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Faculty of Education

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Exploring Pedagogical and Curricular Practices in Postgraduate and Undergraduate Translation Programs in Qatar: Towards the Development of a Localized Competency-Based Approach

By:

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Exploring Pedagogical and Curricular Practices in Translation Programs in Qatar:  
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## ABSTRACT

The number of translation programs within a university context has multiplied in many countries worldwide, which led to the need to question their quality (Gambier, 2012). In the Arab world, especially in the Gulf region, translator education is an emerging practice. For instance, in Qatar, the first translation programs were launched in 2012 at both Qatar University (BA minor in translation ) and the MA programs in translation studies at the Translation and Interpreting Institute (College of Humanities and Social Sciences; Hammad bin Khalifa University). Arabic scholars in the field of translation have highlighted the ongoing curriculum and pedagogical issues at the regional level. Many university programs in the Gulf region prefer to import foreign curriculum packages rather than invest in creating localized programs (Badry & Willoughly, 2015); hence, there is a need for programs relevant to the local and regional communities and contexts (Taibi, 2016). This could only be done through ground exploratory research to identify the problems and address them through a consensus process between the various stakeholders: academia, society and the profession.

This doctoral thesis is a result of an exploratory and descriptive study carried out on the two existing translation programs in Qatar (a postgraduate program at the translation and interpreting institute at Hamdam Bin Khalifa University; and an undergraduate program at Qatar University) to identify the type of pedagogical and curricular practices in these institutions and align them with the findings from the practices in the translation and interpreting professions as well as translation professionals' perceptions in the state of Qatar.

The present study has focused on the following objectives: 1) the identification and description of the professional translator profile in the Qatari

context; 2) the identification of the pedagogical (teaching and learning) practices used in translation programs at Arabic universities in the Gulf region, such as Qatar; 3) knowledge required according to the opinions of professionals working in the field, and the competencies that these professionals believe should be developed in a translation program; and 4) a description of the necessary conditions to integrate such professional requirements in these types of professionally-oriented programs.

The findings obtained from the study suggest that a knowledge of the working environments of translators and the required knowledge, skills and abilities to exercise the translation profession is crucial to a translation instructor as well as to a translation or interpreting curriculum developer. Such an awareness would result in the transfer of a different meaning of translation and translator status in society than the one it carries at present in Qatar. Also, there is a need to update the pedagogical and curriculum practices within a university context in Qatar to further integrate professionally oriented types of content, and adopt innovative pedagogies to educate multilingual service providers in the country. Although participants claimed that they are willing to integrate dynamic teaching practices, at the same time they also declared that they would keep the same curricular practices privileged by the institutions. The Interviewees from the profession reported the poor students' performance in an internship in the local context. Other interviewed practicing translators - who graduated from one of the translation programs in Qatar- suggested that the current modes of instruction need to be revised and that more situated, project and problem-based types of activities need to be implemented in the classroom.

The results may be useful for teaching staff, instructors, administrators, and the management to improve and reconsider their existing curriculum and pedagogical practices within a university-based program by including the integration of research-based professional practices in the initial design of

courses. The positive and consensus-based partnership between academic instances and the professional practitioners is a key solution in this regard. The addition or deletion of courses in a program and the focus on the importance of textbooks without diagnosing the social and community needs, as well the lack of a clear framework to assess faculty or instructor competency and eligibility to educate and train translators, has led to quality issues in existing programs.

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**LIST OF ABBREVIATIONS**

A.H.	Anno Hijri
AVT	Audio-Visual Translation
BA	Bachelor of Arts
EFL	English as a Foreign Language
EMT	European Masters in Translation
HoD	Head of the Department
ICT	Information and Communication Technologies
LMS	Learning Management System
MMR	Mixed Method Research
PACTE	Proceso de Adquisición de la Competencia Traductora y Evaluación
TAP	Think Aloud Protocol
TPACK	Technology, Pedagogy, and Content Knowledge
TQM	Total Quality Management
TS	Translation Studies
VAK	Visual, Auditory and Kinaesthetic

## DEDICATION

*I dedicate this thesis:*

*To my parents: My father Abdel-Rahmane & my mother Aicha*

*To my wife Najat and my baby daughter Ines*

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## INTRODUCTION

Bassnet (2002) clearly explains the worldwide proliferation of both the discipline of Translation Studies and its sub-discipline of translator training in the preface of her book *Translation Studies*. She declares that a very wide-ranging literature on the topic of translation and translators has recently been published. Also, many professional associations have been created worldwide, leading to conferences and the development of research in the field, etc. Translation programs at the university level in all parts of the world have proliferated. Pym (2002), relying on data extracted from surveys carried out by Caminade and Pym (1995) as well as that of Harris and Kingscott (1997), claims that the number of translation institutions amounted to 300 worldwide in 2002. By 2006, the number of Bachelors' and Masters' degree programs increased in the EU countries and reached 285 programs in that region alone (Biel, 2011). Also, Kim (2013) stresses that the total number of translation programs worldwide was over 600 by 2010.

Further, recent developments, during the last three decades, in the field of Translation Studies, coupled with the widespread opening of various translation programs in many universities, has given legitimacy to its pedagogical and educational dimensions within an academic context in countries such as Canada and Spain (Baker, 2005). Also, recent advances in the field of translator education have enhanced the status of Translation Studies as a theoretical framework for not only translator scholars and practitioners, but also translator trainers in academic contexts.

Scholars in the field of translator education such as Kelly (2005, 2008) and Kearns (2006, 2008, & 2012) have advocated the importance of referring to research in Translation Studies when designing courses, curriculum or organizing in-class teaching activities. These scholars also recommend taking into

consideration, especially in professionally-oriented translation programs, the professional aspects of real world translation practice. Prominent and fervent promoters of this trend are Gouadec (2003, 2007), Kiraly (2000) and Vienne (1994). Kelly (2005; 2008), has emphasized not only the disciplinary and professional elements in translation programs but also the role of the human factor (teachers and students) and classroom research, as have other scholars such as Cravo, (1999, 2007); Echeverri, (2005, 2008); Fiola, (2004); Gonzales, (2004); Kiraly, (2000, 2003, 2012).

Furthermore, Guével (2006) added that this proliferation of translator education, as a sub-branch of Translation Studies, holds promising avenues, especially after the recent considerable increase in the number of researchers in the field in various countries. This author continues to argue that challenging issues, such as the orientation given to the program, may arise due to the way content and pedagogy are organized and structured in newly established programs of translation. Hence, despite the widespread opening of translation programs in many countries, further inquiry into the functioning of these newly established programs is necessary at the curricular and pedagogical levels.

Pym (2002) also stresses on the need to consider the political and cultural contexts in which translator training is taking place, especially if the program is based in the European zone. According to the author, these established programs outside Europe have their contexts that may condition the way curriculum design, learning/teaching (and training) should be conceptualized and organized. In this case, pedagogical models in European or Western-based translator education contexts need to be scrutinized. He contends that: “translator trainers would do well to consider this diversity of models, looking beyond those that have been developed specifically for Western and European conditions”(*Ibid.*, p. 1). We see that the role of the instructor is considered by Pym to be a major element in the process of innovation in translator education.

To our knowledge, in the context of Higher Education in the Arab world, there has been very little empirically-based research on translator education. Apart from the work of Fatan (2005) in the translation industry and profession in Saudi Arabia and its implications for translator training, very fragmented and individual initiatives have been the norm, such as the outstanding work of Gabr (2000, 2001, 2007) on translator training in the Arab world. Gabr (2001) made a breakthrough in the area of translator education when he integrated other insights, in addition to those of Translation Studies, such as curriculum studies and the concept of Total Quality Management<sup>1</sup> from both fields of education and management sciences. His work on translator training at Egyptian national universities is still a reference *par excellence*. Others have led interesting empirical studies whereby they examine the translation competence of novices and professionals (Mehrash, 2003; Atari, 2012). However, they do not take into account the research on translation competence carried out by the ‘Proceso de Adquisición de la Competencia Traductora y Evaluación’<sup>2</sup> group led by Hurtado in Spain at the *Universidad Autonoma de Barcelona*. Another important empirical study was carried out by Buhmaid (1995) on translation programs in the Arab world whereby he examined the way syllabuses were structured, and where he reported a lack of the use of clear objectives by faculty who teach translation courses.

In the present research, all the perspectives discussed in the previous studies shall be taken into consideration to shape and construct a descriptive and exploratory types of study. The aim of this research is to come up with recommendations to help instructors and administrators in translation programs at Gulf-based universities, particularly in the context of Qatari universities, to conceptualize and organize their learning and teaching environments as well as intervene in the classroom context and assess students. The instructors’ focus is to

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<sup>1</sup>According to Singh (2014), “Total quality management is the combination of all the functions and processes within an organization in order to achieve continuous improvement in goods and services.” (p. 213).

<sup>2</sup> PACTE (Process in the Acquisition of Competence, Translation and Evaluation)

enhance students' competencies to help them become operational, competent and productive in society and the profession alike. Under the impact of globalization and rapid advances in technology, translation practices and translator working patterns have changed (Al-Qinai, 2010), requiring the development, updating and reviewing of pedagogical and curricular practices in translation programs.

The present research comprises five chapters. Chapter One covers a full description of the context of the study as well as the current situation and the research problem. A comprehensive review of the literature on translator education worldwide, particularly in the Arab world, is provided. Then, various problems identified in translation programs in both the Anglo-Saxon and the European traditions are discussed. These cover the pedagogical, curricular, professional and disciplinary issues highlighted by major researchers. In addition to that, major issues raised in the current literature on translator education in the region are also discussed. A description of a future-oriented type of education for translation programs is highlighted when discussing the need for innovative contents, approaches, and pedagogies aiming at gearing the education experiences to deliver outcomes demanded in a knowledge-based society. A case in point is the rethinking of the pedagogical and curricular practices, integrating information and communication technologies (ICTs) in curricula and aligning this with relevant pedagogies to enhance lifelong learning and significant student learning and performance.

Chapter Two is the reference framework we chose to approach our study. There is a reference to Kelly's model (2005, 2008) on both translation competence and translator trainer competencies respectively, and an acknowledgement of the European Masters in Translation (EMT) (2009, 2013) reference framework model used in all EU MA translation programs as a reference document. The EMT (2009) covers the type of translation competencies desired in the European market and for the European end user, while the 2013



EMT version covers the type of competencies desired in a translator instructor. These two reference frameworks will be the lenses through which we examine the translation programs in the Gulf region, especially those based in Qatar. In other words, a competency-based approach to programs and curricula will be our guideline reference, and efforts will be made to contextualize it to construct new localized guidelines for conceiving such programs.

The third chapter is about the type of methodology that was adopted to conduct the present study: a mixed research method supported by a pragmatic approach and orientation. Both qualitative and quantitative research techniques are used to achieve the objectives of the research. Green and Hall (2010) adopt a pragmatic perspective whereby prioritisation of the research objectives instead of limiting them to one methodological approach is crucial.

The fourth chapter concerns the presentation of the findings and their analysis of the study in light of the objectives pursued in this research. The interviews that make up the first part of the data collection were carried out through Skype (a software used for voice-over chat on the Internet) with the support of an integrated audio and video software. The semi-structured interviews were carried out with fifteen translation professionals working in public and semi-public sectors in the state of Qatar. The verbatim interview data were processed using a lexicometric<sup>3</sup> analysis method using Sphinx software. In the second phase of data collection, an online survey was designed, and a questionnaire was developed and sent to university-based instructors and faculty in Qatar. The participants replied to both open-ended and close-ended questions, with the use of a four-point Likert scale.

The fifth chapter presents the discussion of the combined and integrated findings from both the semi-directed interviews with the professionals in the

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<sup>3</sup> Textual data analysis (Lebart, Salem & Berry, 1998)

translation industry as well as the e-survey carried out with the teaching staff at the University of Qatar and the Translation and Interpreting Institute at Hamad Bin Khalifa University in Qatar. Finally, the chapter concludes by casting light on the attainment of the research objectives, the limitations of the present research and suggestions for future research studies in the field.

To sum up this section, the focus of the present research is to explore pedagogical and curriculum practices in translation programs at two local Qatari universities. The outcome will be to propose the utility of a competency-based framework of reference or guidelines for translation programs and translation instructors. Such a framework could be used by faculty and the curriculum committee when designing or developing learning or training experience for future professional translators. The particular contribution of this research is to allow the reader permits an overview of the fundamentals of translator training and education in general, and specifically, in the context of universities in the Arabic context in the gulf region. This overview is an essential step in the development of future innovative practices in the field of translation education.

## CHAPTER ONE: CONTEXT AND PROBLEMATIZATION

### 1. FUNDAMENTAL POINTS IN THE HISTORY OF TRANSLATOR EDUCATION

It is important to understand that before the systematization of translation education and training in a university context, ad-hoc translator training was practiced in many cultures in the past. Pym (2009) reports that:

One might seek the origins of more extensive training programs in the elaborate Chinese institutions for the translation of Buddhist texts, from the fourth to the ninth centuries, in the ‘House of Wisdom’ in ninth-century Baghdad, in cathedral chapters as in twelfth-century Toledo, or with court scholarship from the thirteenth century. The great European colonizations were also associated with rudimentary translator training based on the capture and training of natives. Translator training was carried out on the fringe of empires or at the points where civilizations met, as seen in the training of French interpreters partly in Constantinople from 1669 or the Oriental Academy for diplomats founded by Empress Maria Theresa in Vienna in 1754. (p. 1)

According to Gada (2014), the most well-known translator then was Hunain Ibn Isaac known as ‘the Sheikh of the Translators, and the Abbasid Khalifa AL-Maamoun, around the 9<sup>th</sup> century A.D (equivalent to 3<sup>rd</sup> second century Anno Hijri (A.H)) established the famous “Bayt al ikm ” or “House of Wisdom” in Bagdad “ [...] An educational institution where Muslim and non-Muslim scholars together sought to gather the world’s knowledge through translation [...]” (Ibid., p. 162). The House of Wisdom was an institution which hosted classic ancient works of Roman, Chinese, Indian, Persian, Greek, and

Byzantine origin. Shortly after its establishment, the House of Wisdom became a school for physicians, scientists, and even translators (Ibid.). The most famous translator and physician of all time, *un ayn ibn Ishāq*,<sup>4</sup> was the director of *Bayt Al-Hikma*. He compiled and translated and summarized many ancient texts and books from Greek into Arabic (Al-Qifti, 1970). The House of Wisdom was then similar to a translation laboratory and school.

While translator training as a field of study may be relatively new, its practice within a general classroom (not necessarily in a university context) goes back a long way in history. For instance, as a technique for teaching foreign languages, the ‘grammar-translation’ method was used to teach Latin during the middle ages and foreign languages between the 16<sup>th</sup> and the early 20<sup>th</sup> century (Kearns, 2006). In the seventies, the ‘grammar-translation’ method was sidelined from the educational scene in favour of the communicative method in language teaching. Nevertheless, recent research on bilingualism and language acquisition in some cultural and educational contexts such as Spain praised the central role of translation in improving language skills and intercultural competencies (Gonzales, 2012).

As a result of the European expansion during the industrial age, a large translation school was established in 1835 in Egypt called ‘School of Tongues’ or the *Madrasa Al-Asun* (Pym, 2009, p.1). And after " [...] a few years, a translation bureau, called *qalam al-targama* was attached to it, probably staffed with graduates of the school" (Brugman, 1984, p. 19) and that its “curriculum consisted

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<sup>4</sup> " *unayn Ibn Ishāq Al-‘Ib dī* is a Physician and a “Translator Par Excellence” lived in the early 9th century of CE (Christian Era) and 2nd century AH (after Hijra), during the Abbasid Caliphates. Because of his genius, he was able to convert nearly all accessible Greek medical, philosophical and scientific works, into Syriac and Arabic. He became the veteran director of “*Bayt al-ikm*” or “House of Wisdom” and a court physician in the court of Caliph *ar n al Rashīd*. (149-193AH/766-809 CE)" (Nagamia& Puyan, 2008, p. 2)

of teaching Arabic, French, Persian, Turkish, Italian, English, geography, history, literature, and Islamic jurisprudence” (Asanti, 2002, p. 134). Therefore, the emergence of translator training in Bagdad or Egypt was due to specific local social, political, diplomatic and economic needs at that time.

Early signs of embedding translator training in academic contexts in Europe emerged after the Second World War. It was then that, “Independent university level institutions were established in the border region of the Third Reich; Graz and Innsbruck in 1946, Germmershein in 1974 [...]; a translation school was established at Georgetown in 1949, and the now-traditional French institutions ESIT and ISIT would follow in 1957” (Pym, 2009, p. 2).

In the case of the Gulf region, translator training at a university level is an emerging field. In Qatar, the first MA program was launched in 2012 at Hamad Bin Khalifa University, and in the same year, a minor undergraduate program was created at Qatar University. Even the most solid and well-known program in the translation programs in the region (at King Saud University in Saudi Arabia) was created as late as at the beginning of the nineteen nineties. According to Pym (2009), in the developed world, these programs were mostly created to respond to economic globalisation and internationalisation that impacted the world. In the context of Saudi Arabia, Fatani (2009) contends that:

The recent entry of Saudi Arabia into the World Trade Organization, the irreversible globalisation of Saudi businesses, the diversified and large number of local sectors that have recently entered into strategic partnerships with Microsoft; together with the Internet revolution, have made translating and interpreting services a rapidly growing area with excellent employment opportunities. (p. 1)

Before explaining the disciplinary framework of translation in academia (Translation Studies) (fig.1), it is important to refer to a crucial element that will

play an important role in this research document: the role of the human factor<sup>5</sup>, and other situational elements, in a translation classroom and program. According to Kelly (2008), recent research in translator education exclusively discussed elements of the product or process of translation. According to the author, much has been written about translation competence as a product or process in the literature on translator training and Translation Studies, but less about the human factor such as translation instructor competencies in an educational environment. Instructors in a translation program have a crucial role in providing environments of learning, teaching, and performance that need to be examined since universities have a social role to fulfil, in addition to being a space for knowledge acquisition appropriation. The term ‘society’ includes various stakeholders, amongst whom is the consumer and the commissioner of the translation work. According to a study led by China “Translation teachers are the most significant factor determining the success of translation teaching, and Chinese researchers gradually realize this” (Wang, 2014, p. 199).

### **1.1 The concept of translation studies**

As is clear from what was mentioned earlier, there was a need, after the late fifties and early sixties to establish translation as an interdisciplinary field of academia. Translation theory was the predominant reference framework for reflexion on the translation phenomena. Nevertheless, in the western tradition, James Holmes’ article *The Name and Nature of Translation Studies* (1972) at the third International Congress of Applied Linguistics in Copenhagen gave birth to a new map to orient the scholarly study of translation in academia under the name of Translation Studies. Coincidentally, in the same year, Brian Harris in Canada gave the new discipline the name of ‘*Traductologie*’ (Harris, 1988, p. 91). Harris (2001) explains that “the term ‘*Traductologie*’ was coined in the early 1970’s to

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<sup>5</sup> The human factor refers to mainly faculty, students and other human stakeholders involved in an education situation, be it in a classroom or institutional contexts. In our case, it will mostly be faculty profiles.

correspond to the establishment of translation as a valid object of scientific and academic study. Its English equivalent is usually TS, but sometimes translatology” (p. 1). Different scholars have defined the term ‘translation’ in various ways because it is an emerging concept and it has an interdisciplinary nature. In this thesis, I will refer to the latest definitions given to the concept. Guidère (2010) stipulates that translation is a set of operations where three major elements interact: the source text ‘text de départ’ / the target text ‘text d’arrivée’ and / the translator ‘l’agent, Le médiateur.’ He goes on to define TS as “la discipline qui analyse, décrit et théorise la relation entre ces éléments”<sup>6</sup> (p. 14). The Routledge Encyclopedia of TS (Baker, 1998) defines ‘TS’ as “[...] the academic discipline which concerns itself with the study of translation. And [...] it is now understood to refer to the academic discipline concerned with the study of translation at large, including literary and non-literary translation” (1998, p. 277). According to Hatim (2001), TS is the discipline “[...] which concerns itself with the theory and practice of translation” (p. 3). Various modifications and amendments have been made to Holmes’ map of Translation Studies, especially those by Toury (1992) (see Fig. 1). Holmes’ map has been modified by scholars in the field (Chesterman, 2009; Pym, 2001; Hatim, 2001; Malmkjaer, 2005; Van Doorslaer, 2007; Vandepitte, 2008) who added other components.

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<sup>6</sup> “The discipline that analyzes describes and theorizes the relation between the following elements: source text, the target text and translator.” (Author translation)

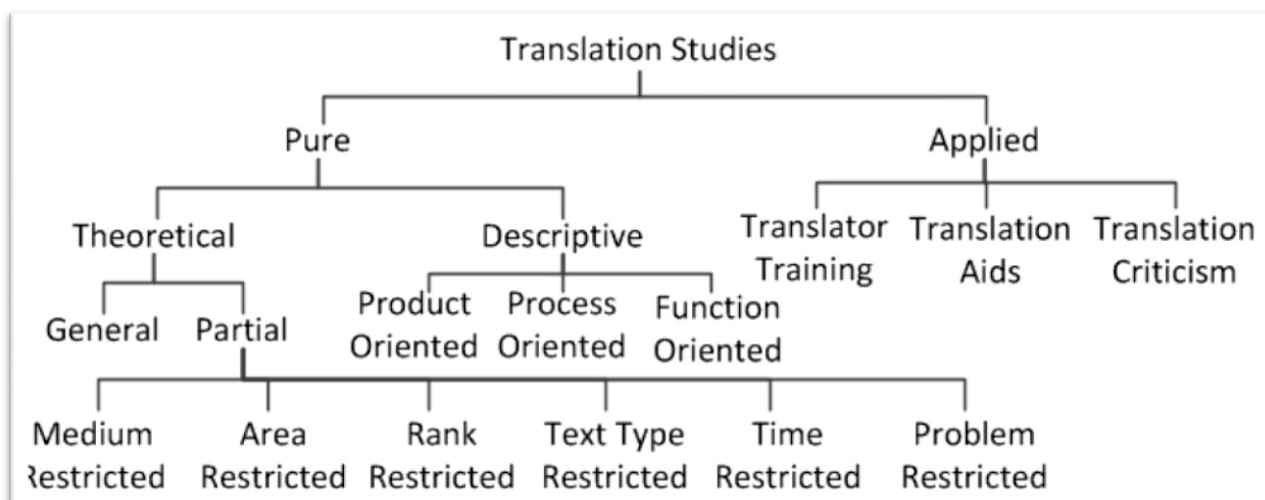


Figure 1. Holmes map, reviewed by Toury (1992)

Van doerslaer (2007) provided an updated version of the map of translation and translation studies, where he divided translation studies into 'translation studies' and 'interpreting studies,' and translation into 'translation' and 'interpreting.' The first refers to the research and academic dimension of the field, while the second indicates the practice and teaching of translation or practices (fig. 2). As for the applied part of the field of translation studies (fig. 3), Van doerslaer (2007) provided a more detailed map than that of Holmes, since he integrated the concepts of competence and curriculum overtly in the didactics section of the map, which Holmes did not mention with such clarity. The figure given below illustrates this point.



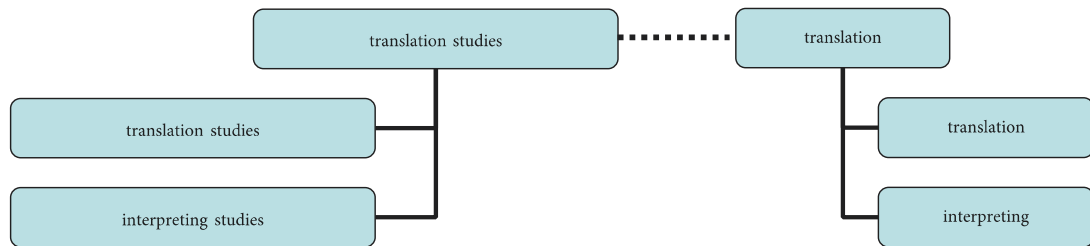


Figure 2. Map of translation studies (Basalamah, 2015; adapted from Van Doorslaer, 2007)

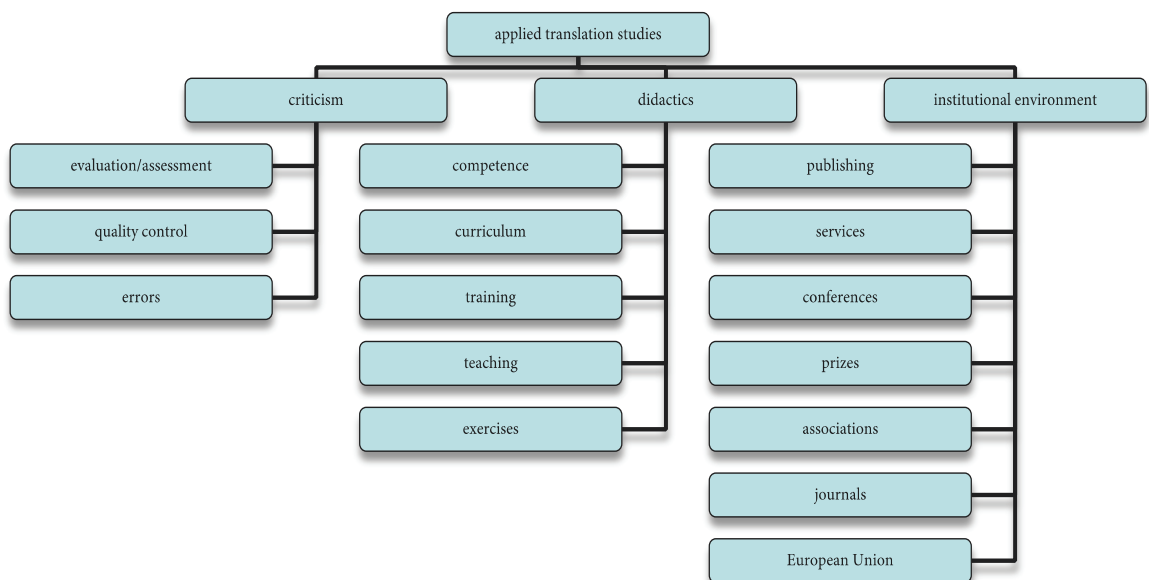


Figure 3. Map of the applied part of translation studies (Basalamah (2015) adapted from Van doorsaler's (2007)

The maps in (fig 2) and (fig 3) provide a more expanded and clear visual representation of the complex field of translation studies. It goes without saying that Holme's map remains a foundation framework in the field, but the rapid changes in the profession and the discipline itself required to update the elements and components of translation studies.

According to Tymoczko (2013) translation studies (TS) became an academic discipline soon after the end of the Second World War. The practice of translation during the war proved to be very useful as a socio-economic and political tool. The teaching of translation started in private schools and institutes and then it was integrated within academia. It has also become the reference framework for translation as a research field within academia. Also, the concept of TS has rendered translation to be not only a mere linguistic transfer process but also a professional activity and a communicative act (Pavereti, 2009).

For Munday (2001) the term 'translation studies' is defined as the field of study devoted to describing, analyzing and theorizing the process, context, and products of the act of translation as well as the role of the translator. For Chesterman (2009) the role of the human factor (the translator) is defined by emphasizing the visibility of the translator; and his<sup>7</sup> role in society. Finally, Schjoladager's (2008) definition of TS is as follows:

The main concern of TS is to seek new knowledge about the phenomenon of translation [...] research projects may be conducted to find solutions to specific problems within the profession, and research findings may well inspire and enlighten practitioners, but direct applicability to practical translation is not the main concern of TS in general. (p. 14)

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<sup>7</sup> The male pronoun "he" refers to both male and female persons for the sake of brevity.

Tymoskyo (2007) suggests that current translation approaches are Eurocentric in nature. She writes, “They grow out of a rather small subset of European cultural contexts based on Greco-Roman textual traditions, Christian values, nationalistic views about the relation between language and cultural identity and upper-class emphasis on technical expertise and literacy” (Ibid., cited in Federeci & Leonardi, 2015, p. 114). As a case in point, Pym (2011) argues that when Dolet (1547) stressed that a good translator should have extensive knowledge of both languages, he did so because at that time (the medieval age) in Europe the practice of having a team of language experts in the source language and a team of language experts in the target language was inexistent. Collaborative work in translation was known 2000 years ago in China and around the 10<sup>th</sup> century in *Bayt AL-Hikma* (Abbasid period) in Bagdad, but not in mainland Europe at that time (Tymosczyo, 2003). Therefore, Euro-centric concepts in TS need to be understood within their territorial and cultural boundaries and not to be generalized for other contexts, since different assumptions about the concept and its practice may arise in other widely different cultures.

## **1.2 Translator education: issues at stake**

In this section, there will be a discussion of the Western-based and the Arab-based traditions in translator education, with occasional references to other practices such as those common in China. The focus will be on the research (academic) and practice (professional) levels, with more focus on the former. The western literature indicates that translation pedagogy has seen both width and depth in research, pedagogy and the profession, which is why we decided to include it in this review. As for the teaching and research of translation in a university context in the Arab world, we will restrict our discussion to the most salient issues discussed in the literature. If the field had the same developmental process as it is the case in the west, we could have set up a comparative study.

However, the fragmentation and the scarcity of a sufficient body of research in translator education in the context of Arab-based universities affects this review of the literature. As it is, the Arab-Islamic tradition of translating knowledge from Greek into Arabic reached its ultimate point during the Abbasid period and then, after two hundred successful years, simply stopped as if there was a massive project of translating vast documentation for specific purposes and then when the project has ended, there were no further work to do.

### *1.2.1 The Western (European and North American) experience*

Institutionalized translator training started in Europe in the late forties as a result of post-war economic, diplomatic and political events. In this section, the focus will be on presenting recent advances in the discipline of translator education. Furthermore, instead of presenting the advances in translation pedagogy as related to authors or theories, we would like to discuss the methodological frameworks upon which a group of authors have based their approaches (Delisle, 1988, 2003; Gonzales, 2004; Gouadec, 2007; Hurtado, 1999, 2010, 2015; Lörcher, 1996; Kelly, 2005, 2008; Kiraly, 1995, 2000, 2016; Nord, 1991, 1997).

In this regard, we refer to Kelly's (2005) and Tao's (2012) focus on the importance of both the issues arising from the training program as well as the human factor and his competencies in these programs. In our case, the human factor would predominantly stand for the educator. We find this approach adequate to our research since our focus will be on the key curricular elements in a translation program as well as the instructor or faculty competencies in a translation program. In the literature, there is a call from many "*pedagogtrads*" (i.e. specialists in the pedagogy of translation) to examine the gap in the field of translator education, mainly at the levels of curriculum and course design and development practices undertaken by instructors (Calvo, 2009, 2011; EMT, 2013; Fiola, 2004; Hurtado, 2010, Kearns, 2006, 2008, 2012; Kelly, 2005, 2008;

Pavereti 2009, 2013) or in terms of pedagogy (classroom intervention) (Echeverri, 2008; Gonzales, 2004; Pym, 2011).

In this section, the focus will be on the recent trends in the field of translator education, which calls for renewal (Kearns, 2006) or remediation (Atari, 2012) of the education situation in professionally-oriented translation programs. Nevertheless, in research, the present state of any issue can be better understood if it is related to TS' fundamentals or past events. That is why we would also like to refer to traditional approaches to translation pedagogy and translator education, and then move on to discuss recent methodological trends.

#### *1.2.1.1 Developments in approaches in the field of Translator Education.*

Traditional approaches to translator education were mostly teacher-centred and transmission-based. The teacher, in this context, is the only source of knowledge. A traditional approach emphasizes, a one-to-many transmission of knowledge to a set of passive students who absorb that knowledge and return it back to their lecturer on the day of the exam. What is assessed is the memorized content. In the case of translation practice, the students need to match the 'correct' and 'only true' translation of the teacher that he provides in the classroom.

Inquiries into the pedagogical issues of translator education were raised during the nineties as a response to the inadequate teaching methods applied in the classroom as well as the absence of specific translator training programs. For instance, Kiraly (2003) had raised the issue of the existence of a 'pedagogical gap' in translator training programs, and that after "fifty years of a shadowy existence on the periphery of the emerging field of TS, translator education had reached a crossroads" (p. 3). The same author affirms that the privileged teaching method in translation in a university context during the last half a century is the "hand-me-down" approach inherited for over a century within higher education contexts.

Kiraly (2000, 2003) criticized the passive nature of students in most translation courses at university levels and questioned the role of the teacher as the superior source of knowledge and translation solutions. He states that all students do are read passages from their rough translations and ask questions so that the teacher can correct their errors and provide them with the right answer. However, the translation profession has changed in recent years, and employers demand competencies that traditional methods cannot deliver, which requires a rethinking of translation programs at both the pedagogical and curriculum levels with a heavy focus on developing not only the content dimension of the curriculum but also the human element and his competencies. The reason being is that translators should no longer be considered as mere transfer agents of linguistic structures or bilingual scribes; rather, they have an important role in society as cross-cultural agents and knowledge communicators, and their tasks are becoming more and more complex. Developers of translation programs need to take professional skills and competencies seriously and construct viable and adequate training programs based on both competencies and knowledge (Wesselink, 2010; Mudler, 2012) required by society and employers of multilingual service providers. Also, such type of enterprise at the program level requires specific pedagogies that are relevant to translator education or any professionally-oriented type of discipline. The adjustment of pedagogies to specific types of contents and vice-versa (Schulman, 1986) is crucial. For example, Echeverri (2005) refers to this pedagogical concern by stipulating that instructors “imitan, en muchos casos, a profesores experimentados, a seguir algún manual existente o aplicar lo que cada uno, según su filosofía de la enseñanza, considera la mejor manera de enseñar” (p. 3)<sup>8</sup>.

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<sup>8</sup> "[...] are, in many cases, limited to either imitating experienced professors, or following an existing manual, or that each professor teaches according to her or his own teaching philosophy." (Author translation).

Traditional approaches to translator education, (including rote learning) do not lead to significant learning outcomes since they lack the in-depth and durability of the constructivist type of approaches whereby knowledge is constructed based on the learner's previous experiences and his or her interaction with other people. Along with Dewey (1897, 1939), Piaget (1923, 1950) and Vygotsky (1934) pioneered a constructivist philosophy of education. Kiraly (2000) borrowed the approach and used it in translation pedagogy and created a new paradigm in the field different from the traditional teacher-based types of approaches in translation teaching.

Nevertheless, if translator education is carried out in a higher education context, some traditions need to be preserved to a certain extent; amongst which is lecturing or what Ladmiral (1977) calls "Performance Magistrale,"<sup>9</sup> especially in teaching theoretical types of contents. For instance, there has been a recent method of teaching followed in many North American secondary schools, and now in some universities, and which was transferred into academia, called 'inverted' or 'flipped' learning' (Lage, Platt and Treglia, 2000), whereby lectures are video captured on screen and then placed on the university's web platform for students to consult prior to coming to the classroom. Once in class, there is no more lecturing, only interactive student-centred discussion and brainstorming. Nevertheless, there are some critics about this method. A case in point, Bishop and Verleger (2013) criticized the flipped mode of instruction for its focus not on exclusively the design of effective classroom interactions and thinking, but it prioritizes the role of technology in the success of the educational experience. According to a survey led by the above authors, students' perceptions showed that a large percentage of them preferred classroom interactions to listening to lectures on a video artefact as a means to enhance learning.

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<sup>9</sup> Lecturing mode of instruction

New innovative approaches started to emerge in translator education by the early eighties in the western world (Kelly, 2005). Delisle (1993) made a breakthrough when he used the objectives-based approach in translation pedagogy. This was a great move beyond impressionist approaches to teaching whereby course outlines were not planned or sometimes inexistent. At the curriculum design level, he tackled the issue of using clear and measurable objectives to design and intervene in translation courses. In his book, “*La traduction raisonnée*” (2003) he distinguishes between ‘general objectives’ and ‘specific objectives,’ whereby the first type of objectives refer to the teacher’s, institution’s and department’s objectives, and the latter or second objective refers to the intended learning objectives. Delisle used action verbs to refer to these achievable learning outcomes where he corrected his nominally constructed objectives by shifting from a teacher-based paradigm to a more student-centred type of objective formulation using the typical verbal phrase ‘the student will be able to do x, y.... .’ This was a great contribution to the field of translation pedagogy. In his latter book, he argues that writing course objectives will allow the instructor to distance himself from unplanned, personal, and predominantly improvised teaching methods and techniques (Deslisle, 2003). Delisle has been a reference for many scholars in translator education, especially those in curriculum design and planning, such as Kelly (2005), Kearns (2006, 2008, 2012), Hurtado (1999, 2010) and Fiola (2003, 2011).

Still, recent scholars in the field of education, especially curriculum studies, advocated the use of the term ‘intended learning outcomes’ (Biggs, 1999) instead of objectives to refer to what students are expected to be able to do as a result of engaging in the learning process. Also, there should be an alignment between what is intended to be learnt (as well as performed), the type of pedagogical activities allocated to achieve the intended learning outcomes and the type of assessment made available to assess the learning and performance (Biggs, 2007). The learning, as well as the teaching operation, becomes thorough



and complex. In other words, the educator needs to engineer his/her learning and teaching environment to maximise learning through not only specifying the objectives but also making practical choices as to the disciplinary or evidence-based knowledge to teach, the pedagogical activities to use to let students appropriate that knowledge or skills or behaviour, and the corresponding assessment methods to put in place.

Another trend emerged in Germany under the leadership of Nord (1988, 1991), privileging the simulated professional and student-centered approach to translator education. The real world factor was brought into play giving a more authentic tone to translation practice. Nord (1991) suggested the use of the translation brief to simulate the real world of translators in a classroom context. Kelly (2005) indicates that Nord's approach was "a clear move towards a student-centered teaching/ learning and professional realism in the classroom, paving the way for more recent approaches in this vein" (p. 13). Nord's approach to teaching /learning will later impact the works of authors like Gouadec (2003). Regarding TS, Nord's approach has also emphasized the target text-centered approach to translation, whereby translations are decided by what the translation brief and market demands dictate, raising questions about translator agency and other ethical issues.

Parallel to the progression-based and learner-centered approaches, the process-based approach has also emerged in recent years. Gile's work (1995) is a good example to illustrate that approach. Both Delisle's and Nord's work could also be associated with that approach since they focus on the process of translation rather than the product (the translated document). Gile (1995 [in Kelly, 2005]) illustrates this point by saying that:

The idea is to focus on the classroom experience, not on results, that is, not on the *end product* of the translation process, but on the process itself [...] rather than simply giving students texts to translate,

commenting on them by saying what is “right” and what is “wrong” in the target language versions produced, and counting on the accumulation of such experience and indications to lead trainees up the learning curve, the process-oriented approach indicates to the student good translation *principles, methods, and procedures*. (p. 10)

The statement above is another example of the on-going methodological developments in translator education and training. It stresses the steps and stages of learning rather than the end product or the result as is the case with industrial models (inherited from the industrial age). In these models, importance is allocated to the final product that is, the translated text, which is the final step in the chain of production. According to these models, the actor’s involvement in the difficult processes before finalizing the product is obscured by the final product. Another example that may be integrated into the process-based approach is the model presented by Valentine (2003) stressing the importance of the “pre-translation competencies”. These activities consist in content knowledge provided to support students’ language skills, or teach contrastive linguistics, or to develop some of the central competencies developed through the study of terminology, documentation or lexicography. These competencies/contents lead to shape the final product (the translated text).

This process-based model led to other approaches, such as the cognitive approach. In TS, the cognitive approach is well-known by its use of the ‘Think Aloud Protocol’ (TAP) method to explain on empirical grounds (audio or video recording and observations) the translation process. Comparisons are made to measure translation outputs and strategies between novices (students) and experienced or semi-experienced translators as a form of quality control (Lörscher, 1996). Another aspect of TAP is the classification of competencies into global and local (Jääskeläinen, 1993), which explains the differences between professionals who mostly use global strategies versus non-professionals who often

use local (literal, source-based) strategies to process their texts. The approach has also been further developed by recent breakthroughs in research, mainly the work of the PACTE group in Spain about translation competence (PACTE, 2000, 2001, 2002, 2003). Kiraly (1995) proposed the importance of the element of the translator's self-concept, which added a psycho-cognitive dimension. He argues that the development of such a concept in an educational setting of translator education/training is crucial. He even suggested that teachers with little or without professional and pedagogical competencies might find it difficult to develop such a concept in their students since they did not have a thorough grasp of the hard reality of the professional context of translation. In his opinion, this element is decisive for a professionally-oriented translation program. Likewise, Gouadec (2007) recommends that translation teachers should spend at least some time doing in-house or freelance translation before undertaking teaching duties. Various practices and requirements need to be met in both the in-house and freelance contexts. It would be desirable if the trainer himself took part in these working environments to be able to transfer them into the classroom smoothly.

Kiraly (2000) has made a shift from the process approach. He abandoned the idea of studying translation from the cognitive translation processes and went to study translation from a socio-constructive point of view. He focuses instead on the social aspects of translators rather than the psycho-cognitive dimension. He praised the collaborative approach between students themselves as well as between students and teachers. He also promotes a project-based approach for training translators for professional purposes. The main element of this approach is to simulate the real world of translators from the initial commission, through project task sharing, turn taking, cooperating and finalizing the text in a classroom context. In project-based instruction, translation students are expected to work in groups on a specific project whereby they mobilize skills and abilities like problem-solving, decision-making, or investigative activities (Thomas, 2000).

The project-based approach leads to the situational approach. It is an extension of Nord's profession-based approach where she insisted on introducing the notion of 'commission' or 'translation brief.' If Nord's proposal is only to simulate the real world of translation into classroom environments, the new proponents of the situational approach stress embedding real translation work for in-class students (cf Gouadec, 2003). Gouadec (2003) who promoted the incorporation of actual translation commissions in the classroom context. Vienne (1994) has also supported the use of such authentic translation in the classroom aligning with both Gouadec (2007).

However, it is also important to take into account the type of students (their characteristics and learning styles) as well as their level and the type of program they are following (undergraduate, postgraduate, diploma, certificate, distance or in-class learners) when designing curriculum. Another point to consider is the cultural and institutional context where these training/teaching activities take place. Perhaps Gouadec or Kiraly's project-based work method may not suit other cultural contexts due to either gender issues or other religious or local and cultural factors. In Qatar, universities separate male and female students, which allows instructors to organize group or team-based work between only students belonging to the same sex. Hence, local criteria for training/teaching need to be considered and generalizing the applicability of approaches and methods to all contexts could have serious repercussions on the learning/teaching contexts in question.

Hurtado (1999, 2001, 2010, 2015) as well as Gonzales Davies (2004), inspired by studies in applied linguistics, advocated the task-based approach<sup>10</sup> in translation pedagogy contexts. One of the great contributions that PACTE group

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<sup>10</sup> "The word 'task' is often used to refer to the special kind of activities carried on in the classroom. Such activities are characterised, among other features, by the emphasis put on meaning and the importance assigned to the process of doing things (how) vs. the prevailing role given to content (what) in the teaching practice of that decade" (Sanchez, p. 41)

made to the discipline is the groundbreaking empirical results of their research on translation competence. Gonzales (2004) has produced a prominent reference, a first of its kind in the domain of translator education about classroom activities. She filled a gap by shifting attention to classroom research instead of products (texts) and processes (translator work process, decision-making, and TAP). She claims that much has been written about the process and product of translation, but little about class dynamics. The literature on translator education seems to lean towards a description of what happens in translation but not the description of what happens in the classroom" (p. 76). Recently, Gopferich's (2009) model of translator competence has filled a gap in the PACTES's conception of the translation competence by adding the 'translator competence' component advocated by Kiraly (as cited in Tao, 2012). According to Tao, Gopferich's model has a more global approach than that of PACTE; since there is more focus on translator competence such as the translator ethos and psychomotor elements about the translation act.

In addition to the above, we recently witnessed the spread of Kiraly's socio-constructivist approach, where he referred to Vygotsky's (1933, 1978) works on activity theory (Engeström, 1987; Schone, 1983) whereby the learner acts on an object in order to reach outcomes using various types of concepts, tools or materials (Bandura, 1977). The main idea in socio-constructivism is that people learn when interacting with groups and communities. Kiraly (2000) stipulates that: "translators today cannot afford to be linguistic hermits, sitting alone behind a typewriter and surrounded only by dusty tomes. Translators are embedded in a complex network of social and professional activity" (p. 12). The social factor is of major importance since significant learning takes place when learners interact socially with each other and with the environment. They construct their realities as a community of learners. Furthermore, when their self-concept and confidence is built up, especially after internship or during their final years in the program, they will initiate their process of integrating into the professional community of

translators. Consequently, the research object is now focused on the human factor as related to translation instead of only the ‘product’ or ‘process’ of translation (Kelly, 2005, 2008). With regards to classroom contexts as well as curriculum design and development, the investigation of the teaching competencies along with students' competencies in the field of translation pedagogy emerged as new trends that the discipline needs to address. Gonzales (2004) has mentioned that most of the literature in translation pedagogy, in general, is about processes (TAPs, curriculum) and activities (task- based learning), but less has been written about the people involved, be they, teachers or students. In our research, we shall deal considerably with the human factor in parallel with other key elements that are crucial to operating in a quality based educational program. For instance, the type of knowledge and competencies instructors have, or need to mobilize to design syllabi, plan, develop or intervene in teaching/learning environments as well as the various multifaceted competencies they use to operate within the disciplines of TS or translator education will be examined, given that these disciplines have a professional world to comply with along with institutional requirements. This human capacity and competence will be discussed in alignment with other crucial non-human factors (be they curricula, professional, institutional or pedagogical factors).



Figure 4. The chronological order of the Euro-centric approaches in translator training as per Kelly's (2005) classification.

In addition to Kelly (2002, 2005) we find the same concerns shared by Kearns (2006, 2008, 2012), who stressed upon the need for a discipline of translator education that seeks information and knowledge from mainstream pedagogy and curriculum studies as well as translation studies. This point needs to be improved and extended in translator training/education practice and research.

Last, but not least, it appears from the above-stated paragraphs regarding the various approaches discussed in translator education and training from a Euro-centred perspective that there have been many issues that were examined by scholars in translation pedagogy as well as curriculum development and design. Nevertheless, as per Kelly (2008), most of this literature has dealt with either the object of research as a product or process, with less focus on the human factor (student, teacher, trainer). Our major focus in this study is to address the trainer competencies as well as the non-human (professional, curricular, institutional and pedagogical) elements in a professionally-oriented translator education program (in case of Gulf-based universities) and their integration in order to deliver a comprehensive and integrated type of educational experiences based on not only pertinent knowledge, but also on the development of appropriate competencies.

### *1.2.1.2 Developments in Translator Education in the Arab World*

According to Baker (2005), Arabs may be credited for organizing the first mass-scale translation ‘industry’ in the history of translation. This lasted about two centuries and took place during the reign of the Umayyad dynasty (661-750 A.D.), culminating during the golden era of the Abbasids (750-1258 A.D.) (As-Safi, 2011) under the patronage of the state and personal sponsorship and supervision of the Caliphate Al-Ma’moun. It was in his era that *Bait Al-Hikmah* (the House of Wisdom) was founded as an institution to cater for and accommodate this intellectual renaissance.

The issues and current situation of translator education and training within higher education in the Arab world (Gulf area) follows in this section. The outcome of the scarce research done on translator education in the region will be presented, which will explain the pedagogical situation in translation programs, usually integrated into English and foreign language departments. Undergraduate programs in translation at the Arab universities are, except for a few institutions, a new phenomenon that is taking shape, especially in the areas of the Gulf countries.

Since the tradition of research in, as well as the teaching of translation in higher education, is a recent phenomenon at Arab-based universities, our review of the literature in the Arabic tradition of translator education was analytical and opinion-based. Few exploratory or empirical studies have been carried out on the topic. Unlike the situation with the Europe-based translator education, we cannot proceed to present the situation in the Arab world regarding methodological developments such as empirical, and multi-case based studies because there are too few to compare. Hence, in this paper, I shall specifically present the works of the very few authors, including Atari (2012) Al-Qinai (2010), Farghal (2009), Mehrash (2003) and Al-Hadithy (2014), who have published in the field of translation pedagogy as applied to the Arab context.



#### *1.2.1.2.1 Gabr's Work in Egypt.*

I shall now present Gabr's (2000, 2001) empirical research on investigating the process of translation programs design and implementation at the undergraduate level in the English departments of Egyptian national universities. Gabr focuses on the Faculty of Arts, Ain Shams University (founded in July 1950), which is the second largest national university in Egypt. He used a questionnaire and interview technique with final year undergraduates in the BA program in English and Translation. The study investigated the attitudes of undergraduate students towards the course content and teachers methods and skills in facilitating learning. He also studied the principles adopted by the faculty in the design, planning and development processes: constructing objectives, selecting instructional material, opting for specific teaching methods used, as well as their perception of their roles as translation instructors to help students enhance their learning and gain or acquire skills. His research results consist of the highlighting the existing and ongoing lack of professional and pedagogical training for faculty undertaking translation courses, and that selecting or choosing the intended learning outcomes was done at random (Gabr, 2001).

Despite the fact that translation teaching was launched at this University, and it is the only program in the region that dates back to the late fifties, there is still a wide pedagogical, and methodological gap in the way teaching and learning activities are carried out. This situation is similar in Europe, as previously in this paper we have noted that Kiraly (1995, 2002) has referred to this issue when stating that the 'performance magistrale' has been a common approach in translation classrooms in higher education for over half a century, engendering stagnation and passivity in a classroom environment.

Gabr (2001, 2003, 2007) has brought out further important publications on issues in Total Quality Management (TOM) as related to professionally-oriented translator training programs, such as 'A TOM Approach to Translator Training: Balancing Stakeholders' Needs and Responsibilities,' which was published in 2007 by St-Jérôme after his death in remembrance of his efforts to develop the discipline.

#### *1.2.1.2.2 Publications on translator education in the Gulf region*

According to Al-Qinai (2010), Atari (2012), and Fargahl (2009), the teaching and learning environment in translator training programs in the Arab world lacks relevant pedagogical approaches that are congruent with the real demands of the translation industry and the market. Currently, translator training programs are not integrating valuable vocational and professional components, which may impact the quality of the programs negatively. They remain confined to linguistically-oriented models leading to de-contextualized translation assignments, in which the message remains unclear, and the translation remains solely philological (Atari, 2012; Buhmaid, 1995; Emery, 2000). Also, course objectives and intended learning outcomes are not clear from the list of objectives designed by most course designers or faculty (Buhmaid, 1995). Kelly (2005) highlights that assessments in any course outline should be aligned with the listed objectives. Biggs (2007) refers to the importance of the constructive alignment of objectives, learning outcomes, activities and assessments whereby all of these should be aligned. The instructor needs to design relevant activities and suitable assessment tools to assess the intended outcomes.

Regarding the situation in Arab universities, Atari (2012), quoting from Buhmaid, (1995) and Emery (2000), stresses that there is a lack of well-defined and well-formulated learning outcomes. Furthermore, he emphasizes the shortcomings of translator training at Arab-based universities and calls for a

‘remediation’ of the two concerned actors in a classroom setting: trainers and trainees. He stipulates that there is an urgent need for translation instructors for “a uniformly adopted frame of reference for their teaching of translation, as for trainees an advanced level of bilingual competence must be the targeted aim during the very early years of their training.” (Atari, 2012, p. 118). Atari’s concerns align well with the core problem of our research, which concerns issues related to the human factor in a translation program. Nevertheless, his work remains heavily influenced by knowledge framework consisting in either applied linguistics or, to some extent, knowledge related exclusively to TS. Still, as per Kearns (2012), the focus should also be re-directed to insights from mainstream pedagogy and curriculum studies if we would like to enhance originality in our translation programs. We agree with Kearns’ argument since we cannot approach the teaching, training, learning or curriculum issues without referring to the original sources in educational studies and must have an informed, yet customized, knowledge for reference.

To our knowledge, nearly all translation programs in Gulf-based universities are embedded in English, linguistics or foreign languages departments, and they tend to be taught mostly by faculty holding degrees in linguistics, English literature or applied linguistics with a focus on translation. Some professors have experience in translating but with little knowledge of the 21<sup>st</sup>-century translation industry working patterns, and others have some experience in translation as amateurs or on a part-time basis, while a huge number of faculty practising classroom teaching of translation has never been professional translators (Atari, 2012). It is also argued that there are insufficient competent translator trainers at the Arab Universities, which represents a hurdle to advance and improve translation programs (Farghal, 2009). Al-Qinai (2010) has already mentioned that there is a need for educators who can intervene in and carry out classroom research to get the relevant feedback, insight and results that translator education communities either at the Arab universities or elsewhere will embrace.

We agree with Al-Qinai (2010) in his proposal; however, we hold reservations for his suggestion to train only specialized translators in specific niches of the translation markets, such as subtitlers, medical translators or localizers. That is because the twenty-first century market reality gave rise to various types of translation types of work, and many niches have emerged, such as freelance and virtual translation work or teleworking (Olvera-Lobo, Robinson, Senso, Muñoz-Martín, Murillo-Melero, Otero-Gervilla, Castro-Prieto and Conde-Ruano, 2009), in addition to online networked and collaborative translation communities. This places demands on translators to be versatile in various types of practicing translation, as well as be proficient enough in many language mediation niches (translation of various text types, translation from dialects, websites, transcription and translation of either sensitive or general material, voice overs, interpreting, revision, post-editing, language assessments, creating MT, managing translation projects, etc.). Translation units work in teams, and the translation lifecycle is not controlled only by the translator. There are other people who take care of quality issues, terminology checking and editing. So, even if a competent translator translates a text he is capable of doing on his own, he could still get further support from team members or other members of the community of practice.<sup>11</sup>

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<sup>11</sup>Wegner (2006) defines the term as follows: “Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” Retrieved from <<http://wenger-trayner.com/theory/>>. Accessed on 12th March 2013.

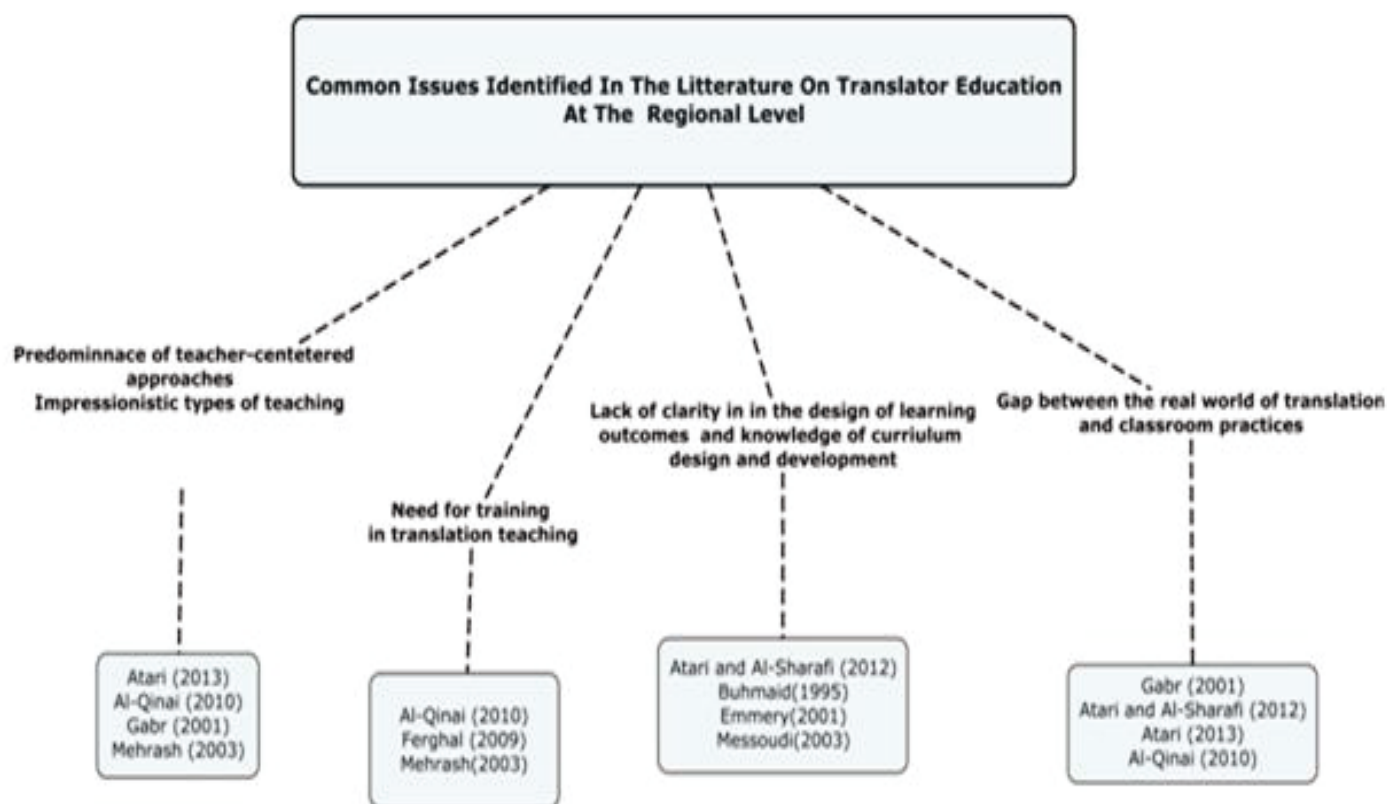


Figure 5. Map representing major issues discussed in translation pedagogy in the context of the Arab world

It is evident that the authors discussed above, who have produced either opinion or research-based outcomes, share many points and issues related to the field of translator training and education in the Arab world. This includes the crisis in finding pedagogically and professionally competent teaching personnel (Atari, 2012, 2013; Farghal, 2009); the need for translation teacher training programs to fill that gap (Al-Qinai, 2010; Farghal, 2009); the teacher-centered and traditional methods (Atari, 2012); the lack of clear objectives when designing

translation study plans (Buhmaid, 1995; Emery, 2001; Gabr, 2001; Messoudi, 2003), and the lack of teaching approaches or methods that rely on ongoing or recent models in the literature (Atari, 21012; **Bnini**, 2016; Mehrash, 2003).

Amongst the very scarce works of socially oriented types of research in the Arabic context, we find Taibi's (2011, 2016) works. The author has proposed the integration of new content into the curriculum. For example teaching community interpreting at the universities to respond to the multilingual services needed by pilgrims coming to Makkah. The author draws from community interpreting practices and models in Spain and Australia and other non-Arabic and non-Muslim countries and adapts them to the local Arabic and Muslim contexts. He worked closely with Qadi (2011) in the context of Saudi Arabia whereby they started with the Pilgrim's needs of interpreting services in their languages (Urdu, Malay..etc.).

### **1.3 Higher education in the Gulf region**

According to Dakhil and Al-Zohairri (2013) many studies have confirmed that higher education in the Gulf Cooperation Countries (Saudi Arabia, Kuwait, Qatar, Bahrain, United Arab Emirates, and Oman) (henceforth GCC) have to date failed to fulfil the aspirations of the young graduates in the region, such as using their university education to integrate smoothly into the job market. This point has also been stressed by the World Bank (2008) and studies led by Al-Tarrah (2008).

The poor outcomes of the local institutions in higher education compel the authorities to seek to recruit expatriates instead of the local workforce (Dakhil & Al-Zohairri, 2013). Recently, this issue was partly resolved by opening the doors to international higher education institutions to operate in the region to address the issues of quality and performance in university education. Therefore, privatizing higher education has become a priority for the authorities with an aim to address the shortage of skills in the local and regional markets.

Another important initiative is that these countries are in the process of designing a regional meta-framework to address the shared socioeconomic problems they have and also to closely monitor international developments in qualifications frameworks (Castejon, 2011). They are doing this with “the intention that once the GCC meta-framework is in place, it will be able to interact with and reference the European meta-framework” (p. 128). This meta-framework will serve, for instance, to facilitate Gulf students’ mobility in the region and have their qualifications approved in other neighbouring GCC countries. Adopting such referential frameworks will be subjected to local specific requirements, contextualized and adapted to the local culture, practices, and ethics.

In a survey carried out in late 2007 by the World Bank of 587 Arab employers in the private sector, about 46 % of the participants in the study confirmed that current educational systems do not sufficiently prepare graduates for the workforce; hence the need to prepare graduates with skills demanded by the market is crucial (Schwalje, 2011). These studies took place before the famous Arab Spring. At present, we have not yet come across such a longitudinal study in the post-spring period to cross check and compare data on this topic.

Such educational practices led to unemployment and frustration of a mass of graduates, especially amongst women (World Bank, 2007). Also, the absence of a lifelong learning culture within the educational system demotivates individuals to engage in continuous learning to ensure that these skills are updated (Youssif, 2009). A work and knowledge-based approach to education and training within a university context and an emphasis on a gradual innovation at both the pedagogical and curricula levels may lead to better outcomes and increase the employability rates of future graduates. Furthermore, integrating technology in the learning and teaching processes, such as using information and computer technology, can have an impact on developing some of the necessary lifelong required skills in the profession and empower future graduates.

### *1.3.1 The case of Qatar*

Qatar is located on the eastern shore of the Arabian Peninsula, bordered by Saudi Arabia. The existing Al-Thani family have ruled Qatar for nearly two centuries. In the mid-20<sup>th</sup> century, it became a British protectorate until 1971 when it gained its independence. The discovery of oil reserves, beginning in the 1940s, completely transformed the nation's economy. It has been classified as one of the world's richest countries regarding per-capita income in the world on the strength of oil and gas exports. Since his ascendance to the throne in 1995, the defunct Emir, Sheikh Hamad bin Khalifa Al Thani introduced many reforms in higher education, and the present Emir, Sheikh Tamim Bin Hamad Al Thani, follows the tradition. (Worldmap.org, accessed on 21<sup>st</sup> January 2013)

According to the Education and Training Sector Strategy document of 2011-2016, following several years of comprehensive planning and analysis, in 2008 the state of Qatar articulated long-term national goals and values in the Qatar National Vision 2030, which lays out objectives that Qatar will pursue to promote human, social, economic, and environmental development (p. 9). Its overarching aim is bold and ambitious: to transform Qatar into an advanced country able to sustain its development and provide high standards of living for all of its people. This initiative led to the release, on March 2011, of the Qatar National Development Strategy 2011- 2016, whereby reforms in higher education ranked amongst the top priorities of the country as it is the only capital that the country can replace the existing capital and wealth coming from oil and gas. Qatar's higher education sector has also undergone significant development over the past decade. Qatar University began an ambitious reform in 2003 to solidify its institutional autonomy, pursue accreditation of its programs, and raise academic standards. The country has also opened doors to many Western universities to open branches in the country and provide top educational services for the local community. The focus of the Qatari vision in education is to prepare



a competent generation of future professionals who can integrate smoothly into the knowledge-based economy. To do that, current course offerings at the university need to align with workforce needs. Nevertheless, the adaptation of this education to the deep-rooted religious, ethical and moral values of the local society and culture is an extremely important element to take into consideration in this endeavor seriously. A case in point, integrating internship or off campus study activities for female students might be an issue to consider. Female students need to get agreements from their parents or husbands before agreeing to enrol in any on these activities.

Regarding translation programs, Qatar developed the first minor program at Qatar University in 2010. Then, a series of Master's level degree programs were created at Hamad Bin Khalifa University, namely the M.A in Translation Studies (2012), and the MA in Audiovisual Translation (2013). Given the ongoing economic and demographical boom in the country due to the large and diverse multilingual expatriate community, there exist the possibilities of further openings in the future for more multi lingual education institutions, as well as translation and interpreting departments or units within university contexts.

## **1.5. A consolidated list of problems:**

### *1.5.1 Instructors' baseline discipline*

Earlier in this chapter, reference was made to the impact of an instructor's disciplinary knowledge on guiding his conceptions of courses and pedagogical interventions. Atari (2012), Al-Qinai (2010) and Farghal (2009) indicate that most university translation teaching personnel have PhD or other degrees in disciplines other than TS (Teaching English as a second language; Linguistics or Literature). This fact has an impact on the way programs and training are conceived and implemented. After the recent developments in the field of TS and translator education, teachers' disciplinary or content knowledge needs to be re-examined.

A case in point is the impact from the integration of new disciplinary concepts and constructs in translation studies and translator education: professional, sociological and educational. The concept of translation took a more diverse yet integrated shape than it used to be. Echeverri (2008) mentions in this regard that among the disciplines that have long hosted translation in academia, applied linguistics is the most frequent. Faculty and administrators in the field of applied linguistics are not always familiar with the need to define the translation-specific disciplinary knowledge to teach. A distinct field of translation studies needs to be established in the Arabic context with clear distinctions made between the linguistic, literary and translation-specific paradigms, depending on the type of programs that are offered.

#### *1.5.2 Program outcomes.*

Defining the learning outcomes of any program is a necessary step at the program design stage. Issues have been raised in the field of education regarding the problems that may affect the learning outcomes of a program should proper planning not be in place. For instance, Tyler (1949) stressed the following points:

Many educational programs do not have defined purposes [...]  
These educational goals become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared [...]. Hence if we are to study an educational program systematically and intelligently, we must first be sure as to the educational objectives aimed at. (p. 3)

Following Tyler, McNeil (1996) stresses the point that the objectives specify the abilities that the learner must have after he graduates. Other more recent researchers in the curriculum have used a more elaborate framework to

approach curriculum within a competency-based environment. For instance, Biggs (1999, 2003, and 2007) used the concepts of “constructive alignment” to set up an alignment between the learning outcomes, activities and assessment elements at both the course and program levels.

At the syllabus level in translation programs, Carreres and Noriega-Sánchez (2011), quoting from Scholdager (2004), contends that:

In designing syllabi, it is difficult to get away from the fact that, in such courses, translation is still used as a means of teaching and assessing L2 competence. However, the fact that translation is given a more independent status allows us [...] to focus on translation as an end in itself, rather than just a means of learning the language.  
(p. 282)

The same authors, quoting from Vangertuyden (2008) and Di Sabato (2007), added that many authors in the field reported a “methodological disorientation” and disagreement due mainly to misunderstanding what translation is and the difficulties in distinguishing between translation as an independent skill on the one hand, and as a language teaching technique on the other. Focusing on disseminating knowledge about translation content from out-dated disciplinary knowledge governed by linguistic-oriented theories and interpretations of translation rather than translation-specific knowledge and competencies in real-world translation situations, could be a misleading experience for students, institution, and society. Hence, desired outcomes may not match what the profession and the translation industry experts.

As for the situation in the Arabic context, the teaching and learning environment in traditional face-to-face translator training programs have been confined to linguistically-oriented models leading to de-contextualizing the translation assignments which become unclear and solely a translation for

philological or pedagogical purposes *sine qua non* (Atari, 2012; Buhmaid, 1995; Emery, 2000). Also, selecting or choosing the intended learning outcomes have been done at random (Gabr, 2001). Atari (2012) argues that the neglect of well-defined outcomes is highly indicative of a blurred vision of the ultimate goal of translator training.

### *1.5.3 Background profiles of professors in translation studies*

The issue of faculty and instructors background and their competencies (pedagogical, professional and disciplinary) has been raised previously. In this section, a brief focus will be made to emphasise the relevance and importance of this specific problem in this research. There is a concern about the non-translation-specific background (either disciplinary or professional or both) of many of the teachers intervening in translation classes within Arab-based universities. We see that the literature reviewed in either the Arabic or the western tradition has also questioned other types of knowledge and competencies in translator trainers: disciplinary (TS), pedagogical (see Kelly 2008 & Fiola, 2003, 2011) and professional (Gouadec, 2003, 2007).

In the western tradition, the issue of translation instructor competencies has been a hot topic in the literature in the field (Kelly, 2005, 2008; Kearns 2006, 2012; Cravo, 2009; Ulrych, 2005). These authors showed concern for the lack of disciplinary (i.e., translation-specific), professional, and also pedagogical knowledge of teaching translation. According to Kelly (2005), the previous two components seem to have been developed within higher education contexts in Europe and Canada, but the last element (pedagogy or teaching skills) is still missing.

In the Arabic context, several studies (Atari, 2012; Al-Qinai, 2010; Farghal, 2009; Buhmaid, 1995; Emery, 2001 & Gabr, 2001) have all indicated that there are a lack of professional or translation - specific pedagogical

competencies in translation teachers at Arab-based universities. This may not sound strange when translation teaching tasks were allocated to only interested faculty (Thawabeth and Najjar, 2014) or bilingual faculty (Al-Qinai, 2010) in the foreign language departments. Perhaps this is due partially to a misunderstanding of the concept of translation as an academic discipline as well as a profession. At this time, Al-Qinai (2010) points out that TS is still a sub-branch of applied linguistics despite the proliferation of TS programs at even a Ph.D level and various international publications and conferences held in the field.

A clearer picture about the importance of the question of faculty is portrayed by Gambier (2012) in the quote below regarding the importance of investigating the instructor's profile and academic and professional background when hiring new faculty. The author states:

Last, but not least, training implies trainers: who are the teachers? What are their background and experience? What is their profile? What competencies do they have or should have? Very few studies are available about this issue, which becomes hot now the number of training programs has multiplied, and their quality has been questioned. (p. 169)

#### *1.5.4 The professional dimension.*

The professional issues in translation are closely related to previous discussions and elements in this research; i.e., the elements of workforce and curricula issues. Peverati (2013) referred the possibility of negative learning outcomes if the professional components such as the structured internships and the use of a project or problem-based approaches in teaching were integrated into a translation program within a modern language faculty. Students may still bring with them inherited patterns from their language instruction classrooms such as

regularly checking dictionaries as well as excessive adherence to the source texts and the inductive bottom-up model of approaching texts (Ibid.). In other words, instead of approaching texts as a whole, students start immediately checking difficult vocabulary in their texts, with less focus on the genre the text belongs to or its typology. These same elements, especially the lack of a top-down method on the students' part (approach the text as a whole; its type, its generic nature, its discourse dimension...etc. rather than the word, phrase and sentence levels), were also discussed earlier in this research paper as the issues raised by some Arabic authors (Atari, 2012). The fact that most of the faculties in translation programs in the region are, as highlighted earlier by Ferghal (2009), graduates of language or literature degrees with no or less experience in translation as professionals, impact the way they teach translation in their classrooms. In other words, they teach their students translation to improve their language competence instead of training them to be future multilingual service providers. There is a need to integrate authentic learning environment in the classroom context through project work and distribution of tasks. The learning environment should be similar to that of the professional in the real world of translation practice. There is a need to rethink the way to integrate the professional element in a practical translation course. It seems there is a need to innovate in both translation curriculum and pedagogical practices. The focus should be diverted from a curriculum philosophy focusing exclusively on content or 'courses' to another approach that privileges the design and development of professionally oriented and authentic learning environments to enhance a set of competencies (Cravo, 2007) that trainees need to acquire reasonably by the end of their training. This is a very first element to consider in deciding on the intended outcomes of the program.

In his earlier publication, Kiraly (1995) suggested a way to integrate the professional aspect of translation in a translation program by asking: "[...] first what skills and professional knowledge translators have that our translators do not

have and, second, how can we effectively and efficiently create an appropriate learning environment for acquiring such skills and knowledge.”(p. 2).

Training, as explained by Robinson (2003) and quoted in Gambier (2012) is: “nowadays oriented towards providing students with the different skills, knowledge, and tools required by the different translating professions” (p. 163). According to Echeverri (2008), Robinson’s statement may suit contexts where training, rather than educating, is focused on enhancing skills and abilities. In differentiating between the two notions of ‘training’ and ‘educating’ translators, Bernandini (2004) assumes that:

Learning through training is a cumulative process, in which the learner is required to put together as large an inventory of pieces of knowledge as possible in the field in which she is being trained [...]. On the other hand, the core aim of education is to favour the growth of the individual, developing her cognitive capacities, and those attitudes and predispositions that will put her in a position to cope with the most challenging (professional) situations. Learning in an educational framework is viewed as a generative rather than a cumulative process. (Ibid, p. 22)

Further, and quoting from Kearns (2008), Koskinen (2012, p. 7) argues that: “‘training’ denotes the sterile and pragmatic policy attitude, while ‘education’ implies the upbringing of a new generation of critics, public academics.” We add to this remark that the educational point in a university context should be stretched a bit: it should not be restricted to only developing cognitive higher competencies like critical thinking, but go beyond that into distributing, sharing that knowledge which might lead to transformation.

Dorothy Kelly (2005) prefers to use the term ‘teacher’ instead of ‘facilitator’ or ‘educator’, because- according to her- it is the most common and

known term in educational establishments and perhaps more linked to the teaching/learning scenes of universities. She also clarifies that although she decides to use that term, she is aware of the fact that the term ‘teacher’ would imply for many actors using a transmissionist and teacher-based approach of instruction. But this is not what she meant to convey to her readers. In this regard, she confirms: “[...]some authors associate the use of the term teacher with traditional teacher-centered didactic approaches, and for that reason, I prefer educators or facilitator. My use of the term does not imply such an approach; it is simply the standard term used in a multitude of situations and the most easily understood in most cases” (Kelly, 2005, p. 53).

