



## Translator Praxis: An Investigation into the Practical Component in BA Translation Programs at Yemeni Universities

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### Abstract

This study aimed to investigate the concept of translation praxis by assessing practical components of BA Translation Programs at Yemeni Universities and exploring the perspectives of instructors, senior students and alumni. A mixed-methods approach was adopted to collect and analyze relevant data from 61 instructors and 111 students at public and private universities and alumni through questionnaires and a checklist for analyzing BA Program Specification Documents (PSDs). The study instruments were developed and checked for psychometric features. Descriptive and inferential statistics were conducted to answer the study questions. The results revealed that the practical components total degree of availability in Translation PSDs was *Moderate* ( $m=2.01$ ) in favor of public universities. Students' satisfaction overall degree fell within *Satisfied* ( $m=3.72$ ). The *t-test* analysis of alumni and students' responses showed a statistically significant difference  $P\text{-value}=(.041)$  in favor of alumni. Furthermore, instructors' assessment of the effectiveness of the practical components was placed in the *Agree* rank ( $m=3.67$ ). Moreover, *ANOVA* and *Scheffé* tests indicated statistically significant differences at the significance level ( $<.05$ ) between instructors' responses, attributed to the academic degree in favor of PhD holders compared to MA and BA and in favor of MA compared to BA. Based on the study findings, it is imperative to activate the concept of translation praxis which combines theory with practice, by employing differentiated instruction so as to better prepare students the translation industry.

**Keywords:** BA Translation program, Differentiated instruction, Translation praxis, Yemeni universities.

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## تدريب المترجمين: دراسة وتحليل للجوانب التطبيقية في برامج بكالوريوس الترجمة في الجامعات اليمنية

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### ملخص:

هدفت الدراسة إلى التعرف على مدى توافر الجوانب التطبيقية في تدريس برامج الترجمة في الجامعات اليمنية، من خلال تحليل وثائق مواصفات البرامج (PSD)، واستقصاء آراء مدرسي الترجمة وطلبة المستوى الرابع ومتخرجي الترجمة. ولتحقيق ذلك اتبع الباحثان المنهج المختلط؛ لجمع وتحليل البيانات المناسبة من (61) مدرساً و(111) طالباً ومتخرجاً ووثيقتي مواصفات برنامجي ترجمة مثلتا الجامعات الحكومية والخاصة. وبعد التأكد من صدق الأدوات وثباتها جُمعت البيانات اللازمة، واستُخدمت أساليب الإحصاء الوصفية والاستدلالية لمعالجتها وتحليلها. وقد كشفت نتائج الدراسة أن الدرجة الكلية لمدى توافر الجوانب التطبيقية في وثائق مواصفات برامج الترجمة جاءت بدرجة متوسطة (2.01) لصالح الجامعات الحكومية، كما أن الدرجة الكلية لمدى رضا الطلبة والمتخرجين جاءت بدرجة متوسطة (3.72) وبتقدير لفظي "راضي". وأظهرت نتائج اختبار (t-test) لتحليل الفروق بين طلبة المستوى الرابع والمتخرجين وجود فروق ذات دلالة إحصائية بلغت (0.041) لصالح المتخرجين. بالإضافة إلى ذلك، جاء تقييم مدرسي الترجمة لمستوى كفاءة الجوانب التطبيقية في برامج الترجمة بدرجة متوسطة (3.67) وبتقدير لفظي "موافق". ولمعرفة مقدار التباين بين آراء المدرسين - بحسب الدرجة الأكاديمية- كشف تحليل التباين الأحادي (ANOVA)، واختبار شافيه (Scheffé) بأن هناك فروقاً ذات دلالة إحصائية عند ( $0.05 <$ ) لصالح الحاصلين على درجة الدكتوراه مقارنة بحملة الماجستير والبكالوريوس، وهي أيضاً لصالح الماجستير مقارنة بحملة البكالوريوس. واختتمت الدراسة بالتأكيد على ضرورة دمج الجوانب النظرية مع التطبيقية، والتركيز على الجانب التطبيقي من خلال تبني استراتيجيات التعليم المتميز؛ بحيث يُهيئ الطالب للالتحاق بسوق الترجمة وهو مزود بما يحتاج إليه من المعارف والمهارات اللازمة.

الكلمات المفتاحية: برنامج بكالوريوس الترجمة، التعليم المتميز، التدريب العملي في الترجمة، الجامعات اليمنية.

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## 1. Introduction

Education is an interaction between teachers and learners (Saidi, 2022) that takes place in an educational institution to achieve certain goals at the individual and institutional level. Educational psychology gives more emphasis on the learner who is the cornerstone of the learning/teaching process. This outcome of educational psychology does not seem to be incorporated by translation teaching programs, although most universities have adopted the trend of changing their programs from being content-based to becoming outcome-based, whereby the latter trend focuses on the skills that students will be able to demonstrate and perform upon the completion of any academic program (Rani, 2020; Shaikh et al., 2017; Zhang & Fan, 2020).

For Gonzalez-Davies (2004), translation is not learned as a school subject that is related to one and only discipline, such as chemistry or economics. It is rather strongly connected to language learning, i.e., mother tongue and a foreign language. This entails translation should not be dealt with as a science only, but as a craft too. Therefore, honing translation skills on the part of translation students has become a demand to improve quality and achieve the benefits that accrue to both individuals and institutions. In this context, Hubscher-Davidson (2007) has adopted the view of the American Translators' Association (ATA), which holds that completing a translation program does give a student certain skills but does not guarantee that this student is ready to join the job market armed with sufficient skills. Furthermore, Scott-Tennent and González-Davies (2008) emphasized the significance of preparing translation students to the real world through tasks and activities that are designed under the humanistic and socio-constructivist principles, which take care of individual differences and social interactions.

Therefore, translation praxis, which means the combination of theory with practice according to (Freire, 1985) has been recently stressed in the literature (e.g., Kiraly, & Costa, 2016; Kiraly et al., 2018; Risku & Rogl, 2022). In that sense, praxis is a cornerstone of any successful translator training program, as it is the means by which translators acquire knowledge and skills to properly be able to fulfill their future translation tasks and duties. Translator training programs can vary in their approach to praxis, ranging from more traditional methods, such as lectures and classroom instruction, to more hands-on techniques, such as engaging in simulated translations and practicing with actual material and documents. In order to activate the concept of practice, being an essential part of translator training programs, emphasis should be on honing and refining translation skills that necessitates intensive practice and repetition, and through translation practice, individuals can strengthen their abilities to accurately render meaningful and accurate messages across languages (Leonardi, 2010; Shreve, 2006). During a training program, instructors not only teach concepts, but also offer practice with sample texts in order to encourage the learner to acquire new skills. Additionally,



practice helps individuals coordinate the multiple time demands associated with their work (Bender, 2023; Danielson, 2007; Lunenburg & Ornstein, 2021). By giving students focused and directed tasks, instructors can help them determine the most efficient methods of organizing their daily schedules for maximum productivity and accuracy (Coker, 2017). Furthermore, practice allows students to acquire necessary skills and coordinate their schedules for successful and accurate translations (Samuelsson-Brown, 2010).

