Investigating the Professional Needs of Undergraduate Translation Students at the College of Language Sciences, King Saud University

Eman Rashed Alkatheery
English Language Department, College of Languages Sciences
King Saud University, Riyadh, Kingdom of Saudi Arabia
Corresponding Author: ekathiri@ksu.edu.sa

Dania Adel Salamah
English Language Department, College of Languages Sciences
King Saud University, Riyadh, Kingdom of Saudi Arabia

Ghuzayyil Mohammed Al-Otaibi
English Language Department, College of Languages Sciences
King Saud University, Riyadh, Kingdom of Saudi Arabia

Received:1103/2023 Accepted:02/24/2024 Published: 03/20/2024

Abstract
Translation instructors typically select texts based on what they think students need. However, their translation experience may not extend beyond teaching translation. Furthermore, previous research reported a gap between translator training and the translation job market. As translation courses should cater to the needs of the translation profession, the current study was motivated by the importance of identifying the professional needs of undergraduate translation students in the English Language Program at the College of Language Sciences, King Saud University, to identify any gap between the Program’s requirements and workplace practices. Using questionnaires, interviews, and the analysis of relevant documents, the researchers attempted to identify the most frequent fields, genres, skills, and evaluation criteria professional translators encounter at the workplace. The graduates of the Program under investigation, reported that the most frequent translation fields in the job market were the business translation and legal translation. Furthermore, the most common genres were terms and conditions, policies, reports, agreements and contracts, and website content. The analysis of the documents and interview data showed that the genres addressed in the legal translation course align with the genres encountered at the workplace. In addition, the evaluation criteria adopted by course instructors are well-aligned with the aspects emphasized by employers. In general, some significant discrepancies were found between the Program and the job market regarding genres and fields. Thus, it is recommended that course specifications and objectives are revised in light of job market needs.

Keywords: job market needs, needs analysis, pedagogical practices, professional needs, translation profession, translator training

DOI: https://dx.doi.org/10.24093/awej/vol15no1.12
Introduction

Identifying the needs of learners should be the first step in designing any course. In a language-learning setting, for instance, determining the learners’ language needs should precede decisions about the linguistic forms or functions included in the course (Munby, 1978). Hutchinson and Waters (1987) have argued that the only difference between a general language course and a language for specific purposes course is the awareness of specific needs in the latter. Since translation is a language-related profession, training translators should emphasize linguistic preparation as well as preparation in other aspects of translation competence (PACTE Group, 2011). However, to prepare and train translators successfully, the needs of the trainees should be identified based on the tasks and roles they will carry out in the workplace.

The purpose of the current study was to identify the professional needs of undergraduate translation students at the English Language and Translation Program (henceforth, Program) at the College of Language Sciences (COLS), King Saud University, by identifying the most common fields and genres professional translators commonly encounter in the workplace as well as the aspects that are considered when evaluating the quality of translation. The study also aimed to determine the extent to which the pedagogical practices adopted at the Program at COLS are aligned with workplace practices and requirements.

The Program at COLS is an undergraduate translation program that awards a bachelor’s degree in translation. It is designed to prepare undergraduate students to become translators, which is one of its main objectives (College of Language Sciences, 2023a). The study plan of the Program includes several English language preparation courses followed by primarily field-specific translation courses (i.e., they deal with texts in a specific field, such as the medical field, legal field, and literary field). Most courses also train students on direct and inverse translation (i.e., from English to Arabia and vice versa). Students enrolled in the Program are also expected to complete a graduation project in the form of translating a published book or part thereof. The graduation project may also be in the form of cooperative training or field experience. Most students choose the second option due to the anticipated benefits they would gain from professional experience and the advantages of being exposed to the translation job market.

The selection of texts for translation courses in the Program is typically determined by what instructors think students need to learn. However, some instructors are not specialized in translation and/or lack professional translation experience. Their experience may be limited to teaching translation in a pedagogical setting, which means they may not be able to choose texts that reflect the needs of the job market. The same applies to novice translation instructors who may hold a degree in translation but lack the required experience. Due to the lack of professional or pedagogical experience, instructors tend to adhere to the syllabus and course specifications strictly. They may only discover the need to introduce other texts after teaching a course several times. Another issue that may be affected by the lack of experience and/or specialization is the evaluation of translation quality. Evaluations vary among instructors as some prefer a high degree of faithfulness in translation while others may be more flexible. In addition, the evaluation of
translation in pedagogical settings has been found to differ from the aspects considered by the job market (Salamah, 2022). Although the Program requires the use of a rubric to minimize discrepancy among instructors who teach different courses or different groups of the same course (Saldanha & O’Brien, 2013), the evaluation of translation has always been characterized by a degree of subjectivity. Furthermore, the field and purpose of the translation influence the translation approach adopted by a translator, which entails different evaluation methods for different translation products.

The issues described above in the selection of texts for training purposes and the evaluation of translations in pedagogical settings were the primary motivators for the current study. The study set out to identify the professional needs of undergraduate translation students at COLS to better inform pedagogical practices at the Program and other similar programs. More specifically, the study attempted to answer the following research questions:

1. What are the common fields and genres that professional translators commonly encounter at the workplace?
2. What are the most important evaluation criteria considered at the workplace?
3. To what extent do pedagogical practices at the Program align with workplace practices and requirements?

Focusing on the Saudi context, a few studies (e.g., Abu-Ghararah, 2017; Al-Batineh & Bilali, 2017; Alkhatnai, 2022) have been conducted to identify discrepancies between translation programs and job market needs especially after the launch of Saudi Vision 2030 in 2016 (Saudi Vision 2030, 2023). As some studies paid some attention to the awareness of genre features as part of translation competence (e.g., Alkhatnai, 2022), others (e.g., Abu-Ghararah, 2017) have underscored the importance of linguistic and communicative competence. However, more studies are needed to explore the professional needs of undergraduate translation students in terms of prospective genres and evaluation criteria, especially after the changes and developments that the Kingdom is currently witnessing.

Literature Review

Identifying learner needs is an essential component in the preparation of any course. Relevant literature has been enriched by the work of many researchers in this area. In this section, the researchers briefly discuss needs and Needs Analysis (NA) before reviewing studies on the professional needs of translators.

NA is a resourceful technique that is used to shed light on the needs, lacks, and wants of learners inside the classroom (Hutchinson & Waters, 1987). It has been employed in various areas of Second Language Acquisition, such as English for Specific Purposes and English as a Foreign Language. It is a crucial step that should be a precursor to decisions about curriculum and course design in any discipline or field of study. NA is very popular in determining the language learning needs of vocational students in particular. Different vocational fields have relied on NA to identify the needs of their language learners, such as civil aviation (Kaya, 2021), tourism and hospitality (Aysu & Özcan, 2021; Lertcharerrmitapook, et al., 2021), medicine (Kuzembayeva & Zhakanova, 2021).
2021), aircraft mechanics (Korba et al., 2023), software engineering (Nurjannah & Ridwan, 2022), and engineering (Changpuenga & Pattananpichet, 2023). However, the NA framework has also been employed to examine the language needs of non-vocational categories of learners, such as adult refugees and migrants to European states (Mouti et al., 2022), which testifies to the diversity and benefits of the NA framework.

