirements is Ahliyya University. In the course description, it is described as a course that aims at training students to use different computer programmes to aid them in translation.

A quantitative analysis of the weight allocated to the departmental compulsory courses in each study plan is provided in Table 1.2 below. Based on the course descriptions provided by the universities, the weight of each category of courses is specified.

---

[8] According to O'Hagan (2011), CAT tools include applications such as word processors, optical character recognition software, internet search engines, electronic dictionaries, corpus analysis tools, terminology extraction and terminology management systems as well as translation memories.

Table 1.2 Weight of learning components within the departmental requirements

University	Weight within the Study Plan /CH	Distribution of departmental compulsory requirements (DCR) in credit hours (CH)				
		Translation	Linguistics	Literature	L2 Skills	Others
Ahliyya	78 (57%)	30 CH (38%)	15 CH (19%)	6 CH (8%)	21 CH (27%)	6 CH (8%)
Applied Science	82 (61%)	33 CH (40%)	18 CH (22%)	9 CH (11%)	16 CH (20%)	6 CH (7%)
Isra	66 (50%)	30 CH (45%)	21 CH (32%)	3 CH (5%)	3 CH (5%)	9 CH (14%)
Petra	75 (56%)	33 CH (44%)	15 CH (20%)	9 CH (12%)	15 CH (20%)	3 CH (4%)
Zaytoonah	60 (45%)	24 CH (40%)	15 CH (25%)	9 CH (15%)	12 CH (20%)	0 CH (0%)

The table above reveals that the compulsory departmental requirements across the five universities constitute an average of 54% of the overall credit hours required to obtain the degree. Translation practical and theory courses constitute an average of 41% of the departmental compulsory courses (the highest share) followed by the share of the linguistic courses (23.6%). The L2 skills courses constitute a share of 18% and the literary courses reflect the lowest weight (10%).

In conclusion, it can be noticed that the method by which the courses are offered do not follow a pattern across the five universities especially with regard to the order in which courses are to be taken as well as the weight of some requirements which vary from university to another. For instance, the weight of L2 skills courses vary remarkably between Ahliyya University and Isra University while their L2 entry requirements are the same. What was found common is that the study plans do not provide guidance regarding the recommended year for completing a specific course. This decision is left for the students. The only guidance provided by the study plans is reflected in imposing pre-requisites for some courses.

The following section provides background information about the second system from which the participants in the study are selected; namely, the translation service providers in the professional world.

1.3.3. Translation service provision

Information about the translation service in Jordan is not yet sufficient to be used as a reliable basis for analysis. However, the following descriptive account is based on a compilation of data from the few sources available. These sources comprise online records of the registered translation agencies at the Ministry of Industry and Trade; the Amman Chamber of Commerce

and some reports released by the World Bank on the demography and economy of Jordan (2015). In addition, there is some reliance on the previous studies conducted on the translation service sector in Jordan which described the status and the nature of the service provision (Shunnaq, 2009; Yousef, 2004; Al-Hamad, 2014).

1.3.3.1 Overview

Jordan or officially the Hashemite Kingdom of Jordan is located in the heart of the Middle East, bordered by Saudi Arabia to the south and east, Iraq to the north east, Syria to the north and Palestine and Israel to the west. The territory of Jordan covers about 89,342 square kilometres with an estimated population of 9,000,000.

Jordan's economy is the smallest among its neighbouring countries in the Middle East due to its limited natural resources and insufficient supplies of water and oil. Other challenges facing Jordan include high rates of poverty, unemployment (a rate of about 14%) and a large budget deficit with an inflation rate of 2.8%.

The gross domestic product GDP was last recorded in 2014 as 35.83 billion dollars with a growth of 3.1%. GDP is basically composed by two main sectors: industry which constitutes around 29.9% and the service sector which constitutes around 68%. The latter sector includes different types of services in the fields of health, education, tourism, language and translation services among others.

According to the Ministry of Culture (2002) and Al-Hamad (2014), the translation industry started to grow constantly but slowly from the end of the 1940s throughout the 1960s; the period during which World War II ended and Jordan gained its independence. However that two-decade period was not tracked in terms of the actual volume or the actual quality of translations performed as the country was facing several socio-political challenges due to the settlements of the Palestinian refugees in Jordan during the aftermath of the Arab-Israeli war in 1948.

1.3.3.2 The main role players

Translation as a service in Jordan is mainly required by the NGOs such as the UN different bodies, the embassies, the media agencies among others with less demand in the governmental bodies (Al-Hamad, 2014). The service is basically provided by agencies or institutions that are licensed in accordance with the laws and regulations of the Press and Publication Department at the Ministry of Culture. Once these offices are certified, they get officially registered at the Chamber of Commerce as Translation service providers. According

to the official records at the Ministry of Industry and Trade, the first Translation service provider in Amman opened in February 1969. During the 1970s, eight new translation agencies were officially registered. From the 1980s onwards, the number started to grow steadily. Today the registered offices across Jordan amount to about 300 offices (see http://mit.gov.jo/Pages/viewpage.aspx). The official list released by Amman Chamber of Commerce in 2014 reflected 74 translation service providers operating in the Capital city, Amman (see www.ammanchamber.org.jo/node/preview.aspx?EST_Name=&f=&t=&x=183990&lang=en). Before the opening of those agencies in the 1960s, translation activities -especially literary translation- were mainly performed by individual translators who translated out of personal motivation or interest in the work. With the institutionalization of the translation practice and in response to the market demand, translation services started to expand beyond literary translation to include commercial translation. However, free-lancers who started the translation activity before the institutionalization of the service still provide translation services of all types without being associated with any official translation body as is the case in different parts of the world.

If willing to work in translation, translation graduates normally head for translation service providers for training or employment as a start. After gaining some experience, some translators start working on free-lance basis or apply for NGOs, embassies or media agencies where they are likely to be paid better since those NGOs normally seek the service of experienced and competent translators for their highly paid jobs. For this reason, the recent inexperienced graduates stand better chances of employment at the translation service providers where they are paid less for lacking the experience. Most of the interns are usually sent by their universities to these translation service providers who are normally more tolerant and cooperative in offering internship than other organizations and institutions (see 1.3.2.2.1). In fact, the service providers find a mutual benefit in accepting interns as they require the trainees to undertake other administrative jobs while being trained. Some inexperienced graduates are employed as administrative assistants doing different types of administrative work including translation (Yousef, 2004).

1.3.3.3 The modes and fields of translation practiced in the market

Due to the absence of descriptive studies on the translation industry in Jordan, data with regard to the quantity and quality of the translations performed have remained blurred even after the institutionalization of the service. However, few studies touched on the modes of

translation and the fields of expertise that are in more demand in the market. The study conducted by Yousef (2004) revealed that written technical, scientific and legal translations are in more demand than other fields which probably explains why scientific and legal translations are particularly highlighted by HEAC as basic learning components in the study plans of the translator training programmes (see 1.3.1.4). One reason which may explain the high demand for legal translation is the growing rate of migration from Jordan to English speaking countries, in particular to Canada and the United States (e.g. Bartolemeo *et al*, 2010). In addition, there is a tendency of the middle and high class Arab students to have their high education in the UK, the USA and Canada. This requires the migrants and the students to have their legal documents translated into English. The findings of the present thesis also confirm that legal translation into English is still in high demand (see 3.4.2.4). Yousef also argues that interpreting has been in demand in the Jordanian market. In fact, the need for Interpreting services -especially conference and community interpreting- is even increasing. The fact that Jordan lies in the heart of the Middle East -which is experiencing a period of political unrest- keeps the media agencies busy and thus the conference interpreters at the TV and Radio stations. Due to this political status quo and the tragic humanitarian situation in Iraq and Syria, Jordan has been recently receiving thousands of Iraqi and Syrian refugees. Reporting the humanitarian situation at the refugee camps by the international media agencies such as the BBC or the CNN has also increased the need for community interpreters in order to facilitate communication with the refugees. From a different angle, Yousef (2004) also points out that there are potential areas such as tourism, trade, education and literature where translation activities can take place but the chances are hindered due to context-specific factors. The status quo of the political unrest in the region is hindering the flourishing of trade and tourism in Jordan which adversely affects the translation activity in these areas. Similarly, translation in education is rarely practiced due to the fact that English is the language of instruction at most private and international schools as well as at high education institutions which is confirmed in the report released by the British Council (2012). As for literary translation, the situation is not any better. Interests in literary translations have been decreasing due to reasons similar to those which hinder translation in education. As most readers today are able to read English, the need to have English literary works translated is diminishing. According to Yousef (2004), except for the bestsellers, literary translation is not seen as financially rewarding by the translation service providers or the publishing houses.

1.3.3.4 How regulated the translation practice is

The fact that translation service providers have to be certified gives an initial impression that the translation practice is regulated in the Jordanian market while it is not fully the case. Translation practice in Jordan has not yet been identified as a profession which can only be practiced by qualified specialists belonging to an official association as is the case with other professions.

The unregulated status of the translation practice is reflected in three aspects. Firstly, the intrusion of a number of offices which are promoted as translation service providers although they are closer to being 'stationary offices' as Al-Hamad (2014) calls them. These stationary offices provide a group of services such as photocopying and printing in addition to translation services for which they mediate between clients and free-lance translators without having any actual in-house translators. Most of these offices are mainly located in the surroundings of the big universities such as the University of Jordan in Amman and Yarmouk University in Irbid to attract university students whom they offer low quality translation for lower prices. Until 2014, certifying translation agencies had not been conditioned in terms of the qualifications of the agency's owner or director. During 2014, some amendments were applied on the process of certifying a translation service provider which required the owner or the director of the translation agency to be a holder of a university degree either in Translation or in English Language (see ammancity.gov.jo./ar/services/reg.asp). This can be seen as a positive step towards controlling the translation practice and at a certain level the quality of the translations performed at those agencies. However, until this moment, neither the fees charged for translation services nor the minimum wage of the translators are unified among the service providers; they vary from one agency to another. Yousef (2004) argues that, in general, translators cannot fully rely on what they earn from translation; and therefore, they try to seek additional sources of income. Interpreting, however, is much more rewarding especially that competent interpreters are hard to find in Jordan.

A second aspect of the unregulated status of the translation practice is that holding a degree in translation is not a must for practicing it whether the translator is employed or a free-lancer. The absence of specific employment criteria was pointed out by Shunnaq (2009), Al-Hamad (2014), Yousef (2004) as well as reflected in the findings of the present thesis (see 4.3.2.2). In addition, it is also confirmed by Talal Abu Ghazaleh -one of the biggest translation service providers in Jordan- whose official website declares that candidates do not have to be

holders of a degree in translation in order to practice the profession (see
http://www.tagtranslate.com/page.aspx?page_key=qc_7&lang=ar).

A third aspect of this chaotic status of the translation practice is noticed in the lack of the
concept of sworn translators (Al-Hamad, 2014). In order to give more reliability for a given
translation, translators in Jordan have to attend in front of the public notary to swear that the
translation is faithful. Therefore, as Al-Hamad states, there are sworn translations in Jordan
but not sworn translators.

1.3.3.5 The Jordanian Translators' Association

The Jordanian Translators' Association (JTA) was established in 1993 and was admitted to
the membership of the International Federation of Translators in 1998. The services offered by
JTA include: standardizing quality through seminars and workshops, exchanging relevant
expertise and information, providing official and non-official institutions with working expertise
and advisory (see http://www.jta1993.com/web/PageDetails.aspx). Until late 1990s, the JTA
had been training and preparing accredited translators for the market (Shunnaq, 1996) which
the JTA stopped doing by the end of the 1990s. The fact that the 1990s witnessed the
launching of several undergraduate translator training programmes may have discouraged the
JTA to offer translator training. Despite that the JTA is the only national institute that provides
guidance on translation service; it can still play more influential roles. The acts that can be
taken by the JTA include: 1) protecting the specialized service providers from the intrusion of
non-specialized individuals or bodies, 2) standardising the employment criteria, 3) imposing
strict standards and code of ethics, 4) offering inexperienced graduates with effective on-job
training through the association's connections with the different translation service providers
as well as 5) providing them with advice on the job opportunities available for them in the
market.

1.4 Significance of the study

This research project contributes to the discipline of Translation Studies in various ways.
Firstly, it sheds light on a geographical spot (Jordan) where translation competence is still
under-researched and empirical studies are needed (Shunnaq, 2009).

Secondly, by pointing to the missing skills and competences in graduates as well as the
areas that need further attention in the curriculum, the study provides a solid basis for the
academic institutions to evaluate and re-consider the current curriculum design and the

teaching practices. In other words, the study highlights the gaps that need to be bridged -from different perspectives- for a better development of translation competence and pedagogy.

Thirdly, by unveiling the employment criteria and procedures used by the employers, the study provides translation graduates with a realistic account of how they are perceived by their prospective employers and how their competence is likely to be evaluated and their translations are likely to be assessed when applying for a job. Therefore, it tends to bridge the gap between the academic and the professional worlds. Furthermore, the present study goes beyond investigating the assessment of academics and the professionals as it involves a self-assessment perspective as well. The difference between this study and the previous studies conducted in Jordan in related areas is discussed further in 2.3.5 and 2.5.

The study contributes to translation studies in general by revealing how certain socio-academic contexts and regulations could affect people's perceptions of competence.

1.5 Structure of the Thesis

Following the Introduction, Chapter Two presents the theoretical framework of the study with emphasis on prominent translation competence models proposed in the course of time and how the notion of competence developed. The chapter discusses the reasons behind selecting the PACTE holistic model (2003, 2005, 2011) to guide the investigation. It also presents the theoretical views suggested for competence-oriented training and how they informed the curriculum investigation. In addition, light is shed on previous empirical studies including those conducted in Jordan. The chapter ends by positioning the contribution of the present study in bridging some of the gaps found in previous studies.

The methodology employed in the research is illustrated in Chapter Three. This chapter presents the main research questions and explains how and why each of the data collection tools was selected, designed, validated and piloted for reliability as well as how the data collected answer each of the questions. It further elaborates on the process and the procedures of data collection including the sampling and the related ethical issues. The chapter also explains how and why the data were collected in sequential procedures of two phases.

Both Chapter Four and Chapter Five present the results extracted from the respondents. The data are presented in these two chapters within three main scopes: 1) general competence evaluation: evaluation of the graduates' competence from the three perspectives, 2) competence development: reflections on what needs to be stressed further in translator training as well as what competences and qualifications are required the most by

the employers and 3) competence in written translation: how the graduates' translations are assessed by the three groups of participants. Chapter Four presents the data that are related to the first two scopes (general competence evaluation and competence development). The results, which are analysed quantitatively, reveal how the graduates are perceived in terms of competence from the perspectives of the teachers, the employers and the graduates themselves (graduates of 2013/2014). Furthermore, the chapter presents the views collected from the three groups of respondents on competence-related issues in the academic and the professional worlds. These include feedback on the teaching methods, the curriculum design, the competences demanded the most when recruiting candidates as well as the actual policy and procedures of employers in testing competence. The results are mainly presented in figures and further illustrated in bar and pie graphs. Competence evaluation in written translation which can be carried out through an assessment of a given product (PACTE, 2003) is addressed in Chapter Five. The chapter identifies the type of deficiencies found in the corpora of the graduates' translations from three perspectives as well. The assessment criteria employed by the second party assessors are also investigated in this chapter to provide insights on the actual assessment practices.

Chapter Six (Implications and Recommendations) investigates the results of the general competence evaluation and evaluation in written translation in light of the current curriculum design for drawing implications on translator training. It presents recommendations on how translation competence could be developed better based on the reflections of the stakeholders. The chapter also presents the limitation of the study and its contribution for Translation Studies in general and the Jordanian context in particular.

Chapter Two

Theoretical Framework

2.1 Introduction

Since the present study aims at investigating competence in graduates, a definition and a model of translation competence had to be selected to guide the empirical study to avoid a random or a subjective investigation. The chapter provides a background of several translation competence theories and models suggested over a time span of about forty years and the development of the notion of competence in the course of time. The PACTE model (2000, 2003, 2011) is discussed in more detail and reasons of its selection are explained. The subsequent sections review what has been suggested with regard to the design of a competence-oriented curriculum and how some theoretical views are used in formulating questionnaire items to get feedback from the respondents on the curriculum design. While the theoretical views of translation competence and pedagogy are discussed in a rather narrative mode in sections 2.2 and 2.3, the empirical studies on competence and translator training are reviewed and analysed critically in section 2.4. The chapter ends with some concluding remarks positioning the present study as a continuation to the ongoing research. It highlights what has been missing in the previous work and the contribution of the study.

2.2 Translation competence: Theories and models

Although translation competence has been addressed by several scholars, there has been no consensus on how to define it. Orozco and Hurtado Albir (2002) discuss the different labels used by researchers to refer to the same concept such as *transfer competence* (Nord, 1991), *translational competence* (Toury, 1995; Hansen, 1997; Chesterman, 1997), *translator competence* (Kiraly, 1995), *translation performance* (Wilss, 1989), *translation ability* (Lowe, 1987; Pym, 1993), *translation skill* (Lowe, 1987) and -most often- *translation competence* (e.g. Beeby,1996; Presas, 2000; Schaeffner, 2000). In most of the subsequent models, competence became the term most commonly used (e.g. PACTE, 2000, 2003, 2011 and The European Master's of Translation (EMT), 2009). By using the label *performance*, Wilss (1989) seems to have been affected by the Chomskyian differentiation between linguistic competence (the system of linguistic knowledge) and linguistic performance (the way a language system is used in communication) or Saussure's differentiation between *langue* and *parole.* However, no added value was found in using labels such as *ability* or *skill.* This is

because several psychologists defined competence years ago as the skills, abilities and knowledge acquired through work experience, life experience, study or training; (e.g. Dave, 1970; Spencer and Spencer, 1993). Therefore, abilities and skills are parts of competence after all. For the purpose of this study, the term 'competence' is used for being comprehensive and because it is more common among scholars. Even in Jordan, university exit exams held by HEAC are labelled as 'competency tests' (see 1.3.1.2).

Not only had the labelling of translation competence varied but its definition, description and models as well. It was defined by Bell (1991) as 'the knowledge and skills the translator must possess in order to carry out a translation' (1991: 43). Wilss (1982) argued that translation competence 'is a super-competence based on a comprehensive knowledge of the respective SL and TL […]' (1982: 58). PACTE (2000, 2003, and 2011) defined translation competence as 'the underlying knowledge system needed to translate'. Again, defining competence as the knowledge needed to translate is rather vague since knowledge can be of different levels according to the well-known Bloom's Taxonomy (Anderson and Krathwohl, 2001). According to Bloom's taxonomy, knowledge acquisition is hierarchal and the stages that the learner goes through in acquiring knowledge are remembering, understanding, applying, analysing, evaluating and creating. Therefore, it can still be questioned: at what stage of knowledge acquisition can a given translator be called competent?

Translation competence was differently approached depending on the aim of the research. Some scholars referred to it in the course of their ongoing theoretical or empirical research without providing a specific definition such as Riedemann (1996) and Lörscher (1991). On the other hand, there were efforts exerted specifically to investigate the different components that constitute translation competence as well as investigations into the way how competence could be acquired including studies by Bell (1991), Kiraly (1995), Hurtado Albir (1996), Cao (1996), Pym (1992), Campbell (1998), Schaeffner (2000), PACTE (2000, 2003, 2011), EMT (2009). Table 2.1 summarizes most of the models over a time span of about forty years that have broken translation competence into sub-competences. It is followed by a reflection on the various ways translation competence has been perceived.

Table 2.1 Translation competence models

Scholar(s)	Year	Description of translation competence and/or its components
Harris Harris & Sherwood	1977 1978	Translating is an innate skill: All bilinguals are natural translators; thus, the ability to translate is innate
Wilss	1982, 1989	1982: -Source Language receptive competence -Target Language reproductive competence -A Super-competence that requires the ability to transfer messages between two languages; inter-lingual as well as inter-textual competence 1989: The mental factors which essentially account for efficient translation performance are: context, culture, originality and automatization, speed and processual components such as inferencing, schematizing, mapping, comparing, evaluating, problem-solving, decision-making, intuiting and rule & strategy formation.
Toury	1984	-Bilingual ability; all bilinguals have innate translation ability comprising bilingual and inter-lingual ability -Transfer competence
Lowe	1987	-The ability to comprehend the source language including the ability to understand the author's style and intent -An ability to render that style and intent accurately in the receptor language -Controlling the cultural and sociolinguistic aspects of each language
Hewson & Martin	1991	-Acquired Inter-linguistic competence in the two languages and the two cultures in question -Dissimilative competence -Transferred competence
Bell	1991	-Ideal bilingual competence -Expert System (target language knowledge, text type knowledge, source language knowledge, subject area knowledge, contrastive knowledge) -Communicative competence (decoding and encoding skills covering grammar, sociolinguistics and discourse)
Nord	1992	In stressing text analysis as a translation teaching method, Nord considers the following competences as prerequisite to any translation activity: -Competence of text reception and analysis -Research competence -Transfer competence -Competence of text production -Competence of translation quality assessment -Linguistic and cultural competence
Pym	1992	-The ability to generate target text series (TT1, TT2, etc.) for a source text -The ability to select only one TT from this series to be proposed as a replacement of the source text for a specified purpose and reader.
Kiraly	1995, 2006	1995 -Inter-lingual transfer ability implied by Wilss' super-competence in addition to: -Research skills -The ability to write in the native language - Creative thinking

		-All skills and understandings implied by the word professional 2006 The translator's competence comprise three bundles of sub-competences: -Social competences: Etiquette, negotiation, teamwork -Personal competences: Autonomy, preparedness for lifelong learning, quality control and professional responsibility -Translation competence: cultural, linguistic, text typology, norms and conventions, terminology, world knowledge, strategies, technologies, research
Beeby	1996,	-Grammatical competence -Sociolinguistic competence -Discourse competence -Transfer competence And for Inverse translation: - Contrastive linguistic competence - Contrastive discourse competence - Extra-linguistic competence
Hurtado-Albir	1996, 1999	1996: -Linguistic competence -Extra-linguistic competence -Textual competence (comprehension and production) -General professional skills -Transfer competence 1999: -Two sub-competencies were added -Strategic competence -Psychophysiological competence
Cao	1996	-Translational language competence -Translational knowledge structures (specialized and world knowledge) -Translational strategic competence
Hansen	1997	-Translational competence (implicit and explicit knowledge) -Social cultural and intercultural competence (implicit and explicit knowledge) -Communicative competence (pragmatic and linguistic)
Hatim & Mason	1997	-Source text processing skills (intertextuality, intentionality, situationality, informativity, readership) -Transfer skills (strategic renegotiation) -Target text processing skills (intertextuality, intentionality, situationality, informativity, readership)
Campbell	1998	Especially for inverse translation, translators need to have: -Target language textual competence (substandard, pre-textual, textual) -Disposition (individual factor) -Monitoring competence (effective editing strategies)
Presas	2000	-Specialized linguistic skills -Bilingual memory (co-ordinated) -Control over interference in both reception and production -Heuristic text transference procedures -Cognitive features: flexibility, lateral thinking, capacity for remote association

Schaeffner	2000	-Linguistic competence of the languages concerned -Cultural competence, i.e. general knowledge about historical, political, economic, cultural, etc. aspects in the respective countries; -Textual competence, i.e. knowledge of regularities and conventions of texts, genres, text types; -Domain/subject specific competence, i.e. knowledge of the relevant subject, the area of expertise; -(Re)search competence, i.e. a general strategy whose aim is the ability to resolve problems specific to the cross-cultural transfer of texts -Transfer competence, i.e. ability to produce target texts that satisfy the demands of the translation tasks.
Neubert	2000	-Language competence -Textual competence -Subject competence -Cultural competence -Transfer competence
PACTE	2000 2003 2011	-Communicative competence in the two languages -Extra-linguistic competence -Professional/ instrumental competence -Psycho-physiological competence -Transfer competence -Strategic competence 2003/2011 -Bilingual sub-competence -Extra-linguistic sub-competence -Knowledge about translation sub-competence -Instrumental sub-competence -strategic sub-competence (core competence) + psycho-physiological components
Kelly	2002, 2005	2002: -Strategic sub-competence -Interpersonal sub-competence -Psychophysiological sub-competence -Instrumental professional sub-competence -Thematic sub-competence -Cultural sub-competence -Communicative and textual sub-competence 2005: -Communicative and textual sub-competence -Cultural and intercultural competence -Subject area competence -Professional and instrumental competence -Attitudinal or psycho-physiological competence -Strategic competence and interpersonal competence (including team work, negotiation and leadership skills).
Mackenzie	2004	-linguistics-cultural skills -interpersonal skills -IT skills -marketing ability
Shreve	2006	Access to L1 and L2 linguistic knowledge -Cultural knowledge of the source and target culture
Alves & Gonçalves	2007	-**General Translator's Competence**: all knowledge, abilities a successful translator masters to perform the translation task adequately.

		-**Specific Translator's Competence**: Based on Relevance Theory; the ability to produce contextual effects generated from two counterpart translation units (Cross-linguistic Pragmatic competence). It embodies both procedural and declarative knowledge. Bilingual competence or 'Proficiency in two working languages is seen as a pre-requisite. The other sub-competences are: - Instrumental sub-competence (procedural knowledge) - Knowledge about translation (declarative knowledge) - Psychophysiological components (subjective emotional and physiological/motor aspects)
Göpferich	2009	Communicative competence in at least two languages -Domain competence -Tools and research competence -psycho-motor competence -strategic competence -translation routine activation competence
EMT Expert Group	2009	-Translation service provision competence; with its *interpersonal* and *production* dimensions - Language competence -Intercultural competence; with its *sociolinguistic* and *textual* dimensions -Information mining system -Thematic competence Technological competence

During the 1970s until the early 1980s, translation competence was regarded as a natural innate skill possessed by all bilinguals. The notion that bilinguals are natural translators was advocated by Harris and Sherwood (1978) as well as by Toury (1984). However Toury argued that joining a translator training programme can intervene in accelerating the process of competence development.

Translation competence did not remain confined to this mode of bilingualism for a long time. The concept of bilingual competence was developed in itself. While the early models referred to the bilingual competence in rather general terms, the more recent ones have contained a more detailed presentation of language competence. In comparison with Harris and Sherwood's view of bilingualism, Lowe (1987) added the ability to render the intent and the style of the author into the target language (TL). Other aspects such as text analysis, specialized linguistic skills and pragmatic aspects were also considered part of the bilingual competence in later componential models (Nord, 1992; Hansen, 1997; Presas 2000). The PACTE's *bilingual competence* (PACTE, 2003) involves pragmatic, socio-linguistic, textual and lexical-grammatical knowledge in the two languages. The model developed by the Expert Group for the European Master's in Translation, (EMT, 2009) was more demanding with regard to language competence as it was specifically designed for guiding programmes at the Master's level. The model defined the mastery level of the working languages as being

equal to at least C1 competent use of language (Effective Operational Proficiency) with reference to the Common European Framework for languages.

In addition to being proficient in the two languages, Wilss (1982) called for 'super-competence' which is the ability to transfer messages between the two languages. Toury (1995) also pointed out that being a bilingual does not necessarily mean having the ability to transfer messages between the two languages. This distinction between being a bilingual and being able to translate was a significant shift in the development of the notion of translation competence. Transfer sub-competence was stressed as a different component from bilingual competence and therefore appeared as a separate sub-competence in several models (e.g. Nord, 1992; Beeby, 1996; Hurtado Albir, 1996; Hatim and Mason, 1997; PACTE, 2000; Schaeffner, 2000; Neubert, 2000). Hatim and Mason (1997) viewed transfer competence as 'a strategic renegotiation by adjusting effectiveness, efficiency and relevance to an audience design task (brief, initiator, etc.) in fulfilment of a rhetorical purpose' (1997: 205). Schaeffner described it as 'the ability to produce target texts that satisfy the demands of the translation task' (2000: 146). According to PACTE (2000), transfer competence is the central competence that integrates all the others. It is the ability to complete the transfer process from the ST to the TT taking into account the translation function and the characteristics of the receptor (2000: 102). What can be noticed in the definitions provided by Hatim and Mason (1997), PACTE (2000) and Schaeffner (2000) is that transfer competence was perceived from a functionalist point of view. Taking the purpose of the translation or the *skopos*[9] into account was another significant shift in the notion of transfer competence where the instructions provided by the client or the commissioner started to be attached more importance.

Since the mid-1980s, new components of translation competence have been introduced such as the cultural and the domain knowledge which was reflected in most models (Lowe, 1987; Hansen, 1997; Schaeffner, 2000; Neubert, 2000; Kelly, 2005; Shreve, 2006; PACTE, 2000; the EMT, 2009). During the same decade, scholars became more alert to the cognitive features involved in the translation process and accordingly this component started to appear in the translation competence models. These features included speed, automatization, inferencing and strategies of problem solving, creative thinking, flexibility (Wilss, 1989; Kiraly, 1995; Presas, 2000). These components were referred to as the

---

[9] A Greek word which means 'the purpose of the translation' (Hönig, 1997)

psycho-physiological components (Hurtado Albir, 1999; Kelly, 2002; Alves and Gonçalves, 2007, PACTE, 2003 and Göpferich, 2009).

During the same decade; i.e. the 1980s, the ability to use external sources and benefit from translation technology was specifically stressed as more computer systems for computer assisted translation were designed (Slocum, 1985; Whitelock et al, 1986). Therefore, searching and researching skills especially with the assistance of computer technology were stressed in models which were developed during that period (e.g. Nord, 1992l; Kiraly, 1995; Schaeffner, 2000; PACTE (2000, 2003) among others. In addition to the search and research skills, the recent models -especially those which emerged in the new millennium- focused on aspects that had been overlooked before such as the personal traits of the translator including her/his ability to be a good team player and a good negotiator. The ability to integrate all components to complete the transfer process successfully was called the strategic competence which appeared as a core competence in the models of Wilss (1989), Hurtado Albir (1999), Cao (1996), Kelly (2002, 2005), Göpferich (2009) the EMT (2009) and the PACTE model (2003). In all these models, competences were considered interrelated constituting a system of knowledge.

Almost all of the models proposed throughout time were generic models that could be applied to any pair of languages. However, two out of those models were claimed to be models of inverse translation. These were the models suggested by Campbell (1998) from Arabic into English and the one suggested by Beeby (1996, 2000) from Spanish into English. In fact, Campbell's attempt was a step towards an inverse model but was not fully materialized as a holistic model. He merely focused on the production phase starting with standardizing the target language and ending with the monitoring of the product. However, the model was not componential in the same sense the other models were. Beeby's inverse model (1996, 2000) highlighted four main sub-competences; namely, transfer competence, contrastive linguistic competence, contrastive discourse competence and extra-linguistic competence in which the linguistic and the discourse sub-competences were stressed to be of a contrastive nature. In fact, both models could hardly show why or how they are to be regarded models of inverse translation. Campbell's textual competence and Beeby's linguistic and discourse competences have to be mastered regardless of the directionality of the translation. Therefore, the models did not clearly suggest how different they could be from any model of direct translation. One significant aspect the two models missed was identifying the minimum level of language mastery in L2 on which a model of inverse translation could have been built.

44

After this descriptive account of the models, few points need to be made. It can be noticed that the models provided clear theoretical frameworks of what constitutes translation competence. However, practically and empirically speaking, some of them were found too abstract to be operationalized in an empirical study or to guide the design of a translator training programme. Few of them provided detailed definition of the skills and abilities each sub-competence exactly implies which made them rigid and abstract to be used in measuring competence. A clear definition and description of translation competence was claimed to be very important and relevant in the translation educational contexts (Melis and Hurtado-Albir, 2001; Pym, 2009) for designing the curriculum and formulating the learning objectives (Beeby, 2004; Kelly, 2005; Hurtado-Albir, 2007). However, except for the EMT model (2009), there was no declaration which translator training programmes these models were designed to guide. For instance, the PACTE model (2003) was used by Jimenez-Ivars (2008) and Eser (2015) to investigate and measure the competences of translation students at the undergraduate level while Jimenez-Crespo (2013) used the PACTE model (2003) in suggesting certain learning components at both the undergraduate and the postgraduate levels. Similarly, the other models provide a framework of translation competence without specifying where or how they fit and what they are good for. Would the level of competence acquired by the end of an undergraduate programme be expected to be the same as the level of competence acquired by the end of a postgraduate programme? This brings back the notion of knowledge levels suggested in the Bloom's Taxonomy. In other words, if one main purpose of developing a given model is to serve as a framework for designing curricula, then the level of the translator training programme it is supposed to guide should be specified. In addition, the exact skills expected to be acquired in each sub-competence have to be identified as is the case with the EMT model (2009). This aspect has still been missing in most of the models.

Since the present study is an empirical one that investigates competence, it is essential to be guided by one of those translation competence models for a more reliable and systematic investigation. Since those models were left open for educators and researchers to investigate competence at any level, selection had to be made based on the aims and objectives of the study. Hence, the PACTE model was selected to guide the study for certain characteristics that are explained in 2.2.4. A descriptive account of the model is first presented in 2.2.1, 2.2.2 and 2.2.3.

2.2.1 The PACTE competence model

PACTE stands for *Process in the Acquisition of Translation Competence and Evaluation*. The model was developed by a group of researchers in 1997 to investigate issues in translation competence and the process of its acquisition. According to PACTE, translation competence is the underlying system of knowledge required to translate. It a) is expert knowledge, b) is predominantly procedural, c) comprises different interrelated sub-competences and d) includes a strategic component which is of a particular importance; i.e. the strategies used in translating play an essential role.

2.2.2 The development of the PACTE model

The initial model was published in 2000. Since then until 2011, it has been validated constantly. In the model of 2000, translation competences were labelled as 1) communicative competence in the two languages defined as the knowledge and skills necessary for linguistic communication, 2) extra-linguistic competence which referred to the general world and specialist knowledge, 3) instrumental/ professional competence, defined as knowledge related to the tools of the profession, 4) psycho-physiological competence, defined as the ability to use all kinds of psychomotor, cognitive and attitudinal resources 5) transfer competence which was a central competence integrating all the other competences and referred to the ability to complete the transfer process from the ST to the TT and 6) strategic competence which includes all the conscious and unconscious, verbal and nonverbal procedures used to solve the problems found during the translation process.

This initial model was slightly adjusted in 2003. Competences were classified as either declarative or procedural in which the former meant *knowing what* and the latter meant *knowing how*. Communicative competence was denominated as bilingual sub-competence and was defined in more detail (see Table 2.1). The extra-linguistic competence was almost kept the same but slightly extended to include the bi-cultural knowledge, encyclopaedic and subject knowledge. The Instrumental and professional competence was split into two sub-competences:1) instrumental competence, defined as use of documentation sources and information technologies and 2) knowledge about translation which refers to knowledge about translation processes, methods and procedures as well as the aspects of the profession. Transfer competence has remained as central competence but integrated within the strategic competence. The psycho-physiological competence was adjusted into supporting components rather than a competence and was further defined as including 1) cognitive components such as memory, perception, attention, 2) attitudinal aspects such as

intellectual curiosity, perseverance, rigour, critical spirit, motivation, etc. and 3) abilities such as creativity, logical reasoning, etc.

Out of the five competences, three were considered procedural: the bilingual competence, the instrumental competence and the strategic competence while the extra-linguistic competence and knowledge about translation were considered declarative. The model of 2003 has been validated through constant empirical process-oriented and product oriented studies in 2005, 2009 and 2011; however, no changes were applied to the main competences which appear in Figure 2.1.

Figure 2.1: The PACTE translation competence model (2003)
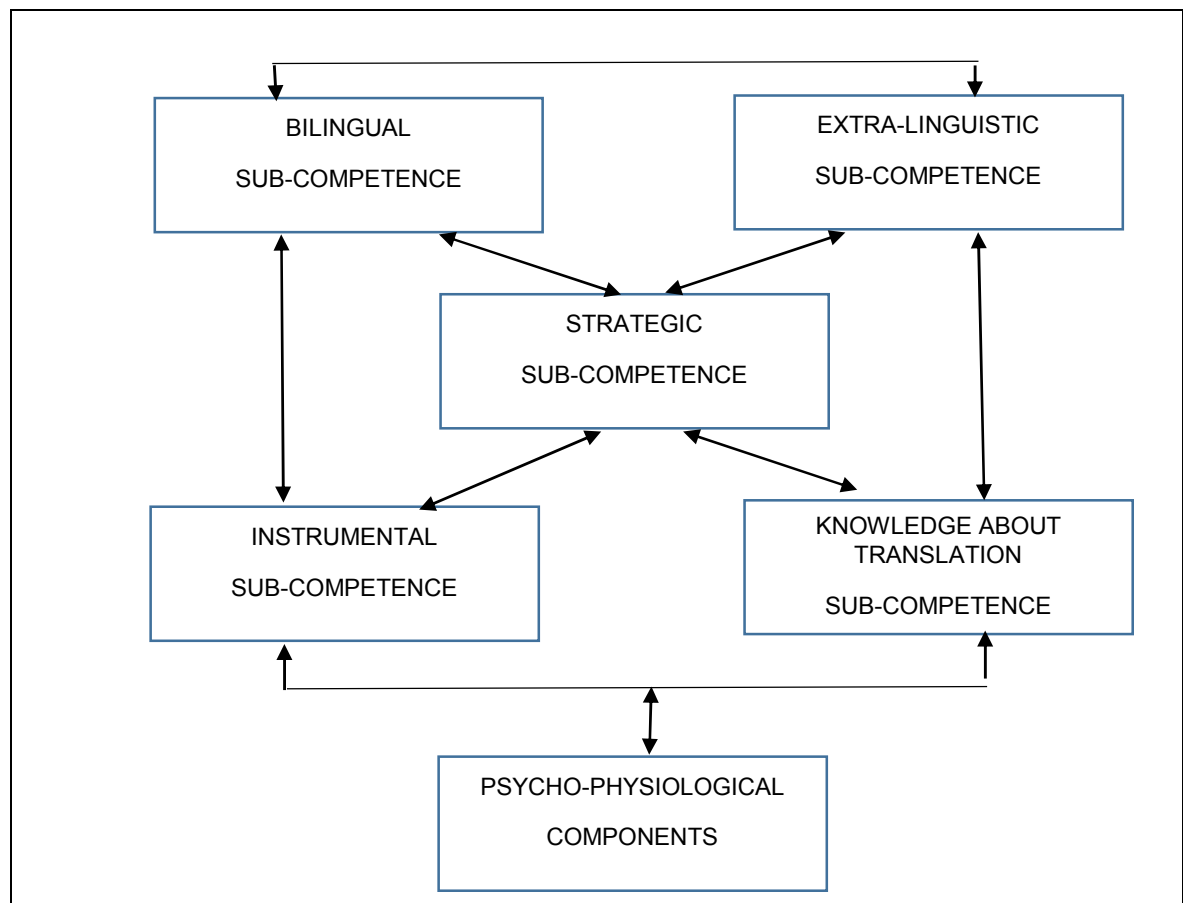
2.2.3 PACTE: competence acquisition

Since translation competence consists of interrelated sub-competences, its acquisition is a dynamic process. It is a process of restructuring the existing knowledge rather than adding new knowledge (PACTE, 2003). The beginning stage of translation competence development is defined as the novice stage during which some competences may have been

acquired but they do not interact. The development from the novice stage to competence -
which for PACTE is gaining an expert knowledge. The acquisition process however is subject
to variations depending on the interaction between the different sub-competences. This
interaction varies according to the language pair, directionality, register or genre
(specialization; e.g., legal, scientific, medical), and the translator's practical experience.
Beeby (2004) -who is a PACTE researcher- states that 'taking a professional translation
competence model does not mean that an expert level should be an objective even in the
final year of the degree (Beeby, 2004: 42). For this reason, investigating competence in
inexperienced translators or trainees in a language pair of two remote languages such as
English and Arabic is not a matter of comparing their actual abilities and skills to a complete
achievement of competence but an investigation of the development they have made versus
what they still lack.

2.2.4 Why a PACTE-based study?

The choice of the PACTE model as an underlying model for the present study was made due
to several reasons. First of all, it includes the basic sub-competences that have been
highlighted in most models. Therefore, it was found to be a model that serves competence
investigation at the basic level if some of its items were simplified or re-worded to fit the
purpose of the study (see 3.4.2.1.1). In general, the definitions of the PACTE sub-
competences were found simple and clear for lay people as noticed in the piloting of the
study (see 3.4.2.2). This was considered a significant characteristic as it facilitates
formulating questionnaire items. Secondly, the model came as a result of a longitudinal
empirical research project as it was tested on different language pairs and different
directionalities which gives assurance to researchers. In addition, it was used by the PACTE
researchers as well as employed in some other empirical studies on the competence of
trainees (Jimenez Ivars, 2008) and professionals (Abbadi and Ronowicz, 2015).
Furthermore, it was referred to in designing models for specialized translation competence
such as the legal translation competence model developed by (Prieto-Ramos, 2011) which is
particularly relevant to the product assessment carried out in the present study as graduates
were given a task in legal translation (see 3.4.2.4).

Competence is not only a notion to be described in models, it is a combination of skills,
and abilities to be developed in a training context. Therefore, the following sections present
descriptive account of what scholars recommended for a competence-oriented curriculum as
well as how the present study uses some of these theoretical views in surveying the

teachers' and the graduates' reflections on current programmes. These theoretical views discussed below in 2.3 include the entry requirements to translator training programmes, what and how to teach in these programmes and their relevance to the market needs for a better development of competence.

2.3 Competence-based curriculum

Operationalizing the concept of translation competence is a shift from what competence is into how competence is to be developed and acquired within a training context. As Schaeffner and Adab point out 'translation competence is most effectively developed at an academic institution' (2000: x). Connections between translation competence development and the design of the translator training programme have been reinforced by several scholars in the literature of translation pedagogy such as Kelly (2005), Kiraly (1995, 2000), Gile (2009), Huratdo-Albir (2007), Jimenez-Crespo (2013). Despite the fact that most views share some common ground, the overall design of the translator training programme can by no means be unified across all the academic institutions as the teaching situations vary according to the nature of the country or the society (Kelly, 2005; Beeby, 2004; Gonzalez Davies, 2004). In general, Hurtado-Albir (2015) points out that there are four fundamental aspects of competence-based training. These are the pedagogical approaches, the task-based translation, project based translation as well as translation assessment. As the present study intends to reveal the priorities and restrictions that are specific to the training context in Jordan, the curriculum design, the pedagogical approaches and translation assessment are all tackled in the investigation. The common theoretical views suggested by scholars on the entry requirements, the learning components and the teaching methods are reviewed below.

2.3.1 Entry requirements

As it could be the case with most bachelor degree programmes, candidates should normally meet certain entry requirements to be accepted to a given translator training programme. For example, the results of a questionnaire sent out to over 60 academic institutions in Europe and North America revealed that out of the 41 institutions that had responded, 57% stated that they require proficiency in the first foreign language before a student is admitted to the translator training programme (Ulrych, 2005). In addition, 32% of them require applicants to pass an entrance exam in order to be accepted to the programme. The need to be proficient in the foreign language prior to joining translator training was particularly stressed by

Anderman (1998), Gouadec (2007) and Malmkjaer (2004). With reference to the status quo of the translator training programmes in Jordan (see 1.3.1.1), entry requirements are confined to obtaining a school total average of 60% with no L2 proficiency restrictions and an absence of entrance exams. To investigate whether amendments on the entry requirements are perceived as essential or very important, teachers were asked on what they believe should be implemented with respect to the entry requirements. In addition to the entry requirements, theorists have also stressed some personal factors in candidates joining a translator programme such as motivation. Types of motivation and its importance as a success factor in the learning process is discussed in 2.3.1.1 below.

2.3.1.1 Motivation

In an actual life situation, aspects of motivation are normally detected in the pre-joining interview or in the personal statement. Motivation was considered a basic component for translation competence development (PACTE, 2000) and a crucial success factor in the learning process (Mackenzie, 2004; Gonzalez Davies, 2004; Beeby, 2004). Drawing on views of Newstead et al (1996), Kelly (2005) argues that there are two types of motivation: intrinsic motivation and extrinsic motivation in which the former proved to play a positive role in the efficiency of the learning process in translator training. Intrinsic motivation is defined as being moved to do something because it is enjoyable or interesting (Ryan and Deci, 2000) while extrinsic motivation is the motivation to improve one's standard of living or the chances of finding a good job (Newstead et al, 1996). As Gardner and Lambert (1972) argue, motivation is a multifaceted aspect and cannot be completely captured. In other words, when students choose to join a particular programme, their choice may also be driven by other irrelevant factors or by a certain misconception with regard to the outcomes of the programme. With respect to translator training, Kelly (2005) argues that while the most obvious motivation for postgraduates is becoming a translator, this motivation seems less common among undergraduates who are more motivated by the desire to study in the field of modern languages. The assumption made by Kelly was confirmed in two studies in different contexts. The studies conducted by Li (2000) in Hong Kong and Eser (2015) in Turkey revealed that many of those who join translator training programmes have career aspirations other than working in translation such as teaching English or working as executives in business enterprises. Driven by the assumption made by Kelly (2005) and drawing on the views suggested by Gardner and Lambert (1972), motivation -as a competence component- is

investigated in some depth in this study. Such an aspect has not been tackled in the Jordanian context so far.

In addition to the entry requirements and motivation, certain learning components and teaching methods were commonly stressed for developing translation competence. These learning components and teaching methods especially those that inform the investigation of the present study are reviewed below.

2.3.2 What to teach

Suggestions on what should be taught in a translator training programme were made by Wilss (2004); Mackenzie (2004); Gouadec (2007) Mossop (2003); Kiraly (1995) among others. Kiraly (1995) proposed a translation pedagogy model which included translation theory, sociolinguistics, sociology, anthropology, psychology, psycholinguistics, linguistics and second language education. The practicality of including second language education and the usefulness of translation theory remained controversial as will be discussed later.

One basic learning component that was widely stressed for inclusion in the study plans is the technological knowledge. Computer-assisted translation; i.e. the use of translation technologies such as translation memory was advocated by Kiraly (2000) Wilss (2004), Mackenzie (2004), Gouadec (2007). Only few scholars; e.g. Mossop (2003) and Bernardini (2004) objected to the excessive demand of acquiring technological competence at the undergraduate level. They argued that any translation-related software would take a short time to learn during the professional life of the translator. In addition, they considered that focusing on these skills at the undergraduate level would be a waste of time since any software soon becomes outdated once new versions are released. In fact, in an age of technology, it is hard to support their argument. Postponing the exposure to translation applications and software for the postgraduate programmes or the in-house training may not be a good option. This is because postgraduate studies are normally pursued by fewer numbers of graduates. Therefore, heading for the professional market without being well-trained on CAT tools may result in lost chances of being employed. Computer-assisted translation was also related to the development of the instrumental competence (e.g. Jimenez-Crespo, 2013). With respect to the Arab World, Al-Qinai (2011) believes it is time to amend the programmes and stress more of computer-assisted translation which is absent in many programmes as noticed in Jordan (see 1.3.2.2.1).

Similarly, the inclusion of specialized translation was stressed for the role it plays in developing translation competence in specialized domains (Gouadec, 2007; Li, 2000).

Jimenez-Crespo (2013) argues that specialized translation courses contribute to the development of the extra-linguistic and the instrumental competences as trainees get exposed to fields of expertise in which they would need to search for more resources to handle the technical language. However, the nature and the weight of specialized translation in the curriculum necessarily vary from one programme to another according to the needs of the translation industry which are context-specific (Fiola, 2013). For market-oriented programmes in the Arab World, Al-Qinai (2011) argues that exposing trainees to several texts from different domains does not prepare them for a job in the labour market. Alternatively, Al-Qinai recommends selecting specific domains that are in demand in the market and are of interest for the students. It is a valid argument; however, the domains which are interesting for the students would not necessarily match with the domains needed in the market. The latter needs to be prioritized especially when the weight given to specialized translation is limited as noticed in the study plans of some Jordanian universities (see 1.3.2.2.1).

Similar emphasis was placed on the importance of internship in translator training (Al Gabr, 2007; Jimenez-Crespo, 2013; Gouadec, 2007) among others. As claimed by Jimenez-Crespo (2013), internship has a direct relationship with the development of knowledge about translation profession. Within the context of the Arab World, Al-Qinai (2011) argues that the translator training programmes in the Arab World still need to amend the method by which on-job training is implemented and applied. As CAT, specialized translation and internship are commonly stressed and the programmes in the Arab World are still lagging behind in implementing these components effectively (Al-Qinai, 2011; Al-Hadithy, 2014, Gabr, 2002), teachers in the present study are surveyed on stressing these learning components in the study plans.

While there are basic components agreed on in the design of the curriculum, there are also some other areas of translator training which have been subject to controversy among scholars. For instance, there has been a controversy regarding the practicality of including second language learning and translation theory as basic components in the curriculum of translator training. While the possession of bilingual competence has generally been stressed for the overall translation competence, the manner and the time during which it should be acquired has remained controversial. Some scholars consider proficiency in L1 and L2 as a prerequisite to translation pedagogy (see 2.3.1) while others advocate developing this proficiency by catering for both in the same programme. This controversy is also reflected in actual life practices. The questionnaire analysed by Ulrych (2005) revealed

that universities in Europe and North America do not agree on L2 proficiency requirement. Scholars like Nord (1988), Presas (2000) and Malmkjaer (2004) emphasized that the teaching of translation skills must proceed separately from foreign language learning. Anderman (1998) and Gouadec (2007) shared this view and even pointed out that language skills should be mastered before the student is admitted to any translation course. On the other end of the spectrum, some scholars advocate the application of an integrated programme that combines foreign language and translation within the same training programme. There have been suggestions of imposing special version of second language teaching; often called 'language for specific purposes' (Mackenzie, 2004; Beeby (2004, Li 2000; Wilss, 2004; Bernardini, 2004). This controversy is expected to continue because requiring L2 proficiency before joining a translator training programme is a context-specific matter. It can be suggested that in contexts where the foreign language is well-taught at schools or is used in everyday communication, L2 proficiency may not be a basic requirement for joining a translator training programme since it can easily be enhanced. However, if L2 is of a remote origin from the mother tongue and is neither spoken naturally in the country nor well-enhanced at schools, teaching L2 within a translator training programme might not be an easy task. The Jordanian context is an example of the latter status since Arabic and English are of remote origins (Semitic and West Germanic) and English teaching seems to be a problem at schools (Abu Risheh, 2005; Smadi, 2013). Teachers' point of view with regard to this controversial issue is investigated.

Since competence development is not only about what to teach but how to teach as well, section 2.3.3 below discusses what has been suggested with regard to procedures and teaching methods.

2.3.3 How to teach

Teaching methodology is a multifaceted area as it includes all instruction-related activities carried out in the classroom. The general teaching guidelines discussed in translation pedagogy are reviewed with a focus on the most advocated methods that were defined as competence-oriented and therefore are investigated in the present study.

Generally speaking, one of the most advocated methods in teaching translation is the task-based approach (Hurtado-Albir, 2007, 2015). Task-based teaching (TBT) is one of the translation teaching methods that was borrowed from foreign language teaching (Gonzalez Davies, 2004). According to Willis (1996), task-based language teaching (TBLT) is a task that students carry out individually or in groups where the teacher's role is limited to

monitoring them and offering support. Izadpanah (2010) summarizes the principles of TBLT as being authentic, learner-centred tasks intended to result in pragmatic language use.

The task-based approach was soon reflected in translation teaching, labelled as Task-Based Translation Teaching (TBTT). Al-Qinai (2011) defines task-based translation teaching as an 'approach in which the teaching process is a simulation of real-world experiences whereby students work through groups towards achieving a common goal, by sharing information to identify potential problems and find resources to solve them collectively' (2011: 22).

Kiraly (1995) identified specific practices that teachers need to carry out for implementing a TBTT approach as well as moving towards a student-centred teaching and authentic training. He argued that there was a pedagogical gap between what is practiced in the classroom on the one hand and the translator's competence and its acquisition on the other hand (1995: 33). Therefore, some competence-oriented teaching methods and practices were recommended. These comprise:1) moving from teacher-centred to student-centred instruction, 2) using teaching methods that foster responsibility, independence and the ability to see alternatives, 3) using methods such as role playing and simulation that create a greater sense of realism and thereby generate enthusiasm and overcome passivity,4) fostering creativity and encouraging cooperation through small-group techniques, 5) giving students tools for using parallel texts and textual analysis to improve translation, 6) teaching translation as a realistic communicative activity, 7) adopting new approaches to translation evaluation such as commented translations and 8) developing a sense of profession through a basic or core course in translation studies that develops broad translation principles and attaches them to translation practice. Some of these teaching methods were guided by in the present study in detecting the extent to which the classroom practices in the Jordanian universities are competence-oriented (see 3.4.2.1.1).

For more empowerment of the student's role, Kiraly (2000) proposed a social constructivist approach to translation pedagogy. His approach was influenced by theories of social constructivism which is based on the notion that the learner can be encouraged to take responsibility for learning and the instructor takes the role of a facilitator. Kiraly's approach was deemed as influential and pioneering in translator training (Malena, 2003). The empirical study conducted in Iran by Khoshsaligheh *et al* (2011) employed Kiraly's approach which proved to succeed even in societies where teacher-centred instruction had been dominant. In addition to Kiraly (1995, 2000), authentic training in translation teaching was strongly advocated by Dollerup (1994), Klaudy (1995), Li (2000), Gonzalez Davies (2004). Al-Qinai

54

(2011) believes it is time for the translator training programmes in the Arab World to move towards student-centred teaching and enhance authentic training. However, in countries like Jordan where the teacher-centred instruction is still dominant, it is essential to probe into what is actually practiced and to investigate whether the educators themselves believe authentic training and student empowerment should be implemented. Therefore, the present study investigates whether these practices are applied by the teachers in the first place and probes into their perspectives on the importance of implementing these practices.

Part of designing a competence-oriented curriculum is responding to the market needs. Section 2.3.4 below discusses different aspects of the market needs that can be taken into consideration when designing a translator training programme including the aspects that were investigated in the Jordanian labour market.

2.3.4 Curriculum design and the market needs

It goes almost without saying that the translator will also be expected to have some experience of technical, legal, economic and commercial translation and even to be reasonably proficient at interpreting (at least liaison and consecutive interpreting). Even the beginner, straight out of university, is now often expected to be immediately operational in all these areas simply because requirements have changed and the conditions for employability have changed accordingly.

(Gouadec, 2007: 349)

Bridging the gaps between the academic and the professional worlds in translator training has been and is still gaining momentum. Calls for designing the curriculum in response to the market needs were reflected in the works of Pym (2003), Way (2000), Beeby (2004), Claramonte (1994), Gabr (2007), Li (2000) among others. Beeby (2004) and Gabr (2007) called for focusing on two factors when designing the curriculum; the students' expectations as well as the market demands. The works conducted by Claramonte (1994), Pym (2002) and Gabr (2007) revealed that market needs vary from one country to another.

Due to the growing demands of the translation market, Gouadec (2007) stressed the significance of providing the market with competent translators and stated that universities should award translation qualifications only to those who fit the competent translator criteria to avoid jeopardizing the chances of competent graduates especially when the market is narrow. This aspect is reflected in the Jordanian context as discussed in 1.2.1.

Market needs in the translation industry can either be related to the skills and competences demanded by the employers or to the type of texts and modes of translation demanded by the clients. The large scale OPTIMALE market survey conducted in 2011 included a combination of these elements. It consulted employers at translation service

55

providers in the European market on competence requirements. The survey investigated the qualifications and experience required the most as well as the significance of different skills and competences for the employers. Directionality was also tackled in the survey as employers were asked on the significance of the ability to translate into the second language. Within the Jordanian context, some theoretical studies have attempted to link between translator training and the needs of the market but empirical research in this area still needs to be taken further in a competence-oriented investigation. The present study uses a similar mode of investigation to that used by OPTIMALE (2011) and takes competence as a point of departure to bridge the gap that still exists. Studies conducted in Jordan in translation pedagogy and the market needs are discussed in section 2.3.5 below along with the role of the present study in tackling what has not been explored in those studies.

2.3.5 Translation pedagogy and industry: The Jordanian context

Within the Jordanian context, research in translator pedagogy has been conducted in areas such as curriculum evaluation (Yousef, 2004, Mahasneh, 2013), product assessment for language proficiency; e.g., (Al Najjar, 2011; Abbadi and Ronowicz, 2015; Zughoul and Fattah, 2003), demands of the translation market (Yousef, 2004; Al Hamad, 2014; Shunnaq, 2009).

Translator training curriculum evaluation in the Jordanian universities was tackled by Yousef (2004) at the undergraduate level and by Mahasneh (2013) at the postgraduate level. Yousef argued that the curricula at the undergraduate level need to be reviewed and amended in terms of the entry requirements as well as the implementation of certain learning components. Graduates surveyed in the study suggested enhancing courses of translation technology, on-the-job training and technical translation especially scientific and legal translation. One interesting finding of the paper was that -according to the Bureau of Civil Service in Jordan- about 80% of translation BA holders, who approach the Bureau for employment are employed as English teachers in schools. The study also revealed that while the number of graduates seems to exceed the actual volume of translation work available, employment chances are still available in the fields of legal and scientific translation as well as interpreting.