Gambier and Robinson both stress providing appropriate learning environments and activities for acquiring skills and knowledge carried out in the profession in translation programs. Integrating quality professional practice, as well as sound teaching or pedagogical abilities in training translators, may seem to be difficult but a desirable task to fulfil. Translation education in a university context in the Arab region, for instance, is an emerging practice and it needs to reach a specific level of maturity and growth to leverage other translation programs in countries with a long tradition in translation teaching. It may be easy to write the professionally oriented types of outcomes in the course description or the intended learning outcomes, but difficult to achieve in practical terms. Also, involving professionals in curriculum design and development is a crucial step towards ensuring a quality and competency-based<sup>12</sup> translation program, since the professionals are experts in the ‘ins-and-outs’ of the translation act, namely in the areas of quality management, translation technology, marketing, technical writing (localization) and proofreading (Rotheneder, 2007). Still, in an academic context,

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<sup>12</sup>A very detailed definition of the same is available in chapter II. It is an approach that takes as its starting point the set of competencies in the profession to develop or design courses and curricula instead of departing exclusively from the disciplinary content (courses to be taught): integrating both, but starting with identifying the type of required competencies.



especially in human sciences, resistance to the professionally oriented types of orientations at the course or programs level may be met with resistance.

Therefore, professional translation practices, activities, and knowledge are important. These might not be fully documented in the official academic discourse on translation studies, but it will add value, if transferred to the classroom context, to the discipline because translator professional practices and modus operandi reflect their identity and environment. Students will benefit from knowing and understanding such identities. Integrating such identities into the program could benefit students to build what Kiraly (1998, 2000) referred to as 'translator self-concept,' which is an important step towards entering professional communities in the field of language mediation. Also, a translator educator with little experience in mainframe professional translation practices would find it difficult to transfer such concepts and their intricacies to the classroom (Kiraly, 2000). The professional dimension integrates the entire collection of elements of the translation profession that could fit in a university-based translation program. According to Mieg (2008), there are seven steps towards professionalizing any ongoing occupation (in our case translation): “(1) A job becomes a full-time occupation; (2) establishing a training school; (3) establishing a university program; (4) founding a local professional association; (5) founding a national professional association; (6) creation of a state license; (7) creation of a code of ethic.” Amongst them, step #2 and step #3 on his list related to the importance of establishing either translation schools or programs in a country to pave the way towards achieving professional status or grade for a specific occupation. These steps are called professionalization stages. This is a hazardous pathway according to some scholars since “many occupations engage in heroic struggles, yet few of them make the grade” (Wilensky, 1964, p. 1). The translation and interpreting professions have reached that grade in many countries worldwide, such as Canada, Australia, and many European countries, but in other parts of the world, such as Qatar, the process of professionalization is still in its early stages. Diayee-

Cajaer (2014), reflecting on Evetts' (2012) work, reports that the professionalization process and phases could be “a very useful tool for the analysis of newly emerging occupations. Thus, it offers interesting conceptual approaches to translation as a profession”(p.1).

According to Kelly (2005), competency based education can lead to constructing professionally oriented types of outcomes at the program level. She mentions the need to develop both generic (general and transferable across disciplines and life) and non-generic (specific to the discipline in question: translation) competencies in translation due to the rapid social and professional changes in today's educational and global contexts. Having this holistic approach towards training translators in an educational context may be a better choice than organizing the program and the underlying pedagogy to achieve purely professional purposes, especially within the context of a foreign language department in a university in an Arabic speaking country. Pavereti (2013) claims that universities should aim to attain general and holistic goals, including the conception and facilitation of transferable skills. This author contends that:

A focus on the transferable and generic dimension of translation practice might help overcome the tension between academic and vocational impulses that dominate the sector, promoting an approach that caters for both the cultivation of the individual followed by [...] the professionalization agenda underpinning much current higher education. (Online, para. 34)

#### *1.5.5 The Pedagogical dimension of the problem: The human factor.*

Most of the literature on translation pedagogy and translation studies have predominantly dealt with either the product (texts) or process (cognitive processing) and placed less and less focus on translation instructors' or teachers' competencies and profiles in a translation program (Kelly, 2008). In the same

vein, Cravo (2009) contends that: “Knowing how to translate is not synonymous to knowing how to teach translation, just as knowing how to teach a foreign language does not amount to knowing how to teach translation” (p. 101). Kelly (2008), in addition to providing the framework for translation competence, was also the pioneering figure to propose a framework for translation instructors’ profiles whereby she singles out three types of competencies required in translator trainers: 1) to have a knowledge of TS, 2) have professional skills, and 3) have teaching (pedagogical) skills. She argues that the first two elements were covered by most of the faculty working in western universities, while the last component (teaching skills) still constitutes a major problem. Fiola (2004) stressed this point by stipulating that it goes without saying that the trainer or instructor in a translation department needs to be either a linguist or translatorologist; nevertheless, he also needs to be equipped with a pedagogical competence in facilitating translation contents and competencies in a classroom context.

As for the Arab context, we discussed earlier in part I that most of the faculty working in translation programs come from linguistic, TESOL or TEFL backgrounds (Al-Qinai, 2010; Atari, 2012) with little professional experience. Both Al-Qinai and Atari stress the importance of pedagogical skills for the new faculty coming in translation programs. Regarding the subject matter, we found out that Mehrash (2003) and Atari (2012) argue that many of the translation teachers do not refer to recent models in TS or translation pedagogy, which leads to de-contextualizing the learning experience. Farghal (2009) had also stressed that translation programs in the Arab world are ‘caught’ off guard regarding the availability of competent translator trainers., and that “the task of teaching translation has been assigned to bilingual academics who specialize in literature and linguistics” (p.12). Hence, the teaching of the subject has become out-of-context and stripped of its disciplinary context and universe.

In the Arabic context, and regarding classroom intervention, Atari & Al-Sharafi (2013, p. 7) stress that “training in most Arab universities’ English departments is further complicated by the fact that it is dominated by teacher-centred paradigms rather than translator trainee-centered.” Gabr (2000) undertook a study on translation programs at Egyptian national universities and concluded that the instructor’s role had been undermined due to the lack of resources (classroom material, equipment) which led to spending most of the time distributing hand-outs and correcting assignments. He found that no significant dynamic methods were used to enhance interaction.

Under the influence of internationalization and advances in technology, the translation profession and practices have undergone considerable changes, such as the emergence of new practices and the role of integration of technology in teaching and in actual translation processes, such as the use of tools to support translators in the producing translated texts.

#### *1.5.6 Further emerging problems: Integrating technology in Translator Education contexts.*

According to Fiola and Bastin (2008), the advent of language technologies has considerably changed professional translation practices, which has placed pressure on universities to rethink their teaching practices. The authors argue that there has been a lack of clarity in the way we integrate language technologies in translation program, either because it is a trend to do so or, in some other programs, we purposefully minimize the importance of such technologies (Ibid., p. 10). Many translation programs embedded courses on language technologies and corresponding contents and materials were developed for such courses. Marshman and Bowker (2012) emphasize the way the need for technologies by the industry has impacted translator education in Canada, and new contents were

integrated into the programs. Some of these courses are also placed and monitored by the teacher on the local intranet, be it a *Moodle* or *Blackboard* Learning Management System. The teacher can organize his or her course under various themes and upload corresponding texts, audio and video materials for students to use and interact with (Fictumová, 2005). In the same vein, Massey (2005) has also urged translator training institutions to consider the opportunities offered by e-learning to both students and teachers, via creating multiple learning environments (online or in-class), enhance students' learning experience and improve their performance level. Furthermore, Pym (2001) highlights the benefits to be gained by integrating an e-learning strategy in a face-to-face context to reduce students' dislike of non-dynamic types of lecturing. Additionally, this tool helps to enhance professional elements in the student's learning curve because this is the type of working spaces in which the students will be operating.

According to our knowledge, in the field of translation pedagogy, little has been written on exploring the way these technologies can support student learning and lead them to transformation through learning new knowledge and unlearning old knowledge in non-conventional methods such as through technologies and online resources. Integrating information and learning technologies (ILT) into translation programs remains an issue because much literature has been written about language technologies and their teaching: the teaching of machine translation (Kenny & Way, 2001) or post-editing (O'Brien, 2002); integrating open source software in the classroom (Canovas & Samson, 2011; Florez & Alcina, 2011); and investigating the pedagogical implications of using computer labs (Doherty & Moorkens, 2013). However, little has been written on how to go about conceiving these language technologies, highlighting their educational significance and ability to empower students' learning and performance. Without a well thought out and strategic learning environment, students may find it difficult to achieve significant learning. Furthermore, Austermuhl (2013) complains of the lack of research done on translation teachers' technological

expertise; and Pym (2006) stressing that “the teaching of translation technology is worth discussing because it can be done badly.” (p. 114).

Training the student to know how to work with computer-assisted tools for translators is not sufficient in today’s higher education context. A focus should also be on critical thinking, and team and collaborative work and lifelong learning. Thus, an emphasis on the educational dimension of such tools for the classroom is an element that needs to be examined and reviewed. The latter point has been stressed by Marshman and Bowker (2012, 2014) in the context of translator training. Also, the authors showed their concern over the teacher’s or facilitator’s pedagogical abilities to use ICTs in a translation learning and teaching environment. They contend that such ability on the part of the teacher would help students to enhance both translation competence (doing translation), and translator competence (professional identity, personal and interpersonal skills). Finally, they called upon translation programs to improve the way these technologies are taught and learned. Given the emergence of free and low-cost translation technologies, translation instructors or professors are called upon to seek ways to integrate the tools into training.

Lastly, and in support of Marshman and Bowker’s claim, Guidere (2010, p. 119) emphasizes that: “[...] une véritable didactique de la traduction intégrant la révolution technologique reste à penser.”<sup>13</sup> In other words, we cannot turn our back on the recent research on educational technologies and educational sciences in general. Industry tries to impose its language technologies and make them marketable. For instance, the translation software developer Trados tries to impose the exclusive use of its software on many translation markets as a condition for the recruitment of new candidates. In an educational context, the institution has its ethos and rules as well, such as choosing tools that enhance

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<sup>13</sup> There is still a need for a sound translation didactic methods that integrate innovative technologies (Author translation)

significant learning, critical thinking, teamwork and lifelong learning. In the context of translator education, the university will find it difficult to catch up with the industry and its technological innovations and markets' fast growing advances. Nevertheless, it can provide sustainable outcomes through programs whereby pedagogies and curricular practices are oriented towards enhancing lifelong learning and transferable, as well as core, competencies (Fiola, 2003; Pavereti, 2013). Instead of using Trados, there are other open source translation tools that could be useful for the students and which operate like Trados. It is not the name that counts, but the educational significance of the tools. As long as the students can undertake a task using a translation tool and deliver an up-to-standards translation including the production of a glossary, a translation memory, and aligned texts, they will be ready for the profession.

One of the additional issues raised in the literature about integrating technology training is whether teachers have the predisposition and necessary skills to facilitate the teaching of either language technologies or teaching with educational technologies in general (Bowker, 2003; Jaatinen & Jaaskelainen 2006; Kenny, 2007). This pedagogical issue can be added to the previously mentioned problems touching translation programs. According to Bowker and Marshman (2011), it is important that teachers who teach subjects like terminology and technical translation be comfortable with teaching in a technology-enhanced environment and that relevant competence need to be mobilized to contribute to the success of such interventions. The teacher should feel at ease using these tools and be aware of their pedagogical and professional utility for the students.

Therefore, teaching and learning language technologies and mobilizing other educational tools to facilitate such learning need relevant pedagogies. A diversification of the traditional and innovative methods may be a point to consider, such as the use of lecturing in parallel with project-based activities.

Adult learning styles<sup>14</sup> are different (Kolb, 1984); therefore, catering to this diversity may address many issues raised in a learning situation. An instructor's ability to mobilize various resources and design efficient learning and teaching environments using various tools, artefacts, and modes of instruction is a crucial point to consider.

In the Arabic context, very few articles tackle the technology issue in translation programs: either learning technologies or language technologies. Fatani (2005) notes that in Saudi Arabia, both translation technology courses and computer application courses are offered on a very limited scale at universities. Al-Qinai (2010) has praised the role of technologies for translators in the Arab world since it goes without saying that with globalization and fast changes in information technologies and management, learners in translation classrooms need to get acquainted with these tools. Nevertheless, he proceeds in stating that:

Traditional approaches to training placed undue attention to linguistics-based methodologies while technology has been a neglected area. In our increasingly technology-mediated world, integrated methodologies may blend selected features of online and face-to-face training that enhance the experience of both trainers and trainees. (p. 113)

The author raises two important points that are complementary to important elements that we are trying to argue for in our present study: 1) The translation teachers' profiles and the impact of their previous knowledge, being often language studies rather than translation, and the lack of professionally-oriented staff within translation departments due to institutional criteria requiring staff to hold Ph.Ds. in the subject matter or in a related discipline, meaning they

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<sup>14</sup> It was Kolb (1984) who published the first model of learning styles. A good explanation is given by Mcleod (2010) which can be accessed at <http://www.simplypsychology.org/learning-kolb.html>.



often do not have experience in teaching with translation technologies or the use of ICT in general; 2) The integration of some of the ICT tools may benefit not only the face-to-face classroom context but also open a hybrid approach to the learning experience.

Another issue that has been raised in the literature is the integration of the course on audiovisual translation (AVT) in a translation program. Gamal (2014) argues that “AVT in the Arab world remains outside the scope of translation departments at a time when there is an obvious need to espouse the concept, localize the discipline and invest in the training of specialists in Arabic AVT studies.” (p. 1). According to the author, this importance was shown in the events that took place during the Arab Spring period whereby the lack of subtitling for various broadcasts or events was noticeable. University output could have easily supplied these gaps had there been qualified instructors to facilitate content and learning environment in AVT through a translation program for student trainees. The outcomes of such a program could have benefited society, culture and the economy alike. Also, Iranian-based authors Kariminia and Nouraey (2013) put forward an interesting view by saying that translation research will give in the coming years: “ more attention to the interface between translators and computers, use of translation memory, use of machine translation as an aid to human translation.” (p. 149). It seems that integrating ICTs in general and the ways to facilitate language technologies in particular in a translator education context need to be examined carefully. Future language service providers will be called upon in the profession to use such tools, so it is important that proper training is provided by competent staff to enhance and maximize learning and align the teaching of these tools with relevant pedagogies and contents. These issues need to be investigated in our on-going research.

## **1.6 The research problem**

The problems stated and discussed above show that existing translation programs in the Gulf region are in need of updating at the curricular and pedagogical levels, in addition to there being a lack of alignment between the existing practices in the job market and the on-going knowledge and skills taught in the classroom.

### *1.6.1 The research question.*

Given the research problem stated above, the present research study is designed to seek answer to the following question:

What type of knowledge needs to be acquired and competencies to be developed to deploy university-based BA translation programs to respond to the local and regional translation market and society in the Arab Gulf region?

## **CHAPTER TWO: FRAMEWORK OF COMPETENCE AND COMPETENCY-BASED CURRICULAR DEVELOPMENT**

As highlighted in the previous chapter, the research question to be addressed in this study consists of identifying and documenting the required knowledge and competencies in the profession to construct a training profile that is relevant to the local social and educational contexts. Before embarking on this, it is important to clarify the concepts and constructs that this research study will be relying on as integrated elements of the adopted research frame of reference. These will be defined and discussed from an interdisciplinary<sup>15</sup> perspective: first, within the framework of education sciences and then in application to translator education. In this regard, Kearns (2012) mentioned that integrating frameworks from mainstream educational science into translator education is crucial. According to the author, most of the scientific publication in translation teaching have relied exclusively on concepts from applied linguistics or translation studies with less focus on what curriculum studies and pedagogy can offer for translator education and translation studies as well. In this chapter, three major constructs shall be tackled: competency-based curricula development in both education sciences and translator education; translation instructor competencies and profiles, and innovative approaches to design, facilitate and develop learning environments in undergraduate translation programs at Gulf-based universities, with a special focus on the Qatari contexts.

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<sup>15</sup> In a 1972 research article, interdisciplinarity was defined by the Organisation for Economic Co-operation and Development (OECD) as a term “[...]describing the interaction among two or more different disciplines. This interaction may range from simple communication of ideas to the mutual integration of organising concepts, methodologies, procedures, epistemologies, terminologies, data leading to an organisation of research and education in a fairly large field” ) p. 26)

## **2. COMPETENCE-BASED APPROACH TO CURRICULUM DEVELOPMENT IN HIGHER EDUCATION**

Let us first begin by defining the terms ‘competence’ ‘curriculum’ and then ‘the competence-based approach to curricula development’ within the context of higher education.

### **2.1 Competence**

There are various definitions of the concept of competence, leading to some confusion as to the exact meaning of the term. Longman Dictionary defines the term competence as: “the ability and skill to do what is needed.” (1995, p. 270). In the western context and relation to the field of education, the concept was used in the late 1970s in the field of teacher education in the US to describe teacher behavior (Konvar & Barman, 2011, as cited in Bowdenard Masters, 1993; Hoffman, 1999).

Other scholars provide a more detailed historical background of the term when they stipulate that the concept of competence dates back to Persians (in the code of *Hammurabi*), and the Roman times (in general language). It has been used in Europe from the 16<sup>th</sup> century and entered professional literature in law (competence of courts and witnesses), public administration (competence of institutions), management (core competence, competence management), and later education and (competence-based education) (Mudler, Gulikers, Biemans & Wesslink, 2010, p. 757).

The same authors define competence as a cluster concept comprising knowledge skills and attitudes useful to perform a task, solve a problem and operate efficiently in professional situations and roles. Thus, they moved away from the traditional notion given to the concept, which was exclusively behavioral

in nature. Their definition aims to illustrate the new meaning of the concept of competence, which includes elements of knowledge as well as skills and attitudes that students or trainers could display in defined contexts at certain stages of their development.

At the start of the millennium, and at the time when competence-based approaches to education were institutionalized in Europe, Lasnier (2000) defined the term as: “ Un savoir-agir complexe résultant de l’intégration, mobilisation et l’agencement d’un ensemble de capacités et d’habilités pouvant être d’ordre cognitif, affectif, psychomoteur ou social et de connaissances (connaissances déclaratives) utilisées efficacement dans des situations ayant un caractère commun.”<sup>16</sup> (p. 32). This seems a very comprehensive definition that covers various types of abilities, either cognitive or non-cognitive, including declarative knowledge that can be mobilized in a professional context by professionals. Still, the definition seems not well articulated and practical like that of the previous authors (Mudler, Gulikers, Biemans & Wesslink, 2010). Other instances have defined the concept as the transferable, multifaceted kit of knowledge (declarative or procedural) including personal abilities that every person needs to achieve for self-fulfilment, a sustainable development and be employable (Working Group Basic skills, entrepreneurship and foreign languages, 2003)

In a training-oriented type of context, le Boeterf (2008) gives a real world example to explain the concept above by stipulating that:

On n’attend pas d’un infirmier qu’il ait des savoir-être définis en termes de qualités pédagogiques, de communication, d’ouverture aux autres, mais qu’il sache réaliser des soins curatifs en expliquant au patient les raisons du traitement, en établissant avec lui une

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<sup>16</sup> “A complex action-oriented type of knowledge resulting from the integration, mobilisation and organization of cognitive, affective, psychomotor or social, and of declarative knowledge used effectively in situations that have a common character.” (Translation)

relation de confiance et en coopérant avec les autres professionnels de la santé concernés.<sup>17</sup> (p. 20)

The author's definition illustrates the role of attitudes and other professional aptitudes, like the interpersonal skills (transferable skills) in the context of nurse training. This would also apply to the context of translator education whereby transferable skills are highly desirable in a comprehensive competency-based approach to programme design and development.

## **2.2 Competency.**

The term 'competence' has been differentiated by some authors from the concept of 'competency' whereby the latter refers to a set of integrated knowledge, skills, and attitudes, activated and used in a combined way to perform a task (Kouwenhoven, 2009). So, the behavioral, task-based and practical aspect of the concept is made clear. Further, this performance results from combining all the three factors- knowledge, skills, and values (attitudes) - in a specific situation (i.e. a task in a work environment). Being competent, then, would refer to an individual's (student's) performance of a key occupational task up to a standard, and that all the previous elements (knowledge, skills, and attitudes) need to be mobilized and integrated to achieve the final task in a specific context or situation. Previous to Kouwenhoven's definition, Johnson (1975) reached similar conclusions although with a clear inclination to the behavioral dimension, which is typical of that era, by stipulating that competency is:

A system of behavior that can be applied in a wide range of situations. To become competent in any skill or knowledge area a person needs to understand the content both conceptually and behaviorally; have

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<sup>17</sup> "It is not expected of a nurse to have training, communication and interpersonal skills, but she simply needs to know how to provide nursing services to the patient through explaining the reasons for treatment. This is done through establishing a relationship of trust with the patient as well as cooperating with other health professionals." (Author translation)

opportunities to practice it; get feedback on how well he is performing the skill or applying the knowledge, and use the competency enough that is integrated into his or her behavioral repertoire. (p. 8)

About higher education, Kouwenhoven (2009), Mudler (2012) and Wesslink (2010) contended that in the context of Dutch universities, the acquisition of academic competence (academic knowledge) is of great importance in the country's undergraduate curricula. They call it the 'comprehensive' type of approach to a competence-based curriculum. Lastly, the authors place a difference between the two concepts by explaining competence in the following way.

Table 1

## Competence and Competency

(Extracted from Mudler, Gulivers, Biemns and Wesslink (2010))

<p>Competence is:</p> <p>the integrated set of capabilities (or competencies);</p> <p>consisting of clusters of knowledge, skills, and attitudes;</p> <p>necessarily conditional for task performance and problem-solving;</p> <p>and for being able to function effectively (according to certain expectations or standards); and</p> <p>in a certain profession, organization, job, role and situation.</p> <p>Competency (plural: competencies) is:</p> <p>A situated element of competence, which can be -</p> <p>Behavior-Oriented and;</p> <p>task-oriented; and</p> <p>meaningful in a specific context and at a sufficient level of specification</p>
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So, the concept of competency contains both the conceptual and performance elements applied to specific contexts (workplaces), consisting of performing tasks



to standards depending on the student's year and level of training. It is, then, distinct in a way from the term competence, although the latter is a more global term and contains the previous (competency). For a learner or an individual to be competent, he needs to know, acquire, learn *and* do things. To do these things (tasks, goals) the person needs to mobilize and integrate a set of skills, knowledge, and attitudes, all at once in a professional situation: undertaking a translation or interpreting assignment for a private client or an outsourcer. It is this definition that will be followed in this research paper: focusing on competencies to be mobilized and integrated by translation instructors in a BA or Masters in translation program to provide quality teaching and learning experiences for students, such as providing real world and professionally-oriented activities. These activities will give sense to students since they are contextualized and complex activities similar to what translators do in the professional context but adapted to a learner context. Such desired competencies will be identified after undertaking field work on the professional practices in the local context. In the sub-section given below, we shall define another concept in the framework: curriculum and competency-based approach to curriculum development in higher education.

### *2.2.1 Defining the concept of curriculum in an academic context*

First, this research will be dealing with the development part of curriculum within a university context. In other words, in this study, we shall discuss the existing curricular and pedagogical practices already established in specific translation programs, describe and document them, align them with international standards and provide contextualized recommendations. Thus, we are looking for key guideline points from the curriculum development field to help us in our inquiry, such as identifying the curricular orientations and outcomes in such programs as well as other key elements: instructor profiles, types of content integrated into the program, and teaching in technology-enhanced environments.

Henceforth, the first sign of a modern theory of curriculum can be seen in the pioneering work of Taylor (1949) and his focus on organizing education experiences through designing objectives (Jonnaert, Ettayebi, & Defise, 2009). According to Fotso (2011), these objectives-driven trends were integrated into the domain of education to organize curriculum activities for primary and secondary levels, and it was Mager (1971) who introduced them into the domain of education. Fotso (Ibid.) continues to stipulate that objective-based pedagogy was characterized by a fragmentation of the objectives and the tasks and by its reductionist character, unlike the recent competency-based approach that holds the integration element as its central component. Still, there is no rupture between the two camps: the objectives and the competency-based approaches, since each of them completes the other. There is instead a continuum. Amongst the privileged competencies (i.e., objectives) in a higher education context is the use of problem-solving, which has now become a key objective in Higher Education, especially when addressing higher level learning (criticizing, evaluating, and creating) as per Bloom (1959). Unlike Tyler, McNeil (1996) highlights the point that the objectives specify the abilities that the learner must have after he graduates. Objectives here are understood as competencies to achieve.

In defining the term curriculum, Goodson (2002) provides another definition, and he stipulates that: “ The word curriculum derives from the Latin word *currere*, which means to run, and refers to a course (a race, chariot...) implying that the curriculum is a course to be followed, or most significantly, a course to be presented.” (p. 25). In the Francophone context, the term mostly referred to general education (mainly primary and secondary), and it has been defined as:

Un plan d’action, il s’inspire des valeurs qu’une société souhaite promouvoir; ces valeurs s’exprime dans les assignées à l’ensemble, planifiée, structurée et cohérente des directives pédagogiques selon lesquelles organiser et gérer

l'apprentissage en formation des résultats attendées. (Demeure & Strawvenm, 2006, p. 11)<sup>18</sup>

In the Anglo-Saxon context, the term curriculum has also been defined in various ways. For instance, Applebee (1996) contends that curriculum should be understood as 'conversation' or discourse and that the individual (teacher, student, administrator, or any stakeholder) needs to engage in it and be part of it. Also, he should make use of the tools and practices he inherits from previous experiences and traditions in an educational context and seeks to move away from them to achieve new knowledge and perform updated practices. The author states that curricular malpractices may arise due to the way such discourses inside department, faculties, and universities are interpreted and used to develop contents and pedagogies. A case in point is that if the disciplinary content chosen by the curriculum committee to be taught is not closely related to the discipline of translation studies and translation per se, such decision may lead to de-contextualizing the type of disciplinary knowledge taught in the programs (*Ibid.*, p. 20). A similar problem was identified in the literature review (see p. 36 of this paper) when we discussed the impact of instructors' or professors' baseline education on the teaching of translation in the context of higher education, particularly in the Gulf context.

Moreover, Applebee (1996) moved beyond privileging exclusively the disciplinary and academic knowledge, when he emphasized that in a higher education context, the teacher needs to be equipped with additional abilities such as pedagogical knowledge. He presents Schulman's (1987) concept of pedagogical and content knowledge as a requirement to keep the academic tradition going. Instructors need to understand learning theories and teaching

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<sup>18</sup> "An action plan informed through a set of values that a society wishes to promote, consisting in a set of comprehensive, planned, structured and coherent pedagogical orientations whereby learning outcomes are organized and managed in terms of results and performance." (Author translation).

philosophies applied to students in a university or college context as well as their subject matter to be able to transmit knowledge effectively as well as instil a culture of intellectual curiosity and critical thinking. This topic relates to the research problem: translation instructors need to have discipline-specific knowledge as well as pedagogical competencies. Hence, integrating a set of competencies in such educational situations as translator training is crucial. It will lead to improving the student learning experience and enhance the complex and professional nature of teaching in a translation context.

### *2.2.2 The comprehensive competency-based curricula development*

Pantić and Wubbles (2012) distinguish between two curricular cultures: the continental European didactic culture and the Anglo-Saxon curricular culture. The first consists of addressing the issue of what content (disciplinary knowledge) can signify to a student, while the second focuses on what a student should know and be able to do (p. 62). The latter prioritizes skills and abilities as well as knowledge, all integrated and performed at a certain level, and that the purpose of teaching is to: ‘transport knowledge from society to a learner’ (Hopmann, 2007, p. 15); while in the didactic approach the stress is on the importance of content. The Anglo-Saxon approach implies that knowledge and skills should be transferred from the field to the classroom. This can only be done by a practitioner, in this case, a translation practitioner, who has carried out various tasks, reflected in action and performed various skills while doing the translation, revision, subtitling, machine translation or interpreting activities. It is this operational knowledge and these skills that need to be transported into the classroom. The instructor’s or professor’s second challenge is to link existing theoretical contents in the literature on TS and the various existing theoretical models with the newly imported field related knowledge, to show how the theoretical frameworks in the literature of TS explain and support it.

In the previous section, reference was made to the concept of a competency approach to education focusing on both academic knowledge (see table below for definition) as well as the development of competencies (Mudler, 2012; Wesslink, 2010; Kouwenhoven, 2009). It is comprehensive in the sense that it focuses not on the vocational and skill-based elements, but also on the disciplinary and academic knowledge (Kouwenhoven, 2003). The competency-based approach to curriculum development, unlike the reductionist and objective-based approaches mentioned earlier in this chapter, does not overemphasize knowledge at the expense of skills, attitudes and higher order of practices (Talbot, 2004). But, still, the former approach is a continuum of the latter, since, in a university context, it is important to keep both areas together. This is an important element for a professionally-oriented translation program in the context of a university department (humanities), which seems to show high resistance to professional orientations. Competence-based education was mostly linked to vocational training in secondary school, and at “tertiary level, more and more universities adopt a competence-based approach starting with areas that have a more direct professional link, such as medicine, engineering, law [...]” (Kouwenhoven, 2009, p. 2). Besides, in the professionally-oriented disciplines (like translation) the notion of competency becomes: “a central principle to guide academic program development, as well as the evaluation of student learning and success.” (Ott, Baca, Cisneros & Bates, 2014, p. 2).

The comprehensive competency-based approach to curriculum development consists of two major categories: the ‘domain-specific competencies’ and the so-called ‘generic competencies’. Both are under the main node of ‘core competencies’ (Kouwenhoven, 2009). The first type includes the cluster of knowledge, skills, and attitudes specific to a certain content domain (for example, translation), while the second type refers to those competencies that are needed across all disciplines (i.e. transferable skills for any graduate student) (*Ibid.*) In an academic context, they refer to the ‘academic competencies’ that are

required for all students in a university context (Cf. list of these competencies in Table 2 below). This point has been referred to in the literature on translator education (Kelly, 2005, 2008; Pavereti 2013). The importance of integrating both the discipline-specific as well as general competencies that students will need in their lifelong career is an important element, especially in the context of using a competency-based approach to inform curricular and pedagogical practices in undergraduate translation programs.

Table 2

Description of Seven Academic Competencies (Extracted from Kouwenhoven, 2009)

<p>A university graduate:</p> <p><b>Is competent in one or more scientific disciplines</b></p> <p>A university graduate is familiar with existing scientific knowledge and has the competence to increase and develop this through study.</p> <p><b>Is competent in doing research</b></p> <p>A university graduate has the competence to acquire new scientific knowledge through research. For this purpose, research means the development of new knowledge and new insights in a purposeful and methodical way.</p> <p><b>Is competent in designing</b></p> <p>As well as carrying out research, many university graduates will also design a synthetic activity aimed at the realization of new or modified artefacts or systems with the intention of creating value by predefined requirements and desires (e.g. mobility, health).</p> <p><b>Has a scientific approach</b></p> <p>A university graduate has a systematic approach characterized by the development and use of theories, models, and coherent interpretations, has a critical attitude [...].</p> <p><b>Possesses basic intellectual skills</b></p> <p>A university graduate is competent in reasoning, reflecting, and forming a judgment</p> <p><b>Is competent in cooperating and communicating</b></p> <p>A university graduate has the competence of being able to work with and for others. This requires[...]a sense of responsibility, leadership, and good communication with colleagues and non-colleagues. He is also able to participate in a scientific/ public debate.</p> <p><b>Takes account of the temporal and social context</b></p> <p>Science and technology are not isolated and always have a temporal and social context. Beliefs and methods have their origins; decisions have social consequences in time. A university graduate is aware of this and has the competence to integrate these insights into his or her scientific work.</p>
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The Dutch model, cited earlier through various works of Kouwenhoven (2003, 2009), Mudler (2010, 2012) and Wesslink (2010), has been used in higher education in some Islamic countries such as Indonesia or other countries in the African continent like South Africa. These countries can be a relevant reference to refer to in the context of undergraduate translator education in Qatar since one can benefit from the results of research carried out in their contexts. The Gulf region, being an emerging market and part of the list of emerging countries (for example, UAE, and Qatar), may benefit from the experiences of the previously mentioned developing countries in Asia and Africa. The context-bound specifics of the Gulf-based countries will be revealed during the field work. With the region's high production in petrol and the emergence of a new and booming economy, governments in these countries will seek to align carefully and consciously their standards (for instance, in education) with international criteria so as to allow them to become part of the international community. In this endeavor, knowledge becomes a powerful tool. According to Konwar and Barman (2011): "[...] to sustain in the knowledge-based economy and deal with the demand of the job market, incorporation of the competency-based curriculum is emerging as a necessity in higher education." (p. 1). Mudler (2008, in Kouwenhoven, 2009) replied to the question of what promise competence-based education has for Africa, by saying that "The same as in other countries: a more relevant curriculum. Graduates who are better prepared. Professionals who are adding more value to development. And the university, college, and training programs which are more satisfying for students, teachers and potential employers." (p. 13).

In other words, the western competency-based approaches may be contextualized in other contexts as long as there is relevant and thorough field research carried out to develop and improve the outcomes of the local tertiary education curriculum.



Another important feature of a competency-based approach to curriculum in tertiary education is its heavy emphasis on outcomes. If specific competencies are not sufficiently made clear in the: “curriculum design philosophy, the products of the higher education may not be 'work-ready' and therefore not readily accepted by the industry” (Konwar & Barman, 2011, p. 4). This is the same problem we highlighted earlier when reference was made to unclear ‘objectives and outcomes’ in some of the intended outcomes of many of Arab-based translation programs. We stated then that this was due to the type of curricula practices within these departments and instructors’ beliefs and baseline disciplinary knowledge (linguistics, teaching foreign languages, literary studies) which impacts the outcomes of the programs eventually. Sudsomboon (2007) contends that in the case of competency-based curriculum, ‘objectives’ need to be understood as ‘competencies’ / outcomes that students need to be able to do and know and that instead of focusing on content (courses or knowledge to cover), one should prioritize outcomes (or competencies to develop). This does not mean that content should be discarded, but as a first step in the development process, research needs to be carried out in the field (profession) to identify the type of competencies desired in the market. In other words, in a competency-based curriculum development approach, one should focus on the elaboration of profiles and identification of competencies (Kouwenhoven, 2003).

Also, relevant content should be designed and engineered to facilitate the knowledge, skills, and attitudes to support students’ learning curve to lead them to reach a certain level of performance. According to Gile, Hansen, and Pokorn (2010), the generated knowledge resulting from the study of translation agencies’ practices represents an intellectual capital for the discipline at large. It can be described as non-academic; yet, it is a substance that needs to be re-invested and theorized or framed within academia.

Furthermore, proper assessment tools and means specific to competencies need to be designed and aligned with the pedagogical activities as well as the designed content. Null (2011) contends that curriculum theory has now been transformed; instead of emphasizing on: “what should be taught and why, we should be focusing on problems associated with how to organize, build, and above all, evaluate curriculum teaching.” (p. 3), and that all these elements should be organized coherently. Otherwise, the quality of the program outcomes will be harmed (Mudler, 2012). Therefore, designing relevant assessment methods and tools for a cluster of knowledge and competencies is deemed important in the context of a professionally-oriented discipline: translation.

Today, in the US, higher education contexts face crises, and their quality has been questioned, so the public is putting pressure on the educational institutions to show the added value of their degrees (Council for Adult and Experiential Learning, 2012). In other words, universities are being asked to demonstrate the relevance of their programs to the local socio-economic context. A competency framework for a curriculum is important to enhance the quality issue of the program since it: “sends a message to those outside the institution about what a college degree holder should know and be able to do. When the institution also assesses for those competencies, the message is one of transparency rather than abstract expectations (Council for Adult and Experiential Learning, 2012, p. 8). Thus, competency-based curricula development can be considered as a reference model needed by the professional community to serve the public (Robert, Hatcher, & Nadya, 2013), since it fulfils demands desired by the market regarding the privileged competencies. Nevertheless, in a university context, resistance to this type of approach can be seen, especially when it is the case of a discipline within a humanities department as mentioned earlier. Internal departmental structures and profiles will be sensitive to these requirements, and various hurdles will be fabricated, such as allegations that a competency-based approach is anti-academic and extremely vocational. That is why a comprehensive

approach of competency-based curricula may be a solution to overcome that issue. The approach serves to conceptualize the link between academia and the real world.

Linking the classroom to the on-going practices in the profession can be done through the adoption of a competency-based approach to a curriculum. In this case, the learning outcomes need to be tested, and operational on the ground, which means including job placements as part of the program, and students need to apply that acquired knowledge and be assessed on it. The competence is being put to the test in actual work situations. In this case, the learner needs to mobilize and integrate into action skills, knowledge, and attitudes (i.e. various types of competencies) of the profession. Of course, the efficiency of these performances will vary according to the level of the student, but it is possible to set up standardized expectations for each level of a program.

The importance of the professional context, as well as the knowledge framework, is the reason why, in a competency-based approach to curriculum development, an inquiry starts by documenting and examining the tasks carried out in the profession and an analysis of the job profiles (Mudler, 2012). According to Wimkouwenhoven (2009), there is a set of sequences to follow when developing competency-based curriculum, called 'the royal track' process:

[...] involving the formulation of a professional profile with key occupational tasks, followed by a graduate profile with selected core competencies that relate directly to the professional profile [...] the final attainment levels of the graduate are defined in competence standards for both domains-specific and generic competencies. (p. 6)

The above-discussed process will be an endeavor to take in a future project or extension of the present dissertation, whereby a detailed assessment will be

carried out. The purpose of this research is, though, to document and describe the pedagogical and curricular practices as well as exploring the professional practices as well as surveying the perceptions of teaching staff and students regarding the existing curricular and pedagogical practices in BA translation programs in the region, with a focus on Omani undergraduate cycles.

### **2.3 Competence and competency in TS and translator education**

The aim of this section is to discuss the previously mentioned concepts of competence and competency-based approaches to curriculum development in the field of translator education and training. In chapter I, a thorough overview of translation teaching in both the international and Arabic speaking regions was made. The term ‘competence’ has been referred to and defined in the literature on translator training in many ways.<sup>19</sup> There has been a rich and wide discussion in the literature about translation competence (the act of translating) and translator competence (to become or to be a translator) for the past forty years (Calvo, 2011), starting from early linguistically-oriented interpretations (Wills, 1976; Campbell, 1998), or cognitively-oriented ones during the 1980’s and 1990’s (Gile, 1995; Neubert, 2000) up to the longitudinal works of the PACTE group (2000, 2002, 2005, 2011, 2014) about competence acquisition in translation in general and the recent professionally-oriented trends like the ones we would like to adopt in this research study. In other words, we will be referring to the works of Kelly (2002, 2005) on translation competence as well as translator trainer competencies (2008), on the one hand and, on the other hand, the European Masters in Translation Framework (EMT) for both ‘translation competence’ (2009) and ‘translator trainers competencies’ (2013). With advances in translation technology

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<sup>19</sup> In translation studies we find the works: Wilss (1976); Delisle (1980, 1992); Schaffner (2004); Shreve (2002); Roberts (1984); Nord (1991, 1992), Gile (1995); Kiraly (1995); Hurtado Albir (1996, 2007); Hatim & Mason (1997); Campbell (1998); Neubert (2000); PACTE group/*Proceso de Adquisición de la Competencia Traductora y Evaluación*/ 2000, 2002, 2005). For a comprehensive review, check the works of Kelly (2005) and Moron (2009).

and the fast changes in the translation profession and industry, the focus on professionally-oriented models seems appropriate for an updated approach to pedagogical or curricular design and development practices in translation programs.

Before addressing the two chosen models and the reasons for selecting them, it is important to highlight Pym's (2003) narrative of his translation students to explain how an illustrated definition of translation competence might look like. The author recounts the following anecdote:

My students are complaining, again. In our Advanced translation course we are not translating, they say. But, I quickly reply, we have learned how to use revision tools and Comments in Word; we have discovered a few good tricks for Internet searches; we have found out about HTML; we can create and localize fairly sophisticated websites; we can do wonderful things with translation memories... and these are the things that the labour market is actively looking for. All that, I insist, is part and parcel of translating these days. No, some still reply, what we want is lists of false friends, modulation strategies, all the linguistic tricks, plus some practice on a few specialized texts [...] and that, my more critical students believe, is the invariable hard core of what they should be learning in the translation class. [...] Those students and I have a fundamental disagreement about what translating is and how it should be taught. We disagree about the nature of translation competence. (pp. 481-482)

So, Pym's students had different conceptions of what translation competence was at that time. Students were still heavily influenced by the ideas and prior knowledge inherited from their previous undergraduate courses or earlier university studies about translation and what it means to be a translator.

Such inclination towards theory and language content with a disregard to the professional skills required in the profession is, according to the author, a misleading path along which his students were heading, and he believed that they needed to be re-oriented. Another reason why we mentioned Pym's anecdote is that a similar response would have been expected from my ex-students at the BA in English and Translation in the Omani and Qatari contexts. The first impression would certainly be that they would like to receive more theoretical input and linguistic explanations for any translation-specific activity. The reason may be simple: that is how they were trained to approach translation. It is an activity that is linked to either language studies or literature. That is why understanding translation and translator competencies is a key element that needs to be clarified and stressed in any translation program either at the level of training or course and curriculum design and development levels. Wrong perceptions of what translation is and about may lead students and society's wrong perception of the concept as both a professional and an academic field of study. Pym's students understanding of what translation is about might be linked to their inherent knowledge and learning they acquired about translation from the departments of philology or language studies. To our knowledge, similar perceptions can be found in students at Gulf-based universities. Therefore, integrating the competency model in a translation program may lead to solving some misconceptions related to the concept of translation as a professional practice as well as an academic field of study.

### *2.3.1 Competence frameworks in translation: EMT's and Kelly's*

In this study, we shall make use of two competency-based models in the field of translator education: Kelly (2005, 2008) and the EMT (2009, 2013) models. Kelly's model, especially her last publication on translator trainers' competencies in a physical classroom setting was divided into professional, disciplinary, and teaching competencies (2008). She was the first to pinpoint that

much has been written about translation competence as a product or process in the literature on translator training and TS, but less on the human factor (i.e. the instructor/trainer and the student), and that less, much less has been said about the trainer's competencies (Kelly, 2008). This is in contrast to previous approaches in the literature which focused on the product (linguistic approach) and process (cognitive approaches) neglecting the main actors in an educational situation where the translation act or process is being taught: the instructor and the student. Following Kelly, a new framework for evaluating translation programs in Europe. Therefore, we decided to add a more recent framework used in all European countries to design, develop and evaluate their Master's programs: the EMT model. It has two versions: the framework for translation competence (2009) resulting from a survey study carried out in all EU countries where translation is practiced, and another framework for translator trainer competencies (2013), a result of an agreement between a committee of experts of whom Kelly herself was one.

Kelly (2005) defines translation competence as the “macro-competence that comprises the different capacities, skills, knowledge and even attitudes that professional translators possess and which are involved in translation as an expert activity” (p. 14). Her definition is closely similar to that of Lasnier (2000) whereby capacities, skills, knowledge, and attitudes performed in a professional context are privileged. The definition also fits in with what has been mentioned about the concept of competency, whereby the performance and integration elements in various job-related situations are crucial. It also aligns with Kouwenhoven's (2003, 2009) concepts of the ‘domain specific’ (specific to the field of translation) and ‘generic competencies’ that can be a feature of all graduates. Kelly (2005) herself divides the competency set into two categories, a major and a macro. She contends that: “distinction is made between general, generic or transferable competencies on the one hand, and subject area specific

competencies on the other. The first should be the aim of all undergraduate and postgraduate courses, the second only for those in their field” (p. 34).

Further, Kelly (*Ibid.*) divides the translator competence into seven areas: communicative and textual competence in at least two languages and cultures, cultural and intercultural competence, subject area competence, professional and instrumental competence, attitudinal or psycho-physiological competence, interpersonal competence and strategic competence. As for translator trainer competencies, the same author singles out three types of competencies required in translator trainers: 1) to have knowledge of TS, 2) to have professional skills, 3) and to have teaching (pedagogical) skills. She also reported that the first two elements were covered by most of the teaching staff working in western universities, while the last component (teaching skills) still constitutes a major problem. The stated problems in chapter I show that all the previously mentioned three competencies were not sufficiently catered for within translation programs in the context of Arabic speaking countries in general. After data collection, these gaps at the pedagogical, curricular and professional levels will be documented and analyzed to identify the type of competencies that the workplace is privileging and which type of profile instructors need to have to satisfy a societal need, such as providing society with competent language service providers. Fiola (2004: 343) stressed this point by stipulating that it goes without saying that the translation instructor and faculty need to either be a language specialist or translatoologists; still, he needs to have a pedagogical competence to use. Regarding the definition of competency that has been highlighted earlier within a higher education context, it is necessary for translator trainers to have a certain type of knowledge and competences whereby they can combine and integrate elements of both the academic subject (TS: its fundamentals and recent developments) as well as skills that are necessary for a professionally-oriented discipline (i.e. professional experience), in addition to the pedagogical and curriculum development knowledge and competencies.



In the Arabic context, we discussed earlier in chapter I that most of the faculty working in translation programs come from a linguistic, literary, TESOL or TEFL background (Al-Qinai, 2010; Atari, 2012) with little professional experience in translating. Farghal (2009) as well as Al-Qinai (*Ibid.*) both stress the importance of pedagogical skills for the new faculty being hired in translation programs. Regarding the subject matter, Mehrash (2003) and Atari (2012) argue that many of the translation teachers do not refer to recent models in TS or translation pedagogy, leading to a de-contextualization of the learning experience. Finally, Farghal (2009) has also stressed that translation programs in the Arab world are: “caught off guard regarding the availability of competent translator trainers. The task of teaching translation has been assigned to bilingual academics who specialize in literature and linguistics.” (p. 12). Hence, the teaching of the subject became out-of-context (Applebee, 1996) and stripped of its disciplinary and professional contexts and culture. Therefore, it is advisable that these practices within translation departments need to be reviewed.

### *2.3.2 The EMT translator competence model (2009)*

As mentioned earlier, the European Masters in Translation Framework (EMT, 2009), which is a framework to evaluate and provide guidelines for Master’s level training programs in translation in Europe and beyond, is financed by the Directorate-General for Translation (a department within the European Commission) (Chodkiewicz & Sklodowska, 2012). According to Pym (2013), the model represents the: “ideological backbone for about fifty-four (54) university training programs in Europe.” (p. 490). We prefer to present the EMT framework as a solid reference on which to rely. Amongst the members of the EMT expert group, we find Kelly and Gouadec. Both these authors and their proposals have made considerable contributions to the development of strong professional translation programs in Europe.

The EMT's six recommended competencies are: 1) Translation Service Provision Competence (Project management, marketing skills, professional identity); 2) Language Competence; 3) Intercultural Competence; 4) Information Mining Competence (such as online search for information and documents); 5) Thematic Competence (discipline and subject matter); 6) Technology Competence (using a toolkit of language tools for translators, revisers, and editors) (EMT Expert Group, 2009). Competencies 1, 4, and six would be the type of competencies that could be classified as generic; while, competencies 2, 3 and five would be subject-specific and required from a graduate student in a translation program. Since these competencies were agreed upon by the expert group for Masters students, we will model the framework and contextualize it to the new social context and the undergraduate level in this study. Despite the EMT's application to Master's programs, we chose to integrate it in our integrated framework and adapt it to the Arab context since it has an international scope; and if it provides a comprehensive and detailed list of translation competencies (six in total) mostly required in international markets, it also leaves the rubrics open for teaching or training methodologies as well as the types of contents to include. This is due to the various types of modes of instructions and contents accepted or preferred in each context where the program is established (EMT network, 2013).

The EMT document (2009) was criticized by Pym (2013) on various levels. For instance, he stipulates that none of the committee panels of experts had a background in technology and that the multi-componential model of competence that the EMT provides is lagging behind about technological advances in the field. For instance, the author explains that with widespread use of translation memories to process translation projects belonging to the same domain area (i.e., Islamic banking, or civil law), the translator does not need to search for information in online resources (which corresponds to competence # 4 on the EMT list) or do further documentation research to validate concepts and terms. The translation memory stores all previously translated texts belonging to the same genre of the

text to be processed (say in Islamic banking). So, the translation software gives already processed equivalences for the original text with no need to check for them in other references. The translator only has just to check the relevant term to use. Then, Pym moves to stress a second point consisting in that: “the language component must surely suffer significant symmetry when translation memories or machine translation is providing everything in the target language [...] someone with strong target language skills, strong area knowledge, and weak source language skills, can still do a useful piece of post-editing.” (p. 490). Both of Pym’s remarks can be relevant for a well-advanced context where translation practice and profession is highly institutionalized and where it becomes an industry and knowledge-based practice, such as is the case in Canada (in the translation bureau) or in the EU Directorate. In both regions translation as an industry and profession are highly developed, unlike other emerging contexts where recent developments in the practice, training, and profession of translation are still in their early stage; such as is the case of Qatar and other countries in the Gulf or Arabic context. Interactions with Arabic translators through online communities of practice (Proz.com) shows on-going signs of development in practice, but these practices have not yet reached the educational domain. Still, despite this critical point, Pym stresses the very importance of the EMT document as a colossal reference and guideline document agreed upon by a set of selected experts in the field of translator education, such as in Kelly (2008) and Gouadec (2007). Also, a close look at the table (see Appendixes A and B) shows that the provided descriptions for the competencies illustrate the balance that the expert groups would like to keep the educational, academic as well as the professional and vocational aspects of the knowledge and skills sets. The university context has its tenets and is not able to exactly match the market requirements since the latter moves faster. For instance, in the case of universities in Canada, Fiola (2003) remarks that:

Il sera cependant illusoire de croire que les universités peuvent répondre aux besoins d'un marché en pleine croissance et en constante évolution. [...] Il paraît donc judicieux de préparer les traducteurs à s'adapter aux changements du marché et leur faire acquérir des compétences dites transférables [...].<sup>20</sup> (p. 339)

In the Arabic context, we see Atari (2012) complaining about the lack of input from the translation workplace, since the trainer or faculty member, who is primarily a researcher is not aware of the practices carried out by professionals and the essential skills involved in their work. We think that this could be solved if internal structures, such as the department, and the university, would revise their recruitment criteria and stay abreast of the on-going practices and research in translation pedagogy as well as benefit from the experience of translation programs in countries with long and recent traditions in translator training. Earlier, Al-Qinai (2010) from the University of Kuwait proposed to establish in-house training for newly recruited staff from the profession in order to improve their pedagogical and curricular practices.

As for the EMT translator trainer profile framework (2013) (fig. 6), it is a document reference for all Masters translation programs in the European community containing a list of competencies desired in a translator trainer. These are listed as follows: 1) Field competence, such as the deep knowledge of the professional field, developments in the profession, knowledge of existing standards and knowledge of TS and training scholarship; 2) interpersonal competence, such as the ability to integrate into a teaching team and work collaboratively, ability to teach students time and resource management, ability to teach students to make decisions, criticize and prioritize; 3) organizational

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<sup>20</sup>“It would be rather illusory to believe that universities can level the growing and constantly market needs [...] hence, it would be advisable to prepare students to adapt to market changes and provide them with the transferable skills instead.” (Author translation)

competence, such as the ability to understand students' needs and expectations in relation to the overall program, the ability to update the course to the on-going development of the profession in degrees, the ability to understand the departmental and institutional criteria, 4) instructional competence, such as the ability to design learning and teaching environments through embedding TS scholarship and research applied to teaching and education in a university context, knowledge of translation pedagogy and the use of relevant modes of instruction; 5) the ability to use relevant assessment methods (diagnostic, performative and summative) depending on program and course intended outcomes (EMT Annual Report, 2013, p. 1).

As mentioned earlier, the EMT reference for translator trainers was designed for instructors working in Masters programs. We add that the same reference could be used by competent instructors and trainers involved in teaching year 3 and four at a BA level. According to the EMT reference, translation trainers and teachers should: “ [.. ] have all competences listed in the EMT reference document” (p. 1); In other words: all instructors or trainers involved in either teaching translation at a Masters level. Nevertheless, provided that there is a curriculum culture that understands learning dynamics and how it works in a university environment, learning progression can be achieved through linking the EMT framework designed for Master's students to advanced<sup>21</sup> BA students. We believe that the progression factor should be applied exclusively when the intervenes in teaching and learning environments using the following two competences : ' field competence' and ' interpersonal competence', since these two competences require from the trainer to transfer, for instance, practices from the profession of translation as well as integrating the TS scholarship at an initial stage for future Masters students. Therefore choosing which practices and contents to integrate is crucial. The same thing applies for ' interpersonal

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| <sup>21</sup> We mean by advanced level final year or pre-final year BA -students.

competence' since there are complex behavioral and ethical elements that need to be integrating progressively into teaching at an advanced BA level. As for the remaining three competences, they should be a requirement in recruiting future faculty or instructors to teach in an MA or advanced BA course. The framework (see below fig) does not, however, specify how, when and where to mobilize these elements in a learning and teaching environment.

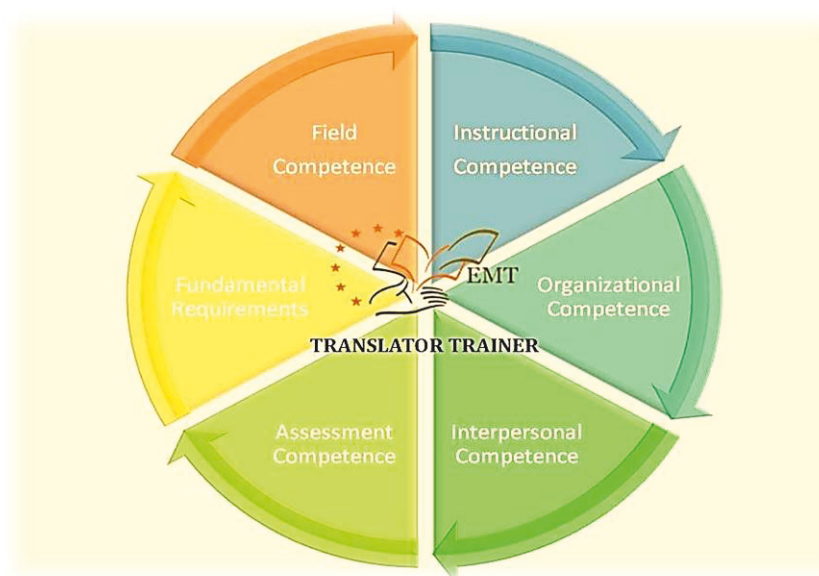


Figure 6. EMT Translator Trainer Competences (EMT, Annual Report, 2013). Retrieved from [http://ec.europa.eu/dgs/translation/programmeme/emt/key\\_documents/translator\\_trainer\\_profile\\_en.pdf](http://ec.europa.eu/dgs/translation/programmeme/emt/key_documents/translator_trainer_profile_en.pdf)

Regarding standards, the reference document stipulates that translation instructors, depending on legislations set in each country, need to have an academic qualification in the field and professional experience as a translator; pedagogical training in the specialized field; as well as knowledge of scholarship and research in TS, including relevant textbooks and references specific to the courses to be taught (EMT Annual Report, 2013). This aligns with Kelly's (2008) findings that professional and disciplinary competencies in translator trainers and

teachers are well catered for, but there is a lack of competent teaching personnel in pedagogical, curricular competencies specific to translation and the teaching in a university context. The EMT reference did show how these competencies will be activated and operated by instructors at both the curricular and pedagogical levels. A comprehensive approach to integrating these elements in an educational intervention is highly desirable.

Like Pym (2013), who referred to these shortcomings in the EMT competence framework (2009), we also have noticed that the instructors' competencies in technology-enhanced environments or for integrating educational and language technologies were not addressed in the 2013 EMT reference document for translator trainers. The framework addressed the pedagogical competencies necessary for a trainer extensively, but nothing was said about instructors' skills and abilities in using and selecting technologies (translation-specific or general) in a translation classroom. After discussing the EMT and Kelly's models in the field of translation, we are going to approach the comprehensive competency-model in the field of education and align it with the above models from the field of translator education in view of strengthening the competency approach in translation program design, development and evaluation from the perspective of education sciences.

### *2.3.3 Competency-based approach to curriculum development in translation programs*

As for the competency-based approach at the program level in the field of translator education, it has been defined as “ [...] une façon de concevoir des programmes dans lesquels les objectifs pédagogiques sont déterminés en fonction des compétences nécessaires pour exercer une profession.”<sup>22</sup> (Cormier, 2007, p.

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<sup>22</sup> “[...] a way to design programs where learning objectives are determined according to the skills needed to practice a profession.” (Author translation)

43). The author reaffirms that what makes a good program of translation is its close ties with professional reality, and that is why the best programs are those which include internships or those which offer the alternating internships and coursework for students. This is known in Canada as ‘the co-op’ model, whereby after four years of undergraduate studies the student will end up with three semesters of paid working experience as well as a degree. This internship starts at the end of year two or the beginning of year three. In many engineering departments, however, students are expected to do a paid internship from year one: a one-semester internship every three semesters. This is a way of helping the student to achieve professional inclusion integrity.

Kearns (2006) argues that competency-based curriculum planning is a trend that is geared mostly to address vocationally oriented subjects where behavioural patterns of experts may be analysed and imitated, which matches an earlier stated definition of competence (see Johnston (1975) definition stated on page 48 of this paper) whereby competence is mostly understood as a behavioural set of exercises performed by the professional (the translator) in action. For this reason, it was criticized in academia. Quoting from Richard (2001), Kearns (2006) argues that the competency-based approach to curricula predominantly stresses the point that outcomes should be tackled and filtered at an early stage of curricular planning, which consists of analyzing situational factors (social, institutional) in the ecosystem of a specific programme of translation/interpreting before starting the design and outcomes (graduate profile). The same author argues that this endeavor seeks to improve accountability in teaching through linking instruction to measurable outcomes and performance standards. Kelly (2005) shares Kearns’ idea (2006) in this regard since she also emphasized the importance of examining social and institutional needs as a necessary phase when creating and developing an educational program. The discussion we raised earlier

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about the competency-based approach to curricula in general stresses this point, and amplifies it: outcomes are understood as competencies that need to be documented and found in the occupational areas, such as job profiles or the knowledge, skills, and attitudes (all integrated) either predominant or emerging in the work place. So, these competencies, once they are documented and a profile is constructed, will be the framework through which instructors can orient and design their courses not only based on disciplinary content, but also on the relevant competences (a combining set of skills, knowledge and attitudes). In other words, they will be using a comprehensive competence-based approach to curricula development (Kouwenhoven, 2003, 2009; Mudler, 2012; Wesslink, 2010) to improve pedagogical and curricula practices within the department. Such approach combines and integrates both the academic knowledge as well as the selected skills, knowledge and attitudes required by the profession or workplace.

Another feature of a competency-based curriculum is that it can inform TS, mainly the applied part of the discipline in the context of higher education. Kearns (2006) argues that most of the research carried out in the field of translator training took TS as its major reference framework, and neither curricular studies nor educational sciences in the context of higher education were seriously included in the research enterprise. For instance, Sawyer (2004), writing about translation programs, contends that: “[...] the lack of comprehensive discussions of curriculum issues grounded in educational theory is surprising.” (p. 26). Therefore, the inclusion of the above elements in translator training at tertiary level could add value and improve the pedagogy as well as the design, development, and evaluation of curricula in translation programs.

Calvo (2009) stipulates that in recent years, new reforms emerged in curriculum studies to integrate contemporary society’s needs in the curriculum development process, which is what Kelly (2005, 2008), did in her model. Universities have a social mission too. They need to consider what is sustainable

in their societal context and deliver that through programs and courses. Here, we see that both authors converge. Hence, social responsibility is paramount as well. Students need to be educated as well as trained. This is an important issue for trainee translators given the tremendous change in practice and working patterns as a result of globalization and technology. That is why training in ethics and social responsibility is crucial in translator training. Hence, we notice that Kelly (2005), Calvo (2009) and Kearns (2006, 2012) emphasize the need for an analysis of the situational aspects and needs of specific cases of programs and institutions (including population) before proceeding into writing down the intended learning outcomes. The same remark is made earlier on the necessity of starting to document the type of knowledge and competencies predominant (as well as the future trends) in the professional context before designing the graduate profile, instruction material and the environments for learning.

In a recent work, Kearns (2012) clearly deplored the lack of educational insights into the translation and interpreting literature and research. He argues that the discipline should be informed not only by research carried out in translation and interpreting studies but also from scholarship in mainstream pedagogy and curriculum studies, as well as addressing broader issues related to higher education. We may notice how Kelly's model aligns with Kearns's approach as well as Calvo's model of curriculum development (a competency / practice based curricular model) whereby the question of the importance of linking conceptualization of the translation programme and curriculum to recent paradigms in higher education, such as linking the outcomes to market needs and the focus on learner empowerment through providing significant and real world learning scenarios and activities is addressed.

Kelly (2005, 2008) herself, in linking translation programs to the current situation in higher education, has made a breakthrough that Kearns (2012) has vigorously supported. Even Bastin (2008) was very relieved to see three scholars

in translation pedagogy (Echeverri, 2008; Hurtado, 1999; Kelly, 2005) converge on the same point: How can research in educational sciences inform transitologists? From our perspective, one of the reasons – maybe the major reason- that compelled us to use Kelly’s competency model, in addition to the comprehensive competency model, is this specific point itself. We observed that the major problems that were raised during our review of the literature revealed that a close look at how the teaching, learning as well as the program design and development issues operate in the field of education could inform better the field of TS and translator education and training.

#### *2.3.4 Regarding the professional dimension.*

The second aspect of Kelly’s model (2005), which we privilege is the importance of the professional experience: working as a professional translator. She stipulates that having professional translation is a crucial competence in a translator trainer and educator. Without such competence, there is often a weak point in instructors’ capacity to design and develop sound and innovative pedagogies and on-going informed curricular practices and orientation that would lead trainees to employment and gaining transferable skills. No wonder Kelly (2005) argues that such practice (of involving non-professionals in curricular design) would only lead to widening the gap between the real world of translators and academia. As Applebee (1996) highlighted earlier, curriculum development should be a tradition of conversation and that this discourse should be on-going, dynamic and updated according to the developments in the profession and higher education. However, according to our knowledge, if we align many English and Translation BA programs (Translation majors) and some of the Masters programs in the region with recent International reference frameworks like the EMT (2009, 2013), we will discover many loopholes. This will lead to re-think the teaching, learning and training practices in these programs. A clearer picture will be provided after analyzing the data from the field. The EMT reference document

refers, as does Kelly's model, to the necessity of having a professional experience as a translator for any aspiring translator trainers. Further, the 2013 EMT version for the required types of competencies for practicing and entering the translation profession consists of knowing how the market works, being aware of future and emerging trends in the profession, and knowing about the business and ethical issues in translation. Hence, claiming to be a translator instructor in higher education under the pretext that the aspiring teacher did part-time work as an amateur translator or translated a literary type of book sometime in the past or even recently, would not qualify him or her as a relevant trainer in a professionally-oriented programme according to the EMT reference framework (2013).

Regarding the generic and transferable type of competencies, our initial observation in the context of some undergraduate courses in the region (Oman, UAE and Qatar) led us to conclude that it is currently difficult to find courses that include opportunities to develop these types of abilities and skills such as Introduction to professional practices, documentation search techniques for translators, revision (bilingual and unilingual), translation project management, freelancing and marketing skills for translators, etc. For these reasons it is suggested that the universities in question reconsider their programs to take into account the need to update the content to take into account recent advances in the translation industry.

In Canada, many universities have introduced changes in their translation curricula to increase practical courses and reduce the theoretical components, in part because it was what the local translation industry wanted (Fiola & Cormier, 2011); In the Arab context, however, Atari and Al Sharafi (2012) contend that: "Translator training classrooms [...] are still closed to valuable input from professional settings of translation practice." (p. 196). Their argument is also supported by Buhmaid (1995) and Emery (2000). For instance, Emery (*Ibid.*)

contends that it will be a long time until translation programs in the Arab context (referring mainly to Gulf countries) will incorporate the professional and vocational components in their programs. A survey on translation industry carried out in Saudi Arabia is, to our knowledge, one of the rarest

practical study on the translation market in the Gulf region. This study (Fatani, 2009) in Saudi translation graduates, employers were obliged to rely on fluent bilinguals having thematic knowledge (i.e., lawyers or legal secretaries for legal texts) in all specialities so as to ensure the quality of output. Some other employers, disappointed by the outcomes of universities, resorted to in-house training and the apprenticeship model (Fatani, 2005). Gouadec (2003, 2007) has vehemently emphasized the utility of the professional and market competence in translator trainers to the point of belittling other types of required skills for trainers such as curriculum design and development. In this regard, Gouadec was criticized by Pym (2003) in the sense that the latter argued that: “We cannot share Gouadec’s opinion that trainers’ experience as translators alone should clearly decide on their teaching approach.” (p. 13.) This means that having first-hand professional experience is not the only crucial factor that would be required in a translator trainer, but other competencies will also be required, for instance, content and pedagogical competencies.

Despite this, we praise Gouadec’s (2003) proposal of defining, in a more specific and detailed way than Kelly’s, the professional profile of the translator trainer whereby he specified the following criteria as necessary for that role 1) experience in professional translation in the public sector, 2) experience in professional translation in the private sector, 3) experience as a freelance language service provider. These areas present, in our opinion, the complex domain of translation practice in the real world. To clarify this point in a better way, we shall borrow St-Arnault’s (1992) three Russian dolls’ analogy ‘the front-liner’ refers to the small doll (translation practitioner in the real world), the big fat doll

corresponds to the researcher, and the middle-sized doll to the trainer.’ According to St-Arnault, the small doll seemed to be the cutest and smartest of them all. He praises the role of 'the front-liner' in a service oriented type of education, whereby knowledge of practice and its complexities is very important. St Arnault aligns with Gouadec in this regard.

A clear illustration of what the EMT document contains is the emphasis on the importance of the professional experience, which can be seen in Jääskeläinen (2011) (as cited in Pružc, 1997, 2007), emphasizing the social and cultural nature of translation. There are a group of participants who interact with each other (translators, clients, trainers, associations, institutions) involved in determining the translation act and process within a specific culture. That is why, in a university context, we need to question: “whether we as researchers are aware of the norms and expectations that prevail on the translation market to, on the one hand, describe it adequately in research and, on the other hand, to prepare our graduates to enter it after graduation [...]” (Jääskeläinen et al., 2011, p. 150).

Malmkjaer (2004) stresses the need for translation programs designers and developers to understand the world of professional translation, “since some professional translation competencies arise directly from the roles involved in the production of high-quality translations” (p. 2). The translator trainer’s profile that would be, at our option, the ideal is the one described above by Gouadec (2003, 2007) or the translator educator/trainer as perceived by St-Arnault (1992) (the person standing in the front line). Nevertheless, such profiles are quite difficult to find in countries that have a long tradition in translator training, let alone Arabic contexts where the practice of teaching translation in long undergraduate programs in tertiary education is a new phenomenon. Integrating quality and professional practice, as well as sound teaching or pedagogical abilities in training translators, seems to be a difficult but desirable task to fulfil. Furthermore, involving professionals in curriculum design and development is a crucial step

towards ensuring a quality and competency-based translation programme, since professionals are practitioners and experts in the ins and outs of the translation act within its real context, namely in the areas of quality management, translation technology, technical writing and proofreading (Rotheneder, 2007). In other words, all relevant stakeholders need to participate in the discourse of making curriculum in continuous ways providing pathways for the professionalization of the practice of teaching.

Also, in addition to academics with professional translation profiles, it has been suggested that in order to develop a robust 21<sup>st</sup> century curriculum, both administration personnel (heads of departments, deans and the head of academic affairs) and instructors or professors need to work collaboratively in order to seek ideas, resources, and expertise in their communities (Partnership for 21st Century Skills, 2002). Hence, another human factor needs to be involved in curriculum development, which is administration. The process should be process-oriented, and various stakeholders should be involved in the operation, including employers and members in the industry.

Furthermore, programs that include an internship component are a clear reflexion of a competency-based approach to curricula. Still, they need to be structured, organized and a follow-up system needs to be established to measure the outcomes as well as evaluate the intended program and course outcomes with the employers' feedbacks in internship reports. Universities, in general, encourage these types of activities since they seek an economic relevance to their programs (Lundsteen and Edwards, 2013). An examination of the students' activities, the type of skills they use, and what they learn in those internships is a crucial task that should not be neglected (*Ibid.*). Nevertheless, we feel that the time scale allocated for an internship at universities in the Gulf region (about one month) is not enough to activate nor to contextualize this multi-set of competencies that we referred to earlier (especially transferable skills). At the Université de Sherbrooke,

BA students undergo a highly structured internship process (paid internship) for three full semesters within four years. Still, the Canadian context is quite different from the Arab context (Gulf context) in many ways, but there might be converging points to consider. We conclude this section with a call to innovate in translator education in a university context in the Arab world. This, however, needs to be undertaken within sound pedagogical, professional and disciplinary frameworks. Viau (2004) stressed the need for innovation in Higher Education by saying:

Ainsi, à la question «Pourquoi faut-il innover? », nous répondons :

Parce que les demandes du marché du travail changent;

Parce que les étudiants changent;

Parce que le travail professoral change;

Parce que les connaissances sur l'enseignement supérieur changent.<sup>23</sup>

### *2.3.5 Regarding the disciplinary knowledge in translation studies.*

The content issue, which forms the third component in Kelly's model, is also present in the EMT (2009, 2013). Pym (2009) also highlighted the role of translation theories in general since they help translators in supporting their arguments not only to defend their positions but also to find out about other alternative positions. For instance, if a client complains that a term has

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<sup>23</sup>In reply to the question " why should we innovate?" our reply will be:  
 Because the demands of the labour market changes;  
 Because students' characteristics and profiles change;  
 Because faculty work patterns change;  
 Because higher education changes. (Author translation)



disappeared from the text, the translator could say that it has been compensated by and adapted to another corresponding concept in the target culture. Furthermore, Guidere (2010) argues that “une pratique sans réflexion critique n’est qu’une ruine de l’âme, et une théorie déconnecté de la réalité professionnelle n’est qu’une vue de l’esprit.”<sup>24</sup> (p. 17). The author stresses in this quote that a practice without any degree of réflexion is a hollow endeavour, and that a theory that is disconnected from the real world of practice is just an idea with no empirical substance (gist translation). This takes us back to the importance of rethinking the type of content that is facilitated in a translation classroom; a praxis-based<sup>25</sup> type of knowledge closely related to real life scenarios is better than a constellation of de-contextualized abstractions about equivalence or any other types of de-contextualized translation principles and strategies. The same author continues to stress that modern translation theoretical models are not primarily interested in linguistic issues, nor in semiotics or texts, but their main focus is the translation activity in itself and for its sake. In other words, their orientation is exclusively translation-specific (p. 77) and that it is interested in studying translators and translations, while linguistics’ focus is on language and discourse (p. 44). Pym, in another publication, highlighted the role of TS and its theoretical framework towards professionalizing the discipline. In this respect Anthony Pym (2010, p. 198) states: “Regardless of whatever the theories (of translation) might say, the institutionalization of this field within the social sciences is a supportive correlative of the professionalization of translation.” In the same vein, Malmkjaer and Windle (2011, p. 1) say that: “TS has now achieved its recognition as a discipline in its right to which related disciplines make vital contributions.”

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<sup>24</sup> “A practice not backed up with theoretical framework is hollow, and a theory that is detached from practice is just a deflexions one own opinion” ( Author translation)

<sup>25</sup>According to Zarzabkowski, P., Balogun, J. & Seidl, D. (2007), “Praxis comprises the interconnection between the actions of different, dispersed individuals and groups and those socially, politically, and economically embedded institutions within which individuals act and to which they contribute” (p. 5)

Gonzales (2005) enthusiastically supports the idea of embedding the teaching of TS in university translation programs. She defends the idea that there are great benefits that the ‘intertwinement’ and ‘parallelism’ between various theoretical developments in TS and translation didactics may bring into a translator training program. She advocates the use of a variety of theoretical approaches (not only textual/linguistic approaches) in translation classes during practical assignments. According to Tymoczko (2005), translation has always been a cluster concept wherein many other multi-disciplines can fit in and make great contributions to it as well, such as technologies and education.

Contrary to Gonzales, Hatim and Mason (1997) emphasize the role of text types and functional text grammar as a determining factor in teaching translation, which is centred –according to them- around text types and that each type of text imposes different ‘demands’ on the translator regarding choices and strategies. This approach was well explained by Gonzales in her article, but she contended that it is –within the framework of current trends in TS- narrow and needs more scope such as the embedding of other approaches as well, not only the textual/discursive dimensions. To our knowledge, many Arabic translation units and departments use Hatim’s approach and textbooks to teach translation. For instance, our involvement in the curriculum development committee of three translation programs in Oman, Qatar and Saudi Arabia proves this practice.

