

# NOVICE TRANSLATORS' TROUBLES AND THE NEED FOR INNOVATIVE TRANSLATION CURRICULA: LEBANESE CONTEXT

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(Received August 2021 – Accepted September 2021)

## ABSTRACT

**Abi Hanna, C.J. (2021). Novice Translators' Troubles and the Need for Innovative Translation Curricula: Lebanese Context. *Lebanese Science Journal*, 22(2), 242-262.**

*This paper provides an overview of the curricula in translation programs at the undergraduate level in Lebanon and the need to update these curricula in alignment with the continuously evolving market. Globalization is very common in both the translation market and the educational sector, especially with the COVID-19 pandemic, which has imposed the need to update these curricula and investigate to which extent the courses offered in some Lebanese universities equip students with what is needed in the changing translation ecosystem, taking into account the new competence-based training trends in the translation market. Surveys and interviews were conducted with students, teachers, and owners of translation companies to shed light on the obstacles novice translators face when they first embark on their professional journey. What does the market expect from novice translators? What is missing in translation curricula? And to what extent does this curriculum answer the needs of the translation changing market? It is found that there is a need for some Lebanese universities to reconsider their curricula, mainly focusing on technology and aligning curriculum content with market needs.*

**Keywords:** Translation curriculum, translation ecosystem, translation market needs, Lebanese universities, Lebanon, curriculum studies, translation teaching, competence-based training.

## INTRODUCTION

Translation learning, or more specifically, how translation is taught, shapes the students' future professions. COVID-19 stressed the importance of competencies in translation teaching, and computerization and automation imposed more change and innovation for "stakeholders involved in education at large, including translator education" (Marczak, 2018). Translators had to switch to online contact. The exchange became an online activity, and the more you are a technology expert, especially translation-related technology, the more you bloom (Marczak, 2018). Remote communication has become the rule: You need it to communicate with your clients, peers, experts, project supervisor, and many more. This technology-based environment made it clear how vital competences are in translation, especially the instrumental sub-competency (Marczak, 2018).

Lack of translation institutes' curricula update in Lebanon has negatively impacted novice translators and limited their capacity to embark in this continuously evolving competitor market. After conducting many informal discussions with novice translators in the Lebanese market, and after meeting many translation companies' owners, it became evident to me that the main reason for the translation student's weakness is linked to the misalignment with the market's needs and the minor focus on the importance of competences in translation. In a word, translation competences should be taken more into consideration when designing translation curricula.

The main purpose of this article is to reflect the need of some Lebanese universities for a curriculum that is aligned with the market needs and prepare students for the changes on the job market, especially highly specialized LSP (Language Service Provider) jobs. Many scholars, mainly Brookes (2017) and TAUS (2017) started working on closing the skills gaps and updating the objectives, work modes and tools in translator education (Marczak, 2018).

## MATERIALS AND METHODS / RESULTS AND DISCUSSION

### Translation Learning Overview and TC (Translation Competence) Models

Even though translation has always been a must since the beginning of recorded history; however, it wasn't only until the 20<sup>th</sup> century that translation theory was developed, and translators' training became a trend, and the focus on translation skills boomed (King, 2019).

Investigating state of the art in translation teaching programs and curriculum at the graduate level showed that the boom in translation teaching focused on basing the courses on

competences. In fact, current training practices discuss “professional translating, fields of training, organization and content of courses, academic profile” (Liu, 2013).

Many scholars focused on competence-based training in the translation field (Bell, 1991; Neubert & Shreve, 1992; Neubert, 1994; Kiraly, 1995, 2003; Cao, 1996; Hurtado Albir, 1996a, 1996b; Hansen, 1997), to name a few, and stressed the fact that updating translation curricula became a must to meet the society’s demand and “offer scope for international harmonization” (Hurtado Albir, 2015).

The 20<sup>th</sup> century is considered the rise of translation competences. Kelly (2005), González (2005), Katan (2008), Göpferich (2009) are some of the scholars that deep dove into the components of the translation competences.

Analyzing the Lebanese universities’ translation program curricula is a must to clearly understand the gap between what is given and what should be taught. This descriptive and qualitative curricula analysis is backed up with questionnaires and interviews targeting the translation stakeholders (for instance, senior translators, freelancers, translation instructors, curriculum designers, translation companies’ owners, to name a few).

