Evaluating the MA translation programme at IUG in light of the EMT competences

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Abstract: The problem of this study is a response to a perceived gap between what is taught in the master programmes of translation at the Islamic University of Gaza IUG and what is needed in the translation job market. The study aimed at determining the EMT standards to be embedded in the MA Translation programmes first, then evaluating the academic courses taught as part of the MA translation programme at IUG in light of the European Master’s in Translation Framework (EMT) translation standards. For data collection, the researchers used a content analysis checklist to evaluate the MA translation programme in light of the EMT translation standards. The results of the study revealed an insufficient level of the availability of the EMT translation standards in the MA translation programme at IUG, as it does not exceed (41.17%) as a general evaluation of the entire programme. Therefore, the researchers hold that the MA translation students at IUG are not completely ready to compete in the job market.

Keywords: evaluation, MA Translation Programme, EMT competences

1. Introduction

The global challenges and modernization promote the need to develop the academic programmes and curriculums of the educational institutions to prepare university graduates to compete successfully and professionally in a rapidly changing job market. The last few decades witnessed a considerable increase in the number of translation programmes in the national and international universities due to the numerous job vacancies qualified translators can attain in the freelance job market. This year, according to the American Translators Association (ATA) (2019), around 545 translation programmes all over the world are published in the official List of Approved Translation and Interpreting Schools. However, hundreds of other unlisted programmes do exist even though they are not members of ATA yet. A point in case is the Master’s degree of translation at the Islamic University of Gaza (IUG) as well as other translation programmes in the neighbouring countries. The growth of the profession of translation urged IUG to launch its MA translation programme in the year 2015. This programme was accredited in the academic year 2015-2016 to meet the growing demands for translators in the Palestinian society. This programme is the first of its kind in the Gaza Strip, which seeks to develop the abilities of students academically and professionally by developing their knowledge and skills in the fields of translation (the IUG official website 2020).

Defining the needed skills and competencies of the good translator is essential in designing the translation curricula and programme in academia. The notion of translation competence has increasingly gained acceptance to be the most extensively discussed concept (Ressurrecció et al. 2008). Although translation competence is a multipart notion, that encompasses various aspects, the translation competences are deliberately identified and explained in the European MA’s in Translation (EMT) framework (Ressurrecció et al. 2008). Meeting the demands and expectations of the job market expects and requires from the translator in the 21st century is the main responsibility of the decision-makers through designing their translation programmes and developing the curriculum in the academic institutions (Elshafei 2014). Therefore, this study mainly aims at evaluating the MA translation programme in light of European MA's Translation (EMT) standards at IUG.

1.1. The Statement of the Problem

The students of translation programmes have to master certain skills to better perform the tasks of translation, so that they can be hired (Elshafei 2014). Based on the preliminary interview with some translation professors and experts in the department of English at the Faculty of Arts at IUG, the researchers have reported the lack of well-designed courses in the MA translation programme. The respondents of the preliminary interview disclosed that the MA translation programme does not sufficiently meet their expectations. The head of the English department at IUG also affirmed that the MA translation graduates lack many competencies on the theoretical and practical levels. Therefore, the problem of lacking empirical evidence and a clear vision to prioritize what
should be taught in the MA translation programme was documented and emphasized by some professors and experts in the field of translation. On the other hand, no studies have investigated the EMT framework as a guide to design MA translation programmes within the Palestinian context. Considering that the EMT Competence Framework is the most comprehensive and is an improvement to the pioneer previous models of translation, according to Reza Esfandiari et al (2017), the researchers officially contacted the EMT commission via email to check on the significance and the usefulness of conducting this study. The EMT commission welcomed and appreciated such a project in the Arab world since they stated that it would be a great effort to evaluate MA translation programmes based on a checklist structured in light of the EMT competences.