Therefore, there is an important element to include when planning for a professionally-oriented translation program within the context of higher Education, and that is the type of disciplinary knowledge to include in a course. The disciplinary competence was a requirement in Kelly’s (2008) model for translator trainers and translation trainees. However, it seems in some countries where the tradition of translation teaching is new, as in the Arab world, TS is not yet recognized as an independent academic discipline in national educational standards, which imposes certain restrictions at the curriculum level (Biel, 2011).

The author gives an example from Poland, where TS “is a sub-component of the linguistic component of the legislation laying down curriculum requirements for tertiary education institutions” (*Ibid.*). Therefore, there will be a process to go through in each training and education context where translators are educated to get full institutional recognition for their discipline.

In the previous section, we discussed the professional and disciplinary dimension of translation programs and translator education. In the forthcoming section, we shall discuss the mobilization of pedagogical, professional and disciplinary competencies required by the teaching personnel in a translation program to respond to the complex, dynamic and developmental type of professionally-oriented teaching and learning environments within a university context, specifically within a humanities and social sciences faculty.

#### *2.3.6 Towards an innovative instructor profile.*

In this section, we shall discuss the third competence (i.e. pedagogical competence) in the complex of competencies that were highly desired in both the EMT and Kelly’s frameworks. The pedagogical competencies will also be discussed with other skills: curricula development, professional experience, and knowledge of disciplinary content.

Kelly (2008) argues that in all primary and secondary education worldwide, compulsory training is imposed on teachers; But, in the context of higher education, they assume that a person having a Ph.D or postgraduate degree knows his subject and how to teach it as well. Gouadec (2003) has provided a fair description of what it means for him to be a trainer with professional abilities. He suggests that the trainer should have experience in working as a translator and reviser, as well as in a corporate private translation company or agency, and to have experience as a freelancer. That constitutes a fairly complete profile of a translator trainer.

Furthermore, Ulrych (2005) stipulates that: “ the issues of trainer training risks causing major impediments to this progression if it is to be ignored, as it is on the trainers that the success of all curricular innovation rests” (p. 130). The question then remains whether this new faculty can transfer successfully, systematically and intelligently this tacit knowledge to the classroom. In the previous chapter, we mentioned that the curricular practices in the Anglo-Saxon tradition focus on transferring knowledge from society to the classroom unlike the case in the didactic tradition where the focus is on transmitting disciplinary content.

Another point we would like to stress is the importance of the involvement of faculty in the process of curriculum development. Gabr’s (2001) studies carried out at the national Egyptian universities context was heavily criticized by Kearns (2006) since Gabr emphasized that it is the college and department committees who could be in charge of curriculum development and not the instructors and students. Kearns argues that trainer involvement in curriculum development is crucial to the success of the learning outcomes, and they should be involved in the making of the curriculum as well. Kelly (2005) states “the more aware members of the teaching staff or trainers are of how the curriculum has been designed and more importantly, why it has been designed that way, the more personally involved they will become.” (p. 21). Students should also be part of this conversation to contribute to curriculum construction. Further, Cravo (2009) aligns with a fundamental point that was raised by Tyler (1949) on the necessity of continuous and on-going improvement in what Goodson (1988) called “the making of the curriculum. All of the above should be taken into consideration, contextualized and filtered out when developing learning outcomes for a translation program in the Arab university context.

In the western context, including North America, Colina (2003) stressed the lack of sound and consistent pedagogies for translation courses. Nevertheless,

in a university context, there will always be a need to preserve some tradition at various degrees. Lecturing can be utilized effectively for some types of purposes such as transmitting information or organization activities (Saroyan, 2000). It can be kept to the minimum, and a heavy focus needs to be placed on activating other work-based competencies, especially the transferable competencies that will help students once they finish their studies. Mackeachie (2010) highlights the point that “ we are concerned not simply with the learning of a set of facts, but rather with learning what can be applied and used in situations outside course examinations.” (p. 12).

Besides teaching skills, the professional and subject-related expertise are also of great importance to the instructor. This triad needs to be aligned to ensure better quality outputs. At least two of these elements should be present in the teacher (St-Arnault, 1992). That is why authors like Atari, Farghal, Gabr and Al-Qinai have questioned the lack of both qualified pedagogical and professional human resources in translation programs at Arab-based universities, including many Gulf-based universities. Knowing the subject matter (content) of the discipline is a basic requirement in the faculty. Gregory (2013) contends that “Teachers who think they can learn to be teachers by relying on experience alone - or on experience and intuition together - should think again” (p. 14). Therefore, in a translation program in a university context, it is advisable that the teaching personnel should have pedagogical skills and knowledge specific to the discipline and the context of teaching. Experience in translation practice is helpful, but not sufficient in an educational context. In the following paragraphs we shall see further examples of pedagogical endeavors.

### *2.3.7 Further innovative pedagogical endeavours.*

#### **2.3.7.1 Teaching in a technology-enhanced environment.**

Teaching with technologies has now become a necessity for an instructor in a 21<sup>st</sup>-century educational context, especially in the context of translator

education whereby translators heavily rely on technology tools to support their work process and increase productivity. At the learner level, future multilingual service providers in BA programs need to be introduced to the various technological tools they will be using in the real world of translation. It is difficult to receive work in translation or be recruited nowadays if this specific competence is non-existent. Sometimes clients ask if the translator uses a specific type of translation software that they use in their company to ease the training and integration process since they have large volumes of translation work and they do rely on language technologies to handle all that amount of work. Also, they save training costs. Still, it is recommended that these tools, such as correction software for proofreading or editing, formatting page setting, creating translation memories, creating term bases for terminology work, be taught in each practical course and not as independent courses (Bowker, McBride, & Marshman, 2008). Nowadays, most of the terminology and translation tools and databases are placed online.

Marshman and Bowker (2012) showed concern about the teacher's or facilitator's pedagogical abilities to use ICTs in a translation learning and teaching environment. They contend that such ability on the part of the teacher would help students to enhance both translation competence (doing translation), and translator competence (professional identity, personal and interpersonal skills) (*Ibid.*, p. 77). Finally, they suggest that translation programs improve the way these technologies are taught and learned (*Ibid.*, p. 90). Our research into the literature in educational sciences led us to the field of educational technologies. In it, we found out that educators operating in technology-enhanced environments (either face-to-face, hybrid or online formats) use design models to accommodate the complexity of the new teaching and learning space. The Technology, Pedagogy, and Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006; Koehler & Mishra, 2008) (fig.7), which was used initially in a face-to-face classroom where teachers integrate technology tools into their teaching, and later used them

in the context of online education is of interest to this study. The framework consists of a combined and emergent knowledge resulting from the interaction between the said triad (technology, content, and pedagogy). The instructor who is capable of operating and juggling gracefully with these constructs in educational contexts could develop an expertise that's "different from and greater than the knowledge of disciplinary expert, a technology expert, and a pedagogical expert"(Mishra, 2008, as cited in Ward & Benson , 2010, p. 484). So, integrating all the three elements when designing, developing material or when intervening in an educational situation is an important feature of this framework. TPACK was an extension of Shulman's' 'Pedagogy and Content Knowledge framework', which reflect the ways teachers consider the connections between subject matter and pedagogy.

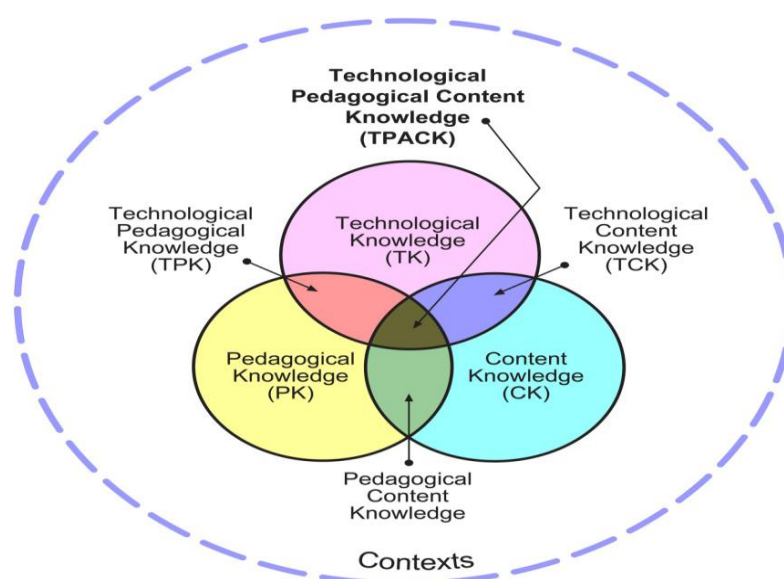


Figure 7. The TPACK Framework and its Knowledge Components (Adapted from Koehler & Mishra, 2009)

The TPACK (fig. 7) describes the type of complex knowledge that teachers need to be operating with they work with technology or integrating ICTs. In translator training situations we might first check what type of Content

knowledge we plan to teach, for what type of students? Which approach to consider? And what type of technology could fit with the content and the pedagogical approach we hope to facilitate?

In using this approach the teacher will have a well-framed reference to consider when intervening in or designing educational situations. Content could cover the subject matter and material to introduce in the learning experience in a conscious and purposeful manner, following well-designed learning and performance outcomes. As for pedagogy, the teacher needs to revise his or her approaches and be aware of the type of pedagogical strategies that could fit with such or such learners, content, and context. Regarding technology, the teacher could select the type of technologies that could suit certain types of content and pedagogical approaches; for instance, translation practicum could be carried out through designing active pedagogies (project-based learning). This could be facilitated through the use of both asynchronous (the LMS) and synchronous tools (Skype), and the use of instant messaging or video streamed artifacts). We restrict our focus in this research paper to the face-to-face context, or maximally to a hybrid type of interventions: using classroom space as well as university platforms (Such as *Moodle*).

Furthermore, it is important if a teacher is acquainted with learning theories and how students learn, as well as how to accommodate to a heterogeneous classroom where students' characteristics and learning styles and levels are different. These educational and training fundamentals are crucial and constitute the instructor's pedagogical launch pad. Some students' could already have some experience using some of the general or translation-specific tools; many other may not. This would create a classroom management issue for the teacher.

In terms of learning styles, Kolb (1984) stresses that adult students learn differently from each other; some of them would prefer to learn in an autonomous



way, others want to learn something that could make sense and be useful for their future career, others want their training to be related to their previous knowledge and experience. Other models of learning include Fleming's (2001) Visual, Auditory and Kinaesthetic (VAK) model, whereby some students are tactile, and they learn by touching and doing the task, others learn better when they see and hear the demonstration (on a video, for instance); others learn better when they read about the tool, because they like reflecting on whatever they read. When integrating ICTs in a learning environment, it is important for instructors or tutors to be aware of that point as well as the educational potential of the tool they decide to implement. This applies to either the translation tool or the general ICT tool he chooses to integrate into the classroom to enhance learning. For instance, the use of a video instructional clip extracted from YouTube and a written manual with screenshots on a specific translation assisting software or tool (online corpus for terminology) to be placed on Moodle (or any platform) so as students can refer to it when needed before coming to the classroom or after the classroom instruction. On the platform, there will be a scanned manual with screenshots and a video. These two learning objects may cater for various learning styles and preferences.

Hence, the use of TPACK and VAK frameworks to design learning and teaching environments in the case of either integrating learning technologies or language technologies in a translator education context may lead to significant learning experiences and acquisition of sustainable and lifelong skills that could benefit the future translation graduate on a lifetime basis. Combining and integrating various tools and corresponding modes of instructions for specific types of contents and student profiles could improve the quality of learning outcomes, since what technology is a crucial component and element in the translation market.

To be competent in using learning technologies and teach in a technology-enhanced environment was highlighted in both the EMT reference as well as Kelly's model. Nevertheless, in translator education, the idea of using design frameworks to approach teaching translation technologies or any supporting learning technologies in the process of translation, editing or interpreting has not yet been, to our knowledge, tackled in the literature. Also, some critics for the TPACK addressed the issue of the insufficient consideration that this model gives for students learning outcomes and its focus on teacher's knowledge and teaching level (Yeh, Hsu, Wu, Hwang, & Lin, 2013, p. 709). That is why in this research the VAK and the learning styles concepts were added to the TPACK to cover for the missing gap. Translation instructors need to become, in this case, designers of their educational experiences in the classroom combining and integrating various pieces of knowledge and tools to provide successful learning experiences for students.

In the Arabic context as highlighted in Chapter I, Al-Qinai urges translation trainers to embrace translation technologies and integrate them into their classrooms. Focusing on the linguistic paradigm and the world is not enough in today's translation practices where technology and other new practices (working in the virtual environment and distance collaborative work, post-editing) are changing the training scenarios in higher education. Gamal (2014) stresses the impact of audiovisual and media translation in the Arab world due to the on-going political and social movements in the region requiring multilingual skills combined with multimedia expertise. The opening of the new Institute of Translation and Interpreting in 2012 at Hamad Bin Khalifa University in Qatar, which offers a Masters level translation and interpreting program, presents a pioneering and breakthrough move in the area of translation and interpreting practice and training in the Arab world. The famous School of Translation and Interpreting in Geneva recently accredited the program. The program launched in the fall of 2014 as the first MA in AVT in the Arab world that is fully accredited.

Since the program is still new, and despite the fact that the institution is fully equipped with laboratories and other learning and translation technologies used either for training or producing actual translations for the market (the Institute includes a center for translation and interpreting providing services for the local and regional market by various freelancers), we do not know yet the educational and training dimension of these tools. The fact that the center works closely with the local clients (AL-Jazeera TV, ministries, etc.), it may be a good way to improve and develop the teaching and training practices at the Institute. In the translation minor at Qatar University, a new language lab was created with the department to satisfy the instructional and learning needs. The author of this study is in the process of developing the place and integrate software and various open source resources to support translation students in their learning and performance curve. There are on-going knowledge, competencies, and practices that need to be investigated either in academia or the profession.

## **2.7 Research objectives**

### *2.7.1 The general objective.*

To model a professionally-oriented curricular profile for educating and training future translators in undergraduate translation major programs based on a competency approach that could respond to the needs of the local and regional market and society.

### *2.7.2 The specific objectives.*

To identify the pedagogical (teaching and learning) practices used in translation programs at Arabic universities in the Gulf region, including integration of ICTs and language technologies.

To describe the conditions to integrate market requirements in these types of professionally-oriented programs.

To identify the profile of teaching staff regarding knowledge required and competencies to be developed and deployed in a professionally-oriented translation program in a university context.

## **CHAPTER THREE: METHODOLOGY**

### **3. MIXED METHOD RESEARCH: DEFINING THE TERM**

In this section of the chapter, efforts will be made to tackle the methodological (rather than exclusively the method-based) elements to be employed in this research study. The researcher has chosen Mixed-Methods Research (MMR) to conduct the present study. As regards the choice of methodological elements for research, Lincoln and Guba (1989) clarified this distinction regarding the scope of methodological elements: while the term method covers activities like data collection and analysis, the methodological element embeds the procedural part specific to methods as well as the ideational element (world views). In terms of its historical background, Guest (2013) stipulates that mixed methods research has been practiced for quite a few decades, even for more than a century, in that anthropologists have been integrating qualitative and quantitative methods in their research, also that researchers were using qualitative methods to understand their surveys in a better way. (p. 142).

A team of researchers (Johnson, Onwuegbuzie and Turner, 2007) sent questionnaires to many prominent researchers in the field of mixed research asking them to provide a definition of mixed methods research receiving various types of definitions in return. They compiled the corpus and filtered out a common denominator (new definition) stipulating that: “ mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches for the broad purpose of breadth and depth of understanding corroboration.” (p. 123). For a more explicit, personal yet detailed definition, we decided to bring in Cresswel’s (2010) definition for a better illustration of the concept: “Mixed methods approach is more than simply the collection of two independent strands of quantitative

(QUAN) and qualitative (QUAL) data, [...] mixed methods involves the connection, integration, or linking of these strands.” (p. 5). The researcher in a mixed method research balances between and combines the technical (method) as well as the conceptual and philosophical elements related to the way they vision, conceive and see the world (stance). So, looking for a complementary and synergic relation between the qualitative and quantitative poles is what mixed research methods aim for.

Important elements have been highlighted in the above definitions regarding the mixed method approach, whereby both qualitative and quantitative approaches were embedded in the mixed methodology. These three approaches (the qualitative, quantitative and mixed) form the mainstream methodological paradigms in research in the social sciences and are all thriving and existing under the same roof with their hub as the mixed method approach (Johnson et al., 2007). This is a crucial step forward in the research field within the context of the social sciences, especially after the long-standing and unproductive debates between the quantitative and qualitative research camps due to the 'paradigm wars' (Feizer, 2010). Although, Green and Hall (2010) have even proposed the idea of including other paradigmatic choices such as action research and participatory inquiry.

### **3.1 Discussing mixed methods research (MMR)**

The mixed approach benefits from both what quantitative and qualitative approaches can offer on a research journey given understanding and tackle the research problem and the objective(s) exhaustively. Nevertheless, qualitative or quantitative methodologies have their processes, which the MMR researcher tries to synergize and combine to serve his research endeavor best as well as people and other parties that are going to make use of the research outcomes. For instance, the researcher in a qualitative research performs in-depth analysis of the data and he is highly involved in the analysis phase, unlike in the quantitative method whereby questionnaires, perhaps developed by other researchers, are

predominant (Cresswell, 2014), and they may not proceed with in-depth and extremely detailed analysis process like the qualitative researchers do. The way both types of researchers treat their data is different. This would impact on how subjective as well as inductive the qualitative researcher could be. Unlike the tradition in positivist paradigms and quantitative methods, whereby heavy subjectivity may be interpreted as a non-desired and suspicious element to include in the research enterprise, Lavigne (2004) prefers to talk about what she describes as the “proximity” factor for the researcher to the object or problem of research. She argues that: “C’est en rompant avec la tradition de méfiance à l’égard de la subjectivité du chercheur et en adoptant des proximités, que des chercheurs ont fait intervenir cette subjectivité en partant de leurs propres expériences.”<sup>26</sup> (p. 34). In her quote, she stresses it is through breaking with traditional research practices whereby subjectivity was regarded as evil, that researchers were able to be heavily involved in their object of research starting from their personal experience.

The inquirer in a mixed methods research approach knows how to leverage between the two areas of research, and prioritize the outcomes: how efficient the choice of the method would be to respond to the issues raised in the research problem or the research objective(s). Therefore, finding solutions in complex and diverse situations to serve the goal of the research instead of being held by the one-sided and paradigmatic partisan criteria is what the mixed research method inquirer does. In this regard, Lincoln and Guba (1989) contend that in a mixed methods research, it is important to understand the following triad: the subjective, the inter-subjective and the objective realities of our world.

Regarding methods, the qualitative researcher stresses upon texts, words, and images while the core elements in quantitative endeavors are numbers and transformation of these numbers (Tachakori & Teddlie, 2010, p. 560). The

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<sup>26</sup> “It is through breaking away from a traditional attitude of mistrust towards subjectivity that researchers started getting closer to it and integrating it starting from their own personal experiences” (Author translation)

quantitative researcher uses scales and measures in the hope of providing explanations, while the qualitative researcher makes observations and records his interviews to convert that data into words and then interpret them. The latter works in a natural setting, while quantitative researchers tend to send, for instance, questionnaires and surveys, to collect data. This means that qualitative researchers may use multiple techniques to gather data such as documents, archives, and audiovisual tools and they organize it into categories and themes and then try to make sense of it (Cresswell, 2014; see also Larose & Audette, 1997). The mixed researcher inquires, intervenes and sees what is the most suitable technique for data collection for his research objectives, regardless of their paradigmatic differences. If it is necessary to use a questionnaire in a qualitatively predominant research method, and this information would serve well the purposes of the research and reply to some badly needed answers, we do not see why the researcher would not use it. According to Silverman and Marvasti (2008), qualitative or quantitative methods should only be treated as tools used when needed and not guide the research.

Combining and integrating all sorts of methods and techniques in a complex educational setting is what the mixed research inquiry does. All the collected data both with the quantitative or qualitative methods would generate a certain type of knowledge. It is the knowledge that is gathered from the real world. The researcher, from a mixed research perspective, manages this knowledge capital and explores it exhaustively. At the discussion phase, he can see the relation, connection, and complementarity or non-complementarity of the various knowledge and information gathered through data collection tools.



### 3.2 MMR as a paradigm

In the above sub-section, an attempt has been made to provide a comparative description of the mixed methodology vis-à-vis the other two approaches: qualitative and quantitative. The elements that have been discussed include issues on how these three approaches deal with data collection and the role of the researcher (degrees of subjectivity and objectivity), i.e., the methodological part. In the present subsection, we are going to move forward into the paradigmatic level of mixed methods approach that includes ontological and epistemological factors.

According to Feizer (2016), “Mixed methods research has been hailed as a response to the long-standing, circular, and remarkably unproductive debates discussing the advantages and /of quantitative versus qualitative research as a result of the paradigm wars.” (p. 6). Schwandt (2000) stipulates that the way to move ahead and proceed is to get rid of that distinction, and know how to live in the fuzzy and gray zone through being flexible and adaptable in choosing methods and methodology. In other words, there is a pressing need to engage in a philosophy that can cater for that type of knowledge endeavor. Johnson et al. (2007) say that: “today, the primary philosophy of mixed research is that of pragmatism. Mixed methods research is, generally speaking, an approach to knowledge that attempts to consider multiple viewpoints, perspectives, positions, and standpoints.” (p. 113). The same authors continue to point out that, “pragmatism offers an epistemological justification and logic for mixing approaches and methods [...] and helps mixed research to peacefully coexist with the philosophies of quantitative and qualitative research” (p. 125). The authors' name this positioning as “pure mixed research attitude whereby the qualitative and quantitative enjoy ‘equal status’” (fig. 8).

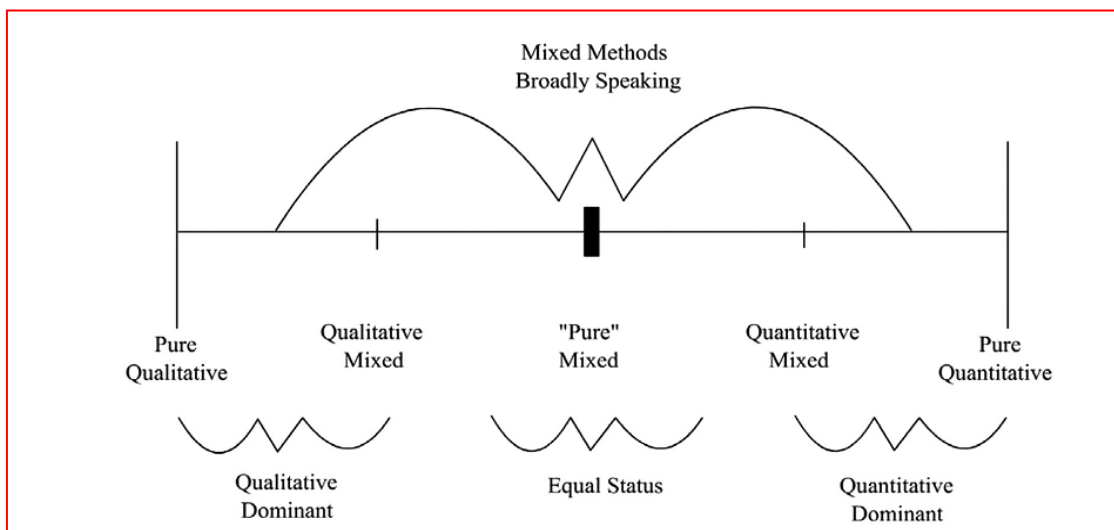


Figure 8. Graphic description of the three major research paradigms, including subtypes (Johnson et al. 2007)

Hence, characteristics of pragmatism consist in accepting various viewpoints and conceptions of world views unlike the case with qualitative or quantitative paradigms that do not seem to be as flexible and elastic as the mixed approach, especially at the epistemological level. Feilzer (2010, p. 7) confirms that the mixed approach does not fall in worldviews like the classical “positivist/ post-positivist“ or “constructivism / interpretivism“ paradigms. It addresses the various and diverse realities. In this case, Cresswell and Clark (2007, p. 27) contend that the researcher remains free of mental or practical constraints and impediments from the compulsory choice between either the positivist or constructivist camps. This confines the researcher to only the two paradigms with no third choice or another paradigm that can combine the two: the case of mixed method approach.

Dewey (1925, p. 47) had already referred to revising the on-going dichotomy between the positivist and subjective views, since both paradigms seek to achieve the same goal: finding truth, either through the objectivist or the subjectivist methods (relative truth). What is important, within a pragmatist perspective, is whether the chosen research process contributed to answering the researcher's intentions (Hanson, 2008). In other words, the researcher adopting a pragmatist viewpoint prioritizes what is operational and workable for the research operation. He carefully integrates both the technical (the method, technique) at the level of data collection, and the epistemological dimensions (attitude, opinion) in the research process to achieve maximum viability and trustworthiness (Morgan, 2007). The way the inquirer sees the world is important in a pragmatic paradigm; therefore, for the mixed research Inquirer, his move back and forth between the inductive and deductive modes of both the quantitative and qualitative research approaches makes him generate another pattern of reasoning: the abduction patterns (*Ibid.*). This praxeological knowledge has been generated through constant reflections in a continuum pathway and placed into action by the researcher (*Ibid.*). Harrits (2011) calls this type of knowledge "praxeological knowledge." He argues that: "Praxiological knowledge mixes methods to use the complementarities of quantitative and qualitative methods to integrate an objective scientific perspective with an interpretive perspective taking seriously the points of view of actors and practice" (p. 160). We find this definition pertinent to our proposed research since it focuses, besides the practices in the profession and curriculum, on the human element and his profile, as well as their point of view which will be valuable data for further inquiries to undertake and for illuminating our research objectives and finding some answers. This point will be explored in future research after this doctoral work. At this stage, we can only see the potentials.

### 3.2.1 Addressing the issue of complementarity in MMR.

Part of the second sub-question is to discuss how the inquirer in a mixed method study manages and mobilizes his toolkit of techniques (methods) as well as the philosophical assumptions he has about the world to lead his or her research and find solutions or answers to his research objectives. This is not an easy task when the on-going tradition in research seems to favor working on specific methods for specific types of conceptions of how the world is or should be. Some of these points have been raised in the previous sub-section, but in this part, we will study the strategic part of how the researcher in a pragmatic paradigm may overcome the challenge of coping with various research methods and a multiplicity of viewpoints.

Green (2008), about research in the field of pedagogy, asks, “around what does the mixing happen? In my thinking and practice, the mixing happens at the level of construct variable. I mix methods to get a better understanding of one or more of the constructs I am studying, for example, student learning, or teaching quality” (p. 17). The scholar proceeds in her argument by clarifying that this is necessary to understand the multifaceted and complex nature of social reality, and this can only be achieved by adopting various types of methods as well as ways of thinking (*Ibid.*, p. 20).

The turning point, in pragmatic research, is that the inquirer needs to participate in the research activity actively and consistently stay on the ground to document what needs to be documented. Green and Hall (2010) contend that the pragmatically-oriented Inquirer in a mixed research method “attends to context, practicality, and instrumentality – not philosophy- in service of these overall commitments to problem-solving.” (p. 138). We find this comment sound in the sense that it reveals what the Inquirer focuses on is: it is not on the long-standing ideological criteria of whether such conception belongs to either the positivist or constructivist camps, but a straight emphasis on how to solve research problems

using workable and adequate tools. All stances, perspectives, and insights from social sciences are welcome as long as the chosen ones would add value to the research. The wider range of tools the researcher has, the better he will be equipped to overcome the research challenges (Tashakkori & Teddlie, 2010).

The pragmatist, then, would strive to achieve compatibility between the qualitative and quantitative research methods, traditionally seen dichotomous research paradigms. Juggling within paradigmatic differences is not an easy task for the researcher since it is a tough process to learn how to switch perspectives; but, still, it is a desired attitude and practice in research (Johnson et al., 2007). The analysis and finding the phase of the methodological process is probably where achieving complementarity and integration is challenging, because that is the stage where both the technical and ideational parts meet and need to be “discoursed.” We think that leveraging and being strategic is crucial at this stage. In this regard, Silverman and Marvasti (2008), quoting from Hammersley (1992), contend that at this particular stage of research, the inquirer’s claim should depend on the research purpose, available resources and how accurate the descriptions are.

Bryman (2007) provides a sound example of the challenging part of the pragmatist’s research inquiry process (i.e.; the decision-making element). In a study led by the author whereby he undertook interviews, his respondent No12 said:

There was something about the audiences [...] for me the issue was about combining them (Qualitative and quantitative methods) at that writing stage so as to make sense of them [...] there were audiences who only want to know about my survey findings and regard the rest as fluff. And I can speak to these audiences, and there are others who want to hear about, you know, the in-depth contextualized feel of everyday life and they stop listening if I tell them about my survey. (p. 16)

From the above testimony, we can feel the importance of making strategic decision and choices when operating within a mixed research paradigm and methodology. The idea of the audience is another variable to consider since we need to take our readers into consideration as well. They buy what we produce, so it is an important point to consider when processing research.

Regarding data collection, the researcher can use computer-assisted software to assist him or her merge between the two different types of data that both quantitative and qualitative methods use. The size of the sample for a quantitative research type may be larger than that of the qualitative researcher, but the latter needs to provide in-depth analysis and interpretations of his small sample to give credibility to his research. According to Creswell (2014), the inquirer can “merge two databases by changing qualitative codes and themes into quantitative variables [...] a procedure called data transformation.” (p. 223). Regarding design, Creswell (2014) proposes, amongst other approaches, the “convergent parallel mixed method” or the “exploratory sequential mixed methods.” According to the author, the first approach seems to be the most popular since it is the first choice of any novice researcher who thinks that the process is exclusively about combining both the qualitative and quantitative techniques of data collection. This data is then analyzed separately, and the results of the analysis get compared to two separate but complimentary- poles without neglecting the connections between themes, concepts, and point of strengths and weaknesses, advantages and disadvantages (*Ibid.*, p. 219). In the 'exploratory sequential mixed approach,' the inquirer collects qualitative data first through exploring participants' views (interviews), then analyses the data. Soon after the analysis of the retrieved information (themes, codes) from the qualitative data, he embeds it in a quantitative type of frameworks to start the quantitative phase, such as specifying the variables (previously themes or codes) to be processed when undergoing the quantitative and statistical analysis (*Ibid.*, p. 16).

In the interpretation and discussion phase, presenting both the converging and diverging points is also important (*Ibid.*). What would be challenging are both the writing process and the type of discourse to embed to illustrate that complementarity and integration in such a complex situation. Further, stressing upon the connection between the themes and concepts gathered may also enhance and complement 'half-cooked' ideas that the researcher would not have sufficiently understood if he did not have recourse to tools and methods used by the 'opposition' whose perspectives and worldviews are different from his own. Silverman and Marvasti (2008) stipulate that it would have been silly for a researcher to ignore the use of the case study method under the pretext that is too 'qualitative' or to use some very important statistical databases for the simple reason that it is 'quantitative.' Focusing on the connective element between the qualitative and quantitative either at the levels of methods used, methodologies or paradigms chose, instead of the various antagonistic assumptions may as well be a key factor to overcome the inherited pre-fixed, stagnant and programmed beliefs we have about the mainstream paradigms: positivist, post-positivist, constructivist or interpretive. It is good to consider connectivity, leverage, and synergy as well as a way of thinking, approaching research problems and producing knowledge.

### **3.3 Research in TS**

In this sub-section, we shall discuss the relevance of the mixed approach to the present research. Let us first refer in a concise way to what is going on in translation research in general, and more specifically to research on translation pedagogy. A brief descriptive portrait of the status quo of the research dimension in TS (standing for the mainframe academic reference of translation theory and practice in academia) and its sub-discipline of translator training were highlighted earlier in Holme's map (fig.1), where translator training is placed on the map next to 'translation aids' (language technologies, and computer tools for translators, machine translation) and ' translation criticism' or quality assurance. This map has

been modified by further translologists (Pym, 2001; Hatim, 2001; Malmkjaer, 2005; Vandepitte, 2008) who either deleted or added few other components in the map.

Gambier (2004) holds that “since the 1980s TS has acquired many theoretical frameworks and models” (p. 63). Therefore, all the various versions preceding Holme’s map referred to various research models focusing mainly on either the product (the text) or the process (the translator’s decision-making process, the comparison between professionals’ and trainees’ translation process). Later on, starting from the year 2000, there have been turns towards the technological, professional and pedagogical models. In the pedagogical approach, according to Dobson (2012), the focus shifted on how to teach the inter-linguistic transfer, especially with the increased proliferation of translation programs worldwide whereby the pedagogical element became a concern for many educational institutions.

### *3.3.1 Research and translation pedagogy.*

Chesterman and Williams (2003) have referred in their pioneering book on research methodology in TS to the type of research questions highlighted in the field of translator education and training. These comprise issues in curriculum design relating to content issues, as per their understanding of curriculum studies, and they contend on the importance of studying practice in other countries to localize the training programs. It is important to single out all other types of differences between these practices. The second element the authors discuss is the teaching methodologies and assessment in translator training programs. They did insist on the role of research on translation technologies and the contents of the corresponding courses, but not mentioning the way these technologies should be facilitated in the classroom (face-to-face or virtual) (*Ibid.*). Last, they questioned the professional dimension of translator education and the way trainees should be introduced to the job market. Gile (1995) stressed the role of translation as a



process in both translation and interpreting research studies. He also contended on the issues related to research practice by academics in the field of TS, since the domain is new, and most of the researchers in the field have inherited patterns of practices in research from their baseline disciplines (linguistics, literature, cultural studies) (*Ibid*), which might confront them to new research paradigms (i.e., TS) for which they are not prepared.

### *3.3.1 Mixing methods in Empirical and Process-based translation research.*

According to William and Chesterman (2002), empirical research marked the field of translation because:

Translation research uses many kinds of empirical material. This material is composed of various kinds [...] research methods will involve text analysis and contrastive analysis if you are comparing two texts [...] another example of a particular kind of textual data is provided by TAP, sometimes supplemented by retrospective interviews. (p. 9)

The quote stipulates that various research tools are used in an empirically based research in translation in general. In product-based research types, we notice the on-going use of texts and text-based corpuses (newspapers, books) and a linguistically-based method of analysis are applied (discourse or contrastive analysis). In the second part of the quote above we can notice signs of a combinatory type of research using Think Aloud Protocols Methods (TAP) and retrospective interviews). For instance, in the field of cognitive psychology applied to translator training, Krings (1986) wanted to know what was going in the translator's mind (novice translators or professionals); so, he used the TAP experiment in combination with direct observation. The TAP method was in some other research studies carried on translator training supplemented by computer records of keystroke images (e.g., work done by Tirkkonencondit & Jääskeläinen,

2000; William & Chesterman, 2002). In a more elaborate way, the PACTE (Process of Acquisition of Translation Competence and Evaluation) group in Spain is a prominent research team of experts at the Universidad Autonoma de Barcelona who led longitudinal research (2003, 2005, & 2007) on empirical and experimental-based research on translation competence and its acquisition in written translation. The group mixed both “computer logging via proxy and direct observation to collect data about the translator behavior and additionally used questionnaires and retrospective interviews [...] the PACTE group analyses processes and products” (Hansen, 2013, p. 95). These mixing of the process and product oriented research methods are equivalent to mixing qualitative and quantitative methods, respectively. Their aim was to investigate professional translation competence as carried in the real world.

Due to the multi-method issue in research in translation pedagogy, Hansen (*Ibid.*) stresses that “in translation process research, methods, tools, data, and results are combined in multi-method designs [...] qualitative and quantitative methods are used in a variety of combinations and triangulation” (p. 89). The deciding factor in choosing either approach will depend on the research problem itself. This seems to be the case in the pragmatic paradigm for MMR we discussed earlier. But, this is not yet the same in translation field; because “in TS, researchers usually focus on the differences between different approaches and seldom think in the direction of integration.” (Sun & Shreve, 2012).

The reason behind the problem mentioned above is due to many factors, above all the nascent stage of the discipline, especially at the research level in the field of translator education. Nevertheless, important publications and research activities (conferences, doctoral programs) have been established by the beginning of this millennium, which led to significant improvement in research. Instead of relying on anecdotal personal experiences, researchers began to rely on evidence-based experimental studies and data-based studies themselves lying on solid

reference frameworks from the inter-discipline of TS (Kim, 2013). In the field of curriculum studies we find Kearns (2006, 2008, 2012) and Kelly (2002, 2005, 2008); in Teaching methodologies we find the colossal works of Kiraly (2000, 2003), Gonzales Davies (2004), Hurtado (1999), Colina (2003) and Delisle (1988, 2005). Still, despite these solid frameworks, the methodological convergence between various paradigmatic approaches (positivist: linguistic) and interpretive approaches (socio-cultural) remain an issue that hampers any coexistence between various research epistemic and techniques.

In the case of translator training at Arab-based universities, this dualist worldview between the linguistically-oriented academics and those who are willing to innovate or the new faculty (PhDs in translation) may be a serious issue to tackle. To our knowledge, the discourse on translation pedagogy focuses on teaching and teacher/student issues in translation programs rather than research methods or approaches in the specific field of translation pedagogy or even TS in general. Thus, for the sake of developing the discipline, smooth cooperation and collaboration should be established between all members in the departments of not only the concerned university but on an inter-university and macro level (for instance, education, press media, audiovisual and technology departments). The idea of proposing the MMR and its heavy reliance on the pragmatic paradigm whereby the goal of the research, the utility of the method or the idea, the workability of the data collection tools need to be prioritized over uni-dimensional, limited and short-sighted approaches and worldviews. Combining both qualitatively oriented approaches (process-based) and quantitative approaches (product-based) as well as their corresponding tools (interviews, documents as well as questionnaires and surveys) when needed is a crucial step forward to have better research results.

### *3.3.2 Why mixed-method research for translator education?*

As mentioned earlier by Sun and Shreve (2012), researchers in TS and translator training have used both the quantitative and qualitative methods in their research but never attempted to integrate them. Also, we witness fragmentation in the newly claimed inter-discipline due to the paradigmatic difference, since most of the translation researchers are themselves educators and teachers, who consciously or unconsciously transfer their research models and worldviews inherited from their baseline discipline, such as language studies or literature (Gile, 2004). These models are either one-dimensional or combined (quantitative and qualitative, process and product) but not integrated at the paradigmatic and analytical or discussion level in data analysis. When they reach the stage of analysis of their data, they fail to make sacrifices and integrate the two methods to achieve their research objectives. Instead, they outline their research outcomes resulting from either questionnaire (quantitative model) or interviews or documentation (qualitative dimension) without having a resource to integrate the two methods as per previous authors (Sun, Shreve, and Gile). Leading research in translator education and training and using the mixed methods with a pragmatic dimension as it is known in educational sciences may result in improving the methodological gaps that TS in general, and translator education in specific, suffer from. According to Kearns (2012), this element has been the weakest link in research and practice of translation pedagogy in Higher Education.

Gile's (2004) previous claim is less supported by Kim (2012) who argues that the fact that there have been educators in translation classes coming from interdisciplinary areas is an asset in itself. This is because it encourages interdisciplinary research to flourish in the field of translator education, especially if these scholars have referred to mainstream educational studies instead of focusing only on its sub-branches (applied linguistics, psycholinguistics) or linguistics.

Even the idea or initiative of proposing a competency-based approach to translation programs mobilizing all these knowledge frameworks and corresponding abilities simultaneously (with various degrees of focus) is what makes of the inter-discipline of TS and translator education a specific and integrated entity of knowledge and practices that cannot operate and be understood from only a one-dimensional and one-sided paradigm or method. So, the need for mixed approach may be a sound option to consider.

The third paradigm (mixed methods research approach), coupled with the pragmatic dimension, could be an innovative enterprise in the field. Severna (2008), in her article on a participatory action research, confesses that her mixing of various methods, as well as the leveraging of paradigmatic issues, let her realize that she needs to be more flexible with her methodology if she wishes to obtain more natural and honest data.

Due to its balancing and integrating nature, the mixed research approach might be a challenge to undertake, especially for a novice researchers like the author of this work; Nevertheless, we estimate that it will be an appropriate method in an interdisciplinary and complex context like the development of a competency-based approach to translator education in a university context in the Arab world, where translation teaching in Higher Education is still a new tradition, and where much focus is on teaching/learning of translation rather than on the design of research models for the emerging discipline. Perhaps, when the pedagogy of translation reaches a mature stage in the future, the development of contextual research models will be a welcome and needed practice. Also, there is a need for further restructuration to be made similar to that of the programs in countries that enjoy a long tradition in translator education and training (such as Canada or Switzerland). Learning from past experiences and practices in other countries is important. To our knowledge, mixed research methods combined with a pragmatic dimension (as a paradigm), are nearly non-existent as per the

literature and articles we read in the literature review in general. That includes both western and Arabic contexts. In translator training and education, the most scientific and empirical research we read was the work of Gabr (2001) about translation programs in Egypt. The methodology did not elaborate on the complementarity and integration of the collection tools he used, but its contribution to both regional and international literature has been noticed. Currently, and due to its budding stage and disorientation, much focus seems to be on the teaching of translation and issues of curricular design and development rather than research. To our knowledge, there is no scientific reference yet that exclusively addressed research in translation pedagogy in the Arabic context. Gabr (2000) used both questionnaires and structured interview in his study to reassess translation programs at Egyptian national universities as to separate entity methods. The questionnaire for the students and the interview was designed for a very small sample of 3 instructors teaching translation at the university he surveyed. Integrating the two methods at the analytical level was not clear in Gabr's work.

### *3.3.3 Integrating research approaches and methods.*

In the above paragraphs, we discussed and justified why the dichotomy regarding paradigms or methods should be avoided in translation research. We argued that we can better focus on the research problem and understand it more deeply in order to reach the intended outcomes by combining as well as integrating not only the methods but also by adapting our view of using research to learn the truths about the phenomenon. The most important element is to adjust all these technical and conceptual or ideational criteria to serve the research outcomes and provide well-founded and sound results and findings for our audiences or research consumers. It is not enough to discuss the qualitative and quantitative methods separately but to synergize them as well at the synthetic and interpreting level of research.

In this regard, Chesterman (2004) plainly argues that collaborative projects should be encouraged and a shared paradigm developed and that institutional barriers can be overcome by sharing and integrating research paradigms and tools between the members of the community. According to Hansen (2013), integration and synergy are crucial in a mixed research approach within a pragmatic framework. Establishing connections at the stage where the researcher discusses results may be challenging, but crucial and strategic in the case of this new paradigm and research approach. The author stipulates she discussed the need to use this integrating approach at the method, methodology, and the paradigmatic levels, and relate all these to objectives of the study. So, flexibility, adaptability, and integration are key elements in an inquirer who undertakes mixed research methodologies with a pragmatic dimension.

#### *3.3.4 Practical points about our current research methods and methodology.*

The research objectives required the use of various types of data collection methods, some of them of the qualitative types and others quantitative types. Thus, the semi-structured interview method was used to collect data from actors in the profession: translation employers, translation agencies or companies to construct the professional profile and the type of required knowledge and competencies in the local and regional translation market. Then, a student profile was derived from this professional profile comprising the desired practical knowledge, skills and abilities that members of the profession think are useful and necessary for the trainee students. An online questionnaire through Survey Monkey was provided after undertaking the Skype-based interview with professionals to get instructors' perceptions in the way they understand the translation concept and its professional dimension, as well as their on-going practices in the classroom or at the institutional levels (pedagogical and curricular). The aim of our research endeavor, particularly at the discussion and analytical level, was to focus on the goals of our research and use the research

methods and techniques (qualitative of quantitative) in a way to maximize the big picture and goal we aim to see at the end of the tunnel. Hence, on-going leveraging and design process in mobilizing various types of techniques of data collections to get detailed and in-depth information from the population the researcher will carry research on was a priority. The instructors, faculty and translation professionals were the stakeholders and partners we surveyed and interviewed. Still, some documentation was used to tackle the curricular elements, since they contained useful information on the syllabus, policies, and orientations of the educational institutions or ministries. These were also a valuable source of information that supported our query.

This research was carried out in the Qatari context. For the distribution of the questionnaire, the author established contacts with faculty working in two universities in Qatar. Due to logistical reasons, the author did have a limited time to recruit the participants. A major role was played by the key informants and emdiators to access teh rest of the respondents. Due to their managerial positions, theyw ere able to provide details of the potential participants in their network that could participate to this research. The fact that we predominanatly interviewwd translation professionals working in Qatar Foundation was a big plus, since this organisation produces the majority of translation owrk for government and semi-government instances in the country.

Due to the lack of BA majors in translation in the country, we restricted our research enquiry to only the MA program Institute of Translation and Interpreting (Hamad Bin Khalifa University- Located in the education city / Qatar Foundation), as well as the minor undergraduate degree in translation at Qatar University, where the author of this research was working as a visiting lecturer. The data in verbatim was analyzed, and relevant themes were extracted. Those themes served as key indicators when we were processing the graduate profile (the type of skills, knowledge, and abilities needed as per the professional



recommendations and suggestions) or when drafting the questionnaire. These consist in what instructors said about themes related to pedagogy, curriculum, and the profession elements. The reason why we started with interviews was that within a competency-based approach to curriculum development, the starting point of the investigation is the profession or the real world. So, it is crucial to document that element. Due to logistical reasons, the researcher organized a trip to meet the respondents in the country and carried out the semi-directed interviews after returning to Canada using Skype with an integrated audio-video recorder. Therefore, initial key contacts were established in the previous visit to the region. Nevertheless, there is more work to do to secure the interviewees. Some 15 active and full-time professionals in the translation industry were interviewed. As for the questionnaire, an online survey was sent to selected instructors and faculty. The researcher sent the document to the entire 14 instructors and faculty working in both translation programs, but only 10 out of the 14 teaching staff responded to the questionnaire.

Given below is a graphic representation of the process of data collection and type of tools to use to undergo this task:

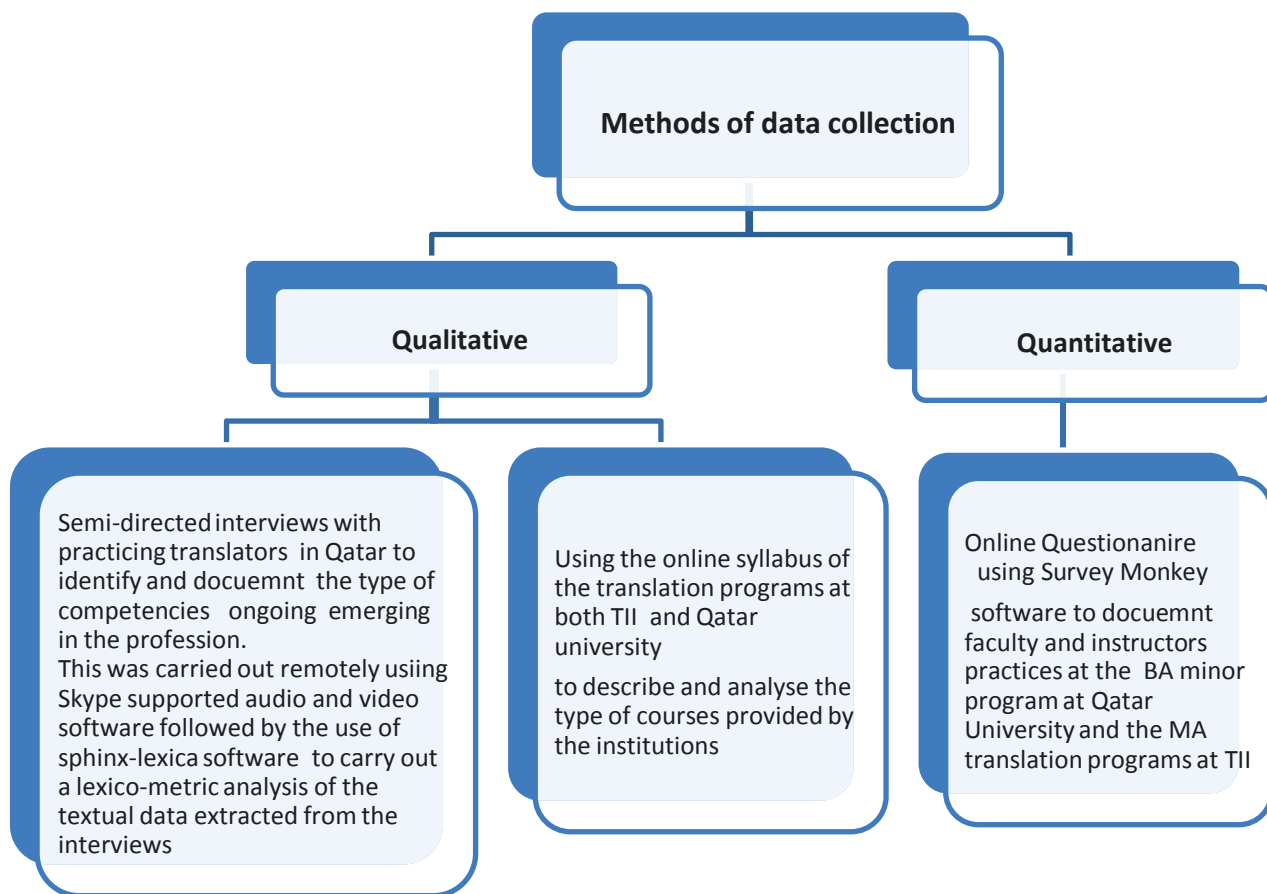


Figure 9. Graphic descriptive summary of the research methods and techniques.

### 3.4 Conclusion

In the previous three chapters we presented a comprehensive background information on translator training and education in the Arabic speaking and non-Arabic speaking regions (Mainly Europe, Canada, and China), then we discussed various issues related to the problems raised by scholars in the discipline in both the contexts. Special focus was on the Arabic context, which is the focus of our research. The listing of the various issues in relation to translation training/education in Higher Education compelled us to filter out a major and

under-researched area we aim to explore: the integrated competencies of the instructor in translator training programme within a framework of a comprehensive competency-based approach to curriculum development. Impact from recent changes in the profession and Higher Education placed pressure on universities to restructure their programmes: technology, professionalization of practices and nation based orientations towards employability and aligning with the requirement of a knowledge-based society in 21<sup>st</sup> century. Therefore, major elements in an educational program such as instructor profile and curriculum engineering processes need to be reviewed. Also, a close look at the professional world compelled us to stress rethinking our curricular design process, and the teaching methodologies and practices applied to deliver training and educational experiences to students. The review of the literature, as well as our personal experience in the field as a trainer and practitioner, urged us to think of constructing frameworks of references and guidelines to help out the trainer and administrator to provide through design and development better training and education experiences for future translators.

We decided to approach the translator training and education from a different perspective: the comprehensive competency-based based approach in Higher Education. From our review of the literature, we could not single out a translation program in the Gulf region that designs and develops its curricular based on the professionalization element and competency criteria. We decided, then, to focus on the role of the instructor/educator and his professional development or even rethinking the recruitment process of such faculty within a translation unit/department (if there is one). A major issue that many scholars have deplored is the wrong conception and perceptions that both faculty and administrators (including the public) have about translation or interpreting as an academic subject and as a profession. Rethinking teacher knowledge and competency framework for curriculum development, amongst other elements in the program, may lead to a reduction of such misrepresentations and,

subsequently, an improvement in the profession and identity of translators in society.

That is the reason we referred to two models from the European zone, after a careful selection between these models and others. These chosen models are The EMT framework of reference (2009, 2013) and that of Kelly (2005, 2008). We discussed their particular features and the reason why they were selected for our specific research study. Reference was made to some of the authors who criticized some of the features of both models. We added our remarks to these critics, such as the lack of specific and clear descriptives for trainer competencies in using technologies in his her teachings in both EMT and Kelly model as indicated by Pym (2013).

In Chapter Two, interdisciplinary criteria were tackled through discussing the concepts of competence, competency and competency-based approach to curriculum development in both educational sciences and TS or, more specifically, translator education and training. Intermeshing between the two disciplines was a challenging process. It is one of the on-going pledges that the research community in translation pedagogy is always making in the hope that translator education could be better informed not only from TS but, above all, from education sciences and curriculum studies to enrich the field and strengthen it with relevant concepts, elements, and processes.

The use of other frameworks on curricular development and design in the discipline were highlighted, and their particular characteristics were described: (Kelly's model: 2005, 2008) combined with other components: Calvo's model (2009); Kearns' (2006) study on curriculum studies applied to translator education. We discussed these models interchangeably to filter out their similarities and differences vis-à-vis Kelly's model to justify why we selected the latter. Further, we cross-checked Kelly's model with other additional authors who wrote on similar issues, the likes of Ulrych (2005). The purpose behind this cross-

checking of models and opinions was to validate our choice and give it some credibility. Last, we kept EMT and Kelly since both documents of reference are more comprehensive and include what the previous models discussed and added further elements that were not discussed in the frameworks above.

We discussed some of the innovative endeavors that could be undertaken under the new competency approach such as the integration of technology in translator education and use of pedagogical design frameworks to facilitate and develop such content and learning environments. It has been noticed that there are significant problems with instructors' abilities to integrate educational technologies into their teaching so that such educational frameworks could be useful guidelines for them. The instructor designs on-going learning and teaching environments and experiences to enhance significant learning; hence, this requires the instructor to diversify his modes of instruction as well, such as operating in a technology-enhanced environment to enrich students' learning experiences.

Lastly, the methodology of research reflects the on-going themes discussed in this research study, especially the element of integration between concepts and competencies. For this purposes, the mixed approach was chosen to address this integrity despite the paradigmatic differences between them, such as the case between the qualitative and quantitative approach or between the professional and academic dimensions in curriculum developments. Likewise, diversification in the use of various methods of data collection was highlighted to address the phenomenon at stake exhaustively: pedagogical and curriculum practices in the context of undergraduate BA programs in translation at Gulf-based universities, specifically the case of Qatari universities.

The review of the literature we consulted in the field of translation pedagogy or even TS contained various studies which used the mixed method approach, but scarce information has been identified as to the use of such approach using a pragmatic paradigm. In other words, the qualitative and

quantitative methods were used as separate entities in the research endeavors we reviewed and little was found about the integration of both methods at the analytical level. So, bringing in this new element into the field may be a significant contribution to research in both TS and translator education in general.

The researcher visited the geographical region where the present research was conducted twice to build a network of stakeholders and secure documents and population to interview or send the questionnaires to. Initially, he succeeded to get agreement from people in the profession to be interviewed (semi-structured interview) and an interview form was developed for that purpose. The remote interview process took about two months to be finalized. Some of the candidates were on travel, some on summer holidays and others kept procrastinating and delaying their interviews. All participants preferred to do and undertake their interviews from home instead of the workplace. The documents contained five themes extracted from the research objectives. Each theme was assigned to questions related to specific elements that the researcher liked to investigate. These elements were raised during our discussion and contextualization of the research problem.

Regarding population, the semi-structured interview targeted members of the profession. The aim was to identify and document the on-going and emerging practices and competencies used in daily translation activities locally and at the regional level. Then, an online questionnaire (through Survey Monkey) was used soon after to approach instructors who teach translation in Qatar. 14 faculty members were sent the questionnaire online, but only ten responded. It took 3 months to have the online survey completed. Some of the faculty procrastinated and kept delaying to fill the survey. In the questionnaire, the designed questions addressed the pedagogical and curricular practices in these programs. The professional practices were cross-checked against the educational practices to examine what type of knowledge needed to be acquired and competencies to be developed to deploy university-based BA and MA translation programs to

respond to the local and regional translation market and society. To do that, we used the following lenses as guidelines:

From the field of translator education, Kelly's translator profile (2005) and translator trainer profile (2008) combined with another framework: the EMT framework (2009) to address the translation competencies and the EMT (2013) for the translator profile and competencies. Despite the fact that the EMT model was designed for the Masters level institutions in Europe, we found out there are elements in it that could be very useful for a BA program. The only modification to carry out, for this purpose, is to choose the criteria in the framework that could fit in a BA program and then adapt them to the program and the context.

From the sciences of education, we used the comprehensive competency-based approach to curriculum development (Mudler, 2012; Wesslink, 2010; Kouwenhoven, 2009), which emphasizes both the academic knowledge as well as various types of competencies. Integrating both elements is crucial in a university context whereby resistance has been noticed for vocational or purely professional tendencies and orientations.

After that, recommendations were made for the currently studied programs and contexts. The outcome was evidence-based research through an exploratory and descriptive type of research where the profession, society, and the academia or the conditions of the institutional contexts were taken into perspective. In addition to that nation-based documents, such as the 2030 Qatar vision documents and the Ministry of Higher Education vision for the nation, were used to align them with our recommendations and findings.

## **CHAPTER FOUR: DATA ANALYSIS**

### **4. ANALYSIS OF THE SEMI-DIRECTED INTERVIEW: THE ONLINE SURVEY**

In this study we proceeded with two types of research methods; the first is of a quantitative nature using the online survey questionnaire, the second is of a qualitative nature through the use of the semi-directed interviews. No research in the region, to our knowledge, has carried such collection techniques on translation programs. Still, there is a high potential that such data collection techniques would produce significant findings since most of the problems in the research were raised by regional authors that worked in various countries in the region. At the international level, the competency model in translation program development is spreading in many contexts. Mixing in an integrated way both the online survey and the semi-directed interviews may lead to collect a comprehensive data in many translation programs across the region. Besides, the cultural and social aspects in the corresponding countries is similar.

#### **4.1 The semi-directed interviews**

As mentioned earlier the data obtained through the online semi-directed interviews were recorded via skype integrated audio and video software, and then after transcribing the participants discourses, the data was inserted into the sphinx-lexica software to undergo a lexico-metrical analysis. Further, the Correspondence Factorial Analysis (AFC) method was used to identify and classify the number of key words and repetitive segments in the participants discourses and analyse their distribution and characteristics at various dimensions ( mainly dimension 1 and 2). The subjects ( participants) whose objects (words, terms, discourse) was thoroughly coherent with the item or theme in question are all grouped in predominately similar central zone on the factorial either on dimension (I) The



purpose is to identify the common features in the discourse of the participants. The high lexical density around the central area of the factorial plane (graph) indicates that the respondents are sharing the same discourse or opinion vis-à-vis a specific theme or item. Then, the lexico-metric analysis of the graph aims to analyse some properties of these identified terms in terms of their occurrences (frequency), their differentiations and types (Moliner et Guimelli, 2015). Similar research methods were used at the Centre de recherche sur l'intervention éducative et socio-éducative (CRIÉSÉ)<sup>27</sup> at the Université de Sherbrooke (Grenon, Larose et Carignan, 2013). In other words, the study of the textual data through the use of the statistical methods (Lebart et Salem, 1994).

In this chapter, we will describe some key features of our sample for the semi-directed interviews. They are a group of 15 professional translators working in Doha (State of Qatar): 11 (N=11) males and four females (N=4) (Table 2). All of them are practitioners in multilingual services and working in various government and non-government institutions in the State of Qatar. Hence, the type of sampling we have is of convenience, since the researcher secured a key person who is a translation project manager and has a wide network of professionals working in Qatar. The key informer provided a list of these professionals, and the researcher started contacting them in person to see if they were interested in participating in this doctoral research.

When the interviewing process started, some of the interviewees asked the researcher at the end of their talk to forward any queries shortly about the research or any help they could offer to support this type of research. Thus, given the size of the sample, the researcher contacted two of them a few weeks later to provide contact names of people they knew of in Doha working as translators, and who

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<sup>27</sup> Research Center on Educational and socio-Educational Interventions

might be willing to participate in the interview. Some additional participants were then added to the list of the participants as a result of this process.

#### **4.1 Socio-demographic analysis of the sample**

Regarding the age variable, most of the interviewed population are under the age of 44; seven interviewees are either in their very late twenties and early thirties, forming 46.7% of the total of the interviewed participants; while only two participants are 55 years and older, representing 13.3% of the fifteen candidates. The other age groups are those in the range of 35-44 years, representing 26.7% of the total interviewees, and those whose ages range between 45-54 (that is, 3% of the participants).

Regarding the participants' gender, the male group (N=11) represents the biggest group in the sample with a percentage of 73, 3%, while the female population (N=4) presented 26, 6% of the total of the participants. All come from various countries in the Middle East and North Africa region (MENA), and all have Arabic as their first language (L1).

As for the type of academic disciplines the participants belong to, six out of the 15 interviewees hold a Bachelor degree. Eight of them have or about to finish their Master's degree (MA). There is only one candidate who has a Ph.D. degree awarded from a university in the region. In other words, the majority of the interviewed population is qualified with a Master's degree. Only one out of the fifteen has his Master's degree in Translation Studies from an English University (UK), while all the rest had their degrees from regional universities. Some of these are renowned in the field of translation, such as the Saint Joseph University in Lebanon, while others are renowned in the field of Arabic Languages, such as the University of Al-Azhar (Egypt).

Regarding the subject field or area of knowledge which the candidates had their degrees in, we can observe that seven out of the 15 (N=15) candidates had

their degrees in translation or studied translation as majors; four (N=4) participants hold Masters in Translation Studies, one candidate (N=1) majored in English Literature, two candidates majored in Linguistics and one (N=1) candidate majored in Law.

It is to be noted that the participants whose degrees are in translation (BA or MA) studied translation as a major within either foreign/modern languages, linguistics or English departments, while those who earned their degrees in Translation Studies (usually Masters degrees) studied more theoretically oriented types of contents, rather than the practice of translation.

Finally, we calculated the measures of association between the available descriptive variables. Given the small size of the sample (15 participants) as well as their non-distributed nature (categorical variables), and their pseudo distribution (ordinal variables with three modalities or more), we resorted to select two additional measures. We have calculated the likelihood ratio Chi-square ( $L^2$ ). Unlike the Chi-square Pearson, the Chi-square ( $L^2$ ) is neither sensitive to the sample size nor the created non-quadratic matrix (table contingency) (Agresti & Kateri, 2014). Moreover, contrary to the third combination of measures commonly mentioned in the literature, such as the Kruskal-Wallis Gamma ( $\gamma$ ) or Delta Sommers ( $\delta$ ), the likelihood ratio allows the crossing of categories of various types of variables (ordinal or nominal). However, the likelihood ratio Chi-square, such as the Pearson Chi-square, does only provide the association indicator and does not inform the researcher the area of real significant association or the strength of the association (Bearden, Teel, & Sharma, 1982). We took into account, when the calculation result was significant, both the adjusted residuals according to the contingency table, holding a minimum threshold of two deviations as a criterion and we performed concomitantly to calculate the Cramer's V coefficient which has distribution terminals that are easy to interpret since it varies between 0 and 1 and it indicates, akin to the Pearson correlation

coefficient, the strength of the association. Moreover, Cramer's V is regarded as a good indicator of the size effect, and a criterion to measure the type of error probability: either type 1 or type 2 (Bourque, Blais, & Larose, 2009). In summary, and for interpreting our results, we chose only the crossed variables for which both the calculation of ( $L^2$ ) and the Cramer V were significant. In total, only two paired variables allowed the observation of a significant association between some of their categories. In this regard, the 'Field of study' and 'Higher Diploma' variables are significantly associated ( $L^2 = 23.69$  [10],  $p < 0.008$ ;  $V = 0.842$ ,  $p < 0.019$ ). The category that represents the candidates majoring in 'translation majors' is over-represented amongst those having only a BA in translation. The same holds for the category of students who hold qualifications in translation studies, overrepresented by those who have a master's degree (MA) in Translation Studies.

#### *4.1.1 Analysis of the Participants' Discourse*

In this section, we are going to present in detail the respondents' answers to the two questions that we asked them about their background and training about the profession. A set of factorial analysis maps (Correspondence Factor Analysis) processed via *Sphinx* will be displayed to illustrate the various discourses provided by each participant on his or her professional career pathway. A corpus of graphically presented terms will provide areas of lexical density as well as other peripheral areas where terms are used by various interviewees to reflect on their views and describe their profiles and backgrounds. They may share many elements and, of course, vary in many as well. These zones in the spectrum of the map will be described the predominant characteristics and features of the provided speech, most of all what is shared as common features among them. Variables, such as 'age' and 'qualifications' may play a complementary role in enhancing the sense given by interviewees to their discourses. This goes in parallel with our envisaged mixed research approach (see chapter III) whose purpose was to

maximize the sense-making of the participants' speech. Therefore, the more the participants' responses correlate, the more accurate our original hypothesis becomes.

#### *4.1.2 Background and training in the profession.*

About this first theme, two questions were designed in the semi-structured interview guide to provide this background information. The first question was more comprehensive than the second since it required the participants' to provide a detailed narrative of their professional background. The second question, however, was more specific. It required them to talk about the training they received either as part of their professional development, continuing education or even while still students.

Table 3 (below) shows the various replies that the 15 participants provided vis-à-vis Q1. Each cited in a narrative mode and detailed his or her pathway after graduating from the University or, for some candidates, before graduation. The tables display the use of key terms like 'translation' which was repeated 139 times by all 15 candidates in various percentages and frequencies on the lexical table highlighted earlier.

Table 3

## Lexical Table for Q #1

MOTS/CAT	S1	S10	S11	S12	S13	S14	S15	S2	S3	S4	S5	S6	S7	S8	S9	TOTAL
#translation	11	9	15	5	8	8	5	7	7	9	6	15	8	17	9	139
#work	3	11	13	7	7	3	7	5	7	4	5	7	12	14	7	112
#Qatar	4	5	3	2	5	1	1	1	0	1	4	1	3	5	2	38
#company	5	3	2	3	5	0	0	0	1	1	4	0	5	2	0	31
#years	5	4	2	2	3	0	2	3	2	0	2	3	2	1	0	31
#interpreting	1	0	1	1	0	1	0	3	1	0	0	13	0	8	0	29
#Arabic	3	1	2	1	0	1	2	1	1	0	3	6	1	1	3	26
#freelancer	1	1	4	3	0	0	3	0	0	1	2	2	2	5	0	24
#students	9	2	1	1	0	1	0	0	0	0	2	3	2	1	2	24
#knowledge	4	4	1	2	1	1	1	1	0	1	2	0	1	0	1	20
#English	3	2	2	0	3	0	0	1	3	0	0	2	0	1	2	19
#university	3	2	0	1	1	2	0	0	1	0	1	3	0	2	1	17
#professional	1	0	1	0	3	4	1	0	0	0	0	1	1	4	0	16
#Project	0	0	0	1	0	1	0	1	0	0	0	2	8	1	1	15
#teaching	0	0	0	1	6	1	0	0	2	0	0	2	0	0	3	15
#institution	3	1	0	0	0	0	0	0	6	0	0	4	0	0	0	14
#education	0	0	5	0	4	0	0	0	0	0	1	1	1	0	0	12
#service	2	2	0	0	2	2	0	0	2	0	0	2	0	0	0	12
#books	0	2	0	0	0	1	0	0	0	0	2	0	3	3	0	11
experience	0	0	0	3	0	0	0	0	0	1	2	0	0	1	4	11
#field	0	2	0	1	0	0	0	2	0	2	1	0	0	1	2	11
#Foundations	0	5	0	0	0	0	0	0	0	2	1	0	1	2	0	11
#language	1	0	0	0	1	1	0	2	3	0	0	0	0	0	3	11
#Egypt	2	2	0	0	0	0	0	0	3	0	2	0	1	0	0	10
career	0	0	1	0	1	0	1	0	0	1	1	3	1	0	0	9
#editing	0	1	0	0	0	0	0	1	1	2	0	0	0	2	2	9
#interpreting	0	1	0	1	0	0	0	0	1	0	2	3	0	1	0	9
military	2	2	0	0	0	0	0	2	1	2	0	0	0	0	0	9
#ministry	3	1	1	0	0	0	0	0	0	0	1	1	2	0	0	9
#Morocco	0	0	1	0	0	3	0	2	0	3	0	0	0	0	0	9
#publishing	0	7	0	0	1	0	0	0	0	1	0	0	0	0	0	9
#Department	3	0	0	1	1	0	0	1	0	0	1	1	0	0	0	8
#Lebanon	0	0	0	6	0	0	0	0	0	0	0	0	0	0	2	8
#training	0	0	0	1	1	0	0	0	1	0	1	1	0	2	1	8
#fulltime	0	1	1	0	2	0	0	0	0	0	0	1	0	2	0	7
magazine	0	5	0	1	0	0	0	0	0	0	0	0	0	0	1	7
#newspapers	0	2	1	0	0	0	0	1	0	0	0	0	0	0	3	7
#specialised	0	0	0	1	1	0	0	0	0	0	0	4	1	0	0	7
#documents	0	1	3	0	0	0	0	0	0	2	0	0	0	0	0	6
#management	0	0	0	1	0	1	0	1	0	0	0	1	1	1	0	6
#revise	0	0	0	0	0	1	0	0	0	0	0	2	0	3	0	6
subtitled	0	0	0	4	0	0	0	0	0	0	0	0	0	2	0	6
#countries	0	0	3	1	0	0	0	0	0	0	1	0	0	0	0	5
#linguistics	0	0	0	0	1	1	0	1	1	0	0	0	0	0	1	5
#offer	1	0	0	0	2	0	2	0	0	0	0	0	0	0	0	5
#practice	0	0	0	0	0	0	0	0	0	0	4	0	0	1	0	5
#supervise	1	0	0	0	0	0	2	1	0	0	0	1	0	0	0	5
#administrator	0	0	0	0	3	0	0	0	0	0	0	0	1	0	0	4
#American	0	0	0	0	2	0	0	0	0	1	0	0	0	1	0	4
business	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	4
content	0	1	0	0	0	2	0	0	0	0	0	0	0	0	1	4
council	0	0	3	0	1	0	0	0	0	0	0	0	0	0	0	4
Doha	0	0	0	0	2	0	0	0	1	1	0	0	0	0	0	4
French	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	4
#hiring	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	4
#learning	0	0	0	0	0	0	0	1	0	0	3	0	0	0	0	4
legal	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	4
literature	2	0	0	0	1	0	0	1	0	0	0	0	0	0	0	4
#organising	0	0	1	0	0	0	0	0	0	1	1	1	0	0	0	4
#register	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4
<b>TOTAL</b>	<b>76</b>	<b>80</b>	<b>69</b>	<b>52</b>	<b>71</b>	<b>37</b>	<b>27</b>	<b>39</b>	<b>47</b>	<b>41</b>	<b>55</b>	<b>82</b>	<b>62</b>	<b>85</b>	<b>52</b>	<b>875</b>

A case in point, Speaker #8 (henceforth S8) repeated the term 17 times in her speech; S11 and S6 repeated it in fifteen segments. The term is a key concept in this research, and it has been extensively used by participants to refer to various aspects of the translation phenomenon. In the intersection of both factorial planes 1 and 3 (see fig. 1 and fig. 2), the respondents shared the same story line whereby they reported the various meanings they gave to the concept of translation. They highlighted its complexity and multidimensional aspects. They cited that they practiced translation in various contexts; either in relation to academia (S3, S6, S14); or undertaking activities and practices in the industry when they referred to the types of translations they were doing in the real world of translation practice as professionals, most of the time simultaneously with other activities such as administration, management and marketing (S3, S7, S14, S6, S12), or in relation to quality assurance in translations services (S6, S3, S12), editing (S8, S2, S3, S4, S9), interpreting (S3, S6, S8, S10) or freelancing (S4, S8, S6, S11).

The occurrences mentioned above of the lexical item 'Translation' in all candidates' speech align with the term that is central to the predominant discourse in the factorial plane: 'work.' All 15 candidates highlighted it with various degrees of frequency. S8 did so most frequently, (15 occurrences), followed by, in decreasing order, S11 (13 occurrences), S7 (12 occurrences), and S10 (11 occurrences). The rest of the candidates have cited this word on more than four (N=4) occasions. The common feature in the segments underlying "work" is that, like the case of 'translation,' it highlights the various types and places of work the candidates occupied while working as translators, including various countries.

The term 'translation' occupied a central position in the factorial plane (fig. 10 and fig. 11). It is stable. It didn't move from its position either in plane 1 (dimension 1 & 2) or plane 2 (dimension 3). It stayed in its very central place. So, its projection is not negative. All candidates have highlighted that they 'work' as practitioners in various areas of the multilingual service industry and that they

have worked in various geographical locations and countries. Most of them work exclusively in the Arabic context and others beyond it in Africa (S15), Europe (S6, S13) or North America (S3). Overall, the most highly repeated concepts (i.e. ‘translation’ and ‘work’) form a cluster concept, since in every segment of the corpus (verbatim) whereby the term ‘work’ was mentioned it was directly related to the complex translation phenomena (translation and its universe or work-related environment).

