The Compliance of Translation Programs in Yemeni Universities with the Local Translation Market Needs

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ARTICLE INFO	ABSTRACT
	One major complaint of the undergraduate Yemeni translation programs' graduates is the poor skills they have that do not qualify them for the market. The aim of this study was to help solve this problem by mapping translation programs with the market needs. Specifically, the researcher selected two major components of translation programs' specification documents which were the intended learning outcomes and course titles. The researcher used the findings of a previous study that identified the Yemeni translation market needs and aligned them to the programs intended learning outcomes and the course titles. The researcher developed two content analysis tools to collect data that were validated by a panel of experts. Results reveal that the participating translation programs fall short to satisfy the market needs. It was recommended that Yemeni universities review their programs in light of the market needs. It was also recommended that courses need to be reconsidered to be aligned with the knowledge areas of the needed translations competencies. In addition, private universities were recommended to reconsider their admission policy so as to help facilitate translation competencies acquisition.

INTRODUCTION

Higher education institutions are an essential backbone in society and their quality decides the quality of human resources of their countries. The term quality assurance in higher education refers to the practices whereby academic standards, i.e., the level of academic achievement acquired by higher education graduates, are maintained and improved, this definition of academic quality as equivalent to academic standards is consistent with the emerging focus in higher education policies on student intended learning outcomes (ILOs) - the specific levels of knowledge, skills, and abilities that students achieve as a result of their engagement in a particular education program (Brennan & Shah, 2000).

To achieve their educational goals, universities develop their academic programs based on a comprehensive study of the needs of employers, local, regional, and international standards. Though the structure of academic programs vary from one university to another, steps of development are basically the same.

Recently, there has been a growing interest in translation and translator training programs (Abu-ghararh, 2017; Al-Batinah and Bilali, 2017; Alenezi, 2016; Al-Sohbani & Muthanna, 2013; Barakat, 2015; Esfandiari, 2015; Jamoussi, 2016). This momentum of research implies the rising need for translation services delivered by competent translators and interpreters as entailed by globalization, information technology revolution and cultural diversity to say the least. This has led translation to become a key mediator of global communication (Bielsa, 2005 & Wiersema, 2004).

TYPES OF TRANSLATOR TRAINING PROGRAMS

Since its beginning, translation was rooted in language learning (House, 2009) and there were many different kinds of translation courses around the world that were provided as part of foreign language degree programs, traditionally, these courses were used as means to assure language acquisition (Angelelli, 2013, Pym, 2011). Current translation programs vary from undergraduate to doctoral studies with diverse areas of specialization that could focus on either translation or interpreting or combine both (Angelelli, 2013). In some European Countries translator training programs are long-term and they combine bachelor (BA) and master (MA) degrees together adding up to five years of training, while in Turkey, there are four-year BA programs (Pym, 2011).

In these BA long-term programs, students need to master a solid training in language courses first and in their final years, they specialize in translation courses, while MA programs are more specialized and can be focused on one market need or skill set like audiovisual translation, localization or literary translation (Pym, 2011).

In the Arab world, translation programs are quiet similar. All BA programs are composed of language courses that must be mastered in the first two years then in final years students are provided with a number of translation and interpreting courses. Translation courses in Arab universities are slightly different depending on their needs. King Saud University translation program and Sultan Qaboos University translation program are cases in point.

TRANSLATION PROGRAMS IN YEMEN

Translation programs are affiliated to the Departments of English in a number of higher education institutions in the Republic of Yemen. They offer Yemeni students with a four-year bachelor degree in translation. Almost all programs are co-educational and aim at training Yemeni students to be translators and interpreters in the future. Students who join these programs are taught a number of language skill courses, linguistics courses as well as courses in translation and interpreting. Almost all programs started in the mid-nineties and underwent development in the following decade. All public universities have strict requirements for admission that include a high grade in the High School Leaving Exam, and passing language proficiency exams in English and Arabic. Although private universities include such requirements for admission, they are not active.

In developing countries, many higher educational institutions experience a growing gap between their programs and the demands from society, business and industry. Yemeni universities are not an exception. As presented in Al-Sagur (2010), course descriptions of translation courses in a number of Yemeni universities vary widely. Some university course descriptions lack scientific statements of their objectives and the detailed content that is totally left to the imagination of teachers. In addition, the performance of students of translation programs is lacking perquisites of translation skills and practices. Although such programs are of great benefit and needed, one can speculate that they were not well planned to fulfill the market needs or international standards. As a result, the teaching of skill translation and interpreting courses is not up to the expectations hoped. Requirements of these courses are poorly provided and teaching across the Yemeni universities widely differ from one university to another. The language level, the kind of materials used in class, and the assessment methods are not consistent. According to previous studies (Al-Sagur, 2010; Mohammed, 2011; Al-Sohbani & Muthanna, 2013; Barakat, 2015), most translator training academic programs in Yemeni universities fall short to equip graduates with the necessary competences needed by the market. The graduates feel dissatisfied with the poor skills they have as they do not qualify them with what the employers need. It seems that there is a gap between the market needs and the competences acquired, and this raises

a number of questions with regard to these programs' steps of development. Teachers and students face lots of difficulties in teaching and learning translation respectively. Al previous studies done in Yemen (Al-Sagur, 2010; Al-Sohbani & Muthanna, 2013; Barakat, 2015; Mohammed, 2011 & Yahia, 2012) did not illustrate the link between translation programs and the market needs. Studies conducted to review translation programs in Yemen tackled specific issues that were narrow in scope like course descriptions, teaching and assessment techniques, trainers' qualifications and students' performance; nonetheless, they did not link these programs to their program intended learning outcomes (PILOs) - if found - and the translation market needs. It is considerably difficult to judge the success of these programs away from PILOs and employers' demands. Translation programs need to be reviewed with regard to their intended Learning outcomes (ILOs) and courses provided in order to investigate their compliance with the market needs.