Apart from the relevant findings of previous research conducted in the Yemeni translation context, it seems that almost all of the studies attempted to assess the effectiveness of BA translation programs by involving one or two aspects, such as students and professional translators (Al-Mizgagi, 2014; Jibreel et al., 2017), content-analysis of academic standards and professional translators (Alshargabi & Al-Mekhlafi, 2019), the relation between intended learning outcomes and translation courses (Alshargabi & Al-Mekhlafi, 2021), students' difficulties (Al-Khulaidi & Azokhaimy, 2022) and intended learning outcomes and academic standards (Yahya et al. 2023).

Considering the previous related studies reviewed above, there is still a need for a deeper investigation of the status quo of translation programs. Thus, the present study further investigates the effectiveness of BA translation programs by involving three stakeholders: senior students; graduates of translation; and instructors. In addition to the inclusion of these stakeholders, a content-analysis of the PSD is conducted. The triangulation of these sources of data will yield valuable results that will provide a more comprehensive perspective of translation programs which can be generalized to wider contexts. More details about the results of these previous studies will be presented in the Literature Review below.

Therefore, the present study intends to fill this gap in the literature by investigating and evaluating the status of BA translation programs in selected public and private universities, in terms of their practical and training components in order to ascertain the extent to which the concept of praxis is actually in place.

## 2. Research Questions

To achieve the main goal of the present study, it will answer the following questions:

1. What is the status of practical components in the BA translation programs at the Yemeni universities?
2. To what extent are Yemeni translation students and ex-students satisfied with the practical component of their BA in translation?
3. How do translation instructors at Yemeni Universities assess the effectiveness of the practical components in the selected BA translation programs?

## 3. Literature Review

The role of translators has been crucial throughout history, as it has been (and is) highly required and demanded for multicultural communication, collaboration and development. In spite of the powerful presence



of artificial intelligence at present, which seemingly constitutes a threat to the profession of translation, translators can still play a pivotal role in the delivery of the final client-oriented translation products. In this regard, Benmansour and Hdouch (2023), Fradana, (2023), Kaifang and Chunlei (2023) and Seyidov (2024) have emphasized that though machine translation and artificial intelligence have greatly influenced translation industry, the role of human translators remain crucial and irreplaceable. For this reason, academic programs of translation that are established in various universities include among their plans training modules that constitute a considerable portion of the program structure. These modules are made to prepare translation students to be able to compete in the job market and to respond to the societal needs as well as to achieve alignment between the academia and the real world to bridge the gap between what is taught and what is required, (Abu-ghararah, 2017; Atari, 2012; Hawamdeh and Alaqad, 2023; Nguyen et al., 2018; Sanchez, 2017). They enhance students' translational skills (Al-Jarf, 2017) in an effective way, which would encourage students to work rather hard and seek more knowledge with the aim of improving their skills and becoming more professional as well as to respond to the employers' expectations, (Horbačauskienė et al.2017). In addition, the training offered to translation students would develop in them flexibility to adapt to any related career, (Pym,1998). It is also a means of getting translation graduates certified by concerned professional bodies, (Pym, 2012).

In the same vein, researchers (e.g., Al-Qinai, 2010; Al-Sowaidi & Mohammed 2023; Larick and Ciurana, 2017; Thawabteh & Najjar, 2014) have emphasized the significance of training in translation programs as it would make students of translation more specialized in and aware of their future tasks in the workplace. Okatan et al. (2022) and Yazici (2017) stressed the need for overcoming barriers of translator training, such as the lack of training model. In addition, some English and Arabic corpus have been developed in order to help students of translators get more hands-on experience in dealing with authentic texts (Alotaibi, 2017). This can easily be made accessible because of technology which is a useful tool to enhance students' skills in tackling technical texts, (Tian et al.,2023). There is also a call for adopting the strategy of translanguaging (Alwazna, 2023) when teaching translation or interpretation, as this would help in facilitating the combination of theory to practice in the translation classroom.

In this regard, Salamah (2021) proposed models of translator training to improve and strengthen student translators' competence. The practice provides beginner translators with the skillset to handle large projects as well as tackles unique challenges that arise during the practice sessions (Constantinou et al., 2021). Besides, practice sessions with professional translators expose learners to a variety of contexts and help them to improve their overall performance (Chi et al., 2018) and (Lee et al., 2020).



Internationally speaking, the training component of any higher education academic program has become a prerequisite for work sustainability advocated in the United Nations Sustainable Development Goals, one of which stresses the significance of training to be offered to the youth to make them able to generate reasonable sources of income (Zhu, 2023).

In the context of assessing BA translation programs at Yemeni and Arab universities, a number of studies have been conducted to evaluate and assess the effectiveness of these programs. Al-Mizgagi (2014) explored the challenges and difficulties facing the running translation programs at Sana'a University and University of Science and Technology. Questionnaires and interviews were used with translation instructors and came to a conclusion that the input and process of translation teaching should further be taken care of. The weakness of using translation strategies among translation students was also investigated by Jibreel et al. (2017) and recommended the introduction of practical strategies to the BA translation programs in Yemeni universities. In a similar vein, Alshargabi and Al-Mekhlafi (2019) investigated the needs for translation in the labor market in Yemen by conducting a survey to professional translators without involving employers who hire translators. The study revealed a gap between the competences required by professional translators and those offered in the translation programs. Al-Khulaidi and Azokhaimy (2022) also emphasized this gap between what is taught and what is required in the market place. This gap was also reported by Yahya et al. (2023) who matched the translation programs to the academic standards issued by the Council for Accreditation and Quality Assurance in Yemen and stressed the need for improvement. This gap was also highlighted by Alshargabi and Al-Mekhlafi (2021), whereby by translation learning outcomes and courses seem not to respond to the needs of translation industry in Yemen. This finding is similar to the finding reported by Abu-gharah (2017) who found a gap between academic training and the requirements of the translation market.

Based on the above review, it is obvious that the present paper is tackling an issue that is of a paramount significance not only to students, but also to higher education institutions as well as to local, regional and international market. The study will achieve its objectives by analyzing the PSDs of translation programs and exploring the perspectives of translation instructors and students as well as graduates of translation.

#### 4. Methods

##### 4.1 Research Design

To answer the study questions, this study adopted a mixed-methods research design in which the researchers made use of three instruments to collect data: a questionnaire to students and graduates of translation, a questionnaire to instructors and a checklist to assess the Program Specifications Document



(PSD), which were all checked for their psychometric properties. The study was conducted in the context of translation departments at Yemeni universities. It took place during the second semester of the academic year 2023-2024.

Quantitative data was analyzed and compared using *t-tests* for students, analysis-of-variance *ANOVA* and *Scheffe* for instructors in order to identify any significant differences among the participants based on certain variables, such as study status and academic degree. The differences among instructors were calculated based on their academic degree: BA, MA or PhD, whereas differences among students, on the other hand, were based on their study status: still at college or graduated.