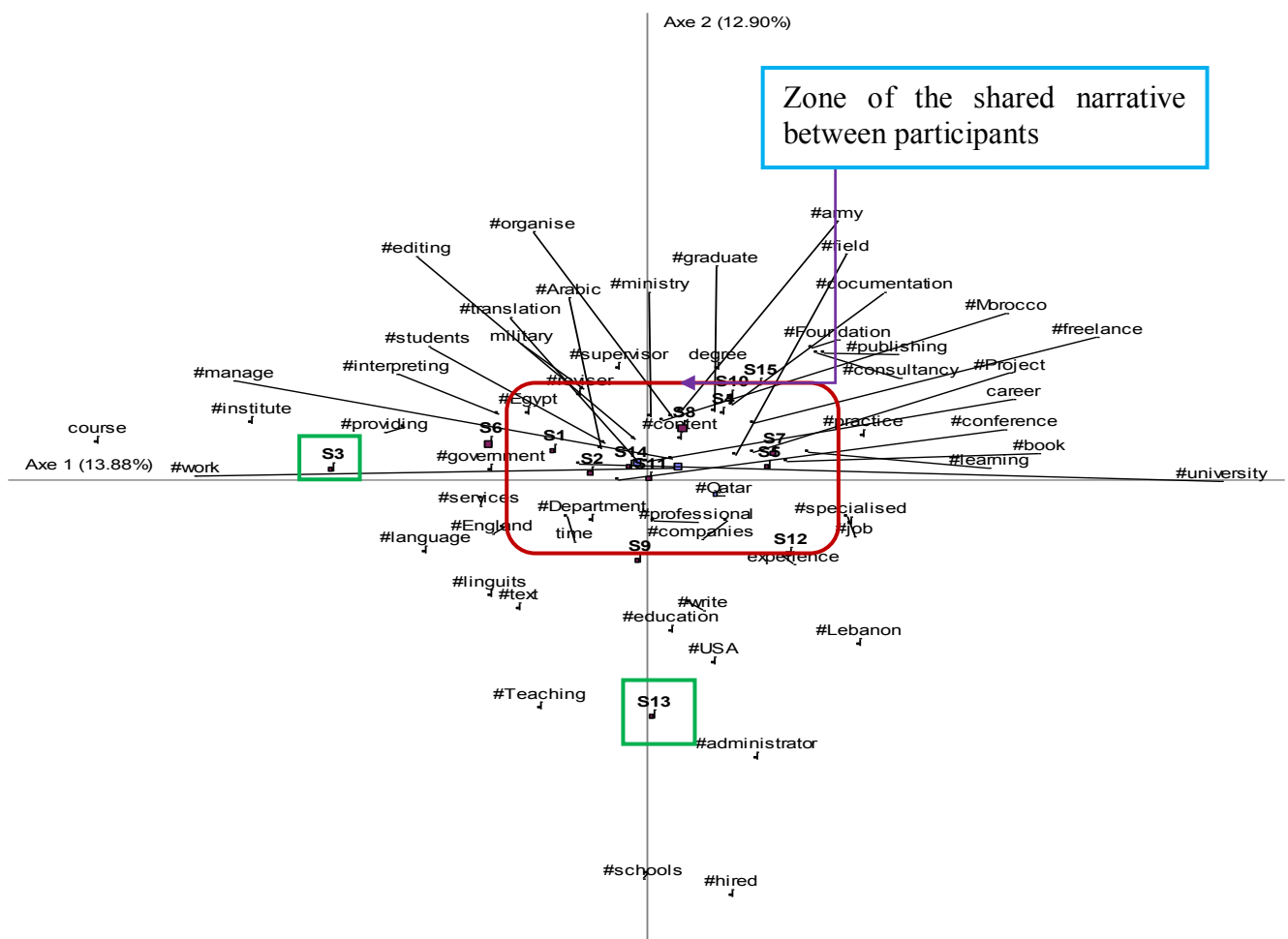


Figure 10. Factorial Plane (Axis 1.2) showing the distribution of interviewees' discourses regarding Q1.





S4, S7, S8, S9, S11, S12, and S13). For instance, S11 was working for an American company and then as a freelancer in Qatar before moving as a full-time in-house translator with the Higher Education Council; S9 was working for various public relations companies (PR) and newspapers as a translator and editor before moving to his current job with the Qatar Foundation; S8 was working as an interpreter in a training company before she moved to the Qatar Foundation as well. Some others were new in Qatar, and they were undertaking their first job as translators or revisers in Qatar (S14, S6). When candidates were citing their work related stories in Qatar, they used the term 'work' repetitively. Furthermore, when the researcher tried to question one participant during the interview explicitly, he made it clear that the participants should give a narrative about their background in general and more specifically about their professional history in Qatar. Using the term 'work' in such high frequency could provide hints about the characteristics and past experiences of the individuals. In other words, they are working professionals with extensive experience in the field of translation, either in Qatar or in other countries where they have worked.

Lastly, the term 'companies' is also positioned in the central part of the map. It has a very central position in the discourse. It has been cited at least three (N=3) times by some participants, like in the case of (S1, S10, S13, S12, S5, S7), making for nearly 50% of the interviewed population. In all segments cited by the representatives, the term used to refer to the names and places of current employment they have worked in. Apart from S14 and S6, all participants started their careers in the translation market in Qatar working in small or medium sized companies before they moved to government or semi-government types of institutions. The term 'companies' is part of the common discourse of most of the candidates, with nearly 50% of them citing it more than three times in their speech. They also share the feature consisting in the fact that they all worked in news or publishing companies at some point (S2, S4, S7, S8, S9, S10, S17) or worked for companies dealing with analyzing intelligence-related information

(S3, S4, S9, S11). These latter companies were mainly American agencies operating in the region. They were given the task to scan produced documentation in Arabic related to terrorism, which, according to S3, may “harm the interests and safety of the United States locally and globally.”

At the peripheries of the factorial planes 1 and 2, we can observe one of our candidates (S3) whose speech shares many of the features of the predominant discourse, but at the same time has many distinguishing features that made him different from other participants. He is the most experienced of them all and worked extensively in a unique domain (defense, military, peace corporation, international organizations), which only some of others had worked in on a temporary basis. Due to his work at the Ministry of Defense in Egypt in their language-training unit, and then at a US intelligence-gathering agency in Qatar, he took many training courses abroad. That is why the term ‘course’ is stretched on its own at the far left side of the axes 1.2 and 1.3 on both factorial planes. It is a stable term that did not move anywhere from its peripheries and far away from the central discourse.

In conclusion, findings from the lexical table and the factorial correspondence analysis show that the term ‘translation’ is the key concept in the participants’ verbatim. So, it makes sense that it occupies the biggest share of the participants’ discourse. Its omnipresence can be seen in the speech of every single participant. It has been cited at least five (N=5) times by each participant according to the data processed on Sphinx and illustrated in the lexical table. Regarding the term, and as mentioned earlier in the descriptive part of the sampling, all fifteen interviewees declared that they did not only work in translation but on other tasks related to the actual translation cycle as well, such as self-revision, information searches, and documentation. So, according to the participants, doing and practicing translation involved not only the transfer or conversion of texts, meanings and messages from the source language to the

target language but also other sets of tasks, skills, attitudes and knowledge that go hand in hand with the translation act. This diversified type of skill-sets and knowledge has been noted as a common feature that our candidates shared. Hence, the complex knowledge, behavior and skill-set framework of these practitioners are crucial elements that need to be taken into consideration in our research endeavor. Second to ‘translation’ are the terms ‘work’ and ‘companies’; both highlight the career, vocational and work-related elements that dominated the discourse of our participants. This refers to a crucial characteristic of our sample: they are working professionals who make their living by providing multilingual services. At the same time, some of them are taking further professional development via workshops or undertaking further continuing education in their field, including postgraduate studies in translation studies.

The frequency with which such terms as translation, work and companies were used gives an indication of the way our participants think about their practice and how they perceive it. In other words, a big part of the interviewed population is qualified with a Master’s degree.

#### *4.1.2 Formal and informal training*

Q2 represents an extension of Q1. The interviewees were asked to talk about their training pathway as professionals. Their narratives have similarities and differences. Some candidates began their story after they had their first job; others reported that they started their professional careers while they were still studying as freelancers or part-timers. Regarding word occurrences in segments, the term ‘training’ was repeated 49 times in the verbatim. A case in point, candidates S1, S4, S6, S7, S8, S10, and S11 mentioned the word at least three times in their speech when they told their story. ‘Training’ is a key concept and its occurrence in candidates’ discourse is high. They reported that their training was done at various stages: some of them talked about their training while still students as well as after they started their professional career (S2, S4, S5, S6, S7,

S8, S11, S12, S13); others were self-trained (S3, S14) and had their degrees or certification in translation after a few years of practice, while some others maintained they did not take any training (S9) or feel they did not need any further training after they graduated (S1, S10). S1 claimed that he did not go to attend the workshops in Qatar because these were not tailored for practicing translators, but for beginners or novice translators. These courses, for him, were “not the meat!” he is looking for as an experienced translator. As for S10, and apart from the three months medical interpreting he took at Carnegie Mellon College in Doha, the real and best training he has is when he is doing his translations.

Table 4

## Lexical table for Q2

MOTS/CAT	S1	S10	S11	S12	S13	S14	S15	S2	S3	S4	S5	S6	S7	S8	S9	TOTAL
#training	3	6	6	5	8	2	0	1	2	3	2	4	3	3	1	49
#translation	4	6	5	5	3	7	4	1	0	2	2	0	2	1	0	42
#work	3	1	1	0	7	0	0	3	1	1	0	0	2	1	0	20
university	0	2	1	3	2	0	0	1	0	0	1	4	0	0	0	14
#workshop	3	0	2	0	0	3	1	4	0	0	0	0	0	1	0	14
#courses	0	0	0	4	0	2	0	0	0	0	4	2	0	0	0	12
#professional	5	0	0	0	0	2	2	0	0	0	0	1	0	2	0	12
medical	0	4	0	0	0	0	0	0	0	0	2	0	1	0	0	7
#started	0	0	0	1	1	0	0	1	3	0	0	1	0	0	0	7
book	0	1	0	3	0	1	0	0	0	0	1	1	0	0	0	7
company	0	0	0	2	2	0	0	1	0	0	0	0	1	0	0	6
field	0	1	0	0	2	0	0	0	1	0	2	0	0	0	0	6
#languages	0	0	0	0	1	4	0	0	0	0	1	0	0	0	0	6
#masters	0	0	2	0	1	2	0	1	0	0	0	0	0	0	0	6
#months	0	1	1	1	1	0	0	0	1	0	0	1	0	0	0	6
#needs	1	3	0	0	1	0	0	0	0	0	1	0	0	0	0	6
#studies	0	0	2	0	1	0	1	0	0	0	1	1	0	0	0	6
#programs	0	0	0	0	1	0	1	0	1	0	0	2	0	0	0	5
#Arabic	0	0	0	0	0	2	0	1	0	0	0	0	0	0	0	3
#conference	0	0	0	1	0	0	0	0	0	0	0	0	0	2	0	3
#participate	0	0	0	0	0	1	0	1	0	0	0	0	0	1	0	3
<b>TOTAL</b>	<b>19</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>31</b>	<b>26</b>	<b>9</b>	<b>15</b>	<b>9</b>	<b>6</b>	<b>17</b>	<b>17</b>	<b>9</b>	<b>11</b>	<b>1</b>	<b>240</b>

Another key term repeated by the candidates is 'translation.' As previously mentioned in our analysis of Q1, the concept of translation is a central theme in our research. Its occurrence is also high in the lexical table (see table above) amounting to 42 occurrences. Participants S1, S10, S11, S12, S13, S14, and S15, used it at least three times in their speech. If we scroll over the segments in the contents of the verbatim, it should be pointed out that the term was used for 'training' or 'work,' meaning training while at the University or after graduating and taking various types of work. Thus, it has a central and stable position on the factorial plane either in version 1 (axis 1.2) or version 2 (axis 1.3) highlighted in (fig. 12) and (fig. 13). Another very important word that is highlighted on the graph is 'work,' which was mentioned 20 times in the lexical table and is also a central element on the factorial plane. It can be observed that a crucial element that binds the participants in the central zone of the factorial plane is that they have been doing translation work in a similar translation area. They both trained and worked in a technical or non-literary type of translation practice, such as multimedia and audiovisual (S4), medical and telecommunication (S7), translation technologies (S11) and engineering (S13).

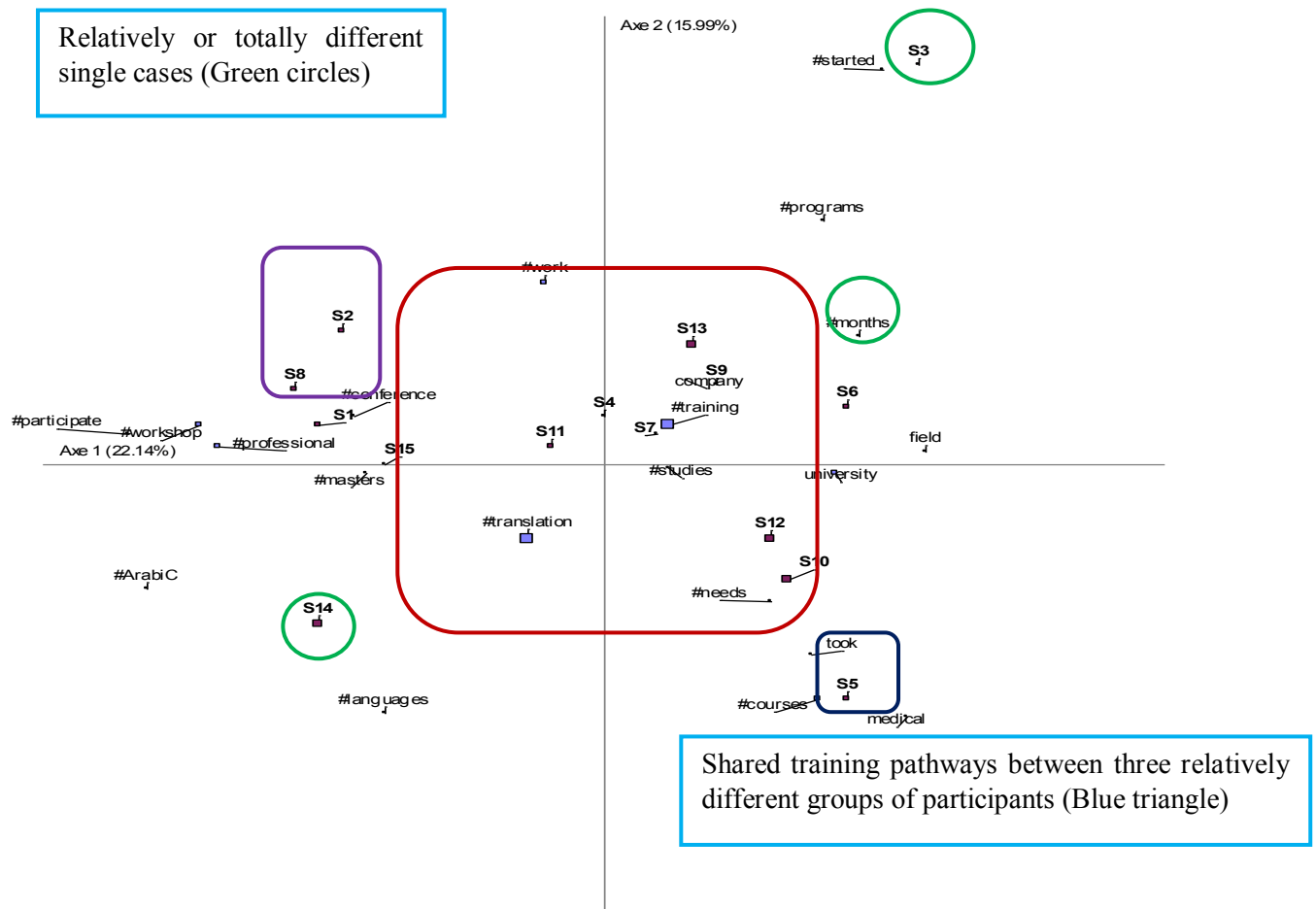


Figure. 12. Factorial Plane (Axis 1.3) showing the distribution of interviewees' discourses

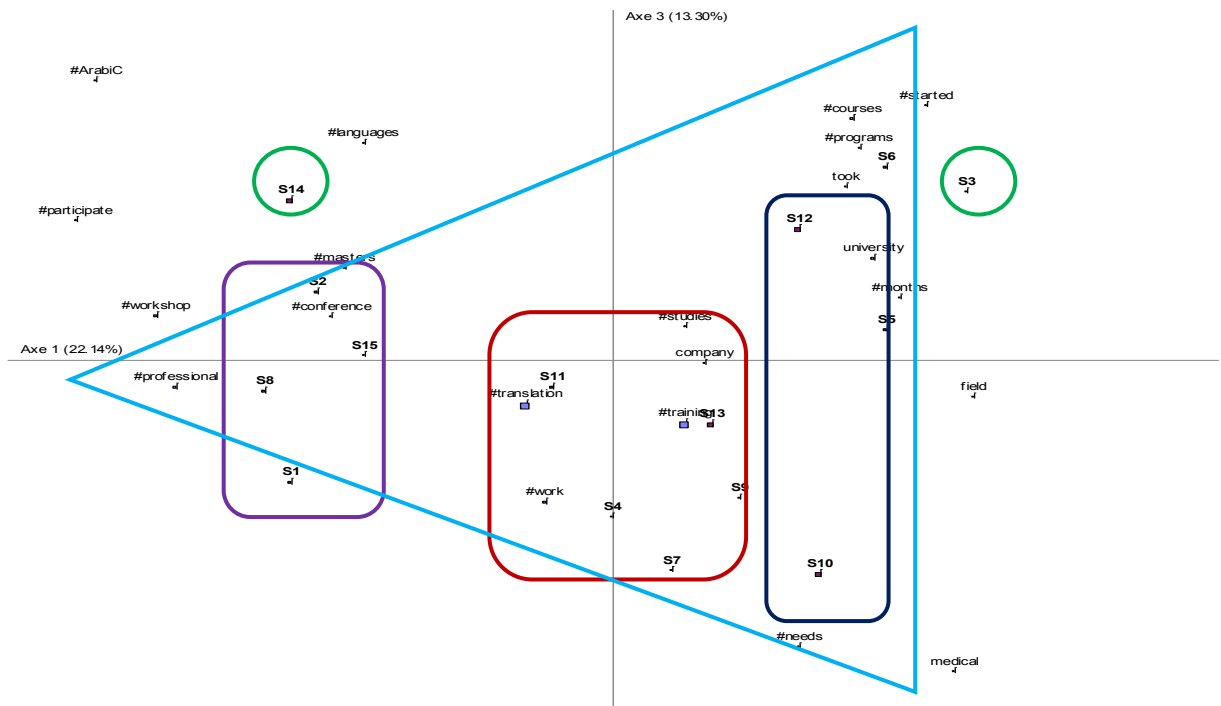


Figure 13. Plane (Axis 1. 3) showing the distribution of interviewees' discourses regarding Q 2

Figure#13 shows that candidates' replies can be seen in the central and focal discourse situated in the central area of the map with a low margin of errors in their projection on either dimensions 1.2 and 1.3. This can be seen in the speech of S11, S4, S7, S9, and S13 which have shared key terms whose occurrences in segments were high. On the other hand, S3 and S14 are slightly on the edge of the central zone of discourse because these candidates mentioned that their training and workshops were in areas related to translation proper. In the case of S3 it was training on a new style guide for revising sensitive and security-related type of information, plus other language training activities (teaching Arabic grammar and English in the domain of intelligence and anti-terrorism fields for American student interns based in Doha). This type of project was, according to S3, the first of its kind in Qatar at that time. As for S14, he stressed his training in linguistics and other language-related activities. So, unlike previous candidates,



the rhetoric of S3 and S14 was not entirely about translation proper and its known types (audiovisual, engineering, journalistic), but about other directly or indirectly related to translation. Also, S1 and S10 were slightly sidelined from the central discourse since their talk about training, and their attitude was not that positive like that of other participants in the central zone on the factorial correspondence analysis plane.

In summary, and at the factorial correspondence analysis (FCA) level, it was revealed that participants' discourse at the center of the graph shared some common features that did not change either at the dimension 1.2 or 1.3 levels. These shared elements in the discourse remained stable at both stages. The content of the verbatim showed that these candidates undertook most of their work and training in non-literary and pragmatic types of translation including the use of technologies in general or translation assisted tools. These candidates (S4, S9, S13, and S7) told, more or less, a similar story line regarding training and career. The discourse of other participants is slightly scattered from the center point of the common discourse, likely it is because they did not share the same pathway as their other colleagues, such as the case of S3 and S14 which had over 25 years of experience as practitioners and worked in more diverse areas such as language teaching (S14) or defense, anti-terrorism, and security (S3) over a long period. Therefore, their narrative differed in various aspects of the story of the group at the center of the map. Also, both candidates belong to the over 55 years of age group highlighted in table (2), so the age factor and their early start in the profession of translation as language trainers and then becoming translators/interpreters differs from the rest of the majority of the candidates who are younger in age and had their training in translation at the University prior to starting work as translators. The latter participants have taken translation at either the undergraduate level (as majors) or the Postgraduate level (Masters), while the rest have graduated in literature (S2), linguistics (S13, S14), law (S9) or religious studies (S15) and then continued their careers in the field of translation.

Also, the finding on the FCA showed that some candidates such as S1, S15, S10, and S9 did not receive further professional development in their area of practice. For instance, S1 and S10 showed no motivation to get involved in further training, because they had studied translation at the University for four years and that was enough for the participants. One of them stated that he did not feel he needed further training (S10) or that the workshops provided were mainly for beginners and were not suitable for him (S1). These latter candidates showed an attitude of satisfaction about themselves and their skills and abilities. As for S9 and S15, they are independent learners. They learned by doing. Both have no degrees in translation but other disciplines (S9 in law and S15 in religious studies) and were involved in translation without any initial training and had no further professional development, in common with those participants placed at the center of the map. Therefore, we have various types of training profiles and pathways in our samples. Not all of them followed the same training and development track.

#### *4.1.3 Types of activities and services provided.*

After portraying and analysing the background and training pathways of the participants in theme I, in this section the focus will be on presenting and analysing what our candidates have said about the types of translational activities they think are, on the one hand, predominant in the local context (Qatar), and on the other hand, are going to be the emerging ones in the future. We explained in our online interview that what was meant by activities are the types of translation that are more in demand now as well as those that are emerging due to contextual or global changes in the profession and the market or practice in general. The candidates were asked to talk about their experience working in various places in Qatar.

Similar to what has been stated earlier, the most frequent and dominant term and the concept is that of ‘translation.’ The lexical table (Table 5) shows that all the fifteen participants, without exception, mentioned the term at least 148

(N=148) times in their speech to refer mainly to the ‘types’ of translation niches that are predominant in the translation market or those that are emerging and will be in high demand in the near future. The lexical table below illustrates this point:

Table 5

## Lexical table for Q3

MOTS/CAT	S1	S10	S11	S12	S13	S14	S15	S2	S3	S4	S5	S6	S7	S8	S9	TOTAL
#translate	13	5	9	9	14	19	7	6	6	8	9	12	13	12	6	148
#work	1	0	9	3	2	8	1	2	0	0	1	1	6	1	7	42
Qatar	2	0	4	5	5	4	1	0	1	0	6	2	4	1	4	39
#have	3	0	2	4	2	12	0	0	0	0	6	4	2	1	1	36
#Arabic	1	1	0	0	2	4	2	0	0	0	1	4	8	2	1	27
#interpreters	0	0	3	0	2	16	0	0	0	3	0	0	0	1	0	25
#field	2	5	0	0	3	1	0	5	0	0	0	0	5	0	1	22
#service	0	2	0	0	2	14	0	0	0	1	0	0	0	1	0	20
#text	3	0	0	0	0	8	4	0	1	0	0	2	1	0	0	19
emerging	2	2	1	0	2	4	0	1	2	0	2	1	1	0	0	18
#document	1	1	6	0	4	3	0	0	0	1	0	0	0	0	1	17
English	1	0	0	0	2	3	2	2	0	0	0	5	2	0	0	17
#demand	4	0	2	0	2	0	1	0	0	4	0	0	0	3	0	16
#countries	1	0	0	1	0	0	0	2	2	2	2	0	4	0	1	15
#activities	0	0	2	0	1	3	1	1	0	0	1	1	2	1	1	14
education	0	0	11	1	1	1	0	0	0	0	0	0	0	0	0	14
#public	0	5	0	0	2	1	0	0	0	0	3	0	1	0	2	14
#utility	0	0	1	0	0	3	1	0	1	0	4	0	0	2	2	14
legal	1	5	0	1	4	0	0	0	0	1	0	0	1	0	0	13
media	7	0	0	0	1	0	0	4	0	0	0	1	0	0	0	13
#predominant	1	1	0	0	0	1	2	2	1	1	0	0	3	1	0	13
#foundation	0	0	1	2	0	4	0	0	0	0	3	0	1	0	0	11
#ministries	1	0	3	1	0	6	0	0	0	0	0	0	0	0	0	11
#practice	1	0	4	0	0	1	0	1	1	0	1	1	1	0	0	11
#centre	0	0	0	3	0	7	0	0	0	0	0	0	0	0	0	10
#profession	0	0	4	0	0	3	0	0	0	0	0	0	1	2	0	10
trados	0	0	0	0	0	9	0	0	0	1	0	0	0	0	0	10
#news	0	0	1	0	1	1	0	1	0	0	1	1	0	0	3	9
#sports	0	0	1	5	0	0	0	0	0	0	0	3	0	0	0	9
#client	0	0	0	1	0	5	0	0	0	0	0	2	0	0	0	8
#conference	0	0	3	4	0	1	0	0	0	0	0	0	0	0	0	8
#relevance	0	0	2	1	0	3	0	1	0	0	0	1	0	0	0	8
#relation	0	2	0	0	0	0	0	0	0	0	3	0	1	0	2	8
team	0	0	1	0	0	0	0	0	6	0	0	0	0	0	1	8
course	1	0	0	0	0	1	0	0	1	1	0	3	0	0	0	7
doing	0	1	1	1	0	2	1	0	0	0	1	0	0	0	0	7
#places	0	1	1	1	2	0	0	0	0	1	1	0	0	0	0	7
#technologies	0	0	0	0	0	1	5	0	0	0	0	0	1	0	0	7
terms	0	0	3	0	0	2	1	0	0	0	0	1	0	0	0	7
#unit	0	0	3	0	0	1	0	0	0	0	1	0	0	0	2	7
US	0	1	0	1	0	3	0	0	1	0	0	0	0	0	1	7
#years	0	0	2	0	1	3	0	0	0	0	0	0	0	1	0	7
companies	0	5	0	0	1	0	0	0	0	0	0	0	0	0	0	6
#institute	0	0	4	0	1	1	0	0	0	0	0	0	0	0	0	6
#international	0	1	1	0	0	0	0	0	1	0	0	0	0	0	3	6
#language	1	0	0	0	0	1	0	0	0	0	0	0	2	2	0	6
medical	1	0	0	0	3	0	1	0	0	0	0	1	0	0	0	6
#organisations	0	0	1	0	0	0	0	0	0	0	0	2	0	0	3	6
#technical	0	0	0	0	0	1	0	0	0	1	0	0	2	2	0	6
agencies	0	0	0	0	1	0	0	0	0	0	0	0	0	0	4	5
articles	0	0	0	0	0	0	0	0	3	0	0	0	0	0	2	5
#commercial	1	1	0	0	0	0	3	0	0	0	0	0	0	0	0	5
#content	0	1	0	0	0	0	0	0	0	0	0	0	2	0	2	5
#genre	2	0	0	0	0	0	1	0	0	0	0	2	0	0	0	5
#journalism	0	0	0	0	0	0	0	0	0	0	3	0	0	0	2	5
#memory	0	0	0	0	0	2	0	0	0	1	0	0	0	2	0	5
#publish	0	1	0	0	0	0	0	0	0	0	0	0	3	0	1	5
revision	0	0	0	2	0	1	0	0	0	0	0	0	0	2	0	5
#terrorism	0	0	0	0	0	0	0	0	3	0	0	0	0	0	2	5
#build	0	0	2	0	0	2	0	0	0	0	0	0	0	0	0	4
#economic	0	0	0	0	0	2	0	0	1	0	0	0	0	1	0	4
foreign	0	0	0	0	0	1	0	0	0	0	0	0	1	1	1	4
#government	0	0	1	0	0	1	0	0	1	0	0	0	0	0	1	4
#jobs	0	0	0	0	2	0	0	0	0	1	0	0	0	1	0	4
#master	0	0	1	0	1	1	0	0	0	1	0	0	0	0	0	4
TOTAL	51	41	90	46	64	171	34	28	32	28	43	52	70	41	57	848





The factorial plane shows on both dimension 1.2 and 1.3 that the lexical items and the clusters of participants are predominantly centered and grouped in the central zone of the map. This means that the margin of error is lower between the two discourses, in (fig. 14) and (fig. 15). It is stable, except for the case of S3 which is slightly on the outskirts of the dense zone. S3, as discussed earlier, declared few other points that were not mentioned by the rest of the candidates due to his different career pathway and area of expertise.

Table 6 represents a consolidated list of the types of translations and practices that our candidates declared that are current in the market as well as the ones that they see that are in demand and emerging.

Table 6

Types of ongoing and emerging practices declared by the interviewed participants in their speech.

Type of translation	Current / in-demand	Emerging	Participant (s)
Media and Audiovisual	X	X (Dialects, Trans-edit, transcreation)	S1,S2,S4,S13/ S1,S2,S14,S4
Legal	X		S12,S13,S7,S10,S1,S14,S15
Press release	X		S7,S9,S5,S6,S15
Medical		X	S1,S6,13
Revision and Editing	X	X	S5,S14
Interpreting Remote & Health Interpreting		X	S8, S2, S4, S6, S14 S14, S13
Computer-assisted translation tools		X	S7, S8,S11,S4,S14
Sports		X	S6,S12,S15
Religious	X		S6,S15
Technical	X	X	S7,S8, S10, S14,
Anti-terrorism	X	X	S3,S4,S11,S9



It can be observed that most of the interviewees referred to the importance of translating for media channels in general, including the audiovisual type (AVT) as both predominant and emerging activities. In the case of the emerging activities, S2 referred to dubbing for TV and subtitling foreign movies and series into local Arabic dialects as an emerging translation activity. S1 and S4 refer to the new translation concept in the field of TV media as ‘trans-editing,’ whereby the translator or editor is bound to produce texts according to ideological, technical, contextual, social and economic constraints instead of only transferring meaning or decoding structures from a source text into a target text respecting grammar and rigid stylistic rules. In the field of media or multimedia, translation carries another meaning from the one it has in the traditional literature on translation theories. For instance, the text in audiovisual contexts of translation is audio or video based. It is a script (subtitle or transcription) that takes into perspective the semiotic (image), sensorial (sound) and technological (studio, audio or video software) dimension when processing the message to communicate or that is communicated.

S14 declares that there is an emerging demand of what he calls ‘transcreation work,’ which he defines as when “[...] the client will give you a raw text with the ideas....and we are going to create a new one, it is like editing, or creating a text, or like copywriting, but it is more than that. I mean, they give you the idea that they would like you to [use to] invent a text that would be effective from an advertising point of view” (Speaker #14 (Verbatim)). Other emerging types of translation or translation-related types of work consist of the use of translation memories and aligning texts on some computer-assisted tools, or building electronic glossaries of all translation that were carried out to provide better multilingual services for clients who want to keep track of their translated

texts and avoid redundant work and the unnecessary high costs of repeat translations.

“Remote interpreting” was mentioned by (S14) as another emerging phenomenon that clients in Qatar have started asking for, about courtroom trials. According to S14, some clients prefer to have interpreters operating outside the courtroom via videoconference. One last exclusively emerging type of translation is sports translation highlighted by S6, S12, and S15. This is due to heavy emphasis on sports of the famous Al-Jazeera TV channel, as well as the country’s hosting of the 2022 soccer world cup. So, both translation and interpreting in the field of sports are in demand and emerging.

The legal translation was also mentioned by many participants (S12, S13, S7, S10, S1, S14) as an in-demand as well as an emerging practice in the Qatari context. The same applies to press releases and journalistic translation (in paper or digital formats), which was declared as a practice in demand by S7, S9, S5, S6, and S15. Except for S13 and S14, all the interviewees highlighted that they carried out this type of translation at various levels in Qatar, especially in various departments of the Qatar Foundation or for local newspapers and publishing agencies. By law, every official document in another language other than Arabic must be translated into the first official language of the country. Also, all foreign entities and governments seeking bilateral cooperation need to have the documents translated into their language from Arabic. So, both direct translation (translation into the official language of the country) and inverse translation (translation into another language) are ongoing practices. Another on-going, as well as emerging translation type, is technical translation declared by S7, S8, and S14, such as translating manuals of instruction or translating for the military (technical documentation of machines for training purposes). Our candidates have expressed that this type of translation is flourishing increasingly in the country.

In conclusion, and according to the factorial correspondence analysis (FCA), it was revealed that participants' discourses at the center of the map share common features that did not change either at the axis 1.2 or 1.3 on the factorial map. These shared elements in their discourse remained stable at both levels (1.2 and 1.3) of analysis showing signs of stability and low margins of error. The term 'translation' in participants' replies was associated in detail with the type of translations they, as experts in the domain, think are predominant or emerging. So, after our candidates referred in their replies to Q1 to the various meanings, they allocate to translation as practice or as an academic discipline; in their replies, to Q2 they described and reported on various types of translations that they perceive are or will be in demand in the Qatari context. It can be observed that there is a huge demand for translations related to TV media, AVT, press releases, translating in one word and publishing instances. Another busy sector that was highlighted by our interviewees is a translation in the legal domain. This is an important area that needs to be catered for since it has been noted to be a practice in demand. Also, various emerging translation types were declared, such as translation for sports due to the existence of AL-JAZEERA TV station and the upcoming World Cup event in 2022, where many multilingual services will be needed at various levels. Also, although revision work has not been highlighted as an ongoing or even emerging activity (except by S5 and S14), the general discourse (verbatim) of other candidates (S9, S3, S12, S8, S7, S2) indicated that revision and editing are something they perform while working in Qatar.

In addition to editing and revision, the use of translation memory files, software and computer-assisted tools for translation have also been identified as a trend in the market (S8, S11, S4, S14). There is a tendency to integrate these technologies in translation processes to improve the translation workflow and service, as described by S14 and S11. However, S4 and S11 both declared that the predominant practices in the workplace are the conventional ways, with little reliance on translation memory files, text alignment software and other tools to

improve the quality of translation outputs. S15 made it plain and clear when he stated that: “In terms of technology, you will be chocked if I tell you that I am a kind of technology illiterate type of guy, so I relied mostly on printed material like dictionaries, so, it is when I joined the TII (Translation and Interpreting Institute) that I was dragged into technology.” (Speaker# 15)

#### *4.2.3.1 Translators’ work processes and working environment.*

Question #4 (Theme II) addresses the organizational part of the practice of translation; i.e., the work environment and activities. Participants were asked about how they organize their translation activities. To make the question more explicit, the researcher clarified the statement by asking the following sub-questions to make the speaker understand the question better; in other words, how do you operate in your work? For instance, what is the process you follow to get your translation assignments or projects finalized? How do you do that, and with whom? Each participant reported and described in detail the way he operates in the workplace undertaking translation or translation-related tasks and activities.

Table 7

## Lexical Table for Q 4

MOTS / CAT	S1	S10	S11	S12	S13	S14	S15	S2	S3	S4	S5	S6	S7	S8	S9	TOTAL
#translation	7	4	5	5	7	17	5	10	4	3	5	9	8	20	2	111
wok	6	2	9	0	0	4	0	5	0	7	1	0	0	2	5	41
#revision	1	0	2	4	0	6	0	4	0	0	2	6	0	2	7	34
text	8	0	0	0	1	4	2	1	0	6	1	5	4	1	0	33
#client	1	0	0	1	0	5	0	0	0	0	1	8	2	5	2	25
#utility	2	1	1	0	4	0	0	0	0	1	4	0	2	5	4	24
#to give	4	0	0	1	3	1	0	0	0	1	5	2	1	1	2	21
#assign	1	0	2	2	0	3	1	0	1	1	0	2	0	6	0	19
#doing	0	0	0	0	0	4	1	5	0	1	0	0	0	3	2	16
English	0	4	0	0	4	2	1	0	0	0	2	0	3	0	0	16
#time	1	0	0	1	2	0	0	2	0	1	3	3	1	2	0	16
#editing	0	0	0	0	0	0	0	2	3	3	1	0	2	0	4	15
#project	0	1	0	2	1	1	0	0	0	0	1	2	2	5	0	15
portal	0	0	0	1	0	5	0	0	0	0	0	6	2	0	0	14
#Arabic	0	1	0	0	2	2	1	0	0	2	0	0	5	0	0	13
#check	2	0	0	0	0	0	1	1	0	0	0	2	4	0	1	11
#finalise	0	2	1	0	2	1	1	0	0	0	2	0	1	0	1	11
#make	1	0	1	0	1	2	0	1	0	0	2	1	0	0	2	11
#freelancing	0	1	1	0	0	4	0	0	0	0	1	2	1	0	0	10
process	2	2	0	0	2	0	1	0	0	0	1	0	2	0	0	10
#stat	0	1	2	0	1	0	1	1	3	0	0	0	0	0	1	10
#colleagues	0	0	3	0	0	0	0	0	0	1	0	1	0	2	2	9
#proofreading	1	0	0	1	0	1	0	1	0	0	0	2	2	0	1	9
#review	0	1	0	0	0	0	3	0	0	0	2	0	3	0	0	9
#basis	0	0	1	0	1	0	0	3	0	0	1	0	0	0	1	7
#group	0	0	0	0	0	0	2	0	0	3	0	2	0	0	0	7
#Q_FOUNDATION	0	1	0	0	0	0	0	0	0	0	1	0	3	2	0	7
#asks	0	1	0	0	0	0	0	0	0	1	0	0	0	5	0	7
#copying	1	0	0	0	0	0	0	0	0	0	1	0	1	0	3	6
#delivery	0	0	0	0	1	0	0	0	0	0	1	4	0	0	0	6
#pages	1	0	0	0	2	1	0	0	0	0	0	1	0	1	0	6
#time	0	0	0	0	0	0	0	0	0	0	0	1	0	1	4	6
#familiarise	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	5
#magazine	0	0	0	0	0	0	0	0	0	0	1	0	1	0	3	5
#publishing	0	1	0	0	0	0	0	1	0	0	0	0	3	0	0	5
#student	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	5
#decision	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	4
#department	0	0	0	0	2	0	0	0	0	2	0	0	0	0	0	4
#dividing	1	0	0	0	1	0	0	0	1	0	0	0	0	1	0	4
#guidelines	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	4
#reporting	0	0	2	0	1	0	0	1	0	0	0	0	0	0	0	4
#linguist	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	3
#manage	1	0	0	0	0	1	0	0	0	0	0	0	0	1	0	3
#organize	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	3
#service	0	0	0	0	0	2	0	0	0	0	0	0	1	0	0	3
#supervise	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	3
#distribute	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
TOTAL	44	25	31	18	49	68	21	41	13	37	39	59	54	66	47	612

In the table above (Q 4), the concept of ‘translation’ has a very high occurrence rate. It had been stated at least twice in all interviewees’ speech. It

occupies an important and key position in the participants' discourse and the research at large. It is also situated at the heart of the map on the factorial plane, either in its version 1.2 or 1.3 (fig. 16 and fig. 17). The above lexical table shows the high frequency of the term 'translation' as was the case for questions 1, 2 and 3. However, in the case of question 4, the occurrences of the words did not only include the types of translations, the perceptions of translators on translation practice and translators, but also on their various activities in a complex and networked type of environment. For instance, the translation was associated with translation work environments, translation workflow, the use of technology to support work output, the translation industry, translators and their competencies, translation workflow, quality assurance (revision, checking), translation project management and the outsourcing of translation (freelancers' activities). So, the term refers to a wider network of nodes, some of which are process governed, while others have a social or technological nature. Our participants described the way they operate in these complex environments dealing not only with texts, words, and meanings but also human beings, technology, and various non-cognitive resources such as professional communities and e-resources.

Another key term that has a moderate to the high occurrence in the lexical table is the word 'revision.' It has been cited at least twice in the speech of eight (N=8) interviewees out of the total 15 candidates. It occupies a central position on the map and shows, like the term 'translation,' no margins of error on either factorial planes (dimensions 1.2 and 1.3). Our participants have practiced Revision as part of their workflow in many of the places they have worked in Qatar or other countries. Some of them were senior revisers and editors (S3, S6, S7, S8, S9, S12, and S14) and others practiced self revision as part of their workflow as translators before delivering it to their senior revisers for the client.

Figure 6 concerns the FCA of discourse concerning translation professionals' description of their work environments and the types of activities







managerial and senior position when he worked at the US information security agency in Doha. He was the senior editor and reviser supervising the translation carried out by other translators. However, due to the area or field, he was working in and also due to his different way of describing the work process and cycle, he was placed relatively far away from S6, S8, S14 in Axis 1.2, but a more centralized position in Axis 1.3. S3 declares:

As I said the linguists were divided into teams, they start scanning the websites. Each team starts scanning specific websites sent to them by the US embassy employee. The latter tells them what websites to scan every morning, and they choose the items of interest and put them on a list and submit them. Then the US embassy employee approves the items for translation, then we start translating the items, of course, he assigns every linguist one or two items to translate, they translate them, put them in the edit pool, and then the other editors and I clean the items, edit and release them to the US government system and after that I send feedback to the linguists with track changes. (Speaker #3)

While S6 narrates a long and rich narrative about the workflow in his workplace by saying:

Yea! I can speak for the team in fact. We have a portal. An online portal through which our clients can send us requests for translation, proofreading or revision.... and sometimes both: revision and translation or proofreading and translation as per their request. This is making life easy for us. We receive requests all the time, and the portal makes sure that every request has its reference. The second stage is that the person who runs the portal sends directly the request to me and another colleague of mine. We are responsible for analyzing the requests to see if the text is translatable, first. Or, sometimes, if it is

badly written text, we send the text back to the client. But, let us suppose that the text is translatable, eh, what we do is analyze it. See the type of genre. See if it is a technical or general text, how big is it. We check against our dashboard when is the earliest delivery dates. Of course, given the fact we do have other ongoing projects as well as the length of the request, sometimes it can be around 500 pages, so it is not logical to send it back to the client in two weeks or 10 days. After that, we identify the delivery date we send back the report and delivery date and send it to the administrator and then he will send it back to the client with a quote ( how much, and all the details), and we wait until we receive the sign from the client that it is a go (...) After it is confirmed, we confirm it in our dashboard; the administrator assigns it to a freelancer or an in-house translator with a delivery date that is earlier than the one we confirmed to the client because we need to do the revision as well. (Speaker #6)

S3 and the group of S6, S8 and S14 describe their workflow and work activities in the same way, but with more in-depth explaining and details on the part of the latter group who, as mentioned earlier, work in the same place. S3 is not involved in the bidding process, while S6 and S14 are involved. S6 explained this process and steps to us. That is why S3 was placed in the same zone as S6, S8, and S14 on the factorial plane dimension 1.3. This means that S3 shares characteristics of the previous group, but not entirely. The error projection of the sample (S3) on both factorial planes 1.2 and 1.3 is not entirely negative. S12 was added to the cluster S3, S6, S8, S14 in the factorial plane (axis 1.3) because she is a senior reviser working in the same organization as S6, S8 and S14, but her discourse did not include enough detail to be stable...on both levels 1.2 and 1.3 of the map.

One of the elements that the factorial plane analysis has revealed is that there are, in addition to supervisor descriptions of the translation workflow in the context of their work, other stories from the perspectives of the translators themselves, such as the statement of S5: a translator and reviser at the Qatar Foundation. That:

I used to receive material done by English writers in the English team, they used to write the material and edit it, and then send it to us translators. As a translator I used to organize my work according to priority, sometimes we have a story that has to go today. So, I give priority to this story. If I have another project to deliver today, I will give priority to it as well until I finish the ones with high priority. About organizing, I know how many words translate in one day. I do almost two thousand words every day, then I choose the material to be translated today, then I give it priority to be produced today, then I do the same for the next day through collecting 2000 words and process them.... when I became a reviewer, I used to get texts from the writers and then send them to freelance translators, when they send them back I review the translations, make sure they go with our style guide then send the texts to designers who do the layout to fit the text in the magazine, and then when we finish the whole thing (like the case of the Qatar Foundation Telegraph), I revise them again on a hard copy to make sure that it is OK. Then I proceed to give to the client the final revision. If approved, we give it to print. (Speaker # 5)

This participant S5 explains the amount of teamwork involved in a translation position, something that is often forgotten as a translator is frequently considered to work entirely alone. The fact that the translator is required to make quick decisions about how to prioritize different requests is also important.

S9 contends that there will always be someone to check your work at the place where he worked, including when he was working as a copywriter whereby

the next controller in the process is the client himself. At that time the client was the Al-Jazeera channel. Regarding collaboration, S9 mentioned only the reviser and did not talk about other collaborative activities about his work. He did not discuss other issues that translators may encounter, such as technology.

The factorial analysis also showed that other translators S11, S4, S1, S10, S15, and S9 also told their stories from their perspectives describing the activities they were undertaking while at work. One common feature that was identified from the speeches in the verbatim is whether they work alone (S1 and S2) or in groups (S5, S10, S15, S11), the way they organize their workload, their time and whether they use a bilingual reviser or a unilingual proof-reader. S1 and S2 claimed that they do revise and proofread their work themselves, while others teamed up with their colleagues to check their work (S11, S10, S15, and S5). To give a clearer idea about the way translators working on their own operate in their work, S1 explains that:

In the current position I have now, I do the translation process alone, [sic] with no proofreaders, [sic] and no reviser. I have the final decision in any translation work. What I usually do is receive the job from the person who is in charge to give the job and once I take it the first thing I do is to decide on the deadline [sic]. What time do you need this job to be ready? [sic]. So, after that, I give it a priority because I have other assignments. So, let's say it's urgent and that he needs it today and it is only two pages. So, it is fine. I first skim the text to see what type of text it is: an invitation, an apology text, or others [sic]. I must have already translated similar texts, so if I am using Trados software and I am sure that I did process this type of text already on the software, it will make life easy for me, especially if it is a word file. I can only drag and drop, and it will match with the previous text with a 30, 50 [sic] and sometimes 70 % match. Usually,

they give you hard copies, so it is a bit difficult. So, I scan the text to identify its type and highlight the terms and keywords in the text. If I know them, it is ok, if not, I need to double check not only in dictionaries but also in a similar text or context online. (Speaker #1)

S1 reported in the above quote the way he went about processing his workflow at his workplace within one of the government's departments in Qatar. He undertook the translation workflow including doing his revision. S2 worked in the petrol industry. He declared that he is his boss at work, doing both administrative and translation work. He declared that it was a challenging task at the beginning and he had to organize his workflow and workload to manage his activities well, especially in a highly technical field like engineering in the petrochemical industry.

S13, as highlighted earlier, is relatively sidelined from the zone of the predominant discourse on the map. Her story revealed that there were few shared elements in her speech related to translation workflow as highlighted by translators who work either in groups or alone, or by supervisors, senior staff or project managers such as is the case of (S6). She has been working as an administrator and coordinator in an educational context mediating either orally (interpreting) or by writing (translation) to provide multilingual services for existing staff or students in the institution. So, while the rest of the candidates in this research practiced translation to make a living and it represents for them the main and sole source of income, S13 only practiced translation to support other major administrative activities and sometimes to make a living. This explains how her story line did not fully match the predominant discourse on the factorial map. She was positioned slightly on the outskirts of the central zone of the major discourse. S13 can also be considered as a translator who works alone since she reports in her verbatim that the translation activities she used to undertake were carried out on her own with no colleagues involved. She cites that:

When I treat [sic] something like a medical report that a student provided, then this is a field that I need to get myself familiar with quickly before starting translation, [sic] so what I do is to look up similar texts to familiarise myself with terminology and concepts used so as I will not end up translating something formal with a less formal terminology, or the opposite. Sometimes it is an e-mail written by students, in which case it is casual, so I don't have to go into formalities. So, what I do first is to calculate the time for delivery and then organize myself and tools [sic] and then see how familiar I am with the domain, then if it is not something am [sic] familiar with I need to look for texts or similar texts to get inspiration [sic] for terminology and style. (Speaker #13)

As a conclusion, the FCA of discourse concerning the way our participants went about doing their translation work revealed the following interesting points:

They all cited in high frequency the term 'translation' in their verbatim as indicated on the lexical table. Furthermore, the term was placed at the very center of the factorial map indicating that the term is, once again, still key in this research. An important finding we found regarding the term is that the participants have associated it with a wider context and universe instead of talking about it within a restricted framework as was the case with Q1 and Q2 (personal perceptions, translators, places they worked in). In other words, they talked about translation in the real world revealing the list of types of translations they think are predominant in the Qatari context and the ones they see that are emerging. This allowed the participants to display their knowledge of the professional field as well as the market trends and practices. They showed their knowledge of the local and regional situation of the profession of translation.

The stories and narratives cited by our candidates can be divided into two groups: the first includes the individuals that have supervisory and more senior and management roles in the field of multilingual service provision, and the second group is those translators who are exclusively taking care of translation tasks (doing translation proper). The former participants' role and activities go beyond translation proper activities to revision, copyediting, editing, outsourcing and project management, while the second group does the translation tasks and some of them practiced revision to check their work. Then, they forward their work to another member of their teams to check the translation. Also, those in a supervisory role are involved in the bidding, negotiating and pricing process of the translation projects, (these are usually project managers and coordinators) including taking on the responsibility of responding to client comments or criticisms on submitted translations. In other words, they take care of the quality assurance process of the in-house or outsourced work. However, the rest of translation practitioners were not involved in this process.

It is also interesting to know that 'revision,' although not frequently cited by the majority of participants (only 6 participants out of 15 mentioned it more than twice in their stories), occupied a central position on the factorial map and was an integrated lexical element in the participants' discourse. The reason being that the majority of our participants had mentioned it at one stage or another (9 out of 15 participants who mentioned it at least once in their verbatim) to refer to either self-revision (revision of their own work) such as in the case of S2 and S1, or to the fact that they forwarded their work to the in-house senior reviser. The lexical table shows '0' value for S4, S3 for the use of the term 'revision,' because they used another concept to refer to the quality assurance stage of the translation process: they used instead editorial guidelines such as the case of the AL-Jazeera channel (S4) or when processing and producing information for the US security agency based in Doha. S15 talked about the fact that his translations from English into Arabic were given to be edited by a native Arabic speaker who is an editor,

and it was he who was checking and doing the bilingual revision of the work. S9 reported that he has always somebody checking his work even when he was a copy editor. His reviser was, then, the client himself (an insider editor or reviser from Al-Jazeera).

The use of technology to support the translation workflow was also reported as a crucial element in the participants' speech. S3 mentioned the use of the 'edit pool' as a platform to manage the workflow and projects amongst all the stakeholders based in Qatar or the US. S6, S8, S12, and S14 reported their use of the portal as a management system for translation projects and workflow amongst not only in-house staff, but also freelancers who are based in various countries worldwide. So, access to translations projects and other communication were made easy for them.

There is a call to use computer-assisted translation tools and software (S4, S11, S14) to optimize the translation activities and workflow amongst a large pool of translators working together in-house, such as the case of translation memories. This is a very important process and mode of work for technical and non-literary types of texts. Further, S4 and S11 reported, after working in various places in the country, that conventional modes of translating are still predominant in Qatar. S14 declared that in his organization they are thinking of introducing the ability to work with translation assisted tools and software as a condition to be recruited for their team.

Collaborative and teamwork pattern is a noted practice in our participants' stories except for some candidates whose work is predominantly individual (S1, S2) meaning that they assume full responsibility for the quality of their work. They are the only translators in their unit, and the documents they work on are highly confidential. So, due to internal policies and work conditions, they do not interact with other actors in the translation workflow. They were the 'masters of



their work' as declared by S2. S1 mentioned that even interns are not allowed to work in his office due to the nature of the documents he works on.

The examples or findings cited above could be a good source of information for redesigning and rethinking current planning and training practices within academic contexts in the country. They reflect what is going on in practice. They are authentic pieces of evidence of either predominant or future trends in the local and regional markets since all the participants were working in other neighboring countries before starting their work in Qatar. Hence, in their verbatim, they occasionally cited their experiences in other countries for the sake of making comparisons or just for the sake of recounting or narrating their professional and training pathways, such as they all did when replying to questions 1 and 2.

#### **4.3 Types of knowledge, skills, and behaviour desired in new recruits**

After describing and analyzing themes I and II, we move on now to describe and highlight what our participants responded when we asked them the two questions in theme III. The first question was about the type of knowledge, skills, attitudes and values they perceive as needed for any translator who intends to work in their context of practice ( Question 5). Question 6 was about the types of skills, knowledge, attitudes and values that will be needed in the future.

Table 8

## Lexical Table for Q 5

MOTS /CAT	S1	S10	S11	S12	S13	S15	S3	S4	S5	S6	S7	S8	S9	TOTAL
#need	2	1	0	2	2	0	1	7	5	9	2	2	3	36
#skills	1	0	5	2	2	2	3	6	3	3	2	1	1	31
#new	3	0	5	1	0	1	2	0	2	2	0	2	1	19
#attitude	1	2	0	0	3	1	1	1	0	2	2	4	1	18
good	2	4	0	1	0	0	1	7	1	0	0	0	2	18
#write	1	2	4	0	0	0	2	1	1	1	5	0	0	17
#Arabic	1	5	0	0	1	0	0	1	2	1	5	0	0	16
#recruit	1	0	4	1	0	0	2	0	1	0	3	3	1	16
English	2	4	0	0	0	0	5	0	1	0	3	0	0	15
important	3	6	0	0	1	1	0	0	2	1	0	0	1	15
learn	0	0	1	1	1	0	3	1	0	3	0	5	0	15
#text	0	0	2	0	0	1	0	4	0	5	3	0	0	15
time	0	0	2	1	0	1	0	2	0	7	2	0	0	15
research	0	5	0	0	0	0	0	3	1	1	0	2	0	12
#specialised	0	0	0	1	0	0	0	3	1	3	2	2	0	12
#utility	0	2	1	1	1	0	0	1	4	1	0	1	0	12
#example	1	5	0	1	0	0	1	0	1	0	0	0	1	10
#word	1	2	1	0	0	0	0	1	0	0	0	0	5	10
#behaviour	2	1	0	0	1	0	1	2	0	0	0	0	2	9
#target	1	1	0	0	1	1	0	4	0	0	1	0	0	9
#ask	8	0	0	0	0	0	0	0	0	0	0	0	0	8
#colleagues	1	1	1	0	1	0	0	1	0	0	0	2	1	8
#person	0	1	0	0	0	0	0	1	0	4	0	2	0	8
#easy	0	0	2	1	0	0	0	0	0	2	1	0	1	7
#client	1	2	0	1	0	2	0	0	0	0	0	0	0	6
deal	0	0	0	2	0	0	0	1	1	0	0	0	2	6
pressure	1	0	1	0	0	0	0	2	0	0	2	0	0	6
ready	0	0	3	0	0	1	0	0	0	1	1	0	0	6
#searching	0	0	0	0	0	0	0	2	2	2	0	0	0	6
#test	0	0	0	0	0	0	2	0	0	3	1	0	0	6
tools	0	1	1	0	0	1	0	0	1	1	0	1	0	6
#candidates	0	0	1	0	0	0	1	0	0	3	0	0	0	5
#change	0	1	0	1	0	0	0	0	0	1	2	0	0	5
#different	0	2	0	0	0	0	0	2	0	1	0	0	0	5
#help	1	0	0	0	0	0	0	3	0	0	0	0	1	5
information	3	0	0	0	0	0	0	2	0	0	0	0	0	5
#issues	0	0	0	1	0	0	0	0	0	3	0	0	1	5
#understanding	0	0	1	0	0	1	0	0	0	0	1	0	2	5
#accepting	0	1	2	0	1	0	0	0	0	0	0	0	0	4
bilingual	1	0	0	0	0	0	0	2	0	0	1	0	0	4
#calling	0	0	0	0	0	0	0	4	0	0	0	0	0	4
polyvalent	0	0	0	0	0	0	0	4	0	0	0	0	0	4
schools	0	0	0	0	2	0	0	1	0	0	1	0	0	4
#start	0	0	0	1	0	0	2	0	0	0	1	0	0	4
techniques	0	0	0	0	0	0	0	1	0	0	0	0	3	4
#theory	0	0	0	0	0	0	0	4	0	0	0	0	0	4
trados	0	1	0	2	0	0	0	0	1	0	0	0	0	4
TOTAL	38	50	37	21	17	13	27	74	30	60	41	27	29	464

The above lexical table (Q 5) shows frequent use and co-occurrence of the term 'need' in participants' speech since it was repeated 36 times in their discourse. The table revealed that nine (n=9) out of the fifteen (N=15) respondents used the term at least twice in their statements. In this context, the term means 'requirements,' 'pre-requisites' and 'needed elements' that translation practitioners think are necessary for any recruit in their workplace; either as a novice and new

graduate or a seasoned and experienced translator. So, it is a key term for this question and theme. Other important terms that were cited in a repetitive way in the lexical table are: 'skills' and 'attitudes.' They do align with the requirements of the question: the needed knowledge, skills and attitudes of new recruits in the translation profession. 'Skills' was repeated more than twice by at least nine (N=9) out of the fifteen (N=15) interviewees. The same applies to the term 'attitude,' which was cited at least twice by five (N=5) out of the fifteen (N=15) participants.

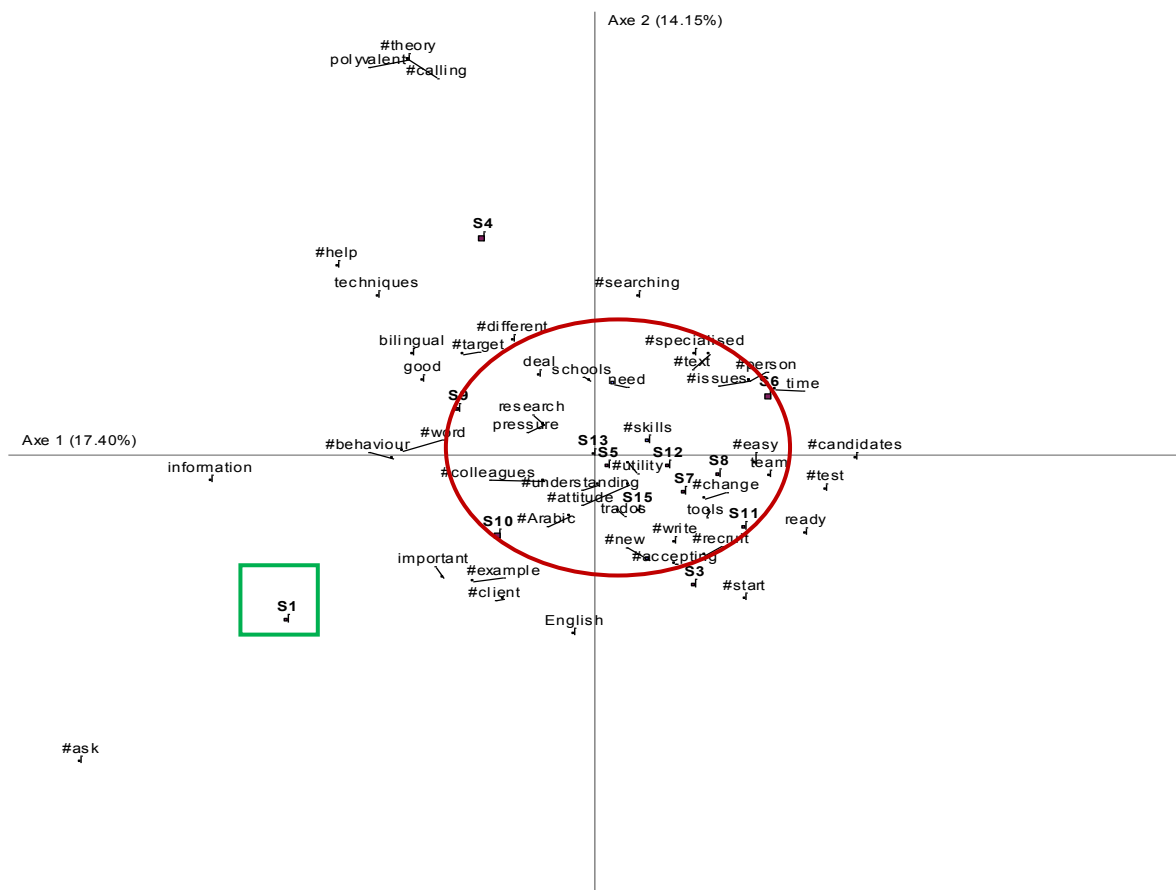


Figure 18. Factorial Plane (Axis 1.2) showing the distribution of interviewees' discourses regarding Q 5

## Axis 1.2 (Q 5)

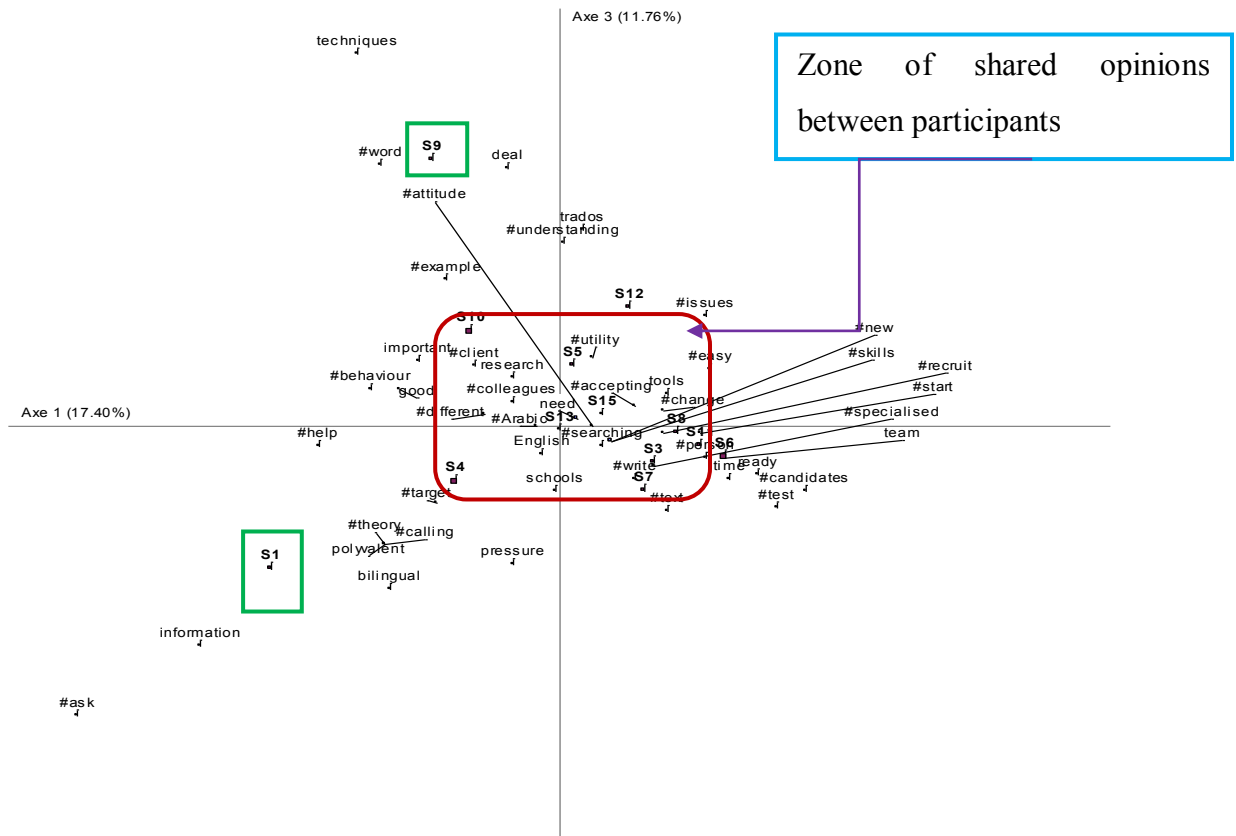


Figure 19. Factorial Plane (Axis 1.3) showing the distribution of interviewees' discourses regarding Q 5

## Axis 1.3 (Q 5)

Figures 18 and 19 show the distribution of the participants' predominant discourse regarding question 5. We observe a heavy concentration of a corpus of lexicon related to three major elements in question 5: knowledge, skills, attitudes, and values. If we take a look at the first plane 1.2 ( fig. 18) of the factorial plane

compared with the second (fig. 19), we observe that S9 has been placed on the outskirts of the zone of the predominant discourse in axis 1.2 of the map. A look at the candidate's verbatim shows that he addressed elements that were not addressed or shared by the rest of the candidates such as 'practical knowledge of translation techniques,' to be highly educated (seen the world) and 'read and listen to news.' The only elements he shared with the majority of the candidates' stories is his reference to 'control of temper' as one of the required attitudes in a recruit in their workplace. The remaining participants' speech can be explained and illustrated as follows.

Regarding 'knowledge,' the majority of the participants agreed that 'being proficient in Arabic and English' (S1, S4, S8, S13); 'knowing various text types and themes' or 'being polyvalent' (S1, S4, S12, and S6); 'knowledge of translation studies and theories' (S1, S4, and S15); 'knowing two languages is not enough' since the ability to translate needs to be confirmed as well (S2, S4 S7, S15). The managers or supervisors in translation services ( S3, S7, S6) made it clear that it is a minimum requirement to have a degree in translation before the application of the candidate being considered. In the case of the Qatar Foundation, a Masters degree in Translation Studies or a related field is required, especially if the applicant wishes to apply for a government position as a translator. Other needs were also reported such as being excellent in classical Arabic (S5, S7, S15). For some specific jobs, S7 declared that out of the nearly 300 potential candidates who are translators into Arabic he has tested so far in his current work, only 10 reached the standards his institution was looking for. Furthermore, S3 indicated that in his unit, knowledge of a specialized field like counter-terrorism and politics is a requirement as well as the ability to adapt to in-house rules and the style guide. S1 has indicated that cultural knowledge is needed in new recruits since texts that are written in various languages carry their specific cultural nuances.

At the skills level, the predominant discourse of the participants revealed key skills from future candidates for translation jobs. Our participants indicated that the needed skills are: 1) ‘the ability to translate into and from Arabic’ indicating the importance of direct translation (Translation into Arabic) or inverse translation (Translation into the foreign languages: English or another language) (S1, S3, S4, S6, S8, S13); 2) ‘research and documentation skills’, especially thematic and terminology search and documentation techniques (S1, S2, S4, S5, S6, and S10); 3) using computer-assisted technologies and translation software as supporting elements in the translation process (S1, S4, S5, S6, S10, S11, S12, S13) such as the use of translation memory files, alignment software and other computer-assisted tools, to excel in writing in the language you translate into (S9, S10, S11) and to constantly do readings (S10, S9).

Regarding attitudes and values, the factorial plane in its dimension 1.3 revealed that our interviewees had shared common beliefs regarding the types of attitudes and values expected from new recruits to their units. They reported that what is needed is to be cooperative and a good team player (S1, S3, S4, S6, S7, S8, S13); accepting of comments from colleagues and able to act upon them to improve one’s skills and performance (S1, S2, S6, S8, S10, S11, S12, S13). It was also noted that it is important to be resilient and patient working under pressure and for long hours (S1, S7, S9, S10), such as in the case of publishing whereby translators and revisers need to work extra time to prepare the monthly or weekly magazines to be published on time (S7). That is why the majority of our candidates indicated in their narratives that time management and ability to meet deadlines are also needed skills for any future potential candidates (S1, S2, S6, S7, S10, S11, S13, S15). That aspect of translation work was mentioned by both translators with a supervisory/managerial role as well as those who are translation practitioners. One more element that was declared by our participants as an important attitude in their future colleague is to be proactive and innovative in his or her work (S4, S7, S15). S15 and S2 have reported how it is important to have a

passion for translation and not only practice it to obtain financial gains merely. They refer to an innate and intrinsic motivation that lets the translator be fully and genuinely engaged in his practice.

A list of terms on the map supports the above descriptions and analysis of the elements. In the case of 'knowledge,' we find terms like 'Arabic & English,' 'polyvalent or versatile,' 'texts' and 'theory' placed at the center of the map. Also, for 'skills' and 'attitudes,' we observe the following lexical environment that is also situated at the center of the zone's predominant discourse. Regarding 'skills' we find: 'research,' 'search,' 'write,' 'tools,' 'utility' (usage), 'calling/contacting someone,' 'specialized.' As for 'attitude,' we find terms like 'colleagues,' 'team,' 'pressure,' 'time,' 'accepting' and 'change.'

To conclude this section, the FCA for Question 5 revealed that the majority of the participants shared a common discourse described and analyzed in previous paragraphs. Apart from S9's story, all other candidates have in most cases repeated the same story line. S9's response predominantly contained textual and lexical elements that were not mentioned by the rest of the interviewees. This situated him on the outskirts of the popular discourse zone that is shared by the rest of the fourteen (N=14) candidates. Important findings were identified while describing and analyzing the candidates' discourses on the factorial planes (dimension 1.2 and 1.3). For instance, regarding knowledge, it was revealed that translation managers and supervisors had indicated the need for a degree in translation or a related field and five years of experience as a minimal requirement, especially in the case of government positions. Then, comes the ability to translate smoothly into both Arabic (direct translation) and English or any other foreign language (inverse translation). The rest of the participants added that it is also important to be polyvalent and know how to work on various text types: technical, specialized or literary. Knowledge of translation theories or studies in translation were reported as important by some candidates (S1, S6, S9,

S15), but with reservations with regard to the type of theoretical insights one should consider and to what extent they will be useful for practice to support, inform and inspire the translation practitioner in his translation or revision work. S6 referred to the role of ethics and the sociological dimension of translation studies (S6). S14 also highlighted the role of adequate theoretical insights on the part of the reviser, since it helps him use that metalanguage while commenting on a translation made by translators or when replying to clients comments on some final translations submitted to them.

Regarding the skill-set needed for a future translator, the FCA showed that there are various types of skills desired in new colleagues. For instance, the importance of being able to translate into and from Arabic is crucial. This shows a local trend in the market whereby not only translation into the national language which is privileged but also the translation into other languages, especially into English is required. This shows signs of globalization and an intention to communicate in the languages of other nations. Such is the case of AL-Jazeera TV, whose services are given in various languages worldwide. Another important skill that has been reported by many interviewees is the use of computer-assisted tools and technologies. This is a crucial trend for the future to organize the translation workflow better and optimize the work process. In addition to the use of computer-assisted tools, another important element that was widely reported by the candidates in their discourse was searching and documentation skills. This is a very important skill to adopt, especially in the case of a specialized translation project where the need for the right thematic and terminology sources and resources is crucial. Although, nowadays some translation workstations include embedded terminology resources, the need for further sources of information is necessary in the case of some complicated texts.

As for attitudes and implied values, the FCA revealed that the participants' discourses contained various types of non-linguistic and predominantly behavioral



types of required attributes such as the ability to work in teams and to be cooperative. This is an important indicator towards another paradigm in translation, privileging working in groups and networking via the use of the internet and exchange of real-time information and at high speed. 21<sup>st</sup>-century translation practice needs new approaches, and it has been perceived differently by current scholars in translation studies than it was in the early stages of the discipline.

A very important finding was revealed by the FCA: translators' perceptions and confessions about the way society perceives translation and translators in Qatar (S7, S10, S15). These perceptions reflect the values they think should be promoted in the profession to improve its image. They declared that the way the practice is viewed within society impacts on their identity and status, and that this struggle should be made more visible for policy makers and educational institutions to formulate policies and provide processes to address this problem and improve the profession. This downgrading attitude from society towards translation and translators can be depicted from the following confessions made in the verbatim by S7, S10, and S15:

There is another point I would like to mention before going to this. I think it might be useful for you to discuss in your research. The field of translation itself in the Arab world... you know..! it is not considered important. Even the officials here in the Arab countries and the Gulf, they don't think of translation as a job like doctors or something. They think if you are bilingual, i.e., you know English and Arabic; you can easily translate, or even if you can use google it will be fine..! it will be great!. So, they don't know about the field of translation. There are no syndicates or professional associations, even in my country in Egypt if you want to get accreditation from one institution it is very difficult. (Speaker # 10)

In Gulf countries, the tale is that if you speak English and Arabic, you easily get a job as a translator, and that goes back to a general belief that translation does not need a skill, so if the (sic) translation theorists and translation professionals could produce a kind of document that can enlighten society so as that these know the importance of translation, it will be a good thing..., also people should be careful when they employ a translator. ( Speaker #15 )

During my time here I tested more than 300 translators, and the ones whom we recruited are between 5 to 10 translators from the whole region. This is because we receive applications from people who are not specialized in translation, but specialized in other fields and believe that translation is a very easy thing that they can do when they have no job or work. This is the main problem we have, that they perceive translation as a job for the jobless. (Speaker # 7)

The above-mentioned perceptions and citations by multilingual professionals in Qatar regarding the types of knowledge, skills, and attitudes, including values that they perceive are essential in future candidates who postulate to work with them is crucial. The findings listed above were derived from the FCA. It provides an idea of how society perceives the work of a translator and values it.