1.2. Significance of the Study

The importance of the current investigation is summarized by the following points:

- This study adds up to the translation literature in terms of adopting the EMT in designing MA programmes within the Arab context and more specifically in Palestine.
- There is a need for a real empirical evaluation of the MA translation programme, especially that it has never been evaluated from any other perspective rather than the IUG instructors.
- Therefore, the results of this study may guide the universities and training centers by providing them with the required translation competences and skills that shape the professional future of their candidates, while designing their courses and programmes of translation, especially that Abu-ghararah (2017) stated that teaching translation is deviated due to the deficiency of a clear set of educational principles in the era of technological growth.
- The results of this study may encourage non-membered universities to join the EMT network by upgrading the quality of their MA translation programmes. In other words, this study produces an academic and scientific proof for IUG decision-makers and other non-membered universities to join the EMT network.

1.3. The Study Objectives

The current study is essentially conducted to achieve the following two objectives:

1. Defining the EMT standards to be embedded in MA Translation programmes.
2. Evaluating the courses of the MA translation programme at IUG in light of the EMT standards of translation competence.

1.4. The Study Questions

The problem of the study is represented in the following questions to be answered:

1) What are the EMT standards that should be embedded in the MA translation programmes?
2) To what extent are the EMT standards of the Translation Competence are included within the MA Translation programme at IUG?

1.5. Limitations of the Study

The limitations of the current study are mainly represented in the samples of the MA translation courses that have been evaluated, the selected EMT standards that were adopted in the content analysis checklist.

- The sample of the MA translation courses was limited to 10 specialized translation courses approved by the Faculty of Arts at IUG (the accredited plan No. 2) and taught for the MA students enrolled in the track of translation during the academic year 2019-2020.
- This study only investigates the availability of the EMT translation standards listed under the Translation domain in the EMT framework 2017.

1.6. Definitions of the Study Terms

The researchers define the terms and keywords used in this study as follows:

- Evaluation of the programme: It means examining the translation courses of the MA programme in light of the EMT translation standards to know the extent of the availability of those standards in each course.
- The MA Translation Programme at IUG: It is a master programme launched in 2015 as a track of a dual programme (i.e. Translation and Linguistics). In this study, the researchers used the term MA translation programme to refer to all the translation courses taught for the translation MA students at IUG during their two years of studying in the study plan of the academic year 2019-2020.
- European Master’s in Translation Framework (EMT): It refers to the competences and standards included and listed in the EMT framework 2017 that have been formulated to improve and upgrade the employability of MA translation graduates all over Europe. However, the researchers used the term EMT translation Standards to refer...
only to the competences and standards of the domain of translation in the EMT framework 2017, which includes (14) main standards and were later broken down by the researchers into (23) indicators.

2. Literature Review and Theoretical Framework

In the past few decades, most of the researchers and experts in the field of translation approved that TC requires different sub-competences despite their different emphasis on some competences rather than others. Accordingly, various endeavors were dedicated to developing a comprehensive TC model to train competent translators. Those models were laid out to be followed in translation teaching and training aimed at increasing the quality of the would-be translators. Despite the several models of TC, it is worth to mention that the manifestation of TC models, as specified by Zou and Lv (2015), went through four main stages:

A. In the early stage—the 1970s, the researchers did not separate TC from bilingualism, so that they argued that TC is an inborn competent. Therefore, TC in that stage was restricted to the linguistic competence of the translator, because it assumed to be the essential component of the TC.

B. In the second stage in the 1980s, researchers started to realize other skills in addition to linguistic competence such as disciplinary, instrumental, and social competence.

C. The third stage in the 1990s is the inspiring stage since it followed the functional theory of translation. In that stage, awareness becomes wider by acknowledging the competence of context, communication, function, as well as the energetic characteristics of translation.

D. The fourth stage of developing the TC models has been improved in the 1990s by including the instrumental, professional, and evaluation and monitoring competence, besides recognizing the interaction among such components and sub competences.