Many scholars suggested translation competence models (Neubert, 2000; Kelly, 2005; Tan, 2008; EMT, 2010; Göpferich, 2009; PACTE, 2000; Pym, 2003) but very few based their studies on empirical research. It should be noted that there are many similarities between translation competence models: The same skills are taught under different sub-competencies. For instance, the language component comes under the language and textual competence in Neubert (2000), the bilingual competence in PACTE (2003), the language competence in Kelly (2005), the language competence as well in EMT (2009), and the communicative competence in Göpferich (2009).

The extra-linguistic courses are within the subject and cultural competences in Neubert’s model (2000), the extra-linguistic competence in PACTE’s model (2003), the Subject-area and cultural competence in Kelly’s model (2005), the information mining and technological competence in the EMT’s model (2009), and the Domain competence in the Göpferich model (2009).

Neubert (2000) did not offer any technology-related competence. The technology field was covered in the instrumental sub-competence in PACTE (2000), the instrumental

competence in Kelly's (2005), information mining and technological competence in EMT's (2009), and the tools and research competence in Göpferich (2009).

The fourth curricular component which is the professional work procedures was not covered in Neubert's Model, was under the knowledge about translation sub-competency in PACTE's, professionalization and interpersonal competencies in Kelly (2005), interpersonal dimension in the translation services provision in EMT (2009), and the translation activation routine competence in Göpferich (2009).

The last important curricular component, which covers the translation theory and practice, is developed in the transfer competence in Neubert, strategic sub-competency in PACTE, unitization/networking competence in Kelly (2005), Translation service provision in EMT, and the strategic competence in Göpferich (2009). Competence-based training (CBT) has become very common in recent years. Lasnier (2000) focused on the importance of competences when designing the translation curriculum. According to Van der Klink and Boon (2002), competences bridge the gap between education and market needs, since it combines all the needed skills, abilities, and knowledge). Weinert (2001) considers a competence as "a system of abilities, proficiencies, or skills" that are needed to achieve a specific objective.

Yaniz & Villardon (2006) stressed the importance of analyzing social and professional needs to identify the competences required and incorporate them into the curriculum. Thus, it is of paramount importance to investigate the market demand to prepare a curriculum that meets the market needs.

Delisle (1980) was the first scholar to implement a radical change in translation teaching (Hurtado Albir, 2015). Instead of being a teacher-centered process, translation teaching became student-centered, enabling students to actively participate in their learning process.

The ATC (Acquisition of Translation Competence) presents how TC should be taught. These TCs are embedded and combined under different competences within the curriculum. Following Hurtado Albir (1996a, 1996b, 2007, and 2008), there are six competences to be taken into account when designing a translation curriculum:

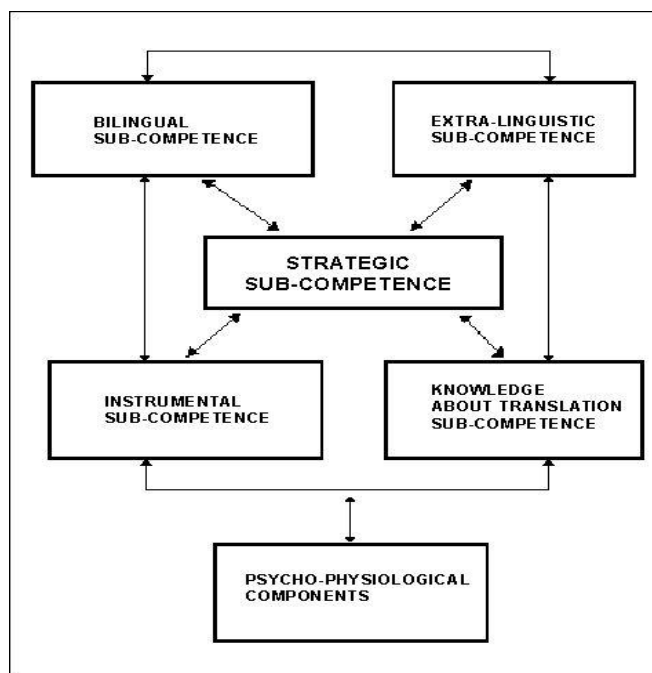
1. Methodological and Strategic Competences: The primary purpose of these competences is to focus on the necessary principles and strategies needed during the translation process. They combine the strategies and knowledge about translation sub-

competencies in addition to some of the psycho-physiological components in PACTE's TC model (Hurtado Albir, 2015).