#### 4.2 Participants

One-hundred and eleven senior students and former students of translation at BA Translation programs in Yemeni universities responded to the questionnaire of the study out of 150 targeted sample. These students were purposively selected because they had already studied courses in translation. In addition, former students or graduates were selected, because they have already joined the job market and have come across real situations which involved application of their knowledge and skills acquired at college, which can be, in return, considered a direct evaluation of the effectiveness of their learning outcomes. It is pertinent to bring to the readers' notice that the number of students enrolled in translation departments are small in number, the largest being Sana'a University in which senior translation students may not exceed 70 students. At other universities, students rarely reach 20 in each class. Therefore, the sample well represents the population.

Furthermore, 61 translation instructors of different academic degree (PhD, MA and BA) in translation programs at Yemeni public and private universities all over the country responded to the questionnaire that was especially designed to elicit their points of view regarding the effectiveness of translation programs they teach. It is worth mentioning that the questionnaire was distributed to 70 instructors. However, 61 responded and sent their answers.

#### 4.3 Data collection Instruments:

##### Checklist

The checklist was used to assess PSDs of two BA translation programs at Sana'a University (SU) and the University of Science and Technology (UST) which were selected for content analysis. These two universities were purposively selected, as they have the oldest, well-established and full-fledged translation programs. Also, they have been considered benchmarks in Yemen by a number of researchers (e.g., Al-Mizgagi, 2014; Alshargabi and Al-Mekhlafi, 2019; Jibreel et al, 2017; Yahya et al, 2023). The checklist included

the PSD general information and 11 sections which covered all the PSD components of the translation program. After checking and ensuring the availability of each statement or item under each dimension of the checklist, the final decision regarding the degree of availability of practical component was given based on three-point scale measurement, which ranged between (1- Low) to (3- High). Each decision means a specific level of availability of the item in the PSD and, if necessary, in the course description of Translation Courses. Examples of assessing the degree of availability are shown in Table 1.

**Table 1.**

*Degree of availability of practical component in the PSD*

Code	Degree of Availability	Description
3	High	<ul style="list-style-type: none"> <li>▪ There is a clear statement in the Professional and Practical Skills of the PSD that directly enhances the practical component.</li> <li>▪ There are Teaching and Learning Strategies in the PSD that depends on at least 5 or more of the following if not all:                             <ul style="list-style-type: none"> <li>▪ Field Training</li> <li>▪ Assignments</li> <li>▪ Presentations</li> <li>▪ Competitions</li> <li>▪ Group/Individual projects</li> <li>▪ Lab activities</li> </ul> </li> <li>▪ There are clear Assessment Methods of Ss assignments mentioned in the PSD. (e.g., Reports, Observations, Presentations)</li> <li>▪ 95 % of translation courses have practical/tutorial hours</li> <li>▪ There is a Training Course in the PSD with field visits and clear feedback for these visits.</li> <li>▪ There is an indirect statement in the Professional and Practical Skills of the PSD that enhances the practical component.</li> </ul>
2	Moderate	<ul style="list-style-type: none"> <li>▪ There are Teaching &amp; Learning Strategies in the PSD that depends on at least 4 of the following:                             <ul style="list-style-type: none"> <li>▪ Field Training</li> <li>▪ Assignments</li> </ul> </li> </ul>





1	Low	<ul style="list-style-type: none"> <li>▪ Presentations</li> <li>▪ Competitions</li> <li>▪ Group/Individual projects</li> <li>▪ Lab activities</li> <li>▪ There are general statements about Assessment Methods mentioned in the PSD.</li> <li>▪ At least 75 % of translation courses have practical/tutorial hours</li> <li>▪ There is a Training Course in the PSD without field visits.</li> <li>▪ There is no direct or indirect statement in the Professional &amp; Practical Skills of the PSD that enhances the practical component</li> </ul>
		<p>There are Teaching and Learning Strategies in the PSD that depends on at least 2 of the following:</p> <p>Field Training</p> <p>Assignments</p> <p>Presentations</p> <p>Competitions</p> <p>Group/Individual projects</p> <p>Lab activities</p> <ul style="list-style-type: none"> <li>▪ Assessment Methods are mentioned in the PSD without naming a particular method.</li> <li>▪ Only 50% or less of translation courses have practical/tutorial hours.</li> <li>▪ Training is a part included in other courses</li> </ul>

Statistically, the following grading rubric can numerically illustrate what the researchers mean by each description of the degree of availability.

Table 2. Grading rubric for checklist values

Description	Low	Moderate	High
Codes	1	2	3
Means	$1 \leq 1.6$	$1.7 \leq 2.4$	$2.5 \leq 3$
Percentages	$33.3\% \leq 53.3\%$	$53.4\% \leq 80\%$	$80.1\% \leq 100\%$



### Questionnaires

The questionnaires were developed by the researchers and were fed into Google Forms to facilitate distribution. The links of the forms were sent via WhatsApp to the heads of Translation Department in various public and private universities and were requested to distribute the links. They positively responded to the researchers' requests and willingly distributed the link to the staff and students in their departments. The period allocated for receiving participants' responses was about one month. All responses were received to the email.

#### Students' Questionnaire

The questionnaire for senior students of BA translation programs as well as for graduates of translation comprised of 5 dimensions, each of which covered a number of statements, which all made a total of 54 statements. The scale for exploring students and graduates' level of satisfaction was five-point scale, ranging between (1- Very Dissatisfied) to (5- Very Satisfied).

#### Instructors' Questionnaire:

The questionnaire for instructors consisted of 5 dimensions, each of which covered a number of statements, which all made a total of (60) statements. The scale for investigating instructors' level of agreement and assessment of translation programs was five-point scale, ranging between (1- Strongly Disagree) to (5- Strongly Agree).

#### Grading Rubric for Questionnaires

Statistically, the following grading rubric can numerically illustrate what the researchers mean by each description of the five-point scale options stated as responses to the statements.

**Table 3.**

*Grading rubric for questionnaires' values*

	Descriptions				
<b>Students' Questionnaire</b>	Very Dissatisfied	Dissatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
<b>Instructors' Questionnaire</b>	Strongly Disagree	Disagree	Somewhat Agree	Agree	Strongly Agree
<b>Codes</b>	1	2	3	4	5
<b>Means</b>	1 ≤ 1.80	1.81 ≤ 2.60	2.61 ≤ 3.40	3.41 ≤ 4.20	4.21 ≤ 5
<b>Percentages</b>	20 ≤ 36%	36.20 ≤ 52%	52.20 ≤ 68%	68.20 ≤ 84%	84.20% ≤ 100%



## Validity and Reliability of the Instruments

### Validity

In order to establish the validity of the instruments to ensure that dimensions and items measure what they have been devoted to measure, the draft checklist and the questionnaires were submitted to a panel of three experts specialized in translation with a wide experience in teaching and practicing translation. A cover letter containing the questions of the research was also sent to the panel. Their critical comments and valuable suggestions provided guidance for improvement.

### Questionnaires' Reliability

Pearson Correlation result is strong and positive in both Instructors' questionnaire  $r=(.864^{**}, N=60)$  and Students' questionnaire  $r=(.815^{**}, N=54)$ ,  $p<.001$ . Besides, Cronbach' Alpha is  $\alpha=(.976)$  and  $\alpha=(.972)$  respectively. Both results indicate statistical significance of the reliability and internal consistency of the questionnaires at the (0.01) level.