Upon what has been reviewed so far in the literature of the TC, the researchers find out that despite the so many endeavours, in the early 1990s, to map the process and criteria of acquiring the TC, it is still a controversial issue to identify in which specific stage the translator can be competent. In other words, TC was handled and investigated differently depending on the goal of each suggested translation model. However, the researchers appreciated all the efforts exerted by the different scholars in the field of translation to study the diverse components of TC. Among the pioneers of the investigators in this area are; Bell (1991), Kiraly (1995), Hurtado Albir (1996), Cao (1996), Pym (1992), Campbell (1998), Schaeffner (2000), PACTE (2000 2003 2011), EMT (2009, 2017).

2.1. The EMT Competence Framework

The EMT framework defines five main areas of competence. Within each of these areas, several skills are deemed to be essential or important within the context of a Master’s degree in translation. Although each of them can be viewed separately, and the relevant skills can be applied to different professions beyond the translation industry, the five areas defined below should be considered as complementary and equally important in providing the translation service, which is the ultimate goal of the translation process. The framework does not attempt to define different levels for each of the areas of competence. It is assumed that Master’s degree programmes within the EMT network expect students to achieve the advanced level of competence required of future language industry professionals. (European Commission 2017)

2.2. Domains and Standards of EMT

The EMT framework deeply considers that MA students of translation education not only should be aware of the profound processes of translation and interpretation but with the skills to accomplish and deliver translation service following the high standards of professionalism and ethics. Hence, EMT framework of translation competences outlines five key domains i.e (Language and Culture, Translation, Technology, Personal and Interpersonal, and Services Provision). Concerning each of the five domains, there is a list of standards to guide and guarantee the quality of the learning outcome of the MA in translation for the membered universities in the EMT network (European Commission 2017).

Reviews the related studies that tackled the EMT framework, such as Bilovsky and Las (2018), Reza Esfandiari et al (2017), Ilynska et al (2017), Eszenyi (2016), and Chodkiewicz (2012), the researchers observed that such studies are inadequate both in its number and in its depth. In other words, despite the very few studies that tackled the EMT as a comprehensive framework, they did not adopt the EMT framework for evaluating MA translation programmes. Accordingly, the researchers state that the few studies found in the field of the EMT standards only investigated the match of the EMT skills to the expectations of students and/or instructors’ perceptions in the translation departments. Moreover, the available reviewed studies employed the Likert-questionnaires to collect data rather than structuring a content analysis checklist to, subjectively, evaluate the availability of EMT skills and competences. Additionally, the previous studies tried to localize the EMT framework to go in line with their traditional theories and results of translation studies rather than upgrading the quality of their local translation teaching-learning to meet the EMT competences as international standards. Therefore, the current study is adding up to the literature of the EMT framework as a map to design MA programmes.
3. Methods and materials

The researchers adopted the descriptive-analytical approach to evaluate the MA programme at IUG in light of the EMT translation standards. The sample of the translation courses that were evaluated and analyzed, based on the availability of EMT standards, was ten translation courses that stand for all the specialized and general translation courses of the programme, the obligatory and optional courses of the translation track for the year 2019-2020.

3.1. The Content Analysis Checklist

The extensive increase in the number of available translation textbooks and references should have a careful evaluation and selection to pick or even supplement suitable ones while teaching high-quality translation courses. In this regard, Şahin (2020) stated that a checklist approach is perhaps the most widely effective method of making the choice, among the so many options of translation textbook, because it is an easier and more efficient method. To sum up, a checklist based on the EMT translation translation standards was constructed to evaluate the MA translation programme at IUG, since the translation profession is international and global. Therefore, the researchers believe that IUG textbooks of translation should be evaluated and designed through a global perspective rather than a local one i.e. the EMT competences.