The problem of ineffectiveness of translator training programs is not peculiar to Yemen. Atari (2012) -in an article that discussed the impediments to translator training at Arab universities- stated that there were a number of hurdles that face translator training programs in the Arab world among which: a lack of complementarity in classroom teaching, the mismatch between employer expectations and translation teaching and traditional assessment of students' translations. Alenezi (2016) stated that as a student of translation at a Saudi university, he realized a number of problems: similarity between different courses, unjustified long period of study compared to similar programs around the world, translation software is almost absent though there was a course dedicated for this purpose.

Based on the findings of Alshargabi (2019) that identified the Yemeni translation market needs, the present study aimed at aligning the intended learning outcomes and courses of four translation programs of four popular universities in Yemen to the market needs. In other words, the researcher tried to explore whether or not translation programs in Yemen fulfill the translation market needs.

METHODOLOGY

The researchers developed two content analysis tools to analyze the documents of the participating universities as content analysis was the best technique to achieve the aim of the study.

Content analysis is one technique of qualitative data analysis. It is meant to summarize and report any written data focusing basically on main contents and messages (Cohen et al., 2007). It explains a precise set of procedures that are intended for examining and verifying the content of some written data (Flick, 1998; Mayring, 2004). Content analysis has many advantages; one major advantage is that it is an unobtrusive method; the researcher can observe without being noticed (Krippendorp, 2004). Further, it is systematic and verifiable as the data are fixed in the form of texts (Cohen et al., 2007).

To assure the relationship between the market needs and the participating academic programs, two basic major components of standard program specification documents

(PSDs) were analyzed, which are the program intended learning outcomes (PILOs) and course titles. First, the PILOs of the participating programs were aligned to the market needs that were listed from the most important to the least important according to the market. Then the courses were mapped to both the PILOs and the market needs. Four universities participated in the study; two of them were public and they are the only ones that provide translation programs among public universities. The other two were private, and they are among the first private universities that provide translation programs in general.

The content analysis tools were developed based on two major references on translation competences (TCs); the European Quality Standard for Translation Services EN-15038 (2006) and The PACTE Group (2011), these competences were ordered according to their importance to the translation market. In the first tool, the competences were mapped to the participating PILOs, while in the second one, course titles were mapped to both the PILOs and the market needs.

Content Analysis forms Validity and Reliability

The two tools were validated by a panel of six experts whose comments were considered to produce the final versions. The initial versions of the forms before modification focused on the sub-skills of each TC but validators recommended using the main categories of TCs for easier reference.

The researcher depended on intra-rater reliability; specifically, the researcher analyzed the data of one university using the two tools and after two weeks did the analysis again for the same data. The result of the two analyses was identical.

RESULTS

This section presents the analysis of the participating universities' PILOs and course titles to show the gap between their ILOs and the market needs. The researchers were keen to select the programs that has history in providing translation programs in Yemen, however, due to the ongoing war in Yemen, some of these programs were stopped, so the researchers selected alternative ones that are relatively comparable and still active. Four universities were chosen, private and public, two of them are considered the first to provide translation programs in Yemen. The four selected universities were Sana'a University and Aden University to represent public universities and Science and Technology University and Future University to represent Private universities.

To highlight the gap between the participating programs and the market needs, the researchers used the PILOs –if found- and study plans. Most Yemeni universities have no program specification documents (PSDs), only recently, after the Higher Education Ministry in Yemen developed their guidelines for developing academic programs, all universities started to review their programs; however, the percentage of universities which have a complete PSD is still humble. The only reliable thing that all universities have is study plans, and that is why they are considered as a key

input in this study. Analysis was done in three steps and illustrated in three tables for each program. The first table shows a summary of the program basic information; establishment year, nature and number of courses of the program and finally admission requirements. The second table maps the programs' ILOs- if found- with the market needs. Market needs were presented based on their importance percentages to the market in order to help the researcher make comparisons between each market need and how it was met by every program. The last table maps course titles and PILOs to the market needs. It is worth mentioning that one public university had only two tables as till date, it does not have ILOs. Thus the researcher used their course titles alone as they are the only thing available. For all documents used, permission was first obtained by either heads of departments or deans of each participating program.

The first private university was the first one among all universities- public and private- to develop its own PSD. The president of the university at the time was then selected to lead a training team to train the staff of a number of public universities. Although the translation program was founded in 1994, the PSD was developed in 2014. There were no major changes in the study plan of the program.

Table 1 is preliminary, it shows introductory information about the program, such as establishment year, number and nature of courses and requirements of admission. In this table, the researcher focused only on the courses that develop TC; consequently, university and faculty requirements were excluded.

Table 1 shows that the translation program of the first private university was the first to be established in Yemen. It shows that program requirements are 39 courses most of which are practical which is good as that helps develop students' professional skills, practical courses are 30 while theoretical courses are nine. In addition, to be admitted, candidates need to fulfill a number of requirements, unfortunately, though these requirements are crucial for admission, the only one that is considered is the grade in high school certificate; but even this is inconsistent, the grade specified in the PSD is 75% but candidates are being admitted with different grades every year ranging from 60% to 70% and this is done based on guidelines of the Ministry of Higher Education. with regard to language proficiency exams, only English has been tested for a while but then this was stopped as it was difficult to reject or classify the students based on their language level. Arabic language has never been tested since the establishment of the program.