Needs have been classified differently by different scholars. For instance, Hutchinson and Waters (1987) categorized needs into target and learning needs. Target needs were further sub-classified into necessities, lacks, and wants. Necessities are the needs that are identified based on the target situation, while lacks are established based on the learners’ current knowledge. Wants, on the other hand, are determined by what learners perceive they need. Another classification of needs addressed needs from a different perspective. Dudley-Evans and St. John (1998) classified the types of analyses required to identify different needs. They proposed three types of analyses involved in conducting an NA: target situation analysis, learning situation analysis, and present situation analysis, which roughly corresponds to Hutchinson and Waters’ (1987) necessities, wants, lacks, and learning needs. In addition, they suggested that other forms of analyses should play a role in a comprehensive NA, including linguistic, discourse, and genre analyses.

Hutchinson and Waters (1987) proposed frameworks to investigate target and learner needs. These frameworks are based on answering the questions of why, how, what, who, where, and when. In the case of target needs, the framework provides information about why language is needed, how it will be used, what content areas are involved, whom the learners are expected to use the language with, and where and when the language is expected to be used. As for the learning needs framework, needs analysts seek to identify why learners are taking a specific course, how they learn, what resources are available in the context being examined, and where and when the course takes place. Such frameworks are based on Munby’s (1978) comprehensive discussion of communicative needs. In his view, analyses should cover several dimensions, including examining the characteristics of learners and their purpose(s) for learning the language, the setting in which they will be required to use the language, and the type of interaction in which they will engage. Situations of language use and discourse patterns are also of importance and need to be investigated.

Professional Needs of Translators

In the context of translator training, genre awareness is an essential element of the preparation of translators. It is a component of translation competence, which is referred to as textual competence (Schäffner, 2000). Trainee translators should know that texts “fulfill specific functions in communicative situations and that their communicative success depends on the appropriateness of their textual make-up” (p. 147). Trainee translators need to identify and recognize the various linguistic patterns associated with different genres. Patterns linked to certain genres serve specific communicative functions in discourse situations. To ignore the role of genre is to disregard the communicative purpose of a situation (Swales, 2009).
The genre approach to translator training is supported by the study plans and course specifications of many translation training programs in higher education institutions. A quick survey of the study plans of translation programs around the world shows that many study plans include courses that address different fields (e.g., legal, business, literary) whether as independent courses or modules (e.g., College of Language Sciences, 2023b; Xi’an Jiaotong-Liverpool University, 2006-2022) or grouped in one course or module (e.g., Kent State University, 2023-2024; London Metropolitan University, 2023). This approach is based on the notion that each field has its own terminological, linguistic, and discursive features which play a significant role in the translation process (Biel, 2017; Molnár, 2019; Unger, 2001). In addition, it serves to expose trainee translators to a variety of different fields to prepare them for the job market. Accordingly, teaching translation and training translators should aim to develop the professional needs of translators in light of the fields and genres required by the job market.

The need to identify the professional needs of translators has motivated many researchers and scholars who are interested in translator training and translation pedagogy to investigate the preparation of translators in higher education institutions, mainly due to the gap that has been detected between translator training and the translation job market (e.g., Abu-Ghararah, 2017; Alenezi, 2015; Alshargabi & Al-Mekhlafi, 2019; Anderman & Rogers, 2000; Atari, 2012; Korol, 2019; Muñoz Martín, 2002; Petrova & Sdobnikov, 2021; Salamah, 2022). This gap has been attributed to several factors, such as the absence of clear pedagogical standards (Colina, 2003) and the lack of specialized translation instructors (Farghal, 2000) as well as the weak language proficiency of undergraduate translation students which is exacerbated by the lack of rigorous admission criteria in translation programs (Salamah, 2021).

In a comprehensive study of translation training in the Arab world, Al-Batineh and Bilali (2017) examined graduate and undergraduate translation programs in 17 Arab countries including Saudi Arabia. They compared the components of these programs with translation job descriptions. Their findings indicated that the translation competences emphasized by the job market are not given the same degree of importance in translator training at Arab universities. Their findings are in alignment with Atari’s (2012) view of translator training in the Arab world as he attributed the gap between translator training and job market requirements to the discrepancy between the expectations of the job market and the training of translators in higher education institutions among other factors.

More local studies that examined the competences of translators in Jordan (Khoury, 2016) and Yemen (Alshargabi & Al-Mekhlafi, 2019) also found that professional translators lacked the competences required by the job market. In a recent study in the Jordanian context, the needs of undergraduate translation programs were examined by gauging students’ perspectives using a questionnaire (Hussein et al., 2022). The findings of the study reported the undergraduate translation students’ “unquestionable agreement with the need to upgrade their skills across the board” (p. 77). This involved improving their language proficiency and translation skills as well
as developing their organization, time-management, and research skills and their ability to use
technology in translation.

In the Saudi context, Alkhatnai (2022) conducted a study to examine the training needs of
translators. After surveying professional translators and translation agency owners and managers,
his findings highlighted the importance of the knowledge of various genre-related features,
collocations, and cohesion as well as grammatical rules in both English and Arabic. Extralinguistically,
Alkhatnai found that knowledge of business and technology is essential for
translators, and professionally, the findings underscored the importance of meeting deadlines. The
findings of Alkhatnai (2022) echo the conclusions of Abu-Ghararah (2017), who—in a survey of
the translation industry in Saudi Arabia—found that the outputs of translator training programs
should emphasize the development of several areas including, but not limited to, linguistic and
communicative competence and interpersonal skills such as time management.

Other studies that investigated the preparation and training of translators in the Saudi
context generally agree that translator training is insufficient in developing the competences
required by the job market. In studies examining undergraduate translation programs in Saudi
universities, Al-Faifi (2000) examined the development of translation competence among
translation students to evaluate a particular undergraduate translation program. He detected some
weakness in the students’ translation skills as well as their knowledge of the translation process
including their use of translation strategies and the ability to analyze source texts and identify
translation units.

Noteworthy to the current study, Ben Salamh (2012) and Alenezi (2015) analyzed the
needs of undergraduate translation students in Saudi universities. While Ben Salamh (2012) looked
into the second language literacy needs of undergraduate translation students at a single university
(i.e., the male English translation program at King Saud University), Alenezi (2015) investigated
the needs of undergraduate translation students in three Saudi universities (i.e., King Saud
University, Imam Muhammad ibn Saud Islamic University, and Effat University). Nevertheless,
both studies found that the graduates of these programs did not meet the needs of the job market,
testifying to the gap between translator training and job market expectations. The two researchers
reached this conclusion after analyzing interview and questionnaire data collected to conduct the
needs analyses. Both studies targeted different stakeholders, such as translation students,
professional translators, translation instructors, administrators at translation programs, and/or
employers of translators. Ben Salamh (2012) even analyzed job descriptions and translation job
advertisements.