Table 4:

Questionnaires' reliability

	Reliability Statistics			
	Pearson Correlation		Cronbach's Alpha	N of Items
Instructors' Questionnaire	Minimum .319*	Maximum .864**	.976	60
Students' Questionnaire	.649**	.815**	.972	54

### Checklist Reliability

The Rater Agreement Procedure was followed to check the PSDs in different settings and the Pearson Correlation was calculated. The correlation is positive  $r=(.936^{**})$  and the  $p$ -value shows statistical significance  $p=(.001)$ .

Table 5:

Checklist reliability

1	Rater setting 1	Pearson Correlation	1	.936**
		*p-value		.001
		N	33	33
	Rater setting 2	Pearson Correlation	.936**	1
		*p-value	.001	
		N	33	33

## 5. Results and Discussion

In this section, results generated from the analysis of each instrument will be presented and commented on briefly. More interpretation of results is given in the Conclusion and Implications Section.

### 5.1 Degree of Availability of Practical Component in the PSD:

To answer question one of the study, which reads: "What is the status of practical components in the BA translation programs at the Yemeni universities?", the following results and discussion are presented.

Table 6 shows that Sana'a university PSD, which represents public universities in this study, included information about total program hours (136) and the type of credit hours. When looking at the program structure, the PSD has divided the Translation Program courses into University Requirements (UR), 15 credit hours (11.11%), Faculty Requirements (FR) 15 credit hours (11.11%), and Department Requirements (DR), which are divided into Major Core Courses with 104 Credit Hrs. (75.5 %) and Field Work with 3 Credit Hrs. (2.2%). The PSD does not clearly indicate the compulsory courses and elective courses proportions, though major core courses make 104 credit hours, which might be called compulsory. In addition, contact hours are the same as credit hours which are (136) hours. On the other hand, University of Science & Technology PSD, which represents private universities in this study, included detailed information about total program hours (133) and the type of credit hours. At the end of the PSD, a summary table divides credit hours into UR, FR, DR, Program Requirements (PR), Elective Courses and Practical and Training Courses. Regarding proportions, UR constitute 25 credit hours (CH) with a percentage of (18.5%); FR 4 CH (3%); DR 56 (42%); PR 39 (29.5%); elective courses 6 (4.5%) and practical and training courses 3 (2.5%). In addition, at the end of each year semesters, there is a table classifies CH into Tutoring and Theoretical under the term of Contact Hours i.e. the actual hours implemented during course teaching. The PSD total contact hours are (184).

**Table 6.**

### *General information of the two programs*

Item	Description	
Name of the university:	Sana'a University	University of Science & Technology
Type of the university (Public/Private)	Public	Private
Number of Program Compulsory Courses (translation courses)	N/A	13
Number of Elective Courses	N/A	2 with 6 (6) credit hours
Number of Prerequisites for Translation courses	N/A	N/A
Total Program contact hours	N/A	184
Number of contact hours of translation courses	N/A	39
Type of Contact hours (Theoretical/Practical-Tutorial)	Name only Theoretical	Both
Total Program Credit hours	136	133

## Degree of Availability by Dimensions

Table 7.

Summary of the practical component degree of availability

No.	Dimensions	No. of items	Mean		Total Mean	%	Degree of Availability	Rank
			SU	UST				
1.	Practical Component Overview	4	2.25	2.75	2.5	83.33%	High	4
2.	Training & Translation Courses	5	2.6	2.8	2.7	90%	High	2
3.	Translation Assignments	2	3	2.5	2.75	91.66%	High	1
4.	Supervision & Guidance	3	2	1	1.5	50%	Low	7
5.	Assessment and Evaluation	4	2	2	2	66.7%	Moderate	5
6.	Workload & Timeframe	3	2	2	2	66.7%	Moderate	5
7.	Resources and Tools	3	2.3	3	2.65	88.33%	High	3
8.	Labor Market & Engagement	3	1.7	1.3	1.5	50%	Low	7
9.	Documentation and Reporting	2	2	1.5	1.75	58.33%	Moderate	6
10.	Ethical and Professional Considerations	2	1.5	1	1.25	41.66%	Low	8
11.	Feedback and Improvement	2	2	1	1.5	50%	Low	7
	<b>Total</b>	33	23.35	20.85	22.35			
	<b>Mean</b>		2.12	1.90	2.01			
	<b>%</b>		70.67%	63.33%	67.66%			
	<b>Degree of Availability</b>		Moderate	Moderate	Moderate			
	<b>Rank</b>		1	2				

Table 7 illustrates the overall degree of availability of the practical PSD-based component that results from checking the translation programs' PSDs of public and private universities in Yemen. Taking a closer look at the table, it can be noticed that *Translation Assignments* comes in the first rank ( $m=2.75$ , 91.66%) followed by *Training & Translation Courses* ( $m=2.7$ , 90%), *Resources and Tools* ( $m=2.65$ , 88.33%) which is assessed in the third rank and in the fourth rank is *Practical Component Overview* ( $m=2.5$ , 83.33%). Second, two dimensions are found with the same Moderate degree of availability ( $m=2$ , 66.7%): *Assessment & Evaluation* and *Workload & Timeframe* in addition to *Documentation and Reporting* ( $m=1.75$ , 58.33%). Third, four dimensions are assessed with Low degree of availability i.e. *Supervision & Guidance*, *Labor Market & Engagement* and *Feedback & Improvement* in the same rank ( $m=1.5$ , 50%) for each and *Ethical & Professional Considerations* ( $m=1.25$ , 41.66%) that has been assessed with the lowest rank.



All in all, it is noticed that the total degree of availability of the practical component at the Yemeni universities based on the PSD analysis is Moderate ( $m=2.01$ , 67%) in favor of public universities represented by SU ( $m=2.12$ , 70.67%) over private universities represented by UST ( $m=1.90$ , 63.33%). In the following subsection, descriptions of dimension items will be presented and discussed.

Such a result could be attributed to the fact that the experts at quality assurance unit at the Translation Department, Faculty of Languages at SU are well aware of the latest formats and updates regarding PSD lists and contents. However, this result contradicts the conclusion of AL-Hawri and AL-Qanes (2018) that the role of Sana'a University leadership in activating the quality systems was generally poor. It also contradicts the findings of Mohamed (2014) who found a poor application in the quality standards in Sana'a University, while it is highly applied in the University of Science and Technology.

### ***Practical Component Overview***

As shown above, the total means of the two universities for the 4 items regarding the first dimension is ( $m=2.5$ , 83.33%) which is regarded a high degree of availability and comes in the third rank. The investigation of the four items related to this dimension indicates no clear description of the practical component in the ILOs of the PSDs of both SU and UST. That is why they achieved Moderate degree of availability for this item. However, there is a direct statement in the Professional & Practical Skills of the PSD of SU that enhances the practical skills (C-5). In addition, both SU and UST depend on more than 5 Teaching & Learning Strategies listed in the PSD. They include but not limited to Field Training, Assignments, Presentations, Group/Individual projects, Lab activities, etc. Moreover, in the UST PSD, the practical component is integrated throughout the program courses in the form of practical hours throughout the translation courses which is not stated in the PSD of SU. This result reflects the awareness of public and private universities translation departments of the importance of practice for the would-be translators, which is in line with the findings of previous studies conducted in Yemen (e.g., Al-Mizgagi, 2014; Alshargabi and Al-Mekhlafi, 2019; Jibreel et al, 2017; Yahya et al, 2023).