Table 2 shows the mapping of the PILOs of the first private university to the market needs. To clarify what is meant by every competence needed by the market, they were briefly defined as presented in the model of PACTE (2011) of TC. On the whole, the mapping of PILOs to the different TCs revealed a number of issues. First of all, the number of the PILOs is 19 which can be seen as a large number; it indicates that many of them are not general enough to fit as PILOs; they are narrow in scope and may fit as course ILOs such as A3 and A5. Furthermore, some are very similar, such as C1 and C4. In addition, in one category of TC (i.e.

Table 1. Basic information of the translation program of the first private university

Basic Information			Remarks
Year of Establishment	**1994**		
	Theoretical	**Practical**	
Competence development courses	1 Linguistic course 1 Research Methods 2 Translation courses 5 Literary courses	17 English language courses 13 Translation courses	
Requirements of the program	1. 75% in high school certificate 2. Passing an English Proficiency test 3. Passing an Arabic proficiency test		Not active

Table 2. Mapping of the translation program ILOs to the market needs

Program ILOs	Market needs
B1: compare the linguistic systems of English and Arabic languages. B4: determine the appropriate use of language in any given situation. C1: use the four language skills of both English and Arabic efficiency in different (quasi-) real life situations. C4: communicate effectively both in writing and orally, making use of a broad range of vocabulary, grammatical structures and appropriate terminology.	Bilingual sub-competence (procedural knowledge): to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge
A2: define different approaches and methods of doing small-scale projects. A5: display knowledge of the principles and potential difficulties involved in different types of texts. A4: define different types, strategies, techniques and tools of translation and interpreting.	Knowledge about translation sub-competence : (declarative knowledge) Knowledge about translation and aspects of the profession, how translation functions and professional translation practice
A1: demonstrate general knowledge and understanding of concepts and theories related to the general culture, basic and specialized sciences. A3: explain how literary texts can represent certain values, ideologies and identities to shape critical judgment.	Extra-linguistic sub-competence: general world knowledge, bicultural and encyclopedic knowledge
B3: decide on the research topics and accordingly, the procedures to be taken. B2: explore denotative and contextual meanings of language expressions in SL and their equivalents in TL. B5: anticipate solutions for translation problems resulted from the lack of equivalent in a wide variety of texts in the source/target language. C3: conduct research following academic rules. C5: produce and finalize acceptable translation of general and specialized texts. D1: work independently and collectively with a strong self-direction to fulfill assigned tasks. D2: discuss critically, orally and in written, both in group discussion and individually D4: plan, organize and develop projects with due attention to time and resources management.	Strategic sub-competence : (procedural knowledge) to assure the efficiency of the translation process solve problems encountered plan the process and carry out the translation project selecting the most appropriate method; evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them
	Psycho-physiological components : memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigor, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc.
C2: make use of IT especially translation aids, and access appropriate and authentic information. D3: gather information from traditional and electronic sources.	Instrumental sub-competence : (procedural knowledge) the use of documentation resources, information and communication technologies applied to translation (dictionaries of all kinds, encyclopedias, grammars, style books, parallel texts, electronic corpora, search engines, translation tools, etc.).

Psycho-physiological competence), no ILOs were mapped. This may imply that these outcomes were developed without referring to any renown reference body in translation which in turn, could have helped program developers in identifying the knowledge areas of translation, based on which their PILOs could have been developed. That would also have helped them in formulating accurate and clear ILOs that would not have been overlapping. Table 2 also shows that the ILOs have a great emphasis on bilingual and strategic competences.

After giving general remarks about the mapping, the following is a closer look at each TC. Concerning the first competence; bilingual competence, there are four PILOs, two of which are almost identical, which are C1 and C4. It can be seen that that the PILOs do emphasize the skills of both English and Arabic languages, and this is in harmony with the market needs.

For the second one, which is knowledge about translation, there are three PILOs and all of them are overlapping; specifically, A4 with A5 and A2 with A4, so they need to be rewritten to be independent from each other.

With regard to the third competence which is extra-linguistic competence, there are two PILOs, the first one is very general while the second is narrow and does not fit as a PILO, both need to be accurately rewritten to be understood.

With regard to instrumental competence, there are two PILOs that appropriately cover this competence.

Similarly, strategic competence is satisfactorily fulfilled; however the number of PILOs is large; and it would be more practical to rewrite them concisely to be general enough so that they would be decreased to three or four instead of eight.

The last competence is the psycho-physiological component and as the table shows, it was not indicated in any of the PILOs despite its need by the market.

It can be concluded that in theory, the PILOs of the first private university cover most competences needed by the market, only one competence was not fulfilled which is the psycho-physiological competence and this can be attributed to the lack of a study of the market needs.

To further examine the fulfillment of the market needs by the program, Table 3 links between the course titles of the program, the PILOs and the market needs.

Table 3 shows the mapping of courses with the PILOs and the market needs. The courses and ILOs are classified to match TCs they fulfill. TCs appear in the table according to their degree of importance to the market as revealed by the survey.