The work conducted by Yousef (2004) contributed to translation pedagogy especially in unveiling the text types and the modes of translation needed in the Jordanian market. However, the curriculum was evaluated from the perspective of some graduates leaving out the other influential stakeholders; i.e. the teachers and the employers. Some gaps in the data

collection methods were noticed. For instance, most of the arguments made in the paper were not based on empirical evidence. The empirical part of the study was confined to surveying some graduates on their reflections on the relevance of the university courses to the actual market needs. Nevertheless, the graduates who were interviewed were neither defined nor identified. It was not mentioned whether those graduates were experienced or inexperienced practitioners at the time of the interviews. This methodological gap raises a question on the ability of those graduates to decide on the relevance or the usefulness of the university courses to the market. Furthermore, the figures presented on the employability of graduates were extracted from the Bureau of Civil Service which is in charge of providing job opportunities in the public sector. Those figures cannot be taken as a reliable reflection of the employability of translation graduates because the vast majority of institutions which offer jobs for translators are non-governmental and private sector institutions (Al-Hamad, 2014). Therefore, the figures given in the study represented the graduates who approached the Bureau for a non-translation job opportunity. What could have been done in the study for more accurate and representative figures of employability was surveying translators working at the service providers, media agencies or embassies on the degree they hold. This would have provided more relevant and reliable data on the percentage of translators who hold a degree in translation versus those who hold other degrees. Moreover, the serious issue in Yousef's study was the complete exclusion of the pedagogical aspects in the curriculum design. Yousef focused on the learning components that need to be included in the curriculum overlooking the fact that a reflection of a given learning component or module in the study plan does not necessarily mean that it is implemented properly through competence-oriented teaching methods. For instance, the study did not draw on the theoretical views of competence-oriented pedagogy; therefore, it missed tackling issues such as student-centred instruction, authentic training and the sequencing of courses within the study plans

The study conducted by Mahasneh (2013) was a curriculum evaluation in postgraduate translator training programmes. The evaluation of the curriculum was based on the reflections of the teachers and the graduates involved in translation postgraduate programmes. The study revealed that 26.6% of translation postgraduates were not satisfied with the design of the programmes, neither were they satisfied with the level of expertise of their teachers. Based on the reflections of the postgraduates and the teachers, the study recommended that the translation market needs be taken into consideration for market-oriented training programmes. The study by Mahasneh was the first to tackle postgraduate

translator training programmes in Jordan, however, the missing link in the study was found in the relation between the findings and the recommendations of the study. It recommended moving towards market-oriented translator training programmes without exploring the needs of the market. Therefore, the needs recommended to be taken into consideration were left unidentified since the study did not include any market or employer-oriented investigation. The serious issue in the studies by Yousef and Mahasneh is that they were not guided by what has been described as a competence-oriented curriculum. Yousef's study was a subjective description of the status quo while Mahasneh's study missed the reference to competence-oriented training as described by translation scholars. This gap is bridged in the present study as the whole investigation is guided by what has been discussed in competence-oriented curriculum and pedagogy.

Generally speaking, several product-oriented studies for language proficiency were conducted in Jordan. Most of them tackled particular linguistic or lexical-semantic aspects on a selected type of text(s) by sampling translation trainees. None of them could reflect on the translators' competence *per se*. The studies carried out by Al Najjar (2011), Zughoul and Fattah (2003) investigated lexical-semantic and grammatical aspects in translations of selected sentences and phrases performed by students of Jordanian universities. The results revealed several errors in the translations of small stretches of language. However, both studies were narrowed product-oriented studies in which the lexical-semantic and grammatical aspects were not investigated at the textual level and thus could not be related to the overall competence of the translators. To an extent, the above mentioned studies better fit as studies in applied linguistics and they show an out-dated perception of competence that is governed by the linguistic proficiency.

Studies which investigate competence rather than the linguistic features of the TT have almost been absent in the Jordanian context. A recent study conducted by Abbadi and Ronowicz (2015) -in the progress of this study- used the PACTE model (2003) in investigating lexical errors in the translations of professionals in the fields of politics and media. Some of the identified lexical-semantic errors were attributed to 'possible' deficiencies in the bi-cultural knowledge or the instrumental competence. Despite the claim that the PACTE model guided the study, neither the methodology nor the analysis confirmed this claim. In fact, Abbadi and Ronowicz's study (2015) took the same path taken in the studies mentioned above. It was even more narrowed as it excluded the grammatical- structural aspects. In addition, competence was investigated from a rather subjective point of view in which errors were attributed to assumed inappropriate search and research skills or

insufficient bilingual and extra-linguistic competence. The analysis of the errors sounded more of meditation rather than a reflection of solid empirical evidence. The arguments used in the analysis included statements such as 'translators *may have been* looking up wrong entries in the bilingual dictionary' or 'the problem with translating collocations *can also be* attributed to the fact that they are difficult units which are language specific and culturally bound' (Abbadi and Ronowicz, 2015: 17). In addition, similar to the study conducted by Yousef (2004), the professional translators sampled in the study were neither defined nor identified. No background information on the nature of the sample was given; e.g., years of experience or academic qualifications. Furthermore, there was an absence of a clear definition of the term 'professional' for the purpose of the study. Similar studies normally provide the criteria by which professional translators are sampled (e.g. Englund-Dimitrova, 2005). More importantly, the study could not have direct implications on competence development in translator training in Jordan since professionals in Jordan are not necessarily holders of a degree in translation (Al-Hamad, 2014; Shunnaq, 2009). Therefore, their translation flaws cannot be directly attributed to the design of the translator training programmes in Jordan which they might have never joined.

Competence investigation for bridging the gaps between the academic and the professional worlds has remained unexplored. Shunnaq (2009) and Al-Hamad (2014), reiterate the need for involving the actual stakeholders and the market needs in any study related to translator training and call for improving the design of our translator training programmes. The curriculum evaluation and the market needs in terms of fields of expertise and modes of translation in demand were lightly but not sufficiently tackled by Yousef (2004). What has remained unexplored are the competences required the most in job applicants and how the graduates' competence is perceived. The present study probes into this area to provide one of the missing links.

The previous sections have presented the empirical and theoretical studies conducted in translation pedagogy and its relation to the market needs including those carried out in Jordan. Section 2.4 below specifically focuses on the empirical research conducted in translation competence evaluation whether from a partial or a holistic perspective; the core area within which the present study lies.

2.4 Translation competence evaluation: Empirical research

2.4.1 Overview

Williams and Chesterman (2002) point out that research on translation competence and development can involve areas such as translation curriculum design, translator training institutions, the place of technology in translation training and translation assessment which can be carried out either by observing the process or by assessing the product. In addition to the areas suggested by Williams and Chesterman, competence evaluation can also be investigated by surveying stakeholders on their perceptions of the competence of given trainees or graduates. The sections below review the studies conducted in surveying perceptions, the product-oriented studies and the process-oriented studies. The present investigation uses the former two approaches leaving out the process-oriented approach which was employed in the initial pilot study and then abandoned (see 3.4.2.4).

2.4.2 Competence evaluation: General perceptions

In addition to the process and the product oriented research, surveying stakeholders in the academic or the professional world to investigate their evaluation of competence is another possible empirical approach. Such survey-based studies merely provide general perceptions of the competence of trainees or even professionals without referring to their translation product or observing the process. Studies which have taken this approach are relatively few in the literature. The narrowed survey-based study conducted by Kaminskienė and Kavaliauskienė (2012) at the Vilnius University is one example. The study, which was based on the EMT translator competence profile, investigated the perceptions of students, lecturers and employers on the competences acquired by translation students at the University. It revealed that all groups of respondents reflected positive perspections with regard to competence acquisition with more positive reflections from the employers. The PACTE-based study conducted by Eser (2015) on final year translation students at the state universities in Turkey used a similar approach. It surveyed the students themselves on their perception of translation competence acquisition. It showed that students agreed that they had acquired translation competence during the translator training programme with less satisfaction with the knowledge acquired about translation theories. However, these perception survey-based studies remained limited -in terms of quality and quantity- in the research on competence evaluation and development. The few examples of studies mentioned above, relied on the results of the general perception without triangulating the findings by conducting further investigation. It is not sufficient to know whether graduates

show or lack the translation competence, the study needs to dig deeper on how translation is assessed in the first place and what really matters for the stakeholders. In other words, those perceptions need to be justified or explained in a way or another. The present study probes into the stakeholders' perception and investigates the perceptions further by conducting a product-oriented study. Process and product-oriented studies which are reflected more in the literature are investigated in sections 2.4.3 and 2.4.4 below.

2.4.3 Competence evaluation: Process-oriented studies

During the mid-eighties, especially after the work initiated by Dechert and Sandrock (1984), process-oriented research seemed tempting to translation researchers. Drawing on cognitive sciences and psycholinguistics, process-oriented research emerged in an attempt to unveil what goes on the translator's mind while performing a given translation task. These types of studies employed several methods such as introspection through Think-aloud Protocols (TAP), direct observation, retrospective interviews and questionnaires to reflect on the task. More recent studies have used video recording, key-logging, eye-tracking and even EEG and functional brain magnetic imaging borrowed from neuroscience.

The methods as well as the aspects investigated in the process varied from one study to another. For instance, Gerloff (1986) was interested in identifying the unit of analysis in translation as well as categorizing the text processing strategies. Lörscher (1991a), Krings (1986b), Jääskeläinen (1993) and Tirkkonen-Condit (1992) intended to reveal translational problem solving strategies. Séguinot (1996) investigated professional translators' strategies while using dialogue protocols (having two translators or more working and thinking aloud together). Dialogue protocol was advocated by Séguinot (1996), House (1988) and Kussmaul (1995) for yielding richer data than monologue TAPs. To increase the reliability of the data collected, results were triangulated in most of the process-oriented studies, especially with the emergence of key-logging software such as Translog which was developed by Jakobsen (1999) and PROXY which used by PACTE (2003, 2009).

Some of the findings of the previous process-oriented work revealed that professional translators employ more effective strategies than trainees. For instance, in several studies, trainees were found to have an unbalanced application of bottom-up and top-down processes (Kussmaul, 1995). Some other studies showed that there was a misuse of dictionaries and excessive dependence on bilingual dictionaries among trainees (Krings, 1986a). The study conducted by Jääskeläinen (1996), for instance, revealed that translation novices seem to be unaware of their ignorance. The initial pilot process-oriented study

conducted in 2011 for the present research which used *Translog* and direct observation revealed that trainees performed the experimental translation task in a longer time and over-relied on bilingual dictionaries in comparison with professional translators which complied with the findings of Krings (1986a).

Despite the usefulness of process-oriented studies, they still show several drawbacks in the methodology in general and in reflecting on competence in particular. Most of the process-oriented studies used Think Aloud Protocols (TAP) in which subjects were asked to verbalize what goes on their minds during the process. TAP as a data collection method was commonly criticized for several reasons (e.g. Bernardini, 2001; Jakobson, 2003). The criticism includes, but is not limited to, the fact that the subjects do not feel they are in a natural situation which directly affects how they react and what they verbalize. In addition, according to Ericsson and Simon (1993), retrieval of data from both the short term memory and the long term memory in a given TAP is not possible which means that the data verbalized would be incomplete in a sense. Another drawback of the process-oriented studies is that they are time-consuming which implies that the aspects to be studied and the number of participants remain limited. Moreover, Bernardini (2001) argued that the vast majority of the process-oriented studies in which TAP was used reflected loose and unsystematic methodology.

With regard to the contribution of the process-oriented studies into translation competence research, it can be assumed that until this moment, no one-to-one relation could be established between a certain aspect of the process and the translator's competence. Most studies intended to compare between how professional translators handle a given translation task versus novices with the intention of relating the process to the product that is judged as 'good' or 'bad'. However, the studies could not provide enough evidence that a particular method of handling the process is a definite indication of the translator's competence. By way of illustration, concluding that novices excessively rely on bilingual dictionaries is not sufficient to prove that consulting other sources could guarantee a better product and thus indicate more competent translators.

As the aim in the present study is to look into the different aspects of competence, the process-oriented investigation is abandoned for its limitation in achieving the purpose of the study in addition to the infeasibility of involving the stakeholders in the process (also see 3.4.2.4). Therefore, the present study remains confined to surveying perceptions and conducting a product-oriented study.

2.4.4 Competence evaluation: Product-oriented studies

In product-oriented studies, the translation product is the only tool the researcher relies on to investigate the competence of the translator or some aspects of it. Despite its limitations in evaluating the overall competence, product assessment has always been considered as one main effective tool in revealing several aspects of competence which was proved in the empirical studies of PACTE (2005 and 2009). As Darwish (1999) states, 'the translator competence is always called into question whenever the quality of the translation product is questioned' (1999: 1). Similarly, Campbell (1998) argues that 'the assessment of translation quality is best seen as a matter of profiling the competence of learners, rather than simple measuring of the quality of their output' (1998: 163)

It is essential to clarify that product assessment involves different types of evaluation carried out for different purposes. According to Hurtado Albir and Melis (2001), three types of translation assessment can be identified: 1) evaluation of published translations, 2) evaluation in professional translation practice and 3) evaluation in translation teaching for pedagogical purposes. According to the authors, evaluation of published translations refers to the evaluation of a translation of a literary or a sacred text to discuss its merits and demerits or to propose solutions; i.e. translation criticism. According to Hewson (2011), the aim of translation criticism is not to judge a given translation as much as it is to understand where the target text stands in relation to its original.

The other two types identified in Hurtado Albir and Melis (2001) are: evaluation in translation teaching and evaluation in professional translation practice. Evaluation in translation teaching is basically carried out in diagnostic testing conducted at the beginning of a translation course for pedagogical purposes and often called formative testing (Colina, 2003). Evaluation in professional translation practice is defined by the authors as evaluation of the competence of a given translator for professional reasons such as applying for a post. This same type of assessment which was called by PACTE (2003) as 'competence in written translation' is conducted in the present study as a complementary method to surveying the stakeholders' perceptions.

Empirical research which investigates translation competence by assessing the product was tackled in few studies. The modes in which these studies were conducted involved an assessment by the researcher(s) who investigated the product by employing certain assessment criteria. The study conducted by Stansfield *et al* (1992) was one of the studies belonging to this category. It intended to identify the constituents of translation competence by relating translation competence to language skills. The study sampled 58 language

specialists and translators working in the FBI. It showed that subjects performed better on the accuracy scale in inverse translation and on the expression scale in direct translation. As is the case with most product-oriented studies, the aspects investigated in the study conducted by Stansfield *et al* (1992) were confined to the linguistic features of the target text. Furthermore, these types of studies where the researcher is the assessor are characterized by a higher degree of subjectivity. For a less subjective and pragmatic evaluation, some studies involved second party assessors from the actual stakeholders which is the path taken in the present study. Sections 2.4.4.1 and 2.4.4.2 elaborate more on studies which involved a second party in the product assessment and place the present study as a continuation and addition to the previous ones.

2.4.4.1 Product assessment by a second party

Assessment by a second party refers to the involvement of actual stakeholders in the study. These assessors could include teachers, peers or students -as self-assessors- from the academia and employers, professional translators or clients from the translation industry. This means that the researcher's role in such a study would be limited to investigating and analysing the assessors' perceptions of competence or their assessment methods.
A good example of this type of studies is the empirical research conducted by Waddington (2001). It sampled teachers from 20 different European and Canadian universities to assess inverse translations performed by translation undergraduates. Although it touched on competence of students, the main purpose of the study was to determine the validity and reliability of the evaluation methods applied by the teachers. The figures revealed that 38.5% used a holistic method based on grading criteria. Similarly, the study carried out at Shiraz University by Riazi and Davoodi (2008) investigated the assessment methods applied by university teachers but without tackling the performers' competence. It revealed that translation teachers at the university assess exams on ad hoc basis. Similar studies were conducted to investigate the assessment criteria employed by professionals in the industry (e.g. Orlando, 2011) which revealed that the majority of the agencies assess translations by resorting to subjective and objective methods.

In fact the studies mentioned above cannot be considered as empirical studies on translation competence; they are studies which merely investigate how translations are assessed; i.e. assessment methods. However, before probing into the assessment methods and criteria, a good starting point would be revealing how competence is perceived.

Understanding how a given assessor perceives competence explains a lot about the assessment method or approach.

It can also be noticed that involving actual stakeholders such as teachers or employers in the product assessment has not been a common approach in most of the product-oriented studies. Even less common is the involvement of self-assessment. Section 2.4.4.2 below discusses this method which is also relevant since the present study involves a self-assessment in addition to the second party assessment.

2.4.4.2 Self-assessment

Self-assessment in general and translation self-assessment in particular is rarely investigated in research for the risk of bias. In a training context, self-assessment is generally defined by Andrade and Du (2007) as 'a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning […]' (2007: 160).

Hidayat (2013) conducted a study in translation product assessment in which teacher, peer and self-assessments were investigated in relation to each other. The results showed that peer-assessment validated teacher assessment better than self-assessment. It also revealed that students over-estimated their translations by giving themselves higher marks than those given to them by their peers and teachers. However, the study conducted by Hidayat (2013) only focused on investigating the marking given by each group of assessors excluding any qualitative product assessment and therefore did not tackle translation competence. Furthermore, the study did not provide possible reasons for the over-estimation in the self-assessment. Most importantly, the study hardly had any implications on translator training because several questions regarding translation assessment were left open.

Way (2008) stressed the need for a tool that would awaken the students' spirit of self-criticism and help them detect their weaknesses. Al-Qinai (2011) believes self-assessment is rarely practiced in translation teaching and calls for implementing this method in the translator training programmes in the Arab World as a way of activating the role of the student in the teaching process. Hartley *et al* (2003) suggested a criterion-referenced self-assessment model which however was designed for conference interpreting and not for written translation. The criterion-referenced rating scale suggested by Robinson *et al* (2006) is one of the few good assessment tools that was made available for trainees to use in self-assessment of their written translations. Firstly, it was found to be clear and concise for the target respondents who are normally trainees with little experience in self-assessment. Secondly, it focused on two main components; namely, accuracy of rendering the meaning

and quality of the structure which were considered basic components in holistic assessment methods (Stansfield *et al*, 1992; Waddington, 2001). Such a self-assessment rating scale could either be used by students in an actual translator training context or employed as an assessment tool in empirical studies as is the case in the present study which uses the scale of Robinson *et al* (2006).

In conclusion, it can be noticed that empirical product-oriented studies discussed in section 2.4 missed a key aspect which is reflecting holistically on competence. In fact, empirical studies which investigate competence for implications on translator training are still needed (Beeby, 2000; Koby, 2014). The present study intends to contribute to this research scope by relating the perceptions of the stakeholders and their product assessments to the status quo of the curriculum design for direct implications on translator training.

2.5 Conclusion

Translation competence is a multifaceted research area in which several factors are interrelated. Investigating translation competence necessitates reviewing how competence was defined and described especially in componential models. Therefore, these models were reviewed chronologically to trace the development of the concept throughout time. The PACTE (*Process in the Acquisition of Translation Competence and Evaluation*) model which informs this study was closely investigated and the reasons for its selection were presented

Apart from the abstract models, theoretical views suggested for competence-based training were investigated as well. The learning components and teaching methods commonly stressed such as internship, (CAT), specialized translation, L2 proficiency and moving towards student-centred teaching were focused on as previous studies showed that they are still under-practiced in the translator training programmes in the Arab World (Al-Hadithy, 2014, Gabr, 2007, Al-Qinai, 2011). For this reason, the feedback of the teachers at the Jordanian universities is probed with respect to these areas. The empirically-based studies in translation competence for training implications were critically reviewed and discussed in terms of their insights and open questions.

The review of the related literature reflected that research in competence evaluation and development, especially the empirically-based studies still needs to be moved further. Most of the empirical studies were linguistically-oriented in which the lexical-semantic or syntactic aspects were focused on without investigating competence. Some other studies were merely conducted to investigate the assessment methods or criteria applied by teachers or professionals without reflecting on the competence of translators.

66

Within the Jordanian context, it was revealed that none of the studies on translator training investigated translation competence of trainees from a holistic perspective for training implications. They were found to fall within three main categories: product assessment for linguistic proficiency, curriculum evaluation and theoretical studies. Interestingly enough, most of the studies stressed the significance of amending the curriculum to be market-oriented; however, none of them surveyed the employers on the competences and skills needed the most in graduates. None of them started with competence evaluation as a point of departure on which the curriculum could be evaluated and amended. Therefore, the assumption made by Schaeffner and Adab (2000) that translation competence is most effectively developed within a translator training programme is to be closely investigated for the Jordanian context in the present study.

The research questions of the present study (see 3.2) are formulated to tackle the missing links in the previous studies. The overarching question: How is the competence of translation graduates perceived by the teachers, the employers and the graduates themselves? takes competence evaluation as a point of departure to inform a competence-oriented curriculum. Other research sub-questions tackle competence-related issues and the respondents' perceptions of the areas that may be posing problems to the development of competence. The ultimate purpose of this investigation is to bridge the gap between the academic and the professional world as suggested in the studies by Shunnaq (2009), Al-Hamad (2014). The research questions and sub-questions are listed in more detail in 3.2 along with a presentation of the methods used to answer them.

Chapter Three
Research Methodology

3.1 Introduction

This chapter presents the overall design of the empirical study conducted to answer the research questions raised in 1.2.3 and relisted in section 3.2 below. It presents the approaches, methods and instruments employed and the research paradigm in which they are contextualized. The chapter defines the nature of the selected approaches and methods, the reasons behind their use as well as the significance and function of each method in answering the research questions. The chapter describes how the research instruments are selected and designed, validated and piloted for reliability. In addition, it elaborates on the data collection procedures in the two-phase empirical study including the choice and sampling of the participants along with a description of the variables. It discusses how the models and theories which guide the study are used to formulate the items of the questionnaires. Furthermore, it addresses the ethical issues and the steps taken to ensure the confidentiality of the participants' identity, the privacy of their views and perceptions and most importantly, their safety.

3.2 Research questions

Since investigating perceptions of competence requires surveying people, empirical research was opted for. Empirical research is commonly referred to as research that is based on observation or experimentation; i.e. evidence (Cohen *et al*, 2008).

The research methodology was directed by a main research question which geared the methods and approaches used. The overarching research question by which the whole study is driven is 'How is the competence of translation graduates perceived by the teachers, the employers and the graduates themselves?' From this main question, several sub-questions were derived (see 3.2.1, 3.2.2 and 3.2.3 below) in relation to each group of assessors.

As competence investigation was considered a point of departure (see 1.2.2) and the degree of subjectivity was meant to be eliminated (2.4.4.1), actual stakeholders were involved in the evaluation. The significance of investigating the perceptions of these stakeholders in particular is that they are seen as three triangle endpoints in translation

training and practice especially that previous studies revealed a gap between the academic and the professional worlds (see 2.3.4 and 2.3.5).

The research questions as well as the empirical data collected to answer them are classified within three main categories that are regularly referred to throughout the study. These categories are: 1) general perceptions of the graduates' competence (labelled as general competence evaluation), 2) product assessment of the graduates' translations (labelled as competence evaluation in written translation) and 3) reflections on the status quo of translation training and translation practice in the academic and the professional worlds (labelled as competence development since it feeds into what needs to be implemented or stressed further for a better development of competence).

The sub-questions listed within the 'general competence evaluation' are formulated to collect answers to the overarching question from different perspectives on all the PACTE sub-competences and components. This can either confirm or refute the findings of the previous studies that the translator training programmes in Jordan are not preparing competent translators for the market. The sub-questions listed within 'competence evaluation in written translation' are formulated to provide an actual presentation of how trainees are usually assessed in university tasks or exams and in in-house proficiency tests providing deeper insights on the general evaluation. As for the sub-questions listed within the category of 'competence development', they are formulated to interpret -although partially- the perceptions of the stakeholders and thus answer some *why* questions that can be raised in the course of the research. The method by which the theoretical framework discussed in 2.2.4 and 2.3 guided the formulation of the surveys is illustrated below in 3.4.2.1.1.

3.2.1 The teachers' perspective

Within the academic world, the teachers' perception of the competence of their final year/ final term students is considered essential for the present inquiry as insiders in the educational system. In respect of the three main categories, the teachers' perspective answers the following research questions:

o General competence evaluation
- How do the university teachers evaluate the overall translation competence of graduates? What competences do graduates seem to lack from the teachers' perspective?
- How motivated do graduates seem to be with regard to working in translation?
o Competence evaluation in written translation
- How are the graduates' written translations assessed and rated by university teachers?

69

- What types of deficiencies and errors are considered crucial for teachers in evaluating competence in a given written translation?

o Competence development

- From the perspective of the teachers, what is considered essential or very important to be implemented or stressed further in the curriculum design; i.e. entry requirements, study plans and teaching methods? [Inquiry is informed by what has been commonly stressed in translation pedagogy as discussed in 2.3 and its sub-sequent sections].

3.2.2 The employers' perspective

Within the professional world, the employers' evaluation of recent graduates is seen as inevitable in the present study as employers have full access to the needs of the industry and their views can yield implications for a market-oriented translator training programmes. In respect of the three main categories, the employers' perspective answers the following research questions:

o General competence evaluation

- How do the employers in the translation industry evaluate the overall translation competence of recent graduates who apply for a job? What competences do employers believe are lacking in these graduates

- How motivated do graduates seem to be to work in translation?

o Competence evaluation in written translation

- How are written translations - by the graduates (applicants) - assessed and rated by the employers?

- What type of deficiencies and errors are considered crucial for employers in evaluating competence in a given written translation? Which of the submitted translations are considered good enough to be offered a job?

- How is competence actually evaluated in the actual professional world? What kind of in-house proficiency tests do applicants sit for?

o Competence development

- What competences do employers look for when employing candidates and how are these candidates selected for the job?

 - How well do translation graduates meet the skills and competences required the most by the employers in the industry?

3.2.3 The graduates' perspective

The graduates' perception of the development they have made as a result of joining the four-year translator training programme is considered important to be included as it reveals how graduates themselves perceive their competence and their expectations with regard to the labour market. However, implications and recommendations on translator training are basically extracted from the evaluation of the second party assessors as they represent the actual usual assessors in the academic and the professional worlds. In respect of the three main categories, the graduates' perspective answers the following research questions:

o General competence evaluation

- What competences do graduates believe they have developed as a result of joining the programme?

- With regard to motivation, were the graduates internally motivated or influenced by some external factors to join a translator training programme? What are their expectations of the skills and benefits they can gain as a result of joining a translator training programme[10]?

o Competence evaluation in written translation

 - How are written translations self-assessed by the graduates? What quality of a translation do they believe can ensure them a job in the labour market?

o Competence development

 - How far do graduates agree on the implementation of competence-oriented teaching methods[11]?

It can be noticed from the formulation of the research questions above that the mode of inquiry is very similar in the investigation of the second party assessment. Graduates on the other hand are approached through a slightly different mode of inquiry. Differences and similarities in the mode of collecting data are discussed further in 3.4.2.1.2 below.

---

[10] Motivation is tackled in more detail in the graduates' questionnaire as they are requested to respond to the factors that affected their decision to join the programme

[11] Graduates were only asked about the teaching methods; the more technical issues such as what is missing in the study plans or how candidates should be accepted to the programme were left for the teachers who can provide more objective and informed views

3.3 Design of the study

To investigate how the competence of graduates is perceived and evaluated by three groups of assessors, the PACTE competence model (2003, 2011) was used to guide the inquiry (see 2.2.4). The evaluation is carried out by the same groups of assessors at two phases in two different modes and for different purposes. The first phase aims at investigating how competence is perceived in graduates by each group. The second phase investigates how competence is evaluated through an assessment of written translations. The results of the two evaluations are interrelated and interpreted in light of the status quo of the translator training programmes (see 1.3.2) and in light of the participants' reflections on the design of the translator training programmes and the employment practices. In this inquiry of competence, a mixed approach of quantitative and qualitative methods is used (see 3.4.2).

3.4 Methodology paradigm

In theories of knowledge there is reference to different paradigms within which the research methodology can lie. These include interpretivism, positivism and post-positivism. Unlike positivists and post-positivists, interpretivists normally adopt pure qualitative methods, such as ethnography or unstructured interviewing that involve a higher degree of subjectivity. According to Creswell (2003) and Ashatu (2009), the post-positivist paradigm employs multiple measures for more validity and reliability and for triangulating the results.

The present study uses a triangulation post-positivist approach by resorting to mixed methods and also by investigating competence from different perspectives at two phases.

3.4.1 Approaches and methods

In fact, deciding on the research approach depends on the research questions, aims and objectives. Silverman (2001, 2005) points out that while quantitative research methods can reveal what people do in their everyday life, understanding the motives behind their behaviours can be better achieved through qualitative methods.

To achieve the purpose of the present study, mixed quantitative-qualitative methods are employed in sequential procedures; i.e. at two empirical phases in which the findings of one method are elaborated by resorting to another. While the first phase surveys a large scale of respondents on their perceptions, the second phase investigates an operationalized assessment of actual translations experimented on a smaller selected sample by employing an experimental task. Further details are discussed in 3.4.2 below.

3.4.2 Data Collection instruments

Since the purpose of the first phase is to approach the biggest sample possible of the three groups of assessors in Amman, Likert-type questionnaires are used. As the purpose of the second phase is to investigate how competence is assessed in written translations, open and closed-ended questionnaires in addition to post-task group discussions are used as assessment instruments. Further details on each research instrument are provided below.

1) Questionnaires: questionnaires are generally defined as means of gathering information about a particular population by sampling some of its members. The types of questionnaires used are as follows:

A) Questionnaires of the first phase (Appendices 6, 7 and 8) are designed of 100% closed-ended items on four-point and five-point rating scales (Likert type). Likert type was selected for the first phase to reduce the time needed to complete the questionnaires and therefore reach the largest possible sample of respondents.

B) Questionnaires of the second phase as product assessment forms (Appendices 10, 12 and 14) include closed and open items to elicit deeper data. Both types of questionnaires are cross-sectional which means that data are collected at one specific point of time.

2) Experimental translation task: this method is a data collection method that is used in the second phase to provide a corpus of written translations for the assessors to evaluate and assess.

3) Focus group discussions: A focus group discussion is a qualitative research method which relies on the interaction of six to eight participants who are interviewed on a particular topic. (Morgan, 2002). This method is used to respond more openly on the experimental translation task and give the graduates the chance to express what is not covered in the closed assessment form. Focus group discussions were conducted in Arabic, recorded and translated into English (see transcripts in Appendix 13).

4) Official documents: documents including advertisements, journals, brochures, laws, regulations, etc. are normally analysed to elicit meaning and gain understanding and are often used in combination with other methods as a means of triangulation. Content analysis normally provides some background ancillary information but cannot be completely relied on (Bowen, 2009). This is precisely how the present study uses the official documents released by different bodies on the translation training and practice in Jordan. This type of data is collected from the official printed and electronic sources released by the Higher Education Accreditation Commission (HEAC), the Education, Audio-visual and Culture Executive Agency (EACEA) and the documents released by the universities. In addition, reference is

also made to the official documents released by the Amman Chamber of Commerce and the Jordanian Translators' Association (JTA) for tracing the number and names of the registered translation service providers and collect some information on how the quality of the service is assured.

The data collected from these documents contribute to the ancillary findings and play a role in contextualizing the study by providing background information against which findings can be better interpreted and analysed.

3.4.2.1 Questionnaires' design

The content of the questionnaires' items is extracted from the PACTE model (2003, 2011) and theories of competence-based teaching suggested by Kiraly (1995, 2000) in addition to some theoretical views on competence-oriented curriculum design (see 2.3.1_2.3.4). Some sections in the graduates' and the employers' questionnaires draw on modes of inquiry previously used such as the criterion-referenced rating scale developed by Robinson *et al* (2006) and the OPTIMALE market survey (2011). How the above mentioned models and theories are used in formulating the items of the questionnaires is illustrated in 3.4.2.1.1 below.

3.4.2.1.1 Formulation of items

The mode by which the above mentioned theories are used in formulating the questionnaires' items is as follows:

A) General competence evaluation

- The PACTE competence model (2000. 2003 and 2011): The main sub-competences highlighted in the model (see 2.2.2) were used in formulating the questionnaire items for investigating competence across the three questionnaires. These comprise the bilingual competence, the transfer and the strategic competence, the extra-linguistic competence, the instrumental competence and knowledge about translation. However, as it can be noticed in Table 3.1 below, some competences were broken down into smaller components. The definitions of the competences -as provided by PACTE- were used in the formulation of the item where the content was kept the same and the form was simplified. The purpose of splitting some competences into smaller components and simplifying them was yielding more accurate data. According to Privitera (2013), a rule of thumb in writing reliable and valid survey items is keeping the items simple and avoiding double barrelled items. By way of illustration, the transfer competence is defined by PACTE as 're-expressing the source text

(ST) message in the target language (TL)', (PACTE 2000: 102). Since the transfer competence involves two directions at least and PACTE (2003) argues that competence varies according to directionality, this competence had to be split into direct and inverse translation. The strategic competence was considered in the model of 2003 as a core competence and was defined in complex statements revolving around the ability to carry out the translation process efficiently and solve the translational problems. The questionnaire item was simplified to hold this core meaning as can be noticed in Table 3.1 below. Similarly, knowledge about translation involves several components. These include knowledge of translation as a profession including meeting briefs, clients' and work requirements, knowledge of the market, ability to negotiate prices, etc. In addition, it also involves knowledge of functions, methods and theories of translation. Not all aspects of this competence could be included in the item as some aspects of the profession were found irrelevant in the case of inexperienced graduates. For instance, ability to negotiate prices could not be assumed to be acquired if the translator has never had a practical experience. As for knowledge of functions and methods, they were integrated in the definition of the strategic competence and therefore excluded from the item on knowledge about translation. Knowledge of the theories of translation were also excluded based on the employers' feedback in the pilot study who expressed their inability to judge this component as they do not normally test this aspect in applicants. This was also evident in the sample in-house proficiency tests sent by the employers (see 3.4.2.4). As a result, knowledge about translation was split and simplified into two profession-related aspects that were found the most relevant to inexperienced graduates. These were: the ability to manage the task and work with a team and ability to meet the purpose of the translation and the deadline. The extra-linguistic competence is also a multifaceted competence that involves the world domain knowledge[12] in addition to the knowledge of the two cultures associated with the two languages. Accordingly the competence was spilt into two items tackling these aspects in addition to one more item related to the culture-specific socio-cultural constraints in Jordan. This item was meant to tackle the knowledge of the graduates of the specificity of the socio-cultural constraints in Jordan in which censorship is still applied on some translations (Al Hamad, 2013). The psycho-physiological components involve several cognitive and attitudinal aspects such as memory, creativity, critical thinking, motivation among others. Motivation was the only aspect selected to be included in the competence inquiry for being

---

[12] Domain knowledge is further defined for the respondents as the subject knowledge in special areas,-as was explained in the model of 2003.

highly stressed as a success factor in the learning process in translator training (see 2.3.1.1) and a relatively explicit aspect to be evaluated by others. Some other competences were not split but the item involved additional explanation to make it clearer for the respondents. For instance the bilingual competence was used as such but further explained as fluency in English and Arabic as the word 'fluency' is commonly used in Jordan especially in job vacancy ads. The instrumental competence was not split but simplified into a concise item. Keeping the items short and minimizing the length of the survey had to be taken into consideration as it is commonly recommended (Cohen *et al*, 2008; Privitera, 2013). As a result, the questionnaire section on competence evaluation was confined to 11 items including the item on motivation in the questionnaires of the second party assessors and 10 items in the questionnaires of the graduates where motivation is allocated two separate sections. Each competence along with its definition as provided in the PACTE model is listed in Table 3.1 below along with its corresponding questionnaire item(s)

Table 3.1 Formulation of the PACTE competences in the questionnaires

PACTE's definition of the competence	Derived questionnaire item(s)
The bilingual competence: knowledge required to communicate in the two languages. It comprises the pragmatic, socio-linguistic, textual and lexical-grammatical knowledge in each language (PACTE, 2011)	One item: 1- Bilingual competence (Fluency in English and Arabic)
Extra-linguistic competence: it comprises general world knowledge, domain-specific knowledge, bicultural and encyclopaedic knowledge (PACTE, 2011)	Three items: 2- World or domain knowledge 3- Knowledge of the culture associated with each language 4- Knowledge of socio-cultural constraints in Jordan.
Instrumental competence: the use of documentation resources and information and communication technologies applied to translation (dictionaries of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, search engines, etc. (PACTE, 2011)	One item: 5- Ability to use different types of sources, dictionaries, encyclopaedias, and other profession-related tools and software.
Transfer competence : the ability to complete the transfer process from the source text to the target text, that is, to understand the source text and re-express it in the target language (PACTE, 2000)	Two items: 6- Competence in translating from English into Arabic (direct translation) 7- Competence in translating from Arabic into English (inverse translation)

Strategic competence: knowledge to guarantee the efficiency of the translation process and solve problems encountered. Its function is to plan the process and carry out the translation project; evaluate the process and the results obtained; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them (PACTE, 2003)	One item 8- Competence of identifying and solving translational problems effectively selecting the most appropriate method
Knowledge about translation: knowledge about how translation functions and knowledge about professional translation practice (PACTE, 2011) and the work market; e.g. types of briefs, users, prices, etc. (PACTE, 2003)	Two items: 9- Ability to identify and meet the deadline and the purpose of the translation 10- Ability to plan and manage time as well as work within a team
Psycho-physiological components: different types of cognitive and attitudinal components and psycho-motor mechanism including creativity, critical thinking, motivation, memory, etc. (PACTE, 2003).	One item on motivation 11- Motivation for practicing translation as a profession13

- Motivation theory of Newstead (1996), motivation of joining a translator training programme (Kelly, 2005) and motivation of joining a foreign language learning programme (Gardner and Lambert, 1972) guided the formulation of two sections in the graduates' questionnaire to detect their motivation to work in translation and detect the assumed confusion some students have between foreign language learning and translation (Kelly, 2005) discussed in 2.3.1.1.

B) Competence in written translation

- The second phase questionnaires were structured in two different designs. The teachers and employers' questionnaires were more open for the respondents to comment on the quality of the translations clarifying their assessment criteria. The self-assessment form of the graduates was basically an adapted form of the criterion-referenced rating scale developed by Robinson *et al* (2006). As is the case in the original rating scale, the adapted one required the respondents to tick one answer option on a six-point scale (from a to f) on their comprehension of the source text, the appropriateness of the lexical-semantic and structural choices. However, the original rating scale was adapted for this study in two ways: 1) the items were formulated in the two languages; English and Arabic while the original was

---

[13] Motivation in the graduates' questionnaire is tackled in separate sections by detecting the factors that influenced their decision to join the programme in the first place as well as their expectations of their future career

only in English, 2) the column related to how well the translator meets the translation brief was excluded since all the authentic texts received from the translation service providers to be used in the experimental task were sent without any translation briefs (see 3.4.2.4 below).

C) Competence development

- For investigating the teachers' perceptions of the curriculum design, the questionnaire sections included items on internship, specialized translation, computer-assisted translation, L2 proficiency since these areas were stressed for competence-oriented training (see 2.3.2).

- Kiraly's teaching methods (1995, 2000): Kiraly' competence-oriented teaching methods were used in the investigation of the teaching practices applied at the five universities (see 2.3.3). However, in light of the recommendations provided in the validity test of the questionnaires (see 3.4.2.3 below), not all Kiraly's teaching methods were used. For instance, the teaching methods related to fostering responsibility and independence, practicing authentic training in role playing, and teaching translation as a communicative activity were found by the validity experts as too generic for questionnaire items. In addition, the teaching method which tackles the teaching of translation theories was also excluded as it was excluded in the PACTE-based investigation in light of the employers' feedback in the pilot study. As a result, the items on the teaching methods were cut down into six items, four items borrowed from Kiraly's teaching methods and two other items related to encouraging students to use translation technologies and the extent to which translation principles are related to translation practice in field training. The teaching methods borrowed from Kiraly (1995, 2000) along with their corresponding questionnaire items are illustrated in Table 3.2 below

Table 3.2 Formulation of Kiraly's teaching methods in the questionnaires

Kiraly teaching methods (1995, 2000)	Derived questionnaire item
• Moving from teacher centred to student-centred instruction (Kiraly, 1995). Empowering students to influence the content, the activities, and the materials to be taught (Kiraly, 2000)	1- Moving towards student-centred teaching (empowering students to influence the content, the activities, and the materials to be taught
• Fostering creativity and encouraging cooperation through small group techniques (Kiraly, 1995)	2- Encouraging creativity and cooperation in class through small group techniques

• Giving students tools for using parallel texts and textual analysis to improve translation (Kiraly, 1995)	3- Training students to use parallel texts[14] and text analysis to improve their translation
• Adopting new approaches to translation evaluation such as commented translation (Kiraly 1995)	4- Adopting new approaches to translation evaluation such as commented translation[15]

• The OPTIMALE market survey conducted in 2011 (see 2.3.4) guided the design of several items in the employers' questionnaire to investigate the degree of importance of each competence. The OPTIMALE mode of investigation was reflected in the employers' questionnaire in two ways. Firstly, in investigating the significance of the competences, qualifications and experience of candidates for the employers. Secondly, in splitting the competences into smaller components to yield more accurate data such as investigating directionality within the transfer competence.

3.4.2.1.2 Questionnaires' structure: Similarities and differences

While the questionnaires of the three groups of respondents shared common features in structure and content, they differed in some aspects. These differences were either due to the different nature and background of each group of stakeholders or to some issues which were revealed in the pilot study (see 3.4.2.2). For instance, some elements had to be taken into consideration in the graduates' questionnaires especially that they were carried out by less experienced respondents.

The differences and similarities among the questionnaires are listed and explained below:

A) First phase Likert-type questionnaires

1- The first phase questionnaires basically consisted of four-point rating scales either on the degree of agreement (strongly agree → strongly disagree) or the degree of importance (essential → not important). The section on evaluating the graduates' competence in the employers' questionnaire had an additional option of No Answer or Not Applicable (N/A). This is because in piloting the questionnaires, some employers showed inability of judging certain competences which -as they stated- are not tested in an actual proficiency test or interview. This was not reflected in the piloting of the teachers' and the graduates' questionnaires; therefore their questionnaires did not have the N/A option.

---

[14] Parallel texts were defined for the respondents as authentic untranslated texts in the target language that are of a similar type (Neubert, 1981, 1990).

[15] Commented translation was further explained for the respondents as justifying translation decisions in writing (Neubert, 1984).

2- The employers' questionnaire included some multiple choice, categorical items in investigating the required qualifications and the setting of the in-house proficiency test.

3- As per the request of some employers in the pilot study, the employers' questionnaire was prepared in an electronic form designed and sent via SurveyMonkey[16] in addition to the paper questionnaires handed in person.

4- The employers' paper questionnaires were handed in person by visiting the translation service providers to ensure that the respondents meet the set criteria (see 3.4.2.3). In addition, they were filled with the presence of the researcher to ensure the respondent was an informed person involved in the process of testing and selecting candidates. The teachers' and graduates' questionnaires were handed in person to the heads of the translation department at each university who facilitated the access to the targeted respondents and allowed a direct contact with them.

5- The mode of inquiry in investigating competence was identical in the teachers' and the employers' questionnaires and slightly different in the graduates' questionnaire. As teachers and employers are actual assessors in their everyday job, they were asked to spot the competences graduates seem to lack while the graduates were asked on the development of their competence. This difference in the mode of inquiry was recommended in the validity test based on the following argument. Teachers and employers are actual translation assessors who normally and unconsciously focus on errors and deficiencies in their product assessments, therefore the competences lacking in graduates are easier to spot for them than the competences developed. Lowe states that 'those assessing translation skills often focus on errors' (Lowe, 1987: 54). In contrast, graduates were requested to reflect on what they have developed rather than what they lack to avoid biased answers in a negative mode of inquiry. In addition, graduates may not be aware of what they lack. Due to these differences, the results on competence evaluation were split into two areas: what is developed from the graduates' perspective versus what is still lacking from the teachers' and the employers' perspectives. The results were also split due to the fact that the perceptions of the teachers and employers were general impressions, based on a long-term experience with different graduates throughout the years. The sampled graduates, however, reflected on a personal and a time-specific perception based on a four-year experience in the translator training programme.

---

[16] Due to technical issues in preparing a bilingual version of the electronic questionnaire, the employers' survey was only designed in English

B) Second phase closed and open-ended questionnaires (product assessment forms)

1- The mode of inquiry was almost identical in the employers' and the teachers' second phase questionnaires. Both questionnaires consisted of four main items; two closed rating scales and two open-ended questions with one extra categorical question for the employers. The two closed questions required rating and marking the translation while the two open questions required identifying the deficiencies found in the translation with an elaboration on the assessment criteria. In addition, the employers' form included one extra categorical item on whether the assessor would employ the performer of the translation based on the quality of the translation. Graduates on the other hand were asked to complete a criterion-referenced rating scale. The second party assessment forms were meant to be left open with a space of freedom for elaboration and deeper insights. The graduates, however, could not be required to respond to open items because their assumed little experience in assessment would not enable them to assess a given translation without guidance. Nevertheless, to maintain a common ground among the three assessments, the teachers and employers were required to focus on the terminological choices, structure and orientation to the genre of the target language which constituted the basic areas highlighted in the graduates' self-assessment form.

3.4.2.2 Questionnaires' validity and reliability

As a rule of thumb, any type of questionnaire should be validated and piloted for a reliability test (Cohen *et al,* 2011). In research methodology, validity refers to evaluating whether an instrument measures what it purports to measure (Cohen *et al*, 2011). Validity testing is normally carried out by consulting experts in research methodology or in the respective field of expertise in respect of the design of the questionnaire, its clarity, objectivity, etc. Reliability refers to the stability and repeatability of measures, or the ability of a test to produce the same results under the same conditions (Garmines and Zeller, 1979; Cohen *et al*, 2011). For measuring the reliability of the questionnaire in a numerical form, a pilot study needs to be carried out in which the consistency among the responses of the pilot sample is used for measuring the coefficient of correlation as a reliability indicator. The pilot study is defined as a rehearsal of the major research study for detecting problems prior to the full-scale study so that the researcher can take corrective actions to improve the research (Persaud, 2010). Reliability tests can be conducted either by 1) measuring the internal consistency among the different items and sections of the questionnaire (Cronbach Alpha coefficient of correlation) or 2) measuring the consistency in responses to the same items by the same respondents at two

different points of time through testing and re-testing (Pearson coefficient of correlation). The coefficient of correlation is normally represented in a score ranging between 0.1 and 0.9 on which there is not yet a definite consensus on the minimum acceptable score. For example, Nunnally (1994) suggests 0.70 as the lowest acceptable score for the reliability of the questionnaires, while some authors suggest that 0.67 should also be acceptable (Cohen *et al*, 2008).

The questionnaires were validated in terms of structure, wording, clarity, objectivity, length, etc. in two different ways. A number of experts specialized in research methodology and translation from private and public universities in Jordan were consulted on the design of the questionnaires (see Appendix 4). Since the group of the experts consulted on validity consisted of teachers, feedback was still needed from students and employers. Therefore, a group of 3rd year students and some employers at media agencies were requested to respond to the questionnaires to get their feedback on the clarity of the items and detect whether there weree items that weree vague, ambiguous or misleading. In light of the recommendations of the experts and some comments from the students and the employers some minor changes were carried out. A few ambiguous or double-barrelled items were re-worded while other items were deleted for reasons such as duplication or irrelevance. By way of illustration, some items in the section on the teaching methods such as authentic training and role playing were deleted after some students had showed unawareness of the concept of authentic training. Similarly, in light of the employers' comments, an electronic version of the questionnaire was prepared and an N/A answer option was added as discussed in 3.4.2.1.2 above.

Reliability was measured based on the internal consistency of the items (Cronbach's Alpha coefficient of correlation). The Statistical Package for Social Science (SPSS software) was used for measuring the coefficient of correlation as well as for analysing all the subsequent quantitative data. The coefficient of correlation in the pilot study was above 0.7 for all the sections across the three questionnaires which was considered acceptable for the purpose of this study.

The reliability test for the second phase questionnaires; i.e. the assessment forms was handled differently as the design of these questionnaires involved some categorical and open-ended items. Scholars in research methodology argue that in open-ended questionnaires, testing reliability in the conventional quantitative sense through measuring the coefficient of correlation is irrelevant. This is because in these questionnaires the validity and reliability are congruent in a way that assuring validity is in fact an assurance of both

(Golafshani, 2003). Therefore, ensuring the validity of the second phase questionnaires was in fact sufficient since no numerical reliability test could be done in qualitative methods. However, for more assurance, the experimental task along with the assessment forms and the group discussions were tried out on a small pilot sample of 3rd year students for detecting any problems related to the structure or the clarity of the items. The second party assessment forms were also piloted on teachers at a public university and employers at media agencies. As it was recommended by the experts who were consulted on validity, the samples of the pilot studies constituted between 20% and 25% of the estimated number of the participants in the full-scale study.

3.4.2.3 Sampling procedures

The teachers and graduates were selected from all the five private universities in Amman (see 1.2.3). These comprise Ahliyya University, Applied Science University, Isra University, Petra University and Zaytoonah University. Similarly, the employers were selected from the translation service providers since they offer the vast majority of the translation services as a dominant and specialized representative of the industry in Jordan (Al-Hamad, 2014). Since Amman embraces the biggest number of these, as per the Amman Chamber of Commerce, employers were sampled from the translation service providers in Amman. The following sections illustrate the sampling procedures at each phase.

A) First phase:

Once the questionnaires had been validated piloted and tested for reliability, they were administered to the target samples. Permission to sample graduates and university teachers was obtained from all the five universities which were handed a signed letter from the supervisor to facilitate the process (Appendix 3). The target sample of the students constituted of all those who adhered to the study plans of 2010/2011 and were expected to graduate during the academic year of 2013/2014 -the period during which the questionnaires were administered. To be able to evaluate final year/ final term students (graduates-to-be), all the teachers who have taught seniors were approached. According to the background information questionnaires (Appendix 5), the teachers who had responded to the questionnaires consisted of MA teachers, assistant professors, associate professors and one full professor. The responses also reflected that 23 participants had an MA or a PhD in Translation while 7 participants had a PhD in linguistics. Out of the 23 teachers specialized in Translation, 5 were Master's Degree holders, 11 Assistant Professors, 6 Associate

Professors and one full Professor. Most of the respondents (21 out of 30) had an experience ranging between 3 and 9 years in their respective universities.

The academic rank and the experience of the participants were relatively similar across the five universities[17]. It is worth mentioning that teachers could not be asked about their practical experience since university teachers normally have to declare their disengagement in any other paid or unpaid job while teaching. It was found to be an embarrassing item in validating the questionnaires and thus was excluded.

The sampling of employers in the industry was guided by an official document obtained from the Ministry of Industry and Trade in Jordan which included names and addresses of all translation service providers registered at Amman Chamber of Commerce (see www.ammanchamber.org.jo). However, as was discussed in 1.3.3.2, translation service providers had to meet basic criteria to respond to the questionnaire. There criteria were 1) belonging to the category of agencies which exclusively provide translation services and officially registered in the Amman Chamber of Commerce with actual in-house translators 2) have previously trained, tested, interviewed or employed inexperienced translation graduates from the private universities. Meeting the criteria of being a registered service provider with actual in-house translators was important because the registered offices with in-house translators normally offer field training (internship) and employment for the inexperienced graduates and therefore were able to evaluate their competence (see 1.3.3.2).

The number of the participants approached along with the response rates are reflected in the tables below:

Table 3.3 Graduates' sampling

University Name	Sample size: total number of graduates of 2013/2014	Number of Responses	Response Rate %
Ahliyya University	25	20	80%
Applied Science University	32	21	66%
Isra University	27	24	89%
Petra University	24	20	83%
Zaytoonah University	41	36	88%
Total	149	121	81%

---

[17] Petra was the only university which provided a full professor participant in the study. Translation full professors are rare in Jordan and are normally more involved in teaching postgraduates. The fact that Petra is the only private university that offers postgraduate studies in Translation probably explains having full professor(s).

Table 3.4 Teachers' sampling

University Name	Sample size: total number of teachers of senior students	Number of responses	Response Rate %
Ahliyya University	6	4	67%
Applied Science University	5	5	100%
Isra University	8	7	88%
Petra University	6	6	100%
Zaytoonah University	8	8	100%
Total	33	30	91%

Table 3.5 Employers' sampling

Employers at the service providers	Sample size: total number of translation service providers registered at the Amman Chamber of Commerce	Number of responses	Response Rate
	74	42	57%

B) Second Phase:

From the same sample selected for the first phase, a narrowed sample of graduates was selected to participate in the second phase due to the qualitative nature of the method. Unlike the sampling of the first phase, participants were self-selected in the second phase because the experimental task and the product assessment were found to be time-consuming tasks requiring further efforts from the participants. A sample is self-selected when the selection of the units is determined by their willingness to participate which is also called voluntary or convenience sampling (Sterba and Foster, 2008). The total number of graduates who participated in the experimental task amounted to 26 across the five universities (further details are discussed in 3.4.2.4 below). The teachers and employers who participated in the assessment also constituted a narrowed convenience sample of those who had responded to the questionnaires in the first phase. Since the text selected for the experimental task was of a legal nature, the assessment was delegated to teachers who had previously taught legal translation and to employers who dealt with legal texts. The total number of the second party assessors who participated in the second phase was 16. Further details are discussed in 3.4.2.4 below.

3.4.2.4 Design of the experimental task

A) Selection of the Translation Text

The text selected for the task was an authentic text selected from the in-house proficiency sample tests that had been provided by some translation service providers. The decision to use an authentic test instead of designing one was triggered by several factors. Firstly, test authenticity was advocated by some scholars such as Angelelli (2009) who defined the authentic test as 'the degree to which tasks on a test are similar to, and reflective of a real world situation towards which the test is targeted' (2009: 20). Secondly, the vast majority of employers stated in the first phase questionnaires (see 4.3.2.2) that the employment of candidates is basically conditioned by passing the in-house proficiency tests. Therefore, testing students the way they are likely to be tested in the actual professional world reinforced the authenticity of the task.

A total of forty different sample proficiency tests had been sent by the employers upon request and were found to share three main aspects. Firstly, they only included one or more texts to be translated with no closed or theoretical translation questions[18]. Secondly, they did not include any briefs; they only stated a request to translate the relevant text into English or Arabic. Thirdly, most of the texts were of a legal nature requiring inverse translation into English. They included agreements, contracts, laws and regulations, power of attorney, certificates of marriage and divorce and documents on Islamic inheritance jurisprudence.

The text for the experimental task was selected from the dominant type of all the texts received; i.e. Arabic legal texts. The selection of a legal text was further encouraged by the fact that legal translation appeared as one of the basic learning components imposed by the Higher Education Accreditation Commission (see 1.3.1.4). Furthermore, Yousef (2004) pointed out that legal translation is one of the fields demanded the most in the translation industry in Jordan (see 2.3.5). As a result, one Arabic legal text on insurance of personal accident (an agreement article) of 143 words was selected for the task (Appendix 9). The text was given to the graduates exactly as it had been sent by the employer.

B) Experimental task Procedures

For the translation task to be as authentic as possible, the setting of the test was guided by the information provided by the employers regarding their actual practices in the in-house

---

[18] Exclusion of closed and theoretical questions from translation proficiency tests was found to be a common phenomenon according to an article published by Language Realm titled *Testing Translators and Interpreters* @ www.languagerealm.com/links.php).

proficiency tests (see 4.3.2.2). The vast majority of the employers who declared that they subject applicants for a proficiency test stated that their tests are time-bound and examinees are allowed to use dictionaries. In light of this information, sampled graduates for the translation task were asked to complete the following tasks.

✓ Fill in a pre-task questionnaire on gender, name of university and some other questions to reassure that participants meet the set criteria (Appendix 11).

✓ Translate the authentic text selected within the set time with full access to dictionaries and internet sources. The time allotted to the test was decided based on the results of the pilot study. [In the pilot study, the minimum time spent was about 30 minutes and the maximum time was 80 minutes ≈ an average of one whole hour].

✓ Process and submit the target text electronically as a Word document.

✓ Fill in the self-assessment form to reflect on the quality of their own translations from their own perspectives.

✓ Reflect orally on the task in focus group discussions.

C) Why a product-oriented study?

Despite the limitation of product-oriented studies in reflecting on the translator's competence (PACTE, 2003), focusing on the product was found to be more realistic with respect to the actual assessment practices and more feasible with respect to the research methodology which involves second party assessors.

In the actual assessment practices of the stakeholders, product was found to be mainly relied on. A study conducted by O'Brien (2011) revealed that assessors in the translation industry only look into the product when assessing in-house proficiency tests where the process is not given any consideration[19]. Relying on the end-product as the sole indicator of competence can also be assumed to be the usual practice of teachers in exams and tasks in which marks are given to what is translated not how the translation process is handled (e.g. Waddington, 2001). In addition to the limitations of the process-oriented research in reflecting on competence (see 2.4.3), it could not be opted for due to the involvement of second party assessors.

---

[19] This proved to be reflected in the translation job vacancies advertised online like those available on ALTA language services @ http://www.altalang.com/language-testing/. The site reveals that applicants are required to translate a text and send it online; therefore, it clearly shows that neither the resources used nor the time spent on the task is of interest for the employers.

When the product is merely relied on, competences such as the bilingual competence, the transfer competence, the extra-linguistic competence and some aspects of other competences can be assessed while others cannot be easily detected and assessed (PACTE, 2003). Hence, for this limitation, the present study uses the product assessment as a complementary qualitative method in addition to surveying the general perceptions.

3.4.3 Data analysis methods

Two main methods were used in the analysis of data:

1) Descriptive Statistics for quantitative data:

For the analysis of the closed-ended items, the Statistical Package for Social Science (SPSS version 16.0) as well as Microsoft Excel (2010) were used. Results were presented in two forms: 1) the score mean for each item and for each group of related items along with its respective standard deviation, 2) the frequency or percentage of each answer option. Results were further illustrated in bar and pie graphs.

2) Document and Content Analysis for qualitative data:

Responses of the open ended items along with the content of the focus groups were described and summarized. The official documents published on translator training and practice were also analysed to provide background information against which results could be interpreted and to inform the introductory chapter of the thesis (Chapter One).

3.4.4 Ethical issues

> The questionnaires will always be an intrusion into the life of the respondent. Respondents cannot be coerced into completing a questionnaire. They might be strongly encouraged but the decision whether to become involved and when to withdraw from the research is entirely theirs."