**Method**

The present study followed a multiphase NA as suggested by Lambert (2010) and Serafini
and Torres (2015) where qualitative (i.e., interviews and document analysis) and quantitative (i.e.,
a structured questionnaire) methods were used to collect data from different sources. Results
obtained from the structured questionnaire were compared to those yielded from interviews and
document analysis. The questionnaires were used to answer the first two questions, and the interviews and document analysis were essential to answer the third question: that is, to identify discrepancies between the Program at COLS and job market practices and requirements.

Data Collection Procedure

Data were collected over three phases in the 2022-2023 academic year. In Phase One, COLS graduates were targeted as the primary data source to generate target genres, skills, and evaluation criteria for a bottom-up questionnaire (See Questionnaire A in Appendix A). After generating the data, the structured questionnaire (See Questionnaire B in Appendix A) was designed and sent to a larger group of graduates and senior students to determine the frequency of the suggested genres, skills, and evaluation criteria in relation to specific fields of translation. In Phase Two, relevant documents (e.g., course syllabuses and specifications) were analyzed to determine the current situation. During Phase Three, interviews with translation instructors were conducted as a third data source. The purpose of the interviews was to verify the information obtained from the data of the first two phases.

Participants

Data collection involved two groups of participants. The first group included cooperative training students and graduates from the Program at COLS with work experience that ranged from less than one year to 15 years. The second group of participants consisted of six translation instructors with 10 years or more of work experience. Targeting graduates and cooperative training students as the primary source of data for conducting an NA is supported by a number of researchers such as Lambert (2010) and Serafini and Torres (2015). As noted by Oliver et al. (2013) and Serafini and Torres (2015), involving domain insiders or experts, such as translators working at hospitals, companies, agencies, and ministries, may provide more reliable information than the information obtained from faculty members. They added that instructors—except for cooperative training and field experience supervisors—typically do not have the essential knowledge of specialized domains and their related tasks.

Research Instruments

Three different instruments were used to collect data. As noted above, the researchers used a research instrument for each data collection phase. This section elaborates on the description of each research instrument.

Questionnaires

As mentioned above, two types of questionnaires were used in Phase One. Questionnaire A was semi-structured (i.e., containing both open- and closed-ended items). The participants made independent judgments on the frequent genres they encountered at work. Based on the results of Questionnaire A, Questionnaire B, which is a closed-ended questionnaire, was developed with the frequent target genres, skills, and evaluation criteria suggested by the graduates. The purpose of
having two questionnaires instead of just one was to reach a consensus on the genres and relevant evaluation criteria (Lambert, 2010).

Before administering both questionnaires, permission was obtained from COLS’s Vice Dean and the Committee of Research Ethics at King Saud University. In addition, the participants’ consent was obtained, and they were assured that any information or data collected using the questionnaires would remain confidential. They were also informed that their participation was voluntary. The SurveyMonkey online survey website (https://www.surveymonkey.com) was used to collect responses for both questionnaires. To distribute the questionnaires, the researchers used text messages (e.g., WhatsApp) for Questionnaire A. Questionnaire B, on the other hand, was distributed with the assistance of COLS’s Graduate Unit via X, text messages, and emails. Therefore, purposive non-probability sampling was used for both questionnaires because they targeted individuals with specific characteristics who were also willing to participate in the study (Dörnyei, 2007; Mellinger & Hanson, 2017).

Questionnaire A contains 12 items in which graduates were asked to specify their years of experience, work domains (i.e., private/public sectors, freelancing, and/or cooperative training), direction of translation (i.e., English to Arabic, Arabic to English, or both), type of translation (i.e., written translation or interpretation), fields of translated tasks (e.g., legal, medical, social, etc.), translation genres (e.g., reports, brochures, proposals, etc.), evaluation criteria (e.g., structural or grammatical accuracy, native-like production, meaningfulness, etc.), and other essential skills (e.g., time management, research ability, using technology, etc.). Twenty-nine graduates completed Questionnaire A, and this number of participants was adequate to generate usable data (Lambert, 2010; Serafini & Torres, 2015).

Questionnaire B was designed based on the participants' responses to Questionnaire A. They provided an exhaustive list of texts belonging to different genres. As noted by Swales (1990), genres are characterized by their communicative function. Thus, brochures, flyers, leaflets, and pamphlets were considered of the same type since they mainly serve one of the following two functions: promoting products in marketing or raising the public's awareness. Further, poems, plays, and novels were regarded as types of creative writing, and chapters, paragraphs, and passages were grouped under the category of specialized books. The same applies to abstracts, research papers, and proposals which all fall under the typology of academic material. In addition, contracts and agreements, terms/conditions and policies, and newspaper articles and press releases were grouped under three distinct categories due to their mutual features and purposes.

Besides genres, skills and evaluation criteria were also considered. Hence, the participants of Questionnaire A reported that time management, using technology, and good research abilities were the top three skills needed for completing translation tasks. In addition to the typical criteria used for evaluating different types of translations (e.g., grammatical, and structural accuracy and appropriate use of vocabulary and terminology), other criteria were also reported, such as tone, style, and register, meaningfulness, coherence and cohesion, and appropriateness to a specific culture. Such criteria have been emphasized by genre-based pedagogues and task-based...
proponents (Hyland, 2007; Oliver et al., 2013; Skehan, 2009; Willis, 1996). In his task-based needs analysis, Lambert (2010) stated that meaningfulness, appropriate use of vocabulary, and cultural awareness were more important than accuracy and fluency. Additionally, linguistic competence (e.g., vocabulary, grammar, register, style, genre conventions, etc.), cultural competence (i.e., awareness of the target culture), and technical knowledge (e.g., research ability) were emphasized by Nord (2005) as essential competences for translators besides specific encyclopedic knowledge of the field. It is important to note that only the skills and genres mentioned more than twice were considered for inclusion in Questionnaire B. After Questionnaire B was designed, it was reviewed by two translation instructors who are also professional translators with 20 years of teaching experience. Necessary modifications were made in light of the feedback received from the reviewers. As a result, Questionnaire B contains 11 items with a total of 17 translation fields, 28 genres, and 17 evaluation criteria. The results of the first few questions in Questionnaire B are outlined below.

A total of 118 participants responded to Questionnaire B. The female participants accounted for 84.75% of the participants, while the male participants accounted for only 15.25%. Nevertheless, all the participants reported that they have experience in translation. Their experience was gained through employment in the public or private sectors, freelance work, or cooperative training. Most of them worked in both public and private sectors, and a relatively small number were freelancers. The participants were instructed to select all the options that apply to their experience, and, accordingly, 43.97% reported gaining experience in translation by working in the public sector and 44.83% gained their experience in translation by working in the private sector, while only 28.45% gained experience as freelancers. However, most of the participants (i.e., 56.90%) gained translation work experience through cooperative training.

The participants reported working in a variety of different public sector entities, such as ministries (e.g., Ministry of Sport, Ministry of Interior, Ministry of Health, Ministry of Defense), military and security agencies (e.g., Presidency of State Security), academic institutions (e.g., Imam Mohammed bin Saud Islamic University, King Fahad Security College, Princess Nourah bint Abdulrahman University), medical institutions (e.g., King Fahad Medical City), and semigovernment entities (e.g., Tatweer for Educational Technologies, King Abdulaziz Center for National Dialogue). They also worked in different private sector entities, including companies (e.g., Saudi Post), clinics and hospitals (e.g., Al-Hammadi Hospital and Al-Habib Medical Group), marketing and media agencies, insurance and consulting companies, translation service providers, and banks and financial institutions. The participants who gained experience from cooperative training received their training at a variety of different public and private sector entities, such as universities, ministries, hospitals, companies, government and semigovernment agencies, humanitarian organizations, and translation service providers.