The competence with highest importance to the market is bilingual competence, and although it is ranked first, it is not reflected in the number and nature of PILOs devoted to this competence. To clarify, strategic competence is given a greater number of PILOs. In addition, all courses that develop this competence are directed to English language. Arabic language courses do not exist. There are only two Arabic courses in the study plan that are found only as university requirements, but no other core Arabic courses are found to develop students' competences as translators. As a teacher of translation for many years, the researcher noticed a weakness

in students' mother tongue; Arabic. They need to be taught some advanced grammar rules, stylistics, and productive skills. Many students find it difficult to offer a speech in Arabic, let alone English. Their Arabic writing also suffers from a lot of problems regarding mechanics, organization and style. Thus, they need some professional practice in Arabic compared to some extent to that of English. Meanwhile, almost all regional translator training programs have a considerable number of Arabic courses in their programs such as King Saud University translation program that has five core Arabic courses and Sultan Qaboos University translation program that has four core Arabic courses in addition to university requirement Arabic courses. Therefore, it is concluded that despite the large number of the PILOs, they are partially successful in meeting the market needs as all the courses that are linked to the PILOs develop English language alone. No courses were assigned to develop Arabic Language, and what is planned is different from what is provided.

With regard to knowledge about translation, there were three PILOs that fulfill this competence that are matched to two courses in the program. This implies that these ILOs are too narrow to fit as PILOs as they are reflected in only two courses. Ideally, PLIOs should be general in nature and less in number compared to the courses that fulfill them. What is seen here is just the opposite as the number of ILOs exceeds the number of courses. Course titles seem to be appropriate and similar titles are found in many similar programs locally and regionally such as Sana'a University, Aden University, King Saud University and Sultan Qaboos University.

The competence ranked third is extra-linguistic competence. The number of the ILOs for this category are two and the number of courses fulfilling them are five, which is satisfactory as a ratio; nonetheless, all the five courses are purely literary, none is devoted to raise awareness of bicultural knowledge in translation. In addition, the second PILO is too narrow in scope, it needs to be rewritten or deleted. To conclude, the courses hardly fulfill the PILOs as they are not serving translation in specific. The existence of such courses in translation programs could be attributed to the nature of English programs in general long before translation programs; such programs till date usually consist of a large number of literary courses. And since translation programs developed from Language programs, literary courses remained a solid part of them, obviously without independent planning for brand new programs. Therefore, it is concluded that the contribution of the PILOs to fulfill Extra-linguistic competence is unsatisfactory.

The competence ranked fourth is strategic competence. In the model of TC of the PACTE group (2011), this one is the most important one as it activates all the other competences. It is considered as the practical realization of declarative knowledge of different competences. It is evident from the table that this competence is hugely emphasized by eight ILOs that are mapped to thirteen practical courses in translation. Course titles are all relevant; therefore, it is evident that this competence is well-realized.

The fifth TC needed by the market is the psycho-physiological component. It was not matched to any course in

Table 3. Mapping the courses to the PILOs and themarket needs

Courses	Percentage	Program ILOs	Market Needs	Degree of importance to the Market
Grammar and usage 1-Reading comprehension 1-Reading comprehension 2 -Listening & Speaking 1-Writing skills 1-Grammar and Usage 2-Listening &Speaking 2- Writing Skills 2 -Advanced Grammar-Advanced reading comprehension-Phonetics & Phonology-Advanced Writing Skills-Advanced Listening & Speaking skills-Introduction to linguistics-Morphology-English Syntax-Semantics-Contrastive rhetoric	46%	B1: compare the linguistic systems of English and Arabic languages. B4:determine the appropriate use of language in any given situation. C1: use the four language skills of both English and Arabic efficiency in different (quasi-) real life situation. C4: communicate effectively both in writing and orally, making use of a broad range of vocabulary, grammatical structures and appropriate terminology.	Bilingual competence	88.8%
Introduction to translation-Theories of Translation-Research Methods	8%	A2: define different approaches and methods of doing small-scale projects. A5: display knowledge of the principles and potential difficulties involved in different types of texts. A4: define different types, strategies, techniques and tools of translation and interpreting.	Knowledge about translation sub-competence	86.4%
Introduction to literature-19th Century Literature-20th Century Literature-17th Century Drama-18th Century Novel	13%	A1: demonstrate general knowledge and understanding of concepts and theories related to the general culture, basic and specialized sciences. A3: explain how literary texts can represent certain values, ideologies and identities to shape critical judgment.	Extra-linguistic sub-competence	85.7%
Graduation Research-Translation of Technical Texts- News Translation-On-sight translation-Translation of Legal Texts-Business Translation-Consecutive Interpreting-Translation of Literary Texts-Simultaneous Interpreting-Editing and Revising for Translation-Translation of Religious Texts-Training	31%	B3: decide on the research topics and accordingly, the procedures to be taken. B2: explore denotative and contextual meanings of language expressions in SL and their equivalents in TL. B5: anticipate solutions for translation problems resulted from the lack of equivalent in a wide variety of texts in the source/target language. C3: conduct research following academic rules. C5: produce and finalize acceptable translation of general and specialized texts.	Strategic sub-competence	81.1%

(Contd...)

Table 3. *(Continued)*

Courses	Percentage	Program ILOs	Market Needs	Degree of importance to the Market
		D1: work independently and collectively with a strong self-direction to fulfill assigned tasks. D2: discuss critically, orally and in written, both in group discussion and individually D4: plan, organize and develop projects with due attention to time and resources management.		
None	----------	--------------------------------	Psycho-physiological components	79.4%
1. Electronic Tools for translation	3%	C2: make use of IT especially translation aids, and access appropriate and authentic information. D3: gather information from traditional and electronic sources.	Instrumental sub-competence	76.6%

the program. Considering its increasing importance, PACTE group (2011) added it to be part of the competences of translation. It was not emphasized earlier as other competences in related literature, only recently, research started to shed light on the importance of the psychology of translation. Kassymova (2013) illustrates the importance of developing special courses from theoretical and practical grounds that tackles the psychology of translation.