(Cohen *et al*, 2011: 377)

As this research project involved surveying human subjects, an application for ethical review was duly completed and submitted to the Committee of Ethics at Aston University. Both the research information sheet and the consent form (Appendices 1 and 2) were endorsed by the Ethics Committee. In administering the questionnaires, a copy of each form was handed to the participants. In order to ensure the confidentiality and the privacy of respondents, names were not required to go on any of the questionnaires; however, they were serially numbered for the purpose of proper reference; i.e. the name of the institution to which the respondent belonged was documented. For their safety and security, subjects who participated in the

experimental translation task were asked to carry out the task in groups in a public study place so that their safety would not be endangered.

3.5 Conclusion

This chapter presented the methods and data collection instruments used to tackle the research questions. The rationale behind seeking different perspectives and a mixed approach in sequential procedures was illustrated. In addition, the methodology of formulating the PACTE sub-competences and Kiraly's teaching methods into questionnaire items were illustrated. Data which are collected and analysed in sequential procedures are presented in Chapter Four and Chapter Five. The findings of the first phase which contribute to the research questions labelled within 'general competence evaluation' and 'competence development' are presented in Chapter four. The findings of the second phase which contribute to the research questions labelled within 'competence in written translation are presented in Chapter Five.

Chapter Four

General Competence Evaluation

4.1 Introduction

This chapter presents the findings arrived at in response to the research questions raised in sections 3.2.1, 3.2.2 and 3.2.3 within the categories labelled as 'general competence evaluation' and 'competence development'.

The general competence evaluation is tackled from the perspective of the university teachers, the employers in the industry and the graduates of the five private universities. The basic competences and their relevant components are evaluated by each group of assessors. While the graduates are asked to evaluate the development they have made in each of the sub-competences, the teachers and employers are asked to point to the sub-competences that are perceived as lacking. The reasons behind this difference in the method of inquiry were discussed in section 3.4.2.1.2.

The basic competences in the PACTE model are the transfer and the strategic competence, the bilingual competence, the extra-linguistic competence, knowledge about the translation profession and the instrumental competence in addition to motivation as an attitudinal aspect of the psycho-physiological components of the model. For formulating clear and simple items in the questionnaires, each of the basic competences is split into components to yield more accurate information from the respondents (see section 3.4.2.1.1). The results are presented in descriptive statistics; e.g., (mean score of each item, average mean score for each group of related items, frequencies and standard deviation in addition to illustrative bar and pie graphs.

In addition to the evaluation of the graduates' competence, the chapter presents other competence-related findings such as the reflections of the graduates on the implemented teaching methods and the suggestions of the university teachers for programme amendments to enhance the development of competence. It also presents the findings elicited from the employers in the industry on the competences and qualifications required the most as well as the employment criteria and the method of evaluating the applicants in the industry. The results for this inquiry -labelled as 'competence development'- are mostly presented in summarized descriptive statistics; e.g. mean scores and figures.

The quantitative data presented in the whole chapter are collected from the closed-ended questionnaires used in the first phase of the empirical study. The teachers'

questionnaire consists of 29 items classified into four sections tackling the following areas: 1) evaluation of the graduates' competence including motivation (first section, 11 items), 2) reflections on what needs to be stressed further in the entry requirements (second section, 6 items), the study plans (third section, 6 items) and the teaching methods (fourth section, 6 items). The employers' questionnaire consists of 28 items classified into three main sections: 1) the relative importance of the sub-competences for the employers (first section, 11 items), evaluation of the competences of inexperienced recent graduates (second section, 11 items) and the employment method and criteria (third section, 6 items). The graduates' questionnaire consists of 28 items classified into four different sections as follows: 1) motivation at the time of joining: the factors which may have influenced the decision to join the programme (first section, 5 items) and how well the graduates were oriented on the programme (1 item, integrated within the first section), 2) future aspirations: graduates' reflections on the skills and benefits than can be gained as a result of joining a translator training programme and whether they are seen as similar to those gained from foreign language learning programme (second section, 6 items), 3) reflections on the implementation of competence-oriented teaching methods in the respective university (third section, 6 items) and 4) an evaluation of the development graduates believe they have made as a result of joining the programme (fourth section, 10 items).

4.2 General competence evaluation

General competence evaluation is the essential inquiry that answers a core research question in the present study; namely, how competent are translation graduates? Section 4.2.1 below presents the results obtained on this inquiry from the perspectives of the teachers and the employers which are combined together since items are2aa structured in the same mode. Section 4.2.2 presents the findings on the graduates' evaluation of their own development.

4.2.1 Teachers' and employers' perceptions

Both, translation teachers at universities and employers in the industry (30 teachers and 42 employers) were asked to evaluate the competence of translation graduates based on their long-term experience with different graduates. The descriptive statistics are presented in Table 4.1 below for each split component (see Table 3.1) followed by a collective presentation for each sub-competence in Figure 4.1.

Table 4.1 Teachers' and employers' evaluation: Descriptive statistics

Lack in bilingual competence (fluency in English and Arabic)						
	Strongly Agree %	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	36.7%	60%	3.3%	0%	3.3		.54667
Employers	38.1%	50%	7.1%	0%	N/A 4.8 %	3.3	.93487

Lack in transfer competence: direct translation (translating from English into Arabic)						
	Strongly Agree %	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	16.7%	60%	23.3%	0%	2.9		.63968
Employers	14.3%	66.7%	16.7%	0%	N/A 2.4 %	2.9	.72615

Lack in transfer competence: inverse translation (translating from Arabic into English)						
	Strongly Agree %	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	56.7%	36.7%	3.3%	3.3%	3.5		.73030
Employers	57.1%	38.1%	2.4%	0%	N/A 2.4 %	3.5	.77264

Lack in extra-linguistic competence: world and domain knowledge*						
	Strongly Agree %	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	36.7%	46.7%	13.3%	3.3%	3.2		.79148
Employers	19%	50%	16.7%	2.4%	N/A 11.9 %	2.9	1.18841

Lack in extra-linguistic competence: knowledge in the cultures associated with the two languages						
	Strongly Agree%	Agree%	Disagree %	Strongly Disagree%	Mean Score [4_1 point scale]	Standard Deviation
Teachers	36.7%	53.3%	10%	0%	3.3		.63968
Employers	19%	42.9%	28.6%	2.4%	N/A 7.1 %	2.8	1.05510

Lack in extra-linguistic competence: knowledge about the socio-cultural constraints in Jordan						
	Strongly Agree%	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	26.7%	53.3%	16.7%	3.3%	3.0		.76489
Employers	11.9%	28.6%	40.5%	0%	N/A 19%	2.6	1.24100

Lack in instrumental competence: ability to use different types of sources, dictionaries, encyclopaedias, and other profession-related tools and software						
	Strongly Agree %	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	20%	36.7%	43.3%	0%	2.7	.77385
Employers	7.1%	26.2%	59.5%	4.8%	N/A 2.4% 2.3	.78050

Lack in strategic competence: how to identify and solve translational problems effectively selecting the most appropriate method.						
	Strongly Agree%	Agree%	Disagree %	Strongly Disagree%	Mean Score [4_1 point scale]	Standard Deviation
Teachers	23.3%	63.3%	13.3%	0%	3.1	.60743
Employers	23.8%	61.9%	9.5%	0%	N/A 4.8% 3.1	.88345

Lack in knowledge about translation: ability to identify and meet the deadline and the purpose of the translation (knowledge about translation)						
	Strongly Agree%	Agree%	Disagree %	Strongly Disagree%	Mean Score [4_1 point scale]	Standard Deviation
Teachers	10%	56.7%	33.3%	0%	2.7	.62606
Employers	4.8%	54.8%	33.3%	4.8%	N/A 2.4% 2.6	.77152

Lack in knowledge about translation: ability to plan and manage time as well as working within a team						
	Strongly Agree%	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	30%	43.3%	23.3%	3.3%	3.0	.83045
Employers	7.1%	54.8%	31.%	2.4%	N/A 4.8% 2.7	.85946

Lack in motivation to practice translation as a profession (psycho-physiological component)						
	Strongly Agree%	Agree%	Disagree %	Strongly Disagree %	Mean Score [4_1 point scale]	Standard Deviation
Teachers	50%	33.3%	16.7%	0%	3.3	.75810
Employers	7.1%	21.4%	52.4%	16.7%	N/A 2.4% 2.1	.87154

*Domain knowledge is further explained for the respondents in the item as 'knowledge in the specialized fields'

When the results of the related components/ items were merged into their respective competences and calculated collectively, they reflected the following findings as illustrated in the Figure 4.1

Figure 4.1 Teachers' and employers' perceptions of the competences graduates seem to lack
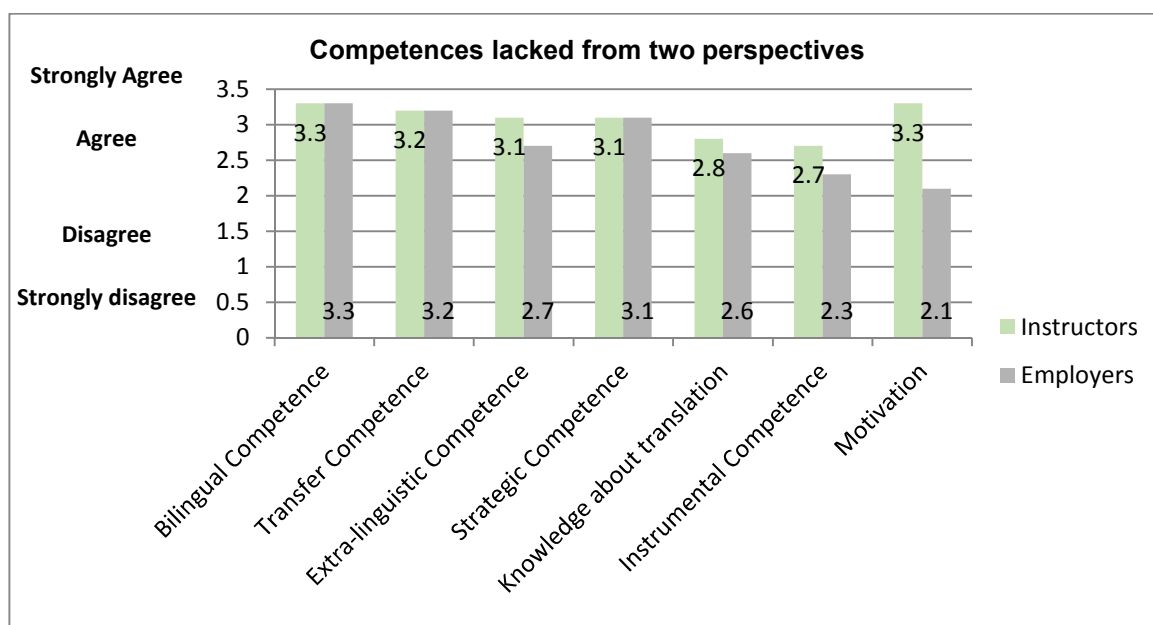
The figures above reveal a trend of dissatisfaction with the level of the graduates' translation competence from both perspectives. What can be further noticed is that both groups of assessors reflect a high level of concurrence of opinion with regard to the competences graduates seem to lack. This concurrence is reflected at two levels: the competences lacking the most and the order in which they appear as a result of the evaluation. In the evaluation of both groups, the three competences which are perceived as lacking the most in a descending order are: the bilingual competence, the transfer competence and the strategic competence, with identical mean scores in the two assessments. The extra-linguistic competence and knowledge about translation are also perceived as lacking from the two perspectives, however with more negative evaluation from the teachers. It is worth highlighting that the three items associated with the extra-linguistic competence received the highest frequency of 'No Answer' in the employers' responses -as can be seen in Table 4.1 above. The N/A responses for the knowledge of cultures associated with the two languages, the world/ domain knowledge and knowledge of the socio-cultural constraints in Jordan are (7.1%, 11.9% and 19% respectively). The high percentage of N/A responses to the items concerning the extra-linguistic knowledge gives an indication that the respondents are unable to judge this aspect. One possibility of the employers' inability to judge a certain sub-competence could be that they do not normally examine this competence in graduates in an

actual proficiency test or an interview (also see Figure 4.17 on the degree of importance of the extra-linguistic competence for the employers). The two components that are not agreed upon by the two groups of assessors are the instrumental competence and the motivation component which are perceived as lacking by the teachers but not by the employers. This will be discussed further in light of other related findings.

The concurrence reflected in most of the evaluation indicates a serious dissatisfaction with the competence of the graduates from the two perspectives with an overall agreement mean scores of 3.1 and 2.8 for the teachers and employers respectively. The seriousness of this evaluation lies in the fact that the competences judged the worst are the bilingual competence and the transfer competence which have been considered core and essential competences since the earliest models of translation competence (see 2.2). Table 4.1 above reveals that both, the teachers and the employers strongly agree that transfer competence into L2 (inverse translation) is lacking in graduates the most. Since transfer competence involves understanding the source text (ST) message and re-expressing it in the target language (PACTE, 2000: 102), it can be assumed that the negative evaluation of the graduates' transfer competence is directly related to serious deficiency in the L2 production abilities. The issue of directionality is discussed further in section 4.3.2.1 below.

In general, the teachers are more dissatisfied at all levels which is investigated further in light of their reflections on the curriculum design (see section 4.3.1). That the employers' perspective is slightly more positive than the teachers' perspective was also noticed in a study conducted by Kaminskienė and Kavaliauskienė (2012) on Vilnius University graduates. However, the difference between the study by Kaminskienė and Kavaliauskienė and the present study is that the evaluators in the former study generally agree on the competence of the graduates with slightly less agreement on some procedural aspects of competence. By way of illustration, in that study, communicative competence (as an aspect of the bilingual competence) and logical thinking to solve translational problems (as an aspect of the strategic competence) were seen as having been less acquired. These two competences were identified by PACTE (2000, 2003) as predominantly procedural; i.e. related to *knowing how* rather than *knowing what*. The present study, however, reflects a negative trend of evaluation even for the declarative aspects of competence such as the extra-linguistic competence which is a declarative competence related to *knowing what* (PACTE, 2003). Further discussion of these findings is presented in 4.2.3 and 4.4 along with the discussion of the graduates' perspective and other competence-related reflections.

4.2.2 Graduates' perception: competences developed

The 121 graduates sampled from the five universities were surveyed on the sub-competences they believe they have developed as a result of joining a translator training programme. As is the case with the teachers' and the employers' questionnaires, competences were also split into smaller components/ items in the graduates' questionnaire to yield a detailed evaluation. The descriptive statistics are presented in Table 4.2 below for each split component followed by a collective presentation for each sub-competence in Figure 4.2

Table 4.2 Graduates' evaluation: Descriptive statistics

Joining this translator training programme has developed my bilingual competence (fluency in English and Arabic)						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
19%	65.3%	13.2	2.5%	3.0		.65187
Joining this translator training programme has developed my competence my transfer competence in translating from English into Arabic (direct Translation)						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
19%	66.9%	11.6%	2.5%	3.0		.63852
Joining this translator training programme has developed my competence my transfer competence in translating from Arabic into English (inverse translation)						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
19%	47.9%	30.6%	2.5%	2.8		.75661
Joining this translator training programme has developed my extra-linguistic competence (world and domain knowledge)						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
25.6%	61.2%	10.7%	2.5%	3.0		.67583
Joining this translator training programme has developed my extra-linguistic competence: knowledge in the cultures associated with the two languages						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
19.8%	56.2%	19.8%	4.1%	2.9	.74818	
Joining this translator training programme has developed my extra-linguistic competence: knowledge about the socio-cultural constraints in Jordan (e.g. censorship)						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
8.3%	23.1%	46.3%	22.3%	2.1		.87252

Joining this translator training programme has developed my instrumental competence: ability to use different types of sources, dictionaries, encyclopaedias, and other profession-related tools and software						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
28.9%	62%	8.3%	0.8%	3.1		.60984
Joining this translator training programme has developed my strategic competence: how to identify and solve translational problems effectively selecting the most appropriate method						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
19.8%	63.6%	14.9%	1.7%	3.0		.64528
Joining this translator training programme has developed my knowledge about translation: ability to identify and meet the deadline and the purpose of the translation						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
16.5%	52.9%	28.9%	1.7%	2.8		.70720
Joining this translator training programme has developed my knowledge about translation: ability to plan and manage time as well as working within a team						
Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Mean [Four-point scale] Strongly Agree 4 → 1 Strongly Disagree		Standard Deviation
15.7%	43%	36.4%	5%	2.6		.79418

The results reveal that the graduates tend to agree that joining the translator training programme in their respective universities has developed their translation competence with an overall mean score of 2.88 ≈ 3 [mild agreement]. However, the only component which graduates do not agree on developing is their knowledge of the socio-cultural constraints in Jordan as part of the extra-linguistic competence. The competence believed to be developed the most is the instrumental competence, however, the results do not reflect any strong agreement on the development of any competence. The results in Figure 4.2 show their reflection of the development of the six main competences after the related components were calculated collectively and merged into the respective competences.

Figure 4.2 Graduates' perception of the competences developed

Graduates' agreement on the development of their translation competence

AGREE	Instrumental competence	Bilingual competence	Strategic competence	Transfer competence	Extra-linguistic competence	Knowledge about translation
	3.1	3	3	2.9	2.7	2.7

The development evaluation of the six competences reflects a range from mild agreement to agreement. The competences developed the least from the perspective of the graduates are their extra-linguistic competence and their knowledge about translation profession which are discussed further in relation to the reflections on the curriculum (see 4.3.1.4 below).

The positive self-evaluation of graduates in the results above complies with the findings by Eser (2015) and by Kaminskienė and Kavaliauskienė (2012). However, Eser's study was found more comparable with the present study as it was PACTE-based as well. It revealed that final year students rated the bilingual competence in general and the textual competence in particular as the best competences acquired followed by the instrumental competence. Similarly, results in the present investigation reveal that the bilingual competence in which textual competence is integrated (PACTE, 2003) and the instrumental competence are developed the most from the graduates' perspective. In both studies, knowledge about translation was judged as having been acquired or developed the least; however, in the study by Eser (2015) the negative evaluation is associated with knowledge of translation theories while in the present study the negative evaluation is related to the aspects of the profession since knowledge of theories was not investigated (see 3.4.2.1.1).

Although evaluating the development of competence can be a relative matter, a question of non-concurrence is still raised here. In other words, the evaluation of the

teachers and the employers does not comply with the perception of the graduates. While the 121 graduates generally agree that their translation competence has been developed as a result of joining a translator training programme, the teachers and employers still perceive several components in the competence of inexperienced graduates as lacking. It is therefore a matter of competence perception that varies according to the standards and the background of the evaluators. Further elaboration on this variance is discussed in 4.2.3.2 and in the concluding remarks in 4.4 below.

4.2.3 Teachers' and graduates' perspectives across universities

To obtain more insights on the results, the graduates' evaluation of the development made is investigated across the five universities in relation to the evaluation of the teachers in the respective universities. This correlation of perceptions can be valid between the graduates and the teachers as each group of assessors referred in the evaluation to its respective university. The employers, however, could not be included in this comparison as they were questioned on graduates of private universities in general. Furthermore, the teachers were surveyed in the term during which graduates of 2013/2014 were in their final term, therefore, the teachers' evaluation -despite being an overall accumulative perception- includes by default the graduates of 2013/2014 who were sampled for the self-evaluation. The feedback of the graduates and teachers was split by university for each competence separately. This is illustrated in the following figures which reflect the mean score on a four-point scale for each competence where the value of each answer option is as follows (4= strongly agree, 3= agree, 2= disagree, 1=strongly disagree). A commentary on these results is presented afterwards.

Figure 4.3 Bilingual competence: Teachers' and graduates' perspectives

Lack of bilingual competence: teachers' perspective

Ahliyya	3.5
Applied...	3.4
Petra	3.3
Zaytoonah	3.3
Isra	3.1

Development of bilingual competence: graduates' perspective

Petra	3.3
Ahliyya	3.1
Applied...	3.1
Zaytoonah	2.9
Isra	2.7
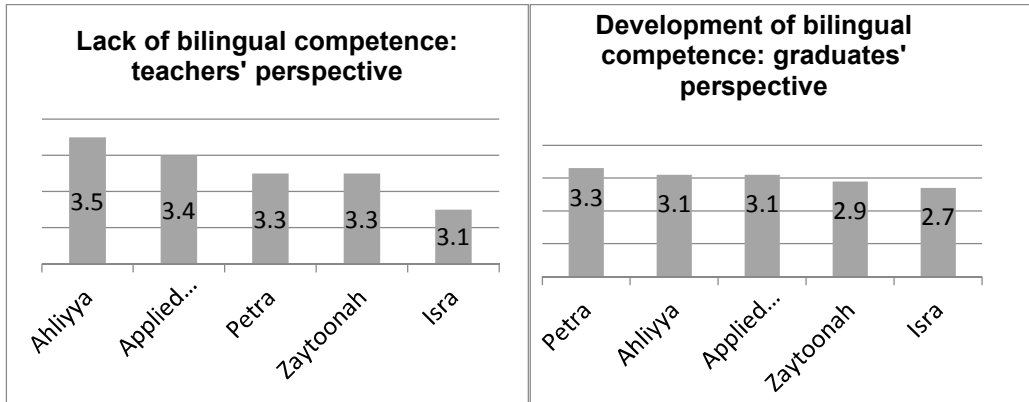
Figure 4.4 Transfer competence: Teachers' and graduates' perspectives

Lack of transfer competence: teachers' perspective

Ahliyya	3.6
Applied...	3.4
Petra	3.1
Zaytoonah	3
Isra	2.9

Development of transfer competence: graduates' perspective

Applied...	3.1
Petra	3.1
Ahliyya	2.9
Zaytoonah	2.8
Isra	2.6
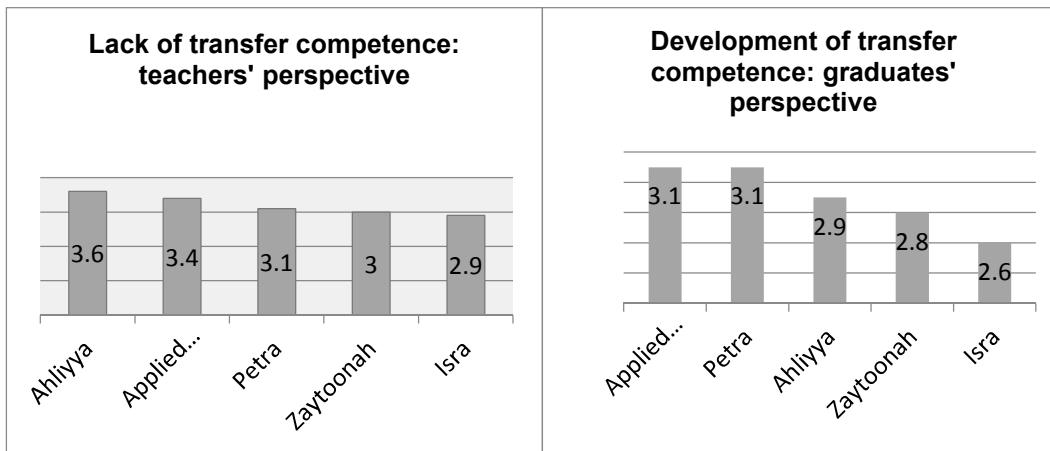
Figure 4.5 Strategic competence: Teachers' and graduates' perspectives

Lack of strategic competence: teachers' perspective

Applied...	3.2
Petra	3.1
Zaytoonah	3.1
Ahliyya	3
Isra	3

Development of strategic competence: graduates' perspective

Petra	3.3
Ahliyya	3.2
Applied...	3
Zaytoonah	2.9
Isra	2.5
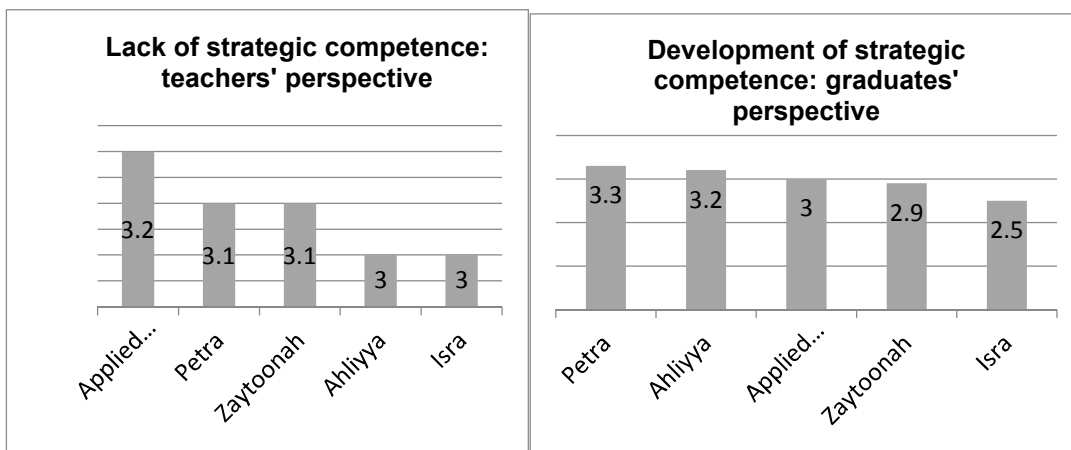
Figure 4.6 Extra-linguistic competence: Teachers' and graduates' perspectives

Lack of extra-linguistic competence: teachers' perspective

Ahliyya	Isra	Applied...	Zaytoonah	Petra
3.5	3.2	3	3	2.9

Development of extra-linguistic competence: graduates' perspective

Applied...	Ahliyya	Petra	Zaytoonah	Isra
2.9	2.8	2.8	2.6	2.3
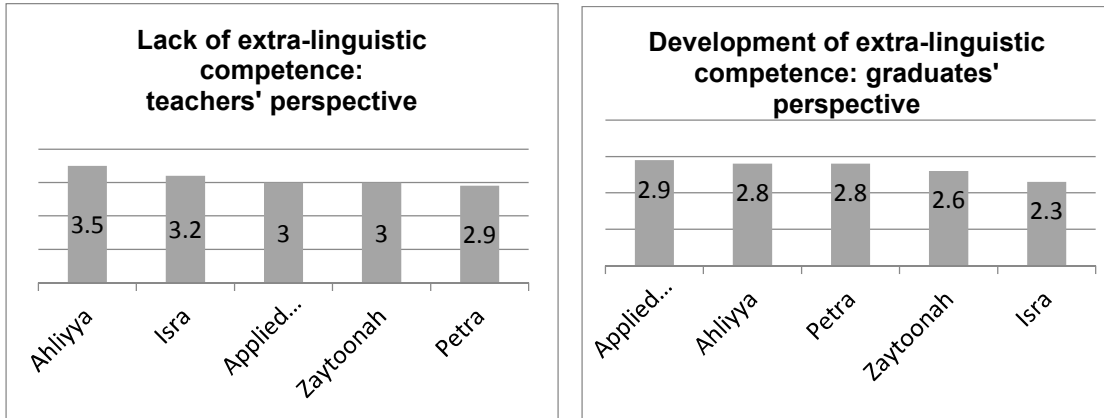
Figure 4.7 Instrumental competence: Teachers' and graduates' perspectives

Lack of instrumental competence: teachers' perspective

Isra	Applied Science	Petra	Zaytoonah	Ahliyya
3	2.8	2.8	2.6	2.5

Development of instrumental competence: graduates' perspective

Petra	Ahliyya	Applied...	Zaytoonah	Isra
3.5	3.3	3.2	3.1	2.8
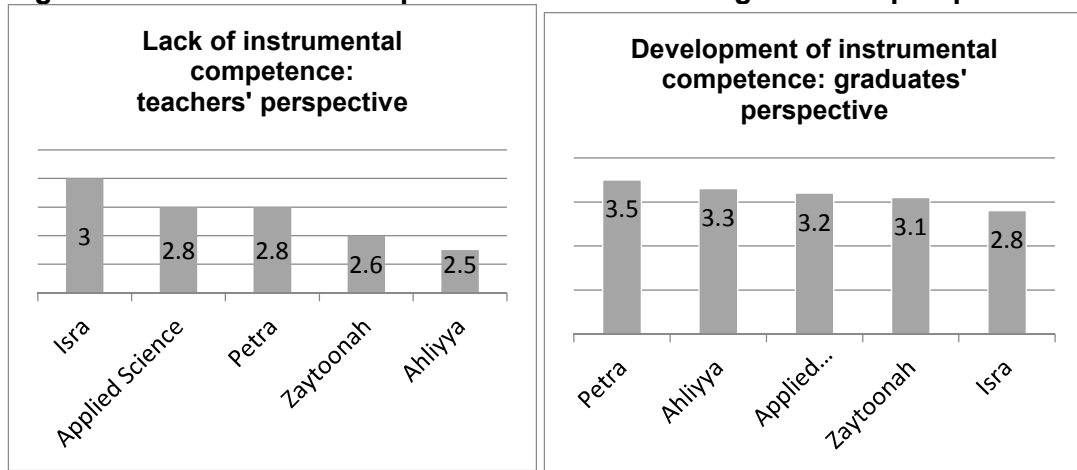
Figure 4.8 Knowledge about translation: Teachers' and graduates' perspectives

Lack of knowledge about translation profession: teachers' perspective

Petra	Applied...	Zaytoonah	Ahliyya	Isra
3	2.9	2.9	2.7	2.7

Development of knowledge about translation profession: graduates' perspective

Petra	Applied Science	Ahliyya	Zaytoonah	Isra
3.1	3	2.9	2.6	2.1
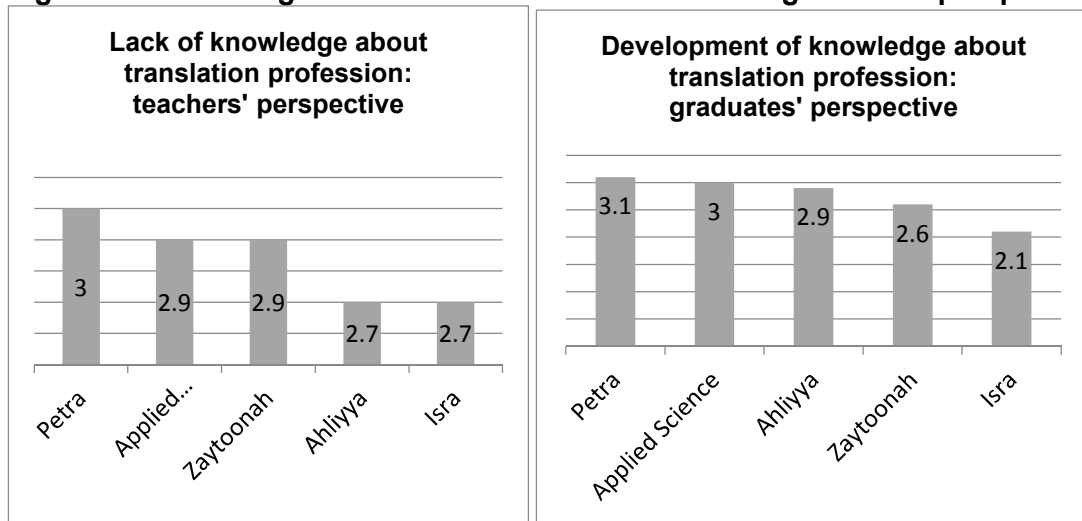
Figure 4.9 General competence development: Graduates' perspective by university

Graduates' agreement on competences development across universities
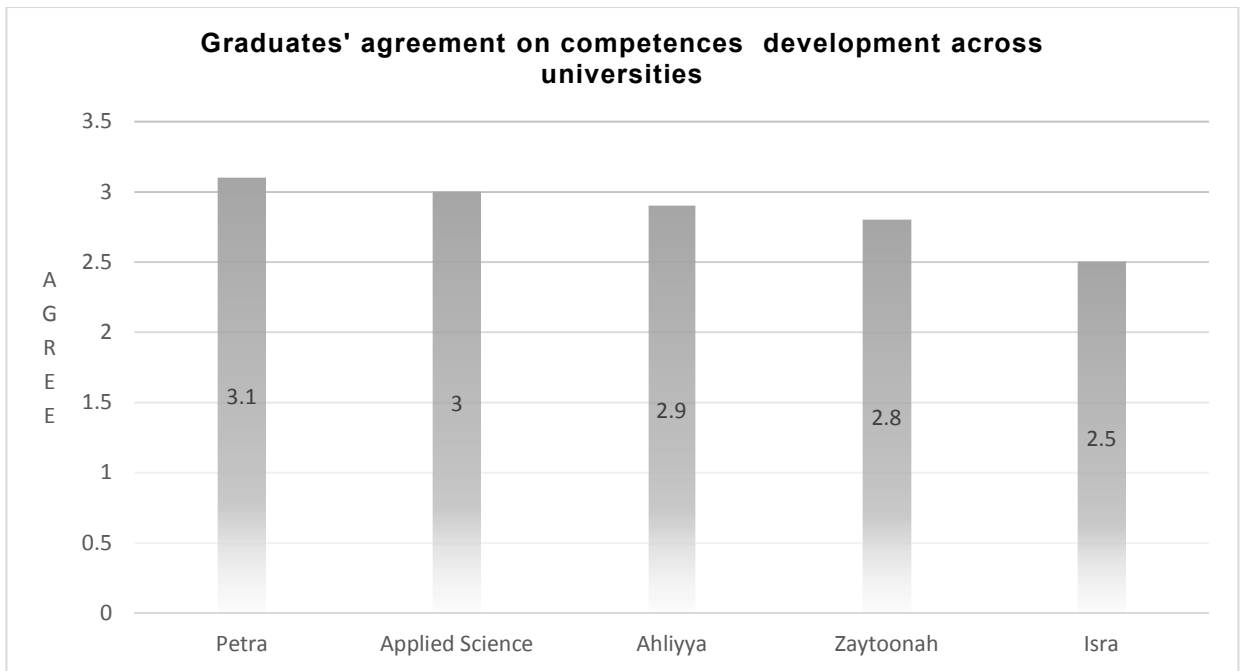
Figure 4.10 Agreement on lack of competence: Teachers' perspective by university

Teachers' agreement on the graduates' lack of competence
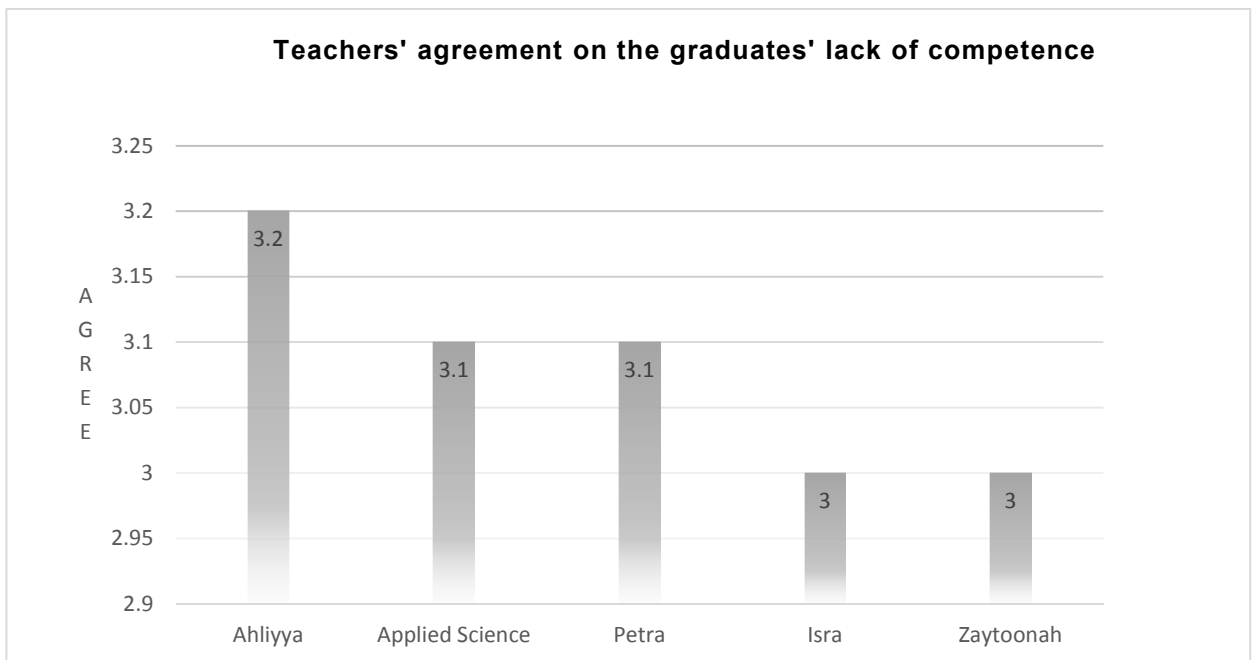
The figures above show that the graduates of the five universities are generally satisfied with the development they have made in all the sub-competences especially the bilingual, transfer and strategic competences. Ironically, the teachers perceive all these sub-competences as remarkably lacking in their graduates.

Teachers of the Applied Science University and the Ahliyya University reflect a higher level of dissatisfaction. Teachers of Ahliyya University in particular strongly agree [> 3.4] that their graduates lack the bilingual competence, the transfer competence and the extra-linguistic competence. With regard to the graduates' perception, the results show that the graduates of Zaytoonah and Isra universities are the least satisfied with the development they have made in their translation competence especially the graduates of Isra University who do not agree that their extra-linguistic competence or their knowledge about translation have been developed at all.

The instrumental competence is the competence that graduates believe they have developed the most and it is the competence lacking the least from the perspective of the teachers. However, in this evaluation too, the graduates of Zaytoonah and Isra universities remain the least satisfied. The results show that the instrumental competence is in a way the competence judged the best among the three groups as it is not either perceived as lacking by the employers.

When results of the five universities were split, it was noticed that there is no deviation from the overall evaluation. In other words, graduates of each university separately agree that their overall translation competence has been developed and teachers of each university separately agree that their graduates lack the overall translation competence. The similarity of results across the five universities confirms the perception of the employers that all graduates of private universities have a similar level of competence (see Table 4.6). Further discussion of the three perspectives is presented in 4.2.3.2. Motivation -as a psycho-physiological component of translation competence- is investigated separately from the three perspectives below

4.2.4 Motivation

Motivation as a psycho-physiological component was evaluated by the teachers and employers in one questionnaire item in the section on competence evaluation (Table 4.1). The graduates, however, were asked in more detail on the factors that influenced their decision to join the programme, the orientation they had on the programme, their aspirations with regard to their future career as well as the benefits and skills they believe they could

gain as a result of joining the programme. Drawing on definitions of motivation and the assumption made by Kelly (2005) on the students' misconception about translator training programmes (see 2.3.1.1) questionnaire items were formulated to detect the graduates' motivation. Since orientation could also be related to the students' aspirations of their future career, one item on orientation was integrated into this section. Tables 4.3 and 4.4 show the mean score (on a four-point scale of agreement) of each item.

Table 4.3 Influential factors: Motivation at the time of joining

Item	Mean score
Joining the programme was driven by the high school's total average	2.0 Disagree
Joining the programme was merely for the purpose of getting a degree regardless of the future job	2.3 Disagree
If chance was given a different major could have been joined/ Translation is not an interesting subject	1.9 Disagree
Joining the programme was influenced by the parent(s') or someone else	1.9 Disagree
Joining the programme was a mere chance/ not planned for	2.4 Disagree
Average mean score	2.1 Disagree

The orientation graduates had upon joining the programme was tackled in a separate item as it yields a separate type of data that are mutually related to intrinsic and extrinsic motivation. The item and its respective mean score is as follows:

I was not well-oriented on all aspects (inputs and outputs) of the translator training programme before or after admission	Mean score
	2.7 ≈ Agree

As the overall mean score of the possible influential factors behind joining the programme is 2.1 < 3 on the four-point scale, the results reveal that joining the programme was a personal decision rather than being influenced by any person or any external factor. Out of the first five items above, the item on the parental influence was expected to be agreed on but it turned out to reflect one of the lowest mean scores; i.e. the least agreed on. This pre-assumption was made based on a study conducted by Phillips and Newton (2014) on UK, EU and international university students. It revealed that the influence of parents on the academic and employment choices of their children is a usual aspect and the students themselves expect their parents to influence them on these choices. Therefore, this aspect was expected to be reflected in Jordan as well especially when social stereotypes of the parent-child relationship in the Arab World are taken into consideration. As is the case in other parts of the Arab world, children in Jordan remain associated with parents until they get married. Therefore, many social and academic

issues concerning their lives are normally influenced by their parents, especially in the case of females. However, both, the present study and the previous study conducted by Khataybeh (2009) on non-translation university students confirmed that this pre-assumed parental influence was not reflected in the Jordanian context as much as it had been previously assumed. There is not a definite explanation of this but one assumption could be related to the findings discussed below in Table 4.4. The belief that being enrolled in any programme associated with English provides better job opportunities and better social status makes the programme a tempting one for the students without the need for the parents to force or influence them

The studies conducted by Kelly in Spain (2005); Li in Hong Kong (2000) and Eser in Turkey (2015) urged the present investigation to detect the relationship between this pre-assumed misconception and motivation to join translator training programmes. Table 4.4 reflects the responses of the graduates on possible reasons for joining the programme other than working as translators. The content of the items is extracted from the theoretical views suggested by Gardner and Lambert (1972) on motivation for learning a foreign language.

Table 4.4 Influential Factors: Future aspirations

Item	Mean score
Improving the foreign language (English)	3.1 Agree
Securing a job that requires English proficiency	3.0 Agree
Desire to learn a foreign language	3.3 Agree
GET exposed to western cultures	2.9 ≈Agree
Becoming qualified to teach English	3.1 Agree
Obtaining the degree is helpful for plans of travelling or migrating to an English speaking country	3.4 Agree
Average mean score	3.2 Agree

The overall mean score (3.2) shows that the reasons mentioned above played a role in motivating graduates to join translator training programmes. Therefore, the results reflect that the graduates are confused about the skills and benefits that can be gained from translator training versus those that can be gained from foreign language learning which complies with the findings by Kelly (2005), Li (2002) and Eser (2015). Being motivated by the desire to secure a highly-paid job also complies with findings of previous studies in the Jordanian context (e.g. the British Council, 2012; Overpeck, 2013). As for the assumption that joining a translator training programme prepares the graduate for a job in English language teaching, this too was revealed in previous studies in Jordan (e.g. Yousef, 2004). Yousef's study showed that 80% of the translation graduates who approach the Civil Bureau for jobs end up working as English

teachers. Although this percentage cannot be considered as representative of all translation graduates (see 2.3.5), it highlights again the confusion between being specialized in translation versus being specialized in teaching English. Interestingly, this confusion is not only reflected in graduates but in some employers as well. Employing translation graduates as English teachers means that the employers do not show any awareness of the difference between the two specializations and are therefore playing a role in prevailing this misconception among graduates. The same mode of thinking is being reflected in other parts of the world. The study conducted by Eser (2015) in Turkey revealed that more than 54% admitted that joining a translator training programme was driven by their desire to become academicians. Similarly, the study carried out by Li (2002) in Hong Kong showed that only 21% of translation students wanted to become translators while the remaining 79% had ambitions to work in business institutions or teach English.

The other interesting finding in the figures above is the one related to the desire to migrate which reflects the highest score. The practice of migrating to the west is not unusual in Jordan. The large scale study carried by Bartolomeo *et al* (2010) revealed that, out of the Jordanian migrants to Europe and the USA, 19% live in the USA, 6% in Canada and 3% in the UK (the figures excluded Australia which was not tracked in that study). This is normally driven either by the desire to secure a job abroad or by the desire to settle in a more secure place than the Middle East. This reason turned out to be the strongest motive among all the other items.

The fact that the graduates stated that they were not well-oriented on the programme confirms that joining the programme was most likely driven by the above misconception. Not only does it mislead students but lack of orientation can adversely affect their performance (Williams, 2007). Translation graduates are misled as they believe that joining a translator training programme could prepare them for a job in teaching while there are other programmes in Jordan specifically designed for this career[20]. With regard to performance, Williams' study revealed that college orientation shapes the expectations of the students and when expectations and actual experience are not congruent, the academic performance of the student can be adversely affected.

---

[20] These programmes include 'English Language and Literature' or 'Methods of Teaching English' offered at various Jordanian universities such as The University of Jordan and Yarmouk University (see ju.edu.jo and yu.edu.jo).

Therefore, based on the logic of statements and reasons, it can be assumed that part of the negative perception of the employers and teachers can also be attributed to this interrelation between lack of orientation and bad performance.

4.2.5 Competence from three perspectives

The results discussed above revealed that the competence of the graduates from the private universities in Amman was deemed dissatisfactory from the perspectives of the two groups of the second party assessors. The teachers however, were more dissatisfied as they perceived a lack of all the basic competences defined in the PACTE model (see Figure 4.1). The feedback of the teachers and employers concurred except for in the case of the instrumental competence and motivation. These two sub-competences/ components were perceived as lacking by the teachers but not by the employers. The disjunction in the evaluation of the instrumental competence was found minimal (a variance of 0.4) while it was significant in the evaluation of' motivation. Evaluating graduates in terms of their search and research skills depends on what resources the graduates are expected to use in a given translation task. One possibility of this variance of the evaluation of the instrumental competence could be that employers may allow limited access to these resources and therefore, the ability to use these limited resources -which may be confined to paper and online dictionaries- was not seen as lacking. The teachers, however, may have higher expectations with regard to the resources graduates are expected to be exposed to and to use in a given translation task. In addition, the absence of CAT courses in the study plans -which teachers but not employers are aware of- may have influenced the teachers' perception that students lack the declarative knowledge of the instrumental competence by default. With regard to motivation, the fact that teachers perceived motivation as one of the components lacking the most in graduates may be due to their awareness of the misconception students showed with regard to the skills and benefits that can be gained by the end of the programme. Being well-motivated and well-oriented before joining the translator training programme was attached a high degree of importance by the teachers (see 4.3.1.1 and Figure 4.11 below). This confusion between translation and foreign language learning is obviously detected by the teachers who deal with all sorts of graduates but cannot be easily detected by the employers who are only approached by those interested in securing a job in translation.

Apart from motivation and the instrumental competence, the remaining competences were perceived as lacking by both groups of assessors. This concurrence of opinion indicates the reliability of the evaluation on the one hand and the seriousness of its implications on the

other hand. The common denominator among all those graduates whose competence has been evaluated is in fact the training programme they have joined at their universities which was supposed to develop their competence (Schaeffner and Adab, 2000). For this reason, perceptions of the curriculum were investigated.

On the other side of the spectrum, the graduates surveyed across the five universities reflected a general agreement that they have developed their translation competence as a result of joining the translator training programmes. The areas which reflected a remarkable disjunction between the self-evaluation and the second party evaluation were basically related to the bilingual, transfer and strategic competences. The two possibilities that remain open for this disjunction are:1) the possibility of bias in self-assessment which was confirmed in previous studies (Hidayat, 2013; Kruger and Dunning, 1999) and 2) the possibility of unawareness of what translation competence is or what standards are required by teachers at universities and employers at the industry. This latter possibility is probably more valid as the graduates initially showed unawareness of the true nature of the translator training programme due to lack of orientation (see 4.2.4). One more valid possibility for variance in perceptions is that people's judgments and perceptions are normally influenced by their social and academic backgrounds. Therefore, surveying three stakeholders of different environments, experience and academic backgrounds (see 3.4.2.3) would yield varying perceptions.

If the teachers' and the employers' concurrence of opinion makes their evaluation more reliable and if their evaluation -as actual assessors- is to be taken as a bench mark, the graduates are then over-estimating their abilities and competences. Nevertheless, since the graduates were asked about the competences they have developed and the teachers and employers were asked about what the graduates seem to lack, the variance in perception is not necessarily to be considered a disjunction. It indicates that the degree to which competence is believed to be developed is still below the teachers' and the employers' standards and expectations. Development of skills and competences is a relative matter after all

Reflections of the teachers on the curriculum design and reflections of the graduates on the teaching methods as well as those of the employers on the skills and qualifications required for the job provides better interpretation of the above perceptions and adds new dimensions to the discussion. While the data presented in section 4.2 above are all related to the category of 'general competence evaluation', section 4.3 below presents the data that are integrated within the category labelled as 'competence development'.

4.3 Competence development

Translation teachers were asked on what they think needs to be implemented or stressed further for competence development in particular with regard to the teaching methods, study plans and entry requirements. Similarly, the feedback of the employers -especially with regard to the importance of the competences for securing a job and the employment criteria- was seen as helpful in fuelling the development of competence.

4.3.1 Teachers' reflections

The teachers' suggestions on the curriculum design are interrelated to and interpreted in light of the actual entry requirements and the study plans at the five universities which were discussed in 1.3.1. Results are described and summarized in bar graphs that highlight the mean scores without a detailed presentation of the descriptive statistics.

4.3.1.1 Entry requirements

With reference to the actual design of the translator training programmes (see 1.3.1), it can be noticed that the entry requirements are common across the five universities in more than one sense. The minimum school total average accepted for joining a translator training programme is 60/100. Language proficiency in the L2 is not a pre-requisite and candidates are not subjected to a language proficiency test prior to acceptance. This was also confirmed in the study by Yousef (2004). To get the teachers' opinions on the status quo, they were required to reflect on what they believe is essential or very important to be implemented or stressed further in this area to boost the competence of the graduates, responses are illustrated in Figure 4.11 below

Figure 4.11 Teachers' reflections on entry requirements
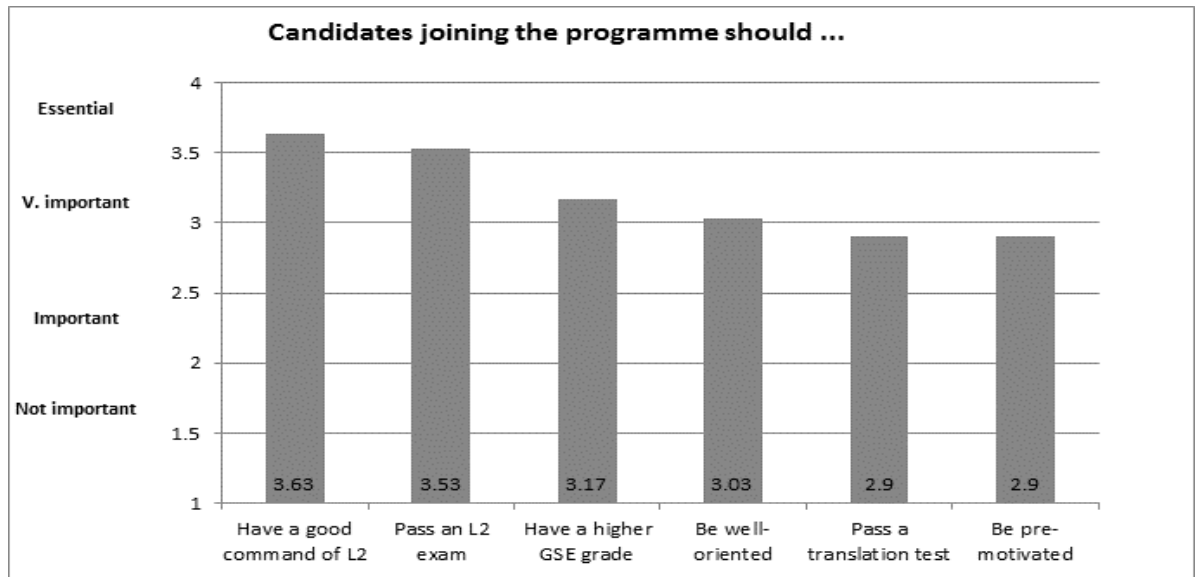
The teachers' responses to this section of items reflect an overall mean score of 3.1. This indicates that teachers believe it is very important to amend the acceptance policy and procedures. The highest mean scores are reflected in the two items: accepting only those who have a good command of English (70% believe it is essential) and subjecting the candidates to an L2 proficiency test. This reflects that L2 proficiency -which is part of the bilingual competence- is believed by the teachers to be lacking in candidates joining the programme. The teachers' evaluation in 4.2.1 shows that this competence remains lacking until students reach their final year. The teachers tend to believe that imposing L2 proficiency requirements can contribute to a better development of the students' bilingual competence. The responses on the remaining items also reflect that the teachers aspire to recruit candidates who are more academically qualified and truly motivated. Furthermore, the teachers state that it is very important that graduates be subjected to a translation entrance exam in addition to the L2 proficiency exam. Passing a translation entrance exam is normally a requirement for joining a postgraduate degree in Jordan along with other L2 proficiency requirements, such as obtaining a minimum score of an English Exam (TOEFL or IELTS). The teachers seem to be aspiring for similar requirements at the undergraduate level. Suggestions on what needs to be further stressed in the study plans, (see 4.3.1.2 below) provide better insights that can be correlated to the findings on entry requirements.

4.3.1.2 Study plans and syllabi

The teachers were also asked to reflect on the learning components they believe should be added or stressed more in the study plans. As discussed in the theoretical framework, section 2.3.2, several learning components and procedures were stressed by scholars in translation pedagogy. These include, but are not limited to, specialized translation (Jimenez Crespo,2013; Gouadec, 2007; Li, 2000), authentic training and/ or field training (Dollerup, 1994; 1994; Li, 2000), CAT courses (Wilss, 2004; Mackenzie 2004; Gouadec (2007) as well as separating foreign language learning from translation pedagogy (Nord, 1988, Anderman, 1998; Malmkjaer, 2004). The teachers' reflections on these areas are summarized as follows in Figure 4.12

Figure 4.12 Teachers' suggestions on the study plans
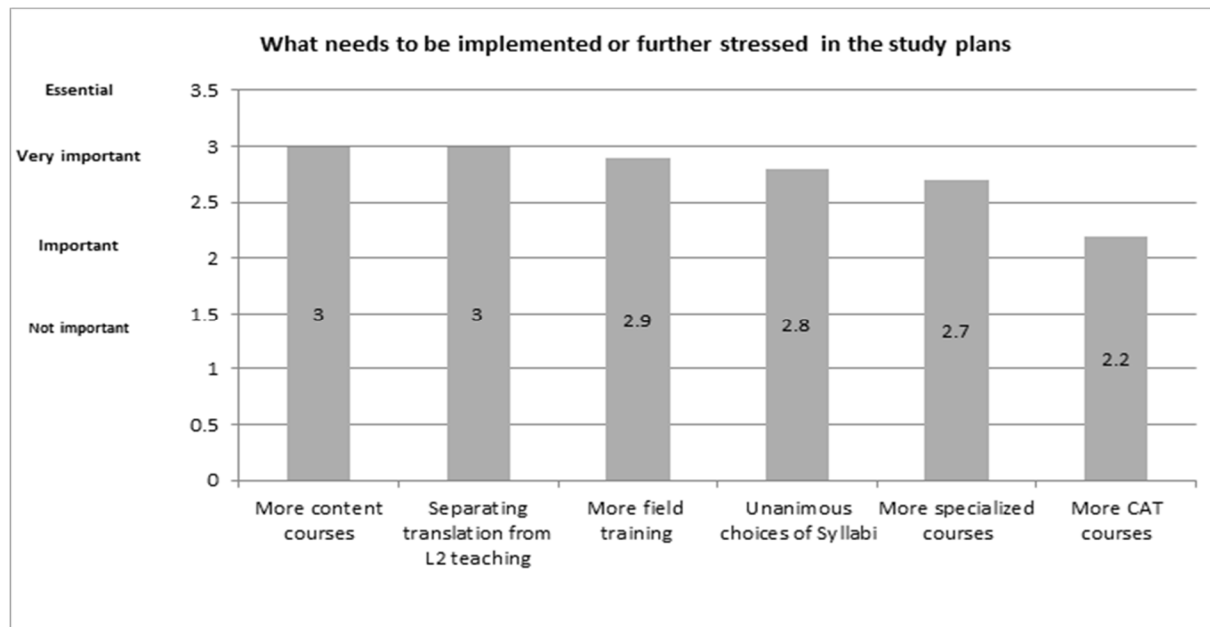
The overall mean score of the six-item section above is 2.7 ≈ 3 which indicates that teachers believe that it is very important to implement or stress the above mentioned components in the study plans. Adding more content courses and separating translation pedagogy from foreign language teaching reflected the highest mean scores in which the latter had the highest frequency (43.3%) for the answer option [Essential].

When these reflections are correlated to the reflections on the entry requirement, it can be noticed that the aspect the teachers perceive as the most important to be amended in the study plans are also related in a way to foreign language proficiency. While 43.3% of the teachers believe it is essential to separate foreign language learning from translation

pedagogy, 70% believe it is essential to accept only candidates who have a good command of English (section 4.3.1.1 above). Therefore, what can be inferred from the overall reflections is that -from the teachers' perspective- eliminating the effort of teaching a foreign language in translator training programmes is related to imposing L2 proficiency entry requirements. For the teachers, it seems this can provide more space in the study plan for translation content courses as well as specialized translation which are deemed as very important elements to be stressed further.

English skills courses currently constitute an average of 18% of the departmental courses in the five universities (see 1.3.2.2.1). However, teachers call for fewer L2 courses and more content and specialized courses.

As for specialized translation, the study plans reflect a varying weight of this component which varies between five specialized courses at the Applied Science University to one specialized course at Zaytoonah University. With reference to the descriptive statistics, it was revealed that responses of Zaytoonah teachers reflected the highest mean score for the item related to adding more specialized courses (see Figure 4.13 C below). To sum up, the teachers showed a tendency to impose a minimum level of language proficiency as an entry requirement in order to save the weight given to foreign language teaching for proper translation courses.

With regard to field training (internship) and computer-assisted translation, the results were found to be interesting. The universities' study plans show that four of the five universities have a field training component except for the study plan of Zaytoonah University. The teachers, however, believe this component needs to be given more weight. Surprisingly, they were less enthusiastic about implementing computer-assisted translation courses which are completely absent in four of the five study plans; it is the component stressed the least with 23.3% who consider including CAT courses as 'not important'. The teachers' reflections on CAT, field training and specialized translation are split for the five universities in Figures 4.13 A, 4.13 B and 4.13 C.