### ***Training & Translation Courses***

This dimension comprises 5 items. Exploring their degree of availability, SU is evaluated with Low degree of availability because the translation courses have no practical or tutorial hours specified in the PSD in contrast to the UST where 85.6% of the translation courses are found with tutorial hours aligned with the theoretical hours, viz. 11 translation courses out of 13. Regarding *Field work/Practical Courses* in the SU PSD, they constitute 3 Credit Hrs., with a percentage of 2.2%. In the other items, both SU and UST PSDs have High degree of availability with a Training Course in the PSD, including field visits. Translation courses, with specific translation assignments, include various types of texts and materials to be translated from English into Arabic



& vice versa. Revising & Editing Course in the second semester of 4<sup>th</sup> Level deals with revising and editing/post-editing tasks and assignments. Thus, the overall mean score of the degree of availability of this dimension is slightly higher for UST (2.8) compared to SU (2.6), indicating that UST may have a slightly more comprehensive training and translation course offerings. This result supports the findings of the previous components showing training and translation courses with a *High* degree of availability, giving a special course for training and some other courses. SU needs to make clear the practical/tutorial hours for each course in the PSD.

### ***Translation Assignments***

Inspecting the two items under this dimension reveals that both SU and UST have a High degree of availability (3) for assignments covering a wide range of translation types which is indicated by the diversity of the translation courses such as *Business Translation, Media & Political Translation, Translation in Humanitarian Contexts, Audio-visual Translation, Translating Legal & Religious Texts, Literary Translation and Editing & Revising, News Translation* as well as the three types of interpreting courses viz. *Sight Translation, Consecutive and Simultaneous* taking into consideration the slight differences in the course titles. In addition, SU PSD states guidelines in the section of Teaching Strategies (P.12) about the selection and completion of translation projects and assignments that grant it a High degree of availability (3) compared to that of UST where just lists of Teaching/Learning Strategies are provided with no clear instructions. Therefore, there is a need in the UST PSD to restate this issue that forms a vital point to prepare students to the market. The overall means show that SU availability of this dimension is higher (3) than the UST (2.5). However, if referred back to Course Descriptions, it is found that details about the selection and completion of translation projects are included in each course in the UST PSD. This high degree of availability places *Translation Assignments* in the first rank among other dimensions ( $m=2.75, 91.66\%$ ).

### ***Supervision and Guidance***

In this respect, both SU and UST have a low degree of availability (1) for the clear instructions on how to seek guidance and support during translation practice and also a Low degree of availability (1) for instructions for students about scheduled meetings. Mostly, SU makes it clear for the instructions for students to discuss progress and receive feedback although with limited number of students. The PSD makes it clear under the *Teaching Strategies* p. 12 that:

#### **(Seminar/ project/presentation):**

Each course should involve a project to cover a variety of tasks. The teacher needs to set in advance tasks for a selected number of students, and then have the selected students present their work to the whole group, for discussion, criticism and suggestions for improvement. Seminar sessions and presentations provide an



opportunity to address questions, queries and problems)

That may take a Moderate degree of availability (2) while it is missed in the PSD of the UST where no instructions for students to discuss progress and receive feedback. The mean degree of availability for the Supervision and Guidance dimension is 2 for SU and 1 for the UST. Based on these results, it is very necessary to include details about supervision and guidance. Without practicing this and bringing to the fore, transferring experience to translation students may not be effective.

#### ***Assessment and Evaluation***

In this regard, both universities provide clear assessment framework for the translation practice including 5 or more assessment methods such as written exams (Mid and Final), reports, oral tests, individual and group presentation, quizzes, etc. While SU provides explanation for each assessment method, UST specifies a group of assessment methods for each category of ILOs. With regard to the specific models, criteria and rubrics or for evaluating translation projects, there are only general statements without determining a particular translation quality model neither criteria nor rubrics. In addition, there is no explanation of how the practical tasks contribute to the overall grading of the program. What was found is just the proportion of the practical credit hours from the total number of the program and statements about the practice handling as illustrated in Teaching/Learning Strategies with more details of SU. The mean scores for SU and UST are of Moderate degree of availability (2), indicating some assessment frameworks, methods, and guidelines for evaluating translation projects, but there is a need for improvement and making special consideration for this crucial issue. Written exams (Mid and Final), reports, oral tests, individual and group presentation, quizzes, etc. are all techniques known in any language program used to assess learners' progress. For translation students, however, PSDs need to specify and adopt particular model(s) for translation assessment that considers quality as a priority.

#### ***Workload and Timeframe***

Both SU and UST specify workload for the practical translation tasks and time management. For SU, they can be found in D1 and D2 of PILOs; for UST in D1 and D4. No details were found about workload and timeframe; just general statements. Thus, Moderate degree of availability (2) is assessed for this dimension, as illustrated in Table 5. Translation profession integrates with other jobs in several tasks and skills; thus, time management and workload allocated for each translation task can help preparing students of translation to the market. The PSDs in the Yemeni universities should include specific detailed instructions regulating workload and time management in class or for home assignments.





### ***Resources and Tools***

When checking course descriptions, there are resources and reference materials provided to support students during practice in most of the program compulsory courses. Besides, there are specific translation tools and software recommended for the translation practice in some courses like *Electronic Tools for Translator/Translation Technology* and *Revising and Editing Translation, Legal Translation*, etc. However, except for limited lectures, no guidelines on how to utilize translation resources and tools effectively. Such a tool may be subjected to instructor's initiative. Results show more availability of UST (3) than SU (2.3), i.e. High and Moderate degree of availability respectively suggesting that there are resources, reference materials, and translation tools provided to support students, but there is less guidance on how to effectively utilize these resources. In this era of IT revolution including AI-based translation tools among other CAT tools and the plenty of e-sources available, universities should prepare their students and guide them to the available sources. Unless that takes place, students will not be able to compete in the work place.

### ***Labor Market Engagement***

Analysis shows that the mean scores of the degree of availability of *Labor Market Engagement* for SU and UST are (1.5) and (1.3) respectively, indicating a lack of collaboration with the labor market, opportunities for real-world experience, and guidelines on connecting with professionals or organizations. Except in the Program Missions of both universities, there is no direct statement that assures involving students in this crucial issue. This makes the availability of this dimension receive a Low degree. BA programs aim to prepare students to the market utilizing all the possible means. Without achieving this aim, the program, with the passage of time, may end in failure. To avoid such end, internships and collaboration with translation industry should be established. PSDs of translation programs should state details and clear statements in this regard.

### ***Documentation and Reporting***

As illustrated above, the mean score for SU is Moderate (2), while it is Low (1.5) for UST. In average, both universities show Moderate degree of availability (1.75), suggesting that there are some activities for reporting on translation practice, but limited guidelines are given on how to reflect on and analyze the practical experiences gained. Reports, especially written, are included in the two PSDs as assessment methods but it does not seem they are devoted to reporting on translation practice. In this regard, mass media and social media should be utilized to make it easier to report any translation activity or event whereby students make their translation skills known to the public.