The competence that ranked last is instrumental competence. Although it is matched to two PILOs, there is only one course to fulfill them. This is not acceptable in terms of program development conventions as it should be the other way round, courses should exceed the number of PILOs they represent, as PILOs are general in nature. Besides, one course is not enough to fulfill this competence, especially with the new developments with regard to translation technology.

Table 4 introduces the second private university. It shows that the total number of program courses are 43; 33 of them are practical while 10 are theoretical. Majority of the courses are language courses; specifically 23 courses, compared to 15 translation courses.

To be admitted, students should obtain at least 60% in their formal high school examination and then pass an oral and written test. Though passing an oral and written tests is a condition for admission as dictated by the PSD, it is not active.

Table 5 shows that the number of the PILOs is appropriate; however, they do not cover all the market needs. They include four competences; strategic, knowledge about translation, bilingual and instrumental.

The competence that is emphasized the most is strategic competence with four ILOs out of seven followed by

knowledge about translation with two ILOs, and finally bilingual, and instrumental competences with one ILO for each. As the table shows, two competences are not covered by the PILOs which are psycho-physiological and extra-linguistic competences.

The PILOs mainly stress the practical and theoretical aspects of translation, while only one of them is devoted to linguistic competence, specifically, to English Language, Arabic is totally neglected.

Just as the first private university, the aforementioned observations imply that the PILOs were developed without referring to a scientific study of the local market needs or any reference body in the field; otherwise they would not have missed some important TCs. Besides, some of them are narrow and do not cover the skills entailed by the competence. For example, the ILO mapped to bilingual competence promotes English language alone, Arabic is missing. Similarly, the ILO mapped to instrumental competence emphasizes the use of electronic dictionaries and nothing else, while instrumental competence is far beyond that, it includes search skills, use of different translation tools and memories.,etc. Furthermore, the lack of ILOs regarding extra-linguistic and psycho-physiological competences can be understood as program developers might not have referred to any reference body that decides the competences of translation.

Table 6 shows the mapping of the courses with the PILOs and the market needs. The market needs were listed based on importance.

Although bilingual competence was the most important one to the market, related courses develop only one language which is English, while one course out of 22 is devoted to Arabic. Though the courses are in tune with the PILO, both

Table 4. Basic information of the translation program of the second private university

Basic Information			Remarks
Year of Establishment	**2007**		
	Theoretical	**Practical**	
Competence development courses	3 Translation courses 3 language courses 1 research methods 3 literary courses	20 language courses 13 Translation courses	
Requirements of the program	1. %60 in high school certificate 2. Passing an oral and written test		Not active

Table 5. Mapping of the translation PILOs with the market needs

Program ILOs	Market needs
	Extra-linguistic sub-competence: general world knowledge, domain-specific knowledge, bicultural and encyclopedic knowledge.
A1: Demonstrate knowledge of translation theories and principles within the frame work of Translation and Arabization movement in the Arab world.	Knowledge about translation sub-competence : Knowledge about translation and aspects of the profession. It comprises knowledge about how translation functions and knowledge about professional translation practice
A3: Use English language and communicate utilizing its four skills; oral and written.	Bilingual sub-competence (procedural knowledge): to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge
C2: Use electronic dictionaries to solve problems encountered during the process of translation.	Instrumental sub-competence : the use of documentation resources, information and communication technologies applied to translation (dictionaries of all kinds, encyclopedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).
A2: Distinguish between different kinds of translations that enables him/her to translate texts from different areas. B1: Assess a translated work for different translators. B2: Evaluate followed strategies in some texts to arrive at advantages and disadvantages of each one of them. C1: Translate a scientific text using one of the followed translation strategies	Strategic sub-competence : to guarantee the efficiency of the translation process solve problems encountered plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them
------------------------	Psycho-physiological components : memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigor, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc.

of them reflect unawareness of the market needs which is represented in the absence of enough Arabic courses.

The second competence is knowledge about translation; the program has one ILO and three courses to develop that competence. The number of ILOs is seen as appropriate, as well as related courses.

With regard to the third competence; there is no indication to extra-linguistic competence in the PILOs; however, there are four courses that are related to this competence. Nonetheless, the absence of this competence from the ILOs is revealed in the courses chosen as they obviously are not geared towards translation. They may exist in the program because such courses are found in all language programs and when translation programs where first established, language programs were adapted, and the number of these courses

decreased. Therefore, the implication here is that the presence of these courses is not due to an awareness of TCs needed, rather, it is a modification of well-established previous language programs.

On the other hand, strategic competence, which is seen as the output of all other competences, is well realized in the program with four ILOs and 14 translation skill courses. As the program of the first private university, practical courses are taken-care of.

Unlike strategic competence, psycho-physiological competence is not evident in any of the program ILOs or the provided courses, just as the previous program of the first private university.