Figure 4.13 A: The importance of stressing CAT courses: Teachers' perspective

The importance of stressing CAT: teachers' perspective

University	Value
Zaytoonah	2.7
Petra	2.3
Ahliyya	2.2
Applied Science	2
Isra	1.9
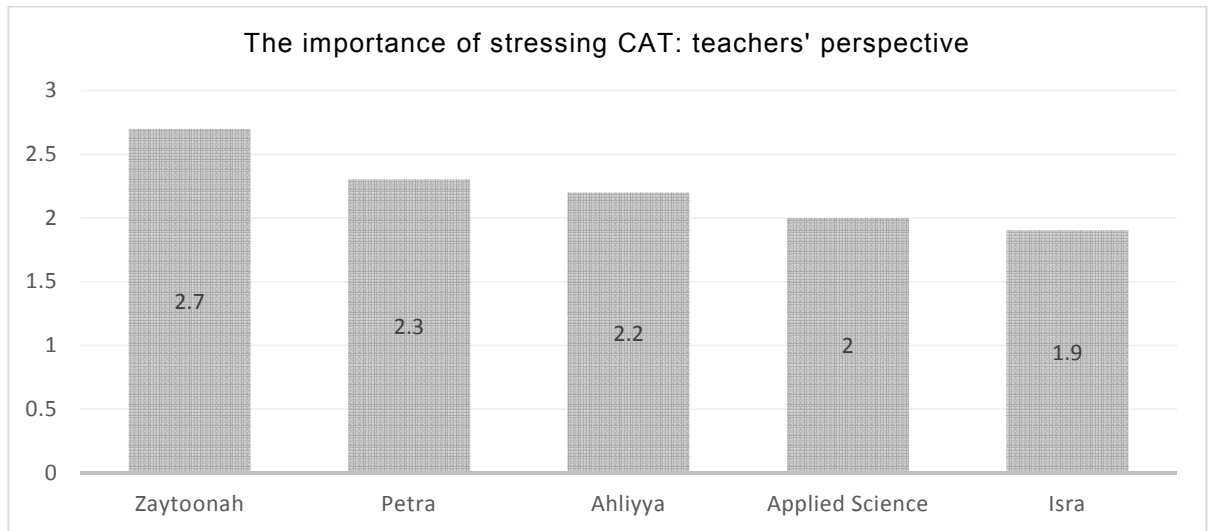
Figure 4.13 B: The importance of stressing field training: Teachers' perspective

The importance of stressing field training: teachers' perspective

University	Value
Zaytoonah	3.4
Petra	3
Applied Science	2.9
Isra	2.8
Ahliyya	2.3
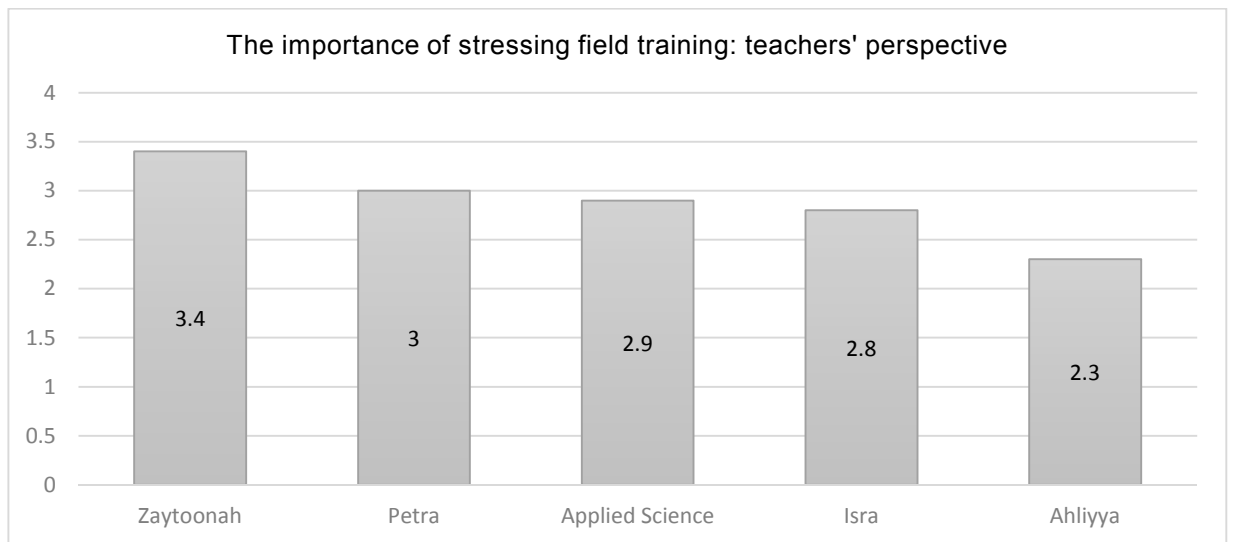
Figure 4.13 C: The importance of stressing specialized translation: teachers' perspective
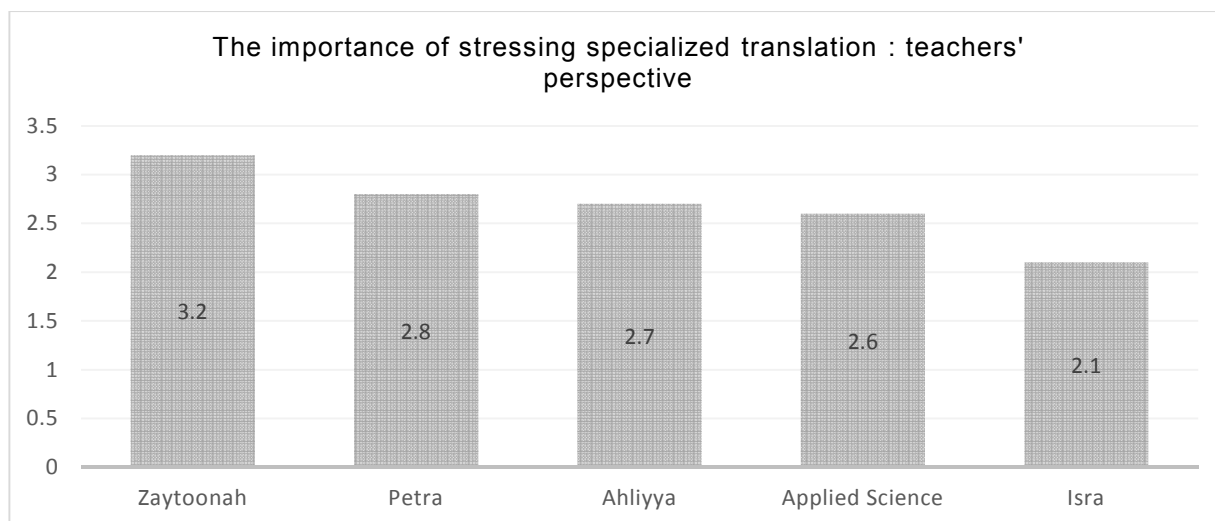
Field training was stressed the most by teachers of all universities. The second most important component after field training is adding more specialized translation courses while adding CAT courses was attached the least importance. The fact that adding CAT courses was attached the least importance despite their absence in four study plans revealed a rather conventional notion of the search skills needed for the translator. This actually raises questions regarding the awareness of the teachers of the significance of these courses amid the fast technological development of translation technologies.

If reflections on specialized translation, field training and CAT are compared to the teachers' evaluation of the graduates' competence, some direct relationship can be noticed. It is quite understandable that translation competence is a system that consists of interrelated components (PACTE, 2003) and any competence can be developed at any learning stage in different learning components. However, some components are particularly stressed for better development of certain competences. For instance, Jimenez-Crespo (2013) argues that there is a relationship between the development of the knowledge about the translation and internship, the instrumental competence and computer-assisted translation as well as between the extra-linguistic competence and specialized translation. Specialized translation in particular is considered a component that triggers an activation of some skills related to the instrumental competence as well as it widens the extra-linguistic knowledge (Jimenez-Crespo, 2013). Teachers in the present investigation believe that the extra-linguistic competence, knowledge about the translation and the instrumental competence are lacking in graduates with less negative evaluation of the instrumental competence. Similarly, they call for more weight for

specialized translation, field training with less enthusiasm for computer-assisted translation which is related to the development of the instrumental competence (Jimenez-Crespo, 2013). Whether the teachers are aware of this assumed relationship or not, their reflections reveal a connection between the components stressed and the lacking competences from their perspective. In addition to the entry requirements and the study plans, teaching methods were also reflected on by both the graduates and the teachers and the results are discussed collectively in 4.3.1.3 below

4.3.1.3 Teaching methods

As discussed in section 3.4.2.1.1, some of the competence-oriented teaching methods suggested by Kiraly (1995, 2000) guided the investigation of the teaching methods at the five universities. The basic teaching methods inquired about were: 1) moving towards student-centred instruction, 2) encouraging cooperation through small-group techniques, 3) giving students tools for using parallel texts and textual analysis and 4) adopting new approaches to translation evaluation such as commented translations, 5) attaching translation principles to translation practice in field training 6) encouraging the use of translation technologies. The teaching methods numbered 5 and 6 are associated to field training and CAT courses as well. However, they are tackled here from a different angle to reflect on the teaching practices rather than the reflection of the learning components in the study plans. The significance of implementing these methods from the teachers' perspective as well as the extent to which they are actually practiced from the graduates' perspective is illustrated in Figure 4.14 and Figure 4.15 below.

Figure 4.14 Teachers' reflections on the teaching methods

The importance of implementing certain teaching methods: teachers' perspective

Attaching principles to practice/ field training	Use of parallel texts and text analysis	Small group-techniques	Encouraging use of translation technologies	New approaches to evaluation	Student-centred teaching
3.1	2.9	2.7	2.5	2.4	1.9
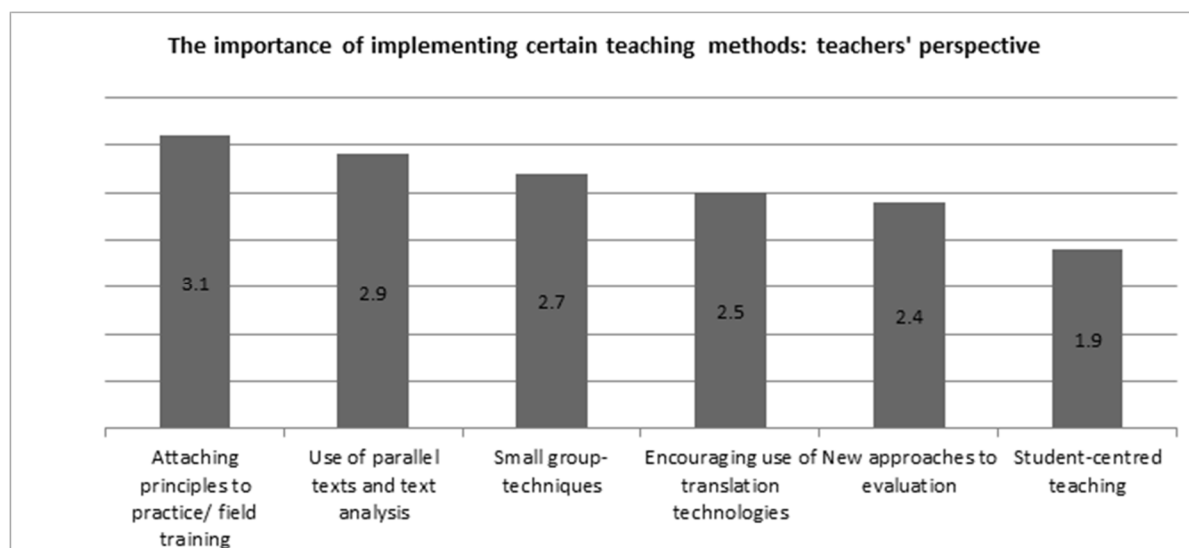
The results above indicate that the teachers tend to rate the teaching methods in Figure 4.14 on a range between important and very important with an overall mean score of 2.6 ≈ 3 [very important]. However, the teachers were less enthusiastic about implementing student-centred teaching and the use of commented translation as an approach to translation evaluation. It can be noticed that relating translation principles to translation practice in field training gained almost the same high level of importance given to adding more field training courses in 4.3.1.2. Therefore, the teachers showed considerable enthusiasm to adding field training as well as applying it effectively. In comparison, less enthusiasm was shown for computer-assisted translation whether in terms of adding CAT courses to the study plan or in terms of exposing students to these translation technologies and encouraging their use.

To view things from different angles, the graduates' feedback on whether these methods are implemented by the teachers was also obtained. The results are shown in Figure 4.15 which highlights the frequency of responses (mean scores are referred to in the discussion). After the discussion of the students' perception, concluding remarks are presented on the overall reflections of the graduates and teachers.

Figure 4.15 Graduates' reflections on the teaching methods
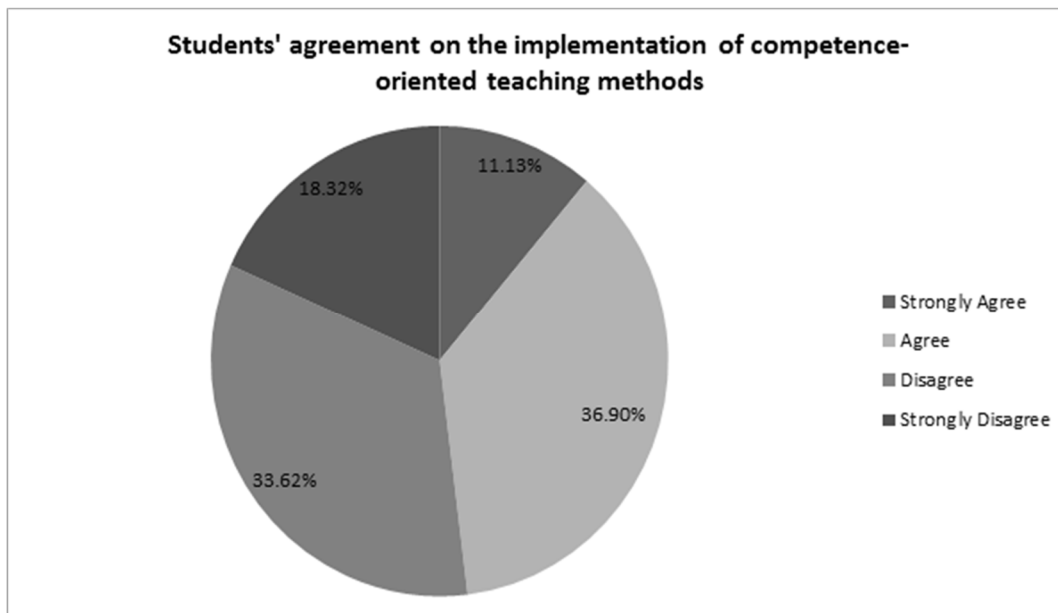
The descriptive statistics show that the graduates of the five universities have a slight tendency to disagree that the teaching methods identified above are implemented at their universities as the overall mean of this section is 2.4 ≈ [Disagree] and the frequency of

117

disagreement is about 52%. With reference to the descriptive statistics, it was found that the two methods that were perceived by the graduates as applied were: training students to use parallel texts and using new evaluation approaches such as the commented translation to which the graduates showed mild agreement. The remaining methods were not perceived by the graduates as applied at their universities.

It can be noticed that the teaching methods the graduates believe are applied at their universities are more of micro-methods related to administering translation tasks or evaluating translations which are normally within the control of the teachers. The teaching method that is perceived by the graduates as the least applied is moving towards student-centred teaching. Interestingly, it is the teaching method that is also attached the least importance by the teachers. This could be attributed to two reasons. It is either because empowering students is not within the teachers' control or because teachers are not in favour of applying a student-centred teaching. The fact that graduates also disagree that the teachers encourage creativity and cooperation through small group techniques makes the second possibility higher. Teachers may not favour methods which require activating the role of the students or abandoning the stereotyped role of the teachers. Such practices were described by Kiraly as 'passive rote memorization and teacher-dominated classrooms' (1995: 34). This implies that teachers may not be in favour of methods which require extra effort or personal initiation.

With particular reference to encouraging the use of translation technologies and relating translation principles to translation practice in field training, responses were split by university and were investigated in light of the study plans. The results revealed that graduates of Ahliyya University agreed that the use of translation technologies is encouraged at their university where they are offered a CAT course while there was a trend of disagreement among the remaining universities where computer-assisted translation is absent. Obviously, for teachers to get students exposed to translation technologies outside a CAT course needs personal initiation from the teachers which is not obviously practiced.

Splitting the results for the item on the effectiveness of field training revealed that graduates of Zaytoonah University understandably disagreed that this practice is implemented since the component of field training was absent in their plan of 2010/2011. The responses of graduates in the other four universities where field training is offered showed an agreement of 2.7≈ 3 [Agree]. Statistically, since the graduates of Zaytoonah University constituted 29% of the total respondents, their responses which reflected strong disagreement skewed the results for this item. However, apart from the Zaytoonah

118

University, there is 17% of disagreement across the four universities which offer field training. This indicates that a reflection of a particular course in the study plan does not necessarily mean that students are making the best benefit of it as it may not be applied effectively.

In conclusion, it is worth reminding that the ratio of graduates who agree that competence-oriented teaching methods are implemented versus those who do not is 48:52 which means that graduates are almost equally divided. Some of the negative reflections especially with respect to encouraging students to use translation technologies and the practice of field training are found to be related to the absence of the respective learning component(s) in the study plan. However, some other teaching methods that are independent of the study plans and are within the teachers' control such as encouraging creativity and cooperation or activating the students' role are also seen by the graduates as not implemented. Interestingly, while the teachers agree on the importance of certain methods, these methods are not perceived as implemented by the graduates. This indicates that when teachers are aware of the effectiveness of certain teaching practices, they do not tend to apply them. To conclude, the findings show that the teachers tend to practice conventional teaching methods in which the students' role is almost absent.

4.3.1.4 Curriculum design: conclusion

The overall teachers' feedback on the curriculum design and the graduates' reflections on the teaching methods were investigated in relation to their evaluation of competence which was discussed in 4.2.3 and were interpreted in light of the current curriculum design at the five universities (see 1.3.2).

On a scale from '*essential'* to '*not important*', the two procedures that were considered by the teachers as essential to be implemented were: 1) accepting only students who have a good command of English and 2) subjecting students to an English language test. The other entry requirements were rated as very important. However, ranking these two procedures as essential revealed the teachers' concern about the L2 proficiency of students. For the teachers, this proficiency, which is not guaranteed upon entry, is not being sufficiently developed during the programme. This explains why the teachers perceived the bilingual competence as the competence lacking the most in graduates. The fact that the teachers suggested that it is very important to separate English language teaching from translation pedagogy indicates that teaching foreign language is not favoured by translation teachers; they rather prefer gearing the efforts towards teaching proper translation courses. The fact

that most of the teachers (23 out of 30) are holders of an MA or a PhD in Translation (see 3.4.2.3) may be related to their preference of a 100% translation-oriented programme.

As discussed above in 4.3.1.2, the teachers' perception of the curriculum design was found to be partially related to their evaluation of the graduates' competence. The bilingual competence was perceived as lacking the most and therefore L2 proficiency was stressed the most. Similarly, teachers would like their students to be more oriented with the practices of the translation profession through more field training and believed students have to be exposed to more specialized translation in order to boost their lacking extra-linguistic competence and knowledge about translation which were perceived as lacking. In contrast, less importance was attached to adding CAT courses which could be attributed to the fact that the instrumental competence was perceived by the teachers as lacking the least. Even the self-evaluation of the graduates showed that knowledge about the translation profession and the extra-linguistic competences were less developed than the instrumental competence. The fact that the instrumental competence received the most positive feedback from the teachers and graduates despite the absence of CAT courses and the little encouragement graduates had on using CAT revealed that the search and research skills in the minds of both may be confined to the use of old-fashioned or limited sources.

Splitting the teachers' perceptions of competence and of the curriculum design across the five universities revealed some points that could be highlighted. Both, the teachers of Ahliyya University and Applied Science University were found to be the most critical of the competence of their graduates (see Figure 4.10); however, they did not reflect equal enthusiasm to applying changes in the study plans (see Figures 4.13). One possible assumption could be that they do not fully associate the lack of competence with the curriculum design. Petra teachers, however, were found to reflect more harmonious reflections. They were among the most dissatisfied with the competence of their graduates and their dissatisfaction was found to be directly associated with their reflections on the study plans. Zaytoonah University teachers were more critical of the study plans than they were of the competence of their graduates. They agreed that their graduates lack translation competence but with a lower degree than the teachers of Ahliyya, Petra and the Applied Science universities. Perceptions of Isra University teachers reflected the least dissatisfaction with the graduates' competence as well as they were also the least enthusiastic about amending the curriculum. The study plan of Isra University (Appendix 18) did not seem to be in a better position than the other study plans as it lacked any L2 entry requirements, offering only two specialized translation courses with no CAT courses.

Interestingly, graduates of Isra were found the most critical of their deficiencies than the other graduates as they were the only graduates who reflected a disagreement on the development of more than one competence (see Figure 4.9).

It is worth mentioning that the need for amendments in the design of the translator training programmes -as perceived by the teachers- does not seem to be confined to Jordan. It was also called for in studies conducted in Arab countries (e.g. Al-Hadithy (2014) for the UAE context; Gabr (2002) for the Egyptian context and Al-Qinai (2011) for the Arab World in general.

In addition to the reflections of the stakeholders in the academic world, the employers' reflections were extracted as well. Section 4.3.2 below investigates the reflections of the surveyed employers at the translation service providers on the significance of the different translation sub-competences for them when they recruit translators along with the employment requirements within the category labelled as 'competence development'

4.3.2 Employers' reflections

The employers' reflections on the significance of the different competences for them and the employment requirements were extracted to bridge the assumed gap between what graduates lack versus what is needed in the industry, and therefore, help in defining a new market-oriented development of competence. The employers' feedback here is classified within two areas: 1) the relative importance of each of sub-competences for the employers and 2) the employment criteria and the method of evaluating candidates.

4.3.2.1 Importance of competences for the industry

As discussed in 3.4.2.1.1, this inquiry, especially in the form and the purpose of the survey, was guided by the OPTIMALE employer survey (2011). According to Mackenzie (2000) the needs of the market vary from one country to another which necessitates investigating these needs for each market separately. Until this study, there has been no research on the competences needed the most by the employers in Jordan. The present investigation is a pioneering one not only for exploring this area but also because it draws a comparison between the competences needed the most versus the competences lacking in inexperienced graduates. Guided by the PACTE competence model (2003, 2011), the sub-section below investigates the competences required the most by the employers as it is initiated by the question: '**Which of the following qualities and competences do you look for when recruiting new staff or working with free-lancers?** The items in Table 4.5 are stated as they

appeared in the questionnaire along with their descriptive statistics on a four-point scale from 4 (essential) to 1 (not required).

Table 4.5 Importance of competences for the employers

Bilingual competence (fluency in Arabic and English)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
61.9%	23.8%	14.3%	0%	3.4	.74041
Transfer competence in translating from English into Arabic (direct translation)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
69.0%	21.4%	9.5%	0%	3.5	.66478
Transfer competence in translating from Arabic into English (inverse translation)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
71.4%	19%	9.5%	0%	3.6	.66083
Extra-linguistic competence (world or domain knowledge)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
23.8%	23.8%	38.1%	14.3%	2.5	1.01556
Extra-linguistic competence (knowledge of the cultures associated with the two languages					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
21.4%	38.1%	21.4%	19%	2.6	1.03482
Extra-linguistic competence (knowledge of socio-cultural constraints in Jordan that would directly affect the translation methods and strategies to be employed)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
4.8%	38.1%	38.1%	19%	2.2	.83478
Instrumental competence (ability to use different types of sources, dictionaries, encyclopedias, and other profession-related tools and software)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
57.1%	23.8%	16.7%	2.4	3.3	.85029
Strategic competence; e.g. how to identify and solve translational problems effectively selecting the most appropriate method.					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
31%	52.4%	11.9%	4.8%	3.0	.79048

Knowledge about translation (ability to identify and meet the clients' requirements e.g. deadlines, purpose of the translation).					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
66.7%	21.4%	7.1%	4.8%	3.5	.83374
Knowledge about translation (ability to plan and manage work, time, stress as well as working within a team in accordance of the service provision standards)					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
50%	33.3%	11.9%	4.8%	3.2	.86351
Psycho-physiological component (being well-motivated to practice the profession					
Essential %	Very Important %	Important %	Not Required %	Mean [Four-point scale] Essential 4 → Not Required 1	Standard Deviation
35.7%	33.3%	28.6%	2.4	3.0	.86920
P.S. None of the employers added an additional competence or component in the open-ended item.					

The above results are further illustrated in the following Figures (4.16 and 4.17) in which the former shows the results for the split components and the latter shows the results for the main six competences

Figure 4.16 Importance of competence components for the employers
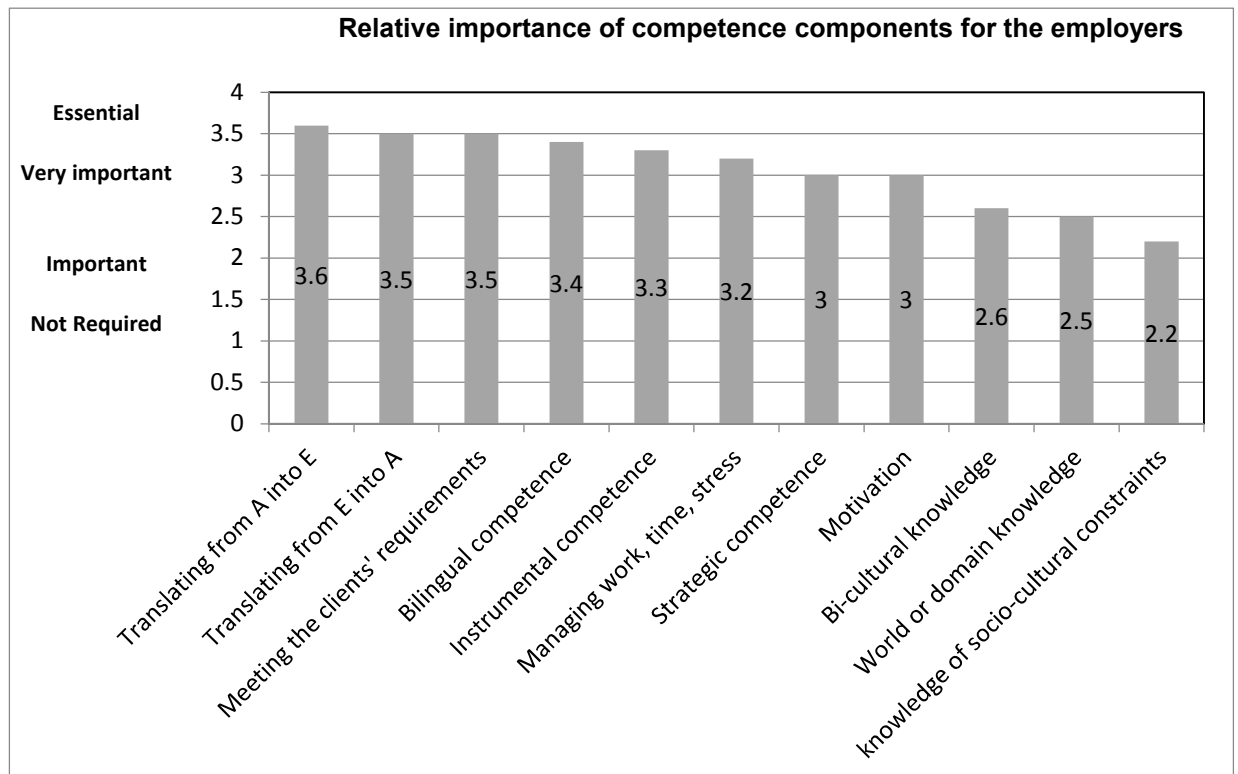
The results reveal that employers in the Jordanian translation market attach the highest level of importance to three components: translating from Arabic into English (inverse translation), translating from English into Arabic (direct translation) along with identifying and meeting the clients' requirements. The emphasis on inverse translation complies with Campbell's argument (1998: 28) that "[t]he experience of countries where the use of a commercially or politically dominant second language is necessary makes the insistence on translation into the first language unrealistic". The status of the English language as a commercially dominant language was discussed in 1.1. The seriousness and significance of this finding lies in the fact that some translation academics in Jordan seem to think otherwise. For example, Shunnaq (2009) calls for more focus on direct translation and considers training students on inverse translation as a 'waste of time' (2009: 8). As claimed by (Pavlović, 2013), the practice of inverse translation started to prevail in the mid-1990s. The issue of translation directionality clearly varies from one country to another. Beeby (2004) points out that inverse translation is rarely required in countries like the UK while it is very common in countries such as Finland and Spain. The market survey conducted by Li (2000) revealed that the translation market in Hong Kong is moving towards a higher demand for inverse translation. Similarly, the results of the OPTIMALE market survey (2011) revealed that 44% of employers in Lithuania, Latvia, Estonia, Finland and Poland and 42% of employers in Romania, Bulgaria, Greece and Turkey consider the ability to work into the second language as an essential or important skill.

Identifying and meeting the clients' requirements was considered as essential in the present investigation as it was considered in the OPTIMALE employer survey. The results above also revealed that the relative importance of the other competences were basically rated between essential and very important except for knowledge of the socio-cultural constraints which was positioned at the bottom of the importance hierarchy. This could be interpreted in light of the findings by Yousef (2004) on the Jordanian market. Yousef's study revealed that the types of texts required the most in the Jordanian market were of a technical nature and in particular the scientific and legal texts. This finding actually explains the employers' little interest in the knowledge of the socio-cultural constraints since such types of texts rarely tackle culture-specific elements; they are more related to the world or the domain knowledge. Further investigation of this rating is presented after the components are merged into their respective competences (see Figure 4.17 below).

Figure 4.17 Importance of competences for employers
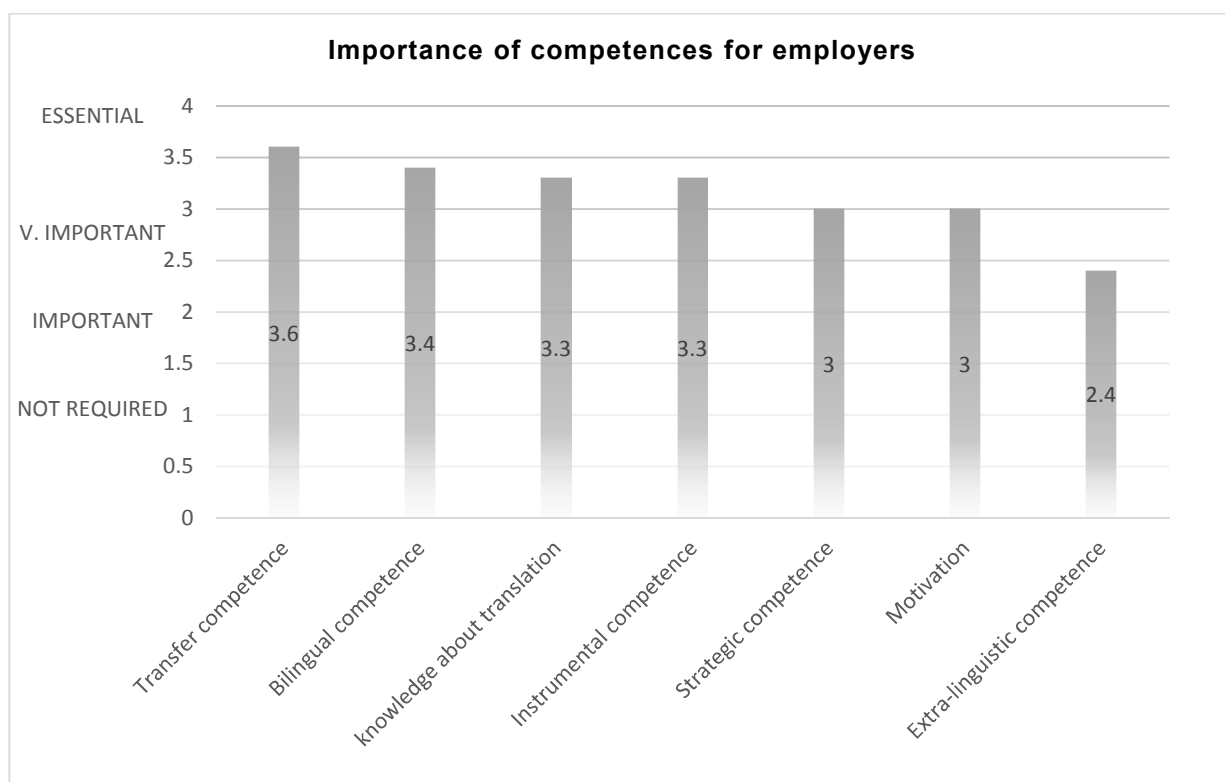
The integration of the components into their respective competences revealed that the transfer competence into the two directions remained essential. Employers prioritized the transfer competence over the other sub-competences. Obviously, employers seem to think that transfer competence is not possible without bilingual competence; therefore, the latter is rated second directly after the former. From a business-oriented perspective, the graduates' awareness of some professional aspects (knowledge about translation) and their ability to use sources (instrumental competence) were seen almost as important as the bilingual competence. The rest of the competences were also rated as very important except for the extra-linguistic competence which was considered of less importance. There was no competence that was considered as 'not required' except for knowledge of socio-cultural constraints as a component of the extra-linguistic competence.

If a comparison is drawn here between the relative importance of the competences for the employers in Jordan and the employers in the European market (OPTIMALE, 2011), some similarities could be noticed. Firstly, in the OPTIMALE survey, the competence that was considered the most important was the ability to produce a 100% quality which is at the core of transfer competence. Similarly, in the present investigation, the competence that is considered the most essential is the transfer competence. Secondly, in the OPTIMALE,

meeting the clients' requirements came second after producing 100% quality which is also mirrored in the present investigation (see Figure 4.16). Therefore, employers seem to reflect a similar mode of thinking in different contexts.

The findings above yielded quite interesting information when a comparison was made between what the employers require the most (Figure 4.17) and what they see lacking in graduates (Figure 4.1). For instance, the transfer competence and the bilingual competence were required the most by employers and yet were seen as the most lacking in graduates. With reference to Figure 4.16, it can be seen that inverse translation -as a split component of the transfer competence- was demanded the most and yet was lacking the most in graduates.

Similarly, knowledge about translation was ranked the third most important competence for the employers and was perceived as lacking in graduates. The extra-linguistic competence appeared as the least important for employers among the rest of the competences. This is due to the little importance attached to knowledge of socio-cultural constraints -as an extra-linguistic component- which lowered the mean score of the whole competence. In Figure 4.16 the bi-cultural knowledge and domain knowledge reflected mean scores of 2.6 and 2.5 respectively; i.e. both were very important for the employers. Nevertheless, even with the exclusion of the element of the socio-cultural constraints, the extra-linguistic competence remained at the end of the importance scale. This can be interrelated to the employers' evaluation of this competence in graduates (see 4.2.1). It is true that the extra-linguistic competence was perceived as lacking in graduates by the employers but it was also revealed that the percentage of N/A to the items of this competence was the highest in the employers' responses. This shows that components of the extra-linguistic competence are not thoroughly investigated in job applicants to the extent that would enable the employers to fully judge it. It is worth highlighting that the instrumental competence was considered much more important for the employers than the extra-linguistic competence. This may indicate that employers expect job applicants to rely on their instrumental competence in compensating for the lacking extra-linguistic knowledge in a given proficiency test. In short, the results showed that there was a serious gap between the competences demanded the most and those that graduates seem to have acquired. How applicants are assessed and selected for the job is discussed in 4.3.2.2 below.

4.3.2.2 Employment criteria

The criteria by which candidates are employed and the method by which their competence is assessed was extracted from employers to provide insights on actual competence assessment

in the industry in Jordan. Additionally, this data also informed the second phase of the empirical study; i.e. the nature and setting of the experimental translation task was guided by the actual practices of the in-house proficiency tests as declared by the employers (see 3.4.2.4). Table 4.6 below summarizes the responses of 42 employers from 42 different service providers in Amman on how candidates are selected for the job and the nature of the in-house proficiency test as well as whether there are any specific university graduates who seem to stand out among the five universities. The items in this section are designed as categorical items, therefore the results are presented in frequency; i.e. percentage of responses.

Table 4.6 Employment criteria and procedures

Items	**% Responses**	
For candidates to be employed, they must be -at least- holders of a BA degree in translation	[14] 33%	
Candidates can be hired without holding a degree in translation but should be fluent in the two languages in question.	[25] 60%	
For candidates to be hired they can be holders of a BA degree in Translation or English Language and Literature	[3] 7%	
[Out of the 17 employers who require a degree in Translation or English Language] 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 [7] 41% Good or Very Good	No [10] 59%
Do applicants need to sit for and pass a translation test before being accepted?	Yes [40] 95%	No [2] 5%
[Forty employers answered with 'Yes'; therefore sections A and B apply to them]		
A- If yes, is the test time-bound?	Yes [28] 70%	No [12] 30%
B- Are the applicants allowed to use dictionaries in the test? [Twenty three employers confirmed orally that applicants are allowed to use the internet]	Yes [27] 68%	No [13] 32%
Is there any private university in Amman whose graduates stand out when interviewed, tested or employed?	Yes [9] 21%	No [33] 79%

One university was named by some employers as follows: -The Applied Science University (mentioned by three employers) - Ahliyya University (mentioned by two employers) - Petra University (mentioned by two employers) - Zaytoonah University (mentioned by two employers) - Isra University was not mentioned by any employer		

What can be extracted from the responses of the majority of employers is that holding a degree is not necessarily a requirement for employing translators; the candidates' bilingual competence is prioritized. This finding is one more confirmation on the status quo of the employment methods in the translation labour market. The previous studies by Shunnaq (2009), Yousef (2004) and Al Hamad (2014) had a similar argument for the Jordanian context. Greere (2010) reflected similar findings in the Romanian market. Bernardini (2004) stated that recruiting translators who did not hold a degree in translation was a common practice in the European Commission in 2000. However, the OPTIMALE survey conducted in 2011 unveiled a change of trends in the European market in comparison with the argument of Bernardini in 2004. The OPTIMALE results revealed that holding a university degree in translation or related fields was deemed among the 10 top requirements rated by 77% as essential or important. This change in the employers' attitude is not yet taking place in the Jordanian market.

Regardless of the degree or the university's total average, the vast majority of employers (95%) in the present inquiry stated that subjecting the candidate for a proficiency test was a requirement for employment. Apparently, employers who considered meeting the deadline and the clients' requirements as one essential component in graduates (Figure 4.16) were found to impose time-bound tests as a way of examining time management in applicants.

Requiring applicants to sit for and pass a proficiency test as an employment pre-requisite could be attributed to the fact that employers did not consider holding a degree as a sign of competence. Wagner (2002) stated that 'having a translation diploma or degree does not guarantee that the holder is a skilled translator. If it did, employers would not need to hold their own entrance examination or provide in-house training' (Chesterman and Wagner, 2002: 36). Therefore, the fact that the majority of employers in the present inquiry stated that they subject the applicants to an in-house proficiency test indicates the little trust they have in the degree and the academic achievement of the candidate.

Obviously, the employers' perception of the graduates' competence seems to be the main reason behind this little value given to the academic degree. Furthermore, the vast majority of employers believe there is not any private university in Jordan whose graduates are more competent than the others so they are all assessed the same way.

4.4 Conclusion

The results in the present chapter provided answers to the research questions classified within the categories of 'general competence evaluation' and 'competence development' (see 3.2.1, 3.2.2 and 3.2.3).

Investigating competence of graduates from the perspectives of the teachers and the employers revealed that both groups of assessors perceived a general lack of translation competence in inexperienced graduates with higher level of dissatisfaction from the teachers. The teachers' dissatisfaction of the graduates' competence was found to be associated with their desire to have certain components and procedures amended in the curriculum design. The dissatisfaction of the employers, however, was found to be driven by the discrepancy between the competences graduates acquire and what is actually demanded by the employers. On the other side of the spectrum, the graduates of the academic year 2013/2014 showed a mild agreement on the development of their competence as a result of joining a translator training program. Apparently, the development they believe they made was still below the expectations of the teachers and the employers. The bilingual, the transfer and the strategic competences reflected the highest disjunction between the second party assessment and the self-assessment. This resulted in a general variance of perception except for the instrumental competence which showed the least variance among the three groups. The variance could be attributed to several factors. Firstly, the three groups of assessors came from different backgrounds and academic levels and thus had different experience in assessment. Other factors include the graduates' unawareness of what translation competence is and how it is evaluated. The fact that self-assessment in itself implies possible bias and overestimation (Kruger and Dunning, 1999) provides another factor that cannot be ruled out.

The teachers' reflections on the current design of the curriculum generally revealed that they believe several aspects of the curriculum need to be amended. The highest enthusiasm for amendment was reflected in L2 proficiency as an entry requirement, followed by adding more components of field training and specialized translation. Less importance was attached to adding CAT courses and moving towards student-centred teaching. Some inconsistencies were unveiled between what the teachers claimed to be very important and what was applied by them on the ground. It showed that while the teachers were not satisfied with the curriculum design, the graduates' perceived deficiencies in the applied teaching methods. Therefore, the deficiencies were not only about the curriculum design but the teaching methods as well which

were found to be characterized by a dominant teacher's role with a suppressed student's role and no individual initiation to improve the status quo.

The employers' feedback on the employment criteria and the competences required the most in the industry unveiled several findings. What the employers seemed to be requiring the most was found to be lacking the most in graduates especially the ability of inverse translation. The fact that they found translation competence lacking in inexperienced graduates explained why they did not give much consideration to the degree or the marks obtained at the university. Similarly, it explained why all applicants need to sit for an in-house proficiency test and why employers tended to employ whoever seemed to be fluent in the two languages in question. However, this finding in itself showed that the employers seem to maintain a conventional concept of translation competence which is confined to the bilingual competence.

The following chapter titled 'competence in written translation' presents the research design of the experimental task which is performed and assessed by a narrowed sample of the graduates who participated in the present investigation along with the results of the product assessment performed by narrowed samples of the three groups of assessors. It is worth reminding that the experimental task was designed in the same manner the employers conduct their actual in-house proficiency tests.

Chapter Five

Competence in Written Translation

5.1 Introduction

The present chapter discusses the results of the product assessment carried out during the second phase of the sequential procedures in the empirical study (see 3.4). The first phase collected quantitative data on how the graduates' competence was perceived and evaluated by the stakeholders in light of the status quo of translator training and practice. This phase collects qualitative data on how graduates' translations are assessed by the same stakeholders. Therefore, while the first phase contributed to the research questions of the two categories labelled as: 'general competence evaluation' and 'competence development', this phase contributes to the research questions of the category labelled as 'competence in written translation' (see 3.2.1, 3.2.2 and 3.2.3).

While Chapter Four provided a PACTE-based general evaluation of the graduates' competence from different perspectives, the present chapter investigates this evaluation by asking a narrowed sample of the same assessors to evaluate translated texts performed by a narrowed sample of the same graduates. The results here are also analysed in light of the PACTE model and interrelated to the results of the general evaluation. Therefore, the former type of evaluation is an informed perception based on long term accumulative experience and the latter is a factual assessment based on a tangible product. However, since translation assessment in its very nature is a subjective judgment (Angelelli and Jacobson, 2009; Sanchez, 2007), the assessment of the product still lies within the scope of perceptions. Translation quality has been and still is perceived as a matter of perception (Gile, 2009; Dunne, 2009) or more precisely an individual perception (Hansen, 2008: 260). Hence, the description and analysis presented for the product assessment here is in a way a description and analysis of the way the translations are perceived by the assessors.

In this assessment, the graduates had to perform an experimental translation task and respond to a criterion-referenced rating scale (Appendix 12) to self-assess their products. In addition, they were also required to reflect on the translation task in focus group discussions. The self-assessment form used was an adapted version of the criterion-referenced rating scale suggested by Robinson *et al* (2006). It adhered to the original rating scale by Robinson *et al* with slight adaptation that was discussed in 3.4.2.1.1

The second party assessors were requested to respond to open and closed-ended questionnaires as assessment forms (Appendices 10 and 14). The areas tackled in the

second party assessment forms were an overall rating of the quality of the translations from *excellent* to *poor* as well as marking them out of ten. In addition, second party assessors were requested to respond openly on the assessment criteria they employ and to identify the deficiencies that were considered the most crucial from their perspectives. The second party assessment forms were designed differently to allow more open responses. However, in order to extract comparable data, the assessors were requested to focus on the choices of terminology, structure and orientation to the target text genre which constituted the focus of the criterion-referenced rating scale in the self-assessment form.

The present empirical study basically employs a mixed approach of qualitative and quantitative methods. While subjecting graduates to an experimental translation task and interviewing them within focus groups is basically a qualitative method, the assessment forms were analysed both quantitatively and qualitatively. However, -unlike the results of the questionnaires in the first phase- results of the product assessment are not split by university due to the qualitative nature of the investigation and the limited number of participants.

5.2 Experimental task design

5.2.1 Sample

The target sample for the experimental task was a narrowed voluntary or self-selected sample[21] of 26 recent inexperienced male and female graduates selected from the 121 final year/ final term students who had responded to the questionnaires in the first phase. For the second party assessment, teachers and employers (nine teachers and seven employers) were also self-sampled from the participants who had responded to the questionnaires in the first phase. Reasons for resorting to self-selection in this phase were discussed in section 3.4.2.3. Each translation was assessed by the performer of the translation; i.e. the graduate as well as by one teacher and one employer to investigate three different perspectives of the same product[22]

Subjects of the experimental translation tasks were required to perform the following tasks: 1) complete a pre-task questionnaire (Appendix 11), 2) perform an inverse translation

---

[21] A sample is self-selected when the selection of the units is determined by their willingness to participate which is also called voluntary sampling. (Sterba and Foster, 2008).

[22] Time and effort needed to assess a translation were taken into consideration. Therefore, the option of asking each assessor to assess the twenty six translations was not feasible.

task (Arabic into English) of a legal text on insurance policy (Appendix 9), 3) respond to a criterion-referenced rating scale as a self-assessment form (Appendix 12), 4) take part in a focus group discussion to reflect on the task (Transcripts: Appendix 13).

5.2.2 Variables

Despite the fact that graduates were sampled for the experimental translation task on a self-selection basis, there were four independent variables that had to be taken into consideration: 1) all participants were graduates of the second term of 2013/2014 or the Summer term of 2014 from the five private universities included in the study, 2) all participants were recent inexperienced graduates at the time of the experimental task, 3) all participants had to have previously taken a course in legal translation which is already a compulsory course in the study plans of the five universities. The only dependent variable was the graduates' competence in translating a legal text into L2.

5.2.3 Data collection and analysis

- Quantitative data collected in this phase of the empirical study consist of:
1) The second party rating of the quality of each translation on a five-point scale from *Excellent* to *Poor* presented in the actual rating of each translation separately and the mean score of all the responses.
 2) The second party marking of each translation on a three-point scale (below 5: fail mark, 5_7: pass, lower range or 8_10: pass, higher range) presented in the actual mark of each translation separately and the mean score of all the responses.
3) The marks scored by the graduates through their selection of one out of six answer options in evaluating each area; i.e. comprehension of the ST, choice of terminology and the structure of the TT). In the original criterion-referenced rating scale, each qualitative descriptor for each answer option is assigned a pre-determined range of marks out of ten. The marking scale is as follows (a= zero mark, b= 1_2 marks, c=3_4 marks, d=5_6 marks, e=7_8 marks and f=9_10 marks)[23]. The median[24] of each mark range is given for the respective answer option for each of the three categories (comprehension, terminology and structure). The total mark scored for each translation is calculated by adding and dividing the

---

[23] The graduates responded to a rating scale of six answer options associated with descriptors, therefore the rating scale is more specified. The second party assessors completed a more open assessment form, therefore, the marking range is a bit wider.

[24] Median: the value lying at the midpoint of a frequency of distribution of observed values or quantities.

three medians of the three categories. For simpler presentation of the marks, they are categorized within a wider range; i.e. below 5: fail mark, 5_7: pass mark, lower range and 8_10: pass mark, higher range; i.e. to be comparable with the marking of the second party assessors.

4) The ratio of *Yes: No* on the possibility of being employed based on the quality of the translated texts -as provided by the employers and the graduates themselves.

▪ Qualitative data collected in this phase consist of:

1)   Open responses on the deficiencies found in the translations and the assessment criteria -as provided by the second party assessors.

2)   Oral reflections of graduates on the experimental translation task in focus group discussions (recorded, translated and transcribed)

5.2.4 Pre-task data

The data collected from graduates prior to sitting for the experimental task were collected through completing pre-task questionnaires (Appendix 11). The pre-task questionnaire collected information on gender, name of university, university GPA (grade point average) and two other items to ensure that the participants had not had any practical experience and had taken a course in legal translation at their universities. Data collected are summarized in Table 5.1 below.

Table 5.1 Background information of experimental task participants

Graduate Serial No.	University	Gender	University GPA[25]
Graduate 1	Ahliyya University	Female	Good
Graduate 2	Ahliyya University	Female	Good
Graduate 3	Ahliyya University	Female	Very Good
Graduate 4	Ahliyya University	Male	Good
Graduate 5	Applied Science University	Male	Good
Graduate 6	Applied Science University	Female	Excellent
Graduate 7	Applied Science University	Male	Good
Graduate 8	Applied Science University	Male	Good
Graduate 9	Applied Science Uniiversity	Female	Excellent
Graduate 10	Isra University	Male	Very Good
Graduate 11	Isra University	Female	Very Good
Graduate 12	Isra University	Female	Good
Graduate 13	Isra University	Female	Very Good

---

[25] According to the system in the Jordanian universities, each grade point average (GPA) is assigned a rating (e.g. acceptable, good, very good or excellent). Some universities were found to use a total average out of 100 (e.g. Zaytoonah University) while others use a four-point scale (e.g. Petra University).

Graduate 14	Isra University	Male	Excellent
Graduate 15	Petra University	Female	Very Good
Graduate 16	Petra University	Female	Good
Graduate 17	Petra University	Male	Very Good
Graduate 18	Petra University	Female	Excellent
Graduate 19	Zaytoonah University	Male	Acceptable
Graduate 20	Zaytoonah University	Female	Very Good
Graduate 21	Zaytoonah University	Female	Excellent
Graduate 22	Zaytoonah University	Male	Very Good
Graduate 23	Zaytoonah University	Male	Good
Graduate 24	Zaytoonah University	Male	Good
Graduate 25	Zaytoonah University	Female	Very Good
Graduate 26	Zaytoonah University	Male	Acceptable

As the table above shows, the number of participants from each university ranged between four (Ahliyya and Petra universities) and eight (Zaytoonah University). These numbers varied in a proportional relation with the numbers of graduates who had participated from each university in the first phase. For instance, the highest number of participants in the present task was represented by Zaytoonah graduates (8 participants) who had also represented the highest number of participants in the first phase (36 participants).

Due to the self-selection sampling, neither the gender nor the university GPA of the graduates was considered essential. However, having both genders from each university was taken into consideration and the graduates were requested to provide their GPA to be referred to in the analysis of the assessments.

5.2.5 Translation task setting

The graduates participated in the translation task in groups in which each group included graduates from the same university. Each university group performed the translation in one session after which they responded to the self-assessment form and participated in a focus group discussion. The sessions were held at different times with the presence of the researcher to observe the time and ensure the participants worked independently. Guided by the actual practices of employers in the in-house proficiency tests, participants performed the task within a pre-set time and were allowed to use print, digital, online dictionaries and sources (see 3.4.2.4 and 4.3.2.2)

5.2.6 The source text

The 26 graduates performed an inverse translation of an authentic Arabic legal text (a contract article on personal accidents insurance policy) which was selected from the sample tests that had been sent by several translation service providers. The decision for this

selection was previously discussed in 3.4.2.4. The fact that most of the legal texts that had been sent by the employers required inverse translation complied with the findings arrived at in the first phase of the empirical study in which employers stated that translating into L2 is the top skill required when recruiting translators (see Figure 4.16).

5.3 Overall assessment and rating

Each of the 26 translations was rated and marked by the graduate as well as by one teacher and one employer. As illustrated in 5.2.3 above, the graduates did not mark their translations directly but selected from a range of answer options on the rating scale. According to their choices, their evaluation of the translation quality was reflected and the mark associated with the respective answer option was scored. The marking of the comprehension of the ST, the choice of terminology and the structure of the TT were added and divided by three to get the total mark for the whole translation for each graduate as it appears in Table 5.2 below. The second party assessors rated the translations holistically by selecting an option on a five-point scale (excellent, very good, good, acceptable, poor) and marked the whole translation on a three-point scale (below 5: fail mark, 5_7: pass mark, lower range and 8_10: pass mark, higher range).

Table 5.2 Marking and rating of translations

Self-marking		Teachers' marking and rating		Employers' marking and rating	
Graduate 1	8	< 5	Poor	< 5	Poor
Graduate 2	5	< 5	Poor	< 5	Poor
Graduate 3	7	8_10	Very good	5_7	Good
Graduate 4	5	< 5	Poor	< 5	Poor
Graduate 5	6	5_7	Acceptable	5_7	Acceptable
Graduate 6	8	5_7	Acceptable	5_7	Good
Graduate 7	6	< 5	Poor	< 5	Poor
Graduate 8	6	5_7	Good	5_7	Good
Graduate 9	6	5_7	Acceptable	< 5	Poor
Graduate 10	6	5_7	Acceptable	5_7	Acceptable
Graduate 11	5	5_7	Acceptable	< 5	Poor
Graduate 12	6	< 5	Poor	< 5	Poor
Graduate 13	8	< 5	Acceptable	< 5	Poor
Graduate 14	6	< 5	Acceptable	< 5	Poor
Graduate 15	8	< 5	Acceptable	5_7	Acceptable
Graduate 16	7	< 5	Acceptable	< 5	Poor
Graduate 17	8	5_7	Good	5_7	Acceptable
Graduate 18	7	< 5	Poor	5_7	Acceptable
Graduate 19	4	< 5	Poor	< 5	Poor

Graduate 20	7	< 5	Poor	< 5	Acceptable
Graduate 21	6	< 5	Poor	< 5	Acceptable
Graduate 22	6	< 5	Poor	< 5	Poor
Graduate 23	3	5_7	Good	< 5	Acceptable
Graduate 24	6	< 5	Acceptable	< 5	Acceptable
Graduate 25	8	5_7	Good	5_7	Good
Graduate 26	2	< 5	Poor	< 5	Poor
Overall mean score	6: Pass Lower range	< 5 Fail	Acceptable	< 5 Fail	Acceptable

The table above reveals a trend of dissatisfaction among teachers and employers with the overall quality of the translated texts as the mean score at the bottom of the table shows. Out of the 26 translations, the ratio of pass to fail marks [Pass: Fail] is [10:16] according to the assessment of the teachers and [9:17] according to the assessment of the employers, while it is [23:3] according to the scoring of the graduates. The assessment reflect a remarkable variation ratio between the marking of the graduates on the one hand and that of the second party assessors on the other hand.

The relation between the marking and the rating of the translations by the second party assessors seemed to reflect a certain pattern. It was noticed that *poor* quality of translation was 100% associated with a fail mark and *good* quality was 100% associated with the mark range 5_7 while *acceptable* quality of translation lied in the grey area where it was associated with a fail mark in some assessments and a pass mark from 5_7 in others. The rating *very good* was associated with the mark range 8_10 and appeared once in the assessment of a teacher for graduate 3. None of the translations was assessed as *excellent* by any of the second party assessors.

In general, the rating and marking of the second party assessors reflected a high level of similarity as there were 13 identical assessments in terms of marking and rating while the other 13 were also similar with slight variance, limited to one point up or one point down the scale of the marking or the rating. However, there was a disjunction between the second party assessment on the one hand and the graduates' self-assessment on the other hand. While there were 23 pass marks according to the self-assessment, there were 10 pass marks in the teachers' assessments and 9 pass marks in the employers' assessments. In frequencies, this means that in the self-assessment, the percentage of the pass marks was 88% while it was 38% in the teachers' assessment and 35% in the employers' assessments.

The marking of the translations revealed a disjunction similar to the one noticed in the general competence evaluation. While the second party assessments reflected concurrence

in their marking, the graduates' self-assessment showed over-estimation of the quality of their translations compared to the marking of the second assessors. This disjunction could also be related to the same factors discussed in 4.2.5. These factors include variance in the experience and the academic level of the assessors and the graduates' poor ability to conduct an accurate and objective self-assessment due to their suppressed role in the learning process.

In addition to the rating and the marking of the translations, both the graduates and the employers reflected on the chances the graduates stand to be employed based on the quality of their translations (see 5.4 below).

5.4 Chances of employment

Since employment of candidates is basically based on the result of the in-house proficiency test as shown in table 4.3.2.2, the employers were asked whether the quality of the translated texts in the experimental task would qualify the graduates to be employed as translators. To understand the expectations of the graduates, they were also asked the same question. The responses are presented in Table 5.3 below.