The following section will be about the translators' perceptions on the type of knowledge, skills, and attitudes needed in future trainee translators who will be inserted in the local or regional translation and interpreting market.

#### 4.2.3 Knowledge, skills and behaviour in new student recruits when they integrate into the market.

The lexical table (Q6) shows that the predominant key term in this research (translation) has a very high occurrence in the participants' verbatim (about 110 occurrences). They mentioned the term at least twice in their story. The FCA in the case of Q5 revealed that the term had been associated with a larger environment than it was in previous replies to questions. 'Translation' is also situated at the heart of the central discourse on the factorial planes ( dimensions 1.2 and 1.3). This shows the stability of the work and its key role in the discourse as well as in this research as mentioned earlier. The term in this section refers to all translation specific practical issues that new graduate recruits suffer from once integrated into the workplace. A second key term on the lexical table is the word 'know'. It has been repeated at least three (N=3) times by ten (N=10) out of the fifteen (N=15) interviewed participants (S1, S2, S4, S5, S6, S7, S8, S9, S10, S12). Another key term that has been cited with high frequency by the participants is 'work.' It had 32 occurrences in the corpus of the verbatim and was repeated at least twice in the candidates' speeches (S2, S3, S5, S7, S8, S10, S11, S12, S13). The term "work" will help us analyze the attitudinal features that student graduates lack as per the interviewed professionals. The term also occupies a central position on the factorial map, and it is part of the general and predominant discourse of the participants as per the lexical distribution is shown on fig (10). Also, 'student' is a key term on the lexical table and it has 48 occurrences in the participants' discourse. Its high frequency and its central position on the factorial plane shows indicates that it is a stable term with a low projection on both levels of the factorial plane ( dimension 1.2 and 1.3). The term refers to the main actor and agent in Question 6: Students. So, it makes sense if its occurrence in the corpus is high.

The above terms represent the three main components of Question 6: knowledge (know), skills (translation practice) and attitude (attitudinal features revealed under the lexical field of the word ‘work’). In the below paragraphs, we shall analyze the three components about the FCA and what findings could be extracted from that.

Table 9

Lexical Table for Q 6

MOTS/ CAT	S1	S10	S11	S12	S13	S14	S15	S2	S3	S4	S5	S6	S7	S8	S9	TOTAL
#translation	3	16	5	7	9	18	9	5	2	3	5	9	11	3	5	110
#know	3	6	0	5	1	1	1	5	1	4	4	7	3	3	3	50
#student	4	1	3	4	9	7	3	0	1	1	0	3	9	3	1	48
#work	0	3	2	3	3	1	0	3	4	1	2	1	4	5	0	25
#practice	0	3	0	1	3	7	0	0	0	3	0	5	2	2	1	27
#professional	5	4	0	0	0	5	2	0	0	3	0	2	2	0	0	23
#need	0	0	0	0	1	2	3	1	0	5	5	1	1	0	3	22
#lack	1	4	2	1	0	0	1	0	1	1	0	2	1	3	0	17
#skills	1	4	0	4	0	0	1	0	1	1	0	0	0	4	1	17
#university	1	1	1	3	0	2	0	0	0	0	0	0	3	5	1	17
experience	0	4	0	0	0	0	1	2	1	3	1	0	1	2	1	16
#graduate	0	2	1	0	2	0	0	0	0	3	2	1	0	4	1	16
#Arabic	0	4	0	0	0	0	3	3	0	0	1	0	4	0	0	15
#language	1	0	0	1	0	0	1	1	0	0	3	0	2	0	5	14
#theoretical	0	1	0	0	3	1	1	0	0	2	0	2	3	0	0	13
#field	0	3	0	0	0	2	1	1	0	0	1	0	0	3	0	11
#program	0	3	0	0	2	3	0	0	0	0	0	2	0	1	0	11
#problem	0	2	0	1	0	2	0	0	1	0	0	0	1	3	0	10
#training	1	1	0	1	1	1	0	0	0	0	0	2	0	2	1	10
#meaning	0	2	1	0	0	4	0	1	0	0	0	0	0	0	1	9
#new	0	0	2	2	0	0	2	0	0	0	0	0	0	1	2	9
#teach	0	5	0	1	0	1	0	0	0	0	0	0	1	1	0	9
#use	1	2	0	1	0	0	0	0	1	0	0	1	0	1	2	9
course	2	0	0	0	1	2	0	0	0	0	0	1	1	0	1	8
#behaviour	1	0	0	0	0	0	0	0	0	0	0	4	2	0	0	7
college	0	1	0	0	1	0	0	0	1	0	0	0	4	0	0	7
#doing	1	1	1	1	0	2	0	0	0	0	0	0	0	1	0	7
English	0	2	0	0	0	0	3	0	0	0	2	0	0	0	0	7
#text	2	1	0	1	0	0	0	0	0	0	0	0	1	0	2	7
#classes	0	0	0	0	0	4	0	0	0	1	0	1	0	0	0	6
deadline	0	1	2	0	1	0	0	0	0	0	0	0	0	2	0	6
#masters	0	0	0	0	0	3	0	0	0	0	1	2	0	0	0	6
#Qatar	0	0	0	0	1	1	0	0	1	0	0	2	1	0	0	6
#colleague	0	1	0	1	1	0	1	0	0	0	0	1	0	0	0	5
#cultivated	3	0	0	0	0	0	0	1	0	0	0	0	0	0	1	5
market	0	0	0	0	1	0	0	0	0	0	1	1	0	2	0	5
#recruits	1	0	0	1	0	0	2	0	0	0	0	0	0	0	1	5
#application	0	0	0	0	2	0	0	0	0	0	0	1	1	0	0	4
#belief	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	4
countries	0	1	0	0	0	0	1	0	2	0	0	0	0	0	0	4
#curriculum	0	1	0	0	0	0	0	0	0	0	0	0	2	0	1	4
dictionary	1	0	2	0	0	0	0	0	0	0	0	0	1	0	0	4
#fast	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	4
#institution	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	4
internet	2	0	1	0	0	0	0	0	0	0	0	0	0	0	1	4
job	1	1	0	1	0	0	1	0	0	0	0	0	0	0	0	4
#learn	0	0	0	0	0	0	0	0	0	1	2	0	0	1	0	4
#linguistic	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	4
#literary	0	1	0	0	1	0	0	0	0	0	1	0	1	0	0	4
#produce	0	0	1	0	0	2	1	0	0	0	0	0	0	0	0	4
Read	0	0	0	0	0	1	0	0	0	0	2	1	0	0	0	4
#search	0	0	1	0	0	0	0	2	0	0	0	0	0	0	1	4
society	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	4
software	0	1	0	2	1	0	0	0	0	0	0	0	0	0	0	4
#technics	2	1	0	0	0	0	0	0	0	1	0	0	0	0	0	4
#technologies	0	0	0	0	3	0	0	0	0	0	0	0	0	0	1	4
#ability	0	0	0	0	1	0	1	0	0	0	0	0	0	0	1	3
academic	0	1	0	0	0	1	0	0	0	0	0	0	1	0	0	3
business	1	0	0	0	0	0	0	0	0	0	0	0	2	0	0	3
#client	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	3
research	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	3
TOTAL	38	89	29	48	50	73	44	25	18	35	33	52	65	54	40	693

Regarding skills, we are going to analyze them in this section about another concept that was also repeated frequently (27 times) in our participants' speech, which is the term 'practice.' After we had scanned the verbatim to have a better idea about the contents of the discourse regarding question 6 as well as having a comprehensive view of what our candidates wished to reveal in their responses, we found out that 'translation' was closely associated and used with the word 'practice.' The interviewees wanted to make it clear that what is mostly missing in student trainees coming as interns or new recruits is what they call 'practical experience as translators.' Almost all the fifteen (=15) respondents referred to this point either explicitly by using a standard type of phraseology or by giving examples to refer to the same element. For instance, participants (S2, S6, S10, S13) used the aforementioned phrase 'practical experience as translators,' or 'practical experience doing translations' (S14), or 'lack of practical training' (S6, S8, S9, S14), or 'lack of professionalism' (S4). The rest have referred to this missing skill by giving detailed examples illustrating practical activities and tasks performed while doing translation in a job situation, such as 'search for terminology and documentation' (S3, S4, S9, S12), 'exposure to various translation techniques and text types' in the process of translation (S1, S9, S14). The cluster term 'translators' practical experience' could mean many things if broken down into items and examples. These items are the detailed tasks undertaken by translators at one stage of the translation process. We discussed the above participants' research and search skills, the ability to 'translate into the foreign language' (S15), 'communication skills' with clients either via e-mail, over the phone or face-to-face (S10), 'build glossaries' (S9), 'time management' (S13, S8, S10, S15) and 'working fast' (S10, S7, S12). Other missing skills that have been reported are: 'teamwork,' 'work under pressure' and 'longer hours' (S7), 'using translation technologies and software' (S12, S10 ) and 'project management' (S10).

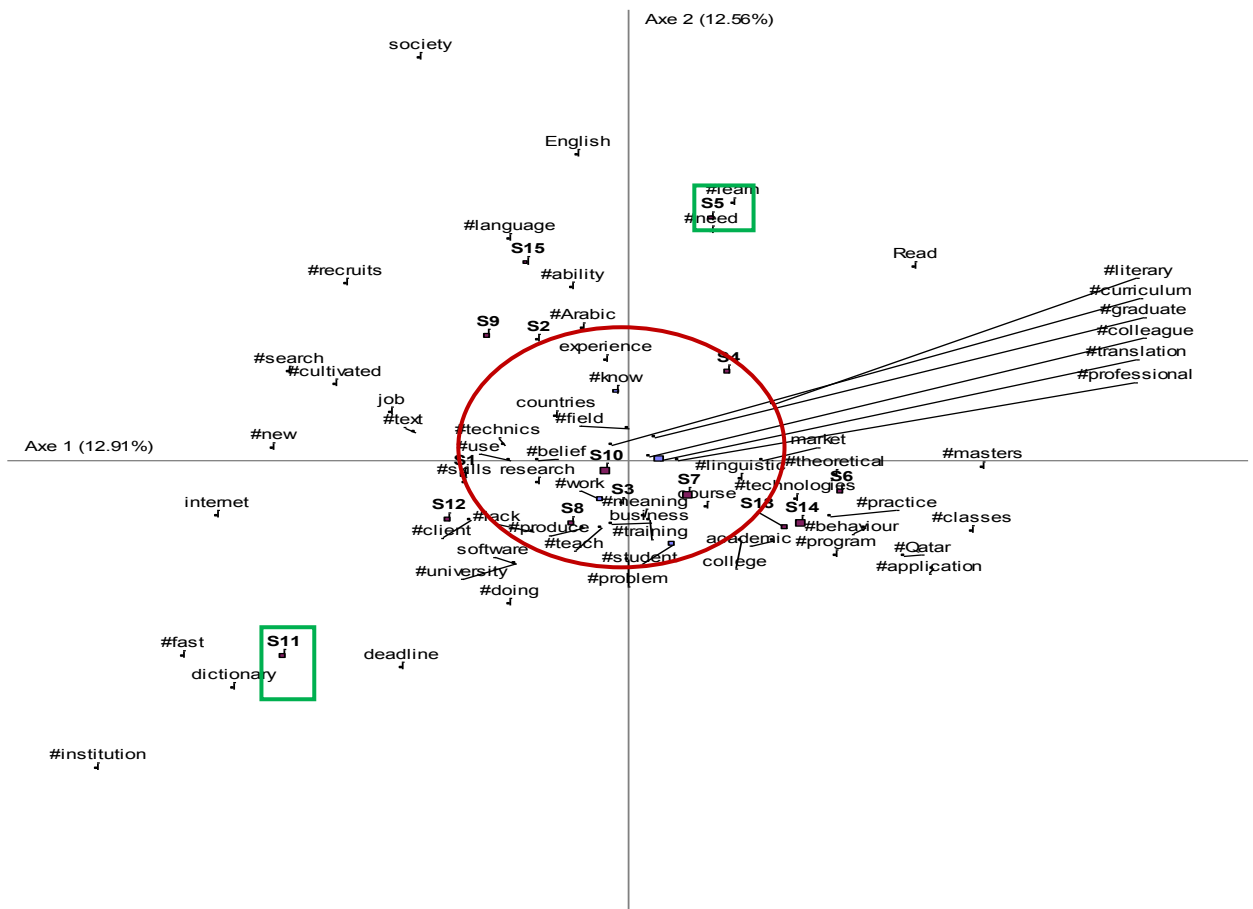


Figure 20. Factorial Plane (Axis 1.2) showing the distribution of interviewees' discourses regarding Q6

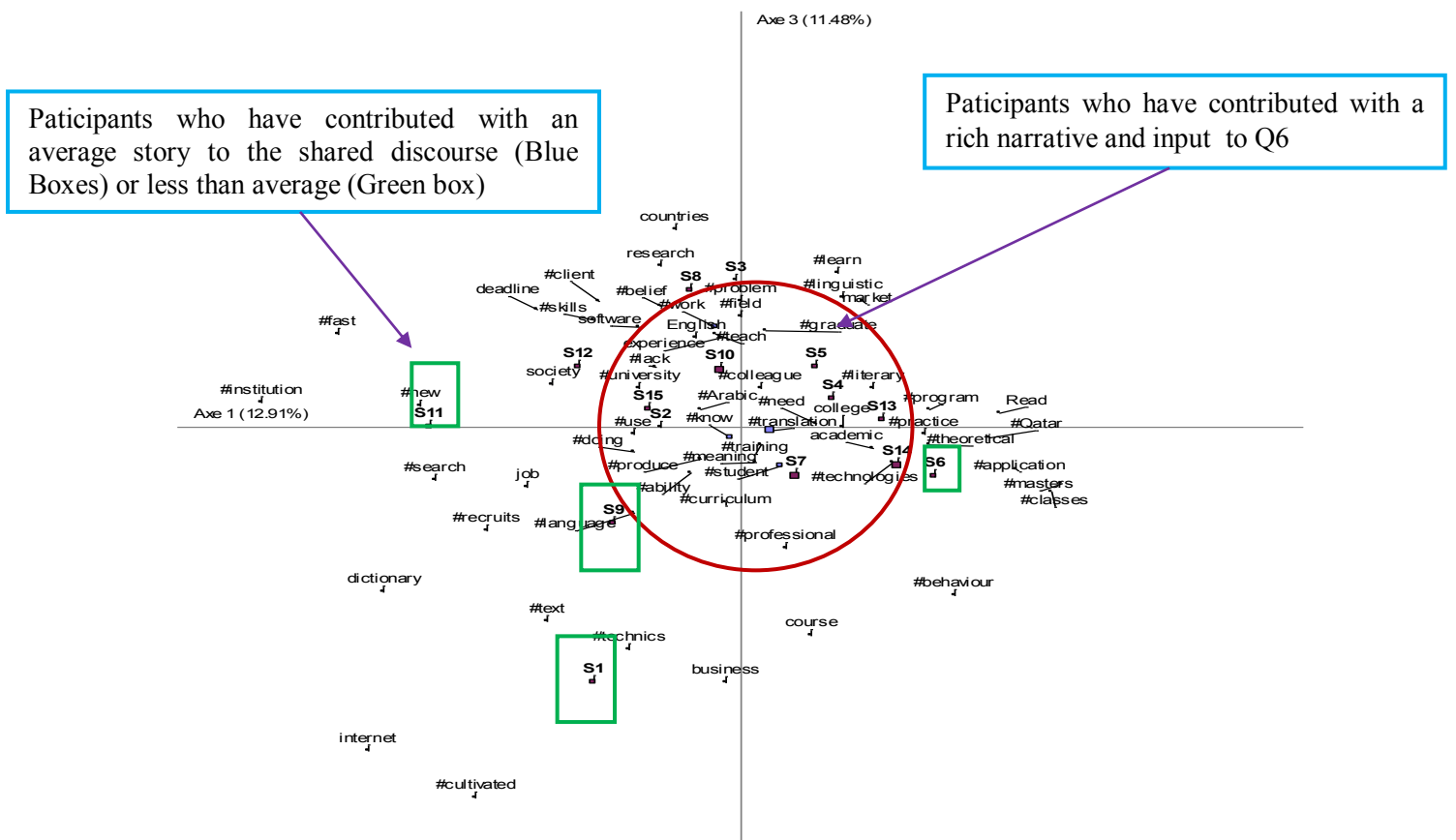


Figure 21. Factorial Plane (Axis 1.3) showing the distribution of interviewees' discourses regarding Q6

The list of skills mentioned above is represented on the factorial plane version 1.2 and 1.3 in a central position on the map. They are part of the predominant discourse of the participants. These have shared, more or less, the same perceptions regarding what future students recruits or novice translators should have as qualifications and attributes. On both maps ( Figures 20 and 21), the distributed lexical items are stable on both levels of projections, either on the factorial plane in the map (10) or map (11). This shows some margin of errors in the projection. The translation community in Qatar revealed that they predominantly share the same concerns, which are described as follows.

Regarding knowledge, the term 'know' on the lexical table has been repeated by 10 out of the fifteen (N=15) participants. It is a key term since it is closely linked to an important element in Question 6: knowledge. For those participants who worked with students in their workplace, they indicated that trainees lack certain types of knowledge, such as proficiency in the source and target languages (S4, S5, S9, S12): Arabic and English in the case of Qatar. S15 (a non-Arabic native who learned Arabic as a second language) signalled that students trainees or new recruits from student populations in the Gulf region need to improve their knowledge of the languages they work on, including knowledge of their mother tongue (S7). He reported that they have issues in grammar and style. The latter contended that he faces problems in recruiting competent translators into Arabic despite the fact that Arabic is the first language of the candidates. Other participants, seem to forget to mention the language competence since they think that it is taken for granted that graduates from language or translation departments should have a very good knowledge of the foreign language (usually English) and an excellent knowledge of the native language (Arabic). In addition to languages, our participants declared that 'thematic or field knowledge' is also very important. S3, S5, S8, S11 reported that having good thematic knowledge of the texts you translate is something students need to work on. S3 referred to the lack of knowledge of political, economic and jihadist terminology for the recent graduate students coming to work in his organization situated in Doha. Other candidates (S1, S2, S9) have mentioned that 'knowledge of the cultural components,' especially that of the foreign language, is also an important element that needs to be addressed by training and education institution training translators. Lastly, appropriate theoretical knowledge has also been reported as a missing link in trainees' profiles. S4 and S13 contend that the word is important as long as it is used and implemented for practical purposes. At the level of the factorial plane, the corresponding key terms for the 'knowledge': 'know,' 'Arabic,' 'English' and 'field.' They are situated in the center of the map occupying a central position in the participant's discourse. Furthermore, their



position was stable in both dimensions of the factorial plane: dimensions 1.2 and 1.3.

As for attitudes, the participants have shared various common beliefs about the type of behavioral attributes that new trainees in translation lack. On the lexical table, and after checking the context of the verbatim, it was revealed that the attitudinal elements are embedded under the term 'work'. The interviewed indicated the types of behaviors and attributes they think are missing in new students going to work in the translation market. The word 'work' was mentioned at least twice by nine (N=9) out of the fifteen (N=15) participants.

Figure 10 displays the terms referring to the attitudinal or behavioral dimension in our participant's speech. The term 'work' is situated in a central position on the factorial plane (fig 10). Looking at the original verbatim itself and contexts of the occurrences of the word 'work,' we notice participants' indication of these missing types of attitudes in new trainee recruits when they join the profession. For instance, S8 refers to the need for personal abilities that could make these students able to 'work in terms', or 'behave ethically and professionally' in the workplace (S6), or having the predisposition to 'work and operate in multicultural and multinational contexts' (S3) and 'be flexible and a lifelong learner' in the work context (S4).

As a conclusion, the FCA for Q 6 revealed that translation professionals do have predominantly shared perceptions regarding the knowledge, skills, and attitudes, including values, which recent trainee recruits lack. Some of the participants provided a rich, extended and in-depth list of characteristics and elements missing in a new novice recruit (S10, S4), while others tried to provide fewer elements or they preferred to gloss over them in a couple of extended phrases (S11) giving fewer insights. Furthermore, in comparison with their replies to Question 5 that concerned professionals like themselves, the participants provided less insight into question 6 than they did into question 5. This is due to

their little exposure to such situations in their existing or previous work. In the Gulf region, especially in Qatar, a requirement of five years experience is necessary for any government or semi-government institution willing to recruit a translator. So, inexperienced novice entrants into the profession may be welcome in other private sectors, but not in the places where most of our candidates have worked. Also, translation professionals in Qatar are mostly expatriates who are recruited based on their extended experience in the field, so it is not frequent to have new recruits coming straight from universities into the workplace. Our participants revealed that the very few new student recruits they met while working in the region lack various types of knowledge, skills, and attitudes which we described and analyzed in previous paragraphs. In Qatar, due to the nascent state of translator training in the country, new student recruits in translation come predominantly from TII. Another important finding in the FCA is the focus of the professional community on the practical, interpersonal and personal dimension of competencies in the new graduates for them to insert smoothly into the professional context. A case in point: meeting deadlines, working under pressure, being fast to produce quality output, in addition to working in multicultural environments are all essential attributes. Although they mentioned that language competence is a requirement, they did not elaborate in detail on this aspect of translation in the same way they did when they talked about practical abilities or personal attributes.

#### *4.3.3 Internship*

This section will describe the participants' responses to questions about internship and students taking the internship in their premises. Also, another part of the section (Question # 8) will be about identifying and documenting the participant's views about the relation between academia and the real world of translation regarding practices and the type of knowledge and competencies needed or they perceive are necessary to be integrated into translation programs within a university context.

Table 10

## Lexical Table for Q 7

MOTS/CAT	S1	S10	S11	S12	S14	S2	S4	S5	S6	S7	S8	S9	TOTAL
#internship	1	2	5	5	8	3	3	1	6	2	1	2	39
#translation	2	7	6	0	7	3	0	1	8	2	1	0	37
#students	1	3	10	3	7	2	1	1	3	0	2	0	33
#work	2	5	4	0	4	0	4	0	0	1	2	0	22
#accept	3	3	3	0	0	0	0	1	0	2	0	0	12
#situation	0	0	2	0	5	0	0	0	0	1	2	0	10
#professional	0	0	0	1	7	1	1	0	0	0	0	0	10
TII	0	0	4	3	0	0	0	0	0	0	3	0	10
#center	0	0	0	2	3	0	0	0	1	0	3	0	9
#doing	0	3	0	0	2	2	1	0	1	0	0	0	9
department	6	0	0	0	1	0	0	0	1	0	0	0	8
#documents	0	0	6	0	1	1	0	0	0	0	0	0	8
#receive	1	0	4	0	0	0	0	0	3	0	0	0	8
#company	0	7	0	0	0	0	0	0	0	0	0	0	7
#help	0	0	1	2	2	2	0	0	0	0	0	0	7
#offer	0	2	0	0	1	0	0	0	0	0	3	0	6
Qatar	0	0	2	0	0	1	0	1	0	1	1	0	6
#supervisor	0	0	0	0	2	0	0	0	4	0	0	0	6
#assign	1	0	0	0	0	0	0	0	4	0	0	0	5
#graduate	0	3	0	0	0	0	0	0	0	1	1	0	5
#meeting	0	0	0	0	1	1	0	0	3	0	0	0	5
process	0	1	1	0	2	0	0	0	0	1	0	0	5
#training	1	2	0	0	0	2	0	0	0	0	0	0	5
#university	1	0	1	0	0	1	2	0	0	0	0	0	5
#ask	0	2	0	0	0	0	0	0	2	0	0	0	4
#changes	0	1	0	0	0	0	1	0	2	0	0	0	4
#jobs	0	2	0	0	0	1	1	0	0	0	0	0	4
<b>TOTAL</b>	<b>19</b>	<b>43</b>	<b>49</b>	<b>16</b>	<b>53</b>	<b>20</b>	<b>14</b>	<b>5</b>	<b>38</b>	<b>11</b>	<b>19</b>	<b>2</b>	<b>289</b>

Regarding the internship, the participants in Q 7 were asked to cite whether they had experience with students' internship activities at their workplaces. If they had, they were asked to provide a description of the work process. If not, they were asked whether they would accept interns in a future workplace, especially if they become themselves owners of translation businesses or hold managerial positions in a place where they need translators. Some of them responded to this question, (S4, S6, S8, S11, S12, S14) (Table 6), other did not (S5, S9, S13, S15) (Table 8). Others explained that they had received interns, but not at their current workplace. One candidate shared that the internship took place

at the training unit in the ministry he is working in, and not in his translation unit due to the confidentiality of the documents he is working on (S1). Another candidate highlighted that there is still ongoing discussion on accepting interns coming from the TII, but the process is not finalized yet (S7). S2 mentioned that they accept interns mostly in administration, and in the past, they had received a student from Qatar University to undertake training as an intern and with a promise of work at the end of her training (See this category on table 7). However, the candidate decided to withdraw from the program due to difficulty of the tasks she was assigned to do. S3 cited that in his workplace they were accepting students interns but not in translation. They were trained in grammar and the use of the internal style guide (US students working for the intelligence sector).

Table 11

Participants who witnessed internship activities at their workplace

<b>Speaker # 4</b>	Masters & PhD students (1 month) In-house mentoring Freelance option
<b>Speaker # 11</b>	Two candidates from TII (Male+Female) 25-30 days mentoring Less complex to complex texts
<b>Speakers #: 6, 4, 8 and 12</b>	4 intakes from TII Close mentoring & supervision 90 hrs + portfolio + report

Table 12

Participants who witnessed internship activities at their workplace, but not in translation or at their current place

<b>Speaker # 7</b>	Ten interns in Journalism Process with TII is not complete yet. Expecting more students from TII this year.
<b>Speaker # 1</b>	Not in his unit due to sensitive documents Yes, in the training department
<b>Speaker # 10</b>	Four intakes from TII Not in his current place, but in another company in Qatar Give them a chapter in a book + follows up by reviewers via providing track changes and one to one feedback

Table 13

Participants who did not witness an internship activity at their workplace but who would consider accepting interns in a future workplace for the following reasons

:	
<b>Speaker # 9</b>	Help them to improve on the professional level. They look forward to your guidance and support... and they will never forget about you.
<b>Speaker # 15</b>	To see how translation is done in the real world Bring new theoretical concepts to improve the ones I had already known in my previous studies.
<b>Speakers #13</b>	Fulfil the skills they lack after graduating Bridge the gap between the academic and the real world of translation

The lexical table (Q 7) highlighted earlier indicated the type of key terms that occurred repetitively in our participants' discourse on internship and interns. We distinguish three major terms: 'internship,' 'translation' and 'students.' 'Internship' occurred thirty-nine times (N=39) and repeated at least twice in nine (N=9) out of the fifteen (N=15) interviewee's speech; 'translation' thirty-seven times (N=37) and repeated at least twice by seven (N=7) out of the fifteen (N=15)

participants; and the word 'students' which occurred thirty-three times (N=33); i.e., it was repeated at least twice by seven (N=7) out of the fifteen (N=15) interviewees.

The terms above occupy a central position on the factorial map ( Fig. 22 ). These are shared and frequently repeated in the candidates' responses on internship and intern activities (S2, S4, S6, S7, S8, S10, S11, S12, S14). Although S5 and S9 stories are situated in a central position on both versions of the factorial plane (versions 1.2 and 1.3), a look at the verbatim and context of their speech indicates that they are misrepresented on the map. The participants' reply to the question was that they did not have interns and were not involved in internship training or mentorship activities at their place, so there they did not say anything about it when they replied to Question 7. Other candidates like S2 and S7 did refer only slightly to an internship in their current or previous workplace. For instance, S7, who holds a managerial position at Qatar Foundation, explained that they do have internship activities but only for students coming from journalism. He added that some students from TII were expected to join his department as interns, but the administrative process is not finalized yet. S2, who works in the gas and petrol industry, contended that they receive interns in the administration department, but not in translation. He also added that just recently they received a student intern from the University of Qatar with the goal of offering a position to this person at the end of the training. However, she could not withstand the work pressure. So, she left the job. Although S7 and S2 have contributed little to the rest of the interviewees' discourse, they still hold central positions on the factorial map (fig. 22 and fig. 23)

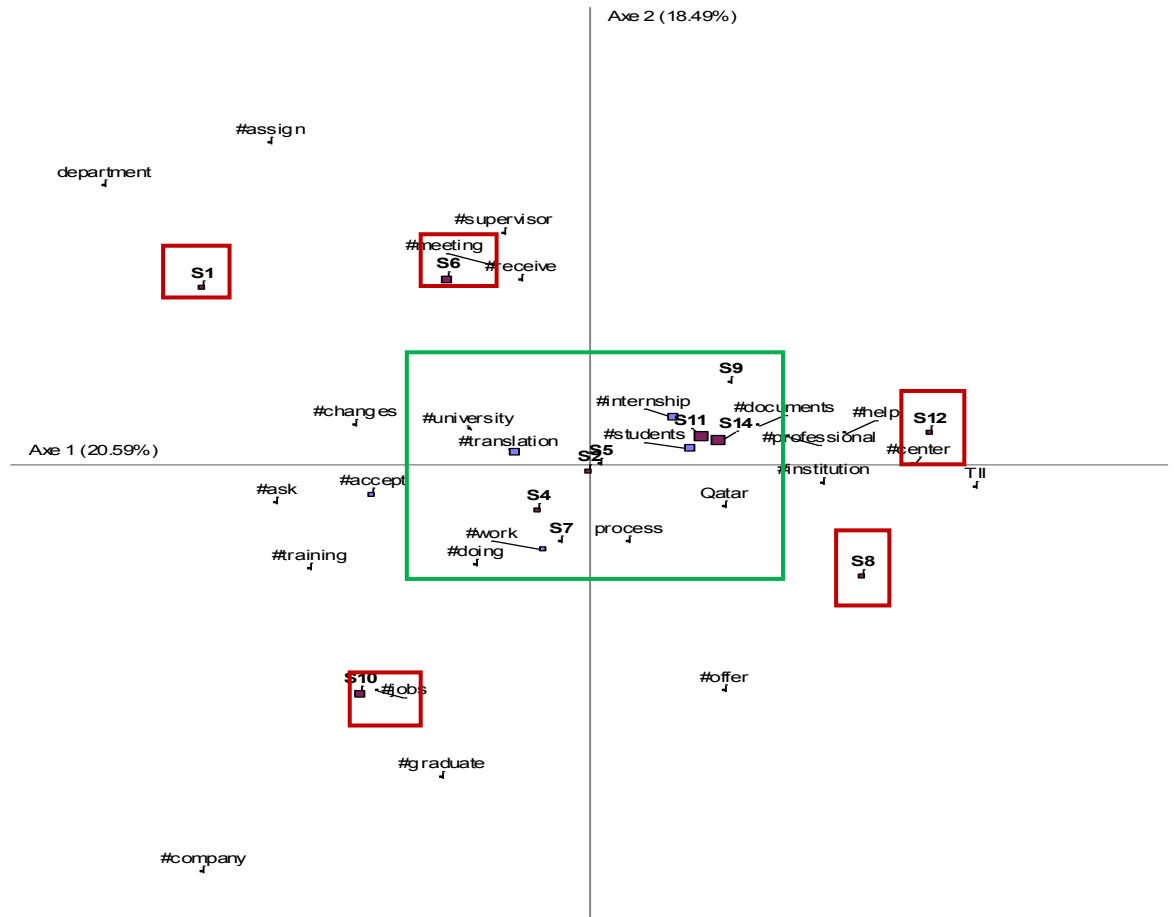


Figure 22. Factorial Plane (Axis 1.3) showing the distribution of interviewees' discourses regarding Q 7





governmental or non-governmental organizations who are partners with us, but of course under our supervision. We receive the best because we do a test as well. We receive the first top four students. We have two supervisors. Each one has two interns. It is a 90 hrs internship through the months of May and June, and students have to do translations assigned by the supervisor almost on a daily basis, and he would send the translation to the reviser who would see it, revise it and do track changes and comments, and there is a weekly meeting with the mentor to discuss translation issues and make comments, and if he has further questions he could ask the supervisor. At the end of the internship period, there is a final meeting, and then the intern is asked after the meeting to write a portfolio which includes all translations he had done, a file of all revised texts, and one track changed copy of translation he did, and [sic] in addition to two tables: one table about how many hours he did and the name of assignment, how many hours he spent on the assignments to be signed by both parties. The second table is concerned(sic) in identifying and classifying all the types of mistakes that he has or we have found in his translation and classify them as translation errors of grammar/mistranslation and then send them to the postgraduate department.

S6 provided a real portrait of the working practices implemented at the translation center of the TII. It is a very detailed description and highlights the processes, resources, and infrastructure set in place to provide this service for the student population. In addition to S6, S4 also provided a fairly complete description of internship activities in her workplace (the Al-Jazeera Network channel):

[...] I have witnessed two kinds of internships. First, in-house, I mean the internship is in-house. So, Ph.D or MA students come to our offices and start their work. Others, with arrangements from the managers, get a soft copy of the material, take it to their schools and universities and work on it there. Both methods are interesting and

fruitful, but I really would not recommend the second one (...). We also show them how to go about their work, and how to get the job done. They are monitored. They do not exceed one month with us. (Speaker 4)

A third description of the on-going practices in internship was provided by S11 who works at the Supreme Education Council:

Yes, we usually accept intern students. Students usually apply for the Supreme Education Council, some of them, especially last year and this year, we had students from TII. So, they have like an internship to conduct, so we accepted two students, they work like 25 or 20 days at the Supreme Education Council [...]. We had a male and female student. So, we had contact with the male student, because our unit is divided into two big rooms [...] we did not give him the tough work in the first week. We did not give him long documents, we just gave him news articles, because we also translate news articles for the media office, and we give him like short news articles to translate. So, after the first week, we invite him to join us to translate longer documents. I remember we gave him agreement documents between Qatar and France. It was a long document, so he helped us translating the document. So, that's how he had the 20 days internship [...] (Speaker # 11)

In the three examples, the candidates described different work structures and processes in their internship activities, but they did mention shared elements such as mentoring and supervision, a set number of training days and hours and provision of feedback. In addition to S4, S6, and S11, there were other candidates who shared a partial story of the type of internship they witnessed at their workplaces such as S2 and S10. Description of such activity was highlighted earlier in this section.

In conclusion, the FCA for Question # 7 revealed important findings regarding internship phenomena in the state of Qatar. The three examples provided represent models of internship practices in translation in the state of Qatar. Regarding scope, the three workplaces of the candidates S4, S6, and S11 represent a large portion of the multilingual and translation market in the country, so their statements represent a general portrait of the way internship is carried out and structured in translation workplaces. According to S14, TII on its own provided about 85% of multilingual services to the entire Qatar Foundation Organisation in Qatar. The latter represents a hub for many government offices in this country that has a population of less than 3,000,000, and where the main city is Doha.

Also, in addition to the candidates who provided full stories on internship services at their workplace, there were others who partially commented on these practices such as S2, S5, S7, and S10. These four respondents declared that currently there were no interns in translation at their workplaces, but that they will be accepting some students from TII soon, as in the case of S7, or that some students did some internships in the past at their workplace but not at present (S2). S3, for his part, said that there were no translation interns at his work, but they had interns in language studies to whom they showed how to train using style guides to produce efficient writing outputs.

Lastly, another finding consists in the fact that some respondents (S9, S5) declared that they did not work with interns and they did not provide any further explanation or information. Still, they are visible in the center of predominant discourse on the factorial plane. So, there is a margin of error in the projection on the factorial plane. That is why another sub-question was placed for this category of interviewees who provided a negative answer to Q 7. This will be seen in the sub-section below.

#### 4.4.3 Internship (continued)

Question # 7a is an extension of Question # 7. Our participants who either did not reply or replied partially to Question # 7 were asked another question to get input about their perceptions on internship services and activities. The lexical table (Q 7a) demonstrated the frequency of two key terms whose occurrence is higher than the rest of the lexicon on the table. For example, we observe that the term ‘willing’ was repeated 17 times in the speakers’ discourses, and ‘intern’ was highlighted 12 times in the speech of the participants. As mentioned earlier, these candidates are S3, S5, S7, S9, S13, and S15. These represent both those who replied negatively to Q7 and those who ventured to provide a particular input to the question but showed high interest and ‘will’ to accept interns in the future if they happen to be either employers or in managerial positions in a translation office or company.

Table 14

Lexical Table for Q7a

MOTS / CAT	S13	S15	S3	S5	S7	S9	TOTAL
#willing	3	1	5	4	2	2	17
#interns	1	2	3	1	4	1	12
#accepting	0	1	5	1	3	1	11
#benefit	1	0	5	1	1	0	8
#know	0	1	3	3	1	0	8
#students	0	1	2	2	1	0	6
#translation	1	1	1	0	2	0	5
#experience	0	0	0	4	0	0	4
#help	0	0	0	1	0	3	4
skills	2	0	1	0	1	0	4
#speaker	0	0	3	0	0	0	3
<b>TOTAL</b>	<b>8</b>	<b>7</b>	<b>28</b>	<b>17</b>	<b>15</b>	<b>7</b>	<b>82</b>

The factorial plane (fig. 24) shows a concentration of our participants' discourse in the middle of the map in both versions of the plane 1.2 (fig. 24) or 1.3 (fig. 25). The candidates shared common grounds when they all indicated their willingness to accept interns should the opportunity arise, showing engagement and commitment to future members of their community of practice.

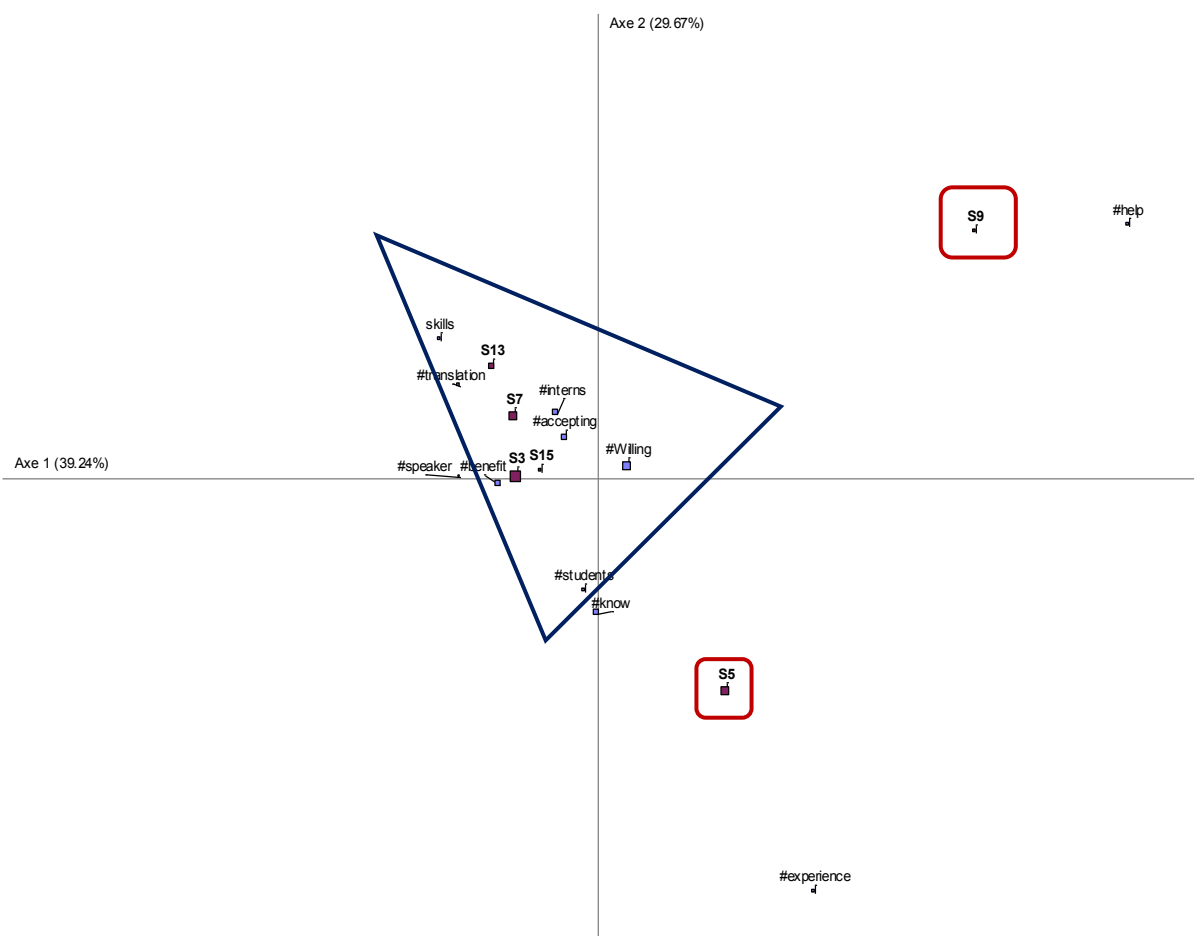


Figure 24. Factorial Plane (Axis 1.2) showing the distribution of interviewees' discourses regarding Q 7A

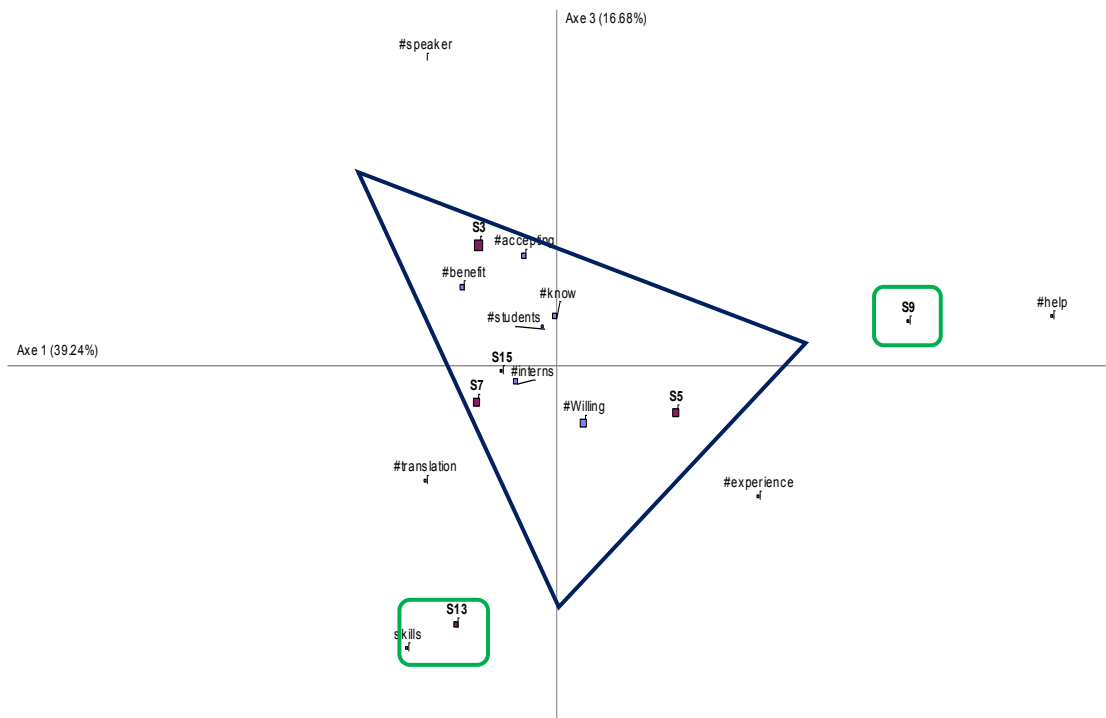


Figure 25. Factorial Plane (Axis 1.3) showing the distribution of interviewees' discourses regarding Q 7A

Terms Like 'accepting' or 'willing' or 'students' are highly centralized on the map on either dimension 1.2 and 1.3, showing stability and lower margin of error in the projection. S3 represents the candidate who provided a more in-depth and detailed response regarding his perceptions about accepting future interns. Although his training interests were language and editorial related matters, it also included translation as an activity:

That's a great idea! You know the job market is tough. I don't think the private companies would accept them, but if I am running a place like that and I have the authority, I will accept them willingly. Most of the benefit will be for the intern. The benefit for us is that we train them and we learn from them. We never stop from learning. Like if I am accepting intern for instance, then I will use their

native speaking skills when something comes up and need to know the exact usage, then we can benefit from their presences. I also noticed that some of the American native speakers who attended my class, at the beginning they did not accept the idea that an Arab or Egyptian teach them how to translate and things like that, but later on, especially when I teach them grammar, you know a native speaker does not learn grammar until he studies grammar, that was a weakness that I noticed in them. They benefited from grammar and the style guide even though they were Americans.

Other participants talked about proper training in translation and gave interesting insights. In this regard, S9 replied to the question about whether or not to accept interns by saying:

Yes, why not? When you accept interns, you are helping to form them, helping them to improve from the professional side. They all looking at you as a professional that is helping them, and they will never forget about it, because they are in a critical phase of their life after graduation, so they are establishing themselves, and they are looking for someone to guide them, orient them and direct them the right way, and who give them practical training. They will never forget you.  
(Speaker # 9)

S7 has also provided his opinion from a manager's point of view by stipulating that:

Yes, for sure, we are willing to have interns, the benefit for students is to practice translation in the workplace so as they will know about the real skills they need in translation, not just to study and so and so...its mandatory for us to accept interns, mandatory by the senior management of the foundation itself to accept interns or have them in



each department within the foundation, so we have to accept interns. So, they can also relieve some workload on our shoulders. (Speaker # 7)

Participant S15 mentioned that such training would allow students to see how translation is done in the real world and that having students would benefit him by providing new theoretical insights in the discipline since they would be acquainted with recent advances in the discipline. S13 contended that internship would facilitate the transfer of practical experience between academia and the workplace. S9 was placed relatively on the outskirts of the factorial plane since his speech, although appropriate, did not completely cover the key points that others covered such as the benefits that an internship could bring to the interns and him. S5 did reply on that specific element, but his reply was not rich and detailed like the ones provided by the rest of the candidates in the exclusive dense area of the map ( fig. 25).

In conclusion, the FCA concerning participants' perceptions of internship activities at their workplaces as well as whether they would undertake future interns if they were in a position to do so revealed the following points:

First of all, internship in translation is an emerging practice in the context of Qatar, although students in other disciplines, such as media studies, are already undertaking such activities in various workplace contexts. There is no doubt translation teaching or translator training in Qatar is a new discipline. The first translation programs in an academic context were established by 2012 (Minor in Translation at Qatar University & Masters program at Translation and Interpreting Institute at Hamad Bin Khalifa University). Before that, there were no such programs in the country.

Secondly, despite the recent establishment of the practice of translation, participants' statements revealed that there are relatively established in-house guidelines and processes to follow in each of the institutions where internship

activities for translators took place: Al-Jazeera (Editors and translators); (TII's Translation Center ) and Council of Higher Education. We did not have access to such documents to scrutinise, but our interviewees have declared that there are established procedures to follow when they receive interns.

Thirdly, all those who did not experience any contact with interns in translation have expressed their willingness to accept and cooperate with future internship initiatives in Qatar. This solidarity is very important since it shows signs of a move towards engagement with the future community of translators and an interest in the improvement of the profession

Finally, members of the profession indicate that they are lifelong learners and accept to benefit from students not only by assigning them workloads that they could do themselves but also learning from their updated skills, knowledge and abilities, either at the practical or theoretical levels. Candidates S15, S9, and S3 have made it clear that they would benefit from students in such a way.

The above findings from a factorial analysis plane demonstrate that our participants expressed in various ways their views about internship and student interns in Qatar. Some of them have participated in such experiences outside Qatar ( in the Gulf region) while others have never experienced it. For the participants S6, S2, S14, S11, S4, and S10, their judgments were built on previous knowledge and experience, which added depth and breadth to the descriptions they provided. In the sub-section below (question 8), the candidates will reveal other key elements regarding their views about the relation between the translation market practices and academic training of future translators.

#### *4.4.4 Recommendations by translation professionals made for the university to improve its programs for training translators.*

In this sub-section, we shall address another important element in this research study. It is about the way our participants perceive academia and its

practices vis-à-vis the real world of translation, i.e., the profession and the market. The lexical table below (Q 8) shows a large list of lexical frequencies cited by the interviewees in their verbatim reflecting the dominant features of their discourse. The most cited ones are: 'students' repeated sixty times (N=60), 'practical' four times (N=40), 'translator' four times (N=40); 'program' thirty-four times (N=34); 'teaching' thirty-one (N=31) and 'university' thirty times (N=30). These terms are closely related to the main theme: the relation between academia and the workplace. They are the key terms for this question in the sense that they have been repeated by a reasonable majority of the participants more than twice in their responses.

Table 15

## Lexical table for Q 8

MOTS/CAT	S1	S10	S11	S12	S13	S14	S15	S2	S4	S5	S6	S7	S8	S9	TOTAL
#students	9	7	4	3	6	4	0	4	6	2	3	4	6	2	60
#going	8	4	1	7	3	2	0	8	3	2	0	1	8	0	47
#practical	10	2	2	0	2	2	1	4	1	3	4	5	2	2	40
#transfer	4	3	1	2	1	2	1	3	6	2	2	3	10	0	40
#programme	12	5	5	0	2	3	0	0	0	0	2	0	5	0	34
#teaching	1	5	2	1	0	0	1	1	1	0	0	1	18	0	31
#university	3	9	4	3	0	0	0	0	1	1	2	0	7	0	30
#need	3	6	1	1	0	3	0	1	0	0	5	4	3	0	27
#professional	9	3	1	0	1	8	0	0	2	0	0	1	0	0	25
#training	1	0	0	3	0	3	1	0	6	1	2	2	2	0	21
#course	9	0	0	0	2	3	0	2	0	0	1	0	2	0	19
#work	1	3	1	5	0	0	0	2	1	0	1	2	3	0	19
#professor	1	5	0	1	0	0	2	1	0	0	2	1	5	0	18
#importance	4	4	0	3	0	0	0	0	0	1	0	0	2	0	14
#field	0	10	0	0	0	0	0	0	0	0	0	0	2	1	13
#Qatar	0	9	0	0	0	0	0	0	0	0	0	1	0	0	10
#recommend	0	0	3	0	3	1	0	0	0	0	0	2	0	1	10
#experience	0	2	1	0	0	0	0	1	0	1	0	2	2	0	9
#provide	0	3	0	0	0	0	0	0	1	2	2	0	1	0	9
real	2	3	1	0	0	0	0	0	3	0	0	0	0	0	9
theoretical	2	0	0	1	0	2	0	2	1	0	0	0	1	0	9
#utility	1	1	2	2	0	0	0	0	0	0	0	1	2	0	9
#curriculum	2	1	1	1	0	0	0	1	0	0	1	1	0	0	8
#project	0	4	3	0	0	0	0	0	0	0	0	0	1	0	8
education	0	0	2	2	0	0	0	0	0	0	0	0	2	1	7
Gulf	0	5	1	0	1	0	0	0	0	0	0	0	0	0	7
#Internship	0	0	0	0	3	0	0	0	0	3	0	0	1	0	7
#technologies	0	1	4	2	0	0	0	0	0	0	0	0	0	0	7
#years	0	3	1	0	0	0	0	0	0	0	0	0	3	0	7
contents	1	0	1	1	0	2	0	0	0	0	0	0	1	0	6
#instructor	0	0	0	2	0	0	1	0	1	0	0	1	1	0	6
skills	0	3	0	0	0	0	0	0	0	0	0	0	3	0	6
#test	2	0	0	0	0	0	0	4	0	0	0	0	0	0	6
#academic	0	1	0	0	0	2	0	0	0	0	0	2	0	0	5
#Arabic	0	3	0	2	0	0	0	0	0	0	0	0	0	0	5
faculty	2	1	0	0	0	1	1	0	0	0	0	0	0	0	5
job	1	2	1	0	1	0	0	0	0	0	0	0	0	0	5
#knowing	0	0	0	1	0	0	0	0	0	1	0	0	3	0	5
#languages	0	5	0	0	0	0	0	0	0	0	0	0	0	0	5
#learn	0	1	0	0	0	0	0	0	0	1	0	0	3	0	5
linguistics	0	2	0	0	1	1	0	0	0	0	1	0	0	0	5
PhD	1	0	0	1	0	3	0	0	0	0	0	0	0	0	5
#region	0	2	1	0	2	0	0	0	0	0	0	0	0	0	5
#Specialisation	0	2	0	0	0	0	0	0	2	0	0	1	0	0	5
#stress	2	2	0	0	1	0	0	0	0	0	0	0	0	0	5
#change	0	2	0	0	0	0	0	0	0	0	0	0	2	0	4
#class	2	0	0	1	0	1	0	0	0	0	0	0	0	0	4
#design	0	4	0	0	0	0	0	0	0	0	0	0	0	0	4
#problem	0	0	0	1	0	1	0	1	0	0	1	0	0	0	4
#subjects	0	0	2	0	0	0	0	0	0	0	0	0	2	0	4
#text	1	0	1	0	0	0	0	0	1	0	1	0	0	0	4
<b>TOTAL</b>	<b>94</b>	<b>128</b>	<b>47</b>	<b>46</b>	<b>29</b>	<b>44</b>	<b>8</b>	<b>35</b>	<b>36</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>103</b>	<b>7</b>	<b>662</b>

At the level of the factorial plane, it can be noticed that on both dimensions of the planes (dimension 1.2 and dimension 1.3) there is a concentrated discourse of the 15 participants who declared various concerns,

made recommendations and shared their views about training and curriculum related issues with regards to translator education in Qatar. Sometimes they also refer to their experience as students in their program in their home country. This made their stories more interesting and full of rich insights. For instance, terms like 'students,' 'practical,' 'translator,' 'program,' 'teaching,' and 'university' are all situated in a central position on the factorial plane (version 1.2) and they stayed relatively in the same position on the second version of factorial plane (version 1.3) showing that the projection did not reveal any significant signs of errors. In other words, the participants, predominantly, produced the same story line regarding what academia should be as an institution and what type of educational services and human development activities it should provide for society and the market.

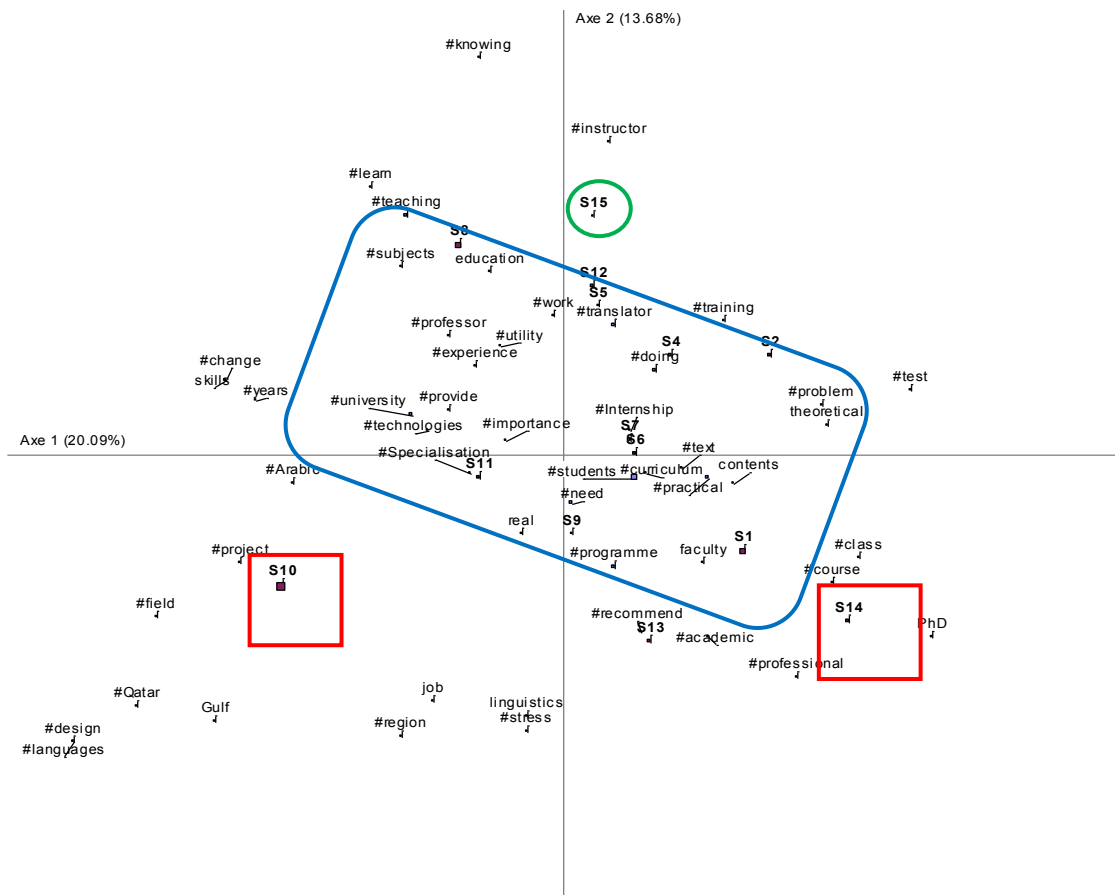


Figure 26. Factorial Plane (Axis 1.2) showing the distribution of interviewees' discourses regarding Q7



Furthermore, if we take a look at the context of the participants' verbatim, we will notice that the term 'students' has been used to refer to many issues and elements that our candidates are concerned about. Many of them recommended that there should be more local internship activities for students (S5, S7, S13), that they should also be involved in international exchange programs to gain global experience and learn from best practices in the domain ( S5, S6, S11), that more authentic and active training approaches and teaching methods/techniques should be in place for students (S1, S2, S4), that they should be given the required and pertinent information and knowledge (S2), that universities should focus less on theory and more on practice (S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15), and that they should be prepared for the profession (S6, S14). Lastly, students should be made aware of the coherence between the courses and their future professional (S8), as well as given opportunities to develop an awareness of the target culture (S9) especially when learning to translate into a foreign language.

Regarding the term 'practical,' a large majority of interviewees mentioned that more practical courses should be added to the programs (i.e., the MA program at TII and the Translation minor program at Qatar University) as highlighted earlier, in addition to a more practical curriculum in general (S10). Five respondents mentioned that translation is about practice and this practice should not just be carried out through homework, exercises or ad hoc in-class and pedagogically oriented types of translations, but through simulating workplace practices, such as project work and other types of active pedagogies and innovative training methods (S1, S2, S4, S6, S8), emphasizing the enhancement of knowledge and the development of the competencies useful for a future language service provider. An example would be the development of soft and generic types of skills and abilities that many of our participants have cited in theme III as necessary for both student trainees and new recruits from



professionals. S6 provided a comprehensive list of recommendations which touch upon the practical elements in the following quotation:

Number one would be to add a unit of practice, practical translation. It should be not only three or four hours per week, but many hours. It should also be provided by professors or lecturers who have been working as translators, who know what the problems and issues faced by translators are. Second, reflect on the market needs when training students. I mean most of the professors in translation when they provide any practical training, they just select texts according to their whimsical interests. This is not good because the market has new needs, has complicated needs nowadays and they need to be looking for different genres to expose to students. Unless we have this in the curriculum, we would be graduating students who are unable to involve in translation. And third, we need to have a program of exchanging students with other universities ...eh....but of course only to spend some time at another university regarding practice and not regarding theory or contrastive linguistics.

In close relation to the term 'practical,' participants also repeated the term 'program' while replying to Question #8 regarding their views about the relationship between practice and academia. The term 'program,' very centralised on the factorial plane, denotes our participants' ideas and beliefs regarding the programs of educating translators in Qatar, and for some, the programs they graduated from in their home countries, in addition to their comments on the case of programs in Qatar (S8, S10, S7, S14). A few of the curriculum related remarks were mentioned earlier in this section about 'students' or 'practical.' In the following paragraph, more details and analysis of these terms will be provided.

S14 declared that there is a need to clarify to students the objectives or learning outcomes of a professional translation training program. More specifically, the question is whether to train future translators to be able to integrate smoothly in the profession or to provide the training to permit them to

become researchers in the field or both. The another question is how to do either of these things. The same speaker carries on by stating that more professionals should be included in university programs as full-time staff and that the ratio of professionals to academics should be higher than it is at present. The same remarks regarding faculty were referred to by S15 and S6. S14 proposed further ideas by recommending that there should be two different programs: one with a professional vocation and the other with an academic orientation. S13 proposed to have a full program in translation at the University of Qatar instead of only the minor program that currently exists since there are promising signs of students enrolment for a major in translation in her opinion. So far the program recruits only female students and is provided exclusively at the female campus. Extending the program to recruit male students will be something to think about and would bring in more students to the program according to this participant. Another element that could be added is the integration of new content material that is more congruent with the predominant or emerging types of translation niches in the country and region (S1, S6, S10, S8) such as legal and medical translation (S1, S10), courses in professional translation, like, project management (S1, S2, S6), or translation technologies (S4, S10, S12, S11). S3 and S9 also proposed that universities integrate well-equipped laboratories either for interpreting or translation to enhance the practical element in the programs (translation programs at TII and Qatar University).

Some of the candidates have also included the instructor profile as an important element in the programs. S12 mentioned that new staff with new approaches and innovative pedagogies should be integrated into the programs. These should have done extensive work in the profession and have a broad knowledge of the field of translation (S4, S5, S6, S8, S10, S11, S12, S14) as well as pedagogical abilities specific to translation teaching and translator education (S6, S8) since, according to the participant, professional or even disciplinary experience is not to provide quality training. S8 recommends that:

Teaching personnel should be well versed in the topic that he is teaching, plus she or he must be good at teaching as well because NOT every teacher or professor is good at teaching; even if this professor is a good translator, this does not mean necessarily that he/she is going to be a good teacher or professor, so ....yes, there should be teaching skills as well in addition to translation skills; the another thing is to be patient enough to teach. The professor should also teach to students not only terminology but also the spirit of legal translation and spirit of medical translation if teaching medical translation, so yes it is not about only knowing the subject, but it is about knowing how to teach. (Speaker # 8)

Another important statement made by S8 is in regards to an important element that has been noticed in many undergraduate programs at Arab-based universities, at least in our experience working in three countries in the region within translation programs and units. That is misalignment between thematic courses like law and the course of the actual practice of legal translation. This participant mentioned that teachers at her university in Lebanon did not manage to clarify the link between a course in law and the practice of legal translation. Therefore, there was a lack of coherence between the two, and the students cannot see the continuity between the two and their relevance. She went on to say that the first time she spotted that gap was when she started working on legal documents as a translator. Needless to say, she found the task extremely difficult and wished that she had learned more about the law during her training.

Another point regarding academics' profiles is their degree of involvement in curriculum design and development. S10 contends that academics whose academic backgrounds and research fields are in literary and language studies should not lead the design of curriculum in translation programs. The development of curriculum for the preparation of translators should involve

professionals as well for the sake of providing interesting, appropriate and practical learning experiences for students about the phenomenon of translation and its practical universe. Lastly, a participant has gone even further to propose the establishment of a new BA program in translation in Qatar (S7).

Other key terms that were highlighted by the participants in their predominant discourse are the words ‘university’ and ‘teaching.’ These have been discussed alternatively when we tackled the candidates’ perceptions regarding students, programs of study and the practical elements of the profession. A few recommendations were addressed directly to the entire institution (that is, the university) by various candidates such as initiating agreements and exchange programs with foreign universities to give students a better global access to information and practices (S6, S11). S7 proposed to universities in the country to create a specialized BA program exclusively in translation, in addition to the existing MA at TII. As for teaching, we mentioned earlier in this document that there are calls to revise the pedagogical approaches in local and regional translation programs (S1, S2, S6, S8, S 10, S11, S12, S14).

Lastly, we notice that the term ‘translation’ also has many occurrences in the participants’ verbatim and speech. In Question # 8 another element was added to earlier themes. It is about the association between training and translation on the one hand, and translator trainers’ profiles on the other. In other words, the term ‘translation’ in Question # 8 centers on educational and academic matters. For instance, many occurrences of the term in the participants’ speech were about training and education matters in the context of translator education, such as the types of courses and teaching material used, ways of training translators, as well as employers and future translators (S1, S4, S8, S10, S14, S15). The second main element was the association of the word ‘translation’ to refer to the profile of the translator trainer himself. Many candidates reported that the trainer or instructor should have extensive work experience as a translator ( (S5, S6, S8, S12, S14), as

well as professionals skills (S8) since being a professional will not be enough to deliver a quality type of training.

In conclusion, the FCA regarding participants recommendations on training practices in translation programs in a university context revealed the following findings:

The majority of interviewees agreed on the importance of integrating more practical and professionally-oriented types of courses and the use of active pedagogies to facilitate learning in a classroom context. An example would be the use of case studies or project-based approaches that require authentic real world learning and training material and environments. This pedagogical and curricular issue has been reported as a serious lack in translator education programs not only in Qatar but also in the home country of the candidates (Egypt, Lebanon, and Morocco). Two candidates declared that the programs need to be revised since they see a wide gap between what is planned, designed, developed, and implemented and what is needed in the real world of translation.

Secondly, what is provided as training for translation students in an educational context represents a major concern for the professional community. The declared program objectives or learning outcomes should be made clear to the students and measures of how to achieve them should be explained in detail and clearly to them. What is declared on the syllabi in university courses should be implemented? Providing other than what is officially declared as learning outcomes will damage the learning and educational enterprise, and will damage the image of the profession in society as well.

Thirdly, the translation instructor profile is a very important element to consider in professional translation programs. Our participants have signalled that extended professional experience is required in any future translator trainer and that he should be allowed to be part of the team in charge of curriculum design

and development as well. Also, that he should be recruited as a main member of staff and that the number of professionals working in the program should be increased. Also, the portion of credit hours, as well as contents dedicated to practical courses in translation, should be increased. Lastly, one participant made it clear that professional competence in future translator trainers is an important requirement, but if such person lacks pedagogical knowledge and abilities, then the professional experience is not enough to make him an efficient instructor. Another candidate reported that faculty in translation programs are often members of English departments and holding Ph.D. in either literary or language studies. These faculty often take charge of designing and developing curriculum for translation programs, and he indicated that this is an issue since the comprehensive universe of translation as a profession and academic field is not fairly reflected in the programs designed by researchers in linguistics, language studies, and literature at both epistemological and practical levels. Therefore, faculty whose academic backgrounds and professional training are not directly related to translation should not take the lead in curriculum planning and development of translation programs.

The term 'translation' in Question #8 is predominantly associated with the training field and the agency and identity of the students and trainers. This was made clear by the interviewees in their predominant speech on the factorial planes and analysis. The candidates showed great solidarity and support for students' progress in the context of university training. Also, they made it clear that trainer profile is crucial to the success of the learning experience of students since the trainer transfers the type of knowledge and practices that students will be likely to face once they graduate from their program. That is why participants stressed that structured and prolonged practical training should be provided whether within or outside academic contexts.

Finally, a call to connect the current programs in Qatar with international programs in translation or interpreting to provide student exchanges and expose students and faculty to international best practices. This will allow global access to other practices, ideas, and concepts about translation and interpreting. In addition to local or regional internship activities, this international experience would add value to students' training and expose them to a comprehensive experience and extensive and multifaceted knowledge about the translation phenomena.

## 4.2 The online survey

In part I of chapter IV, we analyzed the semi-structured interviews and provided corresponding findings through a factorial analysis method using Sphinx software. The participants were translation professionals from both public and semi-public sectors. In this section, we shall provide the analysis and the findings resulting from the online survey sent through Survey Monkey platform to faculty and instructors working at two Qatari universities: Qatar University and the Institute of Translation and Interpreting at the College of Humanities and Social Sciences (Hamad Bin Khalifa University). We will use descriptive methods to calculate the frequency of terms chosen by our participants in the online survey as well as identifying and describing our participants' views on the existing pedagogical/curriculum practices at their current institution as well as their own. This latter technique will be supported by the Likert scale ordinal format pseudo distribution to describe our participants' attitudes, views, perceptions and other psychological constructs indicators, especially in questions 9, 13 and 14. This type of choice in item level answering format allows them to indicate their position on the items that were designed for them in the survey regarding percentages. The rest of the questions have text-based replies, which can be analyzed in qualitative terms.

The below graphs and tables predominantly display analytic information. It is a quantitative type of analysis which will be displayed on two levels: the first will be the analysis of the socio-demographic information of the participants (age, sex, experience in the academy, years of experience in teaching translation), and the second will be the analysis of their perceptions and views of the pedagogical and curriculum practices in their context of work. Data collection instrument was sent to 14 faculty members working in translation programs at two universities in Qatar: Qatar University (Translation minor program) and the Translation and



Interpreting Institute offering MA degrees in translation and interpreting. Only 10 of them participated in the survey.

## **SECTION I**

### *4.2.1 General socio-demographic information about the sample*

#### *4.2.1.1 Age.*

Table 16 shows the age category of our participants working at both universities: Qatar University and the College of Humanities and Social Sciences at Hamad Bin Khalifa University. Four of them are either between 35-44 years old and another four between 45-54 years old. Only one participant was under the age of 34 years old. The same applies to those who are 55 years old and over. Despite the difference between the types of programs provided by both institutions, their teaching staffs mostly belong to the same age category. The participant who is less than 34 years is an assistant teacher at Qatar University. Therefore, the majority of our respondents are between the ages of 35 and 54 years at both institutions, with only one participant under the age of 34 working at Qatar University. The entire faculty working at TII are over the age of forty.

Table 16<sup>28</sup>

## Participants' Age

Age range	Response rate %
<34 years old	10%
35-45 years old	40%
45-54 years old	40%
55 years old and more	10%
Total	10

Q1 Age

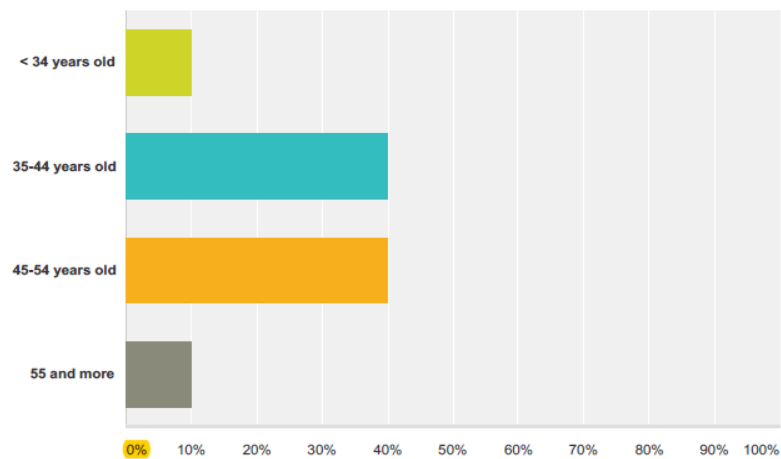


Figure 28. Representation of the variable Age

<sup>28</sup> These tables will be outlined alongside the histograms in order to explain the missing texts in some of the statements in the histograms.

#### 4.2.1.2 Gender.

As for the gender variable, table (17) shows that the majority of the faculty teaching at both institutions of the overall population surveyed (Seven (N=7) out of ten (N=10) faculty and instructors). Three of them work in the minor translation program at the University of Qatar, while the remaining work at the Translation and Interpreting Institute at Hamad Bin Khalifa University. Three of the respondents were female faculty. Hence, it can be noticed that a large majority of the teaching staff at TII is male, while two of the three instructors/faculty working in the minor undergraduate program at Qatar University are females

Table 17

#### Gender

<b>Type</b>	<b>Response rate %</b>
Male	70%
Female	30%
Total	100

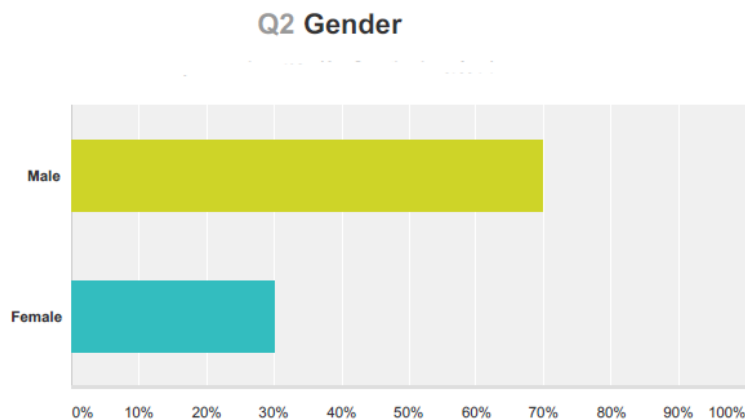


Figure 29. Representation of the variable Gender

#### 4.2.4 Qualifications.

Regarding qualifications, table (18) shows that seven of the teaching and research staff hold Ph.D. degrees, while MA holders constitute only 30% of the entire faculty population at both academic institutions. In the case of the TII, the MA holders (TWO (N=2) of them) belong to training staff working at the translation center within TII. They provide vocational training in professional translation and interpreting as only Ph.D. holders can teach in graduate studies. The only MA holder from Qatar University who participated in this research is an assistant teacher in the department. She supports the two other faculties in translation in their work of teaching or research.