A step further than psycho-physiological competence, instrumental competence is partially mentioned in an ILO;

Table 6. Mapping the courses to the program ILOs and the market needs

Courses	%	Program ILOs	Market Needs	Degree of importance to the Market
Reading Skills (1)-Speaking Skills (1)-Writing Skills (1)-Grammar (1)-Reading Skills (2)-Speaking Skills (2)-Writing Skills (2)-Grammar (2)-Grammar (3)-Grammar (4)-Composition (1)-Composition (2)-Introduction to Linguistics-History of English-Phonetics and Phonology-Morphology-Contrastive Linguistics-Semantics-Syntax-Applied Linguistics-Sociolinguistics-Arabic syntax and Morphology	51%	A3:Use English language and communicate utilizing its four skills; oral and written.	Bilingual competence	88.8%
Theories of Translation-Translation Studies-Research Methods	5%	A1:Demonstrate knowledge of translation theories and principles within the frame work of Translation and Arabization movement in the Arab world.	Knowledge about translation sub-competence	86.4%
Introduction to Literature 1-Introduction to Literature (2)-Stylistics-American Literature	9%	---------------------------	Extra-linguistic sub-competence	85.7%
Translation (1)-Translation (2)-Translation Arabic to Eng.-Translation English to Arabic-Translation 3-Tourism Translation-Business Translation-Mass Media Translation-Simultaneous Translation 1-Scientific/Medical Translation-Simultaneous Translation 2-Problems in Translation-Legal Translation-Graduation Project	35%	A2: Distinguish between different kinds of translations that enables him/her to translate texts from different areas. B1:Assess a translated work for different translators. B2: Evaluate followed strategies in some texts to arrive at advantages and disadvantages of each one of them. C1: Translate a scientific text using one of the followed translation strategies	Strategic sub-competence	81.1%
-----------------------------	------	-----------------------------	Psycho-physiological components	79.4%
---------------------------	------	C2: Use electronic dictionaries to solve problems encountered during the process of translation.	Instrumental sub-competence	76.6%

however, there is not any course to develop it in the program. In addition, the ILO needs to be more general and inclusive.

In conclusion, out of the six competences needed by the local market, only two are fairly realized in courses of the program; strategic competence and knowledge about translation, while the other four are either missing or poorly pictured. Specifically, Psycho-physiological competence and instrumental competence are missing in the program as no courses are assigned to develop them, extra-linguistic competence is not evident in any of the PILOs; consequently, the relevant courses are not geared to develop translation, and finally bilingual competence though fairly represented in the PILOs, relevant courses are imbalanced as almost all of them focus on developing the skills of one language.

Table 7 introduces the first public university. It shows that the total number of program courses are 46, excluding university requirements. The number of theoretical courses is 11, while the number of practical courses is 35. The majority of them are language courses, just as seen in the first two programs.

One major difference between this program and the first two programs is that admission requirements are active and can never be overlooked.

Table 8 shows the matching of the PILOs to the market needs. As seen in the table, extra-linguistic competence and psycho-physiological competence are not matched to any PILO. Bilingual competence and instrumental competence are not properly realized in the PILOs, rather, PILOs focus

Table 7. Basic information of the translation program of the first public university

Basic Information		Remarks
Year of Establishment	**2013**	
	Theoretical	**Practical**	
Competence development courses	5 translation courses 5 linguistic courses 1 literary course	26 Language courses 9 Translation courses	
Admission Requirements	80% in high school certificate Passing a written English Proficiency Exam Passing the Preparatory Year		Active

Table 8. Mapping of the translation PILOs with the market needs

Program ILOs	Market needs
	Extra-linguistic sub-competence: general world knowledge, domain-specific knowledge, bicultural and encyclopedic knowledge.
Obtain good translation knowledge	Knowledge about translation sub-competence: Knowledge about translation and aspects of the profession. It comprises knowledge about how translation functions and knowledge about professional translation practice
Listen, understand and read basic English Speak, understand and write basic English Refresh "students'" Arabic language and Grammar	Bilingual sub-competence (procedural knowledge): to communicate in two languages. It comprises pragmatic, socio-linguistic, textual, grammatical and lexical knowledge
Use basic computer skills	Instrumental sub-competence: the use of documentation resources, information and communication technologies applied to translation (dictionaries of all kinds, encyclopedias, grammars, style books, parallel texts, electronic corpora, search engines, etc.).
Experience some translation working skills. Translate from English into Arabic and vice versa	Strategic sub-competence : to guarantee the efficiency of the translation process solve problems encountered plan the process and carry out the translation project (selecting the most appropriate method); evaluate the process and the partial results obtained in relation to the final purpose; activate the different sub-competences and compensate for any shortcomings; identify translation problems and apply procedures to solve them
-----------------------	Psycho-physiological components : memory, perception, attention and emotion; attitudinal aspects such as intellectual curiosity, perseverance, rigor, the ability to think critically, etc.; abilities such as creativity, logical reasoning, analysis and synthesis, etc.

on all the skills of English language; receptive and productive, while Arabic is not treated equally. Though Arabic courses do exist in the program, more emphasis is given to grammar and some other theoretical principles, without giving much care to productive skills. Regarding instrumental competence which ideally should include translation technology, research skills and use of computer skills, the PILO is so general and is not directed towards translation, it deals only with computer skills. As for Knowledge about translation and strategic competences, they are satisfactorily evident in the PILOs.

Table 9 shows the mapping of the courses with the PILOs and the market needs. The market needs were listed based on importance.

As for bilingual competence, the program is quiet successful in reflecting it into a number of courses that represent its importance. In other words, language courses form the majority of the program courses; besides, the emphasis is on both English and Arabic. Courses that develop English

language are 20 while Arabic courses are nine. Even though the number of courses assigned to each language is considered reasonable, the nature of Arabic courses may need to be reconsidered as six of them are mainly about syntax and morphology. More emphasis must be given to productive Arabic skills, such as writing and public speaking.

With regard to knowledge about translation, the number of courses is five which is large compared to other programs, but all courses sound relevant.

As for extra-linguistic competence, even though it is not seen in any of the PILOs, there are two courses that are pertinent and able to develop this competence partially as they are devoted to Arabic language; however, no course is assigned to develop cultural competence of English Language. Bicultural competence is needed in both languages, therefore, other courses that develop cultural competence in English need to be added.