As far as years of experience are concerned, results showed that 42 (35.59%) participants have less than one year of work experience. Further, 16 participants (13.55%) have one year of work experience, whereas 12 (10.17%), eight (6.78%), nine (7.63%), and 12 (10.17%) of the
participants have two, three, four, and five years of experience, respectively. On the other hand, two participants (1.4%) have less than two years of experience, and 13 (11.01%) participants have more than five years of work experience, while five of them (4.2%) have more than 10 years of experience. Of the 100 female participants, 35 (35%) have work experience of less than one year, while seven (38.89%) of the 18 male participants only worked for a few months in jobs involving translation.

With respect to the frequency of translation work translators are required to do in their workplace, the responses indicated that 39 (33.05%) of the participants always translate at work, whereas 34 (28.81%) reported that they often translate as part of their work. Further, 24 (20.34%) of the participants sometimes translate at work, while 21 (17.80%) reported that they rarely translate at work.

Since participants were allowed to choose more than one option to describe the type of work experience (i.e., freelancing, private/public sector, cooperative training), the responses showed that 20 (51.28%), out of 39 participants, noted that they always translated during their cooperative training. Similarly, 19 (48.72%) reported that they always translate when they work for the public sector. In addition, 18 (46.15%) of the participants reported that they always do translation tasks when they work for the private sector. On the other hand, only 10 (25.64%) stated that they always translate when they freelance. Surprisingly, 15 (75%), out of 21 participants, claimed that they rarely translated during their cooperative training experience.

As for the type and direction of translation, 105 (88.9%) participants reported that they typically performed written translation tasks, whereas 30 (25.42%) performed interpretation tasks. It is important to note that only 13 (11%) out of 30 participants performed only interpretation tasks. Results also manifested that 89% of the female participants and 88.8% of the male participants worked mainly on written translation. According to 47 participants, interpretation tasks are mainly associated with public sector jobs (58.62%) and private sector jobs (55.17%). Cooperative training interpreters came third (51.72%) followed by freelance interpreters (37.93%). As for the types of interpretation, out of 13 participants, five (38.4%) performed bilateral interpretation tasks, and four (30.7%) performed consecutive interpretation tasks, whereas three (23.08%) reported performing simultaneous interpretation tasks, and only one (7.6%) performed sight translation tasks.

Regarding translation direction, out of 118 participants, 58 (49.5%) of the participants reported that they worked on translation tasks from English into Arabic and vice versa. Translation in only one direction, from English into Arabic, came second with 36 (30.7%) participants, whereas translation from Arabic into English was the lowest with only 23 (19.6%) participants. For participants who reported translating in only one direction, translating from Arabic into English was primarily reported by cooperative training students (13 participants; 59.09%), whereas translating from English into Arabic was reported by public sector employees (17 participants; 48.57%), private sector employees (16 participants; 45.71%), and cooperative training students (15 participants; 42.86%). On the other hand, translating in both directions was mostly reported by cooperative training students (37; 63.79%).
**Document Analysis**

Document analysis is used in qualitative research to collect information about the phenomenon under investigation (Long, 2005). As stated by Dudley-Evans and St. John (1998) and Long (2005), written materials are the best source of information on learning tasks. Document analysis is used to interpret recorded materials such as memos, reports, textbooks, diaries, etc. It can also be used to compare students' wants with the stated goals and contents in the course syllabus (Károly, 2011). In the current study, the purpose of document analysis was to identify which genres, skills, and evaluation criteria were emphasized in two specialized translation syllabuses and course specifications (i.e., legal translation and business translation). Relevant documents were obtained from the Quality Unit at COLS. For each translation field, three syllabuses from three different instructors were examined to determine students' needs.

**Interviews**

Interviews have frequently been used in the literature on second language needs analysis methodology (Brown, 2001; Long, 2005). Because of their interactive nature, interviews enable sufficient in-depth cross-examination of findings, which is necessary for establishing students' current needs (Lambert, 2010). According to Huhta et al. (2013), serving an exploratory function and targeting a small number of participants, unstructured interviews may uncover aspects of the current situation that have not been considered previously by researchers. Thus, instructors were interviewed to explore the current situation. They were asked to elaborate on the genres, skills, and evaluation criteria they employed in legal translation and business translation (See Appendix B).

**Results**

As stated in the Method Section, Questionnaire B was used in Phase One to identify the target genres and evaluation criteria at the workplace. Questionnaire B also determined the two most popular translation fields in the workplace and accordingly, they were emphasized in the current study (i.e., translation in the field of business and in the field of law). In Phase Two and Phase Three, the researchers analyzed the syllabuses and course specifications of the two fields as well as the interview data obtained from the translation instructors to better understand the current situation at COLS. The results of Questionnaire B (i.e., Phase One) were then compared to the current situation at COLS.

**Phase One: The Questionnaire**

To answer the first research question, responses to question Nine (See Figure One) showed that the most frequent translation fields COLS graduates deal with in the job market are the field of business (54 participants; 45.76%), the legal field (49 participants; 41.53%), and the social field (38 participants; 32.20%), followed by the field of marketing and advertising and the field of military and security (30 participants; 25.42%).
On the other hand, some fields were found to be infrequent in the job market, including the field of social services and philanthropy (four participants; 3.39%), the literary field (six participants; 5.08%), the petroleum field (eight participants; 6.78%), and the computer science field (nine participants; 7.63%). Finally, the Islamic field was found to be the least frequent in the job market with only two participants (1.74%) reporting that they dealt with translation work related to it.

Regarding the genres they usually deal with at the workplace, the most frequent genre chosen by 59 participants (50%) was policies and terms and conditions, followed by reports which was chosen by 56 participants (47.46%), agreements and contracts which was selected by 49 participants (41.53%), and website content which was selected by 42 participants (35.59%). Other genres that were reported relatively frequently include presentations as it scored 40 responses, newspaper articles and press releases with 39 responses, email correspondences (32.20%), and social media posts (30.51%). Broadcasts and podcasts were found to be the least frequent genres as only four participants selected this genre. Creative writing was the second least frequent genre as only eight participants indicated dealing with this genre at the workplace. Catalogs and recommendations are also among the less popular genres at the workplace as they scored 7.63%. (See Figure Two).
As for the second research question, the most frequent evaluation criterion was meaningfulness, as 84 participants (71.19%) selected it. Grammatical accuracy and the appropriate use of vocabulary and terminology both occupied second place as both were selected by 81 participants (68.64%). Structural accuracy and clarity scored 76 and 74 responses, respectively. More than half of the participants (54.24%) indicated that coherence and cohesion were emphasized by their employers as evaluation criteria. Non-linguistic evaluation criteria were less frequent, while time management received 40 responses. The use of technology was selected by 27 participants, and research abilities had only 24 responses. However, the least frequent evaluation criterion was understanding different accents, which was selected by only 15 participants (See Figure Three).

