

A Survey of the Yemeni Translation Market Needs

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© 2019 جامعة العلوم والتكنولوجيا، اليمن. يمكن إعادة استخدام المادة المنشورة حسب رخصة مؤسسة المشاع الإبداعي شريطة الاستشهاد بالمؤلف والمجلة.

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A Survey of the Yemeni Translation Market Needs

Abstract:

Academic programs have changed to become learner-centered. As such, programs are based on the competences that learners should acquire. One major source for these competences is the market. The aim of this study was to identify the translation competences needed by the Yemeni market. Drawing on recent literature, the researcher developed a questionnaire, and a total number of 50 professional translators – working in Sana’a – filled the questionnaire. It included 35 items distributed to five categories: bilingual competence, cultural competence, translation competence, instrumental competence, and strategic competence, in addition to psycho-physiological components of translators. Results revealed that all translation competences were important and needed by the market; none was marked as unimportant. Specifically, 21 of them were highly important. The highest degrees of importance were for basic skills without which translation tasks can never be done: language competence, bicultural competence, problem solving procedures, and use of dictionaries and information mining. Meanwhile, the focus –though needed – was less on the competences of interpreting and modern translation technologies which can be attributed to the difficult times Yemen experiences currently that caused recession in the translation market. That was obvious in the lack of conferences and official activities, in addition to the lack of specialists in translation technology.

Keywords: translation competences, market needs, professional translators, translator training, academic programs.

استطلاع لتحديد احتياجات سوق الترجمة في اليمن

الملخص:

لقد تغيرت طرق تطوير البرامج الأكاديمية خلال السنوات السابقة لتصبح متمحورة حول المتعلم، وهذا يعني أن البرامج تبنى على الكفايات التي يجب أن يكتسبها الدارس ويتم التوصل إليها من خلال استطلاع آراء المستفيدين من البرامج، ويُعد سوق العمل أحد أهم المصادر لهذه الكفايات. ولذلك فقد هدفت هذه الدراسة إلى التعرف على كفايات الترجمة المطلوبة لسوق الترجمة في اليمن، حيث قامت الباحثة بتطوير استبانة للكفايات المطلوبة للترجمة بالاستناد على ما كتب حديثاً في هذا المجال واستقصت آراء 50 مترجماً محترفاً يعملون في صنعاء. اشتملت الاستبانة على 35 فقرة وصفت كفايات الترجمة لبرامج المرحلة الجامعية. توزعت الفقرات على خمس محاور أساسية وهي: الكفايات اللغوية، وكفايات الترجمة، والكفايات الثقافية، وكفايات وسائل الترجمة والبحث، والكفايات الاستراتيجية بالإضافة إلى القدرات الشخصية للمترجم. أظهرت النتائج أن كفايات الترجمة كانت ذات أهمية كبيرة للمشاركين من المترجمين المحترفين، حيث لم تستثنى أي كفاية، وتحديدًا تم اختيار 21 منها كمهمة جداً. الكفايات الحاصلة على أعلى درجات الأهمية ركزت على المهارات الأساسية للمترجم التي لا يمكن للعمل الترجمي أن يتم بدونها وهي الكفايات اللغوية والثقافية والتعرف على المشكلات وحلها واستخدام القواميس والبحث عن المعلومات، وحصلت كفايات الترجمة الشفوية واستخدام تكنولوجيا الترجمة الحديثة على اهتمام أقل والذي قد يعزى إلى الركود الحاصل في سوق الترجمة نظراً لتردي أوضاع البلاد إجمالاً.

الكلمات المفتاحية: كفايات الترجمة، احتياجات السوق، مترجمين محترفين، تدريب المترجم، برامج أكاديمية.

1. Introduction

There is an increasing trend in higher education institutions to give credit to what students know. Universities around the world today base their academic programs on the competences that learners should have, which are driven from the educational local needs and international standards. Many countries today have independent accrediting bodies to ensure quality of higher education and the attainment of the intended learning outcomes. Modern Competency-Based Education (CBE) movement started in the 1960s in the USA, and it was evident in the attempts to amend teacher education. It is traced to early behaviorist models for vocational training and it developed over time to include higher education degree programs and courses (Ford, 2014). There were several factors that stimulated the concept of CBE such as the emphasis on economy and the involvement of the community in making decisions, and its peculiarity stems from being learner-focused rather than teacher-focused (Tuxworth, 2005).