With regard to strategic competence, the number of translation skill courses is not large when compared to

Table 9. Mapping the courses to the PILOs and the market needs

Courses	%	Program ILOs	Market Needs	Degree of importance to the Market
Listening and Speaking 1-Reading and Writing 1-Grammar-Vocabulary-Arabic syntax and Morphology 1-Listening and Speaking 2-Reading and writing 2-Grammar 2-Introduction to Language and linguistics -Arabic syntax and Morphology 2-Arabic Discourse Analysis-Advanced Listening and Speaking 1-Advanced Reading and Writing 1-Advanced Grammar and Usage 1-Contrastive Linguistics -Arabic Syntax and Morphology 3-Linguistic Skills and Practice-Arabic Linguistics -Advanced Listening and Speaking 2-Advanced Reading and Writing 2-Advanced Grammar and Usage 2-Arabic Syntax and Morphology 4-Arabic Discourse Analysis 2-Arabic Syntax and Morphology 5 -Semantics and Lexicology-Arabic Syntax and Morphology 6-Discourse Analysis-Technical Writing in Arabic-Arabic Syntactical Techniques	63%	Listen, understand and read basic English Speak, understand and write basic English Refresh "students' " Arabic language and Grammar	Bilingual competence	88.8%
Introduction to translation-Arabization and its rules-Translation Theory and Practice-Problems and Issues in Translation- Introduction to Research Writing	9%	Obtain good translation knowledge	Knowledge about translation sub-competence	86.4%
Arabic Literature in English Translation-Literary and Rhetorical Arabic Styles	4%		Extra-linguistic sub-competence	85.7%
Translation of General Texts (English-Arabic-English)- Business Translation-Translation of Religious Texts-Media and Legal Translation- Literary Translation - Consecutive and Simultaneous Interpreting (English to Arabic)-Scientific and Technical Translation-Translation Research Project	20%	Experience some translation working skills. Translate from English into Arabic and vice versa	Strategic sub-competence	81.1%
----------------------	------	----------------------	Psycho-physiological components	79.4%
Computer Assisted Translation	2%	Use basic computer skills	Instrumental sub-competence	76.6%

other programs, core skill courses are eight. The number of translation skill courses is not enough as they represent the core of the program that cultivates and shapes the learners' knowledge and skills, preparing them for the market. More practical courses need to be added to include all the strategic sub-competences, especially, training. Some courses combine two different skills which is not acceptable considering the short period per course. They may need to be separated into two courses to be given adequate practice, such as Media and Legal Translation and Consecutive and Simultaneous Interpreting (English to Arabic). Furthermore, interpreting should be given more emphasis adding more courses. One course in the program is inadequate.

As for psycho-physiological competence, there was not a course or an ILO in the program assigned to for it. Like the two previous programs, this competence is missing, which can be understood because of the lack of renowned translation reference during the process of program development.

Unlike psycho-physiological competence, there was only one course to develop instrumental competence, nonetheless,

it is considered not enough as translation technology is growing rapidly and it is quite difficult to cover all the instrumental sub-competences in one course.

In sum, the only competence that is well reflected in the program regarding ILOs and courses is knowledge about translation; however, the other five competences need to be reconsidered, as some have no ILOs and/or are not reflected in the right weight in terms of number or the nature of courses themselves.

Table 10 introduces the second public university. It shows that total number of competence development courses is 44. University and faculty requirements were excluded. The majority are practical with 36 courses that cover the areas of language and translation; furthermore, like other programs, language courses - theoretical and practical - make more than half of the program courses. Candidates of the program should meet two compulsory requirements for admission; first, they should have a High School Certificate with a grade not less than 80%, and second, pass an English proficiency written exam. Admission requirements are active and they

play a major role in contributing to the process of competence acquisition.

Table 11 shows the mapping of the courses of the translation program of the second public university to the market needs. Unlike previous universities, this university has no approved PILOs yet, program instructors reconsidered the program in 2013, and according to their experiences, they decided to add a number of courses and delete some others. The Program Specification Document is currently being developed. The process of development started in 2019.

With regard to bilingual competence, the researcher found that out of 24 courses-that is 55% of the program courses- there are four Arabic language competence development courses; on syntax, text analysis and writing. Though the number of Arabic courses may sound right, the researcher thinks that there should be more emphasis on productive Arabic skills, specially speaking. Generally, the number of

courses in this category is consistent with its importance to the market which reflects the awareness of program developers of the importance of bilingual competence, especially after their experience with the previous study plan of the program that consisted of more Arabic courses than English which failed to equip students with English language skills. The poor English skills of graduates led to a big change in the courses of the program that can be seen here.

In agreement with the previous one, the second competence which is knowledge about translation was realized in four courses, making 9% of the program. The four courses cover theories of translation, Arabicisation, problems and issues in translation and discourse analysis in translation. Though all courses may sound strongly relevant, some seem to be of a higher level than the undergraduate level, they may be more appropriate for postgraduates, such as problems and issues in translation. Compared to the previous programs,

Table 10. Basic information of the translation program of the second public university

Basic Information			Remarks
Year of Establishment	**2013**		
	Theoretical	**Practical**	
Competence development courses	3 courses on linguistics 4 translation courses 1 literary course	21 language courses 15 translation course	
Admission Requirements	80% in high school certificate Passing a written English Proficiency Exam		Active