### ***Ethical and Professional Considerations***

Regarding the items of this dimension, the total mean scores of SU and UST is very Low (1.25), placing it in the lowest rank. This result indicates a need for more comprehensive guidelines on ethical practices,



professional standards, and maintaining professionalism and integrity in the practical component of the translation programs. Ethics are referred to in Practical Skills (C6) of SU PSD while writing about conducting a research project. On the other hand, ethics in the UST PSD are not mentioned at all, indicating a zero degree of availability. This important issue shall not become in the last rank among other dimensions. It is necessary for the UST translation program to include such important issue in the PSD and SU program shall importantly state ethics relevant to translation practice as any other profession in real life.

### *Feedback and Improvement*

Results of this dimension indicate a Low degree of availability in the PSDs of the two universities placing it just before the last rank (1.5). In SU PSD, feedback is one of the assessment methods of the Knowledge and Understanding (A) and Intellectual Skills (B) of the ILOs while it is just one of the Learning/Teaching strategies at UST. In addition, they both mention mid-term, quizzes and final exams as one assessment and feedback method. Public and private universities are in need to make their feedback and improvement mechanisms clear in their translation programs' PSDs. A bunch of procedures and tasks shall be set and developed to avoid collapse and keep up-to-date as well to be able to as equip their translation students with new knowledge and skills and provide them with useful resources.

#### *5.2 Translation Students and graduates' Satisfaction with Practical Component:*

In an attempt to provide answers to the second study question which reads: "To what extent are Yemeni translation students and ex-students satisfied with the practical component of their BA in translation?", a questionnaire was distributed to senior students of translation and alumni to investigate their degree of satisfaction with the BA translation program. Table 8 clearly shows that the overall perception of the study participants falls into the degree 'Satisfied' which is an average degree of satisfaction, with Dimension Five receiving the highest mean score (3.84) and Dimension One receiving the lowest mean score (3.60). Although this difference is not significant, sufficiency of practice needs to be taken into consideration. This finding is in line with previous research findings (e.g., Abu-ghararah, 2017; Alshargabi & Al-Mekhlafi, 2019; Al-Ward, (2018); Yahya et al., 2023). All of them emphasized the need for offering more practice in translation and allocating sufficient class meetings for that.

**Table 8.**

*Overall degree of students and graduates' satisfaction with all dimensions*

N	Dimension	Rank	Degree		Relative Weight %	Verbal Value
			Mean	Std. Deviation		
5	Dimension Five: Instructor Qualifications and Involvement	1	3.84	.961	76.8	Satisfied



4	Dimension Four: Translation Assessment and Feedback	2	3.81	.843	76.2	Satisfied
3	Dimension Three: Delivery of Practical Translation Courses	3	3.77	.834	75.4	Satisfied
2	Dimension Two: Relevance of Tasks to the Job Market	4	3.67	.748	73.4	Satisfied
1	Dimension One: Sufficiency of Practice	5	3.60	.771	72	Satisfied
<b>All dimensions</b>			3.72	.719	74.4	Satisfied

It can be concluded that BA Translation programs are to some extent perceived positively by the study participants in the sense that the mean score of their "Satisfied" degree is (3.72).

As question two investigates the degree of students' and alumni satisfaction with the BA translation program, Table 9 shows the results of the t-test which was used to assess any significant differences. The results show that the alumni were more satisfied than students who are still at college. The mean score of the satisfaction of students who have graduated regarding dimension five was (4.06), which is significantly higher than the mean score for students who are currently enrolled in college (3.69), with a mean score of (0.046). The table also shows that graduated students had higher mean scores in all the questionnaire dimensions than current students. These findings may suggest that graduates of BA in translation were able to realize the sufficiency of practice they received and its relevance to the job market when they joined their careers. This statistically significant difference between the perceptions of the two groups of participants in favor of alumni clearly indicates that the latter group showed more satisfaction with the translation program than the current one. This could be attributed to some factors, including more likely the drain brain of staff, devastating impact of war in Yemen on current translation teaching, assigning specialized courses to less-experienced instructors and limited class meetings allocated for teaching practical courses. This finding is more or less in agreement with Alshargabi and Al-Mekhlafi (2019) who emphasized the need for preparing translation students for the workplace through providing them with sufficient training.

**Table 9:**

*T-test of two independent samples regarding the degree of satisfaction*

Dimension	Study Status	N	Mean	Std. Deviation	T	Df	Sig	
Dimension One: Sufficiency of Practice	Still at college	67	3.48	.822	2.113	109	.037	Significant
	Graduated	44	3.79	.652				
Dimension Two: Relevance of Tasks to the Job Market	Still at college	67	3.51	.834	2.792	109	.006	Significant

Dimension	Group	N	Mean	Std. Deviation	t-value	df	Significance
Dimension Three: Delivery of Practical Translation Courses	Graduated	44	3.90	.520	1.206	109	.230
	Still at college	67	3.70	.900			
Dimension Four: Translation Assessment and Feedback	Graduated	44	3.89	.717	1.032	109	.304
	Still at college	67	3.74	.863			
Dimension Five: Instructor Qualifications and Involvement	Graduated	44	3.91	.811	2.021	109	.046
	Still at college	67	3.69	1.039			
All dimensions	Graduated	44	4.06	.787	2.065	109	.041
	Still at college	67	3.61	.773			
	Graduated	44	3.89	.596			

The key observation to record on the results shown in table 9 is that the t-test results clearly reveal statistically significant differences at (.041) between the participants across the questionnaire dimensions, though the dimension of "sufficiency of practice" remains a prerequisite for students to receive more combination of theory to practice which interprets the meaning of translation praxis.

To get a closer look at the study results regarding the participants' responses to the statements of dimension one which comprises 14 statements, Table 10 shows that the highest mean score (3.87) was recorded to statement (8), indicating that the material used for translation was relevant to students' interests. On the other hand, the participants' responses to statement (14) recorded the lowest degree of satisfaction with regard to their participation in translation competitions. Looking at all the statements as a whole, it may be plausible to argue that the study participants were not happy with the amount of practice they are exposed to.