Competency is defined as what goes on in the head (i.e. processing at cognitive level) when a task is realized. In other words, competency is understood as the ability to process various inputs in an intentional way (Kouwenhoven, 2003).

Affected by the CBE, higher education institutions now build their programs on the intended learning outcomes (ILOs); skills and knowledge that graduates should have. As a consequence, universities - public and private- in Yemen started to review their programs to meet the newly developed higher education quality standards. A first and basic step in developing academic programs is identifying the local market needs. Although universities were trying to rethink their academic translation programs based on the new guidelines, the gap between the market needs and academic programs still exists; and till date, there is not a thorough study reported to survey the needs of the local translation market. As a teacher in one private university, the researcher heard many complaints from graduates of the translation program; mainly, they were under-qualified for the market, and this was the real motive of this study. Thus, the present study aimed at identifying the translation market needs to help universities develop their programs.

2. Translation competence

The term “competence” does not have a unified definition, but many definitions (e.g., Hansen, 1997, Lasnier, 2000 & Weinert, 2001) refer to knowledge, abilities and skills to be acquired in order to qualify university graduates for the market. And In order to assess the efficiency of academic programs, it is necessary to identify first the knowledge and skills needed to be developed.

Translation has developed as a result of globalization, the advancements in technology, and migration, as a consequence, the skills needed to be mastered by translators have noticeably increased. According to Esfanddiari, Sepora & Mahadi (2015), translation competence has been described differently over the past thirty years. In their study, they reviewed translation competence models proposed by translation scholars, and they concluded that the modern models are more comprehensive as they are based on experimental and empirical studies conducted to investigate the translation process rather than building translation competence on mere theoretical models of linguistics. Gerding-Salas (2000) argues that translators should not only have command of languages and translation strategies and procedures, but also demonstrate knowledge in specific subject areas. In addition to that, they should have professional ethics. Gile (2009) identifies four major components of translation competence; first, translators and interpreters should have excellent passive knowledge with regard to the languages they translate into. This includes understanding particular registers that are used in a wide range of contexts such as political, legal, literary, technical and scientific. Second, they should be competent in their active languages; technical translators, for example, should have professional writing and editorial skills as they are expected to write publishable texts. Third, translators and interpreters should have knowledge of the themes and subject-matters they are working on. In other words, they should have thematic knowledge that works in combination with available documents and human help. These together decide the extent to which translators and interpreters can deal with specialized subjects. Fourth, translators and interpreters have to possess both declarative and procedural knowledge about translation. Gile explains declarative knowledge about translation as the knowledge about the market place, customers and their expectations, behavioral norms, sources of information and tools of translation, while he explains procedural knowledge as the ability to make decisions, solve problems, take notes and demonstrate

mastery of modern translation technology. Gerding-Salas (2000) and Giles' (2009) competences are emphasized by the European Quality Standard for Translation Services EN-15038 (2006), the European Reference Framework for a Master's in Translation (2009) and the PACTE Group (2011) with a much more widened, deeper perspective.

The European Quality Standard for Translation Services EN-15038 (2006), the European Reference Framework for a Master's in Translation (2009) and the PACTE Group (2011) all identify five core competences for translation on which the PACTE added a sixth one regarding the personal characteristics of translators. All these competences are represented in figure (1).

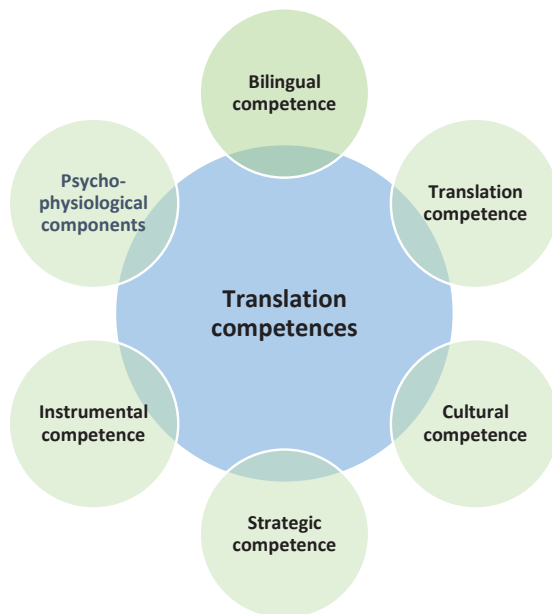


Figure (1): A Summary of Translation competences

Review of studies on the gap between translation market needs and translator training programs:

Alenezi (2016) conducted a study on the development of translation curricula at undergraduate translation courses in three Saudi universities. He focused on the relationship between undergraduate translation curricula on one hand and students' needs and market demands on the other. To achieve the aims of the study, the researcher used extended questionnaires for three stakeholder groups: (156) final year students, (34) translation instructors, and (50) translators working in the Saudi translation market. The questionnaire of

the students and instructors enabled the researcher to identify the perceptions of the needs of the students and the market, while the questionnaire of professional translators was used to identify the actual market needs and to investigate their views of translation courses and graduates. Follow up interviews with (9) curriculum designers were conducted once students' needs and market demands were identified. Major findings revealed that although 33% of the students said that the reason they joined the program was to become professional translators, only 24% agreed that their programs qualify them for the market. Furthermore, 42% of the students were dissatisfied with the academic infrastructure (libraries, teaching rooms, computer rooms, and access to the internet). With regard to instructors, most of them expressed their satisfaction with the programs, except for infrastructure, 36% of them were dissatisfied with the infrastructure of the programs. As for professional translators, 68% of them were graduates of Saudi universities, but 35% were dissatisfied with their performance. Although 58% of them were ready to offer internship, only one university out of the three had internship in its program. When asked about the most important skills that graduates should be equipped with, they classified them into two categories, the first was the most important which included: accuracy in expression, time management and meeting deadlines, creative writing and openness to criticism. The second category included the important ones and they were: technical and scientific writing, techniques for extracting information from clients, organization and client management. The researcher pointed out that only a very few of these skills were reflected in the programs which illustrated the gap between these programs and the market needs. With regard to curriculum developers, the researcher interviewed faculty members who are in charge of the development of the curriculum; two universities had formal committees for this purpose. Results revealed that none of them had formal channels with the market or had ever done a survey of market demands. In other words, curriculum development was done apart from formal, scientific investigation of the market needs.

Al-Batineh and Bilali (2017) investigated translator training in the Arab world; they aimed at identifying whether or not curricula were aligned with the language industry. The researchers demonstrated that the Arab world today offers a number of translator training programs in many countries, yet these programs and their course offerings are not linked to the realities of the profession in the real world. The researchers identified the market needs

by analyzing the job descriptions published in the MENA region in order to compile data pertaining to these needs. They compared these data with the curricula and course descriptions collected from websites of 61 active Arab translator programs (21 BA and 40 MA) across the MENA region. The analysis revealed that professional and instrumental competence was very much in demand in the translation market as it represented 50% of the overall competence required. However, the analyzed programs did not place similar emphasis on this kind of competence. The number of courses to develop this competence was noticeably small. The analysis also revealed that the second most needed competence was related to subject area competence and that there was a noticeable gap regarding medical and technical fields which were demanded based on the job descriptions. Further, literary translation represented 25% of the filed specific courses offered at the graduate level; however, the needed experience in literary translation represented only 3% of market demand. Additionally, localization –according to the researchers– is one of the in-demand subject areas that were ignored in the training programs in the MENA region. The researchers concluded that the gap found between the translation market and training translator programs can be bridged by interviewing instructors, program directors, and graduates of translator training programs who are active members in the translation market. Their feedback would help in making the course offerings geared towards the translation market needs.

Abu-ghararah (2017) conducted a study to evaluate the translation industry in Saudi Arabia to help universities identify the professional contexts for preparing translators. She reviewed previous studies that dealt with the competences needed and the Saudi market needs. According to her, the actual number of translators and interpreters in Saudi Arabia cannot be determined due to the absence of one single central register of approved professional translators, and the lack of any regulations of translation activity in general. With regard to the needs of the Saudi market, she stated that expert translators are needed in specific fields such as medical, legal, religious, and technical translation. She added that the advancement in science and technology created new translation sub-areas like multi-media translation and translation technology. Additionally, despite the huge changes in the Saudi workplace, these changes are not yet seen in translator training programs at Saudi Universities. After analyzing nine programs in nine different universities, Fatani (2007) found that there is a huge gap

between academic training and the requirements of the Saudi translation markets. The study suggested that training programs need to be developed specifically to meet the demands of the Saudi translation market.