Table 11. Mapping the courses to the program ILOs and the market needs

Courses	%	Program ILOs	Market Needs	Degree of importance to the Market
Grammar 1-Reading comprehension 1-Writing 1-Listening & Speaking 1-Grammar 2-Reading comprehension 2-Writing 2-Speaking & listening 2-Speaking and Listening 3-Reading 3-Writing 3-Grammar 3-Introduction to Linguistics-Exercises in Arabic Syntax-Listening & Speaking 4-Reading 4-Writing 4-Grammar 4-Contrastive linguistics-Arabic syntax-Technical & Creative Writing-Contrastive Semantics-Advanced Writing in Arabic-Literary text analysis in Arabic	55%		Bilingual competence	88.8%
Translation Theories, Methods & Strategies-Discourse Analysis in Translation-Problems & issues in Translation-Arabicisation and Technical-Scientific Translation	9%		Knowledge about translation sub-competence	86.4%
Translated Literature	2%		Extra-linguistic sub-competence	85.7%
Translation 1 (E-A)-General translation (E-A)-Editing & Assessing of Translation-Literary Translation-Business Translation-Media & Political Translation-Terms & Idioms Translation-On sight Translation-Simultaneous Interpreting-Consecutive Interpreting-Audio-Visual Translation-Advanced Translation-Translation Practicum & project-Advanced Translation	32%		Strategic sub-competence	81.1%
--------------------	---		Psycho-physiological components	79.4%
Computer Assisted Translation	2%		Instrumental sub-competence	76.6%

the number of courses for this competence can be seen as large.

In contrast, extra-linguistic competence though given considerable importance from the market, it was realized in only one course in the program. This could be due to the non-existence of program ILOs and a clear identification of the needed knowledge areas of the program. However, the nature of the course is directly related to the competence since it is directed towards translation, and this is observed in the programs of public universities, which could be attributed to the fact that they were recently developed compared to the programs of private universities.

Regarding strategic competence, its high importance by the market resonates with the percentage it is represented by in the program with 32%, which is understandable as they represent the core practical courses of the program. This can be seen through the programs of all universities under analysis; public and private.

Unlike strategic competence, psycho-physiological competence was missing in spite of its great importance. This can be attributed again to the nonexistence of program ILOs and a clear identification of the needed knowledge areas of the program.

Instrumental competence is not better than psycho-physiological competence. Despite its importance, it was realized in only one course which might be seen as unsatisfactory. Translation technology is a widening area in translation and therefore would need more than one course.

Summary of the Analysis of University Programs

The analysis of the programs' documents revealed more similarities than differences. This can be attributed to many reasons among which is that these universities might have benefited from each other's experiences. Table 12 draws a clearer picture of the analysis.

Table 12 shows that in general, the four universities are quite similar with regard to the weights of different TCs. All universities have a special focus on bilingual, strategic and knowledge about TCs which is in tune with their importance to the market. However, these percentages may be misleading for some universities. To illustrate, the first two universities neglected Arabic language development courses and the emphasis is only on English language though their percentages of this competence can be seen as satisfactorily.

As for extra-linguistic competence, there is a noticeable difference in the weights of this competence in each university. The table shows that public universities have lower weights compared to private universities; however, analysis revealed that the quality of the courses of public universities are more relevant and geared towards translation, while courses of private universities are not. This may be attributed to experience of their staff and most importantly the reflections made on other local programs before developing their own, as they started projects of developing their programs long after private universities.

The table also reveals the absence of psycho-physiological competence in all programs which may be attributed to lack of an established reference of TC in addition to the absence of an employer-need survey.

As for instrumental competence, the table shows similar weights in three universities, while it is not found in one.

RECOMMENDATIONS

Based on the guidelines of developing academic programs of the Ministry of Higher Education (n.d), this study aimed at evaluating translation programs in Yemeni universities to illustrate how successful these programs in fulfilling the market needs. According to the results of this study, Yemeni universities are recommended to build their programs on a thorough study of the market needs so as to assure the authenticity and relevance of what is presented in their program courses. Based on the Yemeni translation market needs as presented in Alshargabi (2019), Yemeni universities are recommended to develop their ILOs drawing on the knowledge areas of translation that would make the developed ILOs crystal clear and independent from one another.

What is more, Yemeni universities are recommended to review their courses as the analysis revealed that many of them were insufficient. Courses needed to be reviewed in terms of relevance to the ILOs. Links between the courses and the market need to be highlighted in order to assure the fulfillment of the market needs.

To illustrate, programs developers are recommended to add Arabic courses to develop bilingual competence so as to guarantee students' acquisition of the necessary level of bilingual competence required for translators.

In addition, courses that develop extra-linguistic and psycho-physiological competences were lacking in almost all

Table 12. Summary of competences' weights in the analyzed programs

Market Need	Importance to the Market	Weight of Competences Per Program			
		First Private University	Second Private University	First Public University	Second Public University
Bilingual competence	88.8%	46%	51%	63%	55%
Knowledge about translation sub-competence	86.4%	8%	5%	9%	9%
Extra-linguistic sub-competence	85.7%	13%	9%	4%	2%
Strategic sub-competence	81.1%	31%	35%	20%	32%
Psycho-physiological components	79.4%	--------	-------	------	--------
Instrumental sub-competence	76.6%	3%	-----	2%	2%

programs. Thus, program developers are recommended to add courses that explicitly contribute to the development of these competences which are crucial for translators and interpreters.

As instrumental competence was misrepresented in the ILOs of most universities and consequently in the courses, it is recommended that program developers reformulate their ILOs so as to reflect this competence adequately. The affiliated courses need to be practical and cover the sub-skills entailed by this competence.

The study also revealed that private universities need to reconsider their admission policy to bridge the gap between students' poor language proficiency and the level required by the program as it hugely affects the quality of programs' products. They are advised to add some foundation programs if they continue to accept students with poor bilingual competence.

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