Table 5.3 Chances of employment

Graduate serial No.	Students' feedback	Employers' feedback
Graduate 1	Yes	No
Graduate 2	Not Sure/ Don't Know	No
Graduate 3	Not Sure/ Don't Know	Yes
Graduate 4	Not Sure/ Don't Know	No
Graduate 5	Yes	No
Graduate 6	Yes	Yes
Graduate 7	No	No
Graduate 8	No	Yes
Graduate 9	Not Sure/ Don't Know	No
Graduate 10	Yes	No
Graduate 11	Not Sure/ Don't Know	No
Graduate 12	Not Sure/ Don't Know	No
Graduate 13	Yes	No
Graduate 14	Yes	No
Graduate 15	Yes	No
Graduate 16	Yes	No
Graduate 17	Yes	No
Graduate 18	Yes	Yes
Graduate 19	No	No
Graduate 20	Yes	No

Graduate 21	Not Sure/ Don't Know	No
Graduate 22	Not Sure/ Don't Know	No
Graduate 23	No	No
Graduate 24	Not Sure/ Don't Know	No
Graduate 25	Yes	Yes
Graduate 26	No	No
	Yes: 12 /No: 5 Not Sure: 9 Mean score: 2.2 ≈ 2.0 [Not Sure]	Yes: 5 No: 21

In terms of frequencies, *Yes* is the answer option opted for the most by the graduates. In terms of the mean score, the answer which represented the mean score on the three-point scale was *Not Sure/ Don't Know*. As for the employers, the answer option *No* represented the vast majority of the responses. This indicates that while employers believe the vast majority of the translations do not qualify the translators to be employed, the graduates generally reflect uncertainty about how their translations may be assessed or perceived by the prospective employers. The three graduates who failed in their self-assessment; i.e. graduates 19, 23, 26 (Table 5.2) did not evidently expect themselves to be employed. The rest who scored pass mark according to their assessments were basically divided between those who were certain their translations could qualify them for a job and those who were undecided. Nine of the twelve graduates who believed their translations could qualify them for a job; i.e. (graduates 1, 5, 10, 13, 14, 15, 16, 17 and 20) were perceived by the employers as below the standards required for the job. The types of errors identified by the employers for these translations are shown in 5.6.2 and 5.6.3 below. A minority of graduates (graduates 3 and 8) were found to be self-critical as their translations were perceived by the employers as good enough to be considered for a job but not by them. Some concurrence of opinion was reflected in the translations of graduates 6, 18, 25 and 7, 19, 26 in which the first three translations were perceived as good enough to qualify the graduates for a job and the last three were perceived the opposite way unanimously.

As the marking of the translations varied between the self-assessment and the second party assessments, feedback on the chances of employment varied too. The graduates showed little awareness of the quality of the translation that could qualify them for a job. This can be interpreted in light of the teachers' and the graduates' reflections regarding the insufficient or the improper implementation of field training (see 4.3.1.2, 4.3.1.3). Field training is the actual and authentic opportunity during which students get exposed to the practices of the employers and their quality standards. Missing the benefit of field training as

well as authentic training (see 3.4.2.2) results in a poor ability to conduct a self-assessment that complies with the quality standards of the employers.

The in-depth reflections on the present translations along with the assessment criteria adopted by the teachers and employers are illustrated below based on the answers received to the open-ended items in the assessment forms.

5.5 Assessment criteria

To understand the approach employed by the second party assessors, they were required to elaborate on the criteria or the grading scale they normally adopt in a regular translation assessment. Responses received to this open-ended item revealed that while few assessors applied some generic assessment criteria or error counting others did not. Some other assessors revealed a marking strategy rather than assessment criteria or a rating scale. They tended to declare the weight normally given to each textual aspect in their marking of a given translation. Interestingly, those assessors who did not refer to any assessment criteria used the space given to this open-ended item to elaborate more on the quality of the translation. While this did not respond directly to the inquiry on the criteria, it was found to provide another rich source of data as further elaboration on the quality was provided. The deficiencies and errors identified within this item were integrated into the responses to the last item which was designed for this purpose[26]. The criteria clarified by the teachers were split from those clarified by the employers as presented in 5.5.1 and 5.5.2 below.

5.5.1 Teachers' criteria

With reference to the reflections of the nine teachers who took part in the assessment from the five universities, three teachers (one from Petra University and two from Zaytoonah University) clarified their personal assessment criteria or grading strategies. The following quotes[27] of the teachers revealed that holistic assessment criteria were employed by two teachers while error counting was used by one.

Teacher 1: "The text is evaluated according to the lexical choices, terminology, word order, punctuation, spelling, grammar, cohesion and coherence." (Zaytoonah University).

---

[26] Once comments were all analysed and classified, the final formulation was discussed back with the assessors to ensure the way the feedback is described reflects what they intended to say.

[27] The feedback on the assessment forms was provided in writing in English by all the assessors and therefore, these are direct quotes. The same applies to the employers' feedback

Teacher 2: "35% structure, 35% terminology and 30% for the orientation to the target text type" (Petra University).

Teacher 3: "Here at the department, we don't have any common grading criteria. I personally count the errors and deduct grades accordingly" (Zaytoonah University).

The different responses provided by the teachers evidently revealed that there is an absence of common pre-determined criteria or rating scales adopted at the translation departments in the respective universities. Some teachers did not refer to any criteria such as the teachers of Ahliyya, Applied Science and Isra universities. Other teachers referred to different assessment strategies within the same university as was the case with the two teachers from Zaytoonah University in which one referred to very generic criteria and the other one used error counting. Even teacher 2 of Petra University who clarified the weight given to each aspect was found to reflect a personal grading strategy as the other teacher involved in the assessment from the same University did not mention any specific criteria. Therefore, the responses showed that there was a personal employment of holistic assessment with some further clarification of the grading strategy as evident in the responses of teacher 1 and teacher 2 and an error counting strategy by teacher 3.

The results above comply with the findings of Riazi and Davoodi (2008) which revealed that most teachers use holistic ad hoc assessment at Iran universities. Similarly, this was found to be the practice of some teachers in the study conducted by Waddington (2001) at Canadian and European universities. The absence of assessment criteria in the assessment of the teachers means that students did not use to understand how their translations were assessed which resulted in a poor ability to perform a self-assessment and hence a disjunction with the second party assessments as shown above in 5.3 and 5.4.

5.5.2 Employers' criteria

The criteria referred to by the employers did not include any employment of grading scales but rather reflected generic criteria, error counting in addition to ad hoc assessments as reflected in the following quotes provided by the employers:.

Employer 1: "Does the translation carry all the ideas of the original? Does the translation make explicit what is implicit or unclear? Does the translation capture the style of the original text?"

Employer 2: "We normally count errors of all types; structural, terminological, overall cohesion of the text in which ¼ a mark is deducted for each error. Applicants whose translations reflect serious errors such as subject-verb agreement, word order,

capitalizations, word-for-word translation or evidence of using Google Translate are normally eliminated."

Employer 3: "We don't have any specific criteria for evaluation, it all depends on the assessors' view who normally have a long experience in evaluating translations of applicants."[28]

The employers' feedback on the criteria reflected a similar mode of assessment to that of the teachers. There was no mentioning of any rating scales. It was either an error counting method or very generic criteria or even ad hoc subjective assessment as stated by employer 3. The practice of error typology -identified by employer 3- with associated penalties and deductions was found to be one of the most common methods used in the translation industry (O'Brien, 2011).

The data collected from the teachers and employers generally reveal that there is an absence of specific criteria, in particular rating scales, by which the assessor could be guided. This was referred to as subjective, intuitive evaluation (House, 2001). After elaborating on the assessment criteria, the second party assessors were asked to reflect on the quality of the translation by identifying the errors and deficiencies that were considered crucial from their perspectives. The second party assessment along with the responses of the graduates in the criterion-referenced rating scale are all integrated within the following section titled 'in-depth assessment'.

5.6 In-depth assessment

In addition to the rating and marking of the translations, the second party assessors reflected on the translations by identifying the errors that are considered crucial from their perspectives along with exemplification.

As requested in the assessment forms, most of the errors identified by the second party assessors were related to the choice of terminology/vocabulary, the structure of the written expressions and orientation to the target text type/ genre. Hence, feedback was classified within two broad categories: 1) terminology/ vocabulary including register and orientation (lexical-semantic choices), 2) structure (grammatical-structural choices). Other additional comments provided were classified into other sub-categories. The feedback of the teachers and employers on each of the categories was directly associated with the answer

---

[28] Employer 3 represents (Talal Abu Ghazaleh), one of the biggest translation service providers in Jordan which has a team of head translators involved in the assessment and recruitment of applicants.

options selected by the graduates on the respective category as shown in tables 5.4 and 5.5 below.

5.6.1 Comprehension of the ST

The extent to which the ST was comprehended was reflected on by the graduates through selecting an answer option on a six-point scale from a (1) → f (6). Three graduates selected the answer option (f) in the criterion-referenced rating scale which was associated with the descriptor: *My comprehension of the source text was excellent.* Twelve out of the twenty six graduates (the highest number) opted for the answer option (e) which was associated with the descriptor: *My comprehension of the source text was 'very good'.* Six graduates opted for the answer option (d) which was associated with the descriptor: *My comprehension of the source text was good.* Five graduates selected the answer option (c) in which they stated that their comprehension was *acceptable*. The total average mark calculated for the 26 translations based on their choices was 6.4 ≈ 6 out of 10 (pass mark: lower range). While the second party assessors were not required to comment on the comprehension of the ST as it could not be easily spotted, three assessors (one teacher and two employers) were able to detect a miscomprehension of some expressions. These comments were reflected in the assessments of the translations performed by graduates 3, 12 and 20 representing Ahliyya University, Isra University and Zaytoonah University respectively. .

5.6.2 Lexical-semantic feedback

The graduates assessed their choice of register, terminology and vocabulary by selecting an answer option on a six-point scale from a (1) → f (6) which were associated with different descriptors as shown in Table 5.4 below. The answer option selected by the highest number of graduates (14) is (d). This answer option was associated with the descriptor: *My choice of register is mostly appropriate for the legal text and mostly consistent throughout the translation and the choice of vocabulary and terminology is effective and appropriate despite some mistakes and occasional errors*. The total average mark calculated for the 26 translations based on their vocabulary and terminological choices is 5.5 ≈ 6 (Pass mark: lower range) which was lower than the mark obtained for comprehension by almost one mark. The comments and errors identified by the second party assessors were grouped within categories that were labelled by the assessors themselves. In few cases where the assessors provided examples of the errors without classifying them, the areas were grouped into the same categories labelled by the other assessors. Each answer option opted for

appears in Table 5.4 along with the corresponding second party assessments. The three main categories within which the second party comments were classified as:

- Vocabulary/ Terminology when reference is made to usage of expressions or terms in the TT.
- Register/ Orientation to the target text type when reference is made to the use of language in relation to the type of register; i.e. legal register and the extent to which the TT is oriented to English legal texts.
- Semantic when reference is made to the way expressions or the whole text is translated; how meaning is conveyed including additions and omissions. Other comments related to the comprehension of the ST, command of language or sources used were classified into separate sub-groups. As shown in Table 5.4 below, the graduates answer options on terminology and vocabulary were within the range of the answer options (e) and the answer option (b). No graduates opted for the answer options (a) or (f), the most negative and the most positive respectively.

Table 5.4 Feedback on lexical semantic choices

Answer option (e)
Self-assessment: *My choice of the register is appropriate for this type of texts (legal) and consistent throughout the translation. My choice of vocabulary is effective despite some occasional mistakes. My choice of terminology is appropriate despite mistakes* [Selected by graduates: 1, 3, 6, 10, 13, 15, 16, 25]

Teachers' assessment:
   1) Vocabulary and terminology: wrong usage of expressions/ legal terms (e.g. *contractor* instead of *contracting party*; *submitted* instead of *provided*)
   2) Register and orientation: absence of orientation to the target text type, absence of shall; (e.g. '*the word accident means* instead of *shall mean'*). General unawareness of the legal register; (e.g. 'the text does not read like an English legal text')
   3) Semantic: examples of omission/ addition, shift of meaning and redundancy (using synonymous TL equivalents for one ST expression), mistranslation, unnatural translation

Employers' assessment:
   1) Vocabulary and terminology: wrong usage of expressions/ legal terms
   2) Register and orientation: absence of orientation to the target text type, absence of shall and usage of active voice instead of passive voice; (e.g. 'the company binds instead of is bound to… 'as the text is a legal one, the translator has failed to use the model verb shall…'as simple as it seems, but the lack of the use of this verb has affected the overall legal sense of the text'…'legal sense is missing'…'too literal'…'the text sounds more Arabic than English'
   3) Semantic: examples of omission/ addition, obscure meaning, redundancy (using synonymous TL equivalents for one ST expression), poor translation
   4) Other: poor English, miscomprehension of source text (ST) expressions; (e.g. 'the text was not smoothly read or understood')

Answer option (d)
Self-assessment: *My choice of the register is mostly appropriate for this type of texts (legal) and mostly consistent throughout the translation. My choice of the vocabulary is effective despite some mistakes and my choice of terminology is appropriate despite some occasional errors* [Selected by graduates: 2, 4, 5, 9, 11, 12, 14, 17, 18, 20, 21, 22, 23, 24]

Teachers' assessment:
    1) Vocabulary and terminology: wrong usage of expressions/ legal terms and non-existing vocabulary. Usage of inappropriate collocations (e.g. 'exchange for the insurance premium')
    2) Register and orientation: absence of orientation to the target text type, absence of shall. General unawareness of the legal register (e.g. 'the student is not familiar with the legal terminology'… 'the text does not look like a legal document'… 'poor legal terminology'.
    3) Semantic: examples of omission/ addition, shift of meaning, stylistic shift, and redundancy (using synonymous TL equivalents for one ST expression), mistranslation, unnatural translation
    4) Other: miscomprehension of the ST, excessive use of Google Translate

Employers' assessment:
    1) Vocabulary and terminology: wrong usage of expressions/ legal terms; (e.g. 'the company pledge for'… 'contractor instead of contracting party'*)*.
    2) Register and orientation: absence of orientation to the target text type, absence of shall, hereto, thereof. General unawareness of the legal register, 'lack of knowledge concerning legal texts', 'the text lacks the legal sense'; literal translation'; 'too literal'; 'the text is badly translated'; 'generally speaking, there is a tendency towards literal translation in the absence of clear understanding of the original text'.
    3) Semantic: examples of omission/ addition.
    4) Other: 'too much of Google Translate', Use of Google Translate without post-editing.

Answer option (c)
Self-assessment: *My choice of register is occasionally inappropriate or inconsistent. There are occasional mistakes of basic vocabulary. I am aware of the appropriate terminology for this type of texts (legal) but there are some errors*. [Selected by graduates: 7, 8, 19]

Teachers' assessment:
    1) Vocabulary and terminology: wrong usage of expressions/ legal terms
    2) Register and orientation: lack of orientation, lack of legal terminology, absence of shall

Employers' assessment:
    1) Vocabulary and terminology: wrong usage of legal terms
    2) Register and orientation: absence of shall, thereto, 'legal terminology is rarely used correctly'; 'too literal, almost word-for-word'
    3) Other: 'flow of text is very bad'…'text is badly written'…'the whole text is a mess'

Answer option (b)
Self-assessment: *My choice of register is inappropriate and inconsistent. My choice of the vocabulary is limited with some basic errors. I am not quite aware of the appropriate terminology for this type of texts (legal)* [Selected by graduate 26].

Teachers' assessment:
    1) Vocabulary and terminology: wrong usage of expressions and vocabulary
    2) Register and orientation: 'absence of all legal terms'

Employers' assessment: • 'The whole text is not legally oriented'…'no use of shall, hereunder, etc.'

The vast majority of the comments provided by the teachers and employers on terminology, vocabulary and register were found to share a common ground in terms of the error categories and the examples associated with them, and therefore, were integrated and summarized as follows:

A)   Vocabulary/ Terminology:

- Wrong usage of expressions/ terms or inappropriate lexical choices

- Usage of incorrect/ non-existing vocabulary.

- Unawareness of legal terminology/ poor legal terminology

B)   Register/ Orientation

- Inappropriate choice of terms for legal register.

- Unfamiliarity with legal discourse/ absence of 'shall' and other terms such as *thereof, hereto*, etc.

- Absence of legal sense; absence of passive voice.

- Too literal, Unnatural,

- Poor command of English.

C)   Semantic

- Mistranslation: Inability to pick up the appropriate equivalent

- Redundancy: picking up more than one equivalent for the same lexical

- Shift of meaning/ translation does not convey the meaning

- Additions/ omissions

D)   Other

- Stylistic shift

- Readability: TT is confusing/ not read smoothly

- Miscomprehension of the ST

- Use of Google Translate or Use of Google Translate without post-editing.

     In conclusion, the assessments above revealed that the teachers and employers identified several terminological errors and register deficiencies that were considered crucial for them in the vast majority of the translations showing a general perception of dissatisfaction. Out of the seven translations which were granted pass marks by both groups of second party assessors and the other five translations which were granted pass marks by one of the second party assessors, two translations (of graduates 10 and 25) were considered by both assessors as almost free of crucial lexical-semantic errors. The rest of the translations including those which were granted pass marks were still commented on as

reflecting some wrong usage of legal terms or absence of orientation to TT genre along with few examples of addition or omission.

Despite the concurrence in the two second party assessments, a slight difference was noticed between the assessment attitude of the teachers and that of the employers. The teachers' assessment of terminology and register was found to be more analytical and micro-oriented while the employers showed a stronger tendency to identify errors in a rather concise way by focusing more on the macro level where the feedback was more holistic than analytical. By way of illustration, the employers generally paid more attention to the overall text in terms of literal and word-for-word translation and the overall legal sense at the textual level. At the macro level, the employers also perceived some translations as an indication of the performers' poor command of English. Some employers were more specific only in identifying the legal terms that should have been reflected in such a text; they tended to focus not only on the absence of *shall* -as the teachers did- but the absence of other markers such as *thereof, hereto, hereunder, etc.* One more aspect of the slight difference between the assessments of the two groups was that the employers -unlike the teachers- were found to provide some encouraging comments for those translations which did not reflect crucial errors and were given pass marks by the employers. For instance, the employers' assessment for translations whom they had given pass marks (e.g. for graduates 6, 8, 10, 18) included comments such as 'good attempt to maintain the legal sense'; 'with practice the translator can improve since s/he has good command of English and good knowledge of legal terminology'; 'legal terminology is applied as necessary'; 'best translation among the others or 'the closest to a good translation'. This reflected some consistency between the feedback and the mark given in the employers' assessments. Such comments were absent in all the teachers' assessments including the translations that the teachers themselves had given pass marks. The teachers were more analytical and error-oriented without shedding light on the positive aspects of the lexical-semantic choices. Other than these slight differences, the assessments of the two groups concurred in most areas as seen in Table 5.4.

On the other side of the spectrum, some disjunction was observed between the second party assessments on the one hand and the self-assessment on the other hand. For instance, the graduates who opted for the answer option (e), were those who supposedly believe that their choice of register and vocabulary was appropriate and effective. However; the feedback provided by the second party assessors on some of these translations revealed that they did not agree on the appropriateness and/ or the effectiveness of the choices made.

147

Some of their comments included non-existing vocabulary, wrong usage of expressions, wrong lexical choices of legal terms, shift of meaning as well as absence of target text orientation. Similarly, the reflections of the teachers and employers on the translations of the graduates who opted for (d) also revealed a level of disjunction. While this group of graduates stated that their choices were mostly appropriate and effective, the feedback received from the teachers and employers identified wrong usage of expressions, absence of target text orientation and excessive use of Google Translate. There was a minority of translations belonging to graduates 10, 25, 7, 19 and 26, which reflected a good extent of concurrence across the three assessments in which the first two were positively assessed and the last three were negatively assessed by the three groups of assessors. Implications of the three assessments are discussed in more detail in 5.8 below.

5.6.3 Structure of written expressions

The graduates assessed the structure of the written expressions by selecting an answer option on a six-point scale from a (1) → f (6) which were associated with different descriptors as shown in Table 5.5 below. The answer option selected by the highest number of graduates (12) is (d). This answer option was associated with the descriptor: *The way the expressions are structured is effective but there are errors in the use of articles, prepositions or spelling of less common words in addition to some occasional mistakes in complex structures.* The total average mark calculated for the 26 translations based on their choices on the structure of the TT was 5.5 ≈ 6 (Pass mark: lower range) which was the same as the mark scored for the lexical-semantic choices and lower than the mark scored for the comprehension of the ST. The errors identified by the second party assessors were grouped within categories that were labelled by the assessors themselves. In few cases where the assessors provided examples of the errors without classifying them, they were grouped into the same categories labelled by the other assessors. Each answer option opted for appears in Table 5.5 along with the corresponding second party assessments. The comments were classified into two broad groups:

1) At the word level: when reference is made to wrong usage of word class, prepositions, articles, etc.

2) Above the word level: when reference is made to the whole structure of clauses, sentences or their linkage as well as the cohesion and the coherence of the text.

As it can be noticed in Table 5.5 below, the graduates' choices ranged between the answer option (f) and the answer option (b). None of the graduates opted for the most negative answer option (a).

Table 5.5 Feedback on grammatical-structural choices

Answer option (f)
Self-assessment: *The way the expressions are structured is sophisticated without any errors. My translation is almost mistake-free.* [Selected by graduates: 17 and 18]
Teachers' assessment: - At the word level: wrong usage of word class; e.g. usage of verbs in lieu of nouns or adverbs in lieu of adjectives   - Above the word level: syntactic, structural errors
Employers' assessment: - At the word level: wrong usage of word class, wrong verb inflection; (e.g. *is binded* instead of *is bound*).   - Above the word level: Lack of cohesion/ coherence: (e.g. 'The first paragraph which is apparently one sentence posed a problem for this translator as well as to others… 'Readers can easily be led off track'
Answer option (e)
Self-assessment: *The way the expressions are structured is good and effective; however, there are occasional errors of advanced usage only. My translated text is almost mistake-free* [Selected by graduates: 1, 6, 13, 15, 20, 25]
Teachers' assessment: - At the word level: wrong usage of relative pronouns, wrong usage of word class, using adjectives in lieu of adverb, missing auxiliaries   - Above the word level: wrong word order, weak structure; (e.g. 'it does not look grammatically correct in English')
Employers' assessment: - At the word level: wrong usage of verbs and subordinating conjunctions and prepositions; (e.g. 'in order to what the contractor requested'…'on the request'). Wrong usage of verbs; (e.g. 'the insured allows to the company'. Wrong usage of word class; (e.g. 'effect the company'). Unnecessary capitalization.   - Above the word level: errors in word order, syntactic errors; (e.g. 'The translator has committed very simple grammatical mistakes that weakened the level of the English language used'…'very poor English'.
Answer option (d)
Self-assessment: *The way the expressions are structured is effective but there are errors in the use of articles, prepositions or spelling of less common words in addition to some occasional mistakes in complex structures* [Selected by graduates: 3, 4, 5, 7, 9, 10, 11, 12, 14, 16, 22 and 24]
Teachers' assessment: At the word level: subject-verb agreement, missing prepositions, verbs nouns and relative pronouns, unnecessary capitalization, spelling mistakes

	• Above the word level: wrong word order, weak structures, lack of parallelism; (e.g. 'demand an annulment of the policy and refunding any paid instalments'…'hide or giving'. - Lack of coherence; (e.g. 'Toward the beginning of the first paragraph, the structure shows no coherence which renders the underlined lines as vague translation') - Use of active voice instead of passive voice
Employers' assessment:	• At the word level: wrong usage of prepositions, word class, relative pronouns; unnecessary usage of indefinite articles; verb tense inconsistency • Above the word level: weak paragraph structures, lack of cohesion; (e.g. 'several sentences are written as one chunk, no linking words, no punctuation as seen in the first paragraph'). Grammatical errors of multiples sentences, convoluted structures, clauses are not well connected
Answer option (c)	
Self-assessment: *The way the expressions are structured is not effective; there are errors in the complex structures and mistakes in the basic structures.* [Selected by graduates 2, 8, 19, 21, 23].	
Teachers' assessment:	• At the word level: wrong usage of linking words, verbs, prepositions; wrong usage of word class • Above the word level: wrong word order, bad structures, lack of cohesion and coherence, run-ons
Employers' assessment:	• At the word level: wrong usage of relative pronouns, missing auxiliaries, spelling mistakes, wrong usage of word class; (e.g. *' to ask to annulment*)' • Above the word level: excessive use of adverbial and adjectival clauses, phrases and sentences are not well linked, broken structures and run-ons, punctuation and spelling mistakes
Answer option (b)	
Self-assessment: *The way the expressions are structured is limited as there are errors in the basic structures of my translated text.* [Selected by graduate 26]	
Teachers' assessment: Bad structures; (e.g. 'based on the contracting contained request'… 'his name in the table annex')	
Employers' assessment: sentences are not well connected, unnecessary capitalization; (e.g. *'*on the Contracting').	

The assessments above revealed that the teachers and employers identified several grammatical and structural errors that were considered crucial in the vast majority of the translations indicating a rather negative assessment of the structure of the translated texts. Therefore, the main errors and deficiencies identified in all the translations by both groups of assessors can be integrated and summarized as follows:

A)   At word level:

 -Wrong usage of word class (verb-noun/ adjective-adverb).

- Wrong usage of prepositions, conjunctions, articles

-Lack of subject-verb agreement.

-Missing auxiliaries.

B)   Above word level:

- Poor command of English resulting in vague translation

- Incorrect/ bad / ungrammatical structures

- Improper word order

- Lack of cohesion/ coherence

- Excessive use of adjectival, adverbial clauses

- Improper punctuation/ unjustified capitalization

- Spelling mistakes

- Use of active voice in cases where passive voice should have been used

The comments provided above revealed that both groups of assessors shared a common ground in the way the target text was assessed in terms of structure as it was the case in the assessment of register and terminology. However, while the employers' feedback was slightly more concise, macro-oriented and more positive than the teachers' feedback in the assessment of register and terminology, the assessment of structure reflected a different mode. Both groups of assessors provided micro and macro comments on structure with no significant difference. The encouraging comments provided by the employers in the assessment of terminology and register were not reflected in the assessment of structure and grammar. Therefore, it can be deduced that most of the pass marks granted by the employers were given to the lexical-semantic choices rather than the structure of the written expression. The only translation that was perceived as almost free of crucial structural and grammatical errors by the two second party assessors was the one of graduate 25. The rest of the translations including those which were given pass marks were still commented on as containing deficiencies.

The disjunction noticed between the self-assessment and the second party assessment of register and terminology was also noticed in the feedback on structure and grammar. This was particularly evident in the assessments of those graduates who opted for the answer options, f, e and d. The feedback provided by the teachers and employers on the translations of graduates who opted for these options; e.g. graduates 1, 3, 4, 5, 7, 9, 11, 12, 13, 15, 16, 17 and 24 reflected basic structural errors such as whole broken structures, wrong word order, wrong usage of word class and errors in the subject-verb agreement. Evidently, these mistakes were not only confined to the complex structures as the graduates assumed.

Section 5.7 below discussed what has been stated by the graduates in the post-task group discussions which the graduates participated in after responding to the self-assessment forms.

5.7 Post-task group discussions

As discussed in section 3.4.2, the graduates were required to reflect orally on the experimental task by participating in focus group discussions. They were requested to respond to several questions on the difficulties faced in comprehending and translating the ST to reflect on aspects of the bilingual and transfer competences. In addition, they were asked on their familiarity with the text domain to reflect on aspects of the extra-linguistic competence and the types of sources consulted to reflect on aspects of the instrumental competence. As discussed in 3.4.2.4 C, not all components of translation competence could be detected and evaluated in the product assessment.

As Conradson (2005) argues, a group discussion is the method that could fill the gap between what people say and what they do. Appendix 13 provides the complete English transcripts of the five group discussions[29], while the sections 5.7.1_5.7.5 provide summaries of the discussion to investigate any significant difference across the universities. The data extracted from the group discussions are interrelated to the product assessments and the general competence evaluation conducted in the first phase.

5.7.1 Group (1): Ahliyya University

The session included four students; three female and one male. Reflections on the comprehension and the translation of the source text revealed that Ahliyya graduates found the text neither difficult nor easy but needed some effort to translate. One graduate said that she struggled with the comprehension of the Arabic structures. The four graduates seemed to have taken legal translation with different teachers; therefore, while two students said they had been exposed to similar type of contracts, the other two said they had not. They all stated that they had practiced direct translation more than inverse translation. Typing and submitting the texts electronically was not found difficult although they used to submit handwritten translation tasks. The difficulties they faced emerged from the TT production

---

[29] The group discussions were conducted in Arabic for easiness of communication and translated into English by the researcher. The focus in the translated transcripts is on the content without indications of intonation, pauses, voice overlap or voice quality. To maintain confidentiality, any mentioning of names -whether intentional or unintentional- was not transcribed.

especially with regard to structuring legal expressions as well as dealing with parenthetical and linking clauses. They stated that the legal nature of the text added to the difficulty of the task since even some Arabic expressions were hard to comprehend, and seemed ambiguous to one of the graduates. Structuring expressions raised more problems than finding the appropriate equivalent. The sources used were Mawrid bilingual dictionary and Google Translate.

According to the self-assessment of the four Ahliyya University graduates, they were found to opt for choices that granted them pass marks. As for the second party assessment, one female graduate in this group (graduate 3) had a pass mark from the teacher and the employer while the other three graduates (two female and one male) had received fail marks from the two assessors. The graduates claimed that the difficulties they faced basically emerged from the structuring of the expressions without mentioning much regarding the choice of terminology. The reason of facing such difficulties in the structure was attributed to the fact that the text was specialized. The second party assessment of the translations of these four graduates revealed that both, the structure of the written expressions as well as the terminological choices reflected crucial errors. There was reference to an absence of the legal terminology and lack of orientation to the TT type. In addition, there were comments on improper structuring of subordinating conjunctions and basic grammatical errors such as subject-verb agreement and missing auxiliaries that were not directly related to the specialized nature of the text -as graduates assumed. Although the study plan of Ahliyya University includes a compulsory course of CAT, the graduates search was limited to bilingual dictionaries and Google Translate in which other sources such as specialized legal dictionaries or parallel texts were not consulted.

5.7.2 Group (2): Applied Science University

Five graduates participated from the Applied Science University, three male and two female. The discussion revealed that some graduates found the source text difficult to translate while others found it of a medium level. Two graduates felt that the structure of the ST was not Arabic-oriented; i.e. not an original Arabic text. Some stated that they came across such types of texts while others said they were not familiar with them at all. One of the graduates believed that the norm in Jordan is translating into the mother tongue not into the foreign language. They all agreed that they were trained to translate into the foreign language but they practiced direct translation much more often. Performing and submitting the text electronically was not a problem to any of the graduates. For the graduates, most of the

problems were related to structuring legal expressions. Almost every single graduate in this group admitted using Google Translate and one of the graduates said s/he typed the whole text to be fully translated by Google Translate.

The five graduates in this group granted themselves pass marks according to their self-assessments. As for the second party assessment, three out of five had pass marks from the teachers and the employers (graduates 5, 6 and 8) while the fourth one had a pass mark from the teacher but not the employer (graduate 9). The common comments received on all their translations included wrong usage of legal expressions and absence of legal terminology as well as poor orientation to target text type. With regard to structure, there was a repeated reference to wrong usage of word class as well as improper usage of pronouns, weak structures and bad punctuation. As noticed in the group of Ahliyya graduates, this group also believed that the main problems emerged from structuring the expressions while the second party assessments revealed that there were other deficiencies related to register, and terminology.

5.7.3 Group (3): Isra University

Five graduates participated in this group discussion, three female and two male. The graduates' reflections revealed that the text was neither difficult nor easy for some while it was difficult for others. One student mentioned that some expressions in the ST seemed to have been originally translated from English into Arabic. In this group too, opinions were divided as to the familiarity with this type of texts. Two graduates said they had been exposed to this type of texts but used to translate them into Arabic. Two other graduates said they had not been exposed to such texts at all. Performing the task electronically was not a problem to any of the graduates. Structuring the legal expressions and linking them in a way that would be appropriate for the legal register was a major problem they faced. Google Translate was the major research tool used in this group.

The five graduates in this group granted themselves pass marks. One graduate (graduate 10) was given a pass mark by the two assessors. Graduate 11 had a pass mark by the teacher but not by the employer. The rest were given fail marks by the two groups of assessors. Except for the translation of graduate 10, all translations in this group received comments related to basic grammatical errors such as subject-verb agreement, wrong usage of word class, and whole structures which complied with the feedback of the graduates that structuring the written expressions constituted a major problem. However, there was also

reference to wrong usage of legal expressions and literal translation which graduates did not admit they had problems with.

5.7.4 Group (4): Petra University

Four graduates participated in the group discussion, three female and one male. Their reflections on the experimental translation task showed that they did not face any difficulties in comprehending the source text. The difficulty emerged from the specificity of the legal text. The graduates in this group did not agree on having been exposed to such types of texts. In line with statements by graduates in the other groups, Petra graduates argued that they were trained to translate into the foreign language but the focus was on direct translation in most of the courses. Typing the target text and submitting it electronically was considered easier for the graduates than writing a manual draft. The graduates believed that structuring legal expressions that would be appropriate for the legal register constituted one major problem for them. Two graduates used Google Translate and the other two used electronic and online bilingual dictionaries.

The four graduates in this group scored pass marks according to their self-assessments. One of the four graduates had a pass mark by the two second party assessors; the other two graduates had pass marks from the employer but not the teacher. The common feedback received from the second party assessors for the four graduates was that their translations reflected wrong usage of vocabulary and absence of legal sense which resulted in a lack of orientation to the target text type. Semantically, there was reference to redundancy and shift of meaning. In terms of structure, the teachers and employers identified wrong usage of word class as well as several structural mistakes such as missing auxiliaries, spelling mistakes and lack of cohesion.

5.7.5 Group (5): Zaytoonah University

Eight graduates participated in the group discussion, three female and five male. Two graduates said they faced some difficulty in comprehending the Arabic source text. The graduates' comments were divided between those who were exposed to similar text types and those who had never been exposed to such texts. The fact that they were asked to translate into the foreign language posed a problem for the graduates as they were basically trained to translate into the mother tongue (direct translation). The graduates faced problems in structuring expressions and link them together. The sources they consulted were online dictionaries with some graduates referring to Google Translate.

According to the self-assessment, five graduates scored pass marks while three scored fail marks. This was the only group in which graduates themselves scored fail marks for their translations. One graduate in this group had a pass mark from both assessors and another graduate had a pass mark from the teacher but not the employer. The rest of the graduates were given fail marks by both groups of assessors. The comments of the second party assessors basically focused on usage of wrong vocabulary and legal terms as well as absence of the orientation to the target text. In terms of structure and grammar, there were comments on wrong usage of word class as well as wrong usage of pronouns, prepositions, word order and improper linking of phrases and clauses as well as wrong punctuation.

5.7.6 Group discussions' summary

The responses to the main points tackled in the group discussions across the five universities are synthesized as follows:

- Difficulty of comprehending and translating the text (Aspects of the bilingual and the transfer competences).

With reference to the responses obtained from the graduates, it could be concluded that the vast majority of the graduates did not have problems comprehending the source text. However, several graduates from the five groups stated that due to the specialized nature of the legal texts, they had some difficulty in comprehending some expressions. Other graduates, especially in the groups of Applied Science University and Isra University believed that the difficulty of comprehending the source text was due to some weak structures in the ST which seemed -for the graduates- as if translated from a foreign language. Three graduates stated clearly that they faced some difficulty in comprehending the ST or some of its expressions. Those graduates were from the groups of Ahliyya and Zaytoonah universities. With reference to 5.6.1 above, it can be noticed that their miscomprehension of the ST expressions was clear enough to be detected by the second party assessors.

In general, the graduates found the source text of a medium level of difficulty to translate. Those who judged the ST as difficult attributed its difficulty to three main reasons: the specialized nature of the text, the fact of not having been exposed to this particular type of legal documents and being asked to translate into L2. Most graduates stated that the main difficulty they faced was structuring the legal expressions and linking them properly in a cohesive way. Some responses reflected a level of awareness of the specificity of the register as some graduates gave comments such as 'I was able to structure some written

156

expressions but did not feel they were appropriate for the legal register'; 'not any term can fit' or 'I faced difficulty in deciding whether the term I am using is appropriate for the legal text'.

- Exposure to similar types of texts/ genres (Domain knowledge: aspects of the extra-linguistic competence).

It was noticed that the graduates across the five universities were divided in their responses with regard to previous exposure to similar types of texts (insurance contracts). Some graduates stated that they had never dealt with insurance contracts before. The fact that this disagreement was reflected within graduates of the same university showed that the content and the material taught in a particular specialized translation course is not unified within the department but is rather left to the instructor of the course. This was noticed in some graduates' comments such as 'I translated texts of a similar nature when I took the course with professor […] or 'I was not exposed to such texts when I had the legal course with professor […]. This can interestingly be related to some of the first phase results. The teachers' feedback on the curriculum design showed that they believe it is very important to make more careful and unanimous choices of syllabi (see 4.3.1.2). This revealed that the teachers disagree on leaving the choice of the content to be taught in a particular course for the professor which seems to be practiced at the five universities.

- The task of inverse translation (Directionality: transfer competence)

The reflections of the graduates on being asked to translate into English revealed that inverse translation was rarely focused on in the practical courses they had at their universities. They argued that this was one of the factors that added to the difficulty of the task. With reference to section 4.2.2, it can also be noticed that there was less agreement by the graduates on the development of inverse translation than there was on the development of direct translation. Similarly, inverse translation was judged the worst by the second party assessors (see Table 4.1). This indicated a clear deficiency in the practice of inverse translation across the five universities especially that the employers stated that inverse translation is required the most (see Table 4.16).

- Submitting the text electronically and sources consulted (Aspects of the instrumental competence)

The overall feedback obtained from the graduates showed that even though they were not used to carrying out and submitting their tasks electronically, they had no problem in typing and submitting the text as a WinWord document where some graduates even found it easier and faster. This also showed that Translation students were not trained to process the translation electronically which complies with the results presented in 4.3.1.3 on the little

encouragement they got on using computer-assisted translation along with the absence of CAT courses.

Google Translate, as a translation tool was excessively used by no less than two graduates in each group with a complete reliance in some cases. Other online bilingual dictionaries such as *Bing Translator, Maany* were also used with less dependence on electronic and paper dictionaries. The graduates did not mention consulting any specialized legal dictionaries despite being aware of the specificity of the legal register. Reliance on Google Translate seemed clear enough to be spotted by some second party assessors. The following comments made by the employers on the translations of graduates 12 and 22 reveal that the reliance on Google Translate was not favoured and was directly associated with literal translation: 'too literal, use of Google Translate without post-editing' (for graduate 22: Zaytoonah University) and 'Generally speaking, there is a tendency towards literal translation in the absence of clear understanding of the original text'… 'too much of Google Translate' (for graduate 12: Isra University). Improper usage of Google Translate without post-editing can also be interrelated to the absence of computer-assisted translation during which students are normally oriented on the proper usage of online tools. Interestingly, graduates of Ahliyya University whose study plan reflect a compulsory course of CAT also seemed to have used limited sources that were confined to Google Translate and online general purpose dictionaries but not legal specialized dictionaries or online parallel texts. The relation between the product assessment and the post-task group discussions is discussed further in 5.10.3.

5.8 In-depth assessment: conclusion

The in-depth assessment carried out by the three groups of assessors complied with the overall rating and marking of the translations illustrated in Table 5.2. Both modes of assessments revealed that the graduates were generally satisfied with the quality of their translations and the second party assessors were dissatisfied with the vast majority of the translations. This variance in perceptions resulted in a level of disjunction between the self-assessment and the second party assessments.

With reference to the second party in-depth assessments and the graduates' reflections in the group discussions, it can be deduced that the graduates were not fully aware of the source and the nature of the translational problems they faced. This unawareness resulted in a misjudgement of the quality of their translations in comparison with the judgement of the second party assessors. By way of illustration, most of the graduates stated that most of the translational problems faced were confined to the structure

of the written expressions while the lexical-semantic choices did not constitute a major problem for them since they were able to find the lexical equivalents. The second party assessors, however, identified deficiencies in both the grammatical and the lexical-semantic choices. Two points can be highlighted here. Firstly, the graduates did not show sufficient awareness of the fact that the lexical-semantic choices are not only limited to finding the TT equivalent -as they seem to think- but have to be appropriate for the context and register. This indicates a tendency towards what is called a bottom up approach. A bottom up approach in translating is reflected when equivalence at the word level is the first element taken into consideration (Baker, 1992) or when there is evidence of sign-oriented translating even of small linguistic structures (Colina, 1999). Secondly, almost all graduates admitted facing difficulties in the structuring of the expressions, yet the majority of them scored pass marks in the structure of the written expressions. This indicates that the translational problems the graduates believed they had faced in structure were perceived as having been solved eventually. However, from the perspectives of the second party assessors, the translational problems were not properly solved. In other words, even when some translational problems are identified by the graduates, there still seems to be a misjudgement on whether they are properly solved or not.

If the deficiencies identified in the second party assessments are to be associated with a particular level of competence, it is useful to refer to a proficiency scale like the one developed by Sanchez (2007). According to PACTE (2000, 2003), any stage prior to competence -which is considered expert knowledge- is a novice stage. Therefore, lacking translation competence indicates that the translator is at the novice stage. However, the proficiency scale developed by Sanchez which is based on the one proposed by Dreyfus and Dreyfus (1986) identified more stages in the development of competence. These comprise: novice, apprentice, competent, proficient and expert. Mapping the type of errors identified onto Sanchez's proficiency scale revealed that the errors that were basically associated with the novice and apprentice stages were reflected in the second party assessments in the vast majority of the translations. These included but were not limited to transfer of isolated words and phrases, little language control, inaccurate punctuation, false cognates, obscured meaning, unsatisfactory cohesion, little familiarity with text type conventions, insufficient knowledge of the use documentation sources, inability to detect and solve problems as well as reliance on bottom up processes.

Before concluding this section, light is to be shed on the product assessment across the five universities. According to the overall rating and the in-depth assessment carried out

159

by the second party, no significant differences were noticed among the graduates of the different universities. Both pass and fail marks were distributed almost equally across the five universities. There are only two observations that are worth mentioning in relation to graduates of Isra and Zaytoonah universities. Firstly, the translations that were considered by the employers as up to the job requirements represented all universities except for Isra University. Interestingly, graduates of Isra were not perceived as outstanding by any of the employers (see Table 4.6). This raised more questions about the efficiency of the programme since Isra graduates were the least satisfied with the development of their translation competence (see Figure 4.9). Secondly, fail marks in the present self-assessment were only reflected in the group of Zaytoonah University whose students were the second least satisfied with the development of their competence (see Figure 4.9). In addition, it was noticed that most of the employers' macro-level comments on terminology and register were made in relation to translations performed by the graduates of Zaytoonah and Isra universities. Therefore, there seems to be some indication that graduates of these two universities have more weaknesses. However, they seem to be slightly aware of their weaknesses as they both showed a level of self- criticism in the two phases of evaluation. The findings of the second party assessments are compared to the findings of similar previous product-oriented studies in 5.9 below.

5.9 Present product assessment and previous empirical studies

The results of the present assessment were found to comply with results of previous studies. For instance, the findings complied with those of some process-oriented studies in several aspects such as the trainees' reliance on bottom up strategies (Kussmaul 1995; Lorscher, 1991), improper use of sources and dictionaries (Kussmaul 1995, Krings, 1986a; Khoury, 2011), unawareness of weaknesses (Jääskeläinen, 1996).

In terms of product, the product-oriented study conducted by Stansfield *et al* (1992) on competence in translating into L2 revealed that subjects performed better on the accuracy scale (transfer of content) from L1 to L2 and were better on the expression scale (linguistic features) from L2 to L1. However, as claimed by Marnell (2015), the poor linguistic features of a given text would block its readability. Marnell's point of view was confirmed in the second party assessments of the present study. It was noticed that accuracy and readability were adversely affected by the inadequate linguistic expressions. Comments related to readability included: 'The text was not smoothly read or understood' (Employer's comment on the TT of graduate 16); 'The whole text is confusing' (Teacher's comment on the TT of graduate 21);

'Most sentences do not make sense' (Employer's comment on the TT of graduate 22); 'The text does not read well' (Teacher's comment on the TT of graduate 22); 'The flow of the text is very bad'; 'The whole text is a mess and badly written' (Employer's comment on the TT of graduate 7); 'Readers can easily be led off track' (Employer's comment on the TT of graduate 17); 'The first paragraph has been interrupted by a full stop by which it was made unclear to understand' (Employer's comment on the TT of graduate 18). In addition, the lexical-semantic and grammatical errors that were considered crucial by the second party assessors seemed to be accompanied by comments on accuracy in conveying the intended meaning. These comments included 'semantic errors and obscure meaning'; 'too literal, does not convey the exact meaning'; 'no consideration to meaning'; 'very poor translation'; 'a poorly translated text. Therefore, separating accuracy from the linguistic features of the TT in the study conducted by Stansfield *et al* (1992) can be challenged. The assessors in the present product assessment seemed to associate the linguistic features of the TT with its readability and the accuracy in conveying the meaning.

The present results complied to a great extent with the findings of a product-oriented study conducted on legal translation by Al Najjar (2011). Both studies revealed that legal translations of inexperienced graduates in Jordan reflected lexical-semantic, stylistic and grammatical errors in addition to poor abilities in searching and researching. The type of deficiencies exemplified in that study complied with examples mentioned by the second party assessors in the present study. These included mistranslation, comprehension-related errors, referential errors, improper punctuation, absence of the modal verb *shall,* wrong usage of tenses and subject-verb agreement. However, since the product assessment in Al-Najjar's study was conducted on a group of sentences rather than a text, several textual aspects could not be detected and thus was not a competence investigation as such. Nevertheless, the two studies indicated that translation graduates in Jordan show serious weaknesses in the ability of composing a sound English text. The study conducted by Abu Risha (2005) for the Jordanian context recommended stressing vocabulary for specialized texts as well as reinforcing several grammatical concepts related to word order and proper usage of word class at the beginning of any translator training programme. The fact that students still reflect the same basic errors in producing an English text even when they are about to graduate indicates a failure of the four-year programme to reinforce the L2 proficiency of students.

Section 5.10 below discusses the results obtained from the product assessment along with the reflections of the graduates in the post-task group discussions for a holistic investigation of competence in written translation.

5.10 Competence in written translation

The quality of the product was considered one main indication of the translator's competence (Darwish, 1999). Relying on the product to detect competence was identified by PACTE (2003) as 'competence in written translation'. However, since a mere reliance on product does not provide a complete indication of competence (PACTE, 2003), it was preceded by a general evaluation and followed by post-task group discussions to obtain holistic perceptions of competence.

According to PACTE (2003), variations in translation competence occur in relation to specialization and directionality where inverse translation, for instance, requires a higher level of instrumental competence and specialized translation requires a higher level of the extra-linguistic and instrumental competences. Such a claim was reflected in the second party assessments and the graduates' reflections in the group discussions. The graduates stated that both inverse translation and the specialized nature of the text seemed to have posed problems for them and added to the difficulty of the task. The PACTE-based legal translation competence model developed by Prieto Ramos (2011) stressed the importance of the domain knowledge and the consultation of specialized sources, when dealing with legal translation. These competences were particularly highlighted for legal translation by other scholars such as Šarčevič (1997) and Sofer (2006). As noticed in 5.6.2 and 5.6.3, the most frequent and explicit comments in the second party assessments were related to the lexical-semantic and grammatical errors; i.e. the bilingual and the transfer competences. However, investigating the comments in light of the competences required for legal translation (Prieto Ramos, 2011) revealed that the deficiencies found in the translations did not only indicate a lack of the bilingual and the transfer competences but also a lack of the domain knowledge, the instrumental competence and the strategic competence.

Domain knowledge -as a component of the extra-linguistic competence- was found insufficient in most of the graduates as declared in the group discussions. Most of the graduates stated that they were not familiar with this type of legal discourse; i.e. insurance policy contracts.

Similarly, the instrumental competence was not properly employed in the experimental translation task as per the second party's feedback and the graduates' group discussions.

162

Some graduates admitted their over-reliance on Google Translate in addition to consulting limited sources. According to Prieto Ramos (2011), one indication of the instrumental competence in legal translation is consulting specialized legal dictionaries and parallel texts which was not reflected in the translating of the texts. The use of Google Translate for English-Arabic-English legal translation was criticized by Al-Shehab (2013) for posing problems in handling passive voice and in translating the modal '*shall'.* Al-Shehab's study in Jordan showed that 'shall' -which is a marker in English legal texts- was translated by Google Translate as an obligation modal into Arabic giving a meaning similar to 'must'. In the same study, it was also revealed that active voice statements -that are commonly used in Arabic legal texts but less often in English ones- were translated literally by Google Translate and therefore the voice remained the same in cases where it had to be converted. While the study by Al-Shehab (2013) was on direct translation, the present assessment was conducted in inverse translation and therefore the problem was not a wrong translation of *shall* but an absence of it as noticed in the second party assessments. Similarly, wrong usage of active/ passive forms was also referred to in the second party assessment (Table 5.5). As there was no evidence that the absence of the legal text markers and the wrong usage of active and passive voice are caused by the use of Google Translate, the whole text was uploaded for Google to translate for verification. Several points were noticed: 1) the Arabic simple present expressions were translated into English simple present expressions without the legal text marker *shall* or any other legal markers such as thereof, thereto, etc., 2) due to the complex system of diacritics in Arabic, some unaccented words in the Arabic ST were found to be confusing and hence mistranslated. This was found to affect the conversion from active into passive voice since a missing diacritical mark creates confusion of whether the verb is in the passive or the active voice, 3) several stretches of language were found too literal and meaningless. For instance, the usage of *contractor* instead of *contracting party* which was frequently commented on by the second party assessors was also found to be reflected in Google Translate TT. Therefore, it can be assumed that at least in English-Arabic-English legal translation, Google Translate seems to have its limitations. However, to state a fair argument, the advantages of machine translation which Google Translate is part of (O'Hagan, 2011) cannot be ruled out. It saves effort and time but should not be relied on without post-editing. Machine Translation is meant to support not to replace the human translator (Hurtado Albir, 1995). However, since graduates showed poor knowledge in legal discourse, it was apparently hard for them to detect the absence of the legal markers or the wrong usage of voice and thus were unable to perform any post-editing. This poor ability to

post-edit errors in machine translation is directly related to the absence of CAT courses and the little encouragement the graduates had on using CAT tools effectively (see 1.3.2.2 and 4.3.1.3).

Apart from the over-reliance on Google Translate, the graduates also showed poor ability in consulting other useful online sources. For instance, parallel texts could have been accessed at http://www.nios.ac.in/media/documents/VocInsServices/m4-4f.pdf; a website which contained samples of personal accident insurance documents in English but none of the graduates mentioned any reference to such sites in search for parallel texts. Interestingly, the graduates' reflections on the teaching methods revealed that they agreed on having been trained to use parallel texts but they disagreed that they had been encouraged to use translation technologies (see 4.3.1.3). Therefore, what can be assumed here is that the parallel texts graduates believed they had been trained to use were probably confined to paper texts. To sum up, the graduates showed poor ability to make the best use of the online sources they had been allowed to use.

The present product assessment also indicated deficiencies in the strategic competence. This is because the strategic competence was related to the ability of the translator to compensate or make up for errors and weaknesses for solving translational problems (PACTE, 2003) and was also associated with the ability to carry out a proper self-assessment and quality control (Prieto Ramos, 2011; Sanchez, 2007). Most graduates apparently failed to compensate for the missing competences. For example, the lack of the extra-linguistic competence or even the bilingual competence was not compensated for by a successful usage of sources as discussed above. The graduates' over-estimation of the quality of their translations was another sign of the poor ability to carry out a proper self-assessment and thus a lack of the strategic competence as per Prieto Ramos (2011) and Sanchez (2007). Furthermore, it was noticed that some graduates did not do any careful revision of the texts. The existence of some spelling mistakes -that are normally highlighted in WinWord documents- showed that quality control was not handled properly or carefully.

As PACTE (2003) points out, translation sub-competences are interrelated and hierarchal. The present product assessment could not provide evidence whether they were hierarchal but provided indications that they are interrelated. The comments of the second party assessments showed that a lack of the bilingual competence especially in L2 seemed to have affected the readability of the TT and the transfer competence as a core ability. Therefore, what was noticed in the present assessment was a reflection of the domino effect. The linguistic errors identified by the second party assessors were accompanied -in most of

the cases- by comments on the quality of the whole translation. Two translations can be taken as an example here. Translations of graduates 13 and 16 -which were given fail marks by both second party assessors- were commented on by both assessors as reflecting wrong usage of expressions, wrong usage of word class along with several grammatical and structural mistakes. The employers' comments on these translations were accompanied by statements such as 'in general very poor translation' (graduate 13) and 'very poor translated text' (graduate 16). Similarly, these two translations were described by the teachers as 'mistranslation' (graduate 13) and 'does not read as an English text' (graduate 16). On the other side of the spectrum, two other translations can be given as opposite examples. Translations 8 and 25 received minor lexical-grammatical comments that were confined to unnecessary capitalization and some punctuation errors. These were accompanied by the following employers' statements: 'with practice, the translator can improve since he/she has good English and good knowledge of legal terms' (graduate 8) and 'minor mistakes that can be improved by in-house training' (graduate 25). These two translations were also considered by the employers as good enough to qualify the graduates for a job. This can be taken as an indication that the second party assessors perceive the bilingual competence and the transfer competence as closely related with a domino effect on the rest of the competences. As a result, the product assessment along with the group discussions showed a lack of almost all the sub-competences and thus a lack of translation competence as such which confirmed that the competences were interrelated to a great extent (PACTE,2003).

As discussed in 3.2.1, 3.2.2 and 3.2.3, while the graduates' and the teachers' perceptions were very important, the employers' perception was particularly significant in the present inquiry. This is because this competence investigation was carried out at a point of time when the graduates finished their translator training programme and were ready to head for the professional world. The employers in this study represented the group of assessors with an access to the requirements of the job. Therefore, their mode and method of assessment is to be considered the closest to how graduates are likely to be assessed in an actual proficiency in-house test. For this reason, special emphasis is to be placed on the five translations that were perceived -by the employers- as good enough to qualify the graduates for a job. These were the translations of graduates 3, 6, 8, 18 and 25. Four out of the five translations were rated as good while one was rated as acceptable. The employers' assessment of these translations reflected few deficiencies that were confined to some additions and/or omissions, wrong usage of prepositions or conjunctions, spelling and punctuation mistakes. The feedback was free of comments such as absence of a legal sense

165

or a lack of orientation. This indicates that -from the perspective of the employers- the choice of expressions that are appropriate for and oriented to the target text genre conventions is prioritized over other aspects. Simple grammatical mistakes related to spelling, punctuation, usage of prepositions and conjunctions seem to be tolerated by the employers. More serious grammatical errors such as subject-verb agreement or word order do not seem to be acceptable as reflected in a quotation of one employer (see 5.5.2). Therefore, it can be deduced that the quality of the translation that would be considered for a job has to meet certain characteristics in the lexical semantic and grammatical choices. Apparently, these requirements are not met by most of the translation graduates. As a result, employing bilinguals who do better in the proficiency tests remains an open option for the employers (see 4.3.2.2).

What is also worth highlighting here is the relation between the total average obtained at the university and the assessment of the employers. The employers' marking of the translations showed that even graduates with a university GPA equivalent to *very good* or *excellent* failed the experimental translation task (see Tables 5.1 and 5.2). This explains why most employers do not consider a degree in translation as a basic requirement for employment and when it is required, the majority of employers do not take the GPA into consideration (see 4.3.2.2). This little trust employers seem to have in the academic achievement of the applicants came as a result of an accumulated experience of testing, interviewing, training and employing these graduates. It further explains why acceptance to the job is conditioned by passing the in-house proficiency test. The relation between the product assessment and the general competence evaluation is discussed in 5.10.1 below.

5.10.1 General competence evaluation and competence in written translation

The findings of the present product assessment were found to comply with the results of the general competence evaluation presented in 4.2.1 and 4.2.2 at almost all levels. In the general competence evaluation, the competences that were lacking the most from the two perspectives were the bilingual competence, the transfer competence and the strategic competence followed by the extra-linguistic competence and knowledge about translation while the instrumental competence was perceived as lacking only from the perspective of the teachers. Similarly, the analysis of the present product assessment revealed a lack of the bilingual competence and the transfer competence which were considered by the assessors as closely related. In addition, the assessments along with the graduates' reflections gave indications that the extra-linguistic domain knowledge, the instrumental competence and the

strategic competence were underdeveloped in graduates. Knowledge about translation and motivation as a psycho-physiological component could not be compared in the two evaluations as no reflections could be extracted from the product assessment on these two sub-competences/ components (see 3.4.2.4).

Another common aspect in the results of the two evaluations was that the employers showed a more positive perspective than the teachers in the two modes of evaluation. In the general competence evaluation, employers -unlike the teachers- were satisfied with the instrumental competence and the motivation graduates show and were less dissatisfied with the extra-linguistic competence and knowledge about translation. Similarly, the employers gave more positive comments than the teachers in the product assessment especially in the feedback on the lexical-semantic choices. No definite explanation can be provided as to the reasons behind having a more negative evaluation from the teachers. However, the observation that is worth highlighting is related to the hierarchy of the perceptions from the most positive to the most negative. The hierarchy starts with the perceptions of the graduates at the bottom followed by that of the employers and then perceptions of the teachers at the top as the most negative. This was found to have a direct relationship with the academic background of each group of assessors (see 3.4.2.3). The assessors with the highest academic degrees (MA and PhD) were the most critical at the top of the hierarchy while the graduates were the least critical in both evaluations.

5.11 Conclusion

The present chapter reflected an assessment of translations of an authentic legal text performed by twenty six graduates and evaluated by narrowed samples of the three groups of assessors. This assessment -which was meant to complement the general competence evaluation- involved an overall rating and marking of the translations as well as an in-depth evaluation of the translated texts. Additionally, the graduates reflected in group discussions on the experimental translation task.

The findings revealed that the teachers and the employers were not satisfied with the quality of the vast majority of the translations. The deficiencies identified by both groups of assessors reflected basic lexical-semantic, stylistic, and grammatical mistakes and errors in most of the translations. As a result of mapping the identified deficiencies onto the PACTE-based model of legal translation (Prieto Ramos, 2011) and Sanchez proficiency scale (2007), most graduates were found to be at the novice translator level in which the main competences seemed to be underdeveloped. The concurrence of feedback in the teachers

and the employers' product assessments was evident in several aspects. Firstly, the mode of assessment was found to be characterized by the absence of specific criteria. Secondly, both groups of assessors agreed to a great extent on the types of errors and deficiencies identified as well as in the marking and rating of the translations. The only slight difference between the assessments of the two groups was that the employers' assessment -unlike the teachers'- reflected some positive, encouraging comments.