As for the participants' area of speciality, we can notice that in the table (18) only five (5=N) out of the ten (N=10) participants mentioned their area of speciality; while the remaining respondents either intentionally or unintentionally ignored the question. A second look at the information provided by the participants in the online survey revealed that some of them did choose not to reply to this question.

Table 18

## Types of Qualifications

<b>Degree type</b>	<b>Response in %</b>
BA	0%
MA	30%
PhD	70%
Total Number of participants = 10	

Table 19

## Field of Specialization

<b>Participant#</b>	<b>Field of specialization</b>
1	Translation
2	Translation & Interpreting
3	Translation
4	Translation Studies

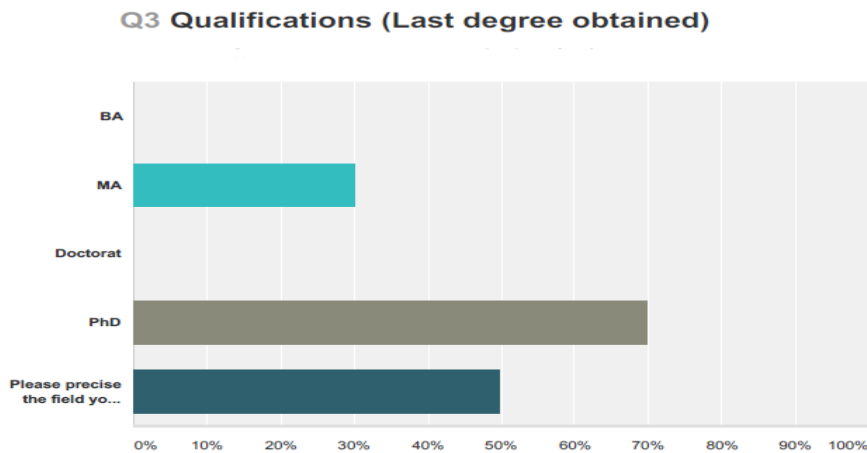


Figure 30. Graphic representation of the level of qualifications

#### 4.2.1.3 Current nationality.

Table (20) shows that nine (N=9) faculty and instructors working at both academic institutions come from various countries worldwide. Most of the institutions in the country have this type of staffing model. One of the participants preferred not to mention his nationality. This multinational environment is a model of all organizations either private or public in the country and the region at large since they rely on foreign human resources and capital to run their day-to-day operations. Recently, the country has seen a ‘Qatarisation’ process whereby the local population is heavily encouraged to replace expatriates in the workplaces. In other words, such policy gears all the local human capital graduating from universities and other vocational colleges and institutes to work in various fields, especially holding managerial positions to replace existing expatriates.

These diverse geographical backgrounds of the faculty can be a very beneficial element to exploit in a translation and interpreting context, should there be a curriculum culture whereby everyone is engaged in the ‘making of the

curriculum.’ Also, the enhancement of the ‘integrated approach’ (Pregents, 2009) to curriculum development may lead all faculty members to exchange and share University and professional practices in their countries with their colleagues. The integrated approach to curriculum encourages transparency and continuous dialogue between the teaching communities on their classroom practices. Such awareness of what is going on in others classrooms may be beneficial for both students and instructors as well.

Table 20

## Participants’ current nationality

<b>Participants#</b>	<b>Current nationality</b>
1	Moroccan
2	N/A
3	N/A
4	Qatari
5	American
6	British
7	Canadian
8	Portuguese
9	Syrian
10	Spanish

**N.B.:** Two out of the ten participants preferred not to mention their nationalities.

#### *4.5.5 Teaching experience.*

Regarding teaching translation or translation-related experience in general, table (21) shows that the least experienced faculty have three years experience in a university context, while the most experienced have about 29 years experience teaching in higher education. Nine (N=9) of the participants have responded to this question, while one did not reply to this question. It is noted that the ones who have more than five years of experience in teaching translation worked outside Qatar. This is because the first full translation program was established in 2012 at TII, while the translation minor at Qatar University was launched in 2011, revealing the embryonic state of the field in the university context in Qatar.

As for the teaching experience at the current institutions (table (22)), 6 out of the ten instructors and faculty confirmed that they started their work between the years of 2013 and 2015, one in 2005, another in 2007, while one participant restrained from replying to this question. It can be deduced that this relatively short experience is because translation teaching in a university context in Qatar is a recent field. For instance, the Master's program in Translation at TII started in 2012.



Table 21

Faculty and Instructors' Years of Teaching Experience in General

Participants#	# Years of experience
1	More than 20 years
2	10 years
3	12 years
4	3 years
5	8 years
6	10 years
7	0 years
8	19 years
9	14 years
10	10 years

Table 22

Faculty and Instructors' Years of Teaching Experience at Their Current Institution

<b>Participants #</b>	<b>Years of experience #</b>
1	3 years
2	1 year
3	2 years
4	3 years
5	4 years
6	3 years
7	0 years
8	2 years
9	9 years
10	3 years

#### *4.2.1.4 Type of contents taught.*

At the content level, table (8) outlines the types of courses our participants were involved in developing and facilitating at either undergraduate or postgraduate levels. Typical course titles that belong to the graduate level can be 'audiovisual translation' or (AVT), 'search methods' 'thesis seminar,' and 'Introduction to research methods.' The courses that correspond to the undergraduate level are: 'Principles and Strategies of Translation,' 'media translation,' 'Translation theory,' 'translation' and 'practical translation.' If we align these programs with translation programs at the regional level, we can see that the graduate program at TII has courses that are not taught in other universities, such as the Master's degree in Audio-Visual Translation as well as the course on seminars in translation studies. So, the programs at TII have a unique status in the region, since some of them, like interpreting and audio-visual translation, are only provided by the institution in the region at the Master's level. Also, as far as we know, these programs are the only ones, which are internationally accredited in the region.

Table 23

Q7: What Courses do You Teach?

<b>Participants #</b>	<b>Types of courses taught</b>
<b>1</b>	Translation
<b>2</b>	Media translation, literary translation
<b>3</b>	Theory of translation and comparative stylistics
<b>4</b>	Specialized translation, principles and strategies of translation
<b>5</b>	Introduction to research methods
<b>6</b>	Audiovisual translation, pragmatic translation
<b>7</b>	N/An (in charge of mentoring interns)
<b>8</b>	Research methods; AVT for access; thesis seminar
<b>9</b>	Translation (English-Arabic)
<b>10</b>	Practical translation; interpreting; translation theory

#### 4.2.1.5 Experience in the profession

In addition to their experience in academia, teaching translation and training translators, the participants were asked about their experience in the profession. Fig (31) illustrates the percentage of faculty who described their experience as translation professionals. Eight (N=8) of them said ‘Yes’ they had such experience, while two (N=2) of them said ‘No’ they did not have experience in the profession. Table (9a) shows in details the type of professional translators’ experiences and activities. Out of the 10 participants, seven declared that they provided professional services at one stage of their career; others still do so in parallel with their current duty as trainers. Participant #3 (P3) is still working as a professional freelancer providing services for various clients, in parallel to his

work as a trainer and senior reviser at the translation and interpreting institute. P7 describes the same pathway. As for faculty members working at both institutions (i.e., Qatar University and TII), some of them stated that they did ‘scattered and temporary work’ in the past (P5), or worked ‘as a community interpreter/translator’ while studying in the UK (P1). Another faculty said that she ‘worked as a subtitler for over 15 years’ (P3). Two of the participants revealed that they had no experience in professional translation, while one participant did not provide a reply to this question.

What can be retained from the above data is that the instructors have various types of professional experience in translating, but not to the extent of making the translation activity as their main source of income. The only participants who practiced translation (or interpreting) as their main activity and for an extensive amount of time are the respondents working in the professional services at the Translation and Interpreting Institute as both instructors/trainers and translation/interpreting practitioners.

Table 24

## Experience in the Profession

<b>Choice of answers</b>	<b>Responses in %</b>	<b># participants</b>
Yes	80%	8
No	20%	2
Total	10	

Table 25

## Description of the Professional Experience Gained by Faculty and Instructors

Participant #	Description of the type of experience
1	I worked as a professional community interpreter/translator while I was studying in the UK
2	Senior translator, government office, 2001-2007; Freelance translator, OIC, 2009-present, -Senior translator (Ministry of Education in Syria; 2007-2009); reviser, TII, 2013-present.
3	Worked as a subtitler for over 15years
4	Professional services staff member, offering training to MA interns and workshops in internship programs at TII
5	Scattered and temporary
6	Translating a variety of texts, e.g., legal, consumer-oriented, literary
7	I served as translation project manager for more than 20 years, and now I am in charge of professional development at TII

**Q8 Do you have previous experience as a professional translator ?**

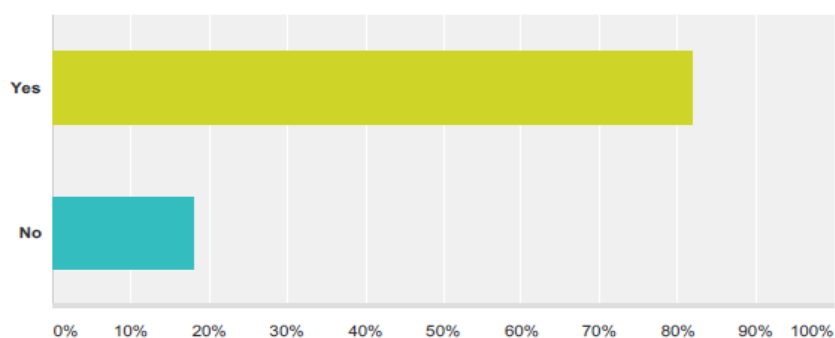


Figure 31. Graphic representation of educators' professional experience in multilingual service provision

## SECTION II

### *4.2.2 Data analysis and synthesis*

After presenting the general information about the participants according to their responses to this online questionnaire, this section will describe and analyze these participants' perceptions and views regarding the curriculum, pedagogy, and students. Due to the integrated approach we have adopted in this doctoral work, we prefer to present this analysis for each separate remaining questions (Questions 9 to question 14). The elements above (i.e., pedagogy, curriculum, and students) are mentioned in an overlapping way and to various levels in each of the responses to these questions. It is difficult to mention pedagogy as an isolated entity without reference to the concept of curriculum and students.

#### *4.2.2.1 Synthesis of question # 9.*

As highlighted earlier in the previous paragraph, we used the statistical descriptive method to assign a numerical value to our respondents' opinion vis-a-vis a list of statements (texts) in the table (26). The respondents had four choices to choose from: 'totally disagree,' 'partially disagree,' 'partially agree' and 'totally agree.' If we consider the results of the survey in table (26), we notice that six of them responded that they totally agree with the statement # 1 (i.e. Students should be exposed to various courses in the Arabic language and culture), three (N=3) relatively agree, and one (N=1) totally disagree. A similar responded was documented when participants replied to statement # 2 (i.e. The curriculum should include training on the socio-cultural aspects of the original and translated texts), whereby 8 (N=8) out of 10 (N=10) of them declared that they 'totally agree' with the statement, while two of them mentioned that they 'totally disagree.'

Table 26

Responses to Q# 9: To What Extent do You Agree with the Below Statements?

	Totally disagree	Relatively disagree	Relatively agree	Totally agree	Total
Students should be exposed to various courses in the Arabic language and culture	10,00% 1	0,00% 0	30,00% 3	60,00% 6	10
The curriculum should include training on the socio-cultural aspects of the original and translated texts	20,00% 2	0,00% 0	0,00% 0	80,00% 8	10
The curriculum should integrate training on the business aspects of the translation profession	20,00% 2	0,00% 0	20,00% 2	60,00% 6	10
Students should be educated on taking into perspective the local context in which translation is produced	20,00% 2	0,00% 0	10,00% 1	70,00% 7	10
Translation and Translation Studies curricula should allow students to spend more time as interns in work places	20,00% 2	0,00% 0	20,00% 2	60,00% 6	10
Translation and Translation Studies curricula should impose on students to undertake work placements/internships each year in a different work site	10,00% 1	20,00% 2	30,00% 3	40,00% 4	10
We should value the authentic teaching methods based on solving real world translation problems as encountered by fellow professionals in the industry	20,00% 2	0,00% 0	20,00% 2	60,00% 6	10
The program should integrate the project-based approach in teaching	11,11%	22,22%	0,00%	66,67%	9
Students should carry out at least one of their internships abroad or in the region	10,00% 1	40,00% 4	40,00% 4	10,00% 1	10



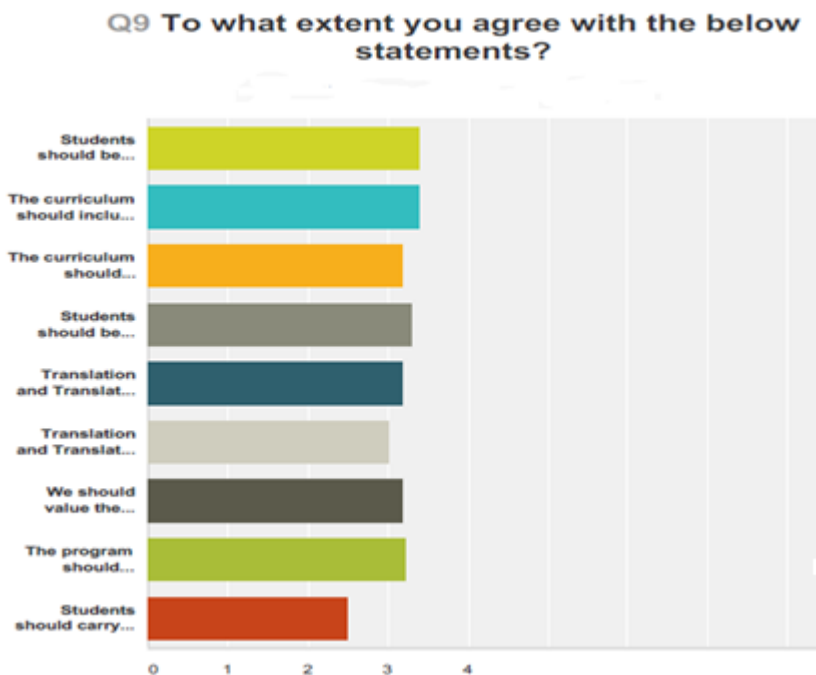


Figure 32. Representation of responses to Q 9

The respondents' reply displayed similar final average scores (3.20) for the following statements: 1) 'the curriculum should integrate training on the business aspects of the translation profession,' 2) 'Translation and Translation Studies curricula should allow students to spend more time as interns in workplaces,' and 3) 'we should value the authentic teaching methods based on solving real-world translation problems as encountered by fellow professionals in the industry.' There is a common agreement on pedagogical and curricular matters: use of active pedagogies, integration of professional components and use of internship activities to strengthen students employability related competencies.

It can be noticed that in both statements where the respondents' participation was low, these statements relate to an extra-classroom or non-conventional activity: work placements and internships. As for the rest of the

statements on the table (10), we see that the respondents predominantly value seven out of the nine statements on the table. These statements cover curricular, pedagogical and students related issues and proposals.

In the Arabic context, claims to improve students' knowledge in both Arabic language and culture were raised. For example, Atari (2012) pleads for a remediation in the context of translator training in translation programs at Arab-based universities and argues that trainees should be provided with intriguing learning environments so as students can work towards an advanced level of bilingual competence in Arabic and English at the very early years of training. In the same vein, Ferghal (2009), quoted in Atari (2012) observes that: "many Arabic-speaking students do not have an adequate level of language proficiency as a pre-requisite to translator competence" (p. 107). This issue has also been raised, as we highlighted earlier, by Al-Qinai (2010) in regards to the low level of students' competence in even their mother tongue (Arabic). Atari (1994) has referred to the problem encountered by students in clearly understanding the source text (in this case English), yielding various types of errors and deviations in proper rendering of meanings. Nevertheless, the author did not make reference to any social, behavioral and psychological types of competencies. Therefore, addressing this issue in the curriculum becomes crucial.

In addition to the language factor, the following statements in table #10 also referred to both pedagogical and curriculum practices. These can be listed as: 'the curriculum should include socio-cultural aspects of the source and target texts'; 'The program should integrate project-based approaches in teaching'; 'the curriculum should integrate training on the business aspects of the translation profession'; 'Translation and Translation Studies curricula should allow students to spend more time as interns in workplaces'; 'we should value the authentic teaching methods based on solving real-world translation problems as encountered by fellow professionals in the industry.' These statements share a

common denominator consisting in the fact that they are key elements in a professionally oriented type of program. In terms of pedagogy, the ‘project-based’ approach has been privileged in the international literature on translator education (Vienne, 1986; Gouadec, 2003; Kiraly, 2000, 2003, 2006, 2012, 2016), but, to our knowledge, far less highlighted in the literature on translation teaching in the Arabic context. The same could be said about the problem-based approach (Shuitevperder, 2014). Integrating the business aspects and components in a translation program and developing and structuring the internship programs are also aspects that were highly appreciated by our respondents to the online survey, with a reservation on diversifying internship activities by either sending students to various places in the country or region for an internship or sending them abroad as part of an exchange program. This reservation may be culturally motivated since a big percentage of students’ population is female, and there is a restriction on their mobility to undertake internship activities outside their home country. This might explain and justify the attitude of the teaching staff towards such statements.

#### *4.2.2.2 Synthesis of Question# 10.*

Table (11) illustrates the list of responses to question #10 which is related to students’ weaknesses and difficulties as perceived by the teaching staff. There are nine statements. One participant did not respond to this question. Out of the nine items, four were related to students’ difficulties with their first language (Arabic) (Statements # 1, 2, 6 and 8). Respondents showed their concerns regarding students’ language problems, especially Arabic. Another group of faculty expressed their dissatisfaction with the academic abilities, knowledge, and grounding in the discipline of translation itself. This can be seen in their replies to statements # 4, 5 and 7. This mostly refers to the students in the graduate translation program at TII. Another group of instructors stressed the lack of professional abilities either due to ‘insufficient practical training and limited

numbers of internship hours' (Statement #1), or lack of 'time management, teamwork and enthusiasm' (Statements #3 and 4), the inability to 'produce natural texts in line with the translation brief' (Statement #9). These last three statements refer to attributes of professional and experienced translators. The participant in statement # 2 mentioned that one of the reasons for student weaknesses derives from the way curriculum is structured and designed, such as the case of 'fake internships outside the institution' and 'the limited number of internship hours.'

Table 27

## Replies to Q10

#	Réponses
1	Their Arabic proficiency is not as strong as their English proficiency.
2	- insufficient practical training in other courses; - limited number of training hours; - fake internships outside TII; - poor Arabic and English proficiency.
3	Time management and team work
4	academic grounding, time management, enthusiasm
5	Lack of preparation / prior knowledge.
6	Arabic language structure, grammar.
7	They are torn apart between the research-based aspect of TS and its practical professional side of it. I don't think a viable unified stream could include both.
8	lack of language competence
9	- Producing natural texts in line with the translation brief.

Question #9 in table #26 was the first opportunity in the questionnaire for the respondents to express their views about the students' main weaknesses and difficulties through choices varying between 'total disagreement' to 'total agreement.' Regarding Question # 10, it is an open-ended question whereby faculty needed to provide a list of examples of students' weaknesses. Hence, the students' difficulties were classified, as per the respondents' statements in Table

11, as linguistic, academic and professional, with a high tendency to privilege language deficiency (especially Arabic) and professional abilities. Also, another finding was the fact that the faculty at Qatar University (QU) did not mention that professional competencies were a weakness in their students in the undergraduate minor. The young assistant teacher at QU made a slight reference, though, for the need of professional abilities. One of the reasons for faculty's lower focus on professional skills, knowledge and abilities is the fact that the program has a lower status and weight than the other two major programs in literature and linguistics at QU, although the program objectives, as highlighted earlier, include training students to work as professional translators in the future. The age factor is also a fact to consider since the young teaching assistant is the only member of the teaching staff at QU to mention students' need for professional abilities. Also, we should consider the extent to which tenured teaching staff at this university were exposed to professional translation activities in the past. Both faculties highlighted a modest exposure to such activities. According to Kiraly (2000), it is difficult for them to identify with the professionals' identity, develop such a self-concept and transfer it into the classroom. Therefore, it is not surprising that such a perception is absent from the interview.

As for faculty at TII, due to their diverse backgrounds and the exposure of some of them to professional translation or interpreting activities in the past, they did refer to the need of practical experience, especially for those students who do not have enough training or work experience in the real world of translation. Some other faculty at TII stressed the need for academic and research skills as well. This applies to both the returning adult professional students as well as the novice and less experienced student population. The fact that, as we mentioned in Chapter IV, there is a diverse and heterogeneous student population at TII it will require a hybrid training techniques and modes of instruction to suit the many types of student profiles: both experienced and less experienced students. According to some scholars in education, modeling and diversifying the modes of

instruction according to the specific contexts of the course is crucial. In this regard, Bédard (2009) stipulates that one should take into perspective the university's intended outcomes when engaging in active pedagogies in classrooms. Therefore, a balanced approach providing both institutional outcomes as well as professional or market context will certainly lead to a better future for all. (*Ibid.*, p11, summary translation from French).

#### *4.2.2.3 Synthesis of question #11.*

Question #10 is related to the type of knowledge that students need to acquire and appropriate in a professionally oriented type of translation program. In the table (27) only nine participants replied to question # 11. Their opinion can be divided into replies that privilege language competencies (Statements #1, 8 and 4), cultural competencies (Statements # 4 and 6) and various other types of practical knowledge that can be learned, acquired and appropriated through exposure to the professional environment. These can be found in internship contexts (statements #1 and 2), through having exposure to practice 'transferable and other 21<sup>st</sup> century skills' (Statements #3 and 5), involvement in professional practices and processes, like knowing about and practicing professional deontology and ethics (Participant #7) as well as project management, revision, and various tools (Participant and statement # 9) including technology and CAT tools (Participant and statement # 5, 6 and 9). It is to be noted that the faculty working at Qatar University did predominantly opt for language and cultural awareness, while the participants from the TII extended their choices into more updated needs, such as exposure to professional environments, use of technology, serving the community and knowledge acquisition from non-conventional environments such as internship and focus on the transferable skills, instead of only the linguistic and cultural skills.

Table 28  
Respondents' Replies to Q11

Participant #	Replies
1	Their Arabic proficiency is not as good as their English proficiency
2	Insufficient practical training in other courses: limited number of training hours; fake internships outside TII; poor Arabic and English proficiency
3	Time management and teamwork
4	Academic grounding, time management, and enthusiasm
5	Lack of preparation/prior knowledge
6	Arabic language structure, grammar
7	They are torn apart between the research-based aspect of TS and its practical professional side. I don't think a viable unified stream could include both
8	Lack of language competence
9	Producing natural texts in lien with translation brief

Hence, following participants' responses to question #11, it could be deduced that students' difficulties do not only lie in linguistic, cultural and other disciplinary elements, but also in non-conventional areas of knowledge that have been alien to university contexts. These are mainly related to students' predisposition and readiness to be exposed to acquire complex professional translation processes and adopt them within the available training time frame and resources at the University. 7 out of the 9 participants have referred to the non-disciplinary type competencies as weaknesses in current students' population studying translation in Qatar, especially the students at TII. These competencies can be summarised on: 'time management,' 'practical experience' or 'teamwork.' The respondents in the survey did also refer to students' low level in the Arabic

language and its culture. This alarming element has also been raised at the regional level (Al-Qinai, 2010) due to the predominance of English as lingua franca in the region and the overwhelming number of expatriate population in countries like Qatar, Kuwait and UAE, whereby institutions, society, and educational institutions use English to ease communication between all types of expat nationalities. Therefore, a review of the language policy in educational contexts is needed, such as the case of Qatar as highlighted earlier in Chapters IV and V, whereby Arabic is now made an official language of communication in government institutions (schools, universities, etc.). Many programs at the universities (such as Qatar University) have changed their language of instruction from English to Arabic, as is the case of Political Science and some other courses or areas of knowledge at the Department of Economics and Finance. This means that translation as an area of knowledge and practice is well positioned in this movement of reform, and the translation minor at Qatar University could well be developed into a full-fledged track or full degree program.

Hence, the faculty raised professional skills, knowledge, and attitudes as well as language and cultural knowledge as some of the weakest points of students. At Qatar University, the young teaching assistant referred to a lack of professional skills, while her colleagues did not. At TII, the instructors in the professional service center have predominantly referred to students' need for more professional training and a development of non-conventional types of competencies, while the rest of the faculty have either mentioned a hybrid view or mentioned that what students need is disciplinary type of abilities: language, knowledge of translation studies, and translation competence, rather than translator competence.



#### *4.2.2.4 Synthesis of question # 12.*

Table (29) reflects respondents' replies to question # 12 about the type of competencies needed in a future trainee translator. Their competencies can be classified into three categories:

1- the conventional types cited in most literature on translator education, like it is the case with statement # 1 'Socio-pragmatic and discourse competence' and statement # 4 'writing skills and cultural awareness,' or;

2- a mix of the conventional and non-conventional types of competencies such as in 'translation tools competencies, project management skills, linguistic and cultural skills' (Statement #5), and 'Reflection, autonomy, critical thinking, analytical and interpretive abilities, problem solving competence, decision making skills' (Statement #7), and 'Writing skills, capacity to evaluate translation, ability to use CAT tools' (Statement #9), or;

Competencies exclusively related to the profession's dynamics. These latter competencies can be seen in statements # 2 'translate to a professional level' (Statement #2), 'Flexibility and adaptability' (Statement # 3), 'Reviewing translation' (Statement # 6) and 'Translation competence' (Statement # 8).

Table 29.

## Replies to Q12 (Competencies)

**Q12 In your opinion, what are the main competences to be developed and deployed by a future translator at the end of his or her studies ?**

#	Réponses
1	Socio-Pragmatic competence, discourse competence
2	- translate to a professional level;
3	Flexibility and adaptability
4	Writing skills and cultural awareness.
5	translation tools competencies project management skills linguistic and cultural awareness diversity
6	Reviewing translation.
7	Reflection, autonomy, critical thinking, analytical and interpretive abilities, creativity, problem solving competence, decision making skills, etc.
8	Translation competence
9	- Writing skills - Capacity to evaluate translation - Ability to use CAT tools

Similar to what was discussed in the section on Question 11, the replies to the survey question #12 revealed that respondents, especially those working at TII, did show either partial or full appreciation of the professional dimension and professionally oriented types of competencies. Still, again, we notice that the faculty at Qatar University still privileges conventional competencies, except for the teaching assistant. As for the teaching as well as training staff at TII, they opted either for a mix of conventional and non-conventional type of competencies or else those that are exclusively non-conventional. The trainers at the translation center within TII providing professional development courses predominantly privilege the non-conventional competencies (revision, project management, flexibility, and use of translation technologies). This awareness of the need for the professional dimension is important. It shows a sentiment of empathy and desire

on the part of the instructor to help their students better prepare for their future careers. It also shows that these participants are willing to share their pragmatic views regarding what competencies are needed by their students to work in the market.

Results from question #8 on the participant faculty's previous experience in the profession showed that, apart from the instructors working at TII translation center and some of the faculty working in the AVT program and other occasional or visiting instructors, they only occasionally worked on some translations in the past. Therefore, their exposure to the universe of real world translation and its complexities is limited. In other words, they do not fit in with Gouadec's (2007) definition of a trainer with professional experience wherein he states that trainers should have reasonable experience in various translation sectors. Nor do they comply with the EMT framework for translator trainers (2013), which states that trainers should have 'field experience' and 'organization competence' among other types of professional competencies to be accepted as a trainer or instructor in a professionally-oriented type of translation program. Our respondents may have the ethical and moral duty to indicate students' weaknesses, but practical 'know how' to facilitate and integrate professional realism and complexities in the training program still need to be developed. According to Sundin and Jeremy (2005) training or educating for professions may be different from other types of conventional teaching in a university context. Students need not only to learn to master a set of intellectual and practical skills; they must also become part of a community with specific norms, values, and expectations concerning personal conduct. Furthermore, there has been a general pressure towards professionalization of translation as a field of study and as a practice (Dybiec-Gajer, 2014) – at least in Qatar and the Gulf region- that is why the question of translator educator profiles and identity has become relevant and important in this regard. Both TII and QU indicate in their general program objectives that they aim to train future translators who can be inserted smoothly into the translation

market. Therefore, it is important to stress this point, and it seems a promising solution to support academics to include the professional dimension in the curriculum.

#### *4.2.2.5 Synthesis of question # 13.*

Respondents were asked in Q #13 to give their views on the pedagogical practices in the translation program they currently operate in. Table (30) provides a list of pedagogical methods and techniques, and the respondents had to choose a score in percentage to evaluate the type of importance that is given to these pedagogies inside their current educational institution. For instance, it can be observed that the nine candidates (N=9) hit an average final score of 3.5 and 3.4 regarding the following pedagogies: ‘problem-based learning,’ ‘active in-class student presentations’ and ‘presentations initiated, animated and delivered by students.’ In other words, six (N=6) out of the ten (N=10) participants said that the institution gives high importance to these pedagogical activities. However, in other examples of pedagogical practices in Table 14, such as ‘information search and documentation techniques through contacting professionals’, ‘use of CAT tools’ and ‘working in virtual environment and on online platforms,’ we notice that the respondents scored a low final score (2.1, 2.4 and 2.8 respectively), except for the ‘use of digital resources and sources of information/ digital literacy’ whereby the participants declared that there is only an average type of. We also notice that ‘search for information through contacting experienced professionals’ was not highly scored by the respondents: 30% percent said that the importance is marginal and another 30% confessed that there is no importance given to that activity at all in the department.

Table 30

## Replies to Q13

Based on your experience, what importance is given to the below types of pedagogies in the translation program in which you operate?

	None	Marginal	Average	High	Total
Project-based learning	0,00% 0	30,00% 3	20,00% 2	50,00% 5	10
Problem-based learning	0,00% 0	10,00% 1	30,00% 3	60,00% 6	10
Theoretical lectures by the instructor	0,00% 0	20,00% 2	20,00% 2	60,00% 6	10
Active In-class students presentations	0,00% 0	10,00% 1	30,00% 3	60,00% 6	10
Presentations initiated, animated and delivered by students themselves	0,00% 0	10,00% 1	30,00% 3	60,00% 6	10
Search of information and documentation through contacting experienced translation professionals (part of an assignment)	30,00% 3	30,00% 3	40,00% 4	0,00% 0	10
Use of digital and online resources for documentation (e.g. Google)	0,00% 0	20,00% 2	70,00% 7	10,00% 1	10

Use of CAT tools and other specialized translation technologies	20,00% 2	40,00% 4	20,00% 2	20,00% 2	10
Use of online environments and platforms (i.e. Moodle, portables for managing translation workflow / projects .etc)	10,00% 1	30,00% 3	30,00% 3	30,00% 3	10

#	Are there any other types of pedagogies used in the program that have not been mentioned in this survey and that you would like to add ?
1	Action research
2	Portfolio projects.
3	No.
4	No

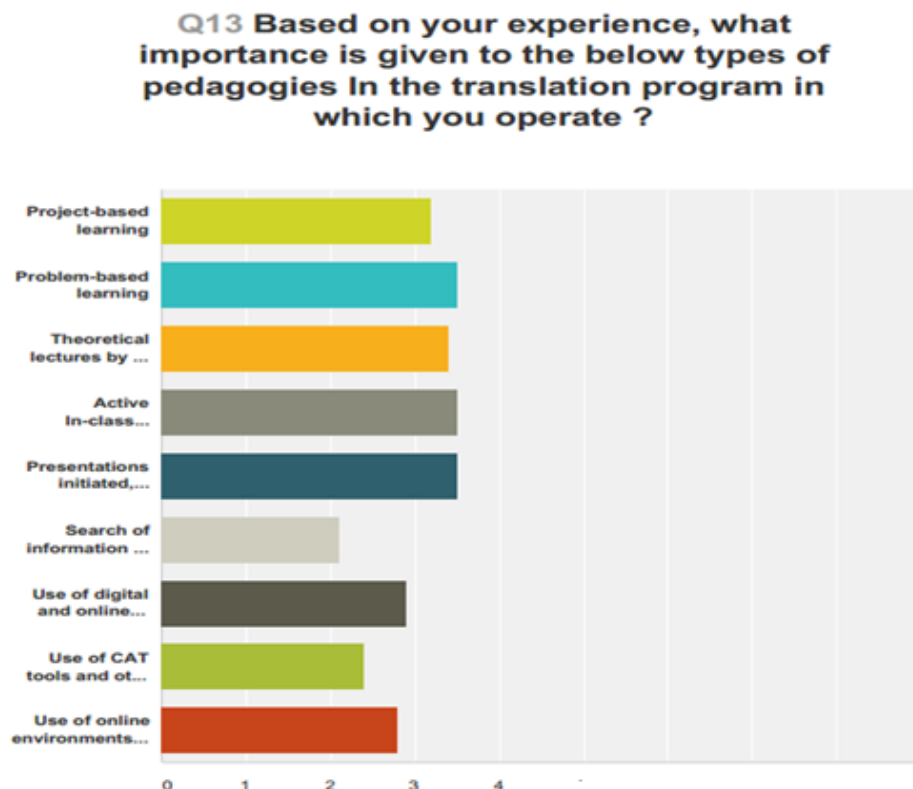


Figure 33. Graphic representation of replies to Q13.

We notice that respondents in Question # 13 think that their institution gives either average or high importance to on-going university practices, especially in human and social sciences, such as ‘Theoretical lectures,’ ‘Active in-class practices,’ ‘Presentation initiated, animated and delivered by students themselves’ and ‘Problem-based learning.’ On the other hand, and except for the use of ‘Project-based method’ their views on the use of innovative pedagogies and working in technology-enhanced environments in their institution scored low. It can be understood that, as highlighted in our review of the literature (Calvo, 2009) that the majority of translation programs are either academic (theoretical ) or in between the practical and the theoretical. The first is typical of translation programs which are teacher centered and whereby teacher centered didactical – rather than learner pedagogical activities practices - predominate (Pantic & Wubble, 2012). These are all western-based modes of curriculum orientations that

are also implemented in other countries. According to Wimkouwenhoven (2009), many higher institutions in developing countries predominantly follow western-based curriculum practices focusing on the disciplinary knowledge and less on practices needed for students to insert smoothly into the profession, often ‘being more Roman than the Pope’ himself (p. 2).

Nevertheless, operating in a discipline that is linked to a professional activity, such as that of multilingual service provision, needs to take into account the way some required professional competencies and knowledge need to be integrated into the curriculum and proper teaching, training and learning environments are provided to develop them. The online survey showed that teaching staff at both universities have just occasionally exercised translation as the sole source of their income and that – for the majority of them- this experience was restricted in terms of types (types of translation and texts they processed) and limited in terms of time (not as a full-time activity carried during an extended period). Thus, this limited access to and practice of real world translation activities in the various sectors (freelance and in-house) impacted their practices in an educational context of translator training and education.

While discussing the data from interviews, we mentioned that professionals did employ dynamic privilege types of pedagogies and training techniques, such as project-based approaches that will help students to acquire and appropriate skills, knowledge, and behavior appreciated and accepted in the professional community or practice (Calavijo & Marin, 2013). According to the authors, when students “work on a collaborative project in class, they become familiar with the project scope and the planning of the different steps, assuming different roles, they learn resource analysis, work distribution, expected quality standards, schedule and ethical consideration [...]” (p. 74). It has been mentioned in an earlier discussion point in chapter V that this approach can be applied to the Master’s program or in the final year of an undergraduate program (The Minor

program at Qatar University). Kiraly (2006) had highlighted that the project-based work for trainee translators need to be introduced, preferably, in the final years of a BA degree, since students gain at that stage sufficient confidence and knowledge about the discipline and its practice to allow them to be responsible and operate collaboratively with their peers on authentic projects carried in a classroom context.

At the Masters level, the collaborative work and the project-based approach should be integrated at the beginning of the course. Due to the type of students enrolling at TII, i.e., both working professionals as well as beginning trainees in translation who have less or no experience in translation practice, could be an advantage to benefit from at the pedagogical level. The experienced students could be mixed with the not-experienced students. The former could train and ease the appropriation of the novice students of the project-based or problem-based modes of instruction that the instructor provides. Furthermore, the EMT mode of trainee translators (2009) places ‘service provision’ at the center of the required competencies for graduates at Masters level. Our participants from the teaching staff expressed their will to carry out innovative modes of instruction, yet they also want to keep the same teaching, and instructional methodologies carried out at present in the institutions, and which two of the professional interviewees (translators) we interviewed said that it would be better if the institution could encourage more dynamic and professionally oriented types of training.

#### *4.2.2.6. Synthesis of question # 14.*

If Question #13 reflects the respondents’ level of importance given by their institution to the listed pedagogies, Question #14 (Based on your experience, what type of importance should we give to the following pedagogical apparatus in the translation program you operate in?) is about their views and perceptions of the same pedagogical apparatus highlighted in Table 31. For instance, we observe that in Table 15 that the participants give importance to active and innovative



pedagogical practices, such as 'project-based work' and 'problem-based learning'. The same case applied to the following statements: 'use of digital and online resources for documentation,' 'the use of CAT tools and other specialised translation technologies' and 'the use of online platforms and environments' (Moodle, portals for managing translation workflow/ projects, etc). Low percentages can be seen in participants' attitudes towards mainly 'the theoretical lectures by the instructor only 20% (2 out of 10 participants) of the participants voted that it is highly important. However, six (N=6) of them preferred to say that they prefer to keep the importance that is initially given by the institution to the activity of lecturing. This orthodox types of attitude by more than half of the surveyed population (six out of 10 respondents) can be explained by 1) the fact that curriculum culture at the institution seems not to leave wide margins to faculty to innovate and implement that innovation in the classroom context, 2) also, the another reason that could be highlighted is the faculty profile: lack of in-depth training in curriculum and pedagogy in higher education in general and more especially, that related to translator education. Being more informative about updated and ongoing pedagogical and curriculum practices in general, especially those applied to translator education, is crucial to have the ground to review such aforementioned institutional practices.

Table 31

## Responses to Q14

Based on your experience, what type of importance should we give to the following pedagogical apparatus in the translation program you operate in?

	Minor importance	Importance equivalent to what it is given at present time	High importance	Total
Project-based learning	0,00% 0	30,00% 3	70,00% 7	10
Problem-based learning	0,00% 0	20,00% 2	80,00% 8	10
Theoretical lectures by the instructor	20,00% 2	60,00% 6	20,00% 2	10
Active in-class students presentation	0,00% 0	50,00% 5	50,00% 5	10
Presentations initiated, animated and delivered by students themselves	0,00% 0	40,00% 4	60,00% 6	10
Search of information and documentation through contacting experienced translation professionals (part of an assignment)	0,00% 0	30,00% 3	70,00% 7	10
Use of digital and online resources for documentation (e.g. Google)	0,00% 0	30,00% 3	70,00% 7	10
use of CAT tools and other specialized translation technologies	0,00% 0	30,00% 3	70,00% 7	10
Use of online platforms and environments (Moodle, portals for managing translation workflow/projects..etc)	0,00% 0	40,00% 4	60,00% 6	10

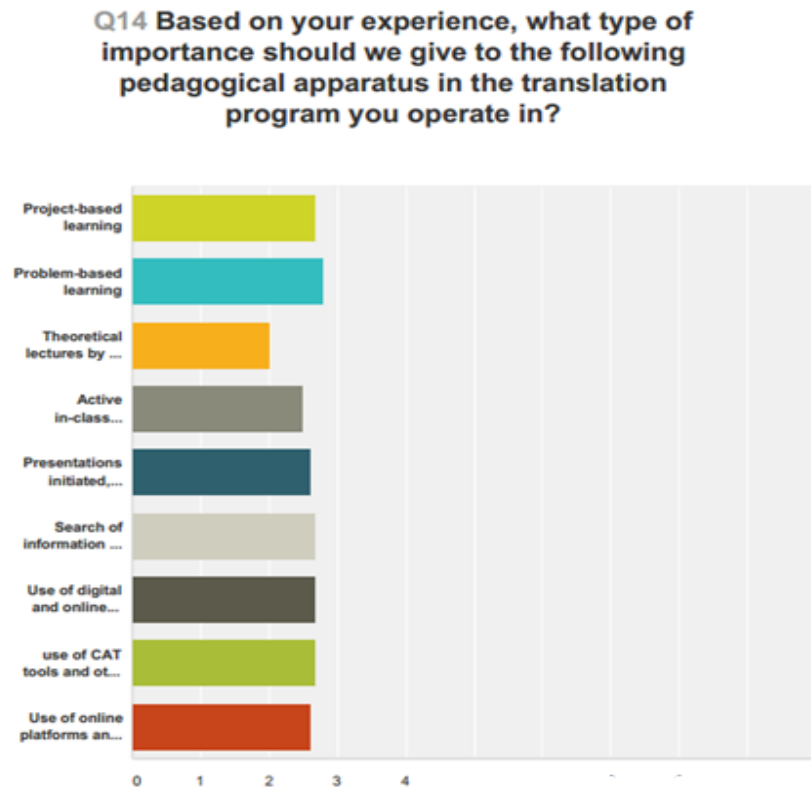


Figure 34. Graphic representations of the responses to Q14

It can be inferred from the respondents' replies to Question #14 that they incline to privilege the active and innovative pedagogies. The most striking point, though, is the very high percentage the respondents assigned to keep the 'importance that is currently given to the lecturing activity in the department at stake' (seven 9N=7) of the respondents voted for that choice). Only two of the participants (2 of the participants) have solemnly declared that they wish to give a minor importance to the lecturing activity. The letters were from the professional development unit. The majority preferred to maintain the status of the pedagogical activity within the institution (six (N=6)) chose to keep the activity as it is practiced in the institution at present). In this context, one should question what type of curriculum practices are taking place at both institutions: Qatar University and TH. Are they the activities mainly based on 1) disciplinary knowledge,

university orientations, and internal departmental and college level criteria? Or 2) nationwide developmental orientations and a close identification and scanning of the professional practices in the local and regional translation and interpreting markets?. The first type of curriculum practice is what was described by Kearns (2006) and Calvo (2009) as the theoretical or academic type of curriculum design and development model, while the second example refers to the competency-based models of curriculum development adopted in this research endeavor. More specifically, in our case, the comprehensive competency-based approach to curriculum development (Mudler, 2012).

Lastly, knowledge of pedagogy in higher education in general and the study of curriculum and the pedagogy applied to translator education in particular, is crucial for any stakeholder involved in an institution offering translation or interpreting programs. Such knowledge and expertise may be a lens to orient programs, its curricula, and needed pedagogies in the appropriate direction to provide not only translators but also translation service providers. After all, the service provision competence is the core competence on the 2009 EMT Translation Competence Framework. In a competence-based type of training, what is taken into account are the competencies to be acquired on a given programme being defined on the basis of ‘a description of the corresponding professional profile; it involves methods, such as case studies, problem-based, task and project-oriented learning’ (Galan-mamas & Hurtado, 2015, p. 63). As a result, Way (2009) argues that training in higher education must take into consideration the teaching practices that take student trainees closer to the real world of the profession. Amongst these are the project-based and problem-based approaches.

Concerns over choices made and decisions are taken in curriculum design, development or implementation have been highlighted in the literature on translator education (Calvo, 2009; Kearns, 2006, 2012; Kelly, 2005, 2008;

Puntic & Wubble, 2012), and mostly the ideological matrix governing such curriculum (2012). Atari (2012) has also highlighted the role of the ideological friction within translation units in language department in many of the Arabic universities as a hurdle to providing a balanced and professionally oriented type of translation programs at Arab based universities. If “a curriculum is created to do something, specifically to impact students in a certain direction” ( Null, 2012, p. 32), it could be done through not only introducing students to the discipline of translation studies or translation theories, principles, techniques and strategies, but also to the professional realism of translation practice where most of the students will end up.

#### **4.2.2.7 At the Level of association and multivariate measures**

Finally, similar to the way we processed our socio-demographic data in chapter V, we calculated the measures of association between the descriptive variables in this survey. Given the small size of the sample (10 participants), we calculated the likelihood ratio or likelihood ratio Chi-square ( $L^2$ ) to get information on the area of real significant association (what are the relevant categories?), and on the strength of the association (Bearden, Teel, & Sharma, 1982). Moreover, we used the Cramer's V as it is a good indicator of the size effect, and a criterion to measure the type of error probability: either type 1 or type 2 (Bourque, Blais, & Larose, 2009). In summary, and for interpreting our results, we only chose the crossed variables for which both the calculation of ( $L^2$ ) and the Cramer V were significant. Last, we used the Multiple Correspondence Analysis (MCA) method, which ‘is an extension of correspondence analysis (CA) which allows one to analyze the pattern of relationships of several categorical dependent variables’ (Abidi & Valentin, 2007, p. 1).

Therefore, after describing and analysing the frequency of responses vis-a-vis the statements and choices related to either the on-going curricular or pedagogical practices, in this section we shall proceed with calculating the

responses in terms of measures of association and multiple correspondence analysis to illustrate the relation between the various variables; either nominal or ordinal or both at the same time. This is done to check the degree of associations between the selected variables vis-a-vis selected corresponding statements. We selected a few examples to clarify the degree and strength of association between various variables and statements.

For instance, the variable ‘age’ and the item 9.3 (Statement #3 in Question #9) ‘The curriculum should integrate training on the business aspects of the translation profession’ are significantly associated ( $L^2 = 8.456$  (2),  $p < 0.015$ ;  $V = 0.816$ ,  $p < 0.036$ ). Instructors under the age of 45 years old are over-represented among those who entirely agree with the statement. Similarly, the variable “age” and the Statement 9.5 (Statement #5 in Question #9) “Translation and Translation Studies curricula should allow students to spend more time as interns in workplaces” are significantly associated ( $L^2 = 8.456$  (2),  $p < 0.015$ ;  $V = 0.816$ ,  $p < 0.036$ ), and teachers under 45 years old are over-represented among those who entirely agree with the statement. Also, the same variable ‘age’ and the Statement 13.5 (Statement #5 in Question # 13) ‘Initiated presentations, animated and delivered by students themselves’ are significantly associated ( $L^2 = 6.225$  (2),  $p < 0.044$ ; Cramer's  $V$  is also not significant). Teachers over 45 years being over-represented among those who give an average importance to the statement. Lastly, the “age” variable and the statement 14.1 “Project-based learning” are significantly associated ( $L^2 = 5.487$  (1),  $p < 0.019$ ;  $V = 0.655$ ,  $p < 0.038$ ); teachers under 45 years old are over-represented among those who believe that we should give equal importance to this type of pedagogy in relation to what is currently given in the department, while their colleagues over 45 years old are over-represented among those who believe they should give great importance to it.

The variable ‘previous experience as a translator’ and the state 13.6 (Statement # 6 in Question # 3) ‘Search for information and documentation

through contacting translation experienced professionals' were significantly associated ( $L2 = 6.189 (2)$ ,  $p < 0.045$ ; the Cramer V is also not significant); teachers with no previous experience in professional translation are over-represented among those who do not value this type of learning environment.

Hence, the 'age' variable, if measured against respondents' responses to some selected individual items or statements, like the ones we mentioned, can reveal the participants' perceptions regarding some practices carried out in their educational contexts: translator training and education contexts.

#### *4.2.2.8 Multivariate measures.*

In Question # 9, younger teachers (under 45) are the ones who consider in a more systematic way that we should both give more room in the curriculum to the professional training dimension useful to practice the profession as well as the internships in workplaces. Older teachers' views are split between partial agreement or full disagreement vis-a-vis the same proposal. Thus, they are more reserved and orthodox with their statements than the younger teachers.

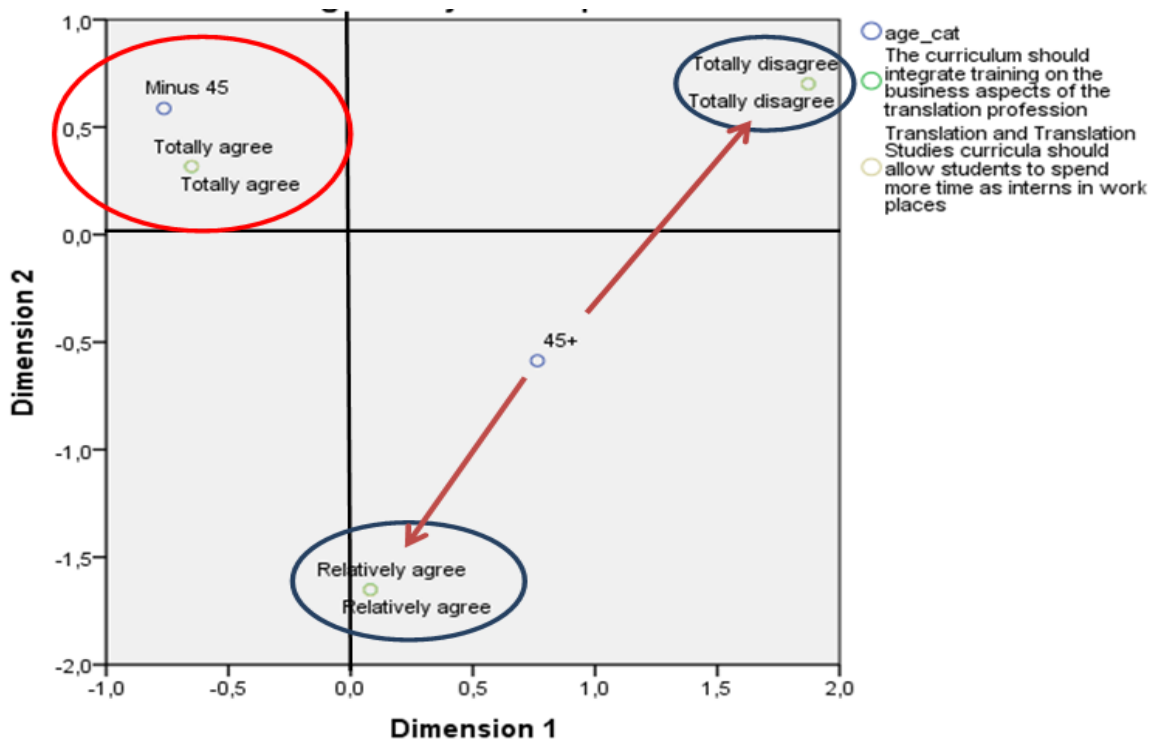


Figure 35. Representation of the Multiple Correspondence Analysis (MCA) integrating the variable 'age' with two items 'presentations initiated, animated and delivered by students' and 'project-based learning.'

Regarding Question # 13, older faculty are characterized by the fact that we should give high importance to project-based learning in the programs in which they operate, while they consider that there should be an average weight given to 'presentations initiated, implemented and animated by the students.' As for the younger teachers, they consider giving the project-based learning an equal importance to that which currently is given, but they also give high importance to the 'presentations initiated, conducted and led by students in future curricula.'



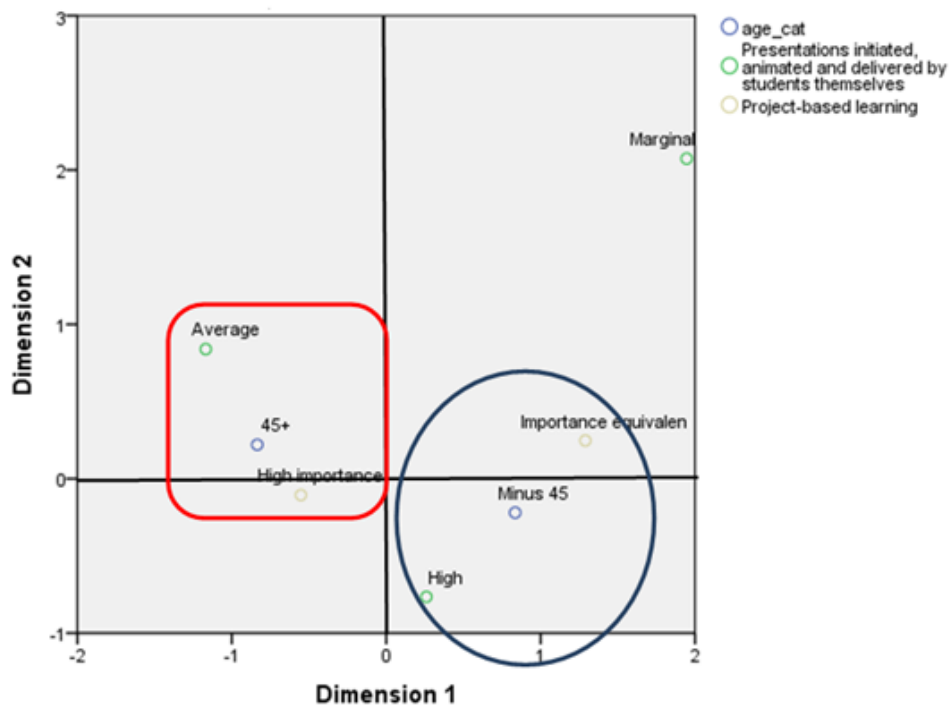


Figure 36. Representation of the Multiple Correspondence Analysis (MCA) integrating the variable 'age' with two items 'The curriculum should integrate training on the business aspects of translation profession,' and 'translation and translation studies curricula'

To sum up, in the context of multivariate technique usage for our samples, it can be revealed that age factor is an index to determine participants' perceptions or attitudes towards more than one items on the list of statements provided. The above statements in figures (y) reveal how younger and older faculty rate two items typical of professionally oriented types of translation programs: extended and international internship as well as the integration of the business aspects of translation profession.

## CHAPTER FIVE: DISCUSSION

### 5. INTRODUCTION

Our research problem in chapter II explained how existing translation programs in the Gulf region are disoriented at the curricular and pedagogical levels, including the fact that there is a lack of alignment between existing practices in the job market and the knowledge and skills taught in the classroom. This situation leads to a general research question: What type of knowledge needs to be acquired and which competencies need to be developed in university-based BA translation programs to respond to the local and regional translation market and society? A general objective was then generated for this research, which focuses on presenting a localized model for a professionally oriented curriculum for graduate and undergraduate translator education programs in Qatar using internationally known frameworks in the field of translator training in general and taking into consideration the local practices and context. To conduct our inquiry, we focused on four main objectives : 1) Identification and description of the professional translator profile in the Qatari context; 2) Identification of the pedagogical (teaching and learning) practices used in translation programs at Arabic universities in the Gulf region, including integration of ICTs and language technologies; 3) Identification of the profiles of teaching staff in terms of knowledge required and competences to be developed and deployed in a professionally-oriented translation programme in a university context; and 4) Description of the conditions to integrate market requirements in these types of professionally-oriented programs. The following sections will provide an interpretation of the findings to address the general objective guiding this study in the light of the inquiry problem, the theoretical framework and the objectives of the research.

In specific terms, the first section from Chapter V will focus on the discussion on the findings from the semi-directed interviews with translation professionals. It is the first step to follow in a competency-based approach to curriculum design and development. Winkouwenhoven (2009) names this pathway the ‘royal track’:

[...] Involving the formulation of a professional profile with key occupational tasks, followed by the graduate profile with selected core competencies that relate directly to the professional profile (...) the final attainment levels of the graduate are defined in competence standards for both domains-specific and generic competencies. (p. 6)

In the same vein, Mudler's 2012 study, quoting from Khaled, Gulikers, Bimans & Mudler, 2011, indicates that in a competency-based education (CBE), profiling occupations and competencies are the foundations upon which the design of curriculum and instruction is based on, and that: “Content, job, and task analysis are very often the starting point of the development of comprehensive competence-based education. The results of these analyses are taken into account for making decisions regarding education and training content“ (Khaled et al., 2011, p.1; cited in Miller, 2012, p.1).

So, unlike what has been practiced in many academic contexts, in a comprehensive competency-based curriculum the focus is not only on the disciplinary knowledge but also in the emerging knowledge from practice in the local multilingual communication industry. The processing of a competency profile reflects what a professional translator or interpreter does and thinks today, as well as an outlook on the pathways the profession may take in the coming years ahead (Canadian Financial Planning Standards Council, 2015). Such process can apply to translator education as well.

In the second part of chapter V, the findings of the semi-directed interviews and the online survey with faculty and instructors at the University of Qatar and Translation and Interpreting Institute at Hamad Bin Khalifa University will be discussed.

## **5.1 Data Interpretation**

After discussing the reasons for starting our inquiry with identifying and documenting the professional competency profile instead of the disciplinary and content knowledge as it has been the tradition in most ‘theory-based’ types of curriculum design and development approaches (Calvo, 2011), we shall provide in the paragraphs below a detailed interpretation of the findings from our transcribed verbatim whose analysis was provided in chapter IV.

## **5.2 Competency Profiling**

The findings from the identification of the professional profile (Objective # 1) revealed a few important elements that will be discussed in this chapter, and then international literature on similar issues would be brought to the fore to support our arguments.

### *5.2.1 Discussion of the main points in Theme I.*

The main elements that represented the participants’ profile can be summarized in the following points: 1) Continuous training and development; 2) Mobility; 3) Self-employment and self-starting initiatives, and 4) Self-learning.

#### *5.2.1.1 Continuous training and development.*

Regarding theme I, the findings were related to our participants’ profiles, career, and training pathways. For instance, our respondents are working professionals who are making a living out of providing professional services in translation and interpreting. In other words, such activity is the main source of

income for them. They use predominantly a discourse full of terms referring to the world of work and practice, which also reflects an important element of their identity. This identity is the one that future translation students should appropriate. Therefore, understanding this professional dimension as well as the fact that these same individuals do go back to take further studies at the university is crucial in the design and development process of any translation program. Shu-Huai (2014) contends that to professionalize a translator trainee in a degree program requires that the teachers need “to have the ability to adapt to and handle the translation market practices” (p. 199). In the same vein, Shaffner (2012) affirms that academics in translation programs focus on research and teaching and less on professional aspects of translation. That is why her department decided to partner and team up with translation professionals from the translation industry to transfer the market practices into the classroom. Nevertheless, the question that remains is: Is this move and initiative by Shaffner's institution enough to maintain quality translation programs?. Likewise, Jaaskelainen, Kujamaki and Mäkisalo (2011) argue that: “Now, the question is whether we as researchers and teachers of translation are sufficiently aware of the norms and expectations that prevail on the translation market to, on the one hand, describe it adequately in research and, on the other hand, to prepare our graduates to enter it after graduation?” (p. 149).

Nevertheless, the reality of university-based professional programs requires that faculty to produce research in their area of expertise as well as teach to maintain their jobs. This is an ongoing fact that we should not neglect. The model that Schaffner (2012) presented in the previous paragraph at her institution whereby faculty collaborates with the professional practitioners (translators and interpreters) to provide the professional contents and training is a sound solution to consider. This way professors focus more on research and teaching theoretical contents, especially in graduate courses. In Canada, as we mentioned in chapter II, undergraduate and postgraduate programs recruit part-time or contact-based instructors to facilitate the professionally oriented type of courses. The instructors

are predominantly practicing professionals. However, issues may arise. S14 in the semi-directed interview referred to the fact that professional trainers should be integrated and recognized as faculty members as well. They need the same status that faculty has since they contribute heavily to maintain the image that the institution would like to communicate to the student and to the community: educating and training future translators or interpreters.

In the Arabic context, Atari (2012) confirms that translation departments in the Arab world need “to incorporate the vocational component that shows awareness of professional norms“ (p. 196), and that seasoned and competent professionals from the corporate settings need to be called upon to support existing academics in the department to facilitate practical and professionally oriented courses. A similar claim was made by Farghal (2009) and Emery (2000). Existing university administrators need to understand that this is an ongoing practice in many countries where translator training has matured. So, balancing between the academia and the professional dimensions is crucial in this context.

Therefore, it is important for the instructor and the program developer or designer to understand the translator’s professional identity and work environment, and it should not be neglected in a comprehensive competency-based approach to the development of curricular and pedagogical practices in a translation program. Instructor profile and background in a translation program is crucial. The Canadian model referred to in chapter I, whereby translation or interpreting practitioners are recruited based on their MA, and their proven professional practice can be a model to emulate. Still, according to Kelly (2008), the pedagogical competence of these instructors needs to be examined. As for the professional dimension, Gouadec (2007) referred to the importance of having experience in various areas of the profession: in-house (in a government installation or private company) as well as working as a freelancer or preferably as a translation project manager or vendor. This will allow the candidate to have a

thorough knowledge of multilingual environment industry and be able to transfer it to the classroom. This will take us back to the rationale guiding both the Euro-based German didactics versus the Anglo-Saxon curricular culture based on transferring knowledge and practices from society to the classroom, as highlighted in Chapter I. In our case, we espouse both approaches: we recommend the use of the didactic dimension for organizing the activities, as well as the teaching and learning environment- including materials- to support students to develop the needed competencies and provide authentic environments and activities and knowledge that makes sense for the learners: the future professionals. As for the Anglo-Saxon approach, it enhances the importance of integrating professional knowledge and practices into the classroom. This transfer is crucial in disciplines with professional as well as academic vocations, such as engineering, medicine and also translation. The curriculum orientation of a professionally oriented type of discipline requires the transfer of such knowledge and activities from the profession into the teaching and learning environment through well-designed pedagogical activities. For instance, through the use of active pedagogies like the project based approaches

Hence, such integration of the didactic and curriculum approaches in a university context becomes necessary, since student populations change. A case in point is that a percentage of our participants who attended the MA course in Translation Studies at TII in Doha were adult returning students (5 out of the 15 interviewed participants). These were, as mentioned earlier, non-traditional students who study beside other traditional students who came straight from undergraduate degree programs with little or no experience in the profession. So, addressing this heterogeneity in pedagogy and curriculum is a point that should not be ignored.

### *5.2.1.2 Mobility.*

A second feature that we depicted from our analysis of the verbatim is the mobility of our interviewees. The same conclusion was reported by Yılmaz Gümüş (2014) in an empirical study on translation practice in the Turkish context. Such a phenomenon is highly noticeable at all levels in today's globalized world. However, in the context of this inquiry, such activity was not exclusively due to globalization, since the same activity took place in the golden age of the Arab-Islamic enlightenment period (During the middle ages in Europe), whereby translators from all faiths and nationalities such as Jews, Christians, and Persians who were competent bilinguals and well acquainted with the themes they translated, came from various areas in the region to work in Bayt-Al-Hikmah (in Baghdad) during the Abbassid era.

All the respondents who took part in the interviews are still working away from their home country. Some of them worked in other countries in the region before moving to Qatar. Others worked in Europe and North America for a while as translators/interpreters (for example, S13, S3). This means that they brought with them a vast and diversified set of experiences that made them unique and employable. Furthermore, S3 reported that one of the problems that the recruited novice translators face is to work in an international context and with colleagues of many nationalities.

In this regard, Kelly (2008) contends that in the design of curriculum in a university context careful attention needs to be paid to institutional and local contexts, despite the internationalization of higher education and the globalization of the translation profession. One of the elements to be taken into consideration in the local context of Qatar is the profile of a fair proportion of students enrolling in the postgraduate program at TII. According to some of the participants in the semi-directed interview as well as an administrator in the postgraduate program of translation at TII the classroom is heterogeneous and contains diverse nationalities



and profiles: novice as well as very experienced professionals. The majority of these have come from various backgrounds and countries worldwide. As for the translation minor at Qatar University, it is predominantly made up of students coming from various colleges to enrol in the minor translation course mainly to improve their bilingual skills in both Arabic and English, and expand their textual and cultural knowledge through translation.

The elements of globalization and international migration of translators in the context of Gulf countries in general, and especially in Qatar, should be taken into consideration by advanced degree programs in translation and changes need to be introduced into curricula design and development (Hurtado, 2015; Konwar & Barman, 2011). For instance, in the case of Qatar, to have access to a translation job in government installations it is mandatory to have an MA in Translation. Therefore, a considerable number of aspiring local or expatriate translators or interpreters might be applying to these programs to take further training to have access to better work opportunities. In other words, the university needs to adapt to the new population of students: the non-traditional student population and their characteristics and requirements. In parallel to this category of students, similar care should be given in curriculum/course design and development to the students who have little or no experience as translators. If the country's major vision for 2030 is to empower the capacities of the human capital, translators as knowledge producers and users are no exceptions (Qatar Vision 2030 Document), as they are also agents in this visionary project through their provision of multilingual services to promote and disseminate the country's image and deeds worldwide. Ho (2005) confirms that: "in today's global market, professional translators are one of the working forces of the new knowledge-intensive economy." (p. 1). In the case of Qatar, the language professional has a great role to play to communicate and promote to the world the agenda of this emerging country. Thus, the importance of translation or interpreting programs and the roles they play in preparing these professionals to contribute with their

competencies to the local, regional as well as international community and economies need to be recognized. In a country where the large majority of the population, as highlighted in Chapter I, is expatriates who are based in the country under renewable contracts, it seems very pertinent to consider the very heterogeneous and diverse nature of the students or adult expatriate population coming to enroll in courses. Also, one needs to consider that these students are mobile types of students. They move with their families to the region to seek further and better opportunities. They might have studied in two or three other countries before moving to Qatar.

#### *5.2.1.3 Self-employment and self-starting initiatives.*

In addition to the features mentioned above, another important characteristic of the surveyed professionals is that several took the initiative of working as freelancers or as self-employed translators while still at the university as students. According to Alcina (2002), such practice is an important component in a translator's work. Olivera-Lobo (2009) stipulates that the professional translator's work is increasingly influenced by information and communication technologies since new patterns of work have emerged due to the developments in technology, such as remote or internet based work.

The lack of structured internship programs for some of the professionals who studied in countries like Egypt and Lebanon pushed them to seek work or training opportunities on their own to gain practical experience. They continued to do so after their graduation. Some of them still work as such or occasionally outsource some translation work. This shows that it is a practice that needs to be taken into account. Indeed, such practices should be integrated into the curriculum. A clear example of this is Calvo's Module of Freelance Translating (2007), which she introduced in the curricula of the university she is working at (the University of Pablo de Olavide in Spain). Below is an outline of such course

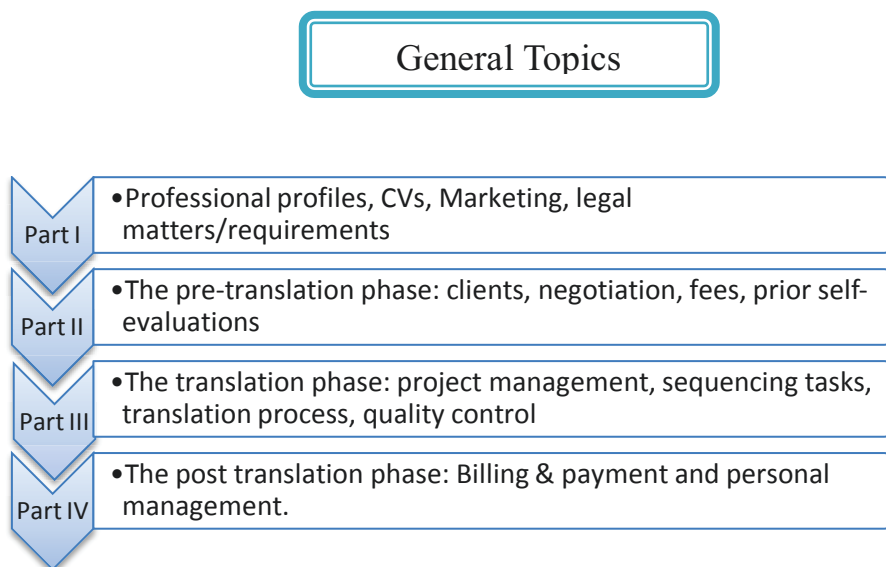


Figure 37. Model of freelance translation (Calvo, 2007; cited in Way, 2009, p. 133)

Autonomous work, mobility, and outsourcing engender signs of “self-direction” and entrepreneurship. One needs to be self-driven to work in this way. All our participants manifested in their verbatim their mobility from one area of translation to another, and from one country to another for either career development or the will to have better job prospects and income. Knowels (1975) defined the concept of “self-direction” as the “process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes” (p. 18). Pyne, Rundquist, Haroer and Galimer (2013) quoting from Healy (2008) contend that the skills and abilities associated to self-direction allow the individual adult to be able to cope with the constant changes in the profession such as, in our case, translation or the multilingual industry in general.

Nevertheless, this individualist aim has been questioned by experts in the area of professionalization; since, according to Flexner's (1915) six criteria for professionalization, the professional should always prioritize serving the society instead of always thinking about his or her personal gains (Quoted in Tyulenev, 2015). Foregrounding altruistic concerns before individual aims are crucial. "Self-direction" may not be a symptom that can be seen in many undergraduate students due to their lack of exposure to the real world's work environment. Therefore, the traditional 'invisible' translator (Venuti, 1995) and the entire profile of the translator's identity needs to be taken seriously into account in translator education and training programs, and special learning and training environments need to be designed and developed to cater to initiate the learner to appropriate such an identity. The translator in a 21<sup>st</sup>-century work context works differently from his or her ancestors. For instance, with the development of technologies, technology-mediated and online translation work activities and translation project management are part of the work process of any translator nowadays. The latter can work from any place and have the predisposition to interact with online and face-to-face environments. Therefore, using a curriculum and a pedagogical approach that could integrate and operationalize these elements would be another example of using real world contexts in a 21<sup>st</sup>-century curriculum and educational situation to:

Create meaningful activities that center on the resources, strategies, and contexts that students will encounter in adult life. Such type of teaching reduces absenteeism, fosters cooperation and communication, builds critical thinking skills, and boosts academic performance. When students see the connection between what they are learning and the real world issues that matter to them, their motivation soars and so does their learning

(Partnership for the 21st-century partnership: 21st-century curriculum, 2007, p. 3)

Such type of practice may be a preferred activity or option for many women in the region, especially those who have family restrictions. It helps them stay active, productive and empowered, although this may clash with many in-group and contextual, cultural traditions. Still, pedagogical activities need to be developed and implemented to help the transition of the students from rote and passive learning to more active types of learning through projects to appropriate autonomous professional abilities.

#### 5.2.1.4 Self-learners.

Although some participants undertook some training in translation while still at the university, others learned by doing and did not have degrees in translation. Their education was in fields other than translation. According to Pym (2009), it is a common practice that the majority of professional translators in the world learned by doing and had no training in translation per se beyond their experience. Such an apprenticeship model of acquiring translation competence over the years in the history of translators produced many talented translators, especially literary types of translators. Nevertheless, according to Tyulenev (2015), such types of translators who did not go through training at one stage or another represent a hurdle towards the professionalization of translation. Such claim was raised in Chapter I when we talked about the steps needed to achieve professionalization in any country. The author applied Flexner's (1915, pp. 20-23) six criteria for professionalization to explain his point. These can be synthesized as follows:

- 1- The first of these criteria consists of the type of responsibilities a translator has during the translation lifecycle; whether he is the initiator and the finalizer of the translation activity;
- 2- Second, his reliance on a solid theoretical background from the scholarship of translation studies to support his activities;

- 3- Third, the fact that translation has only a transfer and bridging role and it is left to others at the end of the process to work it to a practical and definite end;
- 4- Fourth, there is the premise that talent is not a measurable and clear index of professionalism, and that it should be well defined through certification or training. He argues that a nurse, for instance, cannot be employed because she is talented, but because she received a type of training that is accounted for;
- 5- Fifth, translation is organized and perceived differently in every country. And the degree of recognition varies from country to country;
- 6- Sixth, professions should primarily serve society and altruistic purposes, instead of practitioner's individual and financial gains and objectives.

Therefore, in the case of translator training, providing content in translation history, theory, and ethics should not be underestimated if the aim is to both educate and train translators at either undergraduate or postgraduate levels. These types of contents would enhance translator identity in society. This is similar to other practices in other professions: a lawyer or a doctor has to be fairly acquainted with theoretical, ethical and historical knowledge about his discipline in addition to industry-related practices and knowledge prior to his or her appointment. Thawabit (2014) quoting from Pym (2010) states that education and theoretical background are important for translators and institutions alike, as without such knowledge one will end up going back to ancient medieval apprenticeship modes of training. Mackenzie (2004) contends that: "Practice in translation skills is not enough to make a professional. Professionals need to have a background in the history, theory, and methodology of the subject to give them insight into their role and thus to strengthen their self-image as professionals" (p. 33)

Guidere (2010, p. 77) contends that one needs to take into consideration the types of theoretical contents in the context of translation programs at all levels,

since what should be promoted is a concept of translation whereby the focal element is not the language, the semiotic or textual dimension, but the translation-specific activity. Such interpretation would be relevant for the future translator and would make sense for the returning professional who wants to take further education and training. The same author contends that a customized didactic method should be developed to teach these theories to show its relevance and utility to the student translator who seeks clear instruction on how to translate rather than abstract concepts (Ibid, p. 77). In the same vein, Malkmkjaer and Windel (2012, p. 2) state that:

Translation and interpreting trainees must also acquire a good understanding of the history, theory, and culture of the translation and interpreting disciplines, so that they will gain a sense of themselves as professionals practicing an ancient profession which has played a central role in the development of people, languages, cultures, and which is the subject of a significant body of research.