**Table 10:**

*Degree of students and graduates' satisfaction with sufficiency of practice*

**Dimension One: Sufficiency of Practice**

N	Statement	Rank	Satisfaction Degree			Verbal Value
			Mean	Std. Deviation	Relative Weight %	
8	The material used for translating practice is relevant.	1	3.87	1.019	77.4	Satisfied
1	Practice of translation is emphasized throughout translation courses	2	3.84	1.058	76.8	Satisfied
4	Theoretical aspects of translation support my practice.	3	3.81	1.058	76.2	Satisfied



2	Practical courses start early in level two.	4	3.77	1.250	75.4	Satisfied
3	Practicing translation is done in each course.	5	3.72	1.244	74.4	Satisfied
6	The people responsible for the translation program take care of our practice.	6	3.71	1.115	74.2	Satisfied
5	The allocated time for translation practice is enough.	7	3.41	1.260	68.2	Satisfied
9	Classroom environments are appropriate for translation practice.	8	3.37	1.328	67.4	Somewhat Satisfied
7	The courses that encourage practice are enough.	9	3.11	1.186	62.2	Somewhat Satisfied
10	Translation assignments enhance my translation practice.	10	3.93	1.024	78.6	Somewhat Satisfied
11	Class time is enough for me to practice.	11	3.59	1.171	71.8	Somewhat Satisfied
12	Practical courses help me to acquire life skills such as interpersonal skills, thinking skills, decision-making skills, etc.	12	3.93	1.076	78.6	Somewhat Satisfied
13	We have access to a translation lab equipped with software and resources to facilitate practice.	13	3.22	1.410	64.4	Somewhat Satisfied
14	The program offers opportunities for students to participate in translation competitions.	14	3.20	1.285	64	Somewhat Satisfied

Looking at the results of Dimension Two in Table 11, which covers 12 statements, it is clear that statement (17) received the highest mean score (4.18), suggesting that students are satisfied with their instructors giving the chance to practice in the class independently. Statements (23) and (26) got the least mean scores (3.29) and (3.13), respectively. This indicates the implementation of these and other similar statements may contribute to the development of students' skills.

**Table 11:**

*Degree of students and graduates' satisfaction with relevance of tasks to the job market*

Dimension Two: Relevance of Tasks to the Job Market						
N	Statement	Rank	Satisfaction Degree			Verbal Value
			Mean	Std. Deviation	Relative Weight %	
17	Instructors encourage me to be self-dependent while translating.	1	4.18	.936	83.6	Satisfied
19	Practical courses develop my language skills.	2	4.02	1.000	80.4	Satisfied



15	Translation courses include authentic (real-world) texts for translation.	3	3.95	.994	79	Satisfied
18	Translation tasks prepare me to become successful in my future careers.	4	3.93	1.059	78.6	Satisfied
21	Translation courses promote essential competences required by future employers.	5	3.64	1.016	72.8	Satisfied
25	I am exposed to problems and issues of translation I may face in the future.	6	3.63	1.070	72.6	Satisfied
16	All practical translation courses train me on using electronic tools.	7	3.59	1.178	71.8	Satisfied
20	Translation tasks are similar to those practiced in the workplace.	8	3.57	1.101	71.4	Satisfied
24	I receive hands-on experience of various kinds of tools used by translators.	9	3.55	1.059	71	Satisfied
22	There is a match between translation practice and the requirements of the job market.	10	3.51	1.069	70.2	Satisfied
23	Practical translation courses train me how to get clients and contracts, negotiate prices, set up businesses, etc.	11	3.29	1.216	65.8	Somewhat Satisfied
26	The program invites guest speakers from the translation industry to share their experiences and insights with students.	12	3.13	1.308	62.6	Somewhat Satisfied

On the other hand, Dimension Three which focuses on the delivery of courses to students through (12) statements, most of which received high mean scores as can be seen in Table 12. Statements related to 'working in groups' received the highest scores compared to other statements. Such teaching or training techniques seem useful for students' skills development.

**Table 12:**

*Degree of students and graduates' satisfaction with Delivery of Practical Translation Courses*

Dimension Three: Delivery of Practical Translation Courses						
N	Statement	Rank	Satisfaction Degree			Verbal Value
			Mean	Std. Deviation	Relative Weight %	
28	Instructors encourage students to work in groups to become aware of the possibility of having more than one translation.	1	4.06	1.003	81.2	Satisfied
27	Instructors make students work in groups to	2	4.05	1.013	81	Satisfied



	translate and produce more than one acceptable translation.					
29	Instructors encourage students to work in groups to develop their ability in identifying problematic issues in the text being translated.	3	4.00	1.062	80	Satisfied
33	Practical courses are offered after theoretical courses.	4	3.91	1.066	78.2	Satisfied
35	Instructors encourage collaborative learning in practical translation courses.	5	3.90	1.044	78	Satisfied
32	Instructors encourage students to develop long-life learning.	6	3.85	1.055	77	Satisfied
34	During practical courses, instructors create learning opportunities for students.	7	3.82	1.114	76.4	Satisfied
37	Students' numbers in the class help instructors to pay attention to each student.	8	3.78	1.261	75.6	Satisfied
31	Instructors facilitate discussions on ethical issues and implications related to translation practices.	9	3.67	1.056	73.4	Satisfied
30	Instructors encourage students to develop reflective portfolios to document their translation learning journey.	10	3.64	1.085	72.8	Satisfied
38	Available translation electronic tools are used in all practical translation courses.	11	3.32	1.433	66.4	Somewhat Satisfied
36	Students are given freedom to choose texts for translation.	12	3.28	1.266	65.6	Somewhat Satisfied

Similar to Dimension Three in terms of high mean scores, the participants' responses to statements of Dimension Four shown in Table 13 recorded high mean scores in comparison to Dimension One, with the majority of statements appear to be within the 'Satisfied' range. However, 'discussing students' errors individually' seems to be less practiced by translation instructors, indicated by the mean score (3.38). In fact, taking care of learner's needs and responding to their learning styles seem to be lacking in translation classrooms. Responding to learners' needs and styles was also reported in Yahya et. al. (2023) study on the relevance of translation programs to market needs.

**Table 13:**

*Degree of students and graduates' satisfaction with Translation Assessment and Feedback*

Dimension Four: Translation Assessment and Feedback						
N	Statement	Rank	Satisfaction Degree			Verbal Value
			Mean	Std. Deviation	Relative Weight %	
39	Instructors' feedback improves the benefits of	1	4.11	.928	82.2	Satisfied



	translation practice.					
41	My participation in assessing my work develops my practical skills.	2	3.95	.952	79	Satisfied
45	Instructors' feedback given to students on their translation enables them to progress.	3	3.90	1.018	78	Satisfied
40	Instructors' feedback is common in practical courses.	4	3.89	.994	77.8	Satisfied
46	Instructors keep supporting students during practical sessions.	5	3.88	1.110	77.6	Satisfied
48	Instructors encourage students to revise and resubmit their translation work based on the received feedback.	6	3.80	1.189	76	Satisfied
42	Students' errors are discussed collectively in class.	7	3.75	1.164	75	Satisfied
44	Peer feedback enhances students' practical skills.	8	3.75	1.049	75	Satisfied
47	Instructors use clear criteria for assessing students' translation.	9	3.71	1.194	74.2	Satisfied
43	Students' errors are discussed individually in class.	10	3.38	1.229	67.6	Somewhat Satisfied

Looking closely at the results displayed in Table 14, almost all the statements fall within the 'Satisfied' range, which indicates a relatively positive view expressed by the participants. This can be attributed to the number of instructors who are PhD holders as shown in Table (16). Clear evidence can be noticed in the mean score of responses to item (49) which scored a value of (4.12). It has been reported in the literature that providing feedback to students in the translation classroom and formative assessment would help in improving their translation skills (e.g., Nikolaeva & Korol, 2021; Zheng et. al., 2020).