This concurrence of opinion in the product assessment and the general competence evaluation triangulated the results of the evaluation and thus indicated three serious implications. Firstly, the translator training programmes are seemingly suffering from certain deficiencies and thus are unable to prepare the graduates for a job in the labour market, as per the requirements of the employers. Lacking translation competence which was revealed in the two evaluations in the majority of graduates indicates that the learning objectives declared by the universities are not met. From the perspectives of the teachers and the employers, graduates do not achieve competence, proficiency or excellence which universities claim students should achieve by the end of the programme (see 1.3.2.1).

Secondly, the teachers themselves -as insiders- are the most dissatisfied in both modes of evaluation. Being dissatisfied with a system they are essential role players in is as alarming as the perceived deficiencies in the programmes. It indicates that the teachers are either completely out of control with regard to the curricular planning or they are not motivated enough to make changes in a system they seem to be aware of its deficiencies. Further elaboration on the responsibility of the teachers is presented in 6.3.1.8.

Thirdly, the graduates who are perceived as lacking translation competence are unaware of their weaknesses; 'unskilled and unaware of it' (Kruger and Dunning, 1999). The graduates showed mild satisfaction of the development of their competence and over-estimated their translations in comparison with the second party assessments. In addition to the possibility of bias in self-assessments, there seem to be other influential factors for this over-estimation. The absence of clear criteria in the assessment of the teachers is obviously contributing to the graduates' poor ability to perform a proper self-assessment. In other words, when translations are assessed subjectively, trainees find it hard to understand the rationale behind the marking, and therefore are likely to remain unaware of how their translations are assessed and what aspects in the translation are given the highest weight. Furthermore, the graduates are not oriented to the employers' assessment practices due to insufficient or ineffective implementation of field training (see 4.3.1.2 and 4.3.1.3). The undesired results here would be a decreasing employability rate of these graduates and thus

a socio-economic problem. Understandably, employers may have much less role to play - than the teachers- in improving the teaching-learning process; however, there is a different role they can play as industry stakeholders (see 6.4).

Before concluding this chapter one major point needs to be highlighted. The present product assessment is a qualitative study conducted at a narrowed sample of graduates, teachers and employers. Therefore, while the results of the general competence evaluation can be generalized to a great extent, generalization of the results of the product assessment is not feasible. This is because the results of this qualitative study are based on assessments of inverse translations of a legal text. Whether the same results can be reflected if the graduates were required to translate a less specialized text into their first language or not remains an open question. Based on the PACTE's claim (PACTE, 2003) that competence differs according to directionality and the field of specialization, it can be assumed that the results would probably differ. However, since the findings show that the employers in the labour market tend to examine applicants in inverse translation of specialized texts, their competence in handling such texts is seemingly what matters to secure a job at one of those translation service providers.

The results of the present assessment along with the findings of the general competence evaluation are integrated and presented in the following chapter so that implications on translator training and general recommendations can be drawn in light of the teachers' suggestions and the employers' requirements.

Chapter Six

Implications and Recommendations

6.1 Origin and motivation

The present research was basically driven by the fact that previous research had postulated the existence of deficiencies concerning the competence of translation graduates in Jordan (Al-Hamad, 2014; Shunnaq, 2009 and Yousef, 2004). However, empirical research into the competence of inexperienced translation graduates had never been conducted in Jordan despite the need for such research (Shunnaq, 2009). Therefore, the present research project was carried out for its social and academic relevance as it aimed at providing insights for ensuring better development of translation competence.

Outside Jordan, the need for empirical research in competence for training implications was stressed by Beeby (2000), and more recently by Koby (2014). By combining two modes of inquiry to gather the perspective of actual stakeholders, the present study made an original contribution to this kind of research.

In order to answer the research questions raised in 3.2, the investigation had to be situated in a specific theoretical and methodological framework. Among the several translation competence models reviewed in 2.2, the PACTE model was found to be a model that serves the purpose of the study (see 2.2.4).

6.2 Research questions and findings

The main research question the present study aimed at answering was 'How is the competence of translation graduates is perceived by the teachers, the employers and the graduates themselves?' This overarching question along with its derived sub-questions were answered by employing quantitative and qualitative research methods in sequential procedures. The findings arrived at not only answered the research questions but also unveiled some other explanatory aspects about translator training and the translation industry in Jordan.

As clarified in 3.2.1, 3.2.2 and 3.2.3, all perceptions of the three groups of assessors were important for the present inquiry and were perceived as endpoints of one triangle. However, implications for translator training were basically built on the triangulated findings of the teachers' and the employers' assessments as actual expert assessors in the academic and the professional worlds.

The findings arrived at were classified into main findings and ancillary findings. The main findings were those which answered the research questions listed in 3.2.1, 3.2.2 and 3.2.3 while the ancillary findings consisted of the data elicited from the content analysis of the official documents. These served as background information against which the perceptions and reflections were interpreted. There were also some accidental findings arrived at in the course of the research without being investigated intentionally. The main, ancillary and secondary findings are presented in section 6.2.1 and its subsequent sections in a descriptive account followed by discussion, implications and recommendations in section 6.3.

6.2.1 Competence evaluation

6.2.1.1 Second party evaluation

Translation teachers and employers were approached at two different phases for two different modes of competence evaluation. Thirty teachers and forty two employers were surveyed on their general perceptions of the graduates' competence. Narrowed samples of the same participants (9 teachers and 7 employers) were requested to assess translations performed by a narrowed group of graduates for deeper reflections on competence in written translation. Data elicited were analysed and interrelated as follows.

6.2.1.1.1 General competence evaluation

A) Research questions

The research questions which tackled how the teachers and employers evaluate the competences along with their split components within the category labelled as 'general competence evaluation' were as follows:

- How do the teachers and employers evaluate the overall translation competence of the inexperienced graduates? Which competences do they believe graduates seem to lack?
- From the perspective of the teachers and employers, how motivated do graduates seem to be with regard to working as future translators?

B) Research findings: the responses obtained from the second party assessors revealed the following:

✓ The overall translation competence of graduates was unsatisfactory for both groups of assessors as most of the competences were perceived as lacking. Both the instrumental competence and motivation of graduates were perceived as lacking by the teachers but not by the employers.

✓ Three of the sub-competences; i.e. the bilingual, transfer competence and strategic competences reflected a mean score above 3 [>Agree] where the bilingual competence was judged the worst. The splitting of the competences into smaller components revealed that inverse translation was the component lacking the most from the two perspectives.

6.2.1.1.2 Competence evaluation in written translation

A) Research questions

The research questions which tackled how the teachers and employers assess a written translation for detecting the competence of the translator were:

- How are written translations performed by graduates assessed by the teachers and employers? What type of deficiencies and errors are considered crucial from their perspectives?

-From the perspective of the employers, which translations seem to be good enough to qualify the performers for a job in the labour market?

B) Research findings: the responses obtained the second party assessors on the product assessment of a legal translation revealed the following:

✓ The ratio of pass to fail marks was 10:16 and 9:17 according to the assessment of the teachers and employers respectively. The average quality rating on the six point scale from excellent to poor was 'acceptable' in the two assessments.

✓ At the intra-textual level, the errors considered crucial concerning terminology were basically related to wrong lexical choices and legal terms. In most of the cases, the assessors thought that these errors affected the overall register and orientation to the target genre conventions. As for the structure of the written expressions, several basic grammatical-structural errors were identified at the word level such as wrong usage of word class or subject-verb agreement in addition to weak or broken structures and lack of cohesion and coherence. Semantically, mistranslations either of certain expressions or of longer stretches were identified. There was evidence of miscomprehension of the ST in some cases and misuse of resources in others. Bilingual deficiency was associated with improper accomplishment of the transfer process and Google Translate was associated with literal translation.

✓ The second party evaluation of competence in written translation confirmed the assessors' general perception of the graduates' competence. The competences perceived as lacking in the general evaluation were found to be lacking in the product assessment. In the absence of a translation brief on the one hand and a lack of specific assessment criteria on the other hand, most of the feedback was confined to the linguistic aspects. However, feedback on the

extra-linguistic and instrumental competences was extracted from some comments in the assessments and the focus group discussions.

6.2.1.2 Competence self-evaluation

Final year/ final term students (a total of 121) at Ahliyya, Applied Science, Isra, Petra and Zaytoonah universities expected to graduate during the second term of 2013/2014 were approached at two phases. During the first phase, they were surveyed on the development they believe made in their translation competence. In the second phase, a narrowed sample of the same graduates (a total of 26) was requested to sit for an experimental translation task to be self-assessed. Data elicited from graduates were analysed and interrelated as follows:

6.2.1.2.1 General competence evaluation

A) Research questions

The research questions which tackled how graduates evaluate the development they have made in the PACTE-based competences along with their split components were as follows:

- What competences do graduates believe they have developed as a result of joining the programme?

- Were the graduates motivated or influenced by some external factors to join a translator training programme?

B) Research findings

✓ The responses obtained from the graduates on their competence acquisition revealed that graduates seemed to be generally satisfied with the development they made in their competence with an overall mean score of 2.8≈ Agree. The instrumental competence was the one which the graduates thought was developed the most (a mean score > 3.0). The results of the split components revealed that direct translation was believed to have been developed better than inverse translation. With respect to the extra-linguistic competence, graduates disagreed on developing their knowledge of the socio-cultural constraints in Jordan which was the only component that graduates did not agree on its development. Detecting motivation in graduates revealed that joining the programme was initially driven by internal motivation rather than influenced by any external factors. However, their motivation was found to be driven by factors other than working in the translation industry. The graduates seemed to confuse the skills and benefits of a foreign language learning programme and those of a translator training programme. The fact that graduates stated that they were not well-oriented on the programme obviously added to this misconception

6.2.1.2.2 Competence evaluation in written translation

A) Research questions

The research questions which tackled how graduates assess their translations for detecting competence were as follows:

- How are written translations self-assessed by the graduates? What quality of translation do they believe can qualify them for a job in the labour market?

B) Research findings

The responses obtained from graduates on the product assessment of a legal translation revealed the following:

✓ Twenty three translations out of the twenty six assessed (88%) granted themselves pass marks in the self-assessment. Most of them beleived their comprehension of the ST was very good and their choice of register and terminology was mostly appropriate despite some mistakes and occasional errors. With respect to the structure of the written expressions, they believed the structural and grammatical mistakes were confined to the complex structures and the usage of the minor parts of speech; i.e. prepositions, articles and some spelling mistakes. Twelve graduates (46%) believed their translations could qualify them for a job in the labour market.

6.2.1.3 Competence from three perspectives

The results evidently revealed that the second party assessors were dissatisfied with the translation competence of graduates. A general concurrence of opinion was reflected in the feedback of both groups in the two modes of evaluation. Nevertheless, the teachers reflected a slightly higher dissatisfaction. In the general competence evaluation, teachers perceived every single competence as lacking, while the employers did not agree that graduates lacked the instrumental competence or the motivation to practice translation. Similarly, in the product assessment, employers were slightly more positive in their assessment which reflected some positive feedback. The teachers were more error-oriented and their feedback excluded any positive or encouraging comments.

On the other side of the spectrum, the graduates reflected a mild satisfaction with the development of their translation competence and they seemed to over-estimate the quality of their translations.

6.2.2 Competence development

In addition to investigating competence, some feedback was obtained from the stakeholders on translator training and practice. This was obtained to provide deeper insights on the perceptions as well as provide data that can be used for programme enhancement to achieve a better development of competence. Hence, these findings were labelled as findings for competence development.

The content analysis of the academic official documents provided information about the translator training programmes which was labelled as ancillary data. The status quo of the training programmes along with the graduates' and the teachers' views on the status quo were integrated into section 6.2.2.1 below.

6.2.2.1 Translator Training

A) Research Question

The research questions which tackled the teachers' and the graduates' reflections on the curriculum were:

- From the perspective of the teachers, what is considered essential or very important to be implemented or further stressed in the curriculum design; i.e. entry requirements, study plans and teaching methods?

- From the perspective of the graduates, how far are the competence-oriented teaching methods implemented?

B) Research Findings

The content analysis along with the responses obtained from the teachers and the graduates revealed the following:

✓ According to Article 6/A/5 of law No. 23 (2009) of the Ministry of Higher Education and the official websites of the universities, none of the five universities subject the candidates to any entrance or placement exams specific to the translation department. The only entry requirement for joining a translator training programme at the private universities is obtaining a minimum GPA of 60% at high school. In their reflections on the curriculum design, teachers stated that it is very important that this total average be increased to accept candidates who are academically more qualified.

✓ According to the teachers, the only two suggestions that were believed essential to be implemented were ensuring that the applicants have a good command of English and subjecting them to an L2 proficiency exam to secure a minimum level of bilingual competence before joining.

- ✓ Within the procedures of selecting candidates, teachers also stated that it is very important to ensure that candidates are well-motivated and well-oriented to the programme and that they are subjected to a translation test prior to being accepted. In short, teachers called for amendments in the acceptance policy in which only motivated candidates of higher grades are accepted to the programme.

- ✓ The content analysis of the study plans along with the course descriptions reflected that the percentage of foreign language learning courses within the compulsory departmental requirements constitute an average of 18% across the five universities. However, the teachers' responses revealed that this combination of translation courses and foreign language courses was not preferred. They called for separating foreign language teaching translator training.

- ✓ With regard to the learning components that need to be stressed, field training followed by specialized translation were attached the highest importance. Despite the absence of CAT courses, less importance was attached by the teachers to imposing this component. The teachers however believed it is very important that graduates be generally encouraged to use translation technologies. However, this encouragement did not seem to be practiced by the teachers as per the feedback of the graduates.

- ✓ While the teachers considered it very important to add more components of field training and implement it effectively, 17% of the graduates who were offered field training in their study plans disagreed that in field training translation principles are attached to practice.

- ✓ The study plans of the five universities varied in the nature and the number of specialized courses offered within the compulsory departmental requirements. The only specialized translation reflected in the five study plans was legal translation which was imposed by the Higher Education Accreditation Commission (see 1.3.4.1). Teachers at all universities believe it is very important to add more specialized translation to the study plans.

- ✓ The only two teaching methods students agreed on being implemented were: 1) adopting new approaches of evaluation and 2) training students on using text analysis and parallel texts.

- ✓ University teachers agreed that all the six competence-oriented teaching methods inquired about (see 4.3.1.3) were very important to be practiced but showed least enthusiasm to student-centred teaching.

6.2.2.1.1 Translator training: Secondary findings

One secondary finding related to HEAC competency tests (see 1.3.1.2) was arrived at in the course of the research. The results published by HEAC revealed that graduates of the Faculty of Arts and Humanities of 2013/2014 -who included the graduates sampled for the study- obtained an average score 59%. Since the minimum acceptable competency rating set by HEAC was 45%, HEAC director was dissatisfied with the results as he declared for the Dustoor gazette on the 26th of January 2015. Although this average score was not confined to translation graduates, yet, it gave indications of deficiencies in the undergraduate programmes in general. It is worth mentioning that graduates of Petra University reflected the best performance among the private universities during the second semester of 2013/2014. However, the results of the present study did not show that Petra graduates were perceived any better neither by their teachers nor by the employers in the industry.

6.2.2.2 Translation service provision

A)   Research Questions

The research question which tackled the employers' reflections on the competences and skills required for a job in translation was:

-   What qualifications and competences are required the most by the employers?

B)   Research findings

The data collected on the competences looked for as well as the employment criteria and procedures informed the following comparison of the competences required the most versus those found lacking in graduates:

✓ The employers' reflections revealed that the transfer competence was considered the most essential followed by the bilingual competence, knowledge about translation, the instrumental competence, the strategic competence and motivation. The extra-linguistic competence was perceived as the least important. As for the split components, inverse translation was the component that obtained the highest mean score of importance [3.6 ≈ essential] while direct translation obtained 3.5 ≈ essential. The other component that was considered essential for employers was meeting the clients' requirements such as the deadline and the purpose of the translation. The remaining split components were considered very important except for knowledge of the socio-cultural constraints in Jordan which was perceived as the least important with 19% stating it was not a required knowledge.

A one-to-one comparison between the employers' evaluation of the graduates' competence and the significance of the competences for them revealed some interesting findings. From the employers' perspective, the component lacking the most in graduates was inverse translation which was the component required the most by the employers.

✓ Translation as a practice is not well regulated in Jordan especially in terms of the employment criteria as candidates can be hired without holding a degree in translation but should be fluent in the two languages.

✓ Regardless of the qualifications of the candidate, the employers stated that applicants have to sit for the in-house proficiency test which they regard as a basic determiner of competence. The vast majority of employers stated that their in-house proficiency tests are time-bound and the use of dictionaries and other sources is allowed. The setting of the proficiency test indicated that the employers attach importance to the ability of managing time along with search and research skills. These are aspects of knowledge about translation and the instrumental competence which are required the most by the employers (see Figure 4.17).

✓ The sample proficiency tests provided by the employers showed that the texts selected and given to candidates to translate were not general but of a specialized nature with special emphasis on Arabic legal texts.

✓ There was no consensus among employers on any particular university in Amman whose graduates seem to excel in translation skills. This showed that the translator training programmes are more or less of the same quality at least from the perspective of the employers.

6.2.2.2.1 Translation provision: Secondary findings:

In the course of the research, it was found that the sample tests provided by the employers were not accompanied by a brief on the *skopos* of the translation. This in fact affected the design of the assessment forms as the section which tackled the purpose of the translation in the original rating scale by Robinson *et al* (2006) had to be excluded in the adapted form.

6.3 Implications and recommendations

Findings arrived at in this empirical study were analysed and interrelated for building implications and recommendations. As Schaeffner and Adab point out 'translation competence is most effectively developed at an academic institution' (2000: x). Therefore, any perceived lack of competence can be mostly attributed to deficiencies in the curriculum

design. While the recommendations mainly aim at urging the decision makers in the academia to ensure more effective development of translation competence, some recommendations are also directed to the teachers and employers who cannot be exempt from the responsibility of improving the status quo. It is worth mentioning that since the present study investigates perceptions, the recommendations are basically guided by the deficiencies identified by the stakeholders. In addition, the recommendations are confined to the five private universities included in the study but can be applicable to other Jordanian private universities since they adhere to the same policy and procedures and reflect similar curriculum design (see 1.3.2).

6.3.1 HEAC and the institutional role

The findings were analysed in light of the competences demanded by the employers for arriving at implications and recommendations. As PACTE (2003) argues, these competences are interrelated and constitute one knowledge system; however implications and recommendation are split by sub-competence for a detailed presentation.

6.3.1.1 Bilingual competence

The fact that bilingual competence was described as procedural knowledge indicates that it is not only confined to the *knowing what* but to the *knowing how* as well (PACTE, 2003). As discussed in 2.1, before the emergence of the componential models, the bilingual competence had been considered as the only competence needed (Harris and Sherwood, 1978). Due to its significance, there were arguments on acquiring this competence prior to joining a given translator training programme (Andermann, 1998; Floros, 2007; Gouadec, 2007). Requiring language proficiency prior to joining the undergraduate programmes is practiced by several universities in the world (Ulrych, 2005; Pym, 1998). In the Jordanian context, the absence of L2 proficiency entry requirements has been criticized by some scholars (e.g. Yousef, 2004).

In the context of the present research, the bilingual competence was evaluated the worst in graduates by the second party assessors (see 4.2.1). This is further reiterated in the assessment of the products in which serious language errors were identified by both groups of assessors.

6.3.1.1.1 Bilingual competence: Implications

The responses of the teachers revealed that they believe there are several actions or procedures that need to be stressed or implemented in the curriculum design in relation to L2 proficiency and thus the bilingual competence. According to the teachers, accepting candidates who have a good command of English and subjecting them to a L2 proficiency exam is essential. These procedures were found to be absent in the private universities (see 1.3.1.1). Moreover, translation teachers stated that it is very important that foreign language learning be separated from translation pedagogy; i.e. they prefer building translation competence on a pre-acquired language competence rather than catering for both. It is worth reminding that the average weight of L2 skills courses is 18% of the departmental compulsory (see 1.3.2.2). Having this share of English language teaching in the study plan is not apparently developing the students' bilingual competence. The teachers' feedback complied with the views of Yousef (2004) who argued that implementing L2 proficiency restrictions would save turning translation courses into foreign language teaching courses (2004: 256).

However, in addition to the entry requirements and the selection procedures, there may be some other reasons halting the proper development of the bilingual competence in particular with respect to L2. These may be related to the L2 teaching practices or to the sequencing of the courses. For instance, with reference to the five study plans, it can be noticed that courses of L2 skills -which are meant to develop the L2 proficiency- are not necessarily pre-requisites to translation courses as is the case at Ahliyya, Isra and Zaytoonah universities. Additionally, courses of English for Specific Purposes are also absent in four study plans except that of the Applied Science University. Furthermore, the possibility that the L2 components are not taught efficiently remains open. A system which tolerates old-fashioned and teacher-centred translation instruction would also tolerate old-fashioned foreign language instruction (e.g. grammar-translation method) especially that one of the teachers commented in the open-ended item that 'employing qualified teachers have to be ensured'.

The perceptions of the bilingual competence held by the teachers and the employers revealed that both stakeholders consider the bilingual competence as a core competence. The teachers attached the highest level of importance to ensuring bilingual competence prior to joining (see 4.3.1). Similarly, the employers considered the bilingual competence enough for employment regardless of the degree held by the candidates (see 4.3.2.2). Furthermore, the absence of a translation brief in the in-house proficiency tests indicates that the

assessment is necessarily linguistic-oriented since the assessors are only left with the lexical-semantic and grammatical aspects to investigate. The fact that the bilingual competence was considered one of the two top competences required by the employers confirms this notion (see 4.3.2.1).

6.3.1.1.2 Bilingual competence: Recommendations

In light of such findings, decision makers at the private universities need to re-consider the entry requirements or the acceptance policy with regard to the foreign language proficiency. This could either be applied by setting a minimum score of English language -as a school subject- and/ or require candidates to undertake an English placement exam. Imposing additional entry requirements above the ones imposed by the Ministry of Higher Education is an institutional decision and thus within the control of the university's administration. Such actions were previously taken by public universities such as Yarmouk University and the German-Jordanian University who raised the minimum accepted total average for joining translation (see 1.3.1.1).

However, if imposing strict entry requirements on L2 proficiency may limit the number of candidates joining the programme -which would not be favoured by private profit-seeking institutions- other possible options could be sought. The universities can apply stricter quality assurance procedures such as subjecting candidates to an L2 intensive remedial course prior to enrolling in translation courses. In addition, the universities need to ensure that L2 courses are implemented in the best mode possible and set as pre-requisites to general and specialized translation courses to ensure the maximum benefit. The second party assessment of the legal translations also revealed that students are in need for courses in English for Specific Purposes which can enhance their bilingual competence in specialized translation. Therefore, the teachers' suggestion to eliminate the foreign language components may not be the best solution. Alternatively, the universities can impose more effective foreign language teaching practices and closely observe their implementation. Such amendments do not require applying any radical changes in the study plans or spending extra amount of money; it is a matter of rethinking the application of some courses.

6.3.1.2 Transfer and strategic competence

Transfer competence was attached to the bilingual competence in the early models following Harris and Sherwood (1978). Wilss (1982) highlighted that transfer competence is a super-competence that is needed by the bilinguals to become translators. Neubert (2000) argued

that the transfer competence is the distinguishing domain and the ultimate goal of the translator. It appeared at the core of the PACTE model (2000) and was later integrated into the strategic competence (PACTE, 2003). While transfer competence refers to the ability to complete the transfer process, the strategic competence is related to the ability to solve the problems encountered during the process by choosing the most effective method and by compensating for weaknesses. For yielding more accurate data, transfer and strategic competences were split into separate components in the questionnaires. The two competences were perceived as lacking in both modes of evaluation. Most of the teachers' and the employers' feedback in the product assessment included several semantic errors resulting in mistranslations or obscured meaning which indicate a lack of the transfer competence. Similarly, the graduates' poor quality control, over-estimation and poor ability to compensate for the weaknesses are considered indications of poor strategic competence (PACTE, 2003; Prieto Ramos, 2011; Sanchez, 2007).

6.3.1.2.1 Transfer and strategic competence: Implications

Since the strategic and the transfer competences lie at the core of translation competence, it can be assumed that lacking them implies lacking translation competence. Examples of the interrelation between the bilingual competence and the transfer and strategic competences were identified in the second party assessment (see 5.10). For the assessors, transfer competence was adversely affected by the poor bilingual abilities of the graduates in the two evaluations (see 4.2.1 and 5.10). With regard to directionality, inverse translation was evaluated the worst. The skill to translate into L2 was found to be the most essential skill required by the employers. This was further confirmed when most sample in-house proficiency tests were found to request inverse translations. Interestingly, some academics in Jordan still hold the misconception that direct translation is what translators should normally be asked to do (e.g. Shunnaq, 2009). One of the graduates assumed that 'translators here [in this country] are normally asked to translate into Arabic' (Group (2) Applied Science University, Appendix 13). Such assumptions by students may be influenced by a prevailing misconception. Most graduates also stated in the group discussions that they were less trained on translating into the foreign language. This shows that the study plans are not fully informed by the market needs in terms of directionality.

6.3.1.2.2 Transfer and strategic competence: Recommendations

The academic institutions need to pay more attention to courses of inverse translation in order to reinforce the skill that is considered the most essential by the employers. Not only that but inverse translation need to be practiced on specialized or technical texts which normally trigger the need for integrating different strategies and using several sub-competences such as the instrumental competence. As PACTE (2003) argues, variations in translation competence occur in relation to directionality and specialization. If employers have a tendency to subject the applicants to a test that involves inverse translation in specialized fields such as legal translation, then graduates need to be well-prepared to do so to be able to secure a job. To develop the strategic competence, graduates need to be trained on self-assessment in order to raise their awareness of quality control.

6.3.1.3 Extra-linguistic competence

This type of competence is declarative (PACTE, 2003) and is more of *knowing what* rather than *knowing how*. It requires an exposure to the target cultures as well as to different domains. Cultural and world knowledge started to be especially stressed in translation competence models of the 1980s such as the model suggested by Lowe (1987).

The extra-linguistic sub-competence was evaluated as the third most lacking sub-competence along with the strategic competence by the teachers and as the fourth most lacking competence by the employers. These perspectives were also reflected in the product assessments. The second party assessment identified unawareness of the legal discourse (domain knowledge) which was confirmed in the post-task discussions as most graduates stated they had not been exposed to insurance contracts before.

6.3.1.3.1 Extra-linguistic competence: Implications

According to Jimenez-Crespo (2013), the extra-linguistic competence can be developed at any learning stage, however, a direct relationship between the acquisition of the extra-linguistic competence and specialized translation was discussed by PACTE (2003) and Jimenez-Crespo (2013).

With reference to the study plans of the five universities, it can be noticed that courses of specialized translation are included but with varying weight ranging between one and five compulsory courses. Some graduates stated that part of the translational problems faced was directly related to the specificity of the text despite the fact that they all had a course of legal translation. This indicates that a reflection of a learning component in the study plan

does not necessarily mean that it is taught effectively. Adding more specialized courses to the study plans was considered of high importance by the teachers even at the universities which offer five compulsory courses such as the Applied Science University.

6.3.1.3.2 Extra-linguistic competence: Recommendations

The academic institutions need to reconsider the weight as well as the nature of specialized translation in general and legal translation in particular. Despite the fact that legal translation is reflected in every study plan, the second party assessment of the graduates' legal translations revealed that legal translation needs to be stressed further. This is particularly important as legal translation is among the fields of expertise needed the most in the translation industry (Yousef, 2004) which was confirmed in the present study as the legal texts were dominant in the proficiency tests. However, the market needs cannot be assumed to remain the same. They are subject to change in the course of time which necessitates probing these needs by the institutions from time to time to amend the nature of the specialized courses accordingly.

6.3.1.4 Instrumental competence

With the technological development, the instrumental competence started to be attached more importance in competence models especially in the 1990s. Attention was drawn to the availability of a wide range of online source and programmes (CAT tool) that can be used in addition to or in lieu of the printed sources to save time and effort. Computer-assisted translation has been stressed by Kiraly (2000) Wilss (2004), Mackenzie (2004), Gouadec (2007). Not only this, but there have also been arguments that post-editing should be taught as an independent course content (O'Brien, 2002). According to PACTE (2000, 2003), instrumental competence is a declarative and procedural knowledge which means that it involves knowing what sources are available and knowing how to use them; i.e. search and research skills. Unlike the other sub-competences, the instrumental competence reflected the most positive perceptions. While the teachers mildly agreed that this competence is lacking in graduates, the employers did not. The graduates themselves considered the instrumental competence as the competence developed the most. In the product assessment, the excessive use of Google Translate was detected and criticized by both second party assessors as it was associated with literal or even word-for-word translations.

6.3.1.4.1 Instrumental competence: Implications

According to O'Hagan (2011), computer-assisted translation includes the use of any computerized tool such as translation memories, terminology management, search engines and all electronic and online resources. Computer-assisted translation was considered a learning component that directly develops the instrumental competence (Jimenez-Crespo, 2013). With reference to the study plans of the five universities, it can be noticed that this component is absent in four of them resulting in a lack of exposure to the translation-oriented tools. For the graduates to believe that their instrumental competence was significantly developed despite their limited exposure to the search and research resources reveals their unawareness of the availability of other useful resources. These findings also complied with the results of the initial pilot process-oriented study for the present research which had revealed that graduates over-relied on limited bilingual dictionaries compared to experienced translators (Khoury, 2011).

Despite the fact that employers showed a tendency to use technical texts for the in-house proficiency tests, the instrumental competence was prioritized over the extra-linguistic competence (see 4.3.2.1). This finding gives an indication that employers tend to believe that specialized translation can still be handled with proper search and research skills regardless of the candidates' prior knowledge. What confirms this assumption is the fact that 19% of the employers considered a pre-acquired world or domain knowledge as *not required*. However, while several employers stated that access to the internet is allowed, the reliance on Google Translate was criticized by some assessors especially when applied without post-editing. One employer stated that in assessing the translations of the proficiency tests, applicants who seem to have used Google Translate are automatically eliminated (see 5.5.2). This shows that while some online access may be allowed, employers do not accept a complete reliance on machine translation in in-house proficiency tests. Obviously, using machine translation without post-editing indicates the candidates' poor abilities in detecting problems and thus inability to control the quality of the product which would not be favoured by the employers.

In the general competence evaluation, the employers do not agree that graduates lack this competence while the teachers mildly do. The variance between the two evaluations could be attributed to the fact that the instrumental competence is a combination of procedural and declarative knowledge; i.e. it involves *knowing what* along with *knowing how* (PACTE, 2003). It is possible that the teachers' perspective may have been driven by the pre-assumption that even the declarative aspect of the instrumental competence is

necessarily lacking due to the absence of CAT courses in most of the universities. This view was not shared by the employers who seem to criticize the over-reliance on Google Translate but do not necessarily consider this as an indication of lacking the instrumental competence in graduates. In other words, the employers -who do not know what students are trained to use- can assume that the excessive use of Google Translate could be a procedural deficiency rather than a declarative one; i.e. the graduates may be aware of the available sources but do not know how to use them.

6.3.1.4.2 Instrumental competence: Recommendations

Translator training programmes at the private universities need to enhance courses of computer-assisted translation as an important learning component in developing the instrumental competence. This would enable students to get exposed to and identify the different available sources; understand their advantages and limitations if used without post-editing. In addition, as is the case with the extra-linguistic competence, increasing the specialized translation component can play a role in developing the instrumental competence as it triggers a continuous need for search skills (Jimenez-Crespo, 2013). The search skills need to be developed at all levels; i.e. an effective usage of dictionaries, parallel texts and other types of paper and online resources. Students can even be trained to consult experts in the relevant field of expertise in field and authentic training.

6.3.1.5 Knowledge about translation (aspects of the profession)

Knowledge about translation is predominantly declarative associated with knowledge of methods and functions of translation as well as knowledge of the professional translation practice (PACTE, 2011). The present investigation focused on certain aspects of the profession. These are basically related to meeting the deadline and the purpose of the translation and the ability to manage time and work within a team. Reasons for excluding other aspects of this competence were discussed in 3.4.2.1.1. Being aware of the professional aspects of translation was stressed in later models of translation competence especially in the late 1990s.

With regard to the general competence evaluation, there was a mild agreement by both groups of second party assessors that knowledge about translation was lacking in graduates. In the product assessment, knowledge about translation could not be reflected on. The only aspect that could have been investigated was the extent to which the graduates were able to meet the translation brief. However, since the sample tests provided by the

employers were not accompanied by any brief, this aspect remained undetectable for the assessors.

6.3.1.5.1 Knowledge about translation: Implications

This type of knowledge is related to the practices of the profession which students have no access to except through apprenticeship or authentic training. Teachers believe that it is very important that field training be developed even at those universities which offer field training as a departmental compulsory requirement. This implies that it is not only a matter of imposing a learning component but implementing it effectively. It is also worth reminding that authentic training was one of the items that had been excluded from the questionnaires when the pilot study revealed that several students were not familiar with this notion (see 3.4.2.2). This incidental finding in itself implies that authentic training does not seem to be a usual practice by the teachers.

6.3.1.5.2 Knowledge about translation: Recommendations

Academic institutions need to stress field training further, not only in terms of quantity but also of quality. In other words, along with imposing a learning component in the study plan, the institutions need to ensure that graduates are gaining the maximum benefit through mutual cooperation between the institution and the service provider at which the students spend hours of apprenticeship. The graduates' misjudgement in relation to the quality of their translations and their chances of employment shows that even after having completed apprenticeship, graduates still show some unawareness of the employers' required standards. One additional way of enhancing this relation between the academic institutions and the employers could be through inviting professional translators to give talks on the nature of the profession and the employment requirements and even on the type of the proficiency tests prospective applicants are likely to sit for. In addition, authentic training is another classroom practice that can be applied to enhance the students' knowledge of the practices of the employers and get the students exposed to authentic texts. Authentic training was strongly advocated from the 1990s onwards by scholars such as Dollerup (1994), Klaudy (1995), Li (2000), Gonzalez Davies (2004), Kiraly (2000). However, such a practice requires teachers who know what authentic training is and how it can be applied. The role the teachers can play is discussed in 6.3.1.8 below.

6.3.1.6 Motivation: psycho-physiological components

As discussed in 2.2.2, the psycho-physiological components including memory, creativity, motivation, and other aspects were considered as a sub-competences in the initial model developed by PACTE in 2000. In the amended model (PACTE, 2003), these components were considered as supporting elements for translation competence. Some of these cognitive aspects were investigated in process-oriented studies and were found to be distinguishing characteristics of professional translators (see 2.4.3). Among the psycho-physiological components in the PACTE model (2003, 2011), motivation was the only component selected to be evaluated (see 3.4.2.1.1). In addition, motivation was stressed as a success factor in the learning process (Mackenzie, 2004; Gonzalez Davies, 2004; Beeby, 2004; Kelly, 2005). Teachers perceived motivation to practice translation as remarkably lacking in graduates; the perception that was not shared by the employers.

6.3.1.6.1 Motivation: implications

The graduates revealed a clear misconception of their future career and the skills they could gain as a result of joining a translator training programme (see 4.2.4). In light of this finding, it can be assumed that the desire some graduates show to join a translator training programme may be strongly driven by interests other than working in translation. According to the graduates, these interests include teaching English, securing a job that requires English proficiency or migrating to an English speaking country. What reiterates this assumption is the lack of college orientation. This lack of orientation not only misleads the graduates about their future career but it could adversely affect their academic performance (Williams, 2007). The universities are responsible for the lack of orientation and are also responsible for reinforcing the misconception that translation is a sub-branch of foreign language learning. They contribute to this misconception in two ways. Firstly, Translation is still offered within the department of English in most of the universities (see 1.3.2.1). Secondly, students of Linguistics, Literature and Translation are subjected to the same competency test held by HEAC that is predominantly literary and linguistic-oriented (see 1.3.1.2). Therefore, students who are enrolled in a translation programme based on this misconception are those who may lack the motivation to work in translation. Teachers -as insiders- seem to be able to unveil this misconception which remains undetectable for the employers who are only approached by graduates willing to work as translators.

6.3.1.6.2 Motivation: Recommendations

Academic institutions need to implement orientation sessions for candidates joining the programme to ensure a full awareness of the inputs and outputs of the programme and eliminate any misconceptions. This can ensure that graduates joining the programme have the motivation to work in translation which is after all a success factor in the learning process. The graduates need to be made aware that joining a translator training programme mostly prepares them for a job in translation. In order not to be misled, translation students need to understand through the institutional orientation that becoming English teachers, for instance, remains a rare chance due to the availability of other programmes that are designed for this purpose (see 4.2.4)

6.3.1.7 Conclusion: HEAC and the institutional role for competence development

In conclusion, the results of the present study reveal that there are several aspects in the translator training programmes which indicate that they are not well market-oriented. In light of the main and the ancillary findings extracted from the stakeholders, it can be argued that there are several procedures that can be implemented for a better development of translation competence. They are summarized in the following items below.

1)   Imposing L2 proficiency entry restrictions or introducing an L2 remedial plan for weak students.

2)   Introducing more market-oriented specialized translation courses.

3)   Stressing field and authentic training while ensuring their effective application.

4)   Stressing inverse translation in the practical courses offered.

5)   Implementing computer-assisted translation which is totally absent in four of the five universities. This includes reinforcing the declarative and procedural knowledge in using search engines, online dictionaries and other resources. In addition, it includes training students on translation memories such as TRADOS and on post-editing of machine translation.

6)   Ensuring the maximum benefit of the courses through appropriate sequencing of courses. Study plans should reflect the recommended year for completing a specific course. For instance, if the aim of including L2 skills courses is to enhance the L2 proficiency for better development of translation competence, these courses need to be imposed as pre-requisites for translation practical courses. Students can be provided with proper academic advisory on the order by which they need to take their courses.

7)   Implementing English for specific purposes for focused and specialised enhancement of the language.

8)   The institutions need to implement 'training the trainer' workshops for their academic staff as not all teachers seem to be implementing the appropriate teaching practices which is discussed further in 6.3.1.8 below. The institutions need to motivate their teachers to get involved in research. This would enable them to be up-to-date with the developments in the discipline of Translation Studies and be exposed to the latest theoretical views in translation pedagogy. The study showed that the majority of the participants from the teaching staff were assistant professors (see 3.4.2.3). This indicates that translation teachers are not conducting enough research which is a condition for promotion (see 1.3.1.3). In addition, the institutional regulation that teachers should not be involved in any paid or unpaid job needs to be re-thought (see 3.4.2.3). It hinders their freedom to work as translators and thus their awareness of the development in the professional world. Furthermore, teachers do not seem to be fully motivated to make a change. The questionnaires they responded to may have triggered some thoughts but if they truly believe there are things that need to be amended in the curriculum design why do they not take the initiative? It seems to be a matter of a lack of motivation rather than a lack of power. Motivation can be enhanced either by offering financial or other types of motives by the universities.

As long as the universities maintain the status quo, it can simply be concluded that the learning objectives presented in 1.3.2.1 will remain a dead letter on the universities' websites. These learning objectives which aim at claimed competence are not apparently met from the perspectives of the second party assessors. Alternatively, if the socio-economic context does not practically allow a better development of the competence at the undergraduate level, expectations may have to be lowered. In other words, the learning objectives can be confined to achieving the apprentice or advanced beginner's level leaving competence as a learning objective for postgraduate programmes, at least for the moment.

6.3.1.8 Teachers' role

While the previous section discussed the role the academic institutions and HEAC could play in developing each competence, the present section reveals the areas in which teachers could have an essential role within the control they have in the classroom activities.

6.3.1.8.1 Teachers' role: Implications

The findings show that the university teachers are dissatisfied with the competence of graduates and believe there are several amendments that need to be introduced in the curriculum design. However, there were some competence-oriented teaching methods that graduates stated were not properly implemented. These included student-centred teaching, reinforcing creativity and cooperation through small group techniques, encouraging the use of translation technologies and relating translation methods to translation practice through field training. This feedback from the graduates unveils some deficiencies in the teaching approaches of the teachers. Therefore, teachers reflect what Kiraly called 'passive rote memorization and teacher-dominated classrooms' (1995: 34). This can adversely affect the development of several sub-competences such as creativity, critical thinking and reasoning as psycho-physiological components. The dissatisfactory results of the HEAC competency tests at the macro level -which tackles creative and critical thinking- provides further evidence to that (see 6.2.2.1 above). In addition, the ineffective application of field training, the poor exposure to CAT, the subjective assessment methods and the suppression of the student's role can hinder the development of the strategic competence, knowledge about translation and the instrumental competence (see 4.3.1.4, 5.10, 5.10.1). Hence, the teachers turn out to be also responsible for what they find lacking in their students.

Universities normally assign committees with members from the teachers to make suggestions on the study plans. These suggestions are studied by the department and the deanship and if appropriate they are submitted to the Higher Education Accreditation Commission (HEAC) for endorsement. This role of teachers was activated at Zaytoonah University. In light of the suggestions of the committee -which the researcher of this study was a member of- the study plan that was in effect from 2008 until 2012 was amended by implementing field training and Journalistic translation[30]. This provides evidence that the teachers can play a role in amending deficiencies as long as they have the will to do so. A copy of this study plan is attached to the old one (Appendix 20). This can be considered as the first oral recommendation of this study to be applied on the ground.

---

[30] This is to be considered as the first recommendation of the present research to be implemented. The researcher discussed the lack of certain learning components with the department. Accordingly, the amendments were applied in the academic year 2012/2013.

Apart from the teachers' power and motivation, there is also a question of the teachers' knowledge and involvement in translation pedagogy research. In 6.3.1.7, it has been discussed that the institutions need to motivate their teachers and urge them to conduct research; however some personal initiation and intrinsic motivation is needed from the teachers too.

6.3.1.8.2 Teachers' role: Recommendations

It is quite understandable that student-centred teaching in the sense proposed by Kiraly (1995, 2000) is not an easy task to shift to especially when teacher-centred instruction has been a dominant method and a cultural practice for years. Nevertheless, a smooth shift towards student-centred learning by gradually activating the students' role can still be applicable with caution as suggested by Schaeffner (2004). Gradual moving towards student-centred teaching proved to be successful in some universities in which teacher-centred instruction had been dominant before (e.g. Khoshsaligheh *et* al, 2011). This shows that even in countries where there might be some socio-educational stereotypes, some gradual changes are still possible. This role activation also involves encouraging creativity and cooperation among students which can develop certain parts of the psycho-physiological components.

In addition, the fact that CAT courses are absent in the study plans should not halt the students' exposure to the available electronic and online resources. In an age of technology, where the wireless connection is now available as never been before, a CAT course can still be catered for by teachers even when absent in the study plan. Alternatively, students can be taken to the translation/ language labs to carry out some translation task during a regular practical translation course[31]. It is also the teachers' responsibility to make the students aware of the advantages and limitations of tools such as Google Translate and train them on post-editing.

Another area in which teachers can make an improvement is the assessment methodology. The assessment methods need to be re-considered by abandoning the ad-hoc practices and resorting to unified rating scales so that students can understand how translations are marked and which types of errors and deficiencies matter for the teachers. Since the teachers' and the employers' method of assessment reflected similarities,

---

[31] Despite the absence of CAT at Zaytoonah Private University, the labs are fully equipped and available for any teaching activity.

understanding how translations are assessed by the teachers is beneficial in understanding how their future proficiency tests are likely to be assessed by the prospective employers.

Furthermore, teachers need to expose their students to theories and models of competence within the theory courses that are already included in the study plans. Understanding what translation competence is and the different components involved to become a competent translator enables trainees to evaluate the development they make throughout the programme and to assess their work from a more critical perspective.

Last but not least, in order to be good trainers, teachers need to be more exposed to and involved in translation research in particular on translation pedagogy so that their suggestions and/ or decisions would be informed.

6.4 Towards a more regulated translation practice

In the course of this research, both the main and the ancillary findings arrived at revealed that the translation practice in the Jordanian market is not well-regulated. It is quite understandable that regulating it does not contribute to a better development of the graduates' competence. Nevertheless, it may partially assist in providing equal chances of employment and ensure fair assessment of the in-house proficiency tests. The absence of regulations were also confirmed in other studies such as those by Shunnaq (2009), Yousef (2004), Al Hamad (2014). The unregulated aspects noticed in the three studies along with this study can be summarized as follows.

Firstly, some translation agencies are registered at Amman Chamber of Commerce as service providers without being specialized in the provision of this service (see 1.3.3.2). Secondly, the in-house proficiency tests held by the official service providers also seem to be in need for re-consideration in terms of the choice of the text(s) as well as the inclusion of a translation brief. Such types of tests may not be the most suitable for inexperienced graduates. The level of the difficulty of the text has to be taken into consideration and the purpose of the translation brief needs to be clarified in order to provide one more aspect to assess other than the linguistic features. As is the case with the teachers, the employers also need to adhere to specific assessment criteria or rating scales that are clear to candidates even before sitting for the tests to enable them to understand what matters for the employer. Generally, applicants need to be made aware of what is expected from them once they are accepted for the job; i.e. to work directly with clients in accordance with certain quality standards or under the supervision of seniors.

Thirdly, translation service providers who seem to work within a more regulated mode-are supposed to play a more effective role in improving the status quo. More channels can be opened with the universities for orienting students on the skills and competences required in the industry. The Jordanian Translators' Association needs to activate its role by: 1) protecting the specialized translators from the non-specialized, incompetent practitioners, 2) provide graduates with information on places where they can have on-job training or seek employment and 3) enforce some employment criteria. The mutual cooperation between the academic and the professional world can especially take place through the field training component during which the translation service providers directly communicate with the universities. Based on a mutual agreement between the service providers and the universities, potential graduates could be recommended for a job by their universities. From a commercial point of view, this saves the service providers some money since recruiting inexperienced graduates costs less than recruiting experienced translators who have been in the job for a while. Yousef (2004) discussed the tendency of those service providers to cut the cost by employing inexperienced graduates in multi-task jobs (see 1.3.3.2).

The recent study conducted by Abbadi and Ronowicz (2015) in the progress of this study was able to identify some deficiencies in the translations of some professionals working in the industry in Jordan (see 2.3.5). This also triggers further research for another possible gap between the professionals' performance and the clients' quality standards which can be investigated further in future studies.

The recommendations discussed in section 6.3 and the subsequent sections were integrated into the PACTE competence model (2003) with emphasis on what needs to be stressed in the Jordanian programmes for a better development of each competence. Section 6.5 below illustrates this further.

6.5 A PACTE-based model for competence development: The Jordanian context

In light of the findings, translation competence development was found to be related to amending certain aspects in the curriculum design. The suggested amendments in figure 6.1 are based on the overall reflections of the three stakeholders in the two modes of inquiry. Therefore, the figure presents a PACTE-based model with highlighted procedures, learning components or teaching methods that were stressed in relation to their respective competences. It is worthy of note that the model presented in Figure 6.1 is not an amended model of competence; it only uses the PACTE's to highlight what can be stressed in the translator training programmes in Jordan for bridging the gaps found. The implementation of

such a scheme needs a mutual cooperation between HEAC, the academic institutions and the teachers themselves.

Figure 6.1 A PACTE-based model for competence development: Jordanian context

```
                    ┌─────────────────────────┐
                    │  Well-trained teachers  │
                    │                         │
                    │  *Involved in translation│
                    │  research and practice  │
                    └─────────────────────────┘
```

Well-trained teachers

Involved in translation research and practice

Bilingual competence:

 L2 Entry restrictions

L2 Remedial Plan

Extra-linguistic competence:

Market-oriented specialized translation e.g. (legal)

Strategic competence:
**Student role activation*

 Self-assessment training

Transfer competence:
Emphasis on *Inverse translation*

Instrumental competence:

CAT & post-editing strategies

Knowledge about translation:

Authentic training & effective internship

Psycho-physiological components:

 Orientation for motivation assurance

Encouragement of creativity & critical thinking

6.6 The conclusion

The overall findings of this empirical study have revealed that the translation competence of graduates of the Jordanian private universities is dissatisfactory from the perspectives of university teachers and some key employers in the labour market. The study has basically unveiled that the lack of competence is not confined to one component but several interrelated components and is not driven by one reason but by several possible reasons. According to the teachers, there are certain amendments to be applied in the curriculum design and teachers seemed to relate this to the lacking competence. Similarly, the employers perceive the competence of inexperienced graduates as lacking based on their accumulative experience with applicants who do not seem to meet the job requirements. It has been found that the employers' perception is a general one since there has been no consensus among the employers on any outstanding graduates of any particular university. Therefore, this lack of competence seemed to have become a pre-assumption among the employers since neither the university degree nor the university grades are considered indicators of competence or basic requirements for employment. Passing the in-house proficiency test is considered the only determiner of the applicants' competence. This simply indicates that the extent to which competence is developed at the universities is still below the level required for the job from the perspective of the employers.

The graduates' agreement on developing their translation competence and the over-estimation they have showed in the self-assessment could be considered as a disjunction when compared with the second party evaluation; however, it could also be argued that it is not necessarily so. In other words, the degree to which a student believes s/he has developed a certain competence does not necessarily meet the expected standards of a second party. Variance of perceptions cannot be disconnected from the variance of the social and the academic backgrounds of the three stakeholders. The three groups of respondents represent three varied stakeholders: 1) inexperienced BA holders of translation, 2) academics of MA or PhD degrees in Translation or Linguistics and 3) practitioners of translation of different academic backgrounds. A direct relationship has been found between the evaluation and the evaluators' academic background; the higher the academic rank, the more critical the evaluators seemed to be. In addition to the different backgrounds of the three stakeholders, the possibility of over-estimation due to bias or pseudo confidence is not excluded. Previous product and process-oriented studies in translation (Hidayat, 2013; Jääskeläinen, 1996) and other studies in social psychology (Kruger and Dunning, 1999) revealed that less competent people tend to over-estimate themselves. This assumption of

over-estimation along with the misconception graduates seem to have with regard to their future career is economically and socially problematic. For instance, graduates who have a misconception that they can work in English teaching may be declined for the job due to the availability of graduates of English Teaching Methodology programmes. Similarly, graduates who head for jobs in translation may also be declined since they have little knowledge of the nature of the proficiency tests and the method by which they would generally be assessed.

The study also provides indications that the competence perception held by the teachers and the employers does not seem to be holistic but is rather limited to an old-fashioned perception. This has been evident in how the teachers prioritize ensuring the L2 proficiency over all other amendments in the curriculum design. Similarly, most employers have admitted recruiting translators based on their bilingual abilities with no consideration to the degree held. In addition, the employers subject the applicants to proficiency tests without translation briefs. This implies that with the absence of the purpose of translation, the TT would be mostly evaluated from a linguistic point of view; i.e. the bilingual competence. Surprisingly, the teachers as well did not seem to have any problem in evaluating translations without a brief. This conventional concept of translation competence may understandably be held by lay people but experts are expected to be up-to-date with the development of the notion of competence as illustrated in 2.2.

Some of the recommendations presented in 6.3 may be ideal; however, they are not impossible to implement as they are all within the control of the academic institutions. They just need decision makers who are serious about change and keen about making an improvement.

The previous sections presented the findings of the study and their implications. Based on the perceptions of the stakeholders in comparison to the status quo of the programmes, some recommendations were provided. The sections below discuss the limitations of the study, its contribution and what can be researched in future studies.

6.7 Limitation of the study

Like any other research project, this study was not free of obstacles and limitations. As discussed in 1.2.1, the research was motivated by the need to investigate the competence of translation graduates based on the findings of some previous studies. Since it was a competence investigation, a model of translation competence had to be adopted to guide the formulation of the questionnaires and avoid any subjective input. The PACTE model (2003, 2011) was found to be the most convenient model to guide the study for the reasons

197

discussed in 2.2.4. However, the selection of a particular model for the study to fit in limited the scope of the respondents' reflections. Respondents merely reacted to the specific sub-competences identified in the PACTE model. Although, an open-ended item was available to allow some free responses, respondents did not mention any additional sub-competence or skill outside the PACTE formula they were provided with.

In addition, the fact that this research was the first research on competence of translation students in Jordan necessitated resorting to a quantitative approach in the first phase. This again limited the detailed probing of perceptions, backgrounds and motivation of the academic and the on-job trainers which could have been revealed through interviews with key figures, for instance. In addition, in order to manage the quantitative sample for less cost and smoother progress, the subjects of the study were confined to universities and translation service providers in the capital city, Amman (see 1.2.3). Undoubtedly, including samples from all the universities and the translation service providers in Jordan could have added a new dimension to the study and have given more assurance for generalizability. By way of illustration, if public universities were included in the investigation, an interesting comparison could have been drawn especially in relation to the entry requirements. Such an investigation would reveal whether imposing stricter entry requirements could affect the outcome. However, the fact that the system of the private universities in Jordan share many common aspects (see 1.3.2) makes the selection of five out of a total of ten programmes (50% of the entire population) still reasonable.

Furthermore, the involvement of second party assessors limited the investigation of some more interesting psycho-physiological components such as creativity or critical thinking. For instance, the ability to activate the translation routine activities was considered a distinguishing cognitive aspect of competent translators (Göpferich, 2009). Such cognitive aspects could have been probed into if a process-oriented study was included in which the researcher would be the examiner and the evaluator. However, the inclusion of a process-oriented investigation was hindered due to the involvement of second party assessors.

Last but not least, results of the product assessment could not be generalized or taken as a definite indication of the graduates' competence in written translation. This was due to the specificity of the text selected for translation (legal text) and the fact that subjects were requested to translate into their L2. The question whether subjects would have performed differently in a different task such as translating a non-specialized text into L1 has remained unanswered in this research project.

6.8 Contribution and scope for further research

6.8.1 Contribution within the Jordanian context

The present study is particularly significant for the Jordanian context. The previous empirical studies conducted in Jordan failed to tackle competence for implications on translator training (see 2.3.5). Therefore, the present study has been the first one to investigate competence of trainees/ graduates -as a point of departure- for implications on translator training in Jordan. It has tackled two basic aspects: how the graduates' competence is perceived and what competences are required the most by the employers. The latter has contributed to bridging the gaps discussed by Shunnaq (2009) and Yousef (2004) on what is offered by the programmes versus what is required by the employers in the Jordanian context. For instance, one prominent finding has been revealing that inverse translation is required the most by the employers which should play a role in correcting the prevailing misconception that direct translation is what translators should be trained to do (Shunnaq, 2009) and thus urge changes in the training mode.

The study has provided a record for the academic institutions to build on in any future amendment plan. Today, the institutions have an access -not previously available- to the opinion of the university teachers in the curriculum design, to the graduates' feedback on some teaching methods and most importantly to the employers' requirements and methods of employment. Based on the results, a new competence-oriented curriculum can be designed. Moreover, the study has also contributed to foreign language teaching methodology at the Jordanian universities. The fact that the 18% share of foreign language courses in the current study plans (see 1.3.2.2.1) is not contributing to the development of the L2 proficiency also raises questions about the effectiveness of TEFL teaching methods. This finding should trigger further research into foreign language pedagogy in Jordan.

6.8.2 Contribution for research into translation competence

Within a wider context, the present empirical research has not only investigated how competence is evaluated in inexperienced graduates but it has unveiled further insights to be considered. These include the practicality of using the translation competence models as templates for translator training programmes in all contexts. In addition, it has contributed to translation pedagogy by revealing the consequences of having a system where the stakeholders work out of sync.

With respect to translation pedagogy, translation practice and research into these areas, the study has provided certain implications and insights. It has revealed that the

evaluators' perceptions are not only affected by the social and academic backgrounds but by the stereotyped practices as well. When the most important stakeholders in the academic and the professional worlds seem to work out of sync, their understanding of competence cannot share a common ground. Most importantly, losing the channels of communication between different systems and within the same system hinders the exchange of ideas. The simplest consequence of this -which is noticed in the present study- is that the notion of competence may remain conventional in the minds of the trainers and unclear in the minds of the less competent trainees. Suppressing the role of the students as key role players in the learning process by implementing a pure teacher-centred instruction can adversely affect the learners' ability to assess themselves and thus over-estimate their abilities and work.

From a different angle, the findings arrived at in the present investigation have showed that the PACTE competence model as well as other similar translation competence models remain rigid until they are tested on perceptions. The perceptions of the so-called experts; namely, the teachers and employers have unveiled that translation competence -from their perspectives- is still associated with the old-fashioned notion that translation exclusively requires bilingual competence. This means that the notion of competence is context-specific and cannot be universalized. As discussed in 2.2, translation competence as a notion is defined in a way that does not offer much help neither for researchers nor for curriculum designers. With reference to the well-known Bloom's taxonomy of educational objectives (Anderson *et al*, 2001), it can be noticed that knowledge is associated with several levels starting with remembering and ending with being creative with what one knows. Therefore, when perceptions of translation competence are investigated, it is hard to tell which levels of knowledge the respondents associate competence with.

The argument above does not claim that these models are of little use, it only suggests that levels of competence be identified in more detail. This is especially needed because these competences are basically formulated to inform the design of the translator training programmes (Kelly, 2005; Hurtado-Albir, 2007). In other words, a clear vision of the exact level of competence or knowledge to be acquired by the end of a given programme yields clearer and more realistic learning objectives. If the knowledge intended to be achieved is expert procedural knowledge as stated by PACTE (2000, 2003), then a question of feasibility and practicality of these models for all socio-academic-cultural contexts is to be raised! The present findings have shown that a translator training programme within an academic institution is not necessarily the perfect context in which competence is developed the best as claimed by Schaeffner and Adab (2000). Some outdated procedures and methods in a

context like Jordan seem to hinder the achievement of competence. Therefore, the assumption made by Schaeffner and Adab is more valid for materialization in ideal academic institutions.