Figure 2. Genres at the workplace

Figure 3. Translation criteria at the workplace
Before moving to Phase Two and Phase Three, an analysis of the data relating to the two most frequent translation fields is presented next to compare it with the data from document analysis and instructor interviews. As mentioned above, the two most frequent translation fields emphasized in the study are the field of business and the legal field.

The field of business was more frequent in the private sector as half of the participants (50%) indicated that their work includes translation tasks in the field of business. Twenty-three participants, who work or have worked in the public sector, chose business texts as the most frequent tasks at the workplace. Yet, only 17 freelancers (31.48%) translated business texts. Fifty-one participants (94.44%) indicated that their business translation tasks were written. Interpretation in the field of business only scored 13 responses (24.07%). Thirty-five participants (64.81%) reported that the business translation tasks they performed were from English into Arabic and vice-versa, while 12 participants (22.22%) translated from English into Arabic only, and 12.39% (i.e., seven participants) translated from Arabic into English only.

![Figure 4. Business field genres at the workplace](image)

As seen in Figure Four, the most frequent genres in the field of business were policies, terms, and conditions (59.26%), agreements and contracts as well as reports (55.56%), followed by website content and presentations (48.15%). The least frequent genres are broadcasts, podcasts, and recommendations (7.41%). Other less frequent genres include creative writing (9.25%), and catalogs and newsletters (11.11%).

Regarding the most frequent business translation criteria used by employers, 46 participants selected meaningfulness as one of the evaluation criteria used by their employers. Grammatical accuracy and the appropriate use of vocabulary and terminology came as the second highest criterion with 40 responses (74.07%). Clarity came as the third followed evaluation criteria.
of business translation tasks as indicated by 39 participants (72.22%). However, seven participants reported that the least frequent evaluation criterion was using different accents. Other evaluation criteria that were encountered less frequently at the workplace are faithfulness (24.07%), using technology (27.78%), and research abilities (31.48%) (See Figure Five).

![Figure 5. Business translation evaluation criteria at the workplace](image)

Legal translation was found to be slightly more frequent in the private sector (51.02%) than in the public sector (44.90%). Most participants working in legal translation (93.88%) worked on written translation tasks, while only 18.37% performed interpretation tasks. Regarding the direction of translation in the legal field, 57.14% of the tasks were from English into Arabic and vice versa, and 24.49% were only from English into Arabic. Only nine participants reported translating from Arabic into English in the legal field.

![Figure 6. Legal translation genres at the workplace](image)
The most frequently reported genres in the legal field were agreements and contracts (71.43%), policies, terms, and conditions (69.39%), and reports (63.27%) as seen in Figure Six. The least frequent genres were broadcasts and podcasts (4.08%), followed by audiovisual materials (6.12%), and creative writing and opinions with only four responses each (8.16%). The most significant evaluation criterion was grammatical accuracy (73.47%), followed by meaningfulness, structural accuracy, and appropriate use of vocabulary, all of which equally scored 71.43%. Clarity, which is considered among the most frequent translation criteria, scored (69.39%). The least frequent evaluation criteria are understanding different accents (16.33%) and faithfulness (20.41%) as shown in Figure Seven.

**Figure 7. Legal translation evaluation criteria at the workplace**

**Phase 2: Document Analysis**

The course specifications and syllabuses of the business translation course and legal translation course at the Program at COLS were analyzed. The skills, genres, and evaluation criteria found in the syllabuses and specifications of the two translation courses were highlighted. The results were then compared to the questionnaire data to investigate whether or not COLS fulfilled the needs of the job market.

The analysis of the business translation course specifications revealed that one of the main objectives of the business translation course was the acquisition of vocabulary, structure, and idioms related to the field of economy and business. The course also aimed at familiarizing students with different genres of the field. One non-linguistic objective was the ability to use different sources such as dictionaries and websites. However, evaluation criteria only focused on grammatical accuracy, structural accuracy, meaningfulness, and appropriate use of vocabulary.
Business translation syllabuses included texts from different genres: encyclopedic texts, book chapters, online website content, newspaper articles, newspaper headlines, and online news posts. The syllabuses aimed at teaching students the analytical language of stock markets, oil markets, and currency exchanges. Different text formats were included, such as cause-and-effect essays and analytical essays. In addition, differences between Arabic and English business headlines were covered in the syllabuses. Texts were in Arabic and English and were taken from specialized books and websites.

On the other hand, the analysis of the legal translation course specifications and syllabus revealed that the main purpose of the course was to train students to translate specialized legal texts from and into Arabic with an emphasis on highlighting the features of different genres within the legal domain. The course also aimed at exposing students to the features, terminology, and expressions of the legal field. The following genres were covered in the legal translation course: contracts, powers of attorney, rules and regulations, laws, international treaties, royal orders and decrees, and council of ministers' resolutions.

As discussed above, analysis of course specifications and syllabuses of translation in business and legal translation showed that the genres emphasized in each course were different. As translation in business gave some priority to book chapters and news articles, legal translation focused on translating laws, regulations, contracts, etc. More importantly, it was stated in the translation of the business course syllabus and specifications that accuracy of grammar and structure and use of terminology were one of the course objectives. On the other hand, the document analysis of legal translation showed the importance of teaching legal terminology and exposing students to the features of legal texts.

Phase 3: Instructor Interviews

As stated in the Method Section, six instructors were interviewed to validate the data collected from document analysis. The instructors were asked to list the tasks they typically assign in class, the skills needed for task completion, and the criteria for task evaluation. They were also asked whether evaluation varies from one language to another.

Three instructors who previously taught the business translation course at the Program were interviewed. The interviewees reported that the tasks assigned to students were translations of different genres related to the field of business and economy such as newspaper articles, social media posts, headlines, and parts of book chapters. The tasks were assigned in class as individual or group work.

Regarding the skills required for task completion, Interviewee One indicated that some tasks required knowledge of the analytical language used in stock markets and currency exchanges. Interviewee Three added that the ability to search for appropriate vocabulary and terminology is also required. Further, the interviewees mentioned some other essential skills required for task completion such as language proficiency, research skills, understanding of genre, numerical skills, and text comprehension. Interviewee One considered that numerical skills and comprehension of
numbers, ratios, and percentages were as important as grammar since most business texts are based on numbers. Interviewee Two revealed that the skills required for task completion were: having good language skills in English and Arabic and understanding the textual features associated with each genre. As for Interviewee Three, critical reading, structural awareness, and knowledge of register and culture were viewed as the most important skills for task completion.

The most important evaluation criteria as reported by the interviewed business translation instructors were grammatical accuracy, meaningfulness, and knowledge of vocabulary. Interviewee One indicated that meaning, word choice, and language structure are considered in the evaluation. Interviewees Two and Three added grammar, spelling, punctuation, comprehension, cohesion, and coherence to the evaluation criteria. However, all three interviewees agreed that evaluation criteria differ between Arabic and English. Interviewee One indicated that the evaluation of translation from English into Arabic mainly focuses on terminology, comprehension, and meaningfulness since students are native speakers of Arabic and their performance in this direction of translation is better than their performance in translation from Arabic into English as they are still considered L2 learners. She added that in evaluating translation into English, she evaluates structure, grammar, and spelling. Interviewee Two reported that the evaluation of exams and projects is different from the holistic evaluation of daily assignments and small projects.