Furthermore, the ongoing discourse on making a distinction between theory and practice is no longer tenable, and modern university curriculums in many countries and institutions worldwide are working on integrating both the theoretical and practical input in professionally oriented types of translation or interpreting programs (Ibid., p. 2).

Ulrych (2005) also puts stress on the fact that such training of theoretical input in a translator education program enhances the metacognitive skills that a translator needs in his or her profession (see also related arguments in Echeverri, 2008). She reiterates on this particular point by saying that the current ongoing, “[...] behaviorist principle according to which one learns how to translate by translating needs to be bolstered by a sound theoretical and methodological foundation” (Ibid., p. 22). According to Green (2012), even the European Quality Standard for Translation Service Providers (EN15038: 2006) has in its text a clear

reference to the need to take training in translation theory as a compulsory part of translation competence development and identifies continuous professional development as a requirement for quality services.

Therefore, in a perspective of both educating and training translators, adequate disciplinary knowledge, as well as needed skill-sets should be interrelated and integrated into coursework. Otherwise, students will not have the opportunity to develop relevant theoretical knowledge. Such knowledge and skills could be useful to reflect on their practice and improve their status through finding the metalanguage to justify their choices and present their services to the public, as it is the case in all practices and professions. It has been noticed that the verbatim of the candidates who had their degrees in translation is richer regarding concepts, depth, and breadth. The participants are clearly reflecting on their practice and generating new knowledge after applying or referring to the disciplinary knowledge they received at the university. As for the self-trained type of participants, we noticed that their arguments are less complex; they lacked the metalanguage that could have given more strength to their discourse.

In the framework of localising the translation program either at undergraduate or post-graduate levels, we add to the above that special care needs to be also given to two main elements: the choice of the theoretical content as well as the choice of appropriate learning and performance environments to lead students to appropriate that type of knowledge through comparing it with Arabic examples from the history of the practice of translation in the Islamic and Arabic world. Also, the use of creativity is essential to generate new theoretical constructs through a theorizing process and the undertaking of practical research. This is crucial in a context where all translation studies concepts and constructs are predominantly Euro-based (Tomyscko, 2007; Van dale, 2015). There might be a way in a theory course to combine both the declared western-based literature on translation theory, but intensive reflective work through research needs to be



made to find examples from the Islamic-Arabic culture to compare and contrast them with the western documented type of knowledge in translation studies, and study the relation between them.

It would have been ideal if there were an existing full or major undergraduate program in the country to supply both the local society and the region with qualified multilingual service providers. The minor program at Qatar University was created following a campaign to promote the Arabic Language and make it the official language of communication at the University (Qatar University Bulletin, 2012). Students are taking it as a minor to strengthen their portfolio and as proof that they are competent in both Arabic and English. This bilingual ability is highly necessary as a core condition to have access to many job opportunities. Also, these students are eligible to enroll in advanced degrees of research-based Master's programs. The Minor's program objectives clearly stipulate that:

The Minor in Translation is designed to develop translation skills for students interested in acquiring an advanced level of proficiency in Arabic/English translation. The minor offers hands-on experience in the translation of a variety of texts from English to Arabic and vice versa. The minor aims at developing students' awareness of the cultural and linguistic challenges involved in translation as well as preparing them to pursue advanced degrees in the field. (Qatar University Website. Accessed on 10<sup>th</sup> May 2015)

In designing and developing a translation program, local and institutional criteria need to be taken into consideration. Still, to be just towards the academic representation of the profession and practice of translation, translators' characteristics, working environments, profiles, and competencies should be considered before designing content for courses or in curricula. Focusing exclusively on translation as a product in a classroom is only a small part of the entire complex environment of translator competencies. It is advisable to identify

these competencies and design content and activities that could help students gain, at the undergraduate level, an acceptable level of competence (i.e., knowledge, skills, and attitudes) in all these competencies to allow them to be operational and employable. Careers and Noriega-Sanchez (2011, p. 298) contend that: “Already in the mid-1980’s, some voices stressed the need to link translation teaching to professional practice, even in general undergraduate teaching.”

As a last remark in this section, I would like to use Mitchel-Shutevorder’s words (2014, p. 24) who contends that although Katan (2009) raises pertinent questions about the role of the translator, he does not explicitly explain their impact on translator training. In our research study, we tried to integrate the description of the profile of working translator as a crucial step in both the design and development of pedagogical and curricular activities in a translator education context. Elements like on-going professional development, exposure to various types of practices in the field as well as the need for a drive to shift from one area of knowledge into another and constant migration between countries need to be integrated into a curriculum of translator education despite the challenges and resistance that may imply in a university context. Academic contexts favor research and disciplinary content knowledge, while competency-based approaches and philosophies prioritize organizing learning experiences around the needed competencies by practitioners, either predominant or emerging. These need to be contained and integrated about learner profiles, and qualification standards need to be developed to prepare a learning or training environment to let students develop such competencies progressively.

### **5.3 Theme II**

In this part, we will discuss the predominant and emerging translation practices in the Qatari context. Due to our findings regarding this theme, including the fact that our respondents enumerated in their response many of the predominant translation types as potential emerging practices. we will discuss the

classification in an overlapping way under one heading. Further discussion will show the pedagogical and curricular implications of these practices in the academic context and training environment in general.

### *5.3.1 Predominant and emerging practices in the local translation market.*

The findings from the discourse of the participants in their responses to the questions of theme II indicated a few significant points. For instance, when they replied to the question regarding the types of translations they think are predominant and emerging in the Qatari context, they demonstrated their knowledge of the field, the environment they operate in and the extent to which they interact with the fast advances in the profession. This allowed them to display their knowledge of the professional field as well as the market trends and practices. They showed, each to his or her capacity, their knowledge of the local and regional situation of the profession of translation. Such type of ‘know how’ is listed in the trainee translator (2009) and translator trainer EMT framework of reference (2013) as a must to have for any aspiring translator trainee or trainer in a translator program.

The list of translation types we depicted from the participants’ interviews (see Table 5 in Chapter IV) signals a predominance of pragmatic types of translation such as legal translation, audiovisual translation, and interpreting and promotional types of translation, in addition to categories from the general type of translations, such as translating for the press. As for the emerging practices, due to local requirements, there is a trend towards a need for trans-editing and remote interpreting. Other activities are both in-demand and emerging as well, such as sports related translation, the use of translation technologies, technical translation, and translation into local dialects for television. By non-literary types of texts, we mean those texts whose textuality is predominantly of a non-aesthetic, fictional or imaginary nature such as is the case of the literary types of translations (literature, novels, theater). Lu and Wang (2011) state that non-literary types of texts focus

on information and stress the realistic world. They also give other names for this translation category, such as the ‘pragmatic’ or ‘applied’ type of translations. Also, of great importance is the technicality that characterizes technical or specialized texts in general.

Although translation has been associated in many countries and for many years with literary translations, the market share of that type of translation is only 5% while the remaining 95% is taken up by the non-literary, specialized or pragmatic types of translation (Newmark, 2004, p. 4). Similar statistics were reported by Vandaele (2015, p. 240) who contends that according to Van Walle (2007, cited in Scarpa 2010, p. 85, and translated by Fiola) in 2006, 99% of translated texts were pragmatic text types such as technical, commercial, legal, medical, administrative and scientific text types. Also, Vandaele (Ibid.) continues stating that there is a predominance of this type of translation in Canada, especially in the province of Quebec.

Froelinger (2010) wonders if there are such heavy demands in the market on non-literary types of translation, why research in translation studies focuses predominantly on the literary type of translation as its object of research. The author directs his voice to the academic context wherein this practice takes place. Such practice also takes place in the two universities at Qatar, to our knowledge. Many of the seminars and extra-classroom activities held by either faculty or students are focused more on the literary and aesthetic dimension of translation. According to Hammond (1994), a frequent criticism of university programs is that they often focus on translation of literature while the real need is for technical translators. Our interviewees clearly referred in their verbatim to the importance of non-literary types of translation at the local and regional levels.

At the pedagogical level, the teaching of the practical courses that involve non-literary types of translation may raise some issues. According to Kastberg (2009), one of the elements that need to be reviewed in the teaching of non-

literary text types is the way subject matter competence is facilitated in a classroom context. If the text is about a specific topic within a specialized domain, say civil engineering and more specifically building roads and highways, there is certainly a theme to be discussed and documented before undertaking the proper process of transfer and reformulation in the translation activity. The question is how to teach and facilitate this disciplinary knowledge? Could a non-specialised translation instructor be able to teach it despite a modest or weak background in engineering? In response to these questions, we propose a focus on competencies instead of on the content and the specific theme in question. For instance, asking questions like: 1- what type of skills, knowledge and attitudes a specialised translator needs to have in order to fit smoothly into the market; and 2- instead of focusing on a skill-set specific to one domain, the student should be gaining types of skills and abilities that will benefit him or her on a lifetime basis when dealing with any specialised type of translation, such as good online documentation and terminology search skills. This means that the focus should neither be on pure academic nor professional approach, but rather on a consensus-oriented type of approach whereby transferability, lifelong learning, and employability objectives should be of prime importance ( Calvo, 2011). In our case, it would be preferable to provide problem-based activities via providing either filmed documentaries or texts or both in the theme in question (i.e., civil engineering) and then let students immerse in it to appropriate the theme. This method would provide students with such skills as how to document, search for information in the right sources, collaborate from a distance with their colleagues and do their work on time surmounting all the work-related restrictions and hurdles outside or inside the classroom. Using a situation and project approach (Vienne, 1994; Kiraly, 2000; Gouadec, 2007) mixed with a problem-based technique would also be an innovative way to approaching the education and training of future non-literary type of translation. This would be ideal for a postgraduate course in translation, and more likely for majors undergraduate students. Our respondents who studied or were studying at the Translation and Interpreting Institute did indicate that such

practices would be beneficial for them if they were applied considerably and systematically in the program. However, this needs to be tested in the local context. The author (i.e., Katsberg, 2009) argues that problem-solving techniques should be applied as pedagogical techniques instead of focusing on teaching the theme of the text.

### *5.3.2 Discussing course types at both translation programs in Qatar.*

The typology mentioned above of both predominant and emerging translation categories in the Qatari professional context of translation represent a map that reflects the local needs regarding translation and interpreting services. In chapter IV we presented a table that summarizes (Table 10) the type of emerging and predominant types of translation existing in the local Qatari context. In this section, we shall discuss these types of translations. To begin with, we shall present an additional supporting source so that our argument would make more sense to the reader. We present the list of courses or contents taught at both universities in Qatar and see their relevance to the local professional context. After all, training institutions need to respond, within their capacities, to the local needs of the market as well as providing disciplinary knowledge. The table below shows the type of translation courses the two only programs in the country provide:

Table 32

## List of Courses in the MA Program in Audiovisual Translation

Required Courses	Code	Credits	Semester			
			S1	S2	S3	S4
Introduction to TS	TS 511	3	✓			
Introduction to Research Methods	TS 512	3	✓			
Pragmatic Translation	TS 513	3	✓			
Introduction to Subtitling	AT 524	3		✓		
Introduction to Dubbing	AT 525	3		✓		
Introduction to AVT for Access	AT 526	3		✓		
Internship	599	3		Summer		
Advanced Research in AVT	AT 622	3			✓	
Advanced Subtitling	AT 634	3			✓	
Advanced Dubbing	AT 635	3			✓	
Advanced AVT for Access	AT 636	3			✓	
Thesis Seminar	AT 698	2			✓	
Thesis	AT 699	4				✓

Table 33

## List of Courses in the MA Program in Translation Studies

Required Courses	Code	Credits	Semester			
			S1	S2	S3	S4
Introduction to TS	TS 511	3	✓			
Introduction to Research Methods	TS 512	3	✓			
Pragmatic Translation	TS 513	3	✓			
Current Trends in TS	TS 521	3		✓		
Specialized Translation	TS 523	3		✓		
Translation Internship	TS 599	3		Summer		
Advanced Research Methods in TS	TS 622	3			✓	
Thesis Seminar	TS 698	2			✓	
Thesis	TS 699	4				✓

Table 34

## List of Elective Courses in the MA Program in Translation Studies

Electives	Code	Credits	Semester			
			S1	S2	S3	S4
Arabic Stylistics for Translators	AT / TS 551	3	Variable			
Commercial Translation	AT / TS 552	3				
Media Translation	AT / TS 553	3				
Translation Technologies	AT / TS 554	3				
Literary Translation	AT / TS 555	3				
Intercultural Translation	AT / TS 556	3				
Software and Website Localization	AT / TS 557	3				



Table 35

List of Courses in the Minor Program at Qatar University (24 credits program)

Minor Core Requirements (15 CH)

- TRAN 201 Principles and Strategies of Translation
- TRAN 202 Theoretical and Practical Models of Translation
- TRAN 301 Media Translation I
- TRAN 302 Specialized Translation I
- TRAN 303 Intercultural Communication

Minor Elective Courses (9 CH)

- TRAN 310 Functional Arabic Grammar for Translators
- TRAN 311 Functional English Grammar for Translators
- TRAN 312 Linguistic Comparison of Arabic & English
- TRAN 313 Discourse Analysis for Translators
- TRAN 314 Media Translation II
- TRAN 315 Specialized Translation II

It can be seen that in both translation programs in Qatar, the Master's programs (The Translation and Interpreting Institute) and at the Minor program at Qatar University there is an absence of four important categories of translation. That is legal, technical, media related translation, and technologies associated with translation. This information is corroborated by the participants. Technology for translation is provided as an elective course in the Master's program, which is important as it is both a needed domain and will also be in demand in the future. As for the legal translation, one of the faculties tried to teach legal translation in

the specialized translation course, but the existing student population did not perform well in legal translation. This raises important questions as to the reasons lying behind this students' poor performance and their low motivation to towards learning this type of specialised translation despite its utility and importance in the local translation market as per the views of the respondents in the interview. Therefore, the design, development and the implementation of a course on legal translation need to be reviewed by the University with input from the local legal community. Possible reasons for the lack of success of this course include an insufficient level of language on the part of the students, the difficulty of the legal terminology and structures, and the possibility of inadequate material provided, given the wide range of types of law that are currently practiced. In this context, Way (2012) contends that:

Legal translation trainees are frequently not experts in the field of law. This poses considerable problems for legal translator trainers when attempting to introduce their trainees into the legal discourse community, requiring them to translate texts which are completely alien to their prior experience and social practices (p. 39)

In this part of research, which is the discussion of the professional profile, the analysis will be limited to the above-stated arguments, and we will not go deeper into discussing the didactic level of teaching specialized texts (legal texts included) in a translation classroom context either at the undergraduate or postgraduate level. Even the literature on translator training in the legal field is still emerging and, according to Way (2012), up to 1990's little has been written about legal translator training.

As for the Translation and Interpreting Institute, we notice the existence of a course on Specialized Translation, which focuses predominantly on institutional types of translations, such as translating for NGOs. Also, there is another course called Pragmatic Translation delivered in both The Masters in TS and the Masters

in AVT, but whose objectives are wide and diverse. Legal translation is only part of the pragmatic translation course, and it is delivered in combination with other contents in the same course, such as quality assurance, revision, documentary search, and so on. As such, legal translation is only a minor activity within a broad course called 'Pragmatic Translation'. Nevertheless, the Translation Training Center within the Institute periodically provides workshops to all interested individuals on legal translation as part of the continuing education program.

Another type of specialized translation that has been clearly identified in the verbatim is Audiovisual Translation (AVT) and translation in the media context. This category of translation is taught at both translation institutions in the country. At the TII, there is a special Masters program exclusively devoted to AVT. The existence of one of the most influential and famous broadcasting TV channels in the world in Qatar (AL-Jazeera) made the existence of such program necessary to supply the local market needs. At the TII, the program is widely specialized and comprises various sub-categories of AVT such as dubbing, subtitling, theory and intercultural studies. Nevertheless, in the minor program, given its limited scope, the course on Media Translation I and II, is geared towards theoretical insights rather than practical issues involving the use of both conceptual frameworks and concepts as well as practical introductory courses on Audiovisual translation. Our presence for a semester in the program led us to conclude that despite the fact that course on media translation is in a minor program, market-oriented initial or basic knowledge, skills, and abilities need to be transferred into the classrooms and facilitated efficiently to students to appropriate them and use them in advanced courses of AVT. A case in point is the installation of e-resources and tools that trainees can use to work on materials to be used either for pedagogical or professional purposes. AVT, as an area in translation studies, has, along the years gained depth and breadth, and it contained new realities that were not tackled by traditional translation theories when computers and television were not yet invented (Cintas & Remael, 2014). Further,

due to developments in social media and the spread of online open-source material, new practices are emerging on the web, such as crowdsourcing. As such the online community contributes on a voluntary basis to enrich online contents and provide accessible subtitled or dubbed material in many languages through subtitling. To do that, they use user-friendly tools like dotSub, Amara, and Viki (Garcia, 2015). Other complimentary activities that could be added are those of sound or video editing. These could be important tools to integrate as material for students to enhance their skill-set and give them access to a wide network of resources and options to gain significant learning and perform as well either within or outside

Therefore, contrastive methods or merely linguistic, textual or discourse-based analysis of any media related translations or texts is only a phase in the work of a beginner trainee student studying the various areas of media translation, while the focus should be on identifying how professionals work and design or develop activities and corresponding material to facilitate the needed knowledge, skills and abilities gradually. Therefore, a considerable number of the hours spent by students in or out of media or audiovisual types of classes in the undergraduate minor program needs to be in media technology environments instead of predominantly conventional types of language-oriented exercises, such as contrastive textual studies and their translation implications. A focus on knowledge, skills, and abilities required for doing audiovisual translation and activities needs to be central to the course in addition to the appropriate theoretical content. Further, if one of the objectives of the Minor program is to provide profiles that could integrate smoothly into local social and economic development, then, corresponding knowledge, skills, and attitudes need to be developed in them. Focus on textual and cultural matters is not enough in the case of an audiovisual translation context.

The other translation categories that are emerging in the local market consist of important practices such as the translation of dialects in the audiovisual context, the use of translation memories and technologies and interpreting (remote and conventional). All these need to be integrated carefully into the curriculum and corresponding learning and training activities, and environments need to be developed in the academic context. In addition to the above translation types, revision is an important category that is both predominant and keeps emerging as an important phase in quality translation. All the participants referred to this activity to various degrees in their interviews. Nevertheless, there is no course on quality assurance or revision in either program of translation. Although this category was not mentioned by the interviewees as either an ongoing or emerging practice, it was implicitly or explicitly referred to by all 15 participants in their discourse.

### *5.3.3 Discussing translators' work environment and activities.*

Responses from our interviewees regarding the way they organize their work was a reflection of their perception of the translation workflow in strictly professional terms. As highlighted in Chapter IV, we detected two types of discourses: the discourse of those participants who hold supervisory roles and senior positions, and the discourse of regular translators who do not hold senior positions in their current work. The former ones mentioned important phases in the translation workflow such as revision, project management, bidding activities and communication with the client. As for the translators, depending on whether they work alone or in a group in the same workplace, these participants did not refer to the abovementioned steps. However, they referred to doing self-revision before delivering their translation to the project manager who would forward the work to the in-house senior reviser, or outsource it to one of the freelancers on their database. In addition to that, they described the other activities that every

translator goes through when translating a text, starting from understanding the source until the revision phase and editing phases.

Therefore, discussing the work process of the interviewed translation professionals is an important source from which to extract valuable insight into the way the translator works in the local context and uses that information to identify competencies that we might transfer to the academic/training context to build the learner's profile. Then, content and activities/environment are prepared to provide educational and training opportunities for students. For instance, in the case of the translation supervisors or project managers, they stress the importance of project management and revision. If we take a look at the curriculum structure in both programs being examined in this study, none of these components is featured on their list of the given courses, even as electives. This could be understandable within a rational or academic type of curriculum; however, within a competency-based approach to curriculum in a university context, as described earlier in Chapter II, the elements above need to be considered and integrated either as an elective or as a main course depending on institutional and contextual factors. Having recourse to alternative pedagogical solutions may be a point to consider; such as adopting the interdisciplinary approach and establish coordination activities between faculty from other departments and co-teaching courses to develop the needed skills, knowledge and abilities to practice project management or serving skills such as negotiation, bidding, and marketing for translation purposes. Pregent (2009) offers practical insights as to the way to integrate an integrated type of curriculum practice within an academic context, at both the departmental and interdepartmental levels within a university context. He urges faculty involved in teaching to be transparent and communicate and exchange their activities with their colleagues for maintaining coherence in the program outcomes. These might be professionals or fellow academics. Shaffner (2012) reiterates on this particular point by stating that her institution collaborated with professionals in their Master's program to come and deliver the

professionally oriented types of courses. No clear details were provided as to the way these recruited professionals went about teaching these new and specialized contents, and what type of coherence there was among all types of provided contents as well as collaboration among faculty members.

#### *5.3.4 Integrating the translator work habitus into a university-based translation program.*

Way (2009) contends that in light of changes in Higher Education, the move towards the European Higher Education area, the need to prepare students for the workplace is nowadays a requirement that should not be ignored in academic contexts. In the Arabic context, more specifically in Qatar, all the above-stated elements at both the curricular, professional and pedagogical levels are ongoing issues in the region. Furthermore, both Qatar institutions (including the Translation and Interpreting Institute and the Qatar University) underwent restructuration activities due to economic downturns as a result of low petrol prices and globalization. There have also been ongoing efforts among Gulf countries to build a meta-qualification framework to facilitate the mobility of skills as stated in the following quote:

The six Gulf nations that make up the Gulf Cooperation Countries ( GCC) region (UAE, Bahrain, Kuwait, Oman, Saudi Arabia and Qatar) have considerable global influence but small populations. They all share similar socio-economic challenges and visions. They need to continue to work together in many ways to ensure that their influence in the global economy is maximized. Increased mobility of labor is required to ensure that the most qualified people can support the collaborative development of the GCC region. Therefore, the context for a meta-framework of qualifications for the region is ideal. The Gulf Qualifications Framework (GQF) will work like other meta-frameworks. The GQF will enable

GCC countries to relate their national qualifications and systems to a common reference framework. It will have reference levels describing what a learner knows, understands and can do. (The United Arab Emirates (UAE) National Qualifications Authority, 2013)

Therefore, there is an on-going discourse at the institutional level on competency models in the region, and the need to respond to current changes at regional and international levels regarding capital knowledge mobility and streamlining their educational outcomes to serve regional purposes. The small size of the population would make this endeavor achievable, as is indicated in the abovementioned report for the National Authority Qualifications in the UAE.

The description of the work process at the place work constitute an important move forward to describe and identify the habitus of the translator's work environment. Mossop (2007) contends that very few empirical or exploratory studies have been carried out to provide detailed information about translator activities in their workplace. In Canada, a recent ethnographic research paper was published by Le Blanc (2013) documenting the process of building and working with translation memories in a workplace. In the Arabic context, to our knowledge, this is the first exploratory study that identifies, describes and documents translation and translator workflow in an actual work context. Chapter IV in the present study provided samples of clear descriptions of how translator or project managers operate at their work.

### *5.3.5 Understanding translation concept at work: Implication for translator education.*

Translation needs to be looked at as a service activity as well as an intellectual, cognitive and textual operation. The EMT (2009) framework contains two major parts: the 'product' and 'the service provision' dimension. The first covers the translated product (text) as well as its revision and editing process



(quality), while the second component is about the personal, interpersonal dynamics and corresponding processes and networking mechanism needed to serve the product. Biel (2011) insists on the necessity to consider the entire translation service rather than only the translated text. Universities need to address and integrate into their curriculum elements that students will encounter in their lives (Kearns, 2012). It is important to note that: “Training professional translators means training knowledge workers in the profession of translation rather than linguists or scholars of comparative literature“ (Ho, 2005, p. 79). The latter remark is highlighted at this point of discussion, since in the Arabic context in departments where translation is taught as a major in many undergraduate programs, both administrators and various members of teaching staff still conceive of translation as, in the words of one of the prominent scholars in the region, a ‘sub-discipline of applied linguistics’ (AL-Qinai, 2010). In the United Arab Emirates (UAE), the local newspaper *The National* published an article in its issue of 22<sup>nd</sup> August 2012 stating that people think mostly of translation with regards to literature. In other words, they associate translation with literary work and ignore the fact that there is a large and complex translation industry in the region and worldwide that mostly work on non-literary types of work. At the research level, Van dale (2015) indicates that funding institutions and many international organizations confound translation studies with applied linguistics. A similar observation was made at the First DU National English Language Conference (DUNELC 2014) in Oman, where some delegates said that translation is closely related to applied linguistics or that linguistics is the main framework for translation as a discipline in academia. Their understanding of translation seems to go back to the discourse of the early eighties when it was thought that translation and its teaching belonged to applied linguistics and linguistics in general, such as Al-Qinai earlier statement. Other delegates in the DUNLEC conference insisted on the concept of fidelity and faithfulness to the source texts

### *5.3.6 New contents and practices.*

The below paragraph, we shall discuss the new contents and practices that both faculty and the curriculum committee in a translation program should consider to integrate.

#### *5.3.6.1 Managerial and business competencies.*

Within the framework of understanding translation as an integrated practical concept, a study was carried out in 2011 on translation industry in the Eurozone. 738 respondents completed the survey from both European and non-European countries such as Turkey, Russia, Afghanistan and Fiji Islands (Ibid, p. 2). The objectives of this survey were to 1) identify the types of competencies employers seek when they look for translators to recruit; 2) provide further details about workshops at the European level that bring together both academicians teaching at the Masters programs and translation professionals and employers; 3) provide a pan-European framework of reference for graduates in translation seeking employment, and 4) recommend that program directors seek to restructure or introduce modifications in their programmes (Optimal Employer Survey Document, 2012, p.1).

A very important result from the survey above is the need for project management, business skills, and client relation competencies, since:

[...] The ability to identify client requirements, to draw up estimates and to define the resources required for a given translation project all come out among the top ten competencies as requirements listed by the translation service provider respondents [...] specific project management skills are also highly rated, with the ability to rate complex projects being considered important or essential [...]. Also very high up on the list is the ability to define and apply quality

control procedures, with over 90% of respondents feeling this is essential” (p. 10)

Our translation managers and senior translators or supervisors’ perceptions and discourse align with the survey mentioned above results from employees’ perceptions in the translation market in Europe. Business and entrepreneurial skills ( Managing translation projects, marketing services, client relationships), and sustain them as well as ensure quality of the service provided, constitute an important part of translator competence. The assurance of quality in this context comprises both the quality of the product (the text) as well as the service. Revision is an example of quality assurance at the product level. Translators need to have declarative knowledge as well as practical arguments to justify and support their decision in case clients are dissatisfied with the translated texts. Since these are on-going practices in Qatar as well as in other regions in the Arab world as per our knowledge, they should be an integrated part of translation programs either at undergraduate or postgraduate levels, with appropriate degrees of differentiations. Mitchel-Schuitevoerder (2014, p. 8) quoting from Dunne (2011, p.13) asserts that project management training should be included in Higher Education curriculum in addition to the teaching of relevant tools. She continues her argument by saying that these authors provide their arguments as to why well-structured project management is an indispensable component in academia: “Firstly, commercial translation is increasingly outsourced to cross-border teams and has to be managed, and secondly, project management expertise should be a response to the complexity of technologies and the sequential component that constitute translation projects“ (Dunne (2011, p. 3), quoted in Mitchel-Schuitevoerder (2014, p. 39).

The competencies listed above could be introduced at the end of the third year or in the fourth year of the undergraduate degree before student’s work placement, whereby students would have reached an acceptable level of academic

maturity. While at the Masters level, and in a competency-based type of curricula where the professional dimension of the discipline is crucial, it should be integrated into all practical courses of translation. Active and diverse types of pedagogies focusing on the project-based approach should be implemented instead of the use of transmission and passive instruction modes. Inviting a guest or visiting professionals or, when and where possible, practicing the co-teaching practice in the first weeks of the course would also another be an added option to facilitate not only the course but also provide learning and teaching environment to develop such competencies. The management of the translation projects' life cycle also needs to align with control and quality criteria, such as respecting the service level agreement with the client, efficient scheduling and allocation of resources in addition to implementing rigorous revision procedures on the documents. So, translation as a concept does not only include the language, cultural, intercultural, cognitive and metacognitive dimensions, but it also includes the interpersonal and business dimension as well (Tan, 2008), or what Kiraly (2000) referred to as the translator competence. Kelly (2008, p. 102) reiterates on this specific point by saying that such business skills like managing projects and mastering personal and interpersonal skills and etiquette in the context of translation are not only an essential part of translator competence but also an important generic skill that is highly demanded by employers. And that is what universities should be aiming at enhancing (Peveati, 2013). Students can transfer these skills to various other domains and areas of practice. Hence, they benefit from them not just after they graduate, but for a lifetime. According to the Bucharest communiqué at the EHEA Ministerial Conference and Third Bologna Conference held in 2012, lifelong learning is one of the important factors in meeting the needs of a changing labor, such as the case in the translation market. As per these responses of some participants in this study, new practices in translation and interpreting practice emerged in the Gulf region, including Qatar, after the emergence of the phenomenon of terrorism to the region. Before the eighties, there was no discourse on terrorism in the region. This needs new types

of work processes, ethical criteria to consider, selection or recruitment criteria for candidates, and other elements in the translation workflow. The same thing can be said with the emergence of Al-Jazeera channel network, which led to emerging practices in the audiovisual field, such as the setting up of the MA program in audiovisual translation at TII.

In addition to the comments above and arguments about the managerial and business skills, there is also the element of working in groups and collaboration with teams of translators, revisers, project managers, desktop publishers and other stakeholders. This applies to both the freelancer or the in-house translator. The EMT (2009) service provision axis emphasized this competence as crucial in the process of developing translator competence. This ability to work collaboratively was also privileged by Kiraly (2000) in his socio-constructive approach to the translator as a source of empowerment and transformation. Therefore, translation competence does not only consist of knowing the correct words and terms and modeling them according to either target text/audience (such as in advertising) or source text requirements (sacred texts), but also, and perhaps the most important thing, to know how to work cooperatively and interact with various actors in the translation industry and habitus in order to develop a professional identity and thrive (Tao, 2012). These authentic learning and training activities can be created for both graduate and undergraduates in translation with various levels of complexities. Simpson (2015, p.62): argues that “Authentic learning provides a learning environment which gives students a taste of the real world. It requires students to be given the opportunities to undertake the kind of tasks that would be carried out in the workplace and means that theoretical knowledge is applied to scenarios which are akin to those found in reality ”. However, according to Kiraly (2006, p. 75): “ The perpetuation of conventional course types and a long history of instructor-centered teaching in translator education are clearly major obstacles to the types of

innovation that could ensure personal and social competencies are developed along with translation competence per se.”

In graduate or undergraduate translation degree programs, we do not only need to waste our instructional time practicing decontextualised and unauthentic practices or to talk about translation, but the students need to be able to do something with the knowledge they appropriate through active pedagogies: they need to understand and perform this understanding (Marais, 2013). The same applies to theoretical contents. Hence, our previous claims of choosing carefully our theoretical contents in any syllabus design or development or even assessment. (Optimal Employer Survey Document, 2012, p. 1).

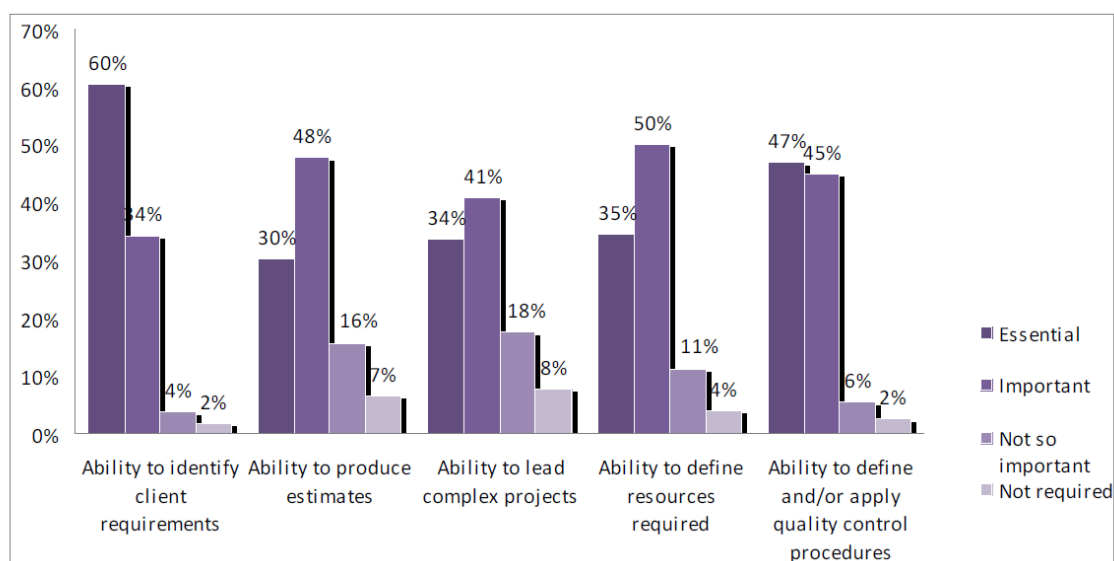


Figure 38. Optimal Employer Survey Document (2012, p. 1)

### 5.3.6.2 Quality in Translation: the importance of revision.

As discussed in the previous paragraph, both translation supervisors and ordinary translators highlighted revision as a prominent phase in the translation

project process. Both the minor program at Qatar University and the postgraduate program at TII do not include a fully-fledged course in revision, except for the course entitled 'pragmatic translation' where aspects of revision and quality control in text productions are taught. Such courses do exist in universities established in other countries like Canada (for example, the translation program at Université du Québec en Outaouais). The teaching of revision and training in revision is a recent practice in universities. According to the Canadian author Brian Mossop (2007):

Translators and quality controllers acquire knowledge of how to revise their own or others' work by trial-and-error, by working under an experienced reviser, or by attending workshops. There are also one or two publications and in-house manuals that purvey advice for successful revising. Recently, however, Translation Studies scholars have begun to conduct empirical studies in which they observe the revision process through methods such as recording and playing back keystrokes, asking translators to think aloud into a microphone as they revise their work, or comparing different revised versions of a given draft translation. (p.1)

Therefore, revision and the control of the quality of textual production, as well as its service, is an emerging practice in academia. This applies to well-established translator training contexts like Canada, as well as countries where translator education is a very recent practice and the translation profession is still fragmented and in need of further professionalization procedures, either in the academic or work contexts. In a later publication, Mossop (2011) defines the term 'revision' as the process of looking for a translation to decide on whether it is of satisfactory quality and making any needed changes, and that various types of revisers could carry out this activity. It could either be the original translator himself or herself (self-revision), a second external or internal translator, or a non-

translator is acting as an editor or reviewer (Mossop, 2011, p. 135). And that in the English language there is no such uniformity as to what to call the term; it may be called as checking, re-reading, editing, proofreading or reviewing. (Ibid.)

The list of the empirical research that has been undertaken in revision, as per the author, are Brunette (2005); Englund Dimitrova (2005); María Pilar (2002); Risku (2004) and Künzli (2007), and so on. This list of empirical studies highlighted by Mossop as well as the constant repetition of the term- explicitly or implicitly- by our respondents in their discourses is a clear sign that new contents need to be added to the curriculum of local translation programs, so a restructuration of the programs is needed. This means, there is a need to identify the knowledge, skills, and abilities needed to develop in a future translator who are going to practice revision and quality assurance. The EMT framework (2009) makes it clear in its document that translators either at the production (translation processing) or service (interaction with clients and maintaining quality based rapport and communication) levels need to know of the way to proofread and revise (mostly self–revise) their documents and be aware of the type of standards existing in the market or field, such as the EN1538 standard for translation service provision in Europe. This will be a starting point to rethink the way revision is approached in a translation classroom and curriculum in the context of universities based in Qatar. Within a competency framework, the profile of the trainer regarding disciplinary, professional and pedagogical competencies need to be taken seriously into consideration. In the case of revision, for instance, we believe that considerable experience in various areas of professional contexts coupled with a clear understanding of assessment principles and techniques in the context of higher education as well as translation and translation industry is a desirable quality in the instructor. The 2013 EMT reference framework for translator trainers has referred to this requirement as a must. Verbalizing the unconscious practices or the real experiences in the practice of quality control and revision in a university education context is a good way to link the classroom



practices in revision with the real world (Vacher, 2015, p. 22). Therefore, this transfer needs to be ensured by the instructor to deliver training on quality assurance and focus on the types of competencies to enhance instead of the type of content to transmit to students. Due to the limited scope, we operate within this research, extended details about pedagogical and professionally oriented types of assessment of translations as well as its didactics will be discussed in a future paper after finalizing this dissertation.

However, one important element we would like to highlight in the context of translation assessment in a competency-based approach is that all the three types of major assessment modes such as the diagnostic, formative and summative assessments, need to be integrated into the learning experience. In addition to that lies the importance of using various tools at different levels of learning to measure competencies such as portfolios, assignments, oral presentations, peer assessment, self-assessment, etc. (Calan Mames & Hurtado, 2015). Finally, the use of active pedagogies and professionally oriented type of methods of assessing professional practices such case studies, problem-based, task-oriented and project oriented types of learning is also crucial towards achieving a comprehensive assessment of the learning and training situation (Ibid, p. 63).

#### *5.3.6.3 Translation and learning technologies.*

Another practice that has been mentioned by both translation managers and translators is the importance of working in technology-enhanced environments. They refer to the use of translation platforms and workstations to optimize work activities and ensure that the workflow is carried smoothly and on time. All members of the team can keep track of the project movement and status, as well as their colleagues' contribution to this project through interacting with the platform. In this case, we have the integration of many of the previous elements we highlighted earlier, such as collaborative work, project management, quality control, working as a freelancer in a virtual environment and at a distance.

According to Fiola and Bastin (2008), the advent of language technologies has considerably changed professional translation practices, which placed pressure on universities to re-think their teaching practices. Marshhman and Bowker (2012) emphasized the way the need for technologies by the industry had impacted on translator education in Canada, and new contents were integrated into the programs. Such competence plays a strategic role in a translator's career; that is why special interest needs to be given to the embedded competencies needed to prepare learning and training environment capable of developing ways of working in a technology environment specific to translators. An important element to consider when integrating courses or content on translation technologies is to think of the corresponding pedagogies to either teach translation technologies or the use of specific learning technologies to empower students learning and performance on a long term. The lifelong educational factor should be prime on the exclusive industrial, sometimes usually temporary and fragmented, criteria. Al-Qinai (2010), has praised the role of technologies for translators in the Arab world since it goes without saying that with globalization and fast changes in information technologies and management, learners in translation classrooms need to get acquainted with these tools. However, a word of caution need to be raised in this regard, since what is important is not only the integration of contents and courses but also corresponding significant trainer profiles, and pedagogies need to be provided to maximize learning and performance of students. This could be done through recruiting instructors who are not only experienced professionals but also have the necessary pedagogical knowledge and skills to educate and train adults and transfer real world skills, knowledge, and behaviors in an integrated and systematic way. A case in point is the way to integrate and facilitate technology in a classroom in a critical way. For instance, in the use of translation or subtitling software, instructors need to seek tools that are not heavily commercialized but focus on tools that share many features with other artifacts used in the industry. A product may be heavily commercialized in the profession, but in an educational context, one need to scrutinize these materials. What might

be of importance are the features and functionalities that this particular product could share with other types of products (software or tools) that are easier to appropriate and use by students. Translation technologies share many features. For instance, Wordfast is totally compatible with Trados, yet the former is easier to grasp than the latter.

In a university context, transferability, and lifelong employability traits are more important than gaining pure technical and vocational skills that do not leave space for critical thinking and reflection. In the context of translator education, the university will find it difficult to catch up with the industry and its technological innovations and markets' fast growing advances, but it can provide sustainable outcomes through programs whereby pedagogies and curricular practices are oriented towards enhancing lifelong learning and transferable, as well as core, competencies (Fiola, 2003; Pavereti, 2013).

A look at the program contents of the translation Minor at Qatar University tells us that no such component on technology is integrated into the curriculum despite its importance for the future trainee translator. As for the TII, there is an elective course on translation technologies that students need to take if they desire so. No documents were made available to the researcher to check the pedagogies used in teaching all technologies and artifacts involved in the Masters of Audio Visual translation. Maybe a future study on this issue will shed light on the e-teaching competencies of existing faculty or instructors. Using educational parameters and frameworks in the field of education technologies and instructional design may be an important solution to contemplate.

The above discussion about translator work environment as well as his knowledge and awareness of the ongoing development in the field and practice helped us to map a sketch for the type of profiles and practices existing in the professional context of multilingual service provision and mediation. Before any initial design or development of a curriculum for translator education and training,

such components need to be integrated into alignment with not only market requirements, but also with the internal university and department needs and resources. However, such balance and consensus between what the industry wants and what the university can provide in its capacity need to be taken into consideration at this phase of development.

Further interpretation of the professional community's perceptions on the type of knowledge, skills, and attitudes needed in a future recruit in Qatar will be provided in below paragraphs. This recruit may be either a practitioner with experience or a novice entrant into the market (a trainee student, a recent graduate).

### THEME III: KNOWLEDGE, SKILLS, and BEHAVIOUR

In this section, there will be a discussion on professionals' perceptions of the type of knowledge, skills and behavior needed in both a potential experienced recruit as well as a trainee student.

#### *5.4.1 Knowledge.*

We extracted various elements related to the knowledge factor from the translation professionals' verbatim. These can be summarized in the below sub-sections.

##### *5.4.1.1 Minimum requirements.*

Regarding knowledge, it has been deduced that translation supervisors (two of them) insisted on the need for what they call "the minimum requirement" in the candidate as a first element to consider in recruitment. They contend that in government and semi-government sectors having a Masters degree in translation studies as well as five years experience is a minimum requirement they look for in the profile of a candidate before moving forward into checking his knowledge,

skills, and behavior. The rest of the translators we interviewed did not refer to this minimum requirement but went straight into starting and listing the types of knowledge, skills, and behavior they think is necessary for any future colleague. For instance, the first element they highlighted was the need to be proficient in translation in both directions into and from Arabic, with a special focus on translating into Arabic and the mastering of the Arabic language as a crucial requirement.

#### *5.4.1.2 Mastery of the Arabic language.*

In some contexts, such as translating for press releases, public relations and advertising, the mastery of the Arabic style and language, in general, is crucial. This identified need aligns with a newly published draft law signed recently by the Qatar State Cabinet promoting and protecting the Arabic language. (According to Qatar News Agency, 10 February 2016 / seen on the 13<sup>th</sup> of May):

The Cabinet approved a draft law on the protection of Arabic language. The draft law provides among its provisions that ministries, official institutions, public educational institutions at all levels of education, and municipalities are committed to using the Arabic language in all documents, contracts, transactions, correspondence, labels, programs, publications, and advertisements. National public universities and institutions of higher education, overseen by the government, are also committed to teaching the Arabic language in all science and knowledge fields.

Qatar University is a public university so that it will be directed by the new law. Back in 2012, Qatar Supreme Educational Council issued a decree stating that Arabic should be the official teaching language at Qatar University. This started already in some disciplines like Law and International Affairs; further disciplines will follow. Science, pharmacy, and medicine department will keep using English as a language of instruction. According to Doha News (Issue on 11<sup>th</sup>

Feb 2016): “Qatar’s former first lady Sheikha Moza bint Nasser had repeatedly raised this issue, most recently last month when she equated a loss of language to the erosion of cultural identity.”

The same deficiency in the mastery of the Arabic language was also highlighted by some translation scholars in the region, such as Al-Qinai (2010) who asserts that the high percentage of expatriate population in Kuwait and other Gulf countries threatens the status of the Arabic language and the identity of the local population, especially with the uncontrolled spread of the English language as a lingua-franca in the region. The author contends that this was intensified by “the mushrooming of private English and American schools, which relegated the Arabic Language to the status of a foreign language (Ibid, p. 131). This weakness can be referred to the type of educational system adopted at secondary or may be primary levels as well. Other countries in the region, such as the United Arab Emirates, have adopted the same policy of promoting and protecting the Arabic language at the educational and institutional levels.

In some contexts of practice, such as the context of the translation supervisor S5, knowledge of translating into the mother tongue has been reported poor in his context (Press releases). Therefore, knowledge of the Arabic language and exposure to wide areas of knowledge fields (Science, Arts, Law, Technology) is a requirement that needs to be tackled in the training context at both the curriculum and pedagogical levels.

#### *5.4.1.3 Knowledge of the English language.*

In addition to the excellent knowledge of the Arabic language, and due to the local market requirements, translating into English is also crucial. Hence, the English Language is also needed as a requirement (i.e., “know what“). Translating into the foreign language, though, will need its type of pedagogy (Hurtado, 1994) or professional aims ( Pokorn, 2011). And the term ‘directionality’:

“[...] in contemporary TS [...] usually, indicates the practice when translators or interpreters work into their foreign language. This practice has been described by a plethora of expressions in TS, including ‘le thème’ (Ladmiral 1979), ‘service translation’ (Newmark 1988), ‘inverse translation’ (Beeby 1996), ‘reverse translation,’ ‘translation into the second language’ (Campbell 1998), ‘translation into the non-primary language’ (Grosman et al. 2000), ‘Translation into a non-mother tongue’ (Pokorn 2005), and ‘translation A-B’ (Kelly et al. 2003, pp. 33–42)” (p. 37).

Traditionally, translating into one’s mother tongue has been a rule of thumb. However, with advances in translation, translator practices, support from translation technologies as well as the collaborative and expansive nature of translator activities, translation into a foreign language has become current in many cultures and countries. Still, one necessary condition should prevail: a fellow reviser who is a native speaker of the target language must undertake the revision and editing work. In this case, it is up to the translation project manager to organize the budget and allocate the funds to the concerned members of the team to ensure the quality of the translated text (the product). Besides, in countries where their languages have limited diffusion (such as many Nordic countries), a great deal of translation work is carried out into the foreign language (usually English). In other contexts, like the Arab context, translating into both directions is a necessary activity in the marketplace due to many reasons, such as globalization and the existence of a majority community of expatriates. In this case, we can say that the concept of translating into solely or exclusively your mother tongue becomes a myth gradually, and it may apply and continue applying in literary types of translation whereby more cultural and complex idiomatic expressions exist that need the skills of the native speaker. Nevertheless, as Newman (2004) has stated, literary types of translations do not have more than 5% share in the entire translation market.

#### *5.4.1.4 Diverse thematic knowledge.*

It has been revealed from the analysis of the verbatim that one of the important types of knowledge that translators think is crucial in a recruit is to have a wide and polyvalent type of knowledge of the subject domain and in various fields: specialized (medical and legal texts) or general (newspaper articles). Earlier in our discussion part, we suggested that the integration of such elements into the curriculum needs to be reviewed especially for advanced students. The current practice in teaching specialized translation, to our knowledge, is that students should go over the theme and discuss it in class collectively through in-depth and elaborate comprehension type of exercises and then do the terminology through a glossary. One of our respondents (S8) contends that in the translation program she took in her home country (Lebanon), there was a theory course on legal systems and then a separate course on practical legal translation. She criticized the way these two courses were not connected to the curriculum. She then stated that she could not understand legal translation and all the knowledge of legal systems until she translated legal texts in the real world of translation. A similar issue was raised by Nord (1996):

Subject matter and domain-specific knowledge is to be conveyed within the framework of subject matter or additional courses; here, however, the question poses itself as to the coordination or integration: Ideally the disciplinary knowledge, that is required in order to complete a domain-specific translation assignment, should be acquired within the framework of the domain-specific education shortly before the knowledge is to be used. (p. 316)

We proposed earlier the use of the problem-based approach. We align, in this regards, with Katsberg's proposal, in enhancing lifelong and sustainable techniques and methods to improve the way we appropriate knowledge and retain it in a critical way. In addition to that, we propose to undertake such activities in a



technology-enhanced environment such as providing online links to text-based and audio or video tools to enhance further learning and appropriation of the theme. Moving beyond the textual and linguistic paradigm as a framework for any didactic or training move, and focusing instead on developing competencies through networked, complex and active types of pedagogies, is eminent. This can be done through an expanded type of problem learning activities. Such method could be the way forward to prepare students with the deep knowledge, as well as skills and attitudes that could help them in their lifelong career either in translation or other life contexts. In a 21<sup>st</sup> century context, translation technologies have changed the way translators work. That includes the way the processing of controlled or specialized text types is made of translation memories and machine translation software support with a great deal of the translator regarding terminology matching and thematic knowledge that are already stored in the memory system of the translation software (Pym, 2013). Translators can now exchange, sell or borrow powerful translation memories from online professional communities. These tools contain heavily archived term bases and textual corpora that could help the translator of specialized texts to do the job smoothly. It suffices that the translator has a strong knowledge of the target language and good editing skills and the translation output will be of good quality (Ibid, .p. 490). Therefore, instead of focusing on exercises of the thematical domain in the classroom, the instructor could have resort to other pedagogies that would enhance knowledge, skills, and attitudes. In a classroom-based action research led by Sharkas (2013) in the translation program at UAE University, she found out that one of the techniques to improve students' thematic knowledge in the target language (i.e., Arabic) is through doing prior reading and documentary searches on the same theme (such as diabetes) of the original text (e.g., English) to be translated. According to the author, students' reading and understanding of the theme in the target language helped them to be accurate in terminology and produce clear and readable texts.

In the case of undergraduate programmes, the text-based approach to tackle the various themes or subject domains (medicine, engineering, legal) is a viable pedagogical activity in the first two years and gradually faculty should shift into introductory competency-based approach through the use of simple, less complicated case studies containing problems to solve and discuss these themes in question. According to Prieto and Sempre (2010, p. 158) “We are gradually depending less on text typology as a basis for the study of translation and moving towards a more productive understanding based on problem-solving.” Case studies and problem-based methods could help the student immerse in the inquiry and be more disposed to appropriate the theme is working on, either at the level of terminology, style or the theme itself. The experience would be more interesting for adult learners who already worked as professionals since they will be able to associate themselves and their previous experience with the one highlighted in the problem raised in the case study. As for novice trainees, the instructor needs to find a way to manage the knowledge level of the students through effective class management skills.

Therefore, in the context of translator education, using active pedagogies- including dynamic lecturing modes of instruction- would improve students’ development and mobilization of the multifaceted categories of knowledge, skills, and behavior. It is very unlikely that stressing the product and text-based methods inherited from the linguistic-based paradigms in translation studies would lead to students’ acquisition, learning and appropriation of the said complex nature of competencies. At the postgraduate level, this approach should be the ongoing practice inside the classroom at an early stage in the program. As for the undergraduate program, it all depends if it is a minor or a major or a full program in translation. At this level of education and training, we believe it is still a good practice to keep using the textual approaches since students’ language level, and prior knowledge needs to be approached carefully.

Monitoring this learning situation by the instructor or faculty in alignment with the course and program aims and orientations is crucial. So, what will increase the chance of achieving a certain level of quality in teaching and learning is the capacity of the instructor to integrate what was referred to in the EMT reference framework (2013) as ‘the instructional’ and ‘organizational’ and ‘assessment’ competencies that deal with the institutional, curricular and pedagogical dimensions. Other competencies such as the ‘field competence’ which refers to the entire universe of the concept of translation and the translator agency and ‘the interpersonal competence’ which deals with the communicative level with peers and other concerned stakeholders in the educational or professional network also need to be integrated and considered. So, mobilizing and acting competently with all the five competencies is necessary, according to the EMT model. The researcher visited the region to work as a translation lecturer, which led us to conclude after actively interacting with the local teaching context that there is indeed an issue with the recruitment of competent faculty candidates. Our discussion with some administrators in translation departments has led us to arrive at such conclusion. So, perhaps, such frames like EMT may be adapted to the local context and be a lens to inform the administrators of better choices when recruiting teaching staff in a translation department or, better say, an English and Translation Department. Except for very few departments in the Gulf region, like UAE University, all BA programs bear the title above: English and Translation BA degree. This could be due to the internal departmental cultures and genesis where some disciplines like literature and linguistics or applied linguistics prime over translation for various ‘hidden’ reasons. Or simply because the concept is misperceived and that translator education is an emerging activity that has not yet reached the maturity it needs to reach, such as is the case in countries with a fairly mature tradition in translator training.

#### *5.4.1.5 Theoretical contents.*

Our candidates reported two other elements as the needed competencies: theoretical knowledge of translation studies and knowledge of various ethical aspects of translation practice. The first component has been covered earlier in the discussion made in the theme regarding the importance of pertinent theoretical insights for the practitioners who learned to become translators ‘by doing translation’ and on the job. We add in these sections that even the most known quality assurance framework in the Eurozone (EN15038: 2006) does include in its text document the importance of theoretical frames for the professional translator. In this regard, Greere (2012, p. 48) contends that: “From a mere scanning of the text of EN15038 it is evident that particular aspects detailed in it reinforce contemporary trends in translation theory and training, especially from the functionalist and social constructivist approaches, and the research directions pursued by scholars and professionals in more recent years.”

This means that the translation concept needs to be understood differently. It needs to integrate the profession and its practices as well as the theorised type of knowledge that makes sense to the professional community, and with no extreme abstractions of concepts that would make any emerging or existing practitioners, especially those who did not receive specialized training in a university context, deliberately resent this type of theoretical insights. The functionalist, as well as the sociological and professional approaches, may make more sense to the professional than other approaches in the discipline since they have a pragmatic and real world dimension that is familiar to the professional. Their narrative is familiar to the practitioner and is a reflection of his real world, habitus, and the universe.

#### 5.4.1.6 Ethics.

Regarding the ethical dimension, it was highlighted in a clear and emphatic way by one respondent, while more than 50% of the participants, including other supervisors, have indirectly made reference to the ethical elements of translation. A thorough and detailed reference in the literature on translator ethics can be found in Gouadec (2007). Chapter 10 of the book lists detailed information on the ethical points to take into perspective while practicing translation to professional standards. These elements consist in 1) the basic elements of considering that you may usually find listed elements in all established translator associations, 2) responsibilities towards the work provider, 3) payment issues, 4) vis-à-vis colleagues and fellow translators, 5) in the course of a translation job, and 6) the responsibility vis-à-vis partners (Ibid., p. 237)

Although Gouadec's definition is directly related to real world professional practices, literature in translation studies has also provided input related to the issue of ethics. According to Van Wyke (2011) "Being ethical does not involve simply declaring fidelity, but, instead, sorting through difficult decisions and taking responsibility for those taken." Therefore, the traditional concepts like fidelity or even neutrality on the part of the translator or interpreter have been reviewed in the literature, especially by postmodernist approaches like Derrida's deconstruction approach whereby the aim is not to stick to the source text meaning and structure but to transform it into a text that the translator himself judges and sees as adequate, taking into various perspective factors. This reminds us of Venuti's (1995) concepts of 'visibility' or 'invisibility' of the translator, whose agency and role is made visible through action and transformation. This challenges the traditional and long-standing perceptions of translators as second class writers, and all they do are decode and 'translate' something given to them in a faithful way, otherwise, they will be traitors. This argument (i.e., transformation) may hold in various contexts that some of our participants work,

like, in Al-Jazeera TV channel, translation for press releases or for promotional products to advertise ideas and messages about the country worldwide. Some of our other candidates (S1, S14, S5) have also referred to what they called ‘trans-editing’ or reformulating the target text in a way that could suit various criteria, such as those of client requirements or context of use (to serve merely political purposes). However, in a controlled non-literary type of translations less of these translations may take place, such as in the case of legal or technical types of documents. In this context, we adhere to Van Dale’s views (2015) that what is known as theories in translation studies is deep rooted in the field of literary studies based in the western world. Therefore, this fundamental insight may explain to us the matrix governing the discourse on ethics in mainframe translation studies in academia.

The previous discussion on the ethical component from both a professional and academic perspective shows that this element needs to be integrated with care in the curriculum: a discourse related to the professional realism of translator practice, but more related to humanist criteria than to industrial and market factors. Donald Shon (1983) had made it clear in his book *The Reflexive Practitioner: How Professionals Think in Action*, that the professional, while in action, should mobilise not only his formal disciplinary knowledge to solve problems he faces, but also integrate knowledge from praxis itself to support his professional judgements: that is, gain knowledge from action. This is an authentic type of knowledge, despite its apparent informality and rawness. According to Jutras (2013), this ethical and professional judgment will be an activity that will be used all during his lifetime and in his professional pathways to address upcoming or existing problems and seek strategies and avenues to solve them. The author continues to argue that, unfortunately, these type of innovative pedagogical activities are not taught and integrated clearly in many university educational contexts, and they do constitute the baseline of many innovative approaches to teaching and training, amongst which are the problem-based

approach and the project-based approach (Ibid, p. 58). Hence, instead of focusing on teaching a list of a code of ethics or principles for the training of translators, designing case studies to spot and solve authentic and targeted problems would benefit students' learning pathways on a long term significantly.

Furthermore, the teaching of ethical components should be transversal and included in all practical courses of translation, whereby the purpose is not only to train future translators on exclusively technical elements (skills) but also provide educationally related insights such as integrating contents and developing perception regarding the status of translators and their social and ethical obligations. Allocating one full course for translation ethics may not achieve the effective educational purposes and lead students to retain the ethical part and appropriate it. However, what is needed is to “[...]embed an ethical vision into the teaching of any module in translator education” (Federeci, 2013, p. 114). Case studies and problem-based approaches may fulfil this purpose. The issue of the instructor or faculty competencies and disposition to provide such interventions using such a mode of instruction for integrating ethics into the curriculum remains questionable. Translator education in a university context is an emerging practice worldwide, especially in the Gulf region and many other Arabic-speaking countries, and the degree of maturity in designing and developing professional programs in the field remain in its infancy stages, and there are more hurdles to surmount, above all at the pedagogical levels.

## **5.5 Skills**

After discussing the knowledge part, we shall now move on to discussing the identified skills that our respondents thought are necessary for a future recruit. In addition to knowledge of Arabic language and culture as well translating into Arabic and the importance of ethics, they highlighted the importance of translating into the foreign language as well (mostly into English), documentation

skills, the search of information, and the use of computer-assisted translation tools.

Due to the local market requirements, translating into English is also crucial. Hence translating into the English Language or other languages (Farsi or French, for example) is also needed. Developing skills to translate into the foreign language, though, will need its type of pedagogics either for pedagogical (Hurtado, 1994) or professional aims (Pokorn, 2011).

#### *5.5.1 Use of translation technologies and documentation skills.*

Earlier, in Theme II, an analytical discussion was provided regarding the importance of using CAT tools and other translation technologies, since members of the translation profession have pointed out that these are, and will be, needed in the future in the industry. After all, despite the use of machine translation and translation memories in the industry, no machine can replace the human effort, and only those who translate like computers will be replaced, that is mechanically (Melby, 2012).

In this part, after a considerable share of the analysis was provided in a previous section, this discussion will be extended to cover further supporting ideas for the practice and integration of the technological component of a translation program.

The types of practices revealed from the participants discourse indicates that there is a predominance of conventional ways of translating: less or no reliance on translation assisted tools or technologies, despite the fact that there is a need to use, especially for high volume work, translation memories and other translation software to align and streamline the workflow between all members of the team. Pym (2009) argues that these are the challenges that translator education and training programs face, such as the impact of translation memories, machine translation output, post-editing the machine output, and the management content.



Even the translator may be working on actual texts in a different way from the conventional method since he deals with discontinuous segments and chunks of textual data instead of dealing with a full text or continuous paragraphs (Ibid.). This requires the intensive work of reviewing and proofreading as well as post-editing in the case of machine translation output of non-literary types of texts.

In another publication, Pym (2013) criticized the EMT framework for not including detailed and in-depth input on competencies specific to the teaching of translation technologies. As a case in point, he suggests that translation technologies should not be taught as an independent course, but it should be integrated into each practical course. For instance, in case of the translation Minor at QU, these should be integrated in the course TRAN 301 (Media Translation I), TRAN 314 (Media Translation II), TRAN 302 (Specialised Translation I), TRAN 315 (Specialised Translation II), and relatively in TRAN 201 (Translation Principles and Strategies). As for the TII program, it would be desirable to integrate the course AT/TS 554 (Translation Technologies) in all other practical translation types of courses (AT/TS 552 (Commercial Translation); TS 553 (Media Translation); TR 5513 (Pragmatic translation); TR 5523 (Specialist Translation), including the course on Software and Website Localisation (AT/TS 557), which can be added to the previously mentioned courses. A very important element to retain, regarding the competency-based approach to curriculum development, is that the focus will be on the type of knowledge, skills, and abilities trainees need to develop, instead of stressing exclusively upon the contents of the courses. Hence, faculty involved in designing, developing and implementing the said courses should preliminarily consider the professional practices and adapt the contents accordingly.

Nevertheless, concerns were raised in the literature on the pedagogical competencies of faculty or instructors teaching the types of courses where learning dynamics as well translation technologies are involved. Much literature

has been written about language technologies and its teaching: the teaching of machine translation (Kenny & Way, 2001) or post-editing (O'Brien, 2002); integrating open source software in the classroom (Canovas & Samson, 2011; Florez & Alcina, 2011); and investigating the pedagogical implication of using computer labs (Doherty & Moorkens, 2013). However, little has been written on how to go about conceiving them, highlighting the educational significance and empower students' learning and performance. Without well thought-out and strategic learning environments, students may find it difficult to achieve significant learning. Thus, there have been doubts on exploring the way information technologies in general, and translation technologies, in particular, could have supported students' learning and led them to transformation. Integrating this Information and Learning Technologies (ICTs) into translation programs remains an issue. Furthermore, Austerlitz (2013) complains of the lack of research done on translation teachers' technological expertise; and Pym (2006) stresses that 'the teaching of translation technology is worth discussing because it can be done badly' (p. 114). Marshman and Bowker (2012) expressed concerns about the instructor's or facilitator's pedagogical abilities to use ICTs and translation technologies in a translator education context. In support of Marshman and Bowker's claim, Guider (2010, p. 119) emphasizes that: "[...] one *véritable didactic de la traduction intégrant la révolution technologies rest à penser*". Hence, our point is to stress that focus in a translation program should not only be on an integrated list of courses but on understanding the nature of translation competence and focus on the types of competencies to be developed in such a course and allocate relevant content and learning environment to achieve optimization and efficiency. Also, that instructor's pedagogical competence should be questioned, since operating in a technology-enhanced environment may need special competencies to deal with such a complex environment. The fact above indicates that teaching translation technologies or learning technologies requires pedagogical knowledge and skills as well as the fact that the trainer or instructor is a practicing professional who knows how to operate on the product

(the translation), how learning/training in a university context (adult context) works and the pedagogical skills and abilities needed to transfer and communicate the operational part of the artefact. According to Guidere (2010), translation pedagogy has not yet satisfactorily integrated learning technologies to their fullest into translator training programs; therefore, specific technology-enhanced educational tools need to be developed and integrated into translation courses, including the teaching of translation technologies themselves.

#### *5.5.2 Documentation and search methods.*

Developing skills to search for relevant information from various online or offline sources with considerable speed has been reported by our participants as a crucial skill, especially in technical and specialized types of translation. Due to the previous changes in translation and translator practices in the 21<sup>st</sup> century, as highlighted earlier, the use of Internet, online tools and environments have made the process of documentation complex, yet quick and efficient. The translator can have access to various databases and navigate simultaneously through various sites to validate concepts, terminology, phraseology and cultural implications. “[...] translation studies, until very recently at least, has rather neglected this important aspect of translator behavior” (Raido, 2013, p. 8). So, it is high time to embark on studying the information needs and behaviors of professional translators (White, Matteson & Abels, 2008, p. 576; quoted in Raido, 2013, p. 2).

And, for the purpose of unifying both the technology element as well as the need to develop skills on how to navigate virtual environments to search for information, Fictumova (2004) urges that the training of translators has to become computer-bound and that it is extremely difficult for a translator working in the industry to cope with fulfilling translation assignments without developing skills of how to look for information on the internet. According to Raido (2013, p. 8): “the use of World Wide Web as a source of information is part and parcel of the professional life of modern translators and students alike.”

Various competence models in the literature on translator education and training referred to the 'instrumental competence' (PACTE, 2000, 2005) as a crucial competence for any future practicing translator. This type of competence consists in being skilful on using various learning and translation technologies as well as being skilful in seeking information and various resources online or offline. The EMT (2009) framework has referred to this competence as well as a generic type of competence; amongst its sub-types are the skills to mine for information. Nevertheless, Pym (2013) had referred to the declining need for this skill if translation platforms and software perform this activity automatically, provided that the translator knows how to navigate and use various functions and keys on the platform to have access to various information regarding the text, such as parallel text corpuses, terminology databases all stored in translation memories on the same platform. Nevertheless, we should say that the nature of learning demands from trainers to consider the various stages to go through before getting students reach that performance level of navigating smoothly on the translation platform to solve translation problems and mine relevant information to solve translation problems. This can apply to both the undergraduate and even the postgraduate levels since various student population attends the classroom. These have various levels of competence of using CAT tools and search for information. The TII is a clear example.

In case of a problem, as reported by our respondent (S2) working at Al-Jazeera Network when she could not find a translator for a very rare language spoken by a very small minority group living on a remote island near Yemen, she had to get in touch with a colleague working in the same institution holding a surname similar to the name of the island because that led her to believe that he was from there. She was successful in her judgment. This leads us to underscore the importance of the 'documentation' and technique of searching for information either through using online tools or getting needed information using interpersonal and other communication tools. In the Arabic context, AL-Qinai (2010, p. 133)

emphasizes that: “the ability to acquire, manage, and utilize resources is part of the translator’s competence and should be taught and practiced systematically during training.” Such restructuring would require teaching and training competencies as well as pedagogies that could integrate all these competencies and contents systematically in a practical course such as legal or technical translation. The use of active pedagogies such as project-based or problem-based approaches can be a good solution to operationalize such type of instruction and training activities. We believe that competence should be integrated into the course outline list of objectives and be taught in all practical courses of translation, such as the case of translation technologies and ethics. In this regard, the author recommends that special advanced programs should be developed specifically to train the trainer in the Arabic context (Ibid., p, 136). Farghal (2009) and Atari (2013) agree with AL-Qinai in this regard. So, the purpose of a program should not be to focus on adding or deleting courses, but the major issue, according to Gambier (2003, 2012), is to question the way we teach since we were not trained on the ways to approach learning and teaching environment in a translator education and training context.

After discussing the knowledge and skills that members of the profession think are important in a future recruit, we shall now proceed to discuss the behavior type of abilities that these professionals privilege as needed traits in a future colleague at their workplace.

### *5.5.3 Knowledge of how to work collaboratively.*

According to our interviewees, working collaboratively in the context of translation in a workplace is crucial. This attribute, in addition to effective problem-solving, self-directed learning has been highlighted as probably more important than the learning contents per se (Barrows, 1998, p. 631; quoted in Katseberg (2009, p. 94)). Our focus in this thesis is not to go to both extremes but to be agile and use both alternatives in a developmental way according to

situations, and –above all- focus on providing learning and training environments to develop competencies rather than focusing exclusively on content or disciplinary knowledge. In a professionally-oriented type of programs, either at the undergraduate or graduate levels, these competencies are very important and competent trainers as well as adapted, and innovative pedagogies need to be deployed to develop these competencies in students through using case studies, problem-based and project- based approaches, preferably in a technology-enhanced environment.

Team and interpersonal skills are classified as a transferable type of skills that could accompany the professional in his entire lifetime. They are life skills. The EMT document (2009, 2013) focuses heavily on this ability in both the trainee ( a service-oriented type of abilities) and the trainer (living these experiences in various contexts of translation practice and having the ability to transfer them into the classroom and integrate them into training in a systematic way). With the support of technology and communication tools, the conventional methods of doing translation are replaced with new innovative ways of working amongst large and international groups of multilingual and intercultural mediators on massive volumes of work. Translators interact in a networked environment and seek support not only from dictionaries but from other resources such as experts, databases, resources and online forums such as ‘Proz.com’ and ‘Translation café,’ where peers exchange information on various aspects of translation in a collaborative way. The traditional image of the lonely translator sunk amongst tomes of dictionaries and books does not hold nowadays. Translation became an area of knowledge as well as service and industry, and it should be understood as such even in academia. Then, re-structuration of the type of disciplinary knowledge and training practices should be implemented within pragmatic, institutional and contextual limits. Besides, Geere (2012, p. 55), in relation to the International Quality Standard EN15038 in translation services, contends that topics like “professional management, including aspects related to the translator

and client relationship; translator team player relationship“ became of paramount importance in both the industry as well in the training context of future translation professionals. Archer and Davidson (2008) that employers go global nowadays and that they are looking for graduates who have experience of different countries and cultures to be able to work at ease in international and multicultural environments; and that the top three most needed skills and qualities are communication skills, team-working skills, and integrity.

More details on the collaborative work shall be provided in the discussion below that concerns future recruits students rather than experienced colleagues.

#### *5.5.4 Knowing how to manage time and stress.*

It has been reported in the verbatim that future recruits need to know how to work to strict deadlines and manage their emotions and control their temper since the workplace can be extremely stressful. Sometimes, they are obliged to work overtime to meet certain types of requirements and deadlines, such as is the case of news media and press releases where information needs to be ready to the public on time.

In the interpersonal dimension of the EMT (2009); i.e the ‘Service Provision Competence,’ it is highlighted clearly that one of the attributes needed in a competent translator is to know how to negotiate and manage the negotiation process, including managing emotions and comply with agreed upon deadlines with clients or end users of the translation product. Therefore, the discourse is also current on some best practices in the field of translator education and training. In this context, reference is made to both the EMT framework (2009, 2013) and the EN15038. Thus, we have a correlation between what our participants perceive and what is taking place in international practices and literature. The only difference between the Qatari context and the European context is that in the latter context, field research was carried out and much European and some other not-European

countries started implementing the standards in both academia and the market, such as in the case of Spain and Turkey. For example, in the case of academia, as we referred at an earlier stage of this dissertation, about more than seventy-five Masters programs in Europe apply the EMT frameworks. We consider adapting the EMT framework to the last two years of the undergraduate degree to be a baseline and a bridge that will prepare students to take Masters degrees. Development efforts need to be made to adjust elements of the EMT to late years of the undergraduate program since translator education in the Arabic and Gulf region did not go through the same process and pathway as it is in Europe or Canada. These contexts vary.

Pevereti (2013) affirms that: “professionalism has become a major trend in translator education in universities, even in contexts not primarily geared towards translator training“ (p. 173), where she refers to the context of foreign language departments. Given the fact that there is no BA major undergraduate program in Qatar, and the existing graduate degree at TII, it makes sense to propose a major in translation or a full program of an undergraduate degree in translation. If we look at translation practice and its universe beyond the technical and training dimension, the requirement of initial education and training at the undergraduate level is necessary. It takes a few years to build a translator competence. Two years of postgraduate training is barely enough for a traditional and non-experienced student to build a translation and translator competence. As for a returning and adult student, the training may be an opportunity to tune and reshuffle his or her prior knowledge and world views about translation phenomena.

After documenting the needs of the profession and identifying the practices, such as the nondisciplinary type of “contents” consisting in the interpersonal, personal or psychological attributes highlighted earlier, we may then look at our context of education and provide customized types of educational experiences to develop these competencies (e.g., meeting deadlines and managing



stress). A case in point is the use of the project-based and situational types of approaches amongst teams of fellow students, especially in the workplace (internships). These activities will be an opportunity to activate such behavior through, for instance, the use of case studies and purposeful type of project work. There is an entire experiential pathway and approach to adopt in this context. Therefore, integrating disciplinary knowledge with unstable praxeological knowledge, on the one hand, and the mobilization of other non-cognitive abilities to integrate and operationalize such integrated knowledge in situations, on the other hand, will be a challenging yet an effective way to build and acquire complex competencies. Undertaking project-based learning types or even problem-based-learning can lead to building such complex and integrated competencies.

#### *5.5.5 What do Trainees and Recruits Lack?*

Our participants were questioned on the types of knowledge, skills, and behavior that future students trainees need to have to integrate into the profession. Nevertheless, unlike the case when they were asked to provide their opinion on the knowledge, skills, and attributes needed in a future colleague, they were glossing over and simplified their replies when asked to describe their experiences with students or novice recruits. This is, as highlighted in the analytical part, a sign of the emerging state of the discipline of translator training in the Qatari context and our candidates did not have exposure to many scenarios in observing students in the workplace. The candidates, according to their experience, age, education, and philosophy of work, responded differently. The most significant and rich reply was of the under 34 years old participants who had degrees in translation themselves (S4, S10). Another group who provided important information on the question was the translation supervisors (S3, S14, S6). Nevertheless, in the case of Qatar, working as a translator in a government installation will need from the student to have: 1) An MA in Translation Studies

and, 2) Five years experience in the profession. The interviewees were also operating in the local market and were taking their Masters in translation to improve their career or with the intention of changing their employment to a government installation. Therefore, neither non-experienced Masters graduates nor recent undergraduates finalists could have direct access to government work. The only opportunities they have are in the private or freelance sector. The predominant findings, though, are that the majority of the respondents agreed that new trainee recruits lack practical skills, which will be discussed in section (3.1.2) below. First, let us discuss what professionals say about the type of knowledge that new students graduates lack.