3.2. Constructing the Checklist

The Content Analysis Checklist, used to evaluate the MA translation courses, was formulated by the researchers in light of the 14 EMT standards listed under the domain of translation. To keep on the EMT standards as a published document of international translation standards, the researchers have adopted the same standards but in a form of checklist to test the availability of those standards in each course of the MA programme. To come out with measurable indicators for the content analysis checklists, the fourteen EMT translation standards were broken down into twenty-three measurable indicators. It is worth mentioning that the the checklist was sent to a panel of specialists and experts in translation to be validated. Moreover, the researchers have officially contacted the EMT commission via email asking them for permission to use their published standards on one hand and to check the significance of conducting this study on the other hand.

3.3. Determiners of the Analysis Checklist

This content analysis checklist was designed based on the following determiners:

- **a. The objective of the checklist**: The purpose of analyzing the content of the MA translation programme is to disclose quantitative data that reveal the availability of the EMT standards of translation in the programme.
- **b. Sample of Analysis**: As mentioned earlier in this chapter (the sample section), this checklist was used to evaluate all the translation courses listed in the study plan of the MA programme. They were ten courses taught for the MA students during their first and second year of study at IUG in the academic year 2019-2020.
- **c. Unit of Analysis**: Considering that the corpus of analysis is the detailed course descriptions of the tackled courses, the content analysis process was limited only to find the translation skills included in the course description. In this regard, the theme was assigned as the unit of analysis to register either the absence or availability of the EMT translation standards. The documents of the course descriptions were officially accessed through the head of the English Department at IUG in the Faculty of Arts, as he approved conducting this study earlier. (See appendix 1)
- **d. Registration of the unit of analysis**: The researchers relied on the availability of any of the EMT translation skills listed in the content analysis checklist to appear once at least to be registered as “Yes available”. Therefore, evaluating the content of the MA translation courses was conducted based on the appearance and absence of the EMT translation standards within each course. It is worth mentioning that the repetition of the same skill was not considered of much significance in drawing the results of the analysis because the researchers are concerned, in this stage, with the existence or absence of the EMT translation standards rather than its frequency.

3.4. The Validity and Reliability of the Content Analysis Checklist

The researchers adopted the external validity to ensure the validity of the tool, since the best way to ensure the validity of a tool is when specialists and referees determine the validity of the criteria to be measured (EBEL,1992). The content analysis checklist was sent to a panel of professors and experts in the field of translation and specialists in curriculum and methodology and translation to examine the relevance of the checklist used in this study. The researchers used the Percent Agreement formula to find out the reliability coefficient for the researchers himself over time and between him and the other two external analysts. The first external analysts is MA holder in Applied Linguistics from the UK and he is a sworn legal translator, as he has been working in the field of translation for more than 10 years. The second is an MA holder in Methodology and Curricula from IUG and he has been working in the field of translation for more than 20 years. The formula used is shown below, as Percent
Agreement (PA) simply means the percentage of items on which two coders agree to the total number of the items evaluated, where it is calculated using the following formula:

$$PA = \frac{NA}{NA + ND} \times 100$$

In this formula, \(NA\) refers to the number of agreements between the two coders or analysts, while \(ND\) means the number of disagreements between them. Following the given (PA) formula, the reliability coefficients for the researchers himself as well as the other two analysts are shown in the following table 1:

<table>
<thead>
<tr>
<th>Analysts</th>
<th>All the skills</th>
<th>Agreed skills</th>
<th>Disagreed skills</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>the researchers himself</td>
<td>23</td>
<td>22</td>
<td>1</td>
<td>96%</td>
</tr>
<tr>
<td>with the researchers and the 1st Analyst</td>
<td>23</td>
<td>21</td>
<td>2</td>
<td>91%</td>
</tr>
<tr>
<td>with the researchers and the 2nd Analyst</td>
<td>23</td>
<td>20</td>
<td>3</td>
<td>87%</td>
</tr>
<tr>
<td>Between the 1st and the 2nd Analyst</td>
<td>23</td>
<td>20</td>
<td>3</td>
<td>87%</td>
</tr>
<tr>
<td>The Total Reliability coefficient</td>
<td></td>
<td></td>
<td></td>
<td>90%</td>
</tr>
</tbody>
</table>