As for legal translation, three instructors who previously taught legal translation at the Program were interviewed. As for the tasks assigned in the course, the interviewees reported that they covered the following genres: contracts, powers of attorney, rules and regulations, laws, international treaties, royal orders and decrees, and council of ministers’ resolutions. The texts were obtained from books and websites. Students were required to translate excerpts from different types of legal texts from English into Arabic and vice versa, for example:

1. Contracts (e.g., employment contracts, purchasing and selling contracts, rental contracts, lease contracts, civil contracts, and administrative contracts)
2. Powers of attorney (e.g., special power of attorney)
4. Regulations (e.g., terms and conditions of banks)
5. Certificates (e.g., academic certificates and certificates of appreciation)
6. Constitutions (e.g., the US Constitution)
7. International treaties and conventions (e.g., UN Charter, Convention on the Rights of the Child, International Convention on the Elimination of all Forms of Racial Discrimination, and Vienna Convention on Diplomatic Relations)

However, it is worth noting that Interviewee Three commented that many of the features of legal discourse are recurrent in different legal genres. Therefore, when students are exposed to laws, international treaties, or powers of attorney, they still benefit due to the similarities that are found in other sub-types of texts within the legal genre.

Interviewees listed several skills they believed were essential for task completion. Students need to be competent in both languages, English and Arabic, in addition to their awareness of legal
terminology and phraseology, and the contextualized meanings of legal terms. Students should also be aware of the legal constructions and features that are specific to both English and Arabic and how to translate them into the target language.

Overall, legal translation instructors emphasized grammatical accuracy as an evaluation criterion. Meaningfulness was also significant. As far as vocabulary use, all instructors emphasized appropriate use of legal terminology thereby placing importance on specialized vocabulary use in the form of legal terms. Structural accuracy was also considered important among the interviewees. Two of them ranked it either first or second, while the third interviewee ranked it third in terms of significance. The interviewees did not mention other factors, such as time management or the use of technology.

Interviewee One indicated that accuracy, whether in content or grammatical structure, is an important evaluation criterion she adopted. She also included conforming to the norms of legal language and using appropriate terminology and structure. On the other hand, Interviewee Two included knowledge of legal terms and features, legal constructions, and the organization of legal texts as her evaluation criteria. However, Interviewee Three highlighted the importance of meaningfulness because if the meaning of a source text is not conveyed correctly, the translation is useless even if it is grammatically and structurally accurate. Nevertheless, she acknowledged the importance of the correct use of language (i.e., grammar and spelling) and structures that conform to the features and constructions of legal writing, including features that are typical to legal discourse (e.g., specific use of shall and may). Interviewee Three also considered the appropriate use of legal terminology and the organization and form of legal texts in her evaluation.

Although the types of issues differ when translating from English into Arabic and vice versa, there is not much variation in evaluation among the legal translation instructors who were interviewed. Equal weight was usually allocated to evaluation in both directions of translation, but Interviewee Two reported that she allocated more grades to the first evaluation from English into Arabic. In subsequent evaluations, however, they were allocated equal weight. Interviewee Three allocated a slightly higher percentage of the grade to evaluations that tested translation from English into Arabic because of the students’ overall weak proficiency in English. She explained that if both directions of translation were evaluated equally, the students’ final grades would be low. Further, she added that the first evaluation only tested translation from English into Arabic. The second tested both directions of translation, and so did the final.

In short, translation instructors at COLS agreed on placing a lot of importance on the evaluation criteria of grammatical and structural accuracy, meaningfulness, and accurate use of terminology. However, the genres emphasized in each course by its instructors are different which is also evident in the course syllabus and specifications. While legal translation instructors focused on translating contracts, powers of attorney, etc., instructors of translation in business considered book chapters, news, and social media posts.
Discussion

The data revealed that the study participants were evenly employed in both private and public sectors. Almost one-third of the study sample work or have worked as freelancers. However, more than half of the study sample practised translation during their cooperative training. COLS graduates mainly handled translation tasks in their jobs, and most of these tasks were written, while interpreting tasks only constituted one-fourth of the responses.

The main aim of the research was to identify the professional needs of undergraduate translation students at COLS, and illustrate if job market needs are reflected in the pedagogical practices at the Program. To achieve the aim of the study, three research questions were proposed. The answer to each question is discussed in the following subsections.

Translation Fields and Genres

The most frequent translation fields that COLS graduates dealt with at the workplace were business translation, legal translation, social translation, and translation in the fields of marketing and advertisements. The least frequent fields were Islamic translation, translation in philanthropy and social services sectors, and literary translation. Other translation fields that were reported to be encountered; yet less frequently, at the workplace are translation in the fields of petroleum, computer science, and mass media.

The Program at COLS includes nine practical written translation courses, seven of which are specialized; in addition, the Program offers four interpreting courses. Furthermore, the study plan includes two theoretical translation courses and three courses that tackle skills required in the process of translation such as the use of technology in the field of translation, using dictionaries and other language resources, and editing and proofreading. A quick scan of the Program’s study plan reveals that the interpreting courses at COLS train students to practice consecutive, bilateral, and simultaneous interpreting which were reported to be encountered at the workplace by only one-fourth of the respondents.

According to the study plan of the Program (College of Language Sciences, 2023b), there are specialized courses at COLS which correspond to the most common translation fields; i.e., legal translation, and financial and economic translation. Other frequent translation fields which have a corresponding course at COLS are medical translation and political and media translation. However, there are also courses for scientific and technical translation, literary translation, and Islamic translation, which were the least frequent translation fields in the job market according to the participants. Nevertheless, the study plan does not include a course on social translation, which was the third most frequently encountered field in the workplace. In summary, the Program generally succeeds in offering specialized translation courses in some of the fields that are practiced in the job market.

As for translation genres, the genres that COLS graduates dealt with at the workplace varied. Half of the participants indicated that they translate policies and terms and conditions at the workplace. Other highly frequently encountered genres are reports, agreements and contracts,
website content, presentations, newspaper articles, and email correspondences. On the other hand, the least reported genres were broadcasts and podcasts, creative writing, recommendations, catalogs, and audio-visual translation.

Concerning genres encountered in the field of business at the workplace, policies, terms and conditions, reports, agreements and contracts, website content, and presentations were the highly reported genres in the workplace. By taking a closer look at the course specifications of the corresponding translation course and the data obtained from the instructors’ interviews, the results of the analysis only correspond to one target genre in the job market (i.e., newspaper articles and press releases). Yet, one of the least frequent genres at the workplace, i.e., specialized books, was found to be one of the frequent genres in the course specifications. Agreements and contracts, policies, terms and conditions, and reports were the most frequent business translation genres in the job market, yet document analysis revealed that they were not included in the syllabuses of business translation courses though the course specifications stressed the diversity of economic texts. Since the course syllabus includes a very limited number of genres; i.e., newspaper articles, social media posts, headlines, encyclopedic texts, and book chapters, it can be concluded that the course does not fully succeed in fulfilling the needs of the job market.