Gümüş (2017) investigated the status of the translation market in translator training and curriculum development in Turkey from the point of view of graduates of translation programs at the undergraduate level. The researcher postulated that translation training and the translation market need to interact and the elements that prepare students for the market must be fully integrated in all academic programs. The main objective of the study was to identify the weaknesses of translator training programs in preparing trainees for the market. A total number of 125 graduates from two universities – public and private – were surveyed and then interviewed. Results revealed that the levels of interaction between universities and the translation market were not up to the expectations and the researcher suggested that there should be more efforts to solve the problems of translator training programs by systematically involving all stakeholders in the planning and development of these programs.

The findings of the aforementioned studies revealed a pressing need to consider the market requirements. This reflects that the process of developing academic programs needs to be reviewed and a serious assessment of the needs of all stakeholders should be done scientifically on regular basis. It is obvious that due to globalization and the rapid changes in the translation market, translator training programs' developers need to assess the translation market needs locally and internationally in order to equip graduates with professional skills required in workplaces. This assessment should be the starting point based on which these programs are developed.

3. Methodology

This study identifies translation competences needed by the Yemeni labor market in order to help plan and develop translation programs. Drawing on modern views of translation competence, the researcher developed a questionnaire to be filled by Yemeni professional translators.

3.1. The research participants:

According to the Office of Culture (a branch of the Ministry of Culture), the number of the offices that renewed their licenses in 2017 (i.e. 59) is small compared to the number of registered offices (i.e. 107). The addresses of these

offices are also missing; and in best cases, the name of the street where the office is located is mentioned but unfortunately, because of the war in Yemen since 2011, many offices were closed or moved. Further, the researcher found that one translator may own more than one office. Therefore, official statistics cannot be relied on as they are not updated and lack essential information. The researcher tried to make use of what is available and reach as many translators as she could in Sana'a. Being the capital of Yemen, Sana'a is the core of major businesses, private and public, and the place where most translation offices are located. Therefore, all translation offices were selected in Sana'a city. The number of professional translators approached was (55) but only (50) responded. Out of the (50), (23) were working in professional translation offices, and 27 were working with ministries, companies, and well-known non-governmental organizations.

3.2. The research instrument:

The researcher developed a questionnaire based on translation competences listed in the European Quality Standard for Translation Services EN-15038 (2006) and The PACTE Group (2011). It included 35 items that described translation competences of undergraduate translation programs. They were distributed to six categories that represented the different translation sub-competences: bilingual, translation competence, cultural competence, strategic competence, instrumental competence, in addition to psycho-physiological components. The respondents were first asked whether or not the listed items were important to be in professional translators, and if yes, they should identify the degree of importance on a scale from one to five. The questionnaire was validated by a panel of experts, and the final version of the questionnaire was modified based on their comments. Reliability of the questionnaire was calculated using Cronbach Alpha, and it was (0.93).

4. Results & Discussion

The main research question was to identify translation competences needed by the Yemeni translation market. The answer to this question is shown in Table (1).

Table (1): Translation competences needed by the Yemeni translation market ranked based on degree of importance

Rank	Translation competencies	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Have language competence	4.760	0.771	95.2%	
2	Be able to write creatively	4.580	0.702	91.6%	
3	Be accurate in expression	4.480	0.839	89.6%	
4	Have bicultural knowledge	4.440	0.787	88.8%	
5	Deal with dictionaries of all kinds	4.420	0.758	88.4%	
6	Have knowledge about translation	4.380	0.901	87.6%	
7	Have good general world knowledge	4.340	0.961	86.8%	
8	Be flexible /adaptable	4.340	0.982	86.8%	
9	Aware of translation modes (written and oral)	4.320	1.019	86.4%	
10	Comprehend fast (witty)	4.280	0.858	85.6%	Highly Important
11	Carry out the translation task	4.280	0.858	85.6%	
12	Aware of translation ethics	4.260	1.084	85.2%	
13	Identify types of translation problems	4.180	0.941	83.6%	
14	Have logical reasoning	4.160	0.955	83.2%	
15	Develop his / her knowledge in specialist fields	4.080	1.085	81.6%	
16	Select the most appropriate translation method	4.060	1.236	81.2%	
17	Use his / her memory effectively	4.060	1.132	81.2%	
18	Have the ability of information mining	4.040	1.049	80.8%	
19	Plan for the process of translation	4.040	0.968	80.8%	