Table 1 displays the reliability coefficient of the content analysis checklist used in this study, for the researchers himself and between the researchers and the other two external analysts. Over the four weeks, the reliability coefficient for the researchers himself was (96.0%). The same table shows that the reliability coefficient between the researchers and the first external analyst was (91.0%), while between the researchers and the second analyst was (87.0%). Additionally, the table presents the reliability coefficient between the first external analyst and the second external analyst that was (87.0%), so the total reliability coefficient for the content analysis checklist is (90.0%). In light of the results of the reliability coefficient shown in table (3), the content analysis checklist used in the present study is fit and suitable, as Lombard (2005) stated that (75.0) and more the reliability coefficient is high, while (50.0-75.0) is acceptable, and if it is less than that, it is rejected.

4. Results

4.1. Answering the First Question of the Study

To answer the first question of the study “What are the EMT standards that should be embedded in the IUG MA translation programme?” the researchers revised the related literature to the EMT framework 2017, and referred to the official website of the EMT Commission. The researchers figured out that the EMT framework 2017 contains five main domains namely; Language and Culture, Translation, Technology, Personal and Interpersonal, and Services Provision. Under each domain, translators should acquire various skills during the study journey of the MA degree in the field of translation (See appendix 8). Although the five domains of the EMT standards look as if they can be viewed separately. All the skills listed under those various categories should be taken as an integrated and similarly significant skills in teaching-learning translation.

Aiming at identifying the top and most important competences among the EMT framework competences to be included and embedded in the IUG MA translation programme, the researchers consulted a panel of specialized translators and translation teachers. Therefore, the researchers presented the title and the goal of the study to the panel of experts (See appendix 10), then introduced the EMT framework competences distributed over the five domains, to validate adapting those standards to be implemented within the MA translation at IUG. The researchers found out a consensus on keeping on all the listed skills in the EMT framework, because all the consulted experts did not accept the idea of prioritizing the most important translation skills to be embedded in the MA of translations due to the significance of all the EMT skills in preparing MA translation graduates. The panelists stated that the MA translation programmes are assumed to graduate well-trained translators who are familiar with more than transferring meanings from the source language (SL) to the target language (TL).

Moreover, the panel asserted that the graduates of the MA translation at IUG should be up to the international standards such as the EMT framework, because any successful translator should be able to translate anywhere outside Palestine, particularly that translation work knows no geographical borders in the time of virtual and online world besides the global platforms of freelance translators. Accordingly, it is concluded that translation is an international profession that requires all the skills and competences listed under the five domains of the EMT framework (i.e. Language and Culture, Translation, Technology, Personal and Interpersonal, and Services Provision). In brief, all the EMT standards and skills were checked by the group of experts in the field of translation to be embedded in the MA of translation programmes.

4.2. Answering the Second Question of the Study

To answer the second question of the study that stated, “To what extent are the EMT standards included within the MA Translation programme at IUG?” the content analysis checklist was used to evaluate the courses of the MA translation at IUG in light of the EMT standards. Then the percentages of the availability of EMT skills and competences in each course were calculated, followed by a total percentage for the availability of the EMT competences in the entire MA programme at IUG.
Appendix (1) presents the 23 competences of the EMT translation competences as well as the ten MA translation courses that are offered and taught for the MA students at IUG in the academic year 2019-2020. The same table indicates the scored checklist, as the available EMT translation competences were observed by ticking (Yes) and coded with (Y), while the unavailable ones were observed by ticking (No) and coded with (N). It is worth to remember that observing the EMT competence more than once in the MA course does not count in the current evaluation of the MA programme, because the existence of the translation skill is more important rather than its frequency. Accordingly, the following sub-sections, separately, present and discuss the evaluation of each MA course taught in the MA translation programme for the academic years 2019-2020 in light of the EMT standards.