With respect to the highly reported genres in the field of legal translation, agreements and contracts were the genres required the most at the workplace. The second most frequent genre in legal translation, based on the questionnaire, was the category of policies and terms and conditions. Correspondingly, the topics and genres found in the course specifications of the legal translation course and the ones reported by the interviewees (e.g., contracts and agreements) corresponded to the target genres in the workplace. Nevertheless, other genres that were frequent at the workplace were not reflected in the course specifications, such as presentations, reports, website content, and email correspondences. In general, the legal translation course at COLS showed a relatively high percentage of agreement with the required genres at the workplace.

**Translation Evaluation Criteria**

Regarding evaluation criteria, the criteria followed by employers—as reported by the questionnaire—indicated that employers focused on language; i.e., form and content, rather than other skills as found in relevant studies (Alkahtani, 2022; Abu-Ghararah, 2017) which indicated that language skills and translation skills are highly required in the job market. Meaningfulness was the highest criterion. Grammatical accuracy and the appropriate use of vocabulary were the second most significant criteria. Structural accuracy, clarity, coherence and cohesion were also essential in the evaluation process. Such results also echo Hussein et al.’s (2022) study which highlighted the importance of structure and word meaning in the translation profession.

On the other hand, other skills such as time management, research skills, and using technology scored low in the data contradicting Al-Batineh and Bilali’s (2017) study that concluded that the job market in the Arab world places more significance on professional and instrumental (i.e., technological) competence than on communicative and textual competence. In
addition, aspects related to culture and nativeness were not highly detected as approximately only one-third of the responses indicated that employers consider appropriateness to a specific culture and native-like production in the evaluation process. Such non-linguistic skills were also less emphasized in previous studies (Abu-Ghararah, 2017; Al-Batineh & Bilali, 2017; Alkahtani, 2022).

Nevertheless, the evaluation criteria used by employers correspond to the evaluation criteria of COLS instructors. Evaluation criteria focused on the content and form of the text. Interviews with course instructors revealed the significance of grammatical accuracy in the evaluation process. Appropriate use of vocabulary and terminology were underscored in the evaluation process by course instructors due to the specialized nature of the translation fields COLS graduates are expected to deal with in the professional domain.

Legal translation instructors emphasized grammatical accuracy and meaningfulness, which scored second in the questionnaire. As far as the appropriate use of vocabulary and specialized terminology—which ranked second in the questionnaire—is concerned, all the instructors emphasized the appropriate use of legal terminology thereby placing importance on the specialized use of vocabulary in the form of legal terms. Structural accuracy was also considered a crucial evaluation criterion among the interviewees. Therefore, interviews, document analysis, and questionnaire results yielded similar findings with regard to evaluation criteria, which contradicts Salamah’s (2022) findings that indicated some variance between pedagogical evaluation and job market considerations. A point to be added is that the results indicated some agreement between the evaluation criteria followed the least by employers and those adopted by course instructors.

Document analysis and instructor interviews indicated that research skills and the use of technology were not reflected in the syllabuses of the two courses; the two received little attention from employers as reported by questionnaire participants. Nevertheless, participants in Alkhatnai’s (2022) study noted their significance in the job market. Further, Alkhatnai (2022) highlighted the importance of time management as part of professional sub-competence, yet none of the interviewees in the current study mentioned time management as an evaluation criterion. A logical justification for this issue might be that in classroom and pedagogic settings, students are given enough time to complete tasks in class, or they are required to do them in advance at home. Therefore, they would not be evaluated on time management skills. The only context where time is of significance is during examinations. However, when students do not know how to manage their time during an exam, this is reflected in their performance since they are typically unable to finish the translation task or do not have enough time to revise and edit their work before submitting it. This means that time management is evaluated indirectly in translation courses since a student's lack of efficient time-management skills may affect his/her performance on translation tasks.
Alignment of Pedagogical Practices at COLS with Job Market Needs

The data obtained from the three study instruments shows that the pedagogical practices related to the evaluation criteria of students’ works at COLS agree to a very high percentage with the ones adopted by employers. Nevertheless, the investigated genres used in the translation courses at COLS extremely varied in their correspondence with the ones found in the job market. Regarding business translation, it is clear that the corresponding course did not succeed in catering to the requirements of the job market as the genres used in the course were extremely different from the ones found at the workplace. However, the genres used in the legal translation course at COLS showed a good convergence with the genres COLS graduates usually encounter at the workplace.

To conclude, the findings of the current study are consistent with the findings of previous studies which indicate the lack of alignment between translator training and professional practices (e.g., Abu-Ghararah, 2017; Alenezi, 2015; Alshargabi & Al-Mekhlafi, 2019; Anderman & Rogers, 2000; Atari, 2012; Muñoz Martín, 2002; Salamah, 2022). The results indicate that there is a gap between the requirements of the job market and translator training at COLS, especially in the area of textual competence. Though course instructors indicated in the interviews that they follow a genre-based approach in translation training, the data revealed that the genres encountered at the workplace are more diversified than the ones taught in the classroom.

Conclusion

The present study aimed to identify the translation fields, genres, and evaluation criteria commonly employed at the workplace. The researchers utilized questionnaires, document analysis, and interviews with translation instructors to detect discrepancies between pedagogical practices at COLS and professional practices at the workplace. As indicated by the results, some discrepancies were found between COLS and the job market in terms of genres and fields. Yet, discrepancies in the evaluation criteria were less significant.

As for translation genres, even though course specifications indicate that different genres are taught, in some courses, only a few genres are addressed inside the classroom. Hence, it is suggested that syllabuses are regularly compared against course specifications to avoid such discrepancies. Nevertheless, the interviews reveal a consensus among instructors on the importance of genre awareness in translation tasks, which serves the communicative purpose of language as indicated by Swales (2009). Genre awareness plays a vital role in translator training as it constitutes a major component of translation competence (Alkahtani, 2022; Schäffner, 2000). Instructors reported that they explain the different textual features of genres in the classroom, yet they need to include a broader scope of field-related genres. In some cases, the needs of the job market were not met since some of the most frequent genres in the job market received little, if any, attention inside the classroom.

Regarding evaluation criteria, the results obtained from COLS and the job market demonstrated insignificant differences. Both stress the importance of grammatical accuracy, meaningfulness, and appropriate use of vocabulary. However, some evaluation criteria are
highlighted in course specifications, but they are either not followed by COLS instructors or not emphasized by employers (e.g., the use of technology and research skills). Other criteria are considered by employers, yet disregarded by COLS instructors, such as time management.

One of the limitations of the present study is the small number of participants, especially among male graduates of COLS. Thus, it is recommended that future research addresses the needs of a large-scale group of participants drawn from various Saudi universities. Further, researchers may also conduct an NA in light of Saudi Vision 2030 and the changing demands of the job market.