**Table 14:**

*Degree of students and graduates' satisfaction with Instructor Qualifications and Involvement*

Dimension Five: Instructor Qualifications and Involvement						
N	Statement	Rank	Satisfaction Degree			Verbal Value
			Mean	Std. Deviation	Relative Weight %	
49	Instructors have extensive professional experience as translators.	1	4.12	1.077	82.4	Satisfied
50	Instructors stay up-to-date with the latest trends, technologies, and best practices in the translation industry.	2	3.87	1.129	77.4	Satisfied





52	Instructors incorporate their own translation experiences into the practical courses.	3	3.86	1.151	77.2	Satisfied
51	Instructors use a variety of teaching methods and techniques to engage students in practical translation activities.	4	3.78	1.099	75.6	Satisfied
53	Instructors maintain strong connections with the translation industry and job market.	5	3.69	1.110	73.8	Satisfied
54	Instructors regularly review and update the practical course content to reflect changes in the industry.	6	3.69	1.306	73.8	Satisfied

To conclude this section, it can be said that almost three quarters (74.4) of the participants expressed their attitude regarding the effectiveness of BA translation programs in all universities which participated in the current study.

### 5.3 Instructors' Assessment of the Practical Component in Translation Programs:

This section answers question three of the study which reads: "How do translation instructors at Yemeni Universities assess the effectiveness of the practical components in the selected BA translation programs?" The results obtained from the instructors' questionnaire are presented and discussed. It is relevant to restate that the instructor's questionnaire consisted of 5 dimensions covering 60 statements. These dimensions and the overall assessment level of the instructors are given in Table 15.

**Table 15:**

#### *Instructors' overall assessment of practical components*

No	Dimension	Rank	Degree		Relative weight	Verbal Value
			Mean	Std. Deviation		
4	Dimension Four: Translation Assessment and Feedback	1	3.92	.719	78.4	Agree
5	Dimension Five: Instructor Qualifications and Involvement	2	3.74	.830	74.8	Agree
3	Dimension Three: Delivery of Translation Practical Courses	3	3.70	.675	74	Agree
2	Dimension Two: Relevance of Tasks to the Job Market	4	3.59	.774	71.8	Agree
1	Dimension one: Sufficiency and focus on practice	5	3.57	.759	71.4	Agree
<b>All dimensions</b>			3.67	.656	73.4	Agree



To answer the third question, Table 15 clearly shows that the instructors' overall assessment of the practical component in BA Translation Programs falls within the degree 'Agree' with an overall mean score of (3.67) across all dimensions. Even though there is a huge difference between the mean scores of dimensions, Dimension Four receives the highest mean score of (3.92), which indicates that all dimensions may require more focus and attention so as to increase the effectiveness of practical aspects of translation programs at Yemeni universities.

**Table 16:**

*Inferential statistics of One-way ANOVA analysis and Scheffé Test*

No	Dimensions	Academic Degree	N	Mean	Std. Deviation	)F(	Sig.	Scheffé Test
1	Dimension one: Sufficiency and focus on practice	PhD	33	3.92	.539	13.000	.000	Sig
		MA	16	3.38	.716			
		BA	12	2.86	.792			
2	Dimension Two: Relevance of Tasks to the Job Market	PhD	33	3.86	.735	7.475	.001	Sig
		MA	16	3.49	.647			
		BA	12	2.96	.676			
3	Dimension Three: Delivery of Translation Practical Courses	PhD	33	3.97	.522	13.202	.000	Sig
		MA	16	3.68	.516			
		BA	12	2.98	.743			
4	Dimension Four: Translation Assessment and Feedback	PhD	33	4.16	.512	8.720	.000	Sig
		MA	16	3.93	.482			
		BA	12	3.26	1.043			
5	Dimension Five: Instructor Qualifications and Involvement	PhD	33	4.04	.629	6.421	.003	Sig
		MA	16	3.55	.847			
		BA	12	3.17	.972			
All dimensions		PhD	33	3.97	.486	13.966	.000	Sig
		MA	16	3.58	.570			
		BA	12	3.00	.673			

In order to support and enhance the results presented in Table 15, the one-way ANOVA test and the Scheffé test were applied to the data. The results of these two tests are shown in Table 16. They indicate that there are statistically significant differences at and below (0.05) between the mean score of the participants' responses, attributed to the academic degree. These differences are reported at the overall mean score of the dimensions combined, and at the mean score of each dimension alone. Furthermore, the results of the Scheffé test for the post-hoc comparison given in the same table indicate that these differences are in favor of



instructors who hold PhD degree in the first rank, compared to instructors holding MA and BA degrees. The differences are also in favor of MA holders in the second rank, compared to instructors holding BA degree. This indication could be attributed to the fact that PhD holders may have more experience, knowledge and skills than other instructors of lower academic degrees. They might have been exposed to more learning or work experiences in various contexts and settings.

## 6. Conclusion and implications

The present study investigated and explored the perceptions of translation instructors, students and graduates of translation regarding the status of practical components, and analyzed the PSDs of BA Translation programs at public and private Yemeni Universities. It significantly contributes to the literature in that it has triangulated views from three stakeholders: instructors, current students and graduates of translation. This triangulation was also supported by the content analysis of the PSDs of translation programs which enriched the discussion of the participants' views on the translation programs. This has led to the conclusion that even though the overall degree of assessment of the effectiveness of praxis in translation teaching was average-seemingly positive- it has been noticed that there is still a dire need for strengthening the practical and training aspect in BA translation Programs by linking the teaching of translation courses to professional contexts. In this regard, it is unequivocal to emphasize the need for re-visiting teaching strategies and techniques used in translation teaching, as it is similar to language teaching and learning, such as mother tongue and a foreign language. It is therefore pertinent to call for the adoption of the concept of differentiated instruction, which takes into consideration diversity among learners, including learning styles, motivation, engagement, backgrounds, etc. (e.g., Bimantoro, et al. 2021; Saban, 2023; Ojong, 2023). In such a teaching setting, cognitive and sociocultural interactions may take; a situation which simulates the setting where translation students may work in. This also necessitates taking a number of steps and procedures, including setting up plans for improving and developing the current BA translation programs at private and public universities in light of the regional and global translation technology developments and changes in the market; assigning teaching loads to experienced instructors; allocating more class meetings for practical courses; inviting people from the translation market to share experience with students; and activating the role of individual and group feedback to students which encourage them to work together and develop their knowledge and skills of dealing with certain challenges of translation (Pietrzak, 2014). It is also important to add training exercises and activities on how to develop relations with clients and enter into contracts to the practical components of the BA Translation programs. In addition, in a war-torn country, brain-drain cannot be avoided; therefore, universities should focus on training current instructors of translation to avoid over theorization and equipping them with needed skills. One more element to be brought to the fore is providing corrective individual feedback to



students on their translation, and adopting formative assessment strategy, which would be crucial for the development of their skills in translation.

One limitation of this study, is that there were no direct meetings with translation instructors, students or graduates to freely express their views about the teaching of translation at Yemeni universities. Therefore, in similar future studies, two more aspects might be added to the research methodology, *viz.* class observations where the teaching of translation is observed and focus group discussions with the participants. This additional triangulation of data would provide a better and more realistic and comprehensive understanding of the scene of translation teaching.

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