In conclusion, investigating perceptions of actual stakeholders has revealed that competence is not only a defined notion or a rigid multi-componential model; competence is a perception that is governed by a socio-cultural, academic and economic context. This context involves several role players and governmental regulations. That is why one of the recommendations discussed in 6.3.1.7 was to amend the learning objectives of the translator training programmes to aim at apprenticeship or an advanced learning stage rather than competence until some radical changes take place in translation pedagogy.

6.8.3 Scope for future research

The present study has answered some research questions as well as posed some other questions. It has revealed that from the teachers' and the employers' perspective, translation graduates in Jordan lack the translation competence; i.e. it has unveiled one gap at one level. This judgement however, was based on the second party's level of knowledge and the perceived gap between their own standards and the level of the graduates' knowledge. However, a future study needs a more qualitative approach to probe into the trainers' level of knowledge, experience and motivation. Such a study can investigate if there is another gap at a different level between the teachers' level of knowledge and the intended meaning of competence as such. It is also recommended for any future study in the Jordanian context to include samples from the public universities to investigate whether imposing different entry requirements can affect the outcome.

Drawing on organizational theories such as the rational organization theory or the bureaucratic theory, a qualitative research can investigate the role of each member in a selected academic institution and study whether roles and goals are clearly identified and appropriately performed. For instance, a case study can probe into the actors and factors that hinder the improvement of the curriculum design at one or more universities through an understanding of the roles and responsibilities of the administrators and the faculty members.

The same applies to the employers in the industry as future in-house trainers. A market-oriented study can also investigate the perceptions of the clients and the extent to which they are satisfied with the service provided by the professional translators especially those who are employed on the basis of their bilingual competence.

Another type of a market-oriented study can aim at investigating the actual need for Translation graduates by investigating the annual employments versus the actual number of graduates available for the job. Such a feasibility study can reveal whether twelve undergraduate programmes with an average number of 1200 graduates a year can be absorbed by the market. Yousef (2004) claims that the market is limited and therefore securing a job is becoming more challenging, bearing in mind that graduates of different academic backgrounds are accepted for the job.

As the present research has revealed that the instrumental competence is perceived differently by the stakeholders, it is worth researching this area deeper. Several related topics could be investigated to answer questions such as: What search and research skills are required by the employers? What translation technologies are available in the market? Which of those are used the most and for what purposes are they used? For instance, are translation memories such as TRADOS well-known by the employers? Are they widely used in the market? If not, what other types of translation memories are used? What types of computer-assisted translation do employers expect inexperienced graduates to be familiar with? Do they offer on-job training in these areas?

Furthermore, the present research has revealed a serious issue related to the English language proficiency of candidates joining translator training programmes. Therefore, it should trigger a study in teaching English as a foreign language (TEFL). Such a research needs to carry out a thorough study into the curriculum design and the methods of teaching English at schools. It is necessary to probe into the class activities applied by the teachers. It is also worth investigating whether the teachers at schools are qualified enough to teach English. This is supposed to answer a key question that has remained open in the present study which is 'Why do school leavers show poor command of English after 14 scholastic years of learning English?'

With regard to translation pedagogy, a detailed pedagogical model can be proposed by drawing on theories of education methodology and the empirical findings of this study. This type of study is planned to be conducted -by the researcher- soon after the accomplishment of the present research. It intends to apply the teachers' recommendations in light of the employers' job requirements –as revealed in this study- on a selected university programme in Jordan. However, such a study requires collaborative work, cooperation and support from key figures in the Ministry of Higher Education and the selected university in addition to funding. This research plan has already been discussed with two translation scholars in Jordan: Mahasneh and Abbadi whose works are cited in 2.3.5. It has been

agreed to conduct an Erasmus-funded longitudinal study to observe the competence development throughout the four-year programme in a selected Jordanian university.

Last but not least, a similar mode of investigation can be conducted in other Arab countries. Such a study can reveal if the underdeveloped translation competence noticed in Jordan is country-specific or is mirrored in other countries of a similar culture and a similar language pair. From a different perspective, this can bring about an interesting comparison of the outcome of the training programmes versus the needs of the employers among different markets in the Arab World.

List of References

Abbadi, R. & Ronowicz, E. 2015. 'A corpus-based study of professional translators' lexical errors in English- Arabic translations'. *Journal of Studies in Translation.* Accepted for publication [Until the submission of the thesis, it was not published yet].

Abuqudairi, A. (31 Dec 2012). 'Youth unemployment remains a major challenge for Jordan'. *Jordan Times* [online] available from: Jordantimes.com [Accessed 09 October 2013].

Abu Risha, M. 2005. 'Towards more efficient courses of translation'. *Yarmouk University's 17th Conference on Literature, Linguistics and Translation*, 23-25 April, 2005.

Al-Hadithy, T. 2014. 'Ready..Steady..Translate in the real world of UAE: Do undergraduate translation programs meet the market needs? Suggesting avenues for discussion'. *Translation Journal* [online] Available from: http://www.translationjournal.net/October 2014/october-2014.html [Accessed 13 December 2014].

Al-Hamad, M. 2013. 'Resisting translation: The control policy on translation in the Arab World with reference to Jordan.' *Research in Humanities and Social Sciences,* Vol 3, pp. 103- 112.

_____. 2014. 'The Translator in Strange Lands'. *International Journal of Humanities and Social Science,* Vol. 4, pp. 199-209.

Al-Najjar, A. 2011. 'Challenges that novice translators encounter in translating contracts and agreements in Jordan'. MA dissertation. Middle East University.

Al-Qinai, J. 2011. 'Training tools for translators and interpreters'. *Jordan Journal of Modern Languages and Literature,* Vol. 3, pp.19-38.

Al-Saidat, E. 2009. 'English in Jordan: Attitudes and prestige'. *Indian Journal of Applied Linguistics,* Vol. 35, pp.155- 167.

Al-Shehab, M. 2013. 'The translatability of English legal sentences into Arabic by using Google Translation'. *International Journal of English Language and Linguistics Research,* Vol. 1, pp. 18-31.

Alves, F. and Gonçalves, J. 2007. 'Modelling translator's competence: relevance and expertise under scrutiny'. In Y. Gambier, M. Shlesinger and R. Stolze (eds.). *Translation Studies:Doubts and Directions. Selected papers from the IV Congress of the European for Translation Studies.* Amsterdam: John Benjamins, pp. 41-55.

Andermann, G. 1998. 'Profession training and the profession: Europeanization of

translators' training. *Bulletin of the Institute of Translation and Interpreting.* 5-6 June 1998.

Anderson, L., Krathwohl, D. (eds.), Airasian, P., Cruikshank, K., Mayer, R., Pintrich, P., Raths, J., & Wittrock, M. 2001. A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives. New York: Longman.

Andrade, H. & Du, Y. 2007. 'Student responses to criteria-referenced self-Assessment'. *Assessment and Evaluation in Higher Education*, Vo. 32, pp. 159- 181.

Angelelli, C. 2009. 'Using a rubric to assess translation ability'. In C. Angelelli, & H. Jacobson, (eds.) *Testing and Assessment in Translation and Interpreting Studies: A call for Dialogue between Research and Practice.* Amsterdam: John Benjamins, pp. 13-47.

Ashatu, H. 2009. 'The use of triangulation in social sciences research: Can qualitative and quantitative methods be combined?' *Journal of Comparative Social Work* Vol. 1, pp. 1- 12.

Atkins, B. and Varantola, K. 1997. 'Monitoring dictionary use'. *International* Journal *of Lexicography,* Vol. 10, pp. 1-45.

Baker, M. & Hanna, S. 2009. 'Arabic Tradition'. In M. Baker (ed.) *The Routledge Encyclopaedia of Translation Studies* (2nd ed.) London and New York: Routledge, pp. 328-337.

Barbosa, H. and Neiva, A. 2003. 'Using think-aloud protocols to investigate the translation process of foreign learners and experienced translators'. In F. Alves (ed.) *Triangulating Translation: Perspectives in Process-oriented Research.* Amsterdam, Philadelphia: John Benjamins, pp.137-155.

Bartolemeo, D., Fakhoury, T. & Perrin, D. 2010. *Migration Profile: Jordan.* Carim European University Institute*.* Robert Schuman for Advanced Studies.

Beeby, A. 1996. *Teaching Translation from Spanish into English.* Ottawa: University of Ottawa press.

_____. 2000. 'Evaluating the development of translation competence'. In C. Schaeffner, B. Adab (eds.) *Developing Translation Competence.* Amsterdam: John Benjamins, pp. 185- 198.

_____. 2004. 'Language learning for translators: Designing a syllabus'. In K. Malmkjaer (ed.) *Translation in Undergraduate Degree Programmes.* Amsterdam: John Benjamins, pp. 39-66.

Bell, R. 1991. *Translation and Translating: Theory and Practice.* London: Longman.

Bernardini, S. 2001. 'Think-aloud protocols in translation research: Achievements, limits future prospects'. *Target*, Vol. 13, pp. 241-263.

_____ . 2004. 'The theory behind the practice'. In K. Malmkjaer (ed.) *Translation in Undergraduate Translation Programmes.* Amsterdam: John Benjamins, pp. 97-111.

Bowen, G. 2009. 'Document analysis as a qualitative research method'. *Qualitative Research Journal,* Vol. 9, pp. 27-40.

Caminade, M. & Pym, A. 1998. 'Translator training institutions'. In M. Baker (ed.) *The Routledge Encyclopaedia of Translation Studies.* London and New York: Routledge, pp. 280-285.

Campbell, S. 1998. *Translation into the Second Language*. New York: Longman.

Cao, D. 1996. 'Towards a model of translation proficiency'. *Target,* Vol. 8 , pp. 325-340.

Chesterman, A. 1997. *Memes of Translation*. Amsterdam: John Benjamins.

Chesterman, A. and Wagner, E. 2002. *Can Theory Help Translators? A Dialogue between the Ivory Tower and the Wordface.* (Translations Theories Explained). Manchester: St. Jerome.

Chomsky, N. 1965. *Aspects of the Theory of Syntax*. Cambridge, Mass., MIT Press.

Claramonte, M. 1994. 'Approaches to the teaching of translation'.R*evista Alicantina de Estudios Ingleses,* Vol. 7, pp. 185-192.

Cohen, L., Manion, L. & Morrison, K. 2008. *Research Methods in Education*. (6th ed.) London & New York: Routledge Taylor & Francis Group.

Cohen, L., Manion, L. & Morrison, K. 2011. *Research Methods in Education*. (7th ed.) London & New York: Routledge Taylor & Francis Group.

Colina, S. 2003. *Translation Teaching from Research to the Classroom: A Handbook for Teachers.* New York & San Francisco: MCGraw Hill.

_____. 2008. 'Translation quality evaluation'. *The Translator*, Vol. 14, pp. 97-134.

Conradson, D. 2005. 'Focus Groups'. In R. Flowerdew & D. Martin (eds.) *Methods in Human Geography: A Guide for Students Doing a Research Project.* London: Pearson, pp. 128-143.

Creswell, J. 2003. *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (*2nd ed.). London: SAGE.

Darwish, A. 1999. *Transmetrics: A Formative Approach to Translator Competence Assessment and Translation Quality Evaluation for the New Millennium.* Victoria: RMIT University.

Dave, R. 1970. 'Psychomotor levels'. In R. Armstrong (ed.) *Developing and Writing Behavioural Objectives.* Tucson AZ: Educational Innovators Press, pp. 20-21.

Dechert, H. & Sandrock, U. 1984. 'Thinking-aloud Protocols: The decomposition of language processing'. *The Third Colchester Second Language Acquisition Workshop.* Colchester, England 27-29 January 1984.

Dollerup, C. 1994. 'Systematic feedback in teaching translation'. In C. Dollerup, & A. Lindegaard (eds.) *Teaching Translation and Interpreting.* Amsterdam: John Benjamins, pp. 121-132

Douglas, R. 2004. *Becoming a Translator: An Introduction to the Theory and* '*Practice of Translation.* London: Routledge.

Drebseh, M. 2013. 'The spread of English language in Jordan'. *International Journal of Scientific and Research,* Vol. 3, pp. 1-5.

Dreyfus, H. and Dreyfus, S. 1986. *Mind Over Machine.* New York: Free Press.

Dunne, K. 2009. 'Assessing software localization for a valid approach'. In C. Angelelli & H. Jacobson (eds.) *Testing and Assessment in Translation and Interpreting Studies.* Amsterdam & Philapelphia: John Benjamins, pp. 185-222.

Education First. 2013. *English Language Proficiency.* [online]. Available from: http://www.ef.com/epi/ [Accessed 20 March, 2014]

El-Gharaibeh, y. 2012. *Emigration and Unemployment in Jordan.* [online]. available from: http://eng.babelmed.net/cultura-e-societa/104-giordania/13039-emigration-and-unemployment-in-jordan.html [Accessed 03 December 2013].

Englund-Dimitrova, B. 2005. *Expertise and Explicitation in the Translation Process.* Amsterdam: John Benjamins.

Ericsson, K. & Simon, H. 1993. *Protocol Analysis: Verbal Reports as data.* Cambridge: MIT Press.

Eser, O. (2015). 'A model of translator's competence from an educational perspective'. *International Journal of Comparative Literature and Translation Studies,* Vol. 3, pp. 4-15.

Euro-monitor International for the British Council. 2012. *English Language Quantitative Indicators: Morocco, Algeria, Tunisia, Egypt, Jordan, Lebanon, Iraq And Yemen.* [online] Available from: http://www.britishcouncil.org/new/documents/full_mena_english_report.pdf [Accessed 30 September 2013].

European Commission. 2012. *Higher Education in Jordan.* [online] Amman:

tempus (last updated 2012) available from:
http://eacea.ec.europa.eu/tempus/participating_countries/overview/jordan_tempus
_country_fiche_final.pdf [Accessed 07 April 2014].

European Commission, Directorate-General for Translation. 2009. S*tudies on Translation and Multilingualism: the size of the Language Industry in the EU.* [online] available from: http://ec.europa.eu/dgs/translation/publications/studies/index_en.htm. [Accessed 02 October 2013].

European Master's of Translation. 2009. *Competences for Professional Translators.* [online] Brussels: EMT (published 2009) Available from: <http:// http://ec.europa.eu/dgs/translation/programmes/emt/key_documents/emt_competence s_translators_en.pdf> [Accessed 08 September 2011].

Field, A. 2005. *Discovering Statistics using SPSS.* (2nd ed.). London: SAGE.

Fiola, M. 2013. 'Should the market dictate the content of specialized translation curricula?' *Connexions. International Professional Communication Journal*, Vol. 1, pp. 59-63.

Gabr, M. 2002. A skeleton in the closet: Teaching translation in Egyptian national universities. *Translation Journal,* Vol 6, No. 1 [online] Available from http://translationjournal.net/journal/19edu.htm.

Gabr, M. 2007. 'A TQM approach to translator training: balancing stakeholders' needs and responsibilities'. *The Interpreter and Translator Trainer,* Vol 1, pp. 65-77.

Gardner, R. and Lambert, W. 1972. *Attitudes and Motivation in Second Language Learning.* New York: Newbury House Publishers.

Garmines, E. and Zeller, R. 1979. *Reliability and Validity Assessment.* California: SAGE

Gentile, A. 1996. 'Translation theory teaching: connecting theory and practice'. In C. Dollerup, & A. Vibeke (eds.) *Teaching Translation and Interpreting.* Amsterdam and Philadelphia: John Benjamins, pp. 55-62.

Gerloff, P. 1986. 'Second language learners' reports on the interpretive process'. In J. House & S. Blum-Kulka (eds.) *Interlingual and Intercultural Communications: Discourse and Cognition in Translation and Second Language Acquisition Studies.* Tubingen: Gunter Narr, pp. 243-262.

Gile, D. 2009. *Basic Concepts And Models For Interpreter And Translator*. Amsterdam: John Benjamins.

Golafshani, N. 2003. Understanding reliability and validity in qualitative research. *The Qualitative Report,* Vol. 8, pp. 597-607.

Gonzalez Davies, M. 2004a. 'Undergraduate and postgraduate translation degrees: aims and expectations'. In K. Malmkjaer (ed) *Translation in Undergraduate Degree Programmes.* Amsterdam: John Benjamins, pp. 67-81.

_____. 2004b. *Multiple Voices In The Classroom: Activities, Tasks And Projects.* Amsterdam: John Benjamins.

Göpferich, S. 2009a. 'Towards a model of translation competence and its acquisition: the longitudinal study Transcomp'. In S. Gopferich, (ed.) *Behind the Mind: Methods and Results in Translation Process Research*. Copenhagen: Samfundslitteratur, pp.11-37.

Gouadec, D. 2007. *Translation as a Profession.* Amsterdam: John Benjamins.

Greere, A. 2010.' Translation in Romania: Steps towards recognition and professionalization'. *Meta,* Vol. 55, pp. 789-816.

Hansen, G. 1997. 'Success in translation'. *Perspectives*, Vol 5, pp. 201-210.

_____. 2008. 'The speck in your brother's eye- the beam in your own: Quality management in translation and revision'. In G. Hansen & A. Chesterman (eds.) *Efforts and Models in Interpreting and Translation Research.* Amsterdam & Philadelphia: John Benjamins, pp. 255-280.

Harris, B. 1977. 'The importance of natural translation'. *Working Papers on bilingualism*, Vol. 12 pp. 96-114.

Harris, B. and Sherwood, B. 1978. 'Translating as an innate skill'. In G. David, G. & H. Wallace Sinaiko (eds.) *Language, Interpretation and Communication.* New York and London: Plenum, pp. 155-170.

Hartley, A., Mason, I, Gracie, P. & Perez, I. 2003. *Peer and Self-assessment in Conference Interpreting Training* [online] available from: www.llas.ac.uk/resourcedownloads/1454/hartley.rtf

Hatim, B. & Mason, I. 1997. *The Translator as a Communicator*. London: Routledge.

Hewson, L. 2011. *An Approach to Translation Criticism*. Amsterdam & Philadelphia: John Benjamins.

Hewson, M. and Martin, J. 1991. *Redefining Translation: The Variational Approach.* London: Routledge.

Hidayat, M. 2013. *Self, Peer and Teacher Assessment in Translation Course.* [online] Available from: file.upi.edu/…/SELF%20PEER%20AND%20TEACHER%20A [Accessed 23 May 2014]

Hitti, P. 1970. *History of the Arabs.* London: Macmillan.

Hönig, H. 1997. 'Positions, power and practice: Functionalist approaches and translation and translation quality assessment. *Current Issues in Language and Society,* Vol. 4 pp. 6-34.

House, J. 1988. 'Talking to oneself or thinking with others? on using different thinking-aloud methods in translation'. *Fremdsprachen Lehren Und Lernen,* Vol. 17, pp. 84-99.

Hurtado Albir, A. 1995. 'La didáctica de la traducción. Evolución y estado actual'. In P. Hernandez and J. M. Bravo (eds.) *Perspectivas de la traducción*. Valladolid: Universidad de Valladolid, pp. 49-74.

_____. 1996. 'La Enseňanza de la Traducción'. Valencia: Publications of Jaume I University.

Hurtado-Albir, A. 2007. 'Competence-based curriculum design for training Translators'. *The Interpreter and Translator Trainer*, Vol. 1, pp. 163-195.

Hurtado-Albir, A. 2015. 'The acquisition of translation competence: Competences, tasks and assessment in translator training'. *Meta,* Vol. 60, pp. 256-280.

Hurtado-Albir, a. & Martinez Melis 2001. 'Assessment in translation studies: research needs'. *Meta*, Vol. 46 pp. 272-287.

Izadpanah, S. 2010. 'A study on task-based language teaching: from theory to Practice'. *US-China Foreign Language,* Vol. 8 pp. 47-56.

Jääkeläinen, R. 1993. 'Investigating translation strategies'. In S. Tirkkonen-Condit and J. Laffling (eds.) *Recent Trends in Empirical Translation Research.* Joensuu: University of Joensuu, pp. 99-120.

_____. 1996. 'Hard work will bear beautiful fruit'. *Meta*, Vol. 41 pp. 60-74.

Jakobsen, A. and Schou, L. 1999. 'Translog documentation'. In G. Hansen (ed.) *Probing the Process in Translation.* Copenhagen: Samfundslitteratur, pp. 151-186.

Jakobsen, A. 2003. 'Effects of think-aloud on translation speed, revision and Segmentation'. In F. Alves (ed.) *Triangulating Translation*. Amsterdam: John Benjamins, pp.69-95.

Jimenez-Crespo, M. 2013. 'Building from the ground up: on the necessity of using translation competence models in planning and evaluating translation and interpreting programmes'. *Cuadernos de Aldeeu*, special issue, *Translation and Interpreting Training*, pp. 11-42.

Jimenez Ivars, A. 2008. 'Sight translation and written translation: a comparative

analysis of causes of problems, strategies and translation errors within the PACTE translation competence model'. *International Journal of Interpretation and Translation*, Vol. 6, pp79-101.

Jordan. Ministry of Higher Education. 2007. *Accreditation of Jordanian Universities.* Law No. 20 Article 7/A, K. Amman: Ministry of Higher Education.

Jordan. Ministry of Higher Education. 2009. *Regulations of Acceptance at Jordanian Universities.* Law No. 23 Article 6/A5. Amman: Ministry of Higher Education.

Jordan. Ministry of Culture. 2002   المعالم الثقافية والحضارية في الاردن عبر العصور ابحاث ملتقى عمان الثقافي
العاشر المنعقد في المركز الثقافي الملكي_ عمان في الفترة ما بين 24-2002/1/28
[*Cultural and Civilizational Features in Jordan throughout ages: Proceedings of Amman Cultural Meeting at the Royal Cultural Center*]. 10th. Amman, 24-28 January 2002. Amman, Jordan: Ministry of Culture.

Kaminskiené, L. & Kavaliauskiené, G. 2012. 'Competences in Translation and Interpreting'. *Studies about Languages,* Vol. 20, pp 138-145.

Kaviani, R., Salehi, N., Ibrahim, A., Nor, M., Abdul-Hamid, F., Hamzah, N. & Yusouf, A. 2012. 'The significance of the Bayt Al-Hikma (House of Wisdom) in early Abbasid Caliphate' *Middle East Journal of Scientific Research,* Vol 11, pp. 1272-1277.

Kelly, D. 2002. 'Un modelo de competencia traductora: bases para el diseño Curricular'. *Puentes*, Vol. 1, pp. 9-20.

_____. 2005. Handbook for Translator Trainers: A guide to Reflective Practice. Manchester: St Jerome.

_____. 2008. 'Training the trainers: Towards a description of translator trainer competence and training . *Meta* Vol. 21, pp. 99-125.

Kelly, D. & Martin, A. 2009. 'Training and Education'. In M. Baker & G. Saldanha (eds.) *The Routledge Encyclopaedia of Translation Studies* (2nd ed.) London and New York: Routledge, pp. 294-299.

Khataybeh, Y. 2009. 'Vocational orientation of the university students: a field study in Jordan. *The Jordanian Journal of Social Sciences,* Vol. 2, pp. 191-209.

Khoshsaligheh, M. 2011. 'Social constructivism in English and Persian translation class. *seminar Penterjemahan Bahasa-Bahasa Asia Tenggara (transseal).* Penang, 12-13 April 2011.

Khoury, O. 2011. 'A pilot study in translation process-oriented research in Jordan'. In I. Abu Shihab & M. Quttam, (eds.) *The 1st International Conference on Literature, Linguistics*

and Translation of Al-Zaytoonah Private University. Amman, 19-20 October 2011. Amman: Al-Zaytoonah University, pp. 380-390.

Kiraly, D. 1995. *Pathways to Translation*. Kent: The Kent University Press.

_____. 2000. *A Social Constructivist Approach to Translator Education: Empowerment From Theory To Practice.* Manchester: St. Jerome.

_____. 2006. 'Beyond social constructivism: Complexity theory and translator education. *Translation and Interpreting Studies,* Vol. 1, pp. 68-86.

Klaudy, K. 1995. 'Quality assessment in school vs. professional translation'. In C. Dollerup, & V. Appel (eds.) *Teaching Translation and Interpreting 3 New Horizons*. Amsterdam: John Benjamins, pp. 197- 206.

Koby, G. 2014. 'The ATA flowchart and framework as a differentiated error-marking scale in translation teaching'. In Y. Cui & W. Zhao, (eds.) *Handbook of Research on Teaching Methods in Language Translation and Interpretation.* Hershey, PA: IGI Global, pp. 220-253.

Krings, H. 1986. 'Translation problems and translation strategies of advanced German learners of French'. In J. House, & Blum-Kulka (eds.) *Interlingual and Intercultural Communication: Discourse and Cognition in Translation and Second Language Acquisition Studies*. Tubingen: Gunter Narr Verlag, pp. 263-276.

Kruger, J. & Dunning, D. 1999. 'Unskilled and unaware of it: How difficulties in recognising one's own incompetence lead to inflated self-assessments'. In J. Pers (ed.) *Soc Psycho,* Vol. 77, pp. 1121-1134

Kussmaul, P. 1995. *Training the Translator*. Amsterdam: John Benjamins.

Li, D. (2000). 'Tailoring translation programs to social needs: a survey of professional Translators'. *Target,* Vol. 12, pp. 127-149.

Li, D. (2002). 'Translator training: what translation students have to say'. *Meta*, Vol. 47, pp. 513-531.

Lörscher, W. 1991. *Translation Performance, Translation Process, and Translation Strategies. A Psycholinguistic Investigation*. Tübingen, Gunter Narr.

_____. 1992. 'Process-oriented research into translation and implications for translation teaching'. *Meta*, Vol. 5, pp. 145-161.

Lowe, P. 1987. Revising the ACTFL/ETS scales for a new purpose: rating skill in Translation'. In M. Gaddis Rose, M. (ed.) *Translation Excellence: Assessment, Achievement, Maintenance*. American Translators Association Scholarly Monograph Series, Vol. 1. Amsterdam: John Benjamins, pp. 53-61.

Mackenzie, R. 2000. 'Positive thinking about quality in translator training in Finland'. In A. Beeby, D. Ensinger and M. Presas (eds.) *Investigating Translation*. Amsterdam-Philadelphia: John Benjamins, pp. 213-222.

_____. 2004. 'The competencies required by the translator's roles as a Professional'. In K. Malmkjaer, (ed.) *Translation in Undergraduate Degree Programmes.* Amsterdam: John Benjamins, pp. 31-38.

Mahasneh, A. 2013. *Translation Training in the Jordanian Context*: *Curriculum Evaluation in translator Education.* PhD Thesis. Binghamton University: State University of NewYork.

Malena, A. 2003. 'Kiraly, D. A social constructivist approach to translator education: Empowerment from theory to practice'. *Meta* Vol. 48, pp. 596-597.

Malmkjaer, K. 2004. Introduction. In K. Malmkjaer (ed.) *Translation in Undergraduate Degree Programmes*. Amsterdam: John Benjamins, pp. 1-8.

Marnell, G. 2015. *Essays on Technical Writing.* Melbourne: Burdock Books

Mondhal, M. and Jensen, K. 1992. 'Information processing in a translation task'. *Multilingua,* Vol. 11, pp.195-216.

Montalt, V., Ezpeleta, P.& Garcia I. 2008. 'The acquisition of translation competence through textual genre'. *Translation Journal,* 12 (4). [online]. available from: http://translationjournal.net/journal/46competence.htm [Accessed 10 September 2013].

Morgan, D. 2002. 'Focus group interviewing'. In J. Gubrium & J. Holstein (eds.) *Handbook of Interviewing Research: Context & Method.* Thousand Oaks, CA: SAGE, pp. 141–159. Mossop, B. 2003. 'What Should be taught at translation school'. In A. Pym, C. Fallada, J. Ramón Biau & J. Ornestein (eds.) *Innovation and e-learning in Translator Training*. [online]   Available from: http://isg.urv.es/publicity/isg/publication/innovation-2003/index.htm. [Accessed 28 April 2014].

Multon, K. 2010. 'Interrater reliability'. In N. Salkind, (ed.) *Encyclopaedia of Research Design*. Thousand Oaks, CA: SAGE, pp. 627-629.

Neubert, A. 2000. 'Competence in language, in languages and in translation'. In C. Schaeffner & B. Adab (eds.) *Developing Translation Competence*. Amsterdam: John Benjamins, pp. 3-17.

Newstead, S., Franklyn, A. & Armstead, P. 1996. 'Individual differences in student cheating'. *Journal of Educational Psychology,* Vol. 88, pp. 229-241.

Nord, C. 1988. *Text Analysis in Translation. Theory, Method, and Didactic Application of a Model for Translation-Oriented Text Analysis*. Amsterdam-Atlanta GA: Rodopi.

_____. 1991. *Text Analysis in Translation: Theory, Methodology and Didactic Application of a Model for Translation oriented Text Analysis*. Amsterdam: Rodopi.

_____. 1992. 'Text analysis in translator training'. In: C. Dollerup & A. Loddegaard (eds.) *Teaching Translation and Interpreting*. Amsterdam: John Benjamins, pp. 39-48.

Nunnally, J. 1994. *Psychometric Theory*. (3rd ed.) New York: MCGraw- Hill.

O'Brien, S. 2002. 'Teaching post-editing: a proposal for course content'. *Proceedings of the 6th EAMT Workshop Teaching Machine Translation,* pp. 99-106.

_____. 2011. 'Towards a dynamic quality evaluation model for translation'. *The Journal of Specialized Translation,* Vol. 17, pp. 55-77.

O'hagan, M. 2011. 'Computer-aided translation (CAT)'. In M. Baker (ed.) *The Routledge Encyclopaedia of Translation Studies.* London and New York: Routledge, pp 48-51.

OPTIMALE. 2011. *Optimizing professional translator training in a multilingual Europe* (OPTIMALE) [online] available from: www.translator-training.eu.

Orlando, M. 2011. 'Evaluation of translations in the training of professional Translators'. *The Interpreter and Translator Trainer,* Vol. 5, pp. 293-308.

Ormrod, J. 2010. *Educational Psychology Developing Learners. (*7th ed.) London: Pearson.

Orozco, M. & Hurtado-Albir, A. 2002. 'Measuring Translation Competence Acquisition'. *Meta,* Vol. 47, pp. 375-402.

Overpeck, T. 2013. *Thinking about Jordan.* [online] Available from: thinkingaboutjordan.blogspot.com/ [Accessed 12 January 2015].

PACTE. 2000. 'Acquiring translation competence: Hypotheses and methodological problems of a research project'. In: A. Beeby, D. Ensinger & M. Presas (eds.) *Investigating Translation*: *Selected papers from the 4th International Congress on Translation, Barcelona 1998*. Amsterdam: John Benjamins, pp. 99-106.

_____. 2003. 'Building a translation competence model'. In F. Alves (ed.) *Triangulating Translation: Perspectives in Process Oriented Research.* Amsterdam: John Benjamins, pp. 43-66.

_____. 2005. 'Processes and pathways in translation and interpretation'. *Meta,* Vol. 50, pp. 609- 619.

_____. 2009. 'Results of the validation of the PACTE translation competence model: Acceptability and decision making'. *Across Languages and Cultures,* Vol. 10, pp. 207-230.

_____. 2011. 'Results of the validation of the PACTE translation competence model:

Translation project and dynamic translation index'. In O Sharon (ed.) *IATIS Yearbook 2010*. London: Continuum.

Pavlovic, T. 2013. 'Exploring directionality in translation studies'. *Exploration in English Language and Linguistics,* Vol. pp. 149-165.

Persaud, N. 2010. 'Pilot Study'. In N. Salkind (ed.) *Encyclopaedia of Research Design.* Thousand Oaks, CA: SAGE, pp. 1032-1033

Phillips, C., Newton, E. 2014. 'Parental influence on children's academics and employment choices. [Online] Available from:
http://gtimedia.co.uk/sites/gtimedia.co.uk/files/imce/parental_influences_report.
[Assessed 28 May 2015].

Presas, M. 2000. 'Bilingual competence and translation competence'. In C. Schaeffner & B. Adab (eds.) Developing Translation Competence. Amsterdam: John Benjamins, pp. 19-32.

Prieto-Ramos, F. 2011. 'Developing legal translation competence: an integrative process-Oriented approach'. *Comparative Legilinguistics* Vol 5, pp. 7-21.

Privitera, G. J. 2013. *Research Methods for the Behavioural Sciences*. Washington, DC: SAGE Publications.

Puurtinen, T. 1989a. 'Two translations in comparison: a study on readability'. In S. Condit-Tirkkonen (ed.) *Empirical Studies in Translation and Linguistics*. Joensuu: The University Of Joensuu, pp. 87-111.

Pym, A. 1992. 'Translation error analysis and the interface with language teaching'. In C. Dollerup & A. Loddegaard (eds.) *The Teaching of Translation*. Amsterdam: John Benjamins, pp. 279-288.

_____. 1993. *Epistemological Problems in Translation and its Teaching: A Seminar for Thinking Students*. Calaceite: Caminade.

_____. 2002. 'Training language service providers: Local knowledge in institutional contexts'. In. B. Maia, J. Haller and M. Ulrych, (eds.) *Training the Language Services Provider for the New Millennium*, Porto: Universidade do Porto, pp. 21-30.

_____. 2003. 'Redefining translation competence in an electronic age: In defence of a minimalist approach'. *Meta* Vol. 48 4, pp. 481-497.

_____. 2008. 'Translation versus language learning in international institutions. Explaining the diversity paradox'. *Cultus* Vol. 1, pp. 70-83.

_____. 2009. 'Translator Training: Notes on the concept of translator's competence'.

Quaderns: Revista de Traducció, Vol. 14, pp. 125-137.

Rezvani, R. and Bigdeli, R. 2012. 'A new direction in translation pedagogy: task-based translation teaching'. *Proceedings of the First National Conference on Issues in English Literature and Language Teaching: New Trends And Criticisms.* Lorestan, Iran, 02 may 2012, pp. 638-643.

Riazi, A. and Davoodi, Z. 2008. *On the Test Methods and Translation Criteria used to assess Iranian Students' Translations in Translation Courses*. [online] available from: http://www.translationdirectory.com/articles/article1574.php [Accessed on 17 March 2013]

Riedemann, K. 1996. 'Cognition and translation didactics'. *Meta,* Vol. 41 pp. 114-117.

Robinson, J., Rodriguez, C. & Sanchez, M. 2006. 'Self-assessment in translator training. *Perspectives: Studies in Translatology,* Vol. 14, pp. 115-138.

Ryan, R. and Deci, E. 2000. 'Intrinsic and extrinsic motivations: Classic definitions and new directions'. *Contemporary Educational Psychology,* Vol. 25, pp. 54-67.

Sanchez, C. 2007. 'Proficiency guidelines to determine levels of communicative translation competence in translation training'. MA Dissertation.

Šarčevič, S. 1997. *New Approach to Legal Translation.* London: Kluwer Law International.

Schaeffner, C. & Abab, B. 2000. Introduction. In C. Schaeffner & B. Adab (eds.) *Developing Translation Competence*. Amsterdam, John Benjamins, pp. vii-xvi.

Schaeffner, C. 2000. 'Running before walking? Designing a translation programme at undergraduate level'. In C. Schaeffner & B. Adab (eds.) *Developing Translation Competence*. Amsterdam, John Benjamins, pp. 143-156.

_____ . 2002. Introduction. In C. Schaeffner (ed.) *The Role of Discourse Analysis for Translation in Translator Training.* Bristol, Multilingual Matters, pp.1-8.

_____. 2004. 'Don Kiraly. A social constructivist approach to translator education: empowerment from theory to practice'. *Target,* Vol. 16, pp. 157-162.

Séguinot, C. 1996a. 'Some thoughts about think-aloud protocols'. *Target,* Vol. 8, pp. 75-95.

Shih, C. 2006a. 'Revision from translators' point of view: an interview study'. *Target* Vol. 18, pp. 295-312.

Shreve, G. 2006. 'The deliberate practice: translation and expertise'. *Journal of Translation Studies,* Vol. 9, pp. 27-42.

Shunnaq, A. 2007. 'Difficulties of sight interpreting of Islamic court texts from

Arabic into English'. *The International Translation Conference.* Amman, 27-82 April
2007. Amman: Arab Thought Foundation.

_____ . 2009. دور الجامعات وجمعيات الترجمة في اعداد المترجم [*The Role of the
Universities and the Translation Associations in Training the Translator*]. [online] Irbid:
the Yarmouk University. Available from:
saufa.yu.edu.jo/download/الشناق20%الله20%عبد20%.د. pdf. [Accessed 30 October 2013].

Silverman, D. 2001. *Interpreting Qualitative Data: Methods for Analysing Talk, Text,
and Interaction*. (2nd ed.) London: SAGE.

_____ . 2005. *Doing Qualitative Research: A Practical Handbook.* London:
SAGE.

Singh, S., Lewis, R. & Barto, A. 2004. *Intrinsically Motivated Reinforcement Learning.* [online]
Available from: http://web.eecs.umich.edu/~baveja/papers/finalnipsimrl.pdf.

Slocum, J. 1985. 'A survey of machine translation: its history, current status and
future prospects'. *Computational Linguistics,* Vol. 11, pp. 1-17.

Smadi, M. (08 Apr 2013). 'Education in Jordan'. *Jordan Times* [online] available from:
Jordantimes.com [Accessed 03 December 2013].

Snell-Hornby, M. 1983. *Metaphorical thought and translation: Taking a stand on
P. Newmark*. Trier: L.A.U.T.

Sofer, M. (2006). *The Translator's Handbook*. Rockville: Schreiber Publishing.
    Spencer L. & Spencer S. 1993. *Competence at Work: Model for Superior
Performance*. John Wiley & Sons, New York.

Stansfield, C., Scott, M. &Kenyon, D.1992. 'The measurement of translation ability'. *The
Modern Language Journal* Vol. 76, pp. 455-467.

Sterba, S. & Foster M. 2008. 'Self-selected sample'. In P. Lavrakas (ed.) *Encyclopaedia of
Survey Research Methods.* Thousand Oaks, CA: SAGE, pp. 806-808.

Strauss, A. and Corbin, J. 1990. *Basics of Qualitative Research: Grounded Theory
Procedures and Techniques.* Michigan: SAGE.

The World Bank. 2015. Jordan Economic Monitor. [online] Available from
www.worldbank.org/en/country/jotdan/publication/jordan-economic-monitor-home
[Accessed 28 December 2015].

Tirkkonen-Condit, S. 1986. 'Text type markers and translation equivalence'. In
House& S. Blum-Kulka (eds.) *Interlingual and Intercultural Communication*. Tubingen:
Gunter Narr, pp. 95-114.

_____ . 1992. 'The interaction of world knowledge in the processes of Translation'. In B. Lewandowska-tomaszczyk & M. Thelen (eds.) *Translation and Meaning*. part2. Maastricht: Rijkhoge School Maastricht, pp. 433-440.

Toury, G. 1980a. *In Search of a Theory of Translation*. Tel Aviv: Tel Aviv University.

_____. 1984. 'The notion of 'native translator' and translation teaching'. In W. Wilss, & G. Thome (eds.) *Die Theorie des Ubersetzens und Ihr Aufschlusswert Fur dir Ubersetzungs- und Dolmetschdidaktik*. Tubinen: Narr, pp.186-195.

Ulrych, M. 2005. 'Training translators: programmes, curricula, practices'. In M. Tennent (ed.) *Training for the New Millennium.* Amsterdam: John Benjamins, pp. 3-34.

United Nations Secretariat. 2006. *Immigrants From Arab Countries To The Oecd: From The Past To The Future.* [online] Beirut: UN (published 2006) Available from: http://www.un.org/esa/population/migration/turin/symposium_turin_files [accessed 28 January 2015].

Waddington, C. 2001. 'Different methods of evaluating student translations: the question of validity'. *Meta* Vol. 46, pp. 311-325.

Way, C. 2000. 'Structuring specialized translation courses'. In C. Schaeffner & B. Adab (eds.) *Developing Translation Competence*. Amsterdam: John Benjamins, pp. 131-142.

_____. 2008. 'Systematic assessment of translator competence'. In J. Kearns (ed.) *Translator and Interpreter Training: Issues, Methods and Debates*. London: A&C Black, pp. 88-103.

Weber, R. 2004. 'The rhetoric of positivism versus interpretivism: A personal view'. *MIS Quarterly,* Vol. 28, pp. iii-xii.

Whitelock, P., Wood, M. & Chandler, B.1986. 'Strategies for interactive machine translation: the experience and implications of the UMIST Japanese project'*. Proceedings of the 11ᵗʰ International Conference on Computational Linguistics,* Vol. 86, pp. 329-334.

William, J. & Chesterman, A. 2002. *The Map: A Beginner's Guide to Doing Research in Translation Studies.* Michigan: St Jerome.

Williams, J. 2007. 'Shaping student expectations: does college orientation matter?' *The 26ᵗʰ Annual Conference on the First-year Experience.* Texas-Dallas, 16-20 February 2007. University Of South Carolina.

Willis, J. 1996. *A framework for Task-based Learning*. London: Longman.

Wilss, W. 1982. *The Science of Translation.* Tubingen: Gunter Narr.

Wilss, W. 1989. 'Towards a multi-facet concept of translation behaviour'. *Target,* 1 (2), pp. 129-149.

_____. 2004. 'Translation studies: a didactic approach'. In K. Malmkjaer (ed.) *Translation in Undergraduate Degree Programmes.* Amsterdam: John Benjamins, pp. 9-16.

Yousef, T. 2004. 'Translation programmes at Jordanian universities: Relevance to market needs'. *Dirasat, Human and Social Sciences,* Vol. 31, pp. 255-264.

Zughoul, M. & Fattah, H.2003. 'Translational collocational strategies of Arab learners of English'. *Babel,* Vol. 49, pp. 59-81.

Appendix 1

Research Information Sheet

Research Information Sheet

My name is Ogareet Yacoub Khoury; a PhD student at the school of Languages and Social Sciences at Aston University in Birmingham, UK. My research project aims at investigating translation competence in undergraduates at various Jordanian universities. The study will investigate how their competence is perceived by three stakeholders; the teachers, the employers and the students themselves. In addition, the study will look into the general structure and design of the translator training programs. Furthermore, it will closely look into the employment procedures of graduates holding a bachelor degree in translation.

Like any research project of an ethnographic nature, appropriate data has to be collected to achieve the intended aims and objectives. Data will be collected through questionnaires and experiments.

This research project is meant to explore an area which hasn't been studied before in a bid to come up with valuable recommendations on translator training programs in Jordan that can hopefully be benefited from in other Arab countries sharing the same background.

Ogareet Y. Khoury
Aston University
Birmingham, UK
khouroys@aston.ac.uk

Appendix 2

Consent Form

Consent Form

Dear Participant,

This is to seek your consent on participating in an interview/ questionnaire/ empirical experiment from which data can be collected for my research project aiming at investigating translation competence of graduates of translation training programs in Jordan

It's of great importance to me as the investigator in this research project to highlight the following points to you – as a prospective participant:

All data to be collected will only be used for the purpose of this particular research of which a brief is given in the project information sheet.
- According to the policy and Code of Practice of Aston University, all data collected should comply with Data Protection Act 1998.
- The researcher is the only person who will have access to the data collected.
- The data will be available on hardcopies and soft copies which varies according to the instrument of data collection (CD-ROM, translog software, USB and hardcopies in case of semi-structured interviews and questionnaires.)
- The saved data -in its different forms- will be kept until the completion and submission of the dissertation (mid of 2018) but the results will be documented and published.
- For reliability reasons, the universe from which subjects are to be selected should be revealed such as the names of the translation service providers and the universities included in the study, however, the identities of individuals participating will be kept anonymous.
- Any participant has the right to withdraw from participating at any point of time without giving any reasons.

The researcher commits herself to answer any questions or respond to any concerns raised by any participant.

Ogareet Y. Khoury   Participant Signature

Doctoral student   Name of Institution

Aston University

Appendix 3

Supervisor's letter

Aston University

Aston Triangle
Birmingham B4
7ET
United Kingdom

Tel +44 (0)121 204
3000

www.aston.ac.uk

3 April 2014

To whom it may concern

Dear Sir or Madam

This is to certify that Mrs. Ogareet Yacoub Khoury is a PhD student in the Translation Studies section of the School of Languages and Social Sciences at Aston University, Birmingham, United Kingdom.

The title of her PhD research project is "*Investigating the competence of Translation graduates of Bachelor Degree programs in Jordan*". Ogareet has successfully completed her Qualifying Report Viva examination and is now in the process of collecting data through questionnaires.

As her supervisor, I would kindly request you to grant her the permission to distribute some questionnaires to some of your instructors and students at the Department of Translation.

Please don't hesitate to contact me if you have any more questions.

Yours sincerely,

Prof Christina Schäffner

Professor of Translation Studies / Director of Translation Studies

C.Schaeffner@aston.ac.uk

Appendix 4

List of experts consulted on validity

List of Experts consulted on validity

- ✓ Dr. Mohammad Tarawneh; specialized in research methodology, a trainer of quantitative analysis using the Statistical Package of Social Sciences (SPSS) and is currently the Head of Methodology and Curriculum Department at Zaytoonah Univeristy [e-mail: dr_mohtrawneh@yahoo.com].
- ✓ Dr. Abdullah Shunnaq; professor of Translation. He is currently the Head of the Association of Jordanian Translators; has previously occupied the position of the head of the translation department at Yarmouk Univeristy and is now the head of the language center at the same university [ashunnaq1@yahoo.com].
- ✓ Dr. Ziad Al-Nimri; specialized in research methodology, teaching methods and had previously occupied the position of Head of Methodology and Curriculum Department at Zaytoonah Univeristy [drziadnemrawi@gmail.com]
- ✓ Dr. Salah Najjar; an assistant professor of translation and had previously occupied the position of Head of the English Department at Zaytoonah Private University [face-to-face communication]
- ✓ Dr. Anjad Mahasneh; an assistant professor in the Translation Department of Yarmouk Public University [amahasn1@binghamton.edu]
- ✓ Dr. Manal Shanaa; The Vice-Dean of the Faculty of Arts at Zaytoonah Private University; specialized in research methodology and is currently the head of quality assurance committee at the university [manal_shanaa11@yahoo.com]
- ✓ Monkey Survey: a web survey development company that was founded in 1999 to help researchers design and make better decisions about their questionnaires. After signing up with the website, a copy was sent to one of the consultants on their view on the validity of the employers' questionnaire [Mike; customer engagement support@surveymonkey.com]

Appendix 5

Teachers' background information

Dear Professor/ Instructor,

Thank you again for accepting to take part in this survey. Please note that the enclosed questionnaire investigates the competence of <u>private</u> university students in their final year/ final term from your perspective. Therefore, please ensure that your responses to the questionnaire are related to the private university where you currently teach and to the students of this university.

Before responding to the questionnaire you are kindly requested to respond to the following questions which gather some background information. I would like to re-assure you that any collected information from this background questionnaire or from the main questionnaire will be kept confidential and will only be used for the purpose of this study.

1- How long have you been teaching translation courses at this private university?

a- Less than 3 years   b- between 3 and 6 years   c- between 6 and 9 years   d- more than 9 years

2- What is your current academic rank?

a- Instructor (MA holder)   b- Assistant Professor   c- Associate Professor

d- Full Professor   e- Professor Emeritus

3- The last academic degree you obtained (MA or PhD) was a degree in

a- Translation   b- Linguistics   c- Literature   d- Other

4- Have you taught advanced translation courses (for seniors) at this private university?

a- Yes   b- No

Thank You

Appendix 6

Teachers' Questionnaire

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 **in final year/ final term** Translation students? كيف تقيّم جوانب الكفاءة التالية عند طلاب تخصص الترجمة الذين اشرفوا على انهاء 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 الاستراتيجية التي يتبعونها في الترجمة (قدرتهم على تحديد المشكلة في النص وايجاد الحل المناسب لها بفاعلية باستخدام الاسلوب الأمثل)				

231

	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 وادارة 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 التعريف 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 وبعناية 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 الانجليزية عن تعليم الترجمة لأنه كل منهما تخصص منفرد ويصعب الجمع بين الاثنين 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 اسلوب 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 أساس 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.				

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 مثلاً أو استخدام المصادر المختلفة المتوفرة على الانترنت.				
Instructors should develop a sense of profession by attaching translation principles to translation practice through field training. يجب على مُدرسّي الترجمة تعريف الطلاب بطبيعة الترجمة كمهنة وربط مبادىء الترجمة بالترجمة العملية عن طريق التدريب الميداني				
Other Suggestions :_____ _____				

Appendix 7

Graduates' Questionnaire

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 سأختاره في المستقبل				
If I had the opportunity to join a different major I would because I don't find translation an interesting subject. لو سنحت 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 خياري 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 تعريفي بشكل كاف —عند الالتحاق- بالتخصص عن طبيعة التخصص والفائدة المرجوة منه				

	Strongly Agree اوافق بشدة	Agree اوافق	Disagree لا اوافق	Strongly disagree لا اوافق بشدة
I joined a translator training program to improve my English القد التحقت بتخصص الترجمة بهدف تحسين لغتي الانجليزية				
I joined a translator training program to secure a job which may require English proficiency لقد التحقت بتخصص الترجمة لأضمن الحصول على وظيفة قد يكون اتقان اللغة الانجليزية من متطلباتها				
I joined a translator training program because I'm fond of learning foreign languages التحقت بتخصص الترجمة لأنني أحب تعلم اللغات الأجنبية				
I joined a translator training program to get exposed to the western culture. التحقت بتخصص الترجمة حتى اتعرف على ثقافة الغرب				
I believe joining a translator training program qualifies me to teach English –if I want to. أعتقد أن تخصص الترجمة يؤهلني لتعليم اللغة الانجليزية 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. اعتقد أن حصولي على شهادة في الترجمة سيكون مفيداً لي في حال خططت للسفر أو العيش خارجاً أو حتى الهجرة لبلد متحدث باللغة الانجليزية				
Translation teaching in our university is student-centered; students influence the content, activities, and materials to be taught. يتمحور تعليم الترجمة في جامعاتنا حول الطالب: بمعنى أن يشارك الطالب باختيار محتوى المادة, النشاطات الصفية والأدوات المستخدمة في التدريس.				
Creativity and cooperation is encouraged in class through small-group techniques يتم تشجيعنا على الابداع والتعاون من خلال اسلوب تشكيل مجموعات صفية صغيرة يعمل الطلاب من خلالها مع بعضهم البعض				
Instructors adopt new approaches to translation evaluation such as commented translations يتبع الأساتذة اساليب جديدة في تقييمنا حيث يطلبون منا تبرير ترجمتنا للنص الذي يُعطى لنا ويتم تقييمنا على اساس ذلك.				
We are trained to use parallel texts and text analysis to improve our translation يتم تدريبنا على استخدام النصوص المقارنة (اي مقارنة النص المُترجم بنص كتب اصلا باللغة المترجم اليها) واساليب تحليل النص ليساعدنا 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. بالاضافة للترجمة الشفوية , يتم اداء بعض واجبات الترجمة الكتابية في مختبرات الكمبيوترو تسنح لنا الفرصة باستخدام برامج مساندة للترجمة (مثل برامج بنك المفردات) أو استخدام مراجع على الانترنت				
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 مبادىء الترجمة بالتطبيق العملي من خلال التدريب الميداني				

	Strongly Agree اوافق بشدة	Agree اوافق	Disagree لا اوافق	Strongly disagree لا اوافق بشدة
Joining this translator training program has developed my bilingual competence (fluency in Arabic and English). لقد طور الالتحاق بتخصص الترجمة كفاءتي اللغوية في كلتا اللغتين العربية والانجليزية				
Joining this translator training program has developed my competence in translating from English into Arabic لقد طور الالتحاق بتخصص الترجمة كفاءتي في الترجمة من اللغة الانجليزية الى العربية.				
Joining this translator training program has developed my competence in translating from Arabic from English. لقد طور الالتحاق بتخصص الترجمة كفاءتي في الترجمة من اللغة العربية الى الانجليزية.				
Joining this translator training program has developed my world and domain knowledge. لقد طور الالتحاق 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 الالتحاق بتخصص الترجمة 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 الالتحاق بهذا التخصص مقدرتي على استخدام مصادر مختلفة مثل القواميس والموسوعات وكل ما يستخدم من ادوات 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 الالتحاق بهذا التخصص الاستراتيجية التي اتبعها في الترجمة (قدرتي على تحديد المشكلة في النص وايجاد الحل المناسب لها بفاعلية باستخدام الاسلوب الأمثل)				
Joining this translator training program has developed my ability to identify and meet the deadline and the purpose of the translation. لقد طور الالتحاق 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 الالتحاق بتخصص الترجمة مقدرتي على التخطيط وادارة 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 الالتحاق بهذا التخصص معرفتي بالقيود الاجتماعية والثقافية الخاصة بالاردن (مثل الرقابة) والتي تؤثر بشكل مباشر على الاستراتيجية المتبعة في الترجمة.				

Appendix 8

Employers' Questionnaire

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 *BA 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 *BA holders* are interviewed, tested or employed, they seem *to lack* 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

3

Appendix 9

The Source Text

Translate the following text into English:

<div dir="rtl">

وثيقة تأمين الحوادث الشخصية

بناء على طلب المتعاقد الوارد اسمه في الجدول المرفق بهذه الوثيقة، وبناء على كافة المعلومات والبيانات المقدمة من المتعاقد والتي تشكل اساس هذه الوثيقة حيث أن اخفاء المتعاقد أو المؤمن عليه لأية معلومات أو بيانات أو اعطاء معلومات غير صحيحة عن المؤمن عليه تؤثر على قرار الشركة لقبول التأمين وتزيد من الخطر المؤمن يجيز للشركة أن تطلب فسخ الوثيقة واعادة الأقساط المدفوعة من قبل المتعاقد من تاريخ الفسخ الى نهاية المدة المدفوع عنها القسط.

ان الشركة مقابل قسط التأمين الذي دفعة المتعاقد عن مدة التأمين المبينة في جدول هذه الوثيقة تتعهد بان تجري التغطية التامينية للمؤمن عليه للأخطار المبينة فيما بعد بجدول الوثيقة وفقا لأحكام وشروط وتحديدات هذه الوثيقة في حالة اصابته بحادث.

ويقصد بكلمة حادث: اصابة جسمانية مباشرة ومستقلة عن جميع الأسباب الأخرى بواسطة وسائل خارجية وعنيفة وطارئة وكان هناك اثبات رض او جرح ظاهري على خارج الجسد.

</div>

Thank You

Appendix 10

Teachers' Assessment Form

Dear Instructor,

1- Based on the translation given (text B) to the Source text (text A), how would you rate the overall quality of the translation?

  A) Excellent   B) Very Good   C) Good

     D) Acceptable   E) Poor

2- According to your method of assessment, how would you mark the translated text out of **10?**

A) 8_10   B) 5_7   C) Below 5 (Failing Mark)

3- Appreciate if you could elaborate more on your assessment method and/or grading criteria; e.g. the weight given to the choice of **terminology, the structure, orientation to target text type**, etc.

_____
_____
_____
_____
_____

4- Which errors <u>in this translated text</u> are considered the most serious/ crucial? Exemplify, please.

Type of Error	Example
1-	1-
2-	2-
3-	3-
4-	4-
5-	5-

Thank you for taking the time to provide me with your feedback

Appendix 11

Graduates' pre-task Questionnaire

Dear Participant,

Thank you for accepting to take part in this empirical study (translation test). Appreciate if you could answer the following questions before you take the test.

- **Circle each of the following:**

1- Gender

☐ Male   ☐ female

2- Which university were you enrolled in?

☐ Ahliyyah University   ☐ Applied Sciences University

☐ Isra University   ☐ Petra University   ☐ Zaytoonah University

3- Were you a graduate of the 2nd term 2013/2014 or the summer term of 2014?

4- ☐ Yes   ☐ No

5- Do you have any practical experience/ have previously worked as a full-time or part time or free-lance translator?

☐ Yes   ☐ No

6- What was your total average equivalent to?

a- Acceptable   b- Good   c-Very Good   d-Excellent

7- Have you previously taken a course in legal translation?

☐ Yes   ☐ No

Appendix 12

Graduates' self-assessment Form

Dear student,

Appreciate if you could circle (*a*, *b*, *c*, *d*, *e* or *f*) in each column; (1, 2, 3) what better reflects your perspective of the quality of your translated text.

عزيزي الطالب / عزيزتي الطالبة

أرجو منك القيام بتقييم ذاتي لترجمتك من خلال وضع دائرة حول أحد الخيارات (أ، ب، ج، د، ه ، و) من كل عامود (3،2،1) والذي هو الأقرب لوجهة نظرك أو رأيك بترجمتك.