Table (1): Continued

Rank	Translation competencies	Mean	Std. Deviation	Importance Degree	Verbal Recognition
20	Apply procedures to solve translation problems	4.040	1.049	80.8%	Highly Important
21	Identify documentation requirements	4.040	1.009	80.8%	
22	Be open to criticism	3.980	1.270	79.6%	
23	Have the skills of technical/scientific writing	3.940	0.935	78.8%	Moderate
24	Concentrate for a long time	3.900	1.389	78.0%	
25	Use search engines effectively	3.880	1.206	77.6%	
26	Be persistent	3.880	1.189	77.6%	
27	Be able to think critically	3.860	1.385	77.2%	
28	Be emotionally balanced	3.760	1.117	75.2%	
29	Be able to organize a translation business	3.740	0.853	74.8%	
30	Use effectively a range of software to assist in correction and layout	3.660	0.982	73.2%	
31	Evaluate the reliability of documentary sources	3.660	1.022	73.2%	
32	Use encyclopedias appropriately	3.540	1.147	70.8%	
33	Have curiosity	3.460	1.541	69.2%	
34	Use computer assisted tools for translation	3.380	1.048	67.6%	

As shown in Table (1), all translation competencies illustrated were important and needed by the market; none was marked as unimportant. More than half, specifically 21 of them were highly important, the rest were of moderate importance. All degrees of importance were significant as the least one was 67.6%, which implies that all items were strongly relevant and of great need to the labor market. Competencies that had the highest degrees of importance to the market are from different categories; bilingual competence,

translation competence, cultural competence, instrumental competence, psycho-physiological components and strategic competence. The results per category are presented below.

The competences that had the highest degrees of importance focused on basic translation skills, such as bilingual competence, bicultural competence, problem solving procedures, and use of dictionaries and information mining. However, the focus was less on the competences of modern translation technologies and psycho-physiological components. This can be understood as the Yemeni market relies basically more on written translation than interpreting for the time being. The long periods of instability that Yemen experiences affected all kinds of cross-cultural events that caused almost all different modes of interpreting to deteriorate. One cannot find any institution –public or private- that provides training in interpreting. Besides, there are not well-qualified trainers in translation technologies and the needed infrastructure for them is not available. This could make some translators just focus more on the immediate needs of the market, thinking that translation tasks can be done –with some difficulty- without using translation technology, and therefore, it was not a priority though marked as important.

Table (2): The needs of the Yemeni translation market of bilingual competence

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Have language competence	4.760	0.771	95.2%	
2	Be able to write creatively	4.580	0.702	91.6%	Highly Important
3	Be accurate in expression	4.480	0.839	89.6%	
4	Have the skills of technical/scientific writing	3.940	0.935	78.8%	Moderate
	Bilingual competence	4.440	0.812	88.8%	Highly Important

As shown in Table (2), the competence that is related to specialized scientific writing was less important, which could imply that this kind of competence may not be difficult to acquire, since technical documents needed by the market include fixed terms and expressions that are used repeatedly. The other three are highly needed as they are basic for the success of any translation task; knowledge of source and target languages, creative writing and precision.

Table (3): The needs of the Yemeni translation market of translation competence

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Have knowledge about translation	4.380	0.901	87.6%	
2	Aware of translation modes (written and oral)	4.320	1.019	86.4%	Highly Important
3	Aware of translation ethics	4.260	1.084	85.2%	
	translation competence	4.320	1.001	86.4%	Highly Important

As shown in Table (3), all competences are highly important and needed by the labor market. Professional translators here emphasize the significance of theoretical knowledge about translation and ethics of translation.

Table (4): The needs of the Yemeni translation market of cultural competence

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Have bicultural knowledge	4.440	0.787	88.8%	
2	Have good general world knowledge	4.340	0.961	86.8%	Highly Important
3	Develop his / her knowledge in specialist fields	4.080	1.085	81.6%	
	Cultural competence	4.287	0.944	85.7%	Highly Important

Table (4) shows that bicultural knowledge and general world knowledge are highly demanded by the labor market; they are considered among the most important ones. This is known to be vital for decoding source texts and encoding target texts.

Table (5): The needs of the Yemeni translation market of strategic competence

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Carry out the translation task	4.280	0.858	85.6%	
2	Identify types of translation problems	4.180	0.941	83.6%	
3	Select the most appropriate translation method	4.060	1.236	81.2%	Highly Important
4	Plan for the process of translation	4.040	0.968	80.8%	
5	Apply procedures to solve translation problems	4.040	1.049	80.8%	
6	Be able to organize a translation business	3.740	0.853	74.8%	Moderate
	Strategic competence	4.057	0.984	81.1%	Highly Important

Table (5) shows that competences related to planning, problem solving and carrying out the translation task are very important and basic to the labor market; however, being able to organize a translation business is not equally important. This implies that some translators – under the current circumstances – may prefer to work independently until the translation market flourishes again. Running a translation business may be considered as costly.