Implications
Based on the findings of the NA, several pedagogical implications can be derived:
● Curriculum specifications, objectives, and goals should be revised in light of job market needs and wants.
● Course specifications, objectives, and goals should be reflected in the syllabuses.
● Popular genres in different workplace domains, such as email correspondence, reports, and website content, should be included in translation syllabuses and targeted in specialized translation courses.
● Assessment of COLS students should include a variety of evaluation criteria besides the traditional structural ones, such as time management and the use of technology.
● Coordination between job market needs on the one hand, and the academic objectives and outcomes of COLS courses on the other should be maintained.

Funding
This study was funded by the Literature, Publishing, and Translation Commission, Ministry of Culture, Kingdom of Saudi Arabia under [139/2022] as part of the Arabic Observatory of Translation.

Conflicts of Interest
The authors declare no conflict of interest.

Authenticity
This manuscript is an original work

Artificial Intelligence Statement:
AI and AI-assisted technologies were not used.

About the Authors
Eman Alkatheery is an assistant professor at the College of Language Sciences, King Saud University. Her research interests include linguistics and translation. She has an experience of 15 years in teaching undergraduate and postgraduate courses in linguistics, language skills, and translation. She presented several training courses and workshops in the fields of English
language, technology in translation, and quality and academic accreditation.
ORCID: https://orcid.org/0000-0003-1920-2668

Dania Salamah is an Assistant Professor at the College of Language Sciences, King Saud University. Her current research interests revolve around translation pedagogy and its alignment with job market requirements with a focus on translation competence and its acquisition, in addition to investigating translation teaching strategies and the design and development of translation curricula and programs in higher education institutions.
ORCID: 0000-0002-6215-5783

Ghuzayyil Mohammed Al-Otaibi is an assistant professor at the College of Language Sciences (COLS), King Saud University, Riyadh. She has been teaching for COLS since 2005. She has her MA in applied linguistics and her MBA in business administration. She obtained her PhD in applied linguistics from King Saud University. She is interested in semantic prosody, translation of collocation, Qur’anic studies, religious discourse, the relationship between sound and meaning, and transformational leadership. ORCID: https://orcid.org/0000-0002-9369-2602

References


for Australian aboriginal students: Going beyond the target situation to address cultural 
https://doi.org/10.5172/iitr.2013.11.3.246

PACTE Group. (2011). Results of the validation of the PACTE translation competence model: 

https://doi.org/10.1022190/JTESAP2102267P


https://doi.org/10.4324/9781315760100


https://www.xjtlu.edu.cn/en/study/undergraduate/translation-and-interpreting
Appendix A

Questionnaire A

1. Your employment can be characterized as:

   public (specify)
   private (specify)
   freelancing (specify)

2. Does your current work (or previous work) involve translation?
   - yes
   - no

3. Years of work experience:
   - 1-5
   - 5-10
   - 10-15
   - 15 or more

4. How often do you translate?
   - rarely
   - sometimes
   - often
   - always

5. Which type of translation do you typically do?

   ☐ written translation
   ☐ interpretation

   If interpretation, which type? (consecutive, bilateral, simultaneous, sight)  

6. Most of the translation work you do is:
   - from English into Arabic
   - from Arabic into English
   - both

7. Which field of translation do you typically deal with? Tick more than one if applicable.

   ☐ medical ☐ security
   ☐ business ☐ computer science
   ☐ legal ☐ humanities
   ☐ economic ☐ petroleum
   ☐ commercial ☐ scientific or technical
8. What type of translation tasks do you typically do? (reports, memos, contracts, brochures, manuals, email correspondences, etc.). Specify the most frequent, the most important and the most relevant to your work.

9. From your point of view, what criteria do you (or your supervisor) use to evaluate translation tasks? (appropriate use of vocabulary, field appropriateness, fluency, grammatical accuracy, structural accuracy, meaningfulness, etc.)

10. In your opinion, what are the skills and tasks potential translators need to function in the job market?

11. From your point of view, does COLT supply the job market with its needs? Explain.

12. Do you think that COLT graduates need extra training? Explain.

Questionnaire B

1. Your employment can be characterized as: (Please select all that apply)

   public (specify, e.g., hospital, university, ministry, school, etc.)

   private (specify, e.g., company, agency, hospital, university, bank, school, etc.)

   freelancing (specify)
2. Does your current work (or previous work) involve translation?
   - yes
   - no

3. Years of work experience:
   - 1-5
   - 5-10
   - 10-15
   - 15 or more

4. How often do you translate?
   - rarely
   - sometimes
   - often
   - always

5. Which type of translation do you typically do?
   - written translation
   - interpretation
     - If interpretation, which type? (consecutive, bilateral, simultaneous, sight)

6. Most of the translation work you do is:
   - from English into Arabic
   - from Arabic into English
   - both

7. Which field of translation do you typically deal with? Please select all that apply.
   - medical
   - business
   - legal
   - economic
   - commercial
   - social
   - military
   - political
   - literary
   - security
   - computer science
   - humanities
   - petroleum
   - scientific or technical
   - mass media
   - education
   - marketing
   - other (please specify)

8. What type of translation tasks do you typically do? Please select all that apply.
   - terms & conditions, policies
   - email correspondence
   - forms
   - academic materials (e.g., abstracts, research papers, research proposals, etc.)
Investigating the Professional Needs of Undergraduate Translation Students

Al-Katheery, Salamah & Al-Otaibi

☐ agreements and contracts  ☐ memos
☐ CVs  ☐ conversations between people
☐ surveys  ☐ conferences
☐ brochures, flyers, leaflets, pamphlets  ☐ newspaper articles, press releases
☐ posters  ☐ infographics
☐ social media posts  ☐ presentations
☐ invoices  ☐ recommendations
☐ manuals  ☐ announcements
☐ biographies  ☐ newsletters
☐ website content  ☐ text messages (e.g., SMS, WhatsApp, etc.)
☐ catalogs  ☐ advertisements
☐ broadcasts & podcasts  ☐ creative writing (e.g., poems, plays, novels, etc.)
☐ opinions  ☐ books (e.g., chapters, passages, paragraphs, etc.)
☐ event or business proposals  ☐ audiovisual materials (e.g., video subtitling)
☐ reports  ☐ other (please specify)

9. From your point of view, what criteria do you (or your supervisor) use to evaluate translation tasks? Please select all that apply.

☐ grammatical accuracy  ☐ tone & register
☐ structural accuracy  ☐ being clear
☐ appropriate use of vocabulary  ☐ being brief
☐ meaningfulness  ☐ reflecting knowledge of the field
☐ appropriateness to a specific culture  ☐ native-like production
☐ appropriateness to a specific field  ☐ keeping the target audience in mind
☐ fluency  ☐ being simple
☐ research ability  ☐ using technology
☐ appropriate use of terminology  ☐ time management
☐ coherence  ☐ understanding different accents

Appendix B
Interview Questions

1. What types of tasks do you typically assign in class and require your students to translate in assignments, projects, and presentations?

2. Which skills do you believe are essential for task completion?

3. What are your criteria for evaluation? Rate them in order of significance.

4. Does your evaluation vary from one direction to another or from one task to another? Please explain.