	Decoding استيعاب النص		Encoding		كتابة النص المترجم
1 -	**A: Content** المحتوى	2 -	**B: Register, Vocabulary, Terminology** المفردات والمصطلحات الخاصة بنوع النص	3 -	**C: Written Expression** التراكيب والتعابير
a أ	The text fails to meet the minimum requirements(due to comprehension issues) لا ترتقي صياغة النص المترجم للحد الأدنى المقبول (بسبب سوء استيعاب النص المراد ترجمته)	a أ	The text fails to meet the minimum requirements (in terms of register, vocabulary and terminology) لا ترتقي صياغة النص المترجم (من حيث طبيعة اللغة و المفردات والمصطلحات المختارة) للحد الأدنى المقبول	a أ	The text fails to meet the minimum requirements (in terms of structure) لا ترتقي صياغة النص المترجم (من حيث التراكيب القواعدية) للحد الأدنى المقبول
b ب	My comprehension of the source text was limited كان استيعابي للنص المراد ترجمته محدوداً	b ب	My choice of register is inappropriate and inconsistent. My choice of the vocabulary is limited with some basic errors. I am not quite aware of the appropriate terminology for this type of texts (legal). ان اختياري لطبيعة اللغة ليس ملائما لهذا النوع من النصوص(القانونية) وليس موحدا طوال النص واختياري للمفردات محدود مع وجود بعض الأخطاء الأساسية. لست ملما تماما بالمصطلحات الملائمة لهذا النوع من النصوص	b ب	The way the expressions are structured is limited as there are errors in the basic structures of my translated text صياغتي للتراكيب محدودة، لقد أخطأت في صياغة تراكيب أساسية بسيطة في النص المترجم
c ج	My comprehension of the source text was adequate كان استيعابي للنص المراد ترجمته مقبولا	c ج	My choice of register is occasionally inappropriate or inconsistent. There are occasional mistakes of basic vocabulary. I am aware of the appropriate terminology for this type of texts (legal) but there are some errors. اختياري لطبيعة اللغة غير ملائم وغير موحد في بعض الأحيان. هناك هفوات بسيطة في استخدام المفردات الأساسية. انني ملم بالمصطلحات الملائمة لهذا النوع من النصوص (القانونية) بالرغم من وجود بعض الأخطاء	c ج	The way the expressions are structured is not effective; there are errors in the complex structures and mistakes in the basic structures. صياغتي للتراكيب ليست ناجعة فهناك اخطاء في التراكيب الصعبة وبعض الهفوات في التراكيب الأساسية البسيطة

1

d	My comprehension of the source text was good كان استيعابي للنص المُراد ترجمته جيداً	d	My choice of the register is mostly appropriate for this type of texts (legal) and mostly consistent throughout the translation. My choice of the vocabulary is effective despite some mistakes and my choice of terminology is appropriate despite some occasional errors أعتقد أن اختياري لطبيعة اللغة في الغالب ملائم لنوعية النص (القانوني) وموحداً طوال النص المترجم. اختيار موفق وملائم للمفردات والمصطلحات رغم وجود بعض الأخطاء والهفوات البسيطة	d	The way the expressions are structured is effective but there are errors in the use of articles, prepositions or spelling of less common words in addition to some occasional mistakes in complex structures. صياغتي للتراكيب ناجح ولكن هناك أخطاء في استخدامي لأدوات التعريف وحروف الجر وأخطاء املائية في الكلمات غير المألوفة لدي بالاضافة لهفوات بسيطة في التراكيب الصعبة
e	My comprehension of the source text was very good كان استيعابي للنص المُراد ترجمته جيد جداً	e	My choice of the register is appropriate for this type of texts (legal) and consistent throughout the translation. My choice of vocabulary is effective despite some occasional mistakes. My choice of terminology is appropriate despite mistakes أعتقد أن اختياري لطبيعة اللغة كان ملائم لنوعية النص القانوني وموحد طوال النص المترجم. اختياري للمفردات والمصطلحات ناجح وملائم رغم وجود بعض الأخطاء والهفوات البسيطة	e	The way the expressions are structured is good and effective; however there are occasional errors of advanced usage only. My translated text is almost mistake-free صياغتي للتراكيب جيد وناجح. هناك أخطاء نادرة فقط في التراكيب الصعبة وفيما غير ذلك فترجمتي تقريبا خالية من الهفوات
f	My comprehension of the source text was excellent كان استيعابي للنص المُراد ترجمته ممتاز	f	My choice of the register is consistently effective and appropriate for this type of texts (legal) and my choice of vocabulary is highly effective and sophisticated. My choice of terminology is appropriate and wholly accurate اختياري لطبيعة اللغة تماماً ملائم لهذا النوع من النصوص (القانونية) و ناجح وموحد طوال النص المترجم. اختيار متمرس وناجح جدا للمفردات.وكذلك اختيار ملائم ودقيق تماماً للمصطلحات	f	The way the expressions are structured is sophisticated without any errors. My translation is almost mistake- free. صياغتي للتراكيب متمرس. ليس هناك أي أخطاء. ترجمتي خالية من الهفوات تقريباً

Based on your translation do you believe the prospective employer would accept to employ you?

A) Yes   B) No   C) Not sure/ Don't know

Thank You

Appendix 13

Group Discussions' Transcripts

Group (1): Ahliyya University

- Researcher: okay, this is the group of Ahliyya students…I will start with you, I will try not to mention any names. How have you found the source text in general? How do you evaluate it in terms of its level of difficulty.
- Graduate: It is not very difficult but not easy either
- Graduate: true
- Graduate: It needs some effort to translate…a text of a medium level in terms of difficulty
- Researcher: what do you think?
- Graduate: easy and difficult… it is easy but there are some difficult terms
- Researcher: you mean it needs some extra efforts?
- Graduate: Yes
- Researcher: are you used –according to the programme of your university- are you used to this type of texts? I mean a text of this specialized nature and from Arabic into English.
- Graduate: Yes
- Graduate: we used to translate such texts especially in the course of legal translation.
- Researcher: Legal Translation, which is a compulsory course at your university, isn't it?
- Graduate: yes, compulsory… but we were trained more to translate into Arabic rather than into English
- Graduate: Yes, we practiced more translations from English into Arabic rather than Arabic into English.
- Researcher: so you mean that you were trained to translate into the two directions but with more focus on translating from English into Arabic [Direct Translation]
- Graduate: yes… we used to translate into English much less than into Arabic
- Researcher: okay…. Have you faced any difficulty in typing the translated text and submitting it electronically rather than on paper?
- Graduate: actually, this is the first time I do it this way… but it turned out to be much easier
- Graduate: true it is easier but we were more used to writing our translations manually submitting them in papers…
- Graduate: I first started drafting my translation on a paper but then abandoned the paper and started typing it directly.
- Researcher: so you mean that you prefer to have a paper in front of you but you have no problem to type it and submit it electronically.
- Graduate: yes
- Graduate: yes
- Researcher: what kind of difficulties have you faced in translating this text? In terms of comprehending it, encoding the appropriate vocabulary or the structure of the expressions??
- Graduate: I had no problem in comprehending the source text but I faced difficulties in structuring certain expressions especially the parenthetical clauses and linking clauses
- Researcher: so you faced difficulty in structuring parenthetical clauses and linking clauses
- Graduate: exactly
- Graduate: the structure of the legal language
- Graduate: I faced difficulty in comprehending certain expressions which seemed overlapping or ambiguous in the source text
- Researcher: do you think this is because the text is of a legal nature or because the way the text is structured is not clear.
- Graduate: no, in general most legal texts are difficult to understand
- Researcher: do you mean comprehending such texts needs having some legal background information
- Graduate: yes
- Graduate: sure
- Researcher: okay, this is in terms of comprehending the source text… and when you started translating, what types of problems have you faced? were they related to structuring the expressions or using the appropriate lexical-semantic equivalents?
- Graduate: no, no not finding the appropriate lexical equivalents but structuring the expressions
- Graduate: yes, the structure
- Researcher: okay, another question… what sources have you used, what types of dictionaries have you used?

- Graduate: this paper dictionary
- Researcher: only the paper dictionary? Have you used online sources on the internet?
- Graduate: not much
- Researcher: what type of online sources, Google Translate or other online dictionaries?
- Graduate: Google Translate
- Graduate: Google Translate
- Graduate: Google Translate and Mawrid [General purpose bilingual dictionary]
- Researcher: in general, are you used to consulting different online sources?
- Graduate: yes
- Graduate: yes… there is a good online dictionary called Bing Translator [Online bilingual dictionary]
- Researcher: what is it called.. Bing?
- Graduate: yes
- Researcher: but for this translation task.. you mainly used, Google Translate and Mawrid paper dictionary
- Graduate: yes
- Graduate: yes
- Graduate: yes
- Researcher: okay, thank you very much.
- _____

Group (2): Applied Science University

- Researcher: We will talk in Arabic, how have you found the text… I will start with you
- Graduate: not very difficult
- Graduate: it was difficult for me… I am not quite used to translating this type of texts
- Researcher: we will talk in a minute about whether you are used to this type of texts or not….How do you evaluate the source text, hard or easy to translate or of a medium level?
- Graduate: generally speaking.. the structure of the Arabic source text seemed weak to me as if it was originally translated from English or so
- Researcher: this is what you thought?
- Graduate: yes… there are certain structures in Arabic that I didn't feel were appropriate
- Researcher: easy, difficult??
- Graduate: of a medium level of difficulty
- Researcher: what do you think?
- Graduate: expressions of the source text are of an average level of difficulty but the unity and coherence were not really there. It could have been written in a different Arabic language … in a simpler and shorter form
- Researcher: are you used to this type of texts?
- Graduate: no
- Graduate: no…honestly, no and there are many terms that I have not come across even in the course of legal translation which I had in the last term.. the source text wasn't very coherent to me
- Researcher: so you have not experienced practicing such type of texts
- Graduate: for me, I have translated texts of a similar nature
- Graduate: maybe we are not used to translating this very type of legal texts… maybe
- Researcher: ok the fact that you translated from Arabic into English.. how easy/ difficult was that for you?
- Graduate: translators here are normally asked to translate into Arabic [Direct Translation]
- Researcher: do you mean this is what you were asked to do in the courses of the university, there was more focus on translating from English into Arabic?
- Graduate: yes, the norm is from English into Arabic… especially in political translation
- Researcher: no, but I am talking here about legal translation … when you were trained to translate legal texts in the legal translation course have you practiced translating into both directions?
- Graduate: yes, but in general there was more emphasis on translating from English into Arabic [Direct Translation].
- Researcher: have you faced any difficulty in typing the text directly and submitting it electronically not manually
- Graduate: no
- Graduate: no
- Graduate: at the beginning, it seemed unusual but then it worked out well.
- Researcher: In general, in the translating phase, what type of difficulties have you faced, were the difficulties related to looking up words…searching for certain terms or…in general, what difficulties have you faced?
- Graduate: the grammatical expressions
- Graduate: the structure
- Researcher: you mean structuring the English expressions in the target text
- Graduate: yes
- Graduate: in order to structure the English expressions properly.. we had to fully understand the Arabic source text.
- Researcher: aren't you aware of how to structure legal terms and expressions
- Graduate: we are… but how to apply what we know still seems difficult.
- Researcher: you mean the 'how' is more difficult than the 'what'
- Researcher: is there anything that you would like to add in this regard
- Graduate: no
- Researcher: you have not mentioned anything regarding the dictionaries that you have used in the translation? This is an important question
- Graduate: Google Translate

- Researcher: who else used Google Translate? In what way have you used Google Translate, word for word… or you typed the whole text on Google Translate to get a full translation
- Graduate: frankly speaking, I typed the whole text
- Researcher: so you have typed the whole text on Google Translate
- Graduate: yes
- Graduate: no not me
- Researcher: I remember from my observation that I saw students typing the whole text on Google Translate window
- Graduate: no … not for me, I checked all the terms I'm not aware of on Maany online dictionary [General purpose bilingual dictionary].
- Researcher: yes, but that is a dictionary… Google Translate is different it is more like a machine translation if you type the whole text and then post-edit it or so… ok who else relied on Google Translate in translating the whole text?…..ok have you used any other types of sources or dictionaries
- Graduate: I used Maany dictionary and Dictionary Box [General purpose bilingual dictionary]
- Researcher: have you used paper dictionaries
- Graduate: no
- Researcher: no one
- Researcher: what about electronic dictionaries?
- Graduate: I used one but not much
- Researcher: ok, so you mainly used Google Translate, Maany and other online dictionaries as well as your electronic dictionaries…. Is there anything else you would like to add?... Okay, thank you.

Group (3): Isra University

- Researcher: okay, I would like to listen to your opinions. How have you found the text in terms of the level difficulty…who would like to start?
- Graduate: neither difficult nor easy… of a medium level of difficulty
- Graduate: I have previously practiced translating this type of texts… contracts
- Graduate: it was difficult for me
- Researcher: was it difficult for you?
- Graduate: yes
- Graduate: no, of a medium level of difficulty
- Graduate: average
- Researcher: are you used to these types of texts? I mean this type of legal texts and from Arabic into English?
- Graduate: not for me, I haven't translated such texts before
- Graduate: yes, I have previously practiced several contracts, court texts, divorce certificates, certificates of land properties
- Graduate: I am used to this type of texts but from English into Arabic
- Graduate: I haven't been exposed to such texts
- Researcher: you mean you have not been exposed to this type of texts such as insurance policies?
- Graduate: no, never worked on insurance policies
- Researcher: have you faced difficulty in typing the text directly and submitting it electronically.
- Graduate: no, it's much easier this way
- Researcher: so if you were asked to do it the same way in a proficiency test when you apply for a job, you would not have any problems in typing your translation directly
- Graduate: no
- Researcher: okay, during the translating phase, what kind of difficulties have you faced in looking up information or terms and expressions that you could not figure out or find in the dictionaries, any type of difficulties… tell me about any difficulty that was an obstacle for you in translating
- Graduate: how to structure legal expressions in English
- Graduate: yes, because there are certain expressions that are even hard to understand in Arabic… so we need to paraphrase them in Arabic first before translating them in English
- Graduate: structuring the expressions that are appropriate for legal language in English
- Graduate: I was able to structure some written expressions but did not feel they were appropriate for the legal register
- Researcher: so you had doubts whether the terms you have chosen were appropriate for legal register and terminology, then in the assessment you carried out for your translation you were not sure of your choice of terminology
- Graduate: yes
- Researcher: would you like to add other things?
- Graduate: yes I have noticed that some expressions seemed to have been originally English translated into Arabic. This is different from translating an Arabic text that was written in Arabic
- Researcher: it is good to develop such experience so that you could read the text critically, trying to figure out whether it was originally in Arabic or translated from a foreign language into Arabic but you cannot be sure…. This could only be due to the specificity of the legal language.
- Graduate: I have developed this experience from reading lots of Arabic legal texts..
- Researcher: okay, what would you like to add with this regard? Okay… what sources or dictionaries have you used?
- Graduate: Google Translate
- Graduate: Google Translate for legal terms
- Researcher: and have you typed the whole text to be translated by Google Translate or just looked up certain expressions
- Graduate: no, only certain terms
- Researcher: so not the whole text
- Graduate: no, that would be figured out when you read the translation
- Researcher: have you consulted any electronic or other type of dictionaries
- Student: no

257

- Graduate: what about you, what dictionaries have you used?
- Graduate: Oxford [English-English-Arabic] and Google Translate
- Researcher: any further comments…., okay, thank you.

Group (4): Petra University

- Researcher: okay, I would like to ask you certain questions, I have them here in front of me. Since you all translated the same text. How have you found the text in general? How do you evaluate its level of difficulty?
- Graduate: As for me as I have not practiced translating such legal texts, it was somehow difficult for me. Graduate: Legal translation has its own terms. It also requires a more formal language
- Researcher: do you mean it was difficult to comprehend or to translate?
- Graduate: no, I have not faced difficulties in comprehending the source text
- Researcher: okay, what about you, …how have you found the source text? Difficult, easy or of a medium level?
- Graduate: I felt that there are certain expressions or terms that cannot be translated into any term, there are specific terms that can fit…there are certain terms for this register but we are not fully aware of all of them
- Researcher: so you believe that in this type of texts there are particular terms that should be used
- Graduate: yes, not any term can fit
- Researcher: you believe there are certain terms that are specific to legal register
- Graduate: yes
- Graduate: I have fully comprehended the text but when it came to structuring the target text, I faced difficulties in choosing the appropriate terminology
- Graduate: it is a specialized text so it needs specific terminology
- Researcher: are you familiar with this type of legal texts
- Graduate: no
- Researcher: do you mean you have not specifically practiced translating insurance policies?
- Graduate: no, we used to translate other types of texts
- Researcher: what types of texts have you been trained to translate?
- Graduate: Declaration of Human Rights, we worked a lot on this
- Graduate: lease contracts… contracts on regional waters…
- Researcher: you mean international conventions….but haven't you previously practiced such types of contracts, insurance policy or so?
- Graduate: no
- Researcher: okay have you come across such texts in other courses other than legal?
- Graduate: I had consecutive translation during the last term in which we also practiced translating some legal texts but not specifically of this type
- Researcher: nothing related to insurance policies..
- Graduate: no
- Graduate: even in consecutive translation, the texts we practiced were not pure legal they were more of a political nature.
- Researcher: What about being asked to translate from Arabic into English?
- Graduate: actually, we are more trained to translate into Arabic
- Graduate: yes
- Graduate: agree
- Researcher: okay, have you faced any difficulty in typing the translated text and submitting it electronically, rather than hand-written?
- Graduate: no
- Graduate: no
- Graduate: it is easier
- Graduate: true, easier
- Researcher; so in general the type of difficulties you have faced the most were related the most to finding the appropriate legal equivalent term
- Graduate: I faced difficulty in deciding whether the term I am using is appropriate for the legal text
- Researcher: so you felt that the legal texts/ register has its specificity which caused you a problem
- Graduate: yes
- Graduate: I had some lexical-semantic errors
- Graduate: it really needs a legal specialized dictionary
- Researcher: what dictionaries have you used?

- Graduate: Altas Electronic dictionary… specialized legal dictionary
- Graduate: Google Translate
- Graduate: Google Translate
- Graduate: Maany online dictionary
- Group (4): Petra University
- Researcher: okay, I would like to ask you certain questions, I have them here in front of me. Since you all translated the same text. How have you found the text in general? How do you evaluate its level of difficulty?
- Graduate: As for me as I have not practiced translating such legal texts, it was somehow difficult for me. Graduate: Legal translation has its own terms. It also requires a more formal language
- Researcher: do you mean it was difficult to comprehend or to translate?
- Graduate: no, I have not faced difficulties in comprehending the source text
- Researcher: okay, what about you, …how have you found the source text? Difficult, easy or of a medium level?
- Graduate: I felt that there are certain expressions or terms that cannot be translated into any term, there are specific terms that can fit…there are certain terms for this register but we are not fully aware of all of them
- Researcher: so you believe that in this type of texts there are particular terms that should be used
- Graduate: yes, not any term can fit
- Researcher: you believe there are certain terms that are specific to legal register
- Graduate: yes
- Graduate: I have fully comprehended the text but when it came to structuring the target text, I faced difficulties in choosing the appropriate terminology
- Graduate: it is a specialized text so it needs specific terminology
- Researcher: are you familiar with this type of legal texts
- Graduate: no
- Researcher: do you mean you have not specifically practiced translating insurance policies?
- Graduate: no, we used to translate other types of texts
- Researcher: what types of texts have you been trained to translate
- Graduate: Declaration of Human Rights, we worked a lot on this
- Graduate: lease contracts… contracts on regional waters…
- Researcher: you mean international conventions….but haven't you previously practiced such types of contracts, insurance policy or so?
- Graduate: no
- Researcher: okay have you come across such texts in other courses other than legal?
- Graduate: I had consecutive translation during the last term in which we also practiced translating some legal texts but not specifically of this type
- Researcher: nothing related to insurance policies..
- Graduate: no
- Graduate: even in consecutive translation, the texts we practiced were not pure legal they were more of a political nature.
- Researcher: What about being asked to translate from Arabic into English?
- Graduate: actually, we are more trained to translate into Arabic
- Graduate: yes
- Graduate: agree
- Researcher: okay, have you faced any difficulty in typing the translated text and submitting it electronically, rather than hand-written?
- Graduate: no
- Graduate: no
- Graduate: it is easier
- Graduate: true, easier
- Researcher; so in general the type of difficulties you have faced the most were related the most to finding the appropriate legal equivalent term
- Graduate: I faced difficulty in deciding whether the term I am using is appropriate for the legal text
- Researcher: so you felt that the legal texts/ register has its specificity which caused you a problem

- Graduate: yes
- Graduate: I had some lexical-semantic errors
- Graduate: it really needs a legal specialized dictionary
- Researcher: what dictionaries have you used?
- Graduate: Altas Electronic dictionary… specialized legal dictionary
- Graduate: Google Translate
- Graduate: Google Translate
- Graduate: Maany online dictionary

Group (5): Zaytoonah University

- Researcher: let me start by asking you how have you found the source text in general? You can all participate. Are you used to such type of texts? How have you found the Arabic source text?
- Graduate: comprehendible.. Once I saw the word insurance, I fully comprehended the text
- Graduate: I had some difficulty in comprehending it
- Graduate: me too
- Researcher: are these difficulties you're talking about related to the fact that the text had to be translated into English? … But first of all, let me start by asking you if you are used to translating such type of texts? Have you previously translated similar texts?
- Graduate: in legal translation we had never translated insurance policies or so
- Graduate: yes, we had our legal course together and never translated insurance policies
- Researcher: were you trained to translate legal texts into English?
- Graduate: at the beginning of the course we were trained to translate into Arabic then started working into English.
- Researcher: do you believe that being asked to practice inverse translation on such a text added to the difficulties?
- Graduate: yes
- Graduate: yes
- Researcher: were you trained to translate into English … I mean in such specialized courses
- Graduate: not really
- Graduate: professors normally start the course with texts from English into Arabic then shift into inverse translation
- Graduate: as from my experience the only experience I had in translating into English was when I had a course in General Translation from Arabic into English but other than that we had never practiced translating into English in any other course.
- Researcher: so you mean you rarely practice translation into English
- Graduate: yes
- Graduate: no, in Journalistic translation we practiced both but with more emphasis on translating into Arabic.
- Researcher: so most of you were trained to translate more into Arabic as the practical translation courses focus more on direct translation?
- Graduate: yes
- Researcher: what types of dictionaries have you consulted during the translation? What sources have you relied on?
- Graduate: as for me there were many words that I am familiar with.
- Graduate: I consulted al Maany online dictionary to look up certain words
- Researcher: so you searched for Maany online dictionary. Is there anyone who used Google Translate?
- Graduate: I occasionally used Google Translate and Bing online dictionary
- Researcher: is this a translation website or so?
- Graduate: it's an online translator that translates more accurately that other sources but I also referred to Google Translate
- Graduate: I also used Google Translate
- Researcher: what about you, what dictionaries and sources have you used? Any source … whether online or otherwise…
- Graduate: I only used Maany online dictionary.
- Researcher: how did you know about this particular online dictionary
- Graduate: from our professor
- Researcher: have you used any paper or electronic dictionaries?
- Graduate : I have used the electronic dictionary one time
- Researcher: but you have not used any paper dictionaries… most of you relied on Maany online dictionary and Google Translate
- Researcher: you said that comprehending the Arabic text was not a problem for you, but what type of problems have you faced in writing the target text
- Graduate: the structure, how to structure the expressions and link them together

- Researcher: so structuring the expressions,
- Graduate: yes
- Researcher: were you able to find the appropriate legal equivalent.
- Graduate: yes
- Graduate: no, not for me this is the first time I translate insurance contracts
- Researcher: was the structuring the text a problem for most of you
- Graduate: yes
- Researcher: okay, I would like to thank all of you

Appendix 14

Employers' Assessment Form

Dear Assessor,

1- Based on the translation given (text B) to the Source text (text A), how would you rate the overall quality of the translation?

   A) Excellent   B) Very Good   C) Good

      D) Acceptable   E) Poor

2- If this translation was provided by an applicant at your company, would you accept him/her for the job of a translator?

A)   YES   B) NO

3- According to your method of assessment, how would you mark the translated text out of **10?**

A) 8_10   B) 5_7   C) Below 5 (Failing Mark)

4- Appreciate if you could elaborate more on your assessment method and/or grading criteria; e.g. the weight given to the choice of terminology, the structure, orientation to target text type, etc.

_____
_____
_____
_____
_____
_____

5- Which errors in this translated text are considered the most serious/ crucial? Exemplify, please.

Type of Error	Example
1-	1-
2-	2-
3-	3-
4-	4-
5-	5-

Thank you for taking the time to provide me with your feedback

Appendix 15

Study plans as imposed by HEAC

(Arabic Original Version)

‹Companion to American Literature, Companion to Classical Literature,
والمراجع اللازمة للتخصص.

د. المختبرات: يجب توفير مختبر لغات يحتوي على أجهزة عرض أفلام فيديو / أفلام عادية، جهاز عرض (Data Show)، وتسجيلات لغوية وأدبية تتعلق بمواد الخطة الدراسية، بالإضافة إلى أجهزة التسجيل اللازمة والأثاث الضروري.

رابعاً: اللغة الإنجليزية – الترجمة: يكون الحد الأدنى لعدد الساعات المعتمدة للخطة الدراسية لنيل درجة البكالوريوس في التخصص (132) ساعة معتمدة على النحو الآتي:

أ. المجالات النظرية الأساسية الإجبارية:

الحد الأدنى للساعات المعتمدة	المجال المعرفي
12	المهارات اللغوية: استماع ومحادثة، قراءة وتلخيص، كتابة المقالة، كتابة البحوث
9	دراسات أدبية: مدخل إلى الأدب الإنجليزي، القصة القصيرة، الرواية والشعر
9	دراسات لغوية: مدخل إلى علم اللسانيات، قواعد مبتدئه، قواعد متقدمة، علم المعاني، تاريخ اللغة الإنجليزية، علم اللغة الاجتماعي، تحليل الخطاب، علم لغة النص الأسلوبية
18	الترجمة العملية: ترجمة عامة (E . ع)، ترجمة عامة (ع . E)، ترجمة صحفية، ترجمة تتابعيه وفورية(ع . E)، ترجمة تتابعيه وفورية (E . ع)، ترجمة نصوص قانونية، الترجمة العملية، ترجمة المحاكم والمؤتمرات
9	دراسات نظرية في الترجمة: نظريات الترجمة، حلقة بحث في الترجمة، المعاجم والمصطلحات، موضوع خاص في الترجمة

ب. المجالات المساندة:

الحد الأدنى للساعات المعتمدة	المجال المعرفي
3	مهارات لغوية: النحو العربي لأغراض الترجمة، البلاغة العربية لأغراض الترجمة
3	دراسات صوتية: صوتيات اللغة الإنجليزية

ج. المواد العملية: مساقات الترجمة العامة بين اللغتين العربية والانجليزية والترجمات المتخصصة كالإعلامية والقانونية: (3 ساعات معتمدة)

د. التدريبات العملية: تدريب ميداني في الترجمة: (3 ساعات معتمدة)

هـ. المعاجم والموسوعات والمصادر الأخرى: يجب توفير العدد الكافي من المعاجم والموسوعات والمراجع اللازمة للتخصص. وذلك على النحو التالي:

– أربعة معاجم: اثنان باللغة الإنجليزية، مثل Dictionary of Political Terms, American Spirit Political Dictionary, ومثلها باللغة العربية، مثل المعجم القانوني أ/ع وع/أ، معجم المصطلحات الاقتصادية، معجم المصطلحات الفنية، معجم المصطلحات العسكرية، معجم المصطلحات الأدبية، ومعجم المصطلحات النفسية.

– أربع موسوعات: موسوعة في الترجمة، مثل Encyclopedia of Translation، وموسوعتان باللغة الإنجليزية وموسوعتان باللغة العربية .

– ستة قواميس موزعة على النحو التالي:

5

Appendix 16

Ahliyya University

Study Plan

Study Plan for the Bachelor's Degree in
English Language and Literature (2010/2011)   Major: English Language Translation

Faculty of Arts

Total Credit Hours (138 hours)

University Requirements (27 credit hours)

1.University Compulsory Requirements(12 credit hours)

Course No.	Course Title	H	Prerequisite
0761001	Civics	3	-
0761002	Military Sciences	3	-
0711401	Arabic Language 1	3	-
0771101	English Language 1	3	0771100

2. University Elective Requirements(15 credit hours)
Students are to choose from the following fields :
A. Humanities (6 credit hours)

Course No.	Course Title	H	Prerequisite
0771102	English Language 2	3	0771101
0731111	Psychology and Life	3	-
0711402	Arabic Language 2	3	0711401
0761901	Arab Islamic Civilization	3	-
0761902	History of Jordan & Palestine	3	-

B. Social & Economic Sciences (3 credit hours)

Course No.	Course Title	H	Prerequisite
0761003	Contemporary Issues	3	-
	Human Rights	3	-
0762305	Man and Environment	3	-

C. Science ,Technology and Health (3 credit hours)

Course No.	Course Title	H	Prerequisite
31121	Computer Science 1	3	-
33122	Computer Science 2	3	31121
0764102	Logic and Scientific Thinking	3	-
0761501	Sports and Health	3	-

Faculty Requirements (21 credit hours)

1. Compulsory Requirements(15 credit hours)

Course No.	Course Title	H	Prerequisite
0762404	Art of writing & expression	3	-
0761301	Principles of Sociology	3	-
0721103	Applied English	3	0771101
0731801	Health Psychology	3	-
0731100	Research Methodology in Humanities	3	-

2. Faculty Elective Requirements(6 credit hours)

Course No.	Course Title	H	Prerequisite
0761302	Introduction to Education	3	-
0763101	Introduction to Anthropology	3	-
0762303	Community Service &Pilot Projects		-
0762304	Introduction to Jordanian Education System	3	-

Department Compulsory & Elective Requirements (87 credit hours)

1. Department Compulsory Requirements(54 credit hours)

Course No.	Course Title	H	Prerequisite
0751202	Listening Comprehension	3	-
0751204	Reading	3	-
0752701	Introduction to Translation	3	0751204
0752702	General Translation	3	0752701
0753301	Semantics	3	0722302
0753506	Comparative Literature	3	0722501
0753701	Literary Translation	3	0752702
0753702	Economic Translation	3	0752702
0753703	Media & Political Translation	3	0752702
0753801	Research Methodology	3	0722301
0754301	Discourse Analysis	3	0722302
0754302	Consecutive & Simultaneous Translation 1	3	0722302
0754701	Consecutive & Simultaneous Translation 2	3	0753701
0754601	Field Training	3	إنهاء 90 ساعة
0754702	Comparative Linguistics & Error Analysis	3	0754701
0754703	Legal Translation	3	0752702
0754704	Computer-aided Translation CAT	3	0752702

2. Ancillaries (24 Hours)

Course No.	Course Title	H	Prerequisite
0721201	English Grammar1	3	-
0721203	Conversation	3	-
0721205	Writing1	3	-
0722301	Essay Writing	3	0721205
0722301	English Grammar2	3	0721201
0722302	Introduction To Linguistics	3	0722301
0762403	Arabic Syntax & Morphology		0761401
0723401	Phonetics & Phonology	3	0722302
0722501	Introduction to Literature	3	0751204

3. Department Elective Requirements(9 credit hours)

Course No.	Course Title	H	Prerequisite
0772901	French 1	3	-
0723302	Sociolinguistics	3	0722302
0723502	Novel 1	3	0722501
0753508	Creative Writing	3	0722201
0723304	OApplied Linguistics	3	0722302
0724502	20th Century Eng Lit.	3	0723506
0724510	Women's Literature	3	0723506
0763405	Arabic Rhetoric	3	0761401
0764001	Modern Arab Literature	3	0761401
0754705	Religious Translation	3	0752702
0754501	Dictionaries & Idioms	3	0752702
0754801	Seminar in Translation	3	0753801
0754706	Scientific Translation	3	0752702
0772903	Special Topics in European Language	3	-

4. Free Electives (3 credit hours)

Course No.	Course Title	H	Prerequisite

الكلية   القبول والتسجيل

Appendix 17

Applied Science University

Study Plan

Applied Science Private University
Faculty of Arts and Humanities
Department of Foreign Languages

The Curriculum of English Language/Translation (136 Credit Hours) 2010-2011

One: University Requirements: (27) credit hours

(A) Compulsory Courses: (12) credit hours

Course #	Course Title	C.H	Pre-requisite	G
100100	Military Science*	3	-	
100102	National Education*	3	-	
101101	Arabic Language (1)**	3	-	
104101	English Language (1)**	3	-	

(B) Elective Courses: (15) credit hours

Humanities (6) credit hours

Course #	Course Title	C.H	Pre-requisite	G
101106	Arabic Language (2)	3	101101	
104102	English Language (2)	3	104101	
111111	Introduction to Library Science	3	-	
501105	Political and Administrative System in Jordan	3	-	
501114	Palestinian Cause and Contemporary Arab History	3	-	
701101	Islamic Education	3	-	
702101	Islam & Contemporary Issues	3	-	
702102	Ethics in Islam	3	-	

Social & Economic Sciences (6) credit hours

Course #	Course Title	C.H	Pre-requisite	G
100300	Sports & Health	3	-	
106101	Introduction to Sociology	3	-	
106107	Man and Environment	3	-	
107111	Introduction to Philosophy	3	-	
108101	Introduction to Psychology	3	-	
301100	Economic Education	3	-	
407102	Marketing and Consumerism	3	-	
602143	Human Rights	3	-	

Science, Technology, Agriculture and Health (3) credit hours

Course #	Course Title	C.H	Pre-requisite	G
201109	Arab and Muslim Sciences	3	-	
202100	Introduction to Astronomy	3	-	
202113	Energy, Sources and Uses	3	-	
1000100	Health Education	3	-	
1002107	Nutrition in Health or Illness	3	-	

Two: Faculty Requirements: (21) credit hours

(A) Compulsory Courses: (15) credit hours

Course #	Course Title	C.H	Pre-requisite	G
101102	Art of Writing & Expression	3	-	
107100	Principles of Scientific Research	3	-	
300104	Computer Skills	3	-	
501101	Introduction to Political Science	3	-	
702224	Muslim World Today	3	-	

(B) Elective Courses: (6) credit hours

Course #	Course Title	C.H	Pre-requisite	G
101304	Appreciation of Literary Texts	3	-	
102203	Applied Grammar	3	-	
102213	Study Skills	3	-	
107101	Introduction to Modern Education	3	-	
503116	Fundamentals of Diplomacy	3	-	
503282	Art of Negotiations	3	-	
701102	Scientific Inimitability in the Glorious Quran	3	-	
701332	Jurisprudence of Jihad and Biographies	3	-	
703323	Methods of Islamic Mission	3	-	

Three: Department Requirement: (88) credit hours

(A) Compulsory Courses: (76) credit hours

Course #	Course Title	C.H	Pre-requisite	G
102106	Writing (1)	3	-	
102202	Listening Comprehension & Speaking	3	-	
102205	Reading	3	-	
102206	Writing (2)	3	102106	
102301	Syntax (1)	3	102106	
102304	Phonetics	3	102202	
102310	Introduction to Linguistics	3	102304	
102350	General Translation (1)/ English-Arabic	3	102301	
102354	General Translation (2)/ Arabic-English	3	102350	
102359	Syntax (2)	3	102301	
102362	Literary Translation (1)	3	102350	
102364	Press Translation (1)	3	102354	
102398	Consecutive & Simultaneous Interpreting (1)	3	102350	
102399	Field Training	3	102398	
102403	Contrastive Discourse Analysis	3	102310	
102404	Introduction to Theory of Translation	3	102403	
102405	Semantics	3	102310	
102478	Translation of Economic & Political Texts (1)	3	102350	
102479	Translation of Legal Texts (1)	3	102350	
102487	Consecutive & Simultaneous Interpreting (2)	3	102354 102398	
102488	Translation Criticism	3	102354	
102492	Translation of Economic & Political Texts (2)	3	102478	
102497	Research Writing	3	-	
103220	Introduction to English literature	3	102106	
103221	Short Story	3	103220	
103222	Novel	3	103220	

(B) Elective Courses: (6) credit hours

Course #	Course Title	C.H	Pre-requisite	G
102281	English for Specific Purposes	3	102106	
102363	Scientific Translation	3	102350	
102365	Tourism Translation	3	102350	
102294	Contrastive Translation	3	102359	
102483	Contrastive Linguistics	3	102354 102364	
102493	Press Translation (2)	3	102354 102364	
102495	Translation of Legal Texts (2)	3	102354 102479	
103331	Poetry	3	103220	
103340	Drama	3	103220	

(C) Ancillary Courses: (6) Compulsory credit hours

Course #	Course Title	C.H	Pre-requisite	G
101111	Arabic Syntax (1)	3	-	
101121	Arabic Rhetoric (1)	3	-	

* Non-Jordanian students may study two courses from their curriculum instead of the Military Science and the National Education, provided that they do not take equivalent subjects.

** All students shall sit for Placement Tests in English, Arabic, and Computer Skills. Students who fail a test shall study a remedial course (099) in the corresponding subject.

Faculty of arts and Humanities — Department of Foreign Languages — APPLIED SCIENCE PRIVATE UNIVERSITY

Appendix 18

Isra University

Study Plan

جامعة الإسراء
كليــــة : الآداب
الخطة الدراسية للطلبة المقبولين في العام الدراسي 2010-2011
القسم :اللغة الإنجليزية   التخصص :الترجمة
مجموع الساعات المعتمدة لنيل درجة البكالوريوس : 132 ساعة

(1) متطلبات الجامعة: (27) ساعة معتمدة.
أولاً : متطلبات الجامعة الإجبارية (12) ساعة معتمدة

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
101115	اللغة العربية	3	-
102105	اللغة الإنجليزية	3	-
101100	العلوم العسكرية	3	-
802200	التربية الوطنية	3	-

ثانياً : متطلبات الجامعة الاختيارية * على كل طالب اختيار مادة واحدة على الأقل من كل مجال
(أ.ب.ج) ومادتين على الأكثر من كل منها على أن يكون المجموع (15) ساعة معتمدة :

(أ) العلوم الإنسانية :

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
101191	الثقافة الإسلامية	3	-
101193	تاريخ القدس	3	-
101194	الحضارة والفكر العالمي	3	-
101196	تاريخ الأردن وفلسطين	3	-
101116	مهارات اتصال اللغة العربية	3	101115

(ب) العلوم الاجتماعية والاقتصادية :

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
301100	القانون في حياتنا	3	-
302141	حقوق الإنسان	3	-
203105	مفاهيم ونظم اقتصادية	3	-
802121	علم النفس والمجتمع	3	-
102110	مهارات اتصال اللغة الإنجليزية	3	102105

(ج) العلوم والتكنولوجيا :

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
605115	مهارات الحاسوب	3	-
605106	مدخل إلى الانترنت	3	-
802210	الرياضة والصحة	3	-
	مهارات حاسوبية متقدمة	3	

2 - متطلبات الكلية :(21) ساعة معتمدة / أ - متطلبات الكلية الإجبارية: (12) ساعة معتمدة

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
101104	مهارة الكتابة(1)	3	-
108108	مهارات دراسية و بحثية	3	-
102114	مهارة القراءة(1)	3	-
101190	الحضارة العربية الإسلامية	3	-

ب - متطلبات الكلية الاختيارية: (9) ساعات معتمدة يختار الطالب(9)ساعات :

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
102211	التلخيص وإعادة الصياغة	3	108116
101109	مهارة الاستماع والخطاب (ع)	3	-
101103	تذوق النص الأدبي (ع)	3	-
102117	المهارات الشفوية (1) E	3	-
109111	تلاوة وحفظ (1) (ش) (3) ساعات عملي	1	109110
109151	فقه العبادات (1) (ش)	3	109140
109152	فقه العبادات (2) (ش)	3	109140
109211	تلاوة وحفظ (2)	1	109111
109311	تلاوة وحفظ (3) (3 ساعات عملي)	1	109111
108116	كتابة الفقرة E	3	

3) متطلبات القسم : (84) ساعة معتمدة.
أ- متطلبات القسم الإجبارية :(66)ساعة معتمدة

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
108216	كتابة المقال	3	108116
108121	قواعد اللغة الإنجليزية (1)	3	102105
108221	قواعد اللغة الإنجليزية (2)	3	108121
108222	مقدمة في علم اللغة	3	102105
108224	المعاجم الإنجليزية والعربية واستخداماتها	3	102105
102231	مدخل إلى الأدب الإنجليزي	3	102105
108270	نظريات الترجمة وأنواعها	3	-
108322	علم البراجماتية وتحليل الخطاب	3	108222
108281	الترجمة العامة (1)	3	-
108381	الترجمة العامة (2)	3	108281
108477	نقد الترجمات	3	108476
108334	مختارات من الأدب العالمي المترجم	3	-
108423	القواعد المقارنة	3	108221
108482	علم الدلالة	3	-
101130	النحو العربي (1)	3	-
101251	البلاغة العربية	3	-
108223	صوتيات اللغة الإنجليزية	3	102105
108474	ترجمة تخصصية / أدب	3	108381
108475	ترجمــة تخصصية / القــانون والعلاقـات الدولية	3	108381
108478	ترجمة شفوية (1)	3	108475
108479	التدريب الميداني (144 ساعة تدريب)	3	38 يوم
108480	ترجمة شفوية (2)	3	108478

ب: متطلبات القسم الاختيارية:(6) ساعات معتمدة
يختار الطالب مادة واحدة من المجموعة الأولى ومادة من المجموعة الثانية (6) ساعات :

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
108471	ترجمة تخصصية / لغة وسائل الأعلام	3	108381
108352	الرواية	3	108231
108472	ترجمة تخصصية / إدارة واقتصاد	3	108381
108242	المسرحية	3	108231

المجموعة الثانية :

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
108476	ترجمة تخصصية / علوم وتكنولوجيا	3	108381
108424	الأسلوبية	3	108102
102427	**علم اللغة الاجتماعي**	**3**	**108222**
101231	**النحو العربي (2)**	**3**	**101130**

مواد القسم المساندة (12) ساعة معتمدة

رقم المادة	اسم المادة	الساعات المعتمدة	المتطلب السابق
108101	اللغة الفرنسية (1)	3	-
108102	اللغة الفرنسية (2)	3	108101
108326	اللغة العبرية (1)	3	-
108327	اللغة العبرية (2)	3	108326

المجموع 132

• الطالب غير الأردني إما أن يأخذ مادة العلوم العسكرية أو يختار بدلاً منها مادة مما تطرحه الجامعة .

رئيس قسم الترجمة
د. بشرى الحديثي

Appendix 19

Petra University

Study Plan

Petra University

Faculty of Arts and Science

Requirements For a Bachelor Degree in:

English Language/Translation

جامعة البترا
(2010-2011)

جامعة البترا

كلية الأداب والعلوم

متطلبات الحصول على درجة البكالوريوس في :

اللغة الانجليزية / ترجمة

المجموع	المتطلب السابق / Prerequisite	عدد الساعات / Credit Hours	عنوان المادة (باللغة الإنجليزية) / Course Title (English)	عنوان المادة (باللغة العربية) / Course Title (Arabic)	رقم المادة / Course No.
	University Compulsory Requirements			متطلبات جامعة إجبارية	
		3	National Education	التربية الوطنية	9400100
12		3	Military Sciences	العلوم العسكرية	9400109
	9401099 / P.T	3	Arabic Language(1)	لغة عربية (1)	9400111
	9402099 / P.T	3	English Language(1)	لغة إنجليزية (1)	9400121
	University Elective Requirements (Humanities)			متطلبات جامعة إختيارية (العلوم الإنسانية)	
		3	Arab & Islamic Civilization	حضارة عربية إسلامية	9400101
		3	Civilization & Thought	حضارة وفكر	9400102
6	9400111	3	Arabic Language(2)	لغة عربية (2)	9400112
	9400121	3	English Language(2) (Compulsory for this Major)	لغة إنجليزية (2) (إجباري لهذا التخصص)	9400122
		3	Principles of Communication	مبادئ الاتصال	9400191
	University Elective Requirements (Social & Economic Sciences)			متطلبات جامعة إختيارية (العلوم الاجتماعية والاقتصادية)	
		3	Fundamentals of Economics	مبادئ الاقتصاد	9300112
		3	Political Science	علوم سياسية	9400104
6		3	Contemporary Issues	قضايا معاصرة	9400105
		3	Palestinian Cause	القضية الفلسطينية	9400131
		3	Introduction to Sociology	مدخل إلى علم الاجتماع	9400171
	University Elective Requirements (Science, Technology, Agriculture & Health)			متطلبات جامعة إختيارية (العلوم والتكنولوجيا والزراعة والصحة)	
		3	Science & Life	العلم والحياة	9100101
		3	Sports for All	الرياضة للجميع	9400140
3		3	Environmental Education	التربية البيئية	9400151
		3	First Aid	الاسعافات الأولية	9500101
		3	Food and Nutrition in Our Life	الغذاء والتغذية في حياتنا	9500111
	9601099 / P.T	3	Computer Skills	مهارات حاسوبية	9600101
	Faculty Compulsory Requirements			متطلبات كلية إجبارية	
		3	The Art of Writing & Composition	فن الكتابة والتعبير	401103
9		3	Teaching Thinking	تعليم التفكير	405108
		3	Methods of Scientific Research	أساليب البحث العلمي	406103
	Faculty Elective Requirements			متطلبات كلية إختيارية	
		3	Arabic Language Issues in the Modern Age	قضايا اللغة العربية في العصر الحديث	401104
		3	Literary Appreciation	التذوق الفنون الأدبية	401203
		3	History of Arab Thought	تاريخ الفكر العربي	401204
	9400122	3	English Language - Paragraph Writing (Compulsory for this Major)	لغة إنجليزية ـ كتابة الفقرة (إجباري لهذا التخصص)	402103
	9400121	3	English Language - Basic Grammar (Compulsory for this Major)	لغة إنجليزية ـ قواعد أساسية (إجباري لهذا التخصص)	402104
12		3	French Language	اللغة الفرنسية	402108
		3	Introduction to Psychology	مدخل الى علم النفس	405101
		3	Inter-Personal Communication Skills	مهارات التواصل بين الأشخاص	405109
		3	Principles of Education	مبادئ التربية	406101
		3	Communication & Society	الاتصال والمجتمع	409103
		3	Contemporary Arab Media	الإعلام العربي المعاصر	409205
	Department Compulsory Requirements			متطلبات قسم إجبارية	
	402104	3	Listening Conversation	الاستيعاب السمعي	402204
	9400122	3	Reading & Summarizing	قراءة و تلخيص	402205
	9400122	3	Introduction to English Literature	مدخل إلى الأدب الانجليزي	402220
	402220	3	Introduction to Novel	مدخل إلى الرواية	402221
	402220	3	Short Story	القصة القصيرة	402224
	9400122	3	Introduction to Linguistics	مدخل الى علم اللسانيات	402230
	9400122	3	Phonetics	صوتيات اللغة الإنجليزية	402231
	402205	3	Advanced Reading(1)	قراءة متقدمة(1)	402305
	402230	3	Syntax (1)	علم النحو (1)	402332
	402103	3	Essay Writing	كتابة المقالة	402334
	402230	3	Psycho and Sociolinguistics	علم اللغة النفسي والإجتماعي	402335
75	402103	3	Written Translation(E/A)	ترجمة تحريرية (E/A)	403232
	402230	3	Semantics	علم الدلالة	403333
	402334	3	Report Writing	كتابة التقارير	403428
	403232	3	Written Translation (A/E)	ترجمة تحريرية (A/E)	403429
	403429	3	Consecutive Interpreting(E/A/E)	ترجمة شفهية تتابعية (E/A/E)	403444
	403429	3	Translation of Political Journalistic Texts	ترجمة نصوص سياسية صحفية	403445
	403445	3	Theories of Translation	نظريات الترجمة	403446
	403446	3	Seminar in Translation	حلقة بحث في الترجمة	403447
	403446	3	Field Training in Translation	تدريب ميداني في الترجمة	403451
	403429	3	Translation of Scientific/Literary Texts	ترجمة نصوص علمية/ أدبية	403453
	403429	3	Translation of Economic Texts	ترجمة نصوص اقتصادية	403454
	403429	3	Translation of Legal Texts	ترجمة نصوص قانونية	403455
	403444	3	Simultaneous Interpreting (E/A/E)	ترجمة فورية (E/A/E)	403456
	402333	3	Lexicology	علم المعاجم	403457

Appendix 20

Zaytoonah University

Study Plan 2010/2011

Study Plan 2012/2013

الخطة الدراسية للترجمة— إجراءات تنفيذ مهام لجنة الخطة الدراسية في قسم اللغة الإنجليزية وآدابها   QF04/0107-1.0

2008 - 2011

الخطة الأربعية (الفصل/السنة)	المتطلب السابق	ساعة عملي	ساعة نظري	ساعة معتمدة	اسم المادة	رقم المادة	منجز	مسجل
					ثالثاً: متطلبات التخصص ١٨ ساعة معتمدة على التخليص النظري			
					أ: متطلبات التخصص الإجبارية: ٣ ساعة معتمدة			
١/٢				٣	الكتابة : الفقرة	٤٠٢١١٠	☐	☐
١/١				٣	مهارات القراءة والتلخيص	٤٠٢١١١	☐	☐
١/٢				٣	مهارات شفوية واستماع	٤٠٢١١٢	☐	☐
١/١				٣	قواعد اللغة الإنجليزية ١	٤٠٢١٦٠	☐	☐
٢/١	٤٠٢١١٠			٣	الكتابة المتقدمة : مقالة	٤٠٢٢١١	☐	☐
٢/٢				٣	مقدمة في علم اللغة	٤٠٢٢٢٠	☐	☐
١/٢				٣	مدخل إلى الأدب الإنجليزي	٤٠٢٢٣٠	☐	☐
٣/١	٤٠٢٢٢٠			٣	علم المعاني	٤٠٢٣٢٠	☐	☐
٣/٢	٤٠٢٢٣٠			٣	مدخل إلى المسرحية	٤٠٢٣٣١	☐	☐
٣/١	٤٠٢٢٣٠			٣	مدخل إلى الرواية	٤٠٢٣٣٢	☐	☐
٤/١	٤٠٢٢٣٠			٣	اللغويات المقارنة	٤٠٢٤٢٣	☐	☐
٣/٢				٣	صوتيات اللغة الإنجليزية	٤٠٨٢٢١	☐	☐
٢/١				٣	مدخل إلى الترجمة	٤٠٨٢٤١	☐	☐
٣/٢	٤٠٨٢٤١+٤٠٨٢٤١			٣	نقد الترجمات	٤٠٨٢٤٢	☐	☐
٣/٢	٤٠٨٢٤١			٣	الترجمة العامة ع/إ	٤٠٨٢٤٠	☐	☐
٣/١	٤٠٨٢٤١			٣	الترجمة العامة إ/ع	٤٠٨٢٤١	☐	☐
٤/١	٤٠٨٢٤٠+٤٠٨٢٤١			٣	الترجمة التتابعية / باللغتين	٤٠٨٤٤٠	☐	☐
٤/٢	٤٠٨٢٤٠+٤٠٨٢٤١			٣	الترجمة التزامنية / باللغتين	٤٠٨٤٤١	☐	☐
٤/١	٤٠٨٢٤١			٣	الترجمة القانونية	٤٠٨٤٤٤	☐	☐
٤/٢	٤٠٨٢٤٢			٣	حلقة بحث في الترجمة	٤٠٨٤٩٤	☐	☐
					ج: المتطلبات الاختيارية ٩ ساعات معتمدة			
				٣	مهارات دراسية عامة	٤٠٢١١٣	☐	☐
١/١				٣	النثر غير الروائي الحديث	٤٠٢٢٣١	☐	☐
٢/١				٣	قواعد اللغة الإنجليزية ٢	٤٠٢٢٦٠	☐	☐
٢/٢	٤٠٢١٦٠			٣	كتابة التقارير البحثية	٤٠٢٣١٠	☐	☐
٣/١	٤٠٢٢١١			٣	علم الصرف	٤٠٢٣٢٣	☐	☐
٣/١	٤٠٢٢٢٠			٣	أساليب ومناهج تدريس اللغة الإنجليزية	٤٠٢٣٥٠	☐	☐
٣/٢	٤٠٢٢٢٠			٣	علم اللغة الاجتماعي	٤٠٢٤٢١	☐	☐
٣/٢	٤٠٢٢٢٠			٣	الأسلوبية في اللغة والأدب	٤٠٢٤٢٢	☐	☐
٤/١	٤٠٢٢٢٠			٣	تاريخ اللغة الإنجليزية	٤٠٢٤٦٠	☐	☐
٤/١	٤٠٢١٦٠+٤٠٢٢٣٠			٣			☐	☐
					د: المتطلبات الاختيارية لتخصص الترجمة ٩ ساعات معتمدة			
٢/٢	٤٠٢٢٢٠			٣	اللغويات التطبيقية	٤٠٢٣٢٢	☐	☐
	٤٠٢٢٢٠+٤٠٢١٦٠			٣	تحليل الأخطاء اللغوية	٤٠٢٣٦٠	☐	☐
٣/١				٣	ترجمة المصطلحات الفنية	٤٠٨٢٤٣	☐	☐
٤/١	٤٠٨٢٤٢			٣	الترجمة الصحفية	٤٠٨٣٤٢	☐	☐
٤/١	٤٠٨٢٤٢			٣	الترجمة العلمية	٤٠٨٣٤٧	☐	☐
٤/٢	٤٠٨٢٤٢			٣	الترجمة الاقتصادية والإدارية	٤٠٨٣٤٨	☐	☐
					ياً: متطلبات التخصص المساندة ٩ ساعات معتمدة			
٣/٢				٣	اللغة الفرنسية ١	٤١١١٠١	☐	☐
٤/١	٤١١١٠١			٣	اللغة الفرنسية ٢	٤١١١٠٢	☐	☐
٣/٢				٣	اللغة الفرنسية في الفندقة والسياحة	٤١١١٠٣	☐	☐
٤/١	٤١١١٠١			٣	قواعد فرنسية ١	٤١١١٢٠	☐	☐

رابعاً: متطلبات حرة (٣) ساعات معتمدة (بإمكان الطالب اختيار أي مادة من أي خطة دراسية في الجامعة على أن لا يكون سوق واجتازها)

	الخطة الدراسية الترجمة– إجراء/تنفيذ مهام لجنة الخطة الدراسية في قسم اللغة الإنجليزية وآدابها	QF04/0407-1.0
	(الخطة المعدلة بناء على توجيهات لجنة الاعتماد رقم 443/26/2012 الصادر في تاريخ14/8/2012	
	للعام الجامعي 2012/2013 بناءً على قرار مجلس العمداء رقم (3.1/21/2012) في اجتماعه (21) بتاريخ : 10/09/2012)	

خطة استرشادية (الفصل/السنة)	المتطلب السابق	ساعة عملي	ساعة نظري	ساعة معتمدة	اسم المقرر	رقم المقرر	سجل	محتوى

ثالثاً متطلبات التخصص 1.. ساعة معتمدة على النحو التالي

أ: متطلبات التخصص الاجبارية 60 ساعة معتمدة

خطة استرشادية (الفصل/السنة)	المتطلب السابق	ساعة عملي	ساعة نظري	ساعة معتمدة	اسم المقرر	رقم المقرر	سجل	محتوى
				3	الكتابة : الفقرة	402110	☐	☐
1/2				3	مهارات القراءة والتلخيص	402111	☐	☐
1/1				3	مهارات شفوية واستماع	402112	☐	☐
1/2				3	قواعد اللغة الإنجليزية 1	402160	☐	☐
1/1				3	الكتابة المنظمة : مقالة	402211	☐	☐
2/1	402110			3	مقدمة في علم اللغة	402220	☐	☐
2/2				3	مدخل إلى الأدب الإنجليزي	402230	☐	☐
1/2				3	علم المعاني	402320	☐	☐
3/1	402220			3	مدخل إلى المسرحية	402331	☐	☐
3/2	402230			3	مدخل إلى الرواية	402332	☐	☐
3/1	402230			3	صوتيات اللغة الإنجليزية	408221	☐	☐
3/2				3	مدخل إلى الترجمة	408241	☐	☐
2/1				3	نقد الترجمات	408242	☐	☐
3/2	408340+408341			3	الترجمة العامة ع/إ	408340	☐	☐
3/2	408241			3	الترجمة العامة إ/ع	408341	☐	☐
3/1	408241			3	الترجمة الصحفية	408343	☐	☐
4/1	408243			3	الترجمة التتابعية / باللغتين	408440	☐	☐
4/1	408340+408341			3	الترجمة التزامنية / باللغتين	408441	☐	☐
4/2	408340+408341			3	حلقة بحث في الترجمة	408494	☐	☐
4/2	408242			3	التدريب الميداني في الترجمة	408495	☐	☐

ب: المتطلبات الاختيارية 9 ساعة معتمدة

خطة استرشادية (الفصل/السنة)	المتطلب السابق	ساعة عملي	ساعة نظري	ساعة معتمدة	اسم المقرر	رقم المقرر	سجل	محتوى
1/1				3	مهارات دراسية عامة	402113	☐	☐
2/1				3	النثر غير الروائي الحديث	402231	☐	☐
2/2	402160			3	قواعد اللغة الإنجليزية 2	402260	☐	☐
3/1	402211			3	كتابة التقارير البحثية	402310	☐	☐
3/1	402220			3	علم الصرف	402323	☐	☐
3/2	402220			3	أساليب ومناهج تدريس اللغة الإنجليزية	402350	☐	☐
3/2	402220			3	علم اللغة الاجتماعي	402421	☐	☐
4/1	402220			3	الأسلوبية في اللغة والأدب	402422	☐	☐
4/1	402160+402230			3	تاريخ اللغة الإنجليزية	402460	☐	☐

ج: المتطلبات الاختيارية المساندة الترجمة 9 ساعة معتمدة

خطة استرشادية (الفصل/السنة)	المتطلب السابق	ساعة عملي	ساعة نظري	ساعة معتمدة	اسم المقرر	رقم المقرر	سجل	محتوى
3/2	402220			3	اللغويات التطبيقية	402322	☐	☐
	402220+402160			3	تحليل الأخطاء اللغوية	402360	☐	☐
4/1	402320			3	التقنيات المتقابلة	402423	☐	☐
3/1				3	ترجمة المصطلحات الفنية	408243	☐	☐
4/1	408243			3	الترجمة العلمية	408347	☐	☐
4/2	408243			3	الترجمة الاقتصادية والإدارية	408348	☐	☐
4/1	408241			3	الترجمة القانونية	408444	☐	☐

متطلبات التخصص المساندة 6 ساعات معتمدة

خطة استرشادية (الفصل/السنة)	المتطلب السابق	ساعة عملي	ساعة نظري	ساعة معتمدة	اسم المقرر	رقم المقرر	سجل	محتوى
3/2				3	اللغة الفرنسية 1	411101	☐	☐
4/1	411101			3	اللغة الفرنسية 2	411102	☐	☐
3/2				3	اللغة الفرنسية في الكتابة والمحادثة	411103	☐	☐
4/1	411101			3	قواعد فرنسية 1	411120	☐	☐

رابعاً يتطلب حر (3) ساعات معتمدة (بإمكان الطالب لاختيار أي مادة من أي خطة دراسية في الجامعة على أن لا يكون مسق بإجباري)