4.3. Evaluating the Semantics and Sociology Course

Appendix 1 shows that the Semantics and Sociology course included (6) translation skills out of the (23) EMT competences. In other words, only (26%) of the EMT standards are embedded in the Semantics and Sociology course. The researchers assure that it is not enough for such a valuable course like Semantics and Sociology to focus on other topics rather than the skills that the course should be devoted to. So, the Semantics and Sociology course is one of the requirements of the MA translation program that should be redesigned to target more skills listed in the EMT framework whether within the translation domain or the other domains.

4.4. Evaluating the Theories of Translation Course

Appendix 1 shows that the Theories of Translation course includes only (4) competences out of the (23) EMT translation competences. That means only (17.3%) of the EMT standards are available in the Theories of Translation course. Even though this course is somehow theoretical, it should focus on other skills rather than presenting the theories. It is observed that the least portion of the EMT translation skills is scored in this particular course, compared to the other courses of the MA translation program. Accordingly, (17.3%) is not enough for such an obligatory course in the MA translation program to present the availability of the EMT standards.

4.5. Evaluating the Discourse Analysis Course

Appendix 1 shows that the percentage of EMT translation skills available in the Course of Discourse Analysis is (65.2%). This indicates that this course is at least scored (15) translation skills out of the (23) EMT skills. It is worth to mention that this is the top course, as well as the legal and business translation, in terms of the availability of EMT translation skills among the MA translation courses at IUG based on the results of the content analysis checklist. Though this indicates that this course covers the majority of the EMT translation skills, it lacks a few ones.

4.6. Evaluating the Comparative Linguistics Course

Appendix 1 shows that the EMT translation skills available in the Comparative Linguistics Course is (5) out of (23). This indicates that the course covers (21.7%) of the EMT translation skills. This indicates that this course is one of the bottom three courses on the scale of the availability of EMT translation skills in the MA translation program at IUG; even it is one of the requirements of the program.

4.7. Evaluating the Interpreting Course

Appendix 1 shows that the available EMT translation skills in the Interpreting Course are (11) out of (23). This indicates that the course is at least considering the (47%) of the optimal curriculum to meet the EMT framework competences. Though this course is closer to the top three courses compared to the other MA course in the MA translation program, the researchers find that evaluation of this course is not satisfying especially that it is one of the obligatory core courses in the MA program. Consequently, this course should be improved to contain more essential skills.

4.8. Evaluating the Legal and Business Translation Course

Appendix 1 shows that the number of EMT translation skills available in the Legal and Business Translation Course is (15) out of (23). This stands for (65.2%) of the course skills goes in line with the EMT framework. It is worth to highlight that this course is the top course, as well as the course of Discourse Analysis, in terms of the availability of EMT translation skills in the MA translation program. Nevertheless, it needs to be improved aiming at including more basic translation skills.

4.9. Evaluating the Media and Political Translation Course

Appendix 1 shows that the percentage of EMT competences available in the Media and Political Translation Course is (43.4%). This means that the course covers (10) out of (23) EMT translation skills. This indicates that the course of Media and Political Translation, as well as the course of *Stylistics in Translation*, is in the middle border of the top courses and the bottom
ones in terms of their containing to the EMT translation skills. This course lacks some essential translation skills. Accordingly, this course should be improved to include the other EMT translation skills aiming at improving the quality of teaching translation at IUG.

4.10. Evaluating the Stylistics for Translation Course

Appendix 1 shows that the percentage of EMT competences available in the Stylistics for Translation Course is (43.4%). This means that the course covers (10) out of (23) EMT translation skills. This indicates that the course of Stylistics in Translation, as well as the course of Media and Political Translation, is in the middle border of the top courses and the bottom ones in terms of their containing to the EMT translation skills. In this regard, this course lacks several essential skills. Eventually, this course should be improved to reach a satisfactory level of the most important translation skills to increase the quality of teaching translation at IUG.