#### *5.6.1 Knowledge.*

It has been noticed that candidates were focusing heavily on practical skills and behavioral type of abilities as the missing links in their profile. As for knowledge, the language component (Arabic and English) and the ability to translate from and into Arabic was indicated as a basic needed requirement, especially the knowledge of the mother tongue (Arabic). No reference was made to theories. Only knowledge of the languages was highlighted. No detailed elaboration was made by the candidates on the knowledge part, but they provided their opinion regarding the extra-linguistic, psychological and personal attributes. In the Arabic context, Atari (2012) pleads for a remediation in the context of translator training in translation program at Arab-based universities and argues that trainees should be provided with an advanced level of bilingual competence at the very early years of training. In the same vein, Farghal (2009) quoted in Atari (2012) observes that: “many Arabic-speaking students do not have an adequate level of language proficiency as a pre-requisite to translator competence” (p. 107). This issue has also been raised, as we highlighted earlier, by Al-Qinai (2010) regarding the low level of students’ competence in even their mother tongue (Arabic). Atari (1994) has referred to the problem encountered by

students in understanding well the source text (in this case English), yield in various types of errors and deviations in proper rendering of meanings. Nevertheless, the author did not make reference to any social, behavioral and psychological features. Therefore, addressing this issue in the curriculum becomes crucial.

#### *5.6.2 Practical skills.*

The practical skills as well as the non-linguistic abilities are the features that dominated the respondents' discourse, especially the 'lack of practical training' and other 'interpersonal and psychological abilities' as discussed earlier when the interviewees were asked to provide their perceptions regarding the type of knowledge, skills, and behaviour they privilege in the future, experienced colleague. For instance, Tao (2012) states that: "Translator competence does not primarily refer to knowing the correct translations for words, sentences or even texts [...] perhaps most importantly, it means knowing how to work cooperatively with various overlapping communities of translators and subject matter experts to accomplish work collaboratively" (p. 293), privileging the needed non-linguistic and behaviourist type of attributes in the workplace, such as knowing how to work in teams in a professional and ethical manner. Knowing how to work with various types of stakeholders in the profession would enhance lifelong experiences, translator visibility and empower his or her identity. This would pave the way for professionalism. Such abilities could only be developed using active pedagogies, such as in-class simulated and project-based approaches whereby the student will have a chance to play various roles such as that of the project manager contacting and coordinating between clients and other involved stakeholders (Ibid, p. 301). Then, during work placement, he will be exposed to authentic project work, depending on the way internship is structured. Despite the fact that the so-called practical skills can only be enhanced and automatized when students work in the marketplace, universities could provide a baseline practical

experience that could help the student integrate smoothly into the profession as a novice practitioner. In the case of Qatar, they (candidates) may start in the private sector until they accumulate five-year experience. However, passive pedagogies will not be helpful to provide such professional outcomes. There is a need for innovation in the way translator's practical and professional "know how" and "know how to be" can be developed in a translation program. It is high time to benefit from the insights provided in educational sciences to improve translator education and training practices at both undergraduate and postgraduate levels in the region. Echeverri (2008) made reference to the same remark in the Canadian context.

Nevertheless, about the Arabic context, Atari (2012) argues that such practice on the part of faculty will be a hurdle to surmount in many translation programs. The author states that this is because trainers and faculty do not know much about the workplace practices and norms related to translation quality. He, then, was pleased to collaborate with the two groups. According to Gambier (2012), such cooperation could only reinforce the relevance and adequacy of the training program.

We mentioned earlier that due to the nascent state of translator education in Qatar, the respondents were speaking in general terms combining their previous experience and the one they had in Qatar. They nearly mentioned the same skills and behavioral patterns they referred to when they talked about knowledge, skills, and type of behavior needed in a future professional colleague. For many of them, working with students, such as the case of interns, was not a common practice. It is an emerging practice in the country. Amongst the practical skills and behaviours we find 'searching for terminology and documentation,' 'exposure to various translation techniques and text types,' 'time management and working fast,' 'work under pressure and for longer hours,' 'project management,' 'using translation technologies,' and 'communication skills.' All these examples have

been discussed in the previous section when we discussed their relevance, importance for future trainee translators supported with the literature on translation studies, translator education or education sciences. Greene (2012, p. 55; quoting from the University Contact Group (UCG) Report, 2007, p. 8) reports that, in the contexts of working in international organizations in Europe, many young graduates starting their job were not well prepared to manage real world translation situations, such as, having attitude problems consisting of taking criticism badly, including refusing to translate imperfect texts. Also, Delizee (2011) confirms that students: “[...] even if they possess the necessary linguistic, translational and discipline specific skills, will fail to be recognized by their peers and future clients as experts in the field if they are unable to demonstrate professional rigor and the ability to manage time effectively, self-evaluate, revise work, present assignments and cooperate” (p. 13).

Despite this, careful attention should be paid to the local institutional constraints related to teaching in a university context, since academic contexts may show resistance to provide educational experiences in such type of competencies and related contents qualifying them either as vocational or non-disciplinary. In other words, they are peripheral types of contents that should be sidelined from the main curriculum and never imposed as obligatory courses. In a rational and academic type of curriculum culture, or what Calvo (2011) calls ‘the rationale or theory based curriculum planning,’ this would seem a valid point. However, in a competence-based type of curriculum, preference would be to develop the knowledge as well as the competencies required by the professional community that the department in question (English or Translation department) can provide. In this regard, Wimkouvenhoven (2009, p. 6) affirms that: “In the tertiary level, we see more and more universities adopt a competence-based approach, starting with areas that have a more direct professional link such as medicine, dentistry, law, engineering, and accounting.” Furthermore, new curriculum design and development practices are needed in the 21<sup>st</sup> century, due

to constant changes in the profession as well as constant mobility at both the academic and professional levels (Hurtado, 2015).

### **5.7 Theme IV: Internship**

In this section, the discussion will be on the theme of internship and translators' recommendation for the academic programs. Regarding the first element (internship), we were not able to find published research on translator trainee internship at the regional level (Arabic context). Therefore, the researcher had recourse to research or literature carried in the field of professional education and insights from conferences to support the findings. For instance, Belanger and Cote (2015) have stated in a presentation on theory intervention at the 8th conference of the ACFAS ( The Francophone Association for Knowledge in Canada) that research in the field of internship and placement has been less documented in either the professional or academic installations.

Structured internship and placement opportunities enable students to integrate theory and practice. That is important in the field of translation. Cormier and Bastin (2007) contend that the good translation programs are those that include reputable internship activities. In the province of Quebec (Canada), in the context of formal education in undergraduate or postgraduate degrees, bridging the academic and the practical real word practice is made through not only the invitation or visit of professionals or hiring of instructors with extended professional competencies but also through internship activities (Conference Des Recteurs et Des Principaux des universities du Quebec (CRPUQ), 2011, p. 4), and that these provide an opportunity for students to apply the acquired knowledge in the academic context and develop it into complex and integrated set of competencies (Ibid). What can be noticed from the rectors' statements is the following: 'we at the university, do offer our students the knowledge they need and then it is up to the marketplace to offer students further support to ease their integration in the real world, which they were not able to get in academia.' But

what will happen if the knowledge received in academia did not benefit students with a great deal? Aligning contents between the university and the real world is a point to consider. However, in the Canadian context, professional translator associations' insights are taken into perspective in translator education contexts. This can be noticed in the practical courses listed on the website of this program as well as the list of the recruited contract-based instructors from the profession. Such practices could be tested in the Qatari or regional level; Nevertheless, there is a need for an infrastructure to professionalize the practice in the market and academia, first and for most, before thinking to integrate such practices with care. The results obtained from the present research may inform decision makers of important elements and insights that may guide the professionalization process of the practice in Qatar, especially in the academia.

At the intervention level, trainees are placed according to internal protocols of both the employer and the training institution. Earlier in Chapter IV, we mentioned that institutions such as AL-Jazeera, The Council of Higher Education and Qatar Foundation have in-house protocols for internship activities. Then, field activities with the mentor is another element that should be approached seriously, since organized training principles for such situations have been documented in the literature as useful lenses to lead training in such contexts. For instance, the use of Kolb's' (1984) concept of experiential learning (Fig. 39) and Donald Shon's (1996) concept of the reflection in action principles can be pertinent guiding lenses in this regard. Trainee students need to benefit from their experience at the workplace, not through doing exclusively skill-based and technical activities but also to practice reflective and critical thinking on a daily basis. The need to reflect on one's practice is crucial. Using a portfolio or journal would be a helping factor in this educational endeavor. Kolb's experiential learning cycle starts with a concrete activity that the learner experiences (working on revision tasks, building a glossary corpus or subtitling a cartoon movie for the first time); then, in his extra classroom activities, the learner may sit back and start

thinking about that activity. Then, he will engage in the process of abstraction on his experience using a journal or portfolio, and as the last phase, the learner will start thinking of implementing that new learning or experience in real life contexts. According to Wurdinger and Carlson (2010) using problem-based training, simulation or projects are pertinent activities for such type of environments. These active pedagogies would contribute to mobilizing various types of competencies: cognitive or non-cognitive, in a real world context.

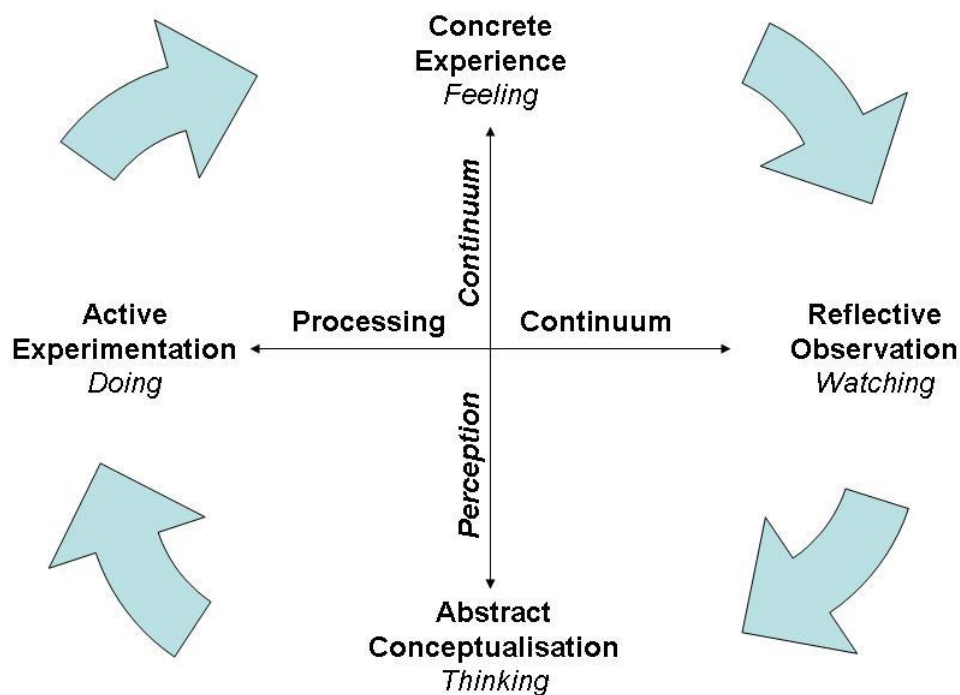


Figure 39. Kolb's experiential learning cycle

Regarding this study, it has been revealed that offering internships in translation is an emerging practice in the context of Qatar. Although students in other disciplines such as media studies were already undertaking such activities in



various work contexts, internship in translation is a new phenomenon in the country due to the recent establishment of translation programs in the country.

A clear example of an experiential type of placement for translators is the recent European Graduate Placement Scheme (EGPS) project funded by the Erasmus strand of the European Commission's Lifelong Learning Programme. The project began on 1st October 2012 and ended in March 2015. The aim of this project was to establish a European framework for internship activities for postgraduate students in enterprises offering translation services and to facilitate educational synergies between universities and companies in Europe (Fig. 40) (Kiraly & Piotrowska, 2016). One of the main tenets of this project was the development of a curriculum whereby work placement activities need to be integrated into the curriculum vision and activities through adopting an integrated, rather than a fragmented, type of competency-based approach to curriculum development and design (Ibid). This is similar to our macro objective in this thesis. Given below is a sketch of the integrated competency-based curriculum model developed by the team who carried out the project:

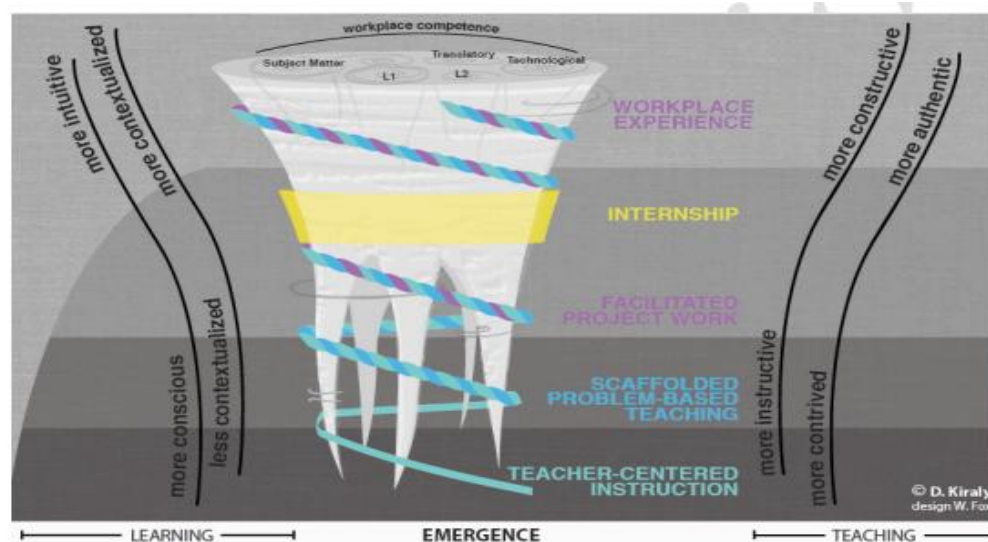


Figure 40. Evolutionary model of translator studies curriculum (Kiraly & Piotrowska, 2016)

We can observe the way learning progresses from a basic instructor based training, then to a mid-level type of activities based on the situation and problem spotting and solving approaches at the final undergraduate level and Masters level, then, into the phase of internship and workplace experiences. The learning curve moves from simple to more complex and experiential type of training at the stage where students are in a workplace situation, i.e., real-life project-based activities. A full-fledged description of the model and its relevance can be depicted from the below statement by the authors:

In our view, it is specifically the experience of undertaking actual work in the workplace that allows the learner to move beyond the fragmented sub-competences imposed by the modernist curriculum and to merge them into a unified translator competence. Rather than classes covering specific sub-sets of subject matter or subsets of discrete skills that are endemic in the institutional curriculum, the extra-curricular work done in the workplace can be seen to be comprised of fractal (that is, self-similar) multi-dimensional authentic projects, through which knowledge and skills can emerge and evolve as the placement student progresses from one to the next. (Kiraly & Piotrowsaka, 2016, p. 372)

Finally, we would also like to highlight that amongst the other findings were the solidarity and cooperative spirit displayed by the interviewees to encourage and support any initiatives involving student internships. This attitude is very important since it shows signs of engagement to empower the future practitioner and the entire translation community in the region, which will lead to improving the profession. Translators collaborate and cooperate with each other like any other type of professional communities. The Translation and Interpreting Institute at Hamad Bin Khalifa University organizes an annual international conference to promote the translation and interpreting practices at the local, regional and international level. This event gives great visibility of translation and translators in the country and the region. Last, the local professionals' attitudes is

also a reflection of their professional identity that they try to defend though ensuring that future trainees are trained and prepared adequately for the translation market. That is why they think that university training of translators needs to consider important elements in their curriculum as well as their pedagogies: that the real world of translation has its requirements regarding knowledge, skills, and behavior.

#### *5.7.1 Translation professionals' recommendation for Translator Education programs.*

In this section, we shall discuss the core elements of the participant's recommendations vis-à-vis translation programs in the local contexts, since according to S5, S6, S7, S10, S2, S1, and S8 many of these programs, either in the region or Qatar need to review their contents and pedagogies. It is to be noted that our participants while providing their recommendations, were unconsciously integrating a regional aspect to their discourse. Some of the participants have recently landed in the country and had no experience with university context in the country, so their discourse was more related to their experience in the region and the Arab world.

The detailed narratives and descriptions the candidates made showed a commitment to cooperate with academic instances and sheer will to talk about their 'secrets of the trade' and share them with the public for the good of the profession. Besides, both universities and the profession have a common interest to promote the practice and show commitment to sustain it (Shaffner, 2012). This collaboration, if adequately explored, could lead to establishing standards of practice in either the profession or in academia. A case in point, in the context of Europe, is that there is the EN15038 standard representing the first pan-European standard for the translation service requirements regulating the quality of translations services in Europe (Biel, 2011). In addition to this standard, we find the EMT model (2009, 2013) produced to organize and regularize the practice of

translation in academia. These models could be looked at as lenses that could inform local or emerging new frameworks. In the context of Qatar, translation teaching is a new practice at the University and the translation market practices still need further improvements and extensive efforts from the professional community, the university, and the government to recognize the profession and support its development. With the country's high hopes to be a hot spot for many international events and enjoying an international visibility, thanks to the famous Al-Jazeera channel network, translation, and interpreting practice stands in a favorable position to be regularized at professional practices and academic disciplines in either the profession or in academia. The results from this research study could be a supporting source of information for further policy makers.

#### *5.7.1.1 Integrating further practical courses.*

In earlier paragraphs in chapter V, discussion on pragmatic courses in both translation programs in Qatar as well as their curricular and pedagogical implication is an element that is closely related to the current element that the participants have recommended: integrating more practical courses. Arguments supported from the literature on the integration of practical contents as well as suggested pedagogical solutions were provided. In this part, further detailed information and discussion will be provided to give depth and breadth to our arguments. The discussion will cover insights from the education field regarding the relation between 'X' content or disciplinary knowledge and the corresponding pedagogy. All through this thesis, we have argued for the necessity to take into consideration the type of knowledge, skills, and behavior to develop in each educational intervention in a translation classroom, including practical or theoretical courses in translation. In fact, in the context of a professionally oriented type of program in a university context, the review of the theoretical and disciplinary content of translation studies is deemed necessary. The aim should be to focus on theories that make sense for the professional, or what Sundin and

Hedman (2005) call the “theory of professions,” which focuses: “[...] on the relations between occupational groups, theoretical knowledge and the possibilities for practitioners to exclusively apply such knowledge within their occupational practice” (p. 293). So, the type of theoretical knowledge and discourse that should be a vehicle in the 21<sup>st</sup> century professionally oriented translation classroom should be contextualized and considerably adapted to the professional discourse taking into perspective the university context requirements. There is a certain need to engineer the instruction to be provided for students in such programs.

Earlier in this chapter, we highlighted the importance of the sociological (Wolf & Fukari, 2007; Gouanvic, 2005; Moira, 2008) and functional approaches (Reiss & Vermeer, 1984) in Translation Studies. In translator education and training, approaches pledging for integrating “professional realism” (Kelly, 2005; Gouadec, 2007; Kiraly 2000, 2012, 2016) were increasingly gaining ground and attention and had been used in many training and education contexts. In the case of undergraduate translation majors, it is advisable to start with a pedagogical type of translation (Hurtado, 1994) which focalizes on improving the language skills, while for a postgraduate translation program professional realism should be the main objective of a professionally oriented Masters program in translation. Due to local contextual learning needs, the MA Translation program at the TII still includes the language component at the start of the program. It is very likely that if there were an undergraduate translation major or full translation track in the country, the language component load would be reduced considerably.

A second important point we discussed is the use of various types of pertinent pedagogies to cater for the development of such type of contents and educational experiences, such as problem-based learning, case studies, and project-based training. Way (2006) contends that training in higher education requires from instructors to bring their teaching approaches and methods closer to professional practice. We adhere to the author’s statement since there are some

competencies that could not be developed through passive methods of teaching (lecturing), a case in point is the personal, interpersonal, business and other non-cognitive types of competencies. In another publication, the author (2008) stressed the point that these latter types of competencies are difficult to teach systematically in a translation classroom. This takes us back to Kelly's (2008) argument that the teaching skills are the missing link of many translator instructors working in the European context.

#### *5.7.1.2 Learning outcomes.*

Regarding the program and learning objectives, there has been some discontent from some of our interviewed participants as we mentioned in the analytical part of this thesis (Chapter IV) vis-à-vis this particular point. These interviewees already had experience in various translator training contexts (formal education, continuous education, and professional development), so they were able to point out and raise this problem. They claim that learning outcomes should be clear and realistic for students. The reason being that one of the translation programs we surveyed has, according to S14's verbatim, many aims on its list: "the goals and objectives are five and four of them talk about professional training; however, if you look at the courses, most of them are theoretical, and that is a big mistake." The problem in drafting realistic aims impacts on the outcomes, leading us to question the clarity in the declared objectives and aims of the program. In the same vein, in the Arabic context, Atari (2012) sharing the same opinion like his colleagues working in the region, such as Buhmaid (1995) and Emery (2000), contends that: "The sheer neglect of well-defined outcomes is highly indicative of a blurred vision of the ultimate goal of translator training: the acquisition of translation competence" (p. 110).

In fact, the 'objective' part is a very crucial step in charting one's course; it is "of a course what the foundation is to a building" (Prégent, 1994, p. 17), and that "all the decisions involved in course planning should derive from your

objectives” ( Mckeachie, 2010, p. 11). Both, the teaching-learning activities and the assessment tasks depend on the directives or the ‘intended outcomes’ stipulated in the section on the objectives, and there has to be a ‘perfect fit’ between the three components. John Biggs (2007) had referred to that formula as ‘constructive alignment.’ Amongst the five main competencies stipulated in the EMT document for translator trainers (2013) are the ‘instructional competence’ and ‘assessment competence.’ Both these, in addition to the remaining three competencies, must be integrated as a whole in the future translator trainer or instructor. The ‘instrumental type of competence’ comprises all sorts of pedagogical competencies, such as course design, development, design of learning environments specific to translator education contexts, ..etc; while ‘the assessment competence’ refers to the instructor’s ability to know about all relevant literature and practices on assessment in higher education, and those specific to translator education training.

We requested syllabus copies of translation faculty at both institutions in Qatar, but, unfortunately, could not obtain them from existing faculty despite two repeated reminders. The administrator of one of the two institutions requested that the diffusion of the results of this research should be not only anonymous but also vague and broad. We preferred to think of other alternatives. Thus, the data collection tools were modified. Our data, within a mixed research framework, relied on the semi-directed interview with the professionals, and the use of a survey and the students’ program manuals available on the universities' websites. Research on the detailed syllabus of translation courses shall be carried in the future after finalizing this Ph.D work. In this context, we can only mention that in the case of the Masters program at the TII, it can be noticed from their 2015 online copy of the courses and program outline that the declared aims were well structured and divided into practical, market-oriented as well as intellectual and academic types of knowledge, skills, and attributes. Nevertheless, a future exploratory study on student perspectives after graduation and a follow up with

examining internship reports to examine employers' feedback may give us a more realistic picture of the program outcomes and the validity of both the declared objectives and aims vis-à-vis the real ones.

#### *5.7.1.3 Instructor profiles.*

The profile of the instructor was also the concern in the discourse of some of our candidates (S4, S14, S6, S8, S10). In the literature on translator education, scholars in other parts of the world raised this theme in many published articles either in the Arabic world or another part of the world. For instance, many of the scholars in the Arabic context have voiced the need to ensure that the competencies of new or existing instructors need to be examined at recruitment and provide development opportunities for the existing personnel to update their skills. According to AL-Qinai (2010):

Special advanced training programs should be tailored for training the trainers. Indeed, some translation instructors are by profession TEFL or TESOL specialists while others are graduates of language departments[...] trainers who use impressionist and traditional methods should be updated with new developments.” (p. 136)

Other authors have also made similar remarks in the Arabic context (Atari & Al-Sharafi, 2013; Mehrash, 2003), suggesting the need for pedagogical training for future instructors in translation programs in the Arab world. For instance, Atari (2012), quoting from Kelly (2005), argues that the translation classroom practices, like, the text-based approach extracted from the works of Basil Hatim (1996, 2004) need to be updated and reviewed, since other approaches from translator education can also be integrated into the learning and teaching experiences, such as Kiraly's (2000) socio-constructivist approach or Gonzalez Davies's (2005) task-based approach or Gile's (2005) process-oriented



approaches or Nord's (2005) profession-based and learner-centered approach. In the same vein, Farghal (2009) indicates that using bilingual faculty to teach in many translation majors or courses is an ongoing practice in many universities in the World and also that "...one can find translator trainers who neither have sufficient theoretical background in translation studies, nor interest or motivation to familiarize themselves with translation studies [...]" (p. 109). Furthermore, Abdulla-Al Shunaq (2009) quoting from Al-Amid (2000) says that the translation instructor in the 21<sup>st</sup> century should be acquainted with the technologies needed to train future translators, and should also be aware of recent disciplinary, theoretical developments in translation studies. Finally, Gabr (2001a) confirms in his survey on translation program curricula at Egyptian national universities, that faculty involved in translation course design and development are either academics or professionals and that they are not training specialists; hence, they perceive or approach the training system from the right perspective. We adhere to all previous arguments and add that further detailed and pertinent insights can be found not only in translator education but also in mainframe education studies, especially in the dynamics and fundamentals of professional education and teaching in a university context. In this regard, Shuitevoerder (2014) reiterating on Kiraly's (2012) discussion on project-based approaches in training contends that: "it is not the project that gives shape to the pedagogy, but rather the quality of the teachers' educational epistemology that will make the project a success: the teacher's understanding of the learner's mind, how teams function, how learning happens, and of the translation process" (p. 49).

The above discussion is not only related to the practical or pragmatic types of courses but also theory-based contents. For instance, teaching the history of translator practices can make more sense to the learner if the instructor integrates 3D videos and a well structured good narrative voice and story, whereby the learner can both retain the information and identify himself with the persons involved through the impact from the sound, the story and the visuals: such as the

story of the practices carried out in Bait AL-Hikma in Baghdad during the golden ages of the translation ‘industry’ in the Arab world. Also, another suggestion to faculty or instructors is the explicit verbalizing of real life experiences that they have been through as professionals in the classroom, can explicitly clarify the meaning of an abstract concept in translation theory or translation studies through exemplifications. There is a need to consider that an undergraduate learner cannot retain for the first time the concept of the ‘translation commission’ (Nord, 1997) referring to the details and elements conditioning the translation of a text. Intensive exploitation, including the use of easy and short case studies containing problems, can lead the student to reasonably appropriate the meaning and dynamics of what do we mean by ‘the translation commission’ in the translation market, and probably may have another term in the profession, such as ‘project description/terms and conditions’ or ‘project outline.’ Talking about the ‘brief’ as an abstract concept will unlikely make sense to the students. However, verbalizing the experience (Vacher, 2015) of a brief through an instructor who lived the experience of working with ‘briefs’ may make better sense to the student translator. This activity, according to the author, is a good strategy towards bridging the gap between the real world and theory. The experience would be more interesting if the classroom is heterogeneous such as is the case of the types of students attending the TII. These could help each other to make sense of the abstract concepts. The experienced professionals could help the novice and inexperienced students.

Therefore, educating translators need to be understood within a large and complex framework and not only in mere theoretical or technical terms concerning telling students what translation is about (lectures) or showing them how to use certain tools and translation technologies to produce translations according to industry needs (training) but more than that. On this particular point, and about the field of teacher education and the concept of competence in teaching in general, Pantic and Wubble (2012) contend that:

[...] Teacher education must equip future teachers with much more than the ability to use particular teaching techniques. It requires more knowledge and deeper understanding of the historical, political and economic context of a particular education system (...) we share the view that attainment of theoretical and contextual knowledge continues to be essential for teachers, and we adopt a broad concept of competence as inclusive of knowledge and understanding, skills and abilities, as well as teacher beliefs and moral values. (p. 66)

We believe that the statement above makes sense in our current discussion and the problematic we raised in the theory part of this doctoral work. Teacher's or -in our context of higher education- instructor's / faculty's competence in a translation program counts. It is not the disciplinary knowledge that counts, but also the professional and the pedagogical 'know how' 'know what' and 'know how to be.'

Teachers' knowledge and abilities have extensively been highlighted in international literature in education (Shulman, 1987) and translator education. For instance, Kelly (2008) has said, as mentioned repetitively in this thesis, that her survey on teachers' skills in Europe led her to conclude that disciplinary and professional competencies are well catered for in training contexts; however, there is still work to do on improving their pedagogical skills. A few years later, we saw the emergence of the EMT framework for translator trainers (2013) at Masters level programs. It has been indicated in various parts of this doctoral study, the necessity to have instructors or faculty able to integrate all the five competencies stated by the framework above, and that none should be missing. This model (The EMT) could be a lens to tackle the same issue in the Arabic context in general, especially in the context of advanced translation programs in the Qatari context. As for the undergraduate level, a customized version of the EMT and other models of translator competencies (Kelly, 2002, 2005) and PACTE (2000, 2003,

2011) can be referred for inspiration. According to Kelly (2008, p. 116) “detailed local needs analysis should be carried out, as local contexts impose trainer and competence profiles as well as specific training needs”; therefore, scrutinizing the best way to operate with the said frameworks in the context we are working on is essential. It can be noticed that recent models of translator education and training designed either for academia (Kelly, 2002, 2005; PACTE, 2000, 2003, 2005, 2011) or for the profession (EMT, 2009, 2013) make a call for integrating, and to a certain degree, professional realism into the curriculum or training program. According to Gajer (2014), this is a clear sign of the serious move towards, on the one hand, professionalizing translation programs, and, on the other hand, the emergence of the identity of translator trainer within an academic context. Nevertheless, such integration and circulation of the professional or industrial elements need to be approached with certain consensus, whereby the profession and academia need to decide on the best way to develop competencies that could both benefit the learner on a long-term basis and, also, let him/her integrate smoothly into the market. Sometimes, however, faculty’s biases towards his or her baseline disciplinary field lead them to defend contents in their discipline that should be integrated into the curriculum (Lenoir, 2009). This activity seems to take place in many translation programs implanted in language departments. We noticed this in a few of the translation programs we worked in or checked the list of courses and faculty profiles on some of the universities websites either in the region or other universities based in the Arab-speaking countries.

Another element that raised few concerns is the degree to which the instructor can as closely as possible transmit the real world practices into the classroom. Dimitruva (2002) reports that: “Teachers teaching translational proficiency and its constituent parts must have a whole knowledge of the demands of the professional activities of a translator. They should be aware of the different tasks a translator can be faced with, and be prepared to analyze them both practically and theoretically” (p. 77).

Likewise, Shaffner (2004, p. 42) contends that if a trainer has no or little awareness of the real world of translation and translators in the industry, he cannot teach it properly. Mikkelsen and Jourdenias (2015, p. 403) stipulate that in the Chinese context all professionally oriented translation programs, undergraduate or postgraduates, 80% of faculty must have professional experience in either translation or interpreting. This focus on the profession has been a rule of thumb soon after a nationwide Master of Translation, and Interpreting Frameworks (MTI) was set up in 2007 to professionalize and regulate the training of translators at Masters level. If such frameworks were developed in Europe and China, why such initiative cannot be launched in a region of the world which had already a history of translation practice and industry that was halted only after 200 years of intensive production and that contributed to a large extent to the European Renaissance. As a first step, there is no harm benchmarking with the previously mentioned practices in Europe and China, and then, through research practices, build a local and regional framework, standards and model for both translator education and practice.

#### *5.7. 1.4 International exchange activities or experience.*

Three of the respondents in the interview have recommended that universities should create international exchanges to either increase or diversify student learning experiences; since in the field of translation, it is important to benefit from best experiences practiced in other countries to improve local or regional practices. This sounds a viable request, and it needs to be studied within its socio-cultural context. Perhaps, there will be some family restrictions for some female students, who represent the majority of the student population in translation departments and most universities in the region. Mobility, as we mentioned in an earlier discussion, is one of the characteristics identified in our interview translators. Therefore, it may be a pertinent attribute to address in a translation program, within the existing limitations as mentioned. Calvo (2010, p.

73) stresses that nowadays employers in the field of multilingual industry are looking for employees who have an international profile and who gained experiences in various countries and cultures. Therefore, students can, in addition to gaining valuable generic and transferable contexts such as flexibility, working in international and diverse people and contexts (personal and interpersonal competence), be employable. However, the question as to what extent this practice may work in the Qatari context needs to be addressed. There will likely be logistic, administrative, financial and cultural elements to consider before deciding on the feasibility of this request from some members of the professional community.

#### *5.7.1.5 Extending work experience*

In addition to having exposure to international experiences in workplaces, a reference was made to extend the timeframe of internship period to more than what is practiced at this time. So far, only the TII has this scheme. In the theoretical part of this thesis, we referred to the need for the increase in the number of days allocated to internship or work placements in the context of Gulf-based universities, and we recommended the co-op model in the BA programme in translation at Sherbrooke University as an example of a program that provides an economic relevance to students (Lundsteen & Edwards, 2013). The time allocated for an internship at universities in the Gulf region (about one month) is not enough to activate nor to contextualize this multi-set of competencies that we referred to earlier (especially transferable skills). At the University of Sherbrooke, BA students undergo a highly structured internship process (which is a paid internship) for three full semesters within four years. Students end up having one full year experience upon their graduation. This stands in contrast not only with the time allocated for work placement in Qatar under TII terms but also with that of the European Graduate Placement Scheme (EGPS) which is about 2 to 6 months (EGPS document, 2014, p. 6).

The Canadian context is quite different from the Arab context (Gulf context) in many ways, but there are converging points to consider and explore. In the same vein, Shaffner (2004), writing about the European context, contends that: “We could set up more internship periods in translation companies; because there is not enough of that being done, at least in some countries...” (p. 42). She is referring to countries in Europe. Therefore, there are many factors to consider implementing this request from members of the profession who, as we highlighted, show high concern for the type of knowledge, skills, and abilities that current translator trainees are trained on in local translation programs. Most of all, developing what they refer to as the practical and behavioral type of competencies, even a satisfactory level that is sufficient for the trainer to insert smoothly into the translation market. Also, ensuring that mentoring process during the training period is structured and systematic to the extent that students could benefit significantly from this very important experience and appropriate the complex set of competencies they learned in an integrated way

## CONCLUSION

To conclude, we present a summary of the findings of the specific objectives of the current study, the limitations of the research and, finally, recommendations for further inquiries.

This study focused on the following objectives: 1) identification and description of the professional translator profile in the Qatari context; 2) identification of the pedagogical (teaching and learning) practices used in translation programs at Arabic universities in the Gulf region, such as Qatar; 3) identification of the profiles of teaching staff in terms of knowledge required and competencies to be developed and deployed in a professionally-oriented translation programme in a university context; and 4) description of the conditions to integrate market requirements in these types of professionally-oriented programs. These objectives were discussed in an interrelated way, and not in a linear fashion. After an examination of the results and a review of literature related to the subject of the research, the following conclusions can be drawn.

Findings from our exploratory inquiry, which included interviews with a limited number of participants who are part of the local translation profession revealed that identifying and understanding translator background, work environment, and identity will be useful to administrators and faculty when designing or developing translation programs. These results permit a greater understanding of the concept of translation and translators differently than the way it is documented in the official scientific literature. The majority of faculty is working at both institutions, due to their predominantly academic backgrounds and focus on research, have little experience in the field and therefore are not able to cover requirements of the field in the curriculum. Ensuring that all instructors have professional experience as well as academic expertise is challenging, but



possible if universities believe that professors must initially have professional experience in the field

Dybec-Gager (2013) contends that due to the need to professionalize translation programs in many contexts, the issue of translator trainer identity and profiles becomes important. Therefore, trainer or instructor eligibility, ability and competencies to teach in a translation program in general, and more specifically, to provide learning and training environments in specific translation courses, need to be carefully considered in a translation department. Furthermore, the semi-directed interviews undertaken for this study revealed that practitioners, especially those who took training at the TII, believe that translation programs need to recruit instructors who can reflect on the ongoing practices *in the real world* and organize content and pedagogical activities that could prepare future reflective professionals. These comments are echoed in the regional literature on translator education by scholars such as (Al-Qinai, 2010; Atari, 2012; Farghal, 2009).

Also, findings from the analyzed and discussed interviews with the translation practitioners revealed that these participants privileged, in addition to language competence in Arabic and a knowledge of the subject matter (medicine or law in the case of specialized translation), certain competencies as being needed in the profession. These types of competences are missing on the compulsory syllabus list of both translation programs in Qatar. For example, the provision of training and learning experiences on revision tasks, project management, personal, interpersonal and entrepreneurial abilities are all absent from the curriculum. Apart from the instructors working at the professional development center at TII, none of the faculty members working at both universities mentioned the utility of such new content or its integration into the curriculum. The lack of such competencies was made clear when the translation professionals revealed that students' weaknesses mostly lie in their lack of preparation in the following important aspects of the profession: managing a

multilingual project, revision skills, and entrepreneurial and interpersonal abilities. Way (2009) has referred to these types of capabilities as the “psycho-physiological or attitudinal competencies,” which help to boost students' self-confidence and self-concept as future multilingual service providers. All in all, it was revealed that faculty and instructors did not show the same enthusiasm and inclination to privilege competencies that professionals think are essential in a translator profile: transferable, interpersonal and behavioral types of abilities such as working under pressure, time and project management. In other words, these were not mentioned in the data collected from the online survey presented to the faculty and instructors.

Moreover, the data provided in this research showed the types of translations that are predominant or emerging in the local translation service market such as legal, specialized, technical or medical translations, and revision was not reasonably integrated into the two local translation programs. Of great importance is to identify the types of knowledge, skills, and abilities needed in such types of courses for faculty and instructors to collaboratively prepare the learning and training environment to develop such types of required competencies for the designated students in the program.

The results from the semi-directed interview showed that translation practitioners privileged the use of innovative and dynamic training and teaching methods to enable and activate the type of professional competencies needed in the workplace. This opinion was also shared by the instructors, especially those teaching at TII. For example, the instructors' stated intentions to integrate active pedagogies into the classroom, such as project-based, problem-based learning and the integration of technology-enhanced environments into their teaching. Similar calls have been documented in the international literature to use such innovative methods (Echeverri, 2008; Gouadec, 2007; Kiraly, 2000, 2013, 2016). The teaching of translation skills to trainee translators is in some contexts a new

development, which requires changes in methodology, testing techniques and curriculum (Shuitevoerder, 2014, p.10).

This study has also found that the use of a comprehensive competency model to address the above issues mentioned in our data, allowed us to uncover elements highlighted by the multilingual service providers in their discourses that could benefit translation programs. Translators' discussions on their way of doing things and their recommendations would help many decision makers to make the appropriate decisions in translation programs in a university context.

Furthermore, the introduction of a competency-based approach in developing or designing translation programs permits faculty or administrators to change their views about the concept of translation. In the opinion of this author, interacting and communicating with the real world of translators will improve the way faculty, students and society perceive translation. In Qatar, this point is crucial since some of the respondents confirmed that local and regional communities look down upon translation as practice or a field of study. Society needs to be made aware that translation has a social and economic role in local communities, and that it is a professional practice in many parts of the world. This message could be channelled through instructors and faculty in translation departments through not only training future translators on skills but educating them as well. Furthermore, the orientation is given in a translation curriculum, as well as the perceived concept of translation and translators by instructors can contribute to misinterpreting and misrepresenting the field as a practice and as an academic field of study and research. Therefore, such findings could not have emerged if a competency-based approach to the curriculum was developed instead of what Calvo (2009) names a theory-based curriculum approach, or what is usually known as rational curriculum model (Tyler, 1947; developed later on by Taber (1962)). The latter focuses predominantly on the teaching of the theoretical

content and the sidelining of the knowledge and competencies needed and practiced in the professional world by practitioners.

Both faculty and practicing translators declare that language competence remains an issue of concern. Students enter programs without sufficient knowledge of both their first language and the target language to succeed as translators, and these programs do not permit students to improve their language skills sufficiently. Such gap was noticed in both Arabic and English or any other second language. Due to internal university cultures, university faculty is likely to focus on theoretical aspects of translation, meaning that, without strong language skills or strong interpersonal and management skills, students are less likely to be well-prepared for the profession. The primary objective of professors is to engage in research because that is the basis on which they achieve tenure and promotion, which explains their preoccupation with theoretical rather than practical knowledge. However, in the recent climate of competition for students, some universities have turned their attention to the promotion of excellent teaching and improving their professional programs. In addition to research in these universities, faculty needs to be involved in the practical teaching of both undergraduate and postgraduate courses and deploy effective pedagogies to enhance learning. Therefore, a formula to support faculties, such as integrating into the program professional instructors with excellent pedagogical skills and disciplinary knowledge is one option to consider.

About the integration of professional criteria, one can come to the conclusion that integrating appropriate professional practices into academic courses is possible but requires good communication, collaboration and consensus between the field and the university. The two cultures and paradigms can collaborate if their concern is to improve and promote the field and the profession. Using the comprehensive competency model has contributed to this open discourse and cooperation between the two camps through undertaking an

exploratory type of research using a mixed design model to approach both professionals and teaching staff in order to document their needs and perceptions, combine and integrate them and come out with informed findings that could benefit decision makers and administrators alike.

The importance of integrating internship activities into the curriculum has been one of the findings of this research. Both faculty and professionals showed an interest and support for that type of training that enhances students professional skills. At the same time, academics revealed reservations about other patterns of internships, such as those requiring students to take training or work placements in various contexts within Qatar or other non-Arabic countries.

Finally, this study concluded that in the Qatari university context, translation program design and development were predominantly governed by a type of curriculum culture that privileges the importance of content and conventional types of courses, with little focus on lifelong learning competencies and requirements from active members of the translation profession. For example courses like translation theories, introduction to translation or translation studies, practical translation work, and basic internship activities are included in the undergraduate translation minor program at Qatar University as well as in the postgraduate translation program at TII. Nevertheless, professionals recommended the integration of more professionally oriented types of contents supported by active pedagogies and experiential type of learning and training. In other words, a focus on a comprehensive competency type of approach to curriculum development, whereby both appropriate content knowledge and subsequent skills and abilities needs to be integrated as well. For example, in the policy document, Qatar Vision 2030, employability and the creation of a knowledge society factors are amongst the top goals of the nationwide strategy, meaning that academic programs must begin to integrate practical professional

skills training along with theoretical studies to fully prepare the next generation for professional employment.

## **2. LIMITATIONS OF THE STUDY**

The first limitation of this research study is the small research sample size. The number of participants in both the interviews and the online survey was limited to 25 participants. Despite the fact that Qatar is a small country with only one city (Doha), a small population of 3 million, and with only one major graduate translation program in translation and another undergraduate minor program, an increased number of participants at the two universities (Another five or more participants, for example) would have given more breadth to this research. As the study was dependent on the interviewees' willingness to share their experiences, this also could have limited our insight to some extent. How study participants differ from those who declined participation is unknown, especially on the part of instructors and faculty working at both universities. Only people who volunteered to participate were interviewed. Also, as the study relied on the voluntary participation of teachers and translators, reporting bias as a result of incorrect interpretation of the questions by the participants could have occurred because of the participants' possible desire to give socially (or institutionally) desirable responses. Given the nature of the instrument used to collect data (i.e., a semi-structured interview) the meaning is especially difficult to extrapolate from the data. In fact, participants responding to open-ended questions may rush through responses (Mullinax et al., 2015, p. 433).

Another limitation that is related to the above consists in the complicated logistics in which we underwent our semi-directed interviews as well as the selection of both participants for the online survey and for the semi-directed interviews. The context of our work is in the Gulf region, and we carried out our

data collection remotely. Being physically present could have permitted the recruitment of additional participants.

The fact that in Qatar, translator training is a new practice in a university context restricted our work to two programs at two universities, with a total teaching staff at both institutions being 15. So, our sample, although it is representational at a local level, still lacks width and breadth. A future longitudinal study, grouping translation programs in the Gulf region and, perhaps, the entire Arab world, would permit both a broader and a more in-depth understanding of the field of translation education in these contexts.

The study approached only a representational group in Qatar (professionals who predominantly work at the Qatar Foundation and other government ministries). This study could have benefited from the collection of data from other local translation sectors: translation carried out at private institutions, from freelancers, and at translation agencies. This will be another element that the researcher will consider to explore in future studies.

At the pedagogical level, although teachers declared that they use or will use innovative pedagogies in their classrooms, an in-class observation or a questionnaire to get students' perceptions about teaching methodologies would have given a better interpretation and meaning of teachers' declarations about their practices. Therefore, the researcher intends to integrate classroom observations and student opinions into any upcoming research to be carried out either at the same institutions or others in the region.

Other limits consist in the lack of internship reports and other types of documentation to cross check curricular and pedagogical practices. Despite various attempts to contact, the management to supply the researcher with such documentation, these requests were rejected, and the only possibility of collaboration was to undertake an online survey.

### 3. SIGNIFICANCE OF THE STUDY

Despite the limitations of the study, findings from the research may contribute to the improvement of quality translation programs in Qatar and the greater region. This could be done through reconsidering curriculum and pedagogical practices within a university-based program by including professional practices in the initial design of courses. The addition or deletion of courses without diagnosing the needs at the competency level for both students and faculty could lead to disorienting existing programs in translation. Therefore, it is important to begin with a consultation process based on a partnership model between academics and other stakeholders or partners (professionals, students, society, administrators, management...etc), since consulting only individual academics at the level of their courses might not suffice as it does not allow to take fully into account the complexities of the curriculum and its socio-political background and articulations (Clement, Di Napoli, Gilis, Buelens, & Frenay, 2011). Disciplinary knowledge is not enough to ensure quality outcomes. There is a need to integrate innovative pedagogical practices as well as informed curriculum practices. Educational studies can offer many insights to translator training in this regard. There are constructs, concepts, models and frameworks from the field of education, especially higher education and professional education that could fit in well in the main frame of translation studies or translator education alike. In this research, we integrated insights related to pedagogy in a higher education context, frameworks related to curriculum development in higher education, insights from learning and teaching dynamics as discussed in mainstream general and professional education studies.

This research endeavor relates to the theme of the doctoral program in the Faculty of Education at the University of Sherbrooke, which focuses on the interrelationship between three poles: research, training, and practice. More specifically, this research explores the link between these three elements at the curricular and pedagogical levels within translator training programs by



examining the profiles of translation instructors. Therefore, integrating professional as well as pedagogical and disciplinary elements in translation programs is necessary. The three entities are closely interrelated, and it is difficult to separate them. One entity completes the other. Still, it can be difficult to find profiles that can integrate all three poles in an integrated way. Nowadays, with the spread of PhD programs in translation studies worldwide, and the strong determination of a new breed of translation or interpreting professionals to undertake research based studies, one could hope for the best.

The results of this research may guide administrators and instructors at translation programs in Qatar to improve and re-think their approaches when designing and developing educational and training practices in their programs to provide student outcomes that would not only include the skills to do translation work but also the ability to be reflective of their practice.

When it comes to its scientific contribution, this study contributes to the literature by providing a deeper understanding of the lived experiences of professional translators in the Qatari translation profession as well as the personal perceptions of translation teaching staff of their practices at the current institutions where they work.

Finally, at the methodological level, this is a rare exploratory research on pedagogical, curricular and professional practices in translation programs in the Arabic context. Also, one of the rarest to tackle the above topic from an integrated mixed research approach method in translator education at the international or regional levels. Also, such results and methods used to collect data will also feed other academic and professional contexts in the region to review their practices and amend them according to international best practices, frameworks and guidelines through acritical lenses. To the best of our knowledge, we are not aware of comparable studies on the subject matter of the present study.

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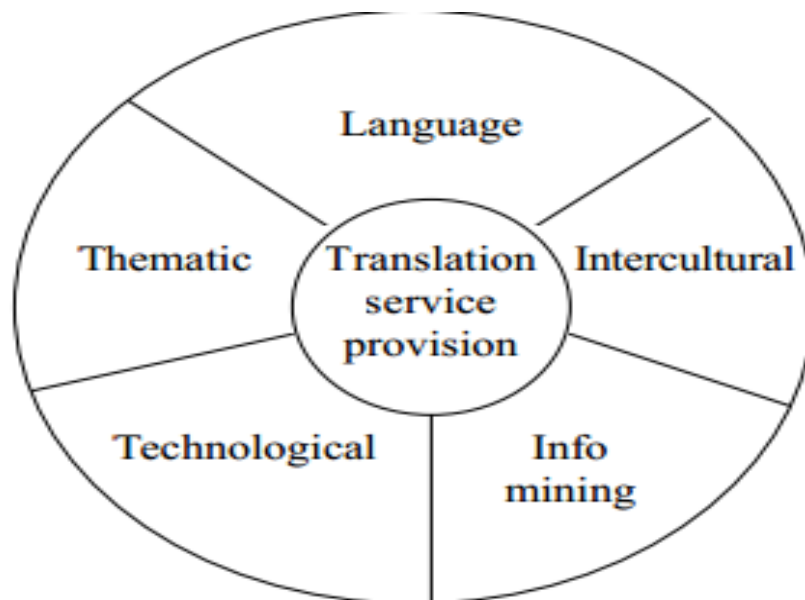
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## APPENDICES

### APPENDIX A



**The EMT TRANSLATION COMPETENCE MMODEL**

(Extracted from the EMT website)

<i><b>TYPE OF COMPETENCE</b></i>	<i><b>DEFINITIONS / COMPONENTS</b></i>
<b>TRANSLATION SERVICE PROVISION COMPETENCE</b>	<p><b>INTERPERSONAL dimension</b></p> <ul style="list-style-type: none"> <li>- Being aware of the social role of the translator</li> <li>- Knowing how to follow market requirements and job profiles (knowing how to remain aware of developments in demand)</li> <li>- Knowing how to organise approaches to clients/ potential clients (marketing)</li> <li>- Knowing how to negotiate with the client (to define deadlines, tariffs/invoicing, working conditions, access to information, contract, rights, responsibilities, translation specifications, tender specifications, etc.)</li> <li>- Knowing how to clarify the requirements, objectives and purposes of the client, recipients of the translation and other stakeholders</li> <li>- Knowing how to plan and manage one's time, stress, work, budget and ongoing training (upgrading various competences)</li> <li>- Knowing how to specify and calculate the services offered and their added value</li> <li>- Knowing how to comply with instructions, deadlines, commitments, interpersonal competences, team organisation</li> <li>- Knowing the standards applicable to the provision of a translation service</li> <li>- Knowing how to comply with professional ethics</li> <li>- Knowing how to work under pressure and with other</li> </ul>

	<p>experts, with a project head (capabilities for making contacts, for cooperation and collaboration), including in a multilingual situation</p> <ul style="list-style-type: none"> <li>- Knowing how to work in a team, including a virtual team</li> <li>- Knowing how to self-evaluate (questioning one's habits; being open to innovations; being concerned with quality; being ready to adapt to new situations/conditions) and take responsibility</li> </ul> <p><b>PRODUCTION dimension</b></p> <ul style="list-style-type: none"> <li>- Knowing how to create and offer a translation appropriate to the client's request, i.e. to the aim/skopos and to the translation situation</li> <li>- Knowing how to define stages and strategies for the translation of a document</li> <li>- Knowing how to define and evaluate translation problems and find appropriate solutions</li> <li>- Knowing how to justify one's translation choices and decisions</li> <li>- Mastering the appropriate metalanguage (to talk about one's work, strategies and decisions)</li> <li>- Knowing how to proofread and revise a translation (mastering techniques and strategies for proofreading and revision)</li> <li>- Knowing how to establish and monitor quality standards</li> </ul>
<b>LANGUAGE COMPETENCE</b>	<ul style="list-style-type: none"> <li>- Knowing how to understand grammatical, lexical and idiomatic structures as well as the graphic and typographic conventions of language A and one's other working languages (B, C)</li> <li>- Knowing how to use these same structures and conventions in A and B</li> <li>- Developing sensitivity to changes in language and developments in languages (useful for exercising creativity)</li> </ul>

<p><b>INTERCULTURAL COMPETENCE</b></p> <p>(the dual perspective – sociolinguistic and textual – is in the comparison of and contrast between discursive practices in A, B and C)</p>	<p><b>SOCIOLINGUISTIC dimension</b></p> <ul style="list-style-type: none"> <li>- Knowing how to recognise function and meaning in language variations (social, geographical, historical, stylistic)</li> <li>- Knowing how to identify the rules for interaction relating to a specific community, including non-verbal elements (useful knowledge for negotiation)</li> <li>- Knowing how to produce a register appropriate to a given situation, for a particular document (written) or speech (oral)</li> </ul> <p><b>TEXTUAL dimension</b></p> <ul style="list-style-type: none"> <li>- Knowing how to understand and analyse the macrostructure of a document and its overall coherence (including where it consists of visual and sound elements)</li> <li>- Knowing how to grasp the presuppositions, the implicit, allusions, stereotypes and intertextual nature of a document</li> <li>- Knowing how to describe and evaluate one's problems with comprehension and define strategies for resolving those problems</li> <li>- Knowing how to extract and summarise the essential information in a document (ability to summarise)</li> <li>- Knowing how to recognise and identify elements, values and references proper to the cultures represented</li> <li>- Knowing how to bring together and compare cultural elements and methods of composition.</li> <li>- Knowing how to compose a document in accordance with the conventions of the genre and rhetorical standards</li> <li>- Knowing how to draft, rephrase, restructure, condense, and post-edit rapidly and well (in languages A and B)</li> </ul>
<p><b>INFORMATION MINING COMPETENCE</b></p>	<ul style="list-style-type: none"> <li>- Knowing how to identify one's information and documentation requirements</li> <li>- Developing strategies for documentary and terminological research (including approaching experts)</li> <li>- Knowing how to extract and process relevant information for a given task (documentary, terminological, phraseological information)</li> <li>- Developing criteria for evaluation vis-à-vis documents accessible on the internet or any other medium, i.e. knowing how to evaluate the reliability of documentary sources (critical mind)</li> <li>- Knowing how to use tools and search engines effectively (e.g. terminology software, electronic corpora, electronic</li> </ul>

<b>THEMATIC COMPETENCE</b>	<ul style="list-style-type: none"> <li>- Knowing how to search for appropriate information to gain a better grasp of the thematic aspects of a document (cf. Information mining competence)</li> <li>- Learning to develop one's knowledge in specialist fields and applications (mastering systems of concepts, methods of reasoning, presentation, controlled language, terminology, etc.) (learning to learn)</li> <li>- Developing a spirit of curiosity, analysis and summary</li> </ul>
<b>TECHNOLOGICAL COMPETENCE</b> <b>(mastery of tools)</b>	<ul style="list-style-type: none"> <li>- Knowing how to use effectively and rapidly and to integrate a range of software to assist in correction, translation, terminology, layout, documentary research (for example text processing, spell and grammar check, the internet, translation memory, terminology database, voice recognition software)</li> <li>- Knowing how to create and manage a database and files</li> <li>- Knowing how to adapt to and familiarise oneself with new tools, particularly for the translation of multimedia and audiovisual material</li> <li>- Knowing how to prepare and produce a translation in different formats and for different technical media</li> <li>- Knowing the possibilities and limits of MT</li> </ul>

Yves Gambier  
on behalf of the EMT expert group



## APPENDIX B

### COMPARISON OF THE HEA STANDARDS WITH KELLY'S DESCRIPTION OF TRANSLATOR TRAINER COMPETENCE (Extracted from Kelly (2008))

HEA standards	Translator trainer competence
<i>Areas of activity</i>	
1. Design and planning of learning activities and/or programmes of study	<ul style="list-style-type: none"> <li>-the ability to design courses and appropriate teaching and learning activities</li> <li>-the ability to apply and manage these</li> <li>-understanding of the educational context in which training takes place (local, national, international)</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>
2. Teaching and/or supporting student learning	<ul style="list-style-type: none"> <li>-the ability to present content and explain clearly</li> <li>-the ability to stimulate discussion and reflective thinking</li> <li>-the ability to arouse interest and enthusiasm</li> <li>-understanding of the teaching profession</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>

3. Assessment and giving feedback to learners	<ul style="list-style-type: none"> <li>-the ability to design, apply and manage appropriate assessment activities</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>
4. Development of effective environments and student support and guidance	<ul style="list-style-type: none"> <li>-the ability to work collaboratively with trainees towards their learning goals</li> <li>-the ability to act as a mentor for trainees</li> <li>-the ability to work in a training team</li> <li>-the ability to stimulate discussion and reflective thinking</li> <li>-understanding of the teaching profession</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>
5. Integration of scholarship, research and professional activities with teaching and supporting learning	<ul style="list-style-type: none"> <li>-Professional translation practice</li> <li>-Translation Studies as an academic discipline</li> <li>-understanding of the teaching profession</li> </ul>
6. Evaluation of practice and continuing professional development	<ul style="list-style-type: none"> <li>-understanding of the teaching profession</li> </ul>
<i>Core knowledge</i>	
Knowledge and understanding of:	
1. The subject material	<ul style="list-style-type: none"> <li>-Professional translation practice</li> <li>-Translation Studies as an academic discipline</li> </ul>

2. Appropriate methods for teaching and learning in the subject area and at the level of the academic programme	<ul style="list-style-type: none"> <li>-the ability to design courses and appropriate teaching and learning activities</li> <li>-the ability to apply and manage these</li> <li>-the ability to work in a training team</li> </ul>
	<ul style="list-style-type: none"> <li>-the ability to present content and explain clearly</li> <li>-the ability to stimulate discussion and reflective thinking</li> <li>-the ability to arouse interest and enthusiasm</li> <li>-understanding of the educational context in which training takes place (local, national, international)</li> <li>-understanding of the teaching profession</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>
3. How students learn, both generally and in the subject	<ul style="list-style-type: none"> <li>-the ability to work collaboratively with trainees towards their learning goals</li> <li>-the ability to act as a mentor for trainees</li> <li>-the ability to present content and explain clearly</li> <li>-the ability to stimulate discussion and reflective thinking</li> <li>-the ability to arouse interest and enthusiasm</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>
4. The use of appropriate learning technologies	<ul style="list-style-type: none"> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>

5. Methods for evaluating the effectiveness of teaching	<ul style="list-style-type: none"> <li>-the ability to design, apply and manage appropriate assessment activities</li> <li>-knowledge of training resources of all kinds and ability to apply them appropriately and usefully to the training process</li> </ul>
6. The implications of quality assurance and enhancement for professional practice	<ul style="list-style-type: none"> <li>-understanding of the teaching profession</li> </ul>
<i>Professional values</i>	
1. Respect for individual learners	<ul style="list-style-type: none"> <li>-the ability to design courses and appropriate teaching and learning activities</li> <li>-the ability to apply and manage these</li> <li>-the ability to design, apply and manage appropriate assessment activities</li> <li>-the ability to work collaboratively with trainees towards their learning goals</li> <li>-the ability to act as a mentor for trainees</li> <li>-the ability to stimulate discussion and reflective thinking</li> <li>-the ability to arouse interest and enthusiasm</li> </ul>
2. Commitment to incorporating the process and outcomes of relevant research, scholarship and/or professional practice	<ul style="list-style-type: none"> <li>-professional translation practice</li> <li>-Translation Studies as an academic discipline</li> <li>-understanding of the teaching profession</li> </ul>

<p>3. Commitment to development of learning communities</p>	<ul style="list-style-type: none"> <li>-the ability to work collaboratively with trainees towards their learning goals</li> <li>-the ability to work in a training team</li> <li>-the ability to act as a mentor for trainees</li> <li>-understanding of the educational context in which training takes place (local, national, international)</li> <li>-understanding of the teaching profession</li> </ul>
<p>4. Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity</p>	<ul style="list-style-type: none"> <li>-understanding of the educational context in which training takes place (local, national, international)</li> <li>-understanding of the teaching profession</li> </ul>
<p>5. Commitment to continuing professional development and evaluation of practice</p>	<ul style="list-style-type: none"> <li>-understanding of the teaching profession</li> </ul>

## APPENDIX C

### INVITATION TO PARTICIPATE AND CONSENT FORM

#### (SEMI-STRUCTURED INTERVIEWS)

[Exploring pedagogical and curricular practices in undergraduate translation programs in Qatar: Towards the development of a localized competency-based approach]

Fouad EL-KARNICHI, Faculty of Education

Study program: Ph.D. in Education

Thesis Director: Professor Lynn THOMAS

Thesis Co-director: Professor François LAROSE

Dear Madam,

Dear Sir,

We would like to invite you to participate in my on-going doctoral research. The objectives of which are:

- The general objective

To present a localized model for a professionally oriented curriculum for graduate and undergraduate translator education programs in Qatar using internationally known frameworks in both the field of translator training and educational sciences in general, taking into consideration the local practices and context.

- The specific objectives

To identify the pedagogical (teaching and learning) practices used in translation programs at Arabic universities in the Gulf region, including integration of ICTs and language technologies.

To describe the conditions to integrate market requirements in these types of professionally-oriented programs.

To identify the profile of teaching staff regarding knowledge required and competencies to be developed and deployed in a professionally-oriented translation program in a university context.

How to participate?

You are invited to participate in this doctoral research. We would like you, at your convenience, to give some of your time to be interviewed. Please note that this will be a semi-directed interview. It will take between 20 and 40 minutes. In case you will be on holiday in summer, there is a possibility to do the interview via SKYPE The interview will be recorded. If you wish to stop at any point during the research, you are free to do so. Due to the time difference between Canada and Qatar, please let us know about the most suitable time for you to participate in the interview.

What will the researcher do with the collected data?

To maintain your anonymity in this research, the data will be processed and dealt with the utmost confidentiality. The verbatim will be kept in the researcher computer who can access it with a private password. Then these data will be kept safe on a server in the United state. The results of this research will not reveal the identity of the participants. Codes will be used to refer to participants during the analysis and interpretation of data, such as s 'Speaker# 1 or 2..etc' or 'Participant#1or 2 ...etc'. The only persons who could have access to them are the researcher, the research director, and the research co-director. The data will be destroyed after five years and will not be used for other purposes except for those described in this document.

Is it obligatory to participate?

No, it is not. You may abstain from participating in this research, and you are free to withdraw at any time if you wish to do so.

What are the risks and benefits of this research?

There are no risks associated with this research for you due to the levels of confidentiality explained earlier. The researcher will ensure that these terms will be maintained. The benefits will

consist in contributing to the improvement of the profession either in the marketplace or academia since this is the first research of its kind in the country.

Dissemination of research results:

The researcher intends to translate the thesis into Arabic to provide a needed reference in the field in the region. Few instances showed interest in providing necessary support to publish the thesis. The results will also be discussed and diffused in international conferences and participants' anonymity will be respected. The researcher will only use codes to refer to these persons. Also, the researcher will diffuse the outcomes of this doctoral work on professional social media sites and his professional Blog. Last, the results will also be diffused in the departments of Education where possible (organized study days, seminars..., etc).

What should I do in case I have questions regarding this project?.

Should you have further questions, please do not hesitate to contact me @ . I will be more than happy to reply to your queries.

[20-04-2016]

Fouad EL-KARNICHI, *PhD Candidate*

The researcher in charge of this project

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*I read and understood the document regarding the research project entitled: Exploring pedagogical and curricular practices in undergraduate translation programs in Qatar: Towards the development of a localized competency-based approach. I understood the terms and conditions, the risks and the benefits of my participation. Therefore, I accept willingly to participate in this research.*



Participant:

Signature :

---

Name :

---

Date :

---

Please sign both copies.

Keep one copy and send the other to the researcher via either e-mail or postal mail

This project was revised, checked and approved by the research ethics committee; Faculty of Education and Social Sciences of the Université de Sherbrooke. This approach aims to ensure the protection of participants. If you have questions about the ethical aspects of this project (consent to participate, confidentiality, etc.), please contact Mr. Eric Yergeau, Chairman of the Committee, through his secretary at the following number:

## APPENDIX D



Exploring pedagogical and curricular practices in undergraduate translation programs in Qatar: Towards the development of a localized competency-based approach

### **INTERVIEW GUIDE # 1**

Individual interviews to be undertaken in the framework of the current doctoral research.

Interviews addressed to professional translation practitioners in Qatar

April 2016

**Fouad ElKarnichi**, Ph.D. Candidate in Education, Université de Sherbrooke

## Part I

### Socio-demographics descriptives

(To be done by the interviewer before starting the interview)

**Interview #** \_\_\_\_\_ ( should correspond to the number of the identified interview on the recordings )

Name of the interviewed translation professional:

\_\_\_\_\_

**Gender :** Male  Female

**Age :** \_\_\_\_\_

**Baseline disciplinary field:** (exemple : translation ; interpreting; Language studies; others) :

\_\_\_\_\_

Country where the participant practices his profession: \_\_\_\_\_

Why this interview ?:

The main objective of this interview is to collect your representations of the characteristics of translation industry in your country, of the skills required to exercise the profession, and the training needs that you identify for students studying in translation and the improvements that could be brought into the curriculum. The interview takes an average of 30 up to 40 minutes, but the duration may vary depending on the amount of information you can provide us. The quality of our research and information that we can provide you with the rest of our approach depends directly on that of your answers in this interview. You can do the interview in person or via phone if you wish.

Confidentiality:

All the content in this interview is confidential research material. By the rules of ethics and research confidentiality at the University of Sherbrooke. No one shall have access to the transcripts from the interview information except for the researcher, his thesis director, and co-director. The outcome of analysis that will be carried out on the transcripts will not contain any personal information. The

same applies to the information that will be used in drafting the final version of the thesis or presentations and publications that will arise from the data. Furthermore, the content of this conversation will not be available to your employer or your direct supervisor.

To maintain the participants' anonymity in this research, the data will be processed and dealt with utmost confidentiality. The verbatim will be kept in the researcher computer. He is the only person who can access it through a private password. Then these data will be kept safe on a server based in the United States. In the analysis, discussion and publication stages of this thesis, the identity of the participants will not be revealed. Codes will be used to refer to participants during the analysis and interpretation of data, such as 'Speaker # 1 or 2...etc' or 'Participant#1 or 2 ...', etc. The data will be destroyed after five years and will not be used for other purposes except for those described in this document.

You may abstain from participating in this research and remain free to withdraw at any time if you wish to do so.

There are no risks associated with this research for you due to the levels of confidentiality explained earlier. The researcher will ensure that these terms will be maintained. The benefits will consist in contributing to the improvement of the profession either in the marketplace or academia since this is the first research of its kind in the country.

## Part II

Macro theme: Professional profile

Theme 1: Background and training about the profession

Can you talk to me about your professional background?

Did you receive any formal or informal training before during or after you started your work as a language service provider ...

If yes, Please explain the type of training you received and where you received this training.

Theme 2: Types of activities and services provided

According to you, what are the predominant and emerging activities or services in demand in your daily business?

Can you explain why or reason(s) behind this?

In what way do you go about organizing your translation activities?

**If not understood** ( in other words: how do you operate in your work? For instance, what is the process you follow to get your translation assignments or projects finalized? How do you proceed with translation process?

Theme 3: Skills, knowledge, and attitudes

What are the type of knowledge (explain this term to the interviewee), skills (to be explained) and behavior (to be explained) that a recruit in your organizations should have and why?

What do you think will be the knowledge, skills, and attitudes that new recruits (students) lack when they integrate into the market?

Theme 4: relation with academia

Do you accept interns?

If yes, please describe the process and the way you mentor students

If no, ..... :

Will you be willing to accept interns in the future? If so, what is the benefit for you and the student?

What recommendations could you make for the university to improve its programs for training translators?

End of the interview:

We would like to thank you for your time. Your point of view will be seriously taken into consideration to achieve the objectives we set up in our current research to evaluate the needs required to professionalize translator education and training of future translators in the Gulf region at large.

If you wish, and once the transcription of this interview is ready, you can have access to a confidential electronic e-copy of the transcription. Should you need it, please provide your e-mail so as we can send it to you accordingly.

Furthermore, you may choose amongst the themes addressed in this interview the ones you think that may be of interest to you and your colleagues. If you and your colleagues wish to receive the results of the analysis of the replies given on the said themes, we could send them to you via e-mail sometime in Autumn of 2016.

## APPENDIX E

### THE ONLINE SURVEY



Translation program survey

**Call for faculty and teaching staff working at the Translation and Interpreting Institute (HBKU) and Qatar University to contribute into an ongoing doctoral study on translation programs in the state of Qatar.**

Dear colleague,

After working for few years in the translation profession and the teaching of translation in the Arabic context and abroad, I began a doctoral research on the professionalisation of curricula and teaching practices at Gulf-based universities. I am a doctoral candidate in Education (field of Translator Education and Training) at the University of Sherbrooke in Canada. My research team members are Professor François Larose and Professor Lynn Thomas of the Faculty of Education.

I look forward for your valuable support by answering the following questions in this survey, which is part of my doctoral thesis entitled "*Exploring pedagogical and curricular practices in translation programs in Qatar: Towards the development of a competency-based localized approach*". Your participation in this process is very important. By completing this survey you will provide essential data on your opinion regarding the pedagogical practices that should characterize the training of translators and the role of integrating different disciplines in the educational experience of future multilingual and multicultural mediators and service providers in Qatar and the region. All responses remain confidential and you do not have to answer all questions if you do not wish to. This research is also subject to both the ethical rules of the University of Sherbrooke and to the the ethical clearance certificate issued from: <https://www.usherbrooke.ca/gestion-recherche/ethique-sante-et-securite/recherche-avec-les-etres-humains/cer-lettres-et-sciences-humaines/>.

If you wish, you may communicate directly with the person responsible for the Ethics Committee, Mme Carole Coulombe [ethique.ess@usherbrooke.ca](mailto:ethique.ess@usherbrooke.ca). Should you need more information prior to your agreement to complete the survey, you can contact me directly on one of the following email addresses: [Fouad.El.Karnichi@USherbrooke.ca](mailto:Fouad.El.Karnichi@USherbrooke.ca) or [fouadelkarnichi@gmail.com](mailto:fouadelkarnichi@gmail.com).

We know your time is valuable but the questionnaire takes only fifteen minutes maximum and your participation is essential since it gives a scientific validity to this research. In addition, the findings and results of the survey will be made available to you on request at the end of my doctoral research.

Thank you in advance for the time you have given to this inquiry.

Fouad El Karnichi

## 1. Age

- < 34 years old
- 35-44 years old
- 45-54 years old
- 55 and more

## 2. Gender

- Male
- Female

## 3. Qualifications (Last degree obtained)

- BA
- MA
- Doctorat
- PhD
- Please precise the field you specialized in your last degree

## 4. Nationality

## 5. Since did you start teaching in a university context?

## 6. Since when did you start teaching at your actual institution ?

## 7. What courses you teach ?



8. Do you have previous experience as a professional translator ?

Yes

No

If you do have this kind of experience, please describe and explain it.

## 9. To what extent you agree with the below statements?

	Totally disagree	Relatively disagree	Relatively agree	Totally agree
Students should be exposed to various courses in the Arabic language and culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum should include training on the socio-cultural aspects of the original and translated texts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum should integrate training on the business aspects of the translation profession	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should be educated on taking into perspective the local context in which translation is produced	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation and Translation Studies curricula should allow students to spend more time as interns in work places	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Translation and Translation Studies curricula should impose on students to undertake work placements/internships each year in a different work site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
We should value the authentic teaching methods based on solving real world translation problems as encountered by fellow professionals in the industry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Totally disagree	Relatively disagree	Relatively agree	Totally agree
The program should integrate the project-based approach in teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should carry out at least one of their internships abroad or in the region	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. What are the main weaknesses and difficulties that your students face in your courses?				
<input type="text"/>				
11. In your opinion, what is the most important type of knowledge that students need to learn and appropriate in a professionally-oriented translation program ?				
<input type="text"/>				
12. In your opinion, what are the main competences to be developed and deployed by a future translator at the end of his or her studies ?				
<input type="text"/>				

13. Based on your experience, what importance is given to the below types of pedagogies in the translation program in which you operate ?

	None	Marginal	Average	High
Project-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theoretical lectures by the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active In-class students presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations initiated, animated and delivered by students themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search of information and documentation through contacting experienced translation professionals (part of an assignment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of digital and online resources for documentation (e.g. Google)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of CAT tools and other specialized translation technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of online environments and platforms (i.e. Moodle, portables for managing translation workflow / projects..etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there any other types of pedagogies used in the program that have not been mentioned in this survey and that you would like to add ?

14. Based on your experience, what type of importance should we give to the following pedagogical apparatus in the translation program you operate in?

	Minor importance	Importance equivalent to what it is given at present time	High importance
Project-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problem-based learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Theoretical lectures by the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active in-class students presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentations initiated, animated and delivered by students themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Search of information and documentation through contacting experienced translation professionals (part of an assignment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of digital and online resources for documentation (e.g., Google)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
use of CAT tools and other specialized translation technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use of online platforms and environments (Moodle, portals for managing translation workflow/projects..etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you for your time and cooperation.**