Table (6): The needs of the Yemeni translation market of psycho-physiological components for translators

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Be flexible /adaptable	4.340	0.982	86.8%	
2	Comprehend fast (witty)	4.280	0.858	85.6%	
3	Have logical reasoning	4.160	0.955	83.2%	Highly Important
4	Use his / her memory effectively	4.060	1.132	81.2%	
5	Be open to criticism	3.980	1.270	79.6%	
6	Concentrate for a long time	3.900	1.389	78.0%	
7	Be persistent	3.880	1.189	77.6%	Moderate
8	Be able to think critically	3.860	1.385	77.2%	

Table (6): Continued

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
9	Be emotionally balanced	3.760	1.117	75.2%	Moderate
10	Have curiosity	3.460	1.541	69.2%	
	Psycho-physiological components	3.968	1.182	79.4%	Moderate

Table (6) shows that the translator's personal traits and abilities are very important. Translation – being one of the most complex professions in the world – entails a number of personal qualities and abilities to be in professional translators as needed by the market, and these should be incorporated in academic programs to be developed.

Table (7): The needs of the Yemeni translation market of instrumental competence

Rank	Statement	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Deal with dictionaries of all kinds	4.420	0.758	88.4%	Highly Important
2	Have the ability of information mining	4.040	1.049	80.8%	
3	Identify documentation requirements	4.040	1.009	80.8%	
4	Use search engines effectively	3.880	1.206	77.6%	
5	Use effectively a range of software to assist in correction and layout	3.660	0.982	73.2%	Moderate
6	Evaluate the reliability of documentary sources	3.660	1.022	73.2%	
7	Use encyclopedias appropriately	3.540	1.147	70.8%	
8	Use computer assisted tools for translation	3.380	1.048	67.6%	
	Instrumental competence	3.828	1.028	76.6%	Moderate

Table (7) shows that the skills of searching for information and using dictionaries of all kinds are very important; nonetheless, making use of search engines, software used to assist in correction, layout and CAT tools are not seen by some professional translators as important. This could be related to the current situation in Yemen where basic services as electricity,

internet infra-structure are still serious issues. The Internet speed is low and has lots of restrictions. One may spend a considerable amount of time trying to work online but without getting a lot done.

Table (8): The degrees of importance of translation sub-competences according to the labor market

Rank	Factors	Mean	Std. Deviation	Importance Degree	Verbal Recognition
1	Bilingual competence	4.440	0.812	88.8%	Highly Important
2	Translation competence	4.320	1.001	86.4%	
3	Cultural competence	4.287	0.944	85.7%	
4	Strategic competence	4.057	0.984	81.1%	Moderate
5	Psycho-physiological components	3.968	1.182	79.4%	
6	Instrumental competence	3.828	1.028	76.6%	
	Overall	4.150	0.992	83.0%	Highly Important

Table (8) shows that all translation sub-competences are emphasized by professional translators. However, the ones that are related to improving search skills and the use of technology are less emphasized. One reason for this is that the Yemeni translation market may not be well developed because of the long periods of instability. All translation sub-competences are significantly needed and they should be considered when developing academic programs, so that graduates will be equipped with what the labor market needs.

5. Conclusions and Future Work

This study aimed at exploring the needs of the Yemeni translation market. It revealed that the competences needed by the market ordered based on their importance are: bilingual competence, translation competence, cultural competence, strategic competence, psycho-physiological components and instrumental competence.

Translation as an academic field is still under-developed in Yemen and in order to graduate competent translators, the Yemeni translation market needs must be taken into consideration. Study plans for different translation programs in Yemeni universities widely vary, and this implies that the planning of these programs needs to be systematic and updated. The present study revealed

that the Yemeni translation market is developing, and despite the unfortunate circumstances Yemen is experiencing, professional translators are aware of the skills that any translator must have. Programs need to consider all the different translation competences as seen by the labor market as well as the international professional bodies if they want to qualify their graduates not only locally but also internationally.

Universities are advised to establish connections with the labor market and survey them regularly since these connections help them get valid feedback on the quality of their education, and more importantly, enable them to identify the areas to be developed.

Further research is required to survey the needs of all professional translators in different Yemeni cities -if any- as well as other stakeholders such as senior translation students. Other studies are needed to investigate the gap between the market needs and translation programs in Yemen.

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