4.11. Evaluating the Literary Translation Course

Appendix 1 shows that the EMT translation skills available in the Literary Translation Course is (12) out of (23). This indicates that the course covers (52.1%) of the EMT translation skills. It is observed that this course is one of the top three courses, compared to the other MA translation courses, based on their containing the EMT skills. However, it should be developed to cover the other missed skills in the EMT framework. Despite that this course is taught as a separate module in the course of Literary and Academic Translation, this particular module should be enriched to upgrade the MA students’ translation competence.

4.12. Evaluating the Intercultural Translation Course

Appendix 1 shows that the percentage of EMT competences available in the Intercultural Translation Course is (30.4%). This means that the course covers (7) out of (23) EMT translation skills, which indicates that it is closer to the bottom three courses on the scale of evaluating the MA translation courses in light of EMT translation skills. Even it is an optional course in the academic study plan of the MA program, it is recommended to be redesigned to contain all the needed translation skills.

10.13. Summary of answering the second question of the study

To summarize the extent to which the EMT standards of the TC are included in the MA Translation program at IUG, the following chart, shows the ordered percentages of the availability of EMT translation standards (Figure 1).

![Figure 1 The EMT standards availability in the MA Program.](chart)

Chart 1 indicates that the maximum inclusion of the EMT translation standards and skills is (65.2%) which represented in two courses of translation i.e. the Business and Legal Translation as and the Discourse Analysis course, while the third top course in the same scale is the Literary Translation course. On the other hand, the minimum presence of the EMT translation standards and skills is (17.3%) in the Theories of Translation course, followed by the Comparative Linguistics course and Semantics and Lexicology which include (21.7%) and (26%) of the EMT translation skills, respectively. Accordingly, the availability of the EMT standards varies between (17.3%) and (65.2%) in the MA translation at IUG to hit the average of (41.17%) as a general evaluation of the whole program in light of EMT translation standards. Eventually, some courses should be
enriched while others should be redesigned to contain more and more of the essential skills needed for IUG graduates to meet the professional requirements of their future jobs.

5. Conclusion and Recommendations

The current study investigated a very important issue in the world of translation, as it investigated the practicality and usefulness of the EMT framework as a guiding and comprehensive model of designing the MA translation programme at IUG. The main reason beyond the significance of this study is the lack of academic research that examines the effectiveness of incorporating the EMT competences framework on improving the MA students’ translation competences. In light of the results of the current investigation, the researchers came out with some recommendations.

6. Recommendations of the Study

- Redesigning or enriching the MA translation programme in light of the EMT translation standards in the very short run.
- Implementing the EMT competences in the translation domain as well as the other domains to build on the desired learning outcomes.
- Urging the Quality and Accreditation Unit at IUG to take real actions to be ready, to enroll the MA translation programme in light of the EMT network and applying in the coming call.
- Familiarizing the translation instructors with the EMT framework competences as a benchmark in the field of translation.
- The Faculty of Arts at IUG is recommended to equip the English language labs with the needed hardware and software to train the MA students to use the CAT tools in accomplishing translation tasks.
- Ensuring the maximum impact of the MA translation programme through the ongoing evaluation of the offered courses to increase its quality to meet the job market needs and the translation employers’ expectations.
- The IUG instructors are also recommended to help the MA students to evaluate and reflect on the progress they make over the entire programme as a whole as well as their improvement throughout the single translation course.
- The MA translation instructors are recommended to reconsider the methods of assessment they use to guide their students to recognize how translations are evaluated from the translation employers’ perspective.
- The MA translation instructors are recommended to familiarize their students with the pros and deficiencies of the CAT tools and train them on how to post-edit the outputs of such tools.

Ethical considerations

Not applicable.

Conflict of Interest

The authors declare that they have no conflict of interest.

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