2. **Contrastive Competences:** These competences are directly related to PACTE's bilingual sub-competency and focus on the difference between the SL and TL and how to manage interferences (Hurtado Albir, 2015)
3. **Extra linguistic Competences:** These competences are related to the PACTE's extra linguistic sub-competency whose primary role is to solve translation problems through encyclopedic, bicultural, and thematic knowledge (Hurtado Albir, 2015)
4. **Occupational Competences:** It is directly related to the professional practice and the work market. They represent a part of the PACTE's Knowledge about Translation sub-competency, and it stipulates all what the novice translator needs to know about the competitive translation market.
5. **Instrumental Competences:** It is related to PACTE's instrumental sub-competency and focuses on the documentation skills and tools needed to solve translation problems (Hurtado Albir, 2015)
6. **Translation Problem-Solving Competences:** It is a mixture of strategies to solve translation problems and psycho-physiological components.

For the purpose of this article, I adopted the PACTE Group Model, which is composed of five interrelated sub-competencies and their psycho-physiological components, that form "a system of competencies that interact, are hierarchical, and subject to variation" (Pacte, 2002). The main reason for choosing PACTE Group Model is that it is among the very few models which based their studies on empirical-experimental research, while other models are mostly based on observation and experience (PACTE, 2003).

The figure 1 below represents the PACTE group competence acquisition model (Jiménez-Crespo, 2014).



**Figure 1: PACTE Group Competence Acquisition Model**

### **Translation in Lebanon: Historical Background**

To my knowledge, no study was conducted to explore the extent to which translation teaching in Lebanon has adapted to the changing conditions of professional work, market needs, and growing demands in the translation market, and to which extent translation teaching in Lebanon is in line with translation teaching worldwide, i.e., centered on competence.

To collect the data, the websites of 51 educational institutions in Lebanon were accessed and the curriculum and courses offered were checked. Administrators in charge of the translation curriculum/courses were contacted to seek clarifications on what is not included on the website. The name of these administrators and universities are not mentioned because permissions were not given.

There are 51 higher education institutes in Lebanon, only 15 of which offer translation training (1 public university and 14 private universities), and one is in the process of offering a translation course. This shows that the highest percent of universities in Lebanon do not offer translation courses (69%), whereas only 29% of the universities give translation training, and 2% are in the process of having translation programs. Only 25% percent of the universities that give translation training offer graduate programs (MA), and 13% a Ph.D. The following tables summarize the situation of the translation teaching in Lebanon: Table 1 summarizes the universities in Lebanon that offer a translation program, those that don't and those which are

in the process of offering a translation program. As for Table 2, it distributes the universities with a translation program as per the type of certificates they offer. Table 3 categories the universities per type (private/public)

**Table 1: Distribution of universities in Lebanon depending on if they offer/do not offer translation programs**

Universities in Lebanon	Number	Percentage
University without translation programs	35	69%
University with translation programs	15	29%
University in the process to include translation programs	1	2%
<b>Total</b>	<b>51</b>	<b>100%</b>

**Table 2: Distribution of universities with translation/in process by type of certificate**

Certificate	Number	Percentage
BA	16	100%
Master	4	25%
Honours-Postgraduate	1	6%
Ph.D.	2	13%
<b>Number of universities that offer a translation program</b>	<b>16</b>	

It should be noted that one university can give more than one type of certificate. The above table shows that all universities that offer translation programs offer a BA in translation, whereas only 4 universities (about 25%) offer a master’s program.

**Table 3: Distribution of universities by type of university**

Type of university in Lebanon	All universities		University with translation programs/ in the process of having one	
	Number	Percentage	Number	Percentage
Private university	50	98%	15	94%
Public university	1	2%	1	6%
<b>Total</b>	<b>51</b>	<b>100%</b>	<b>16</b>	<b>100%</b>

Another thing that should be highlighted is that there is only one public university in Lebanon, and this university offers translation programs.

How many of these universities updated their curricula to meet the needs of this high-tech market? Are the offered translation courses competence-based? Are they aligned with the translation teaching worldwide?

### **Lebanese Curricula Vs PACTE group Competences**

In this article, the curricula of three out of the four universities that offer translation graduate courses were analyzed. The first one is a public university, while the other two are private universities, one of which has made some minor updates to its curricula, including more competence-based courses.

An in-depth analysis of each given course was conducted. Only the core and compulsory courses were taken into account, while the elective courses were not covered in this article. Since each translation module may include more than one “competence to learn” (Kelly, 2005), the focus was on the predominant competency as per the course description. After analyzing the courses given, the following categories were identified: Translation courses, language proficiency courses, world knowledge courses, specific field knowledge, computer courses, and research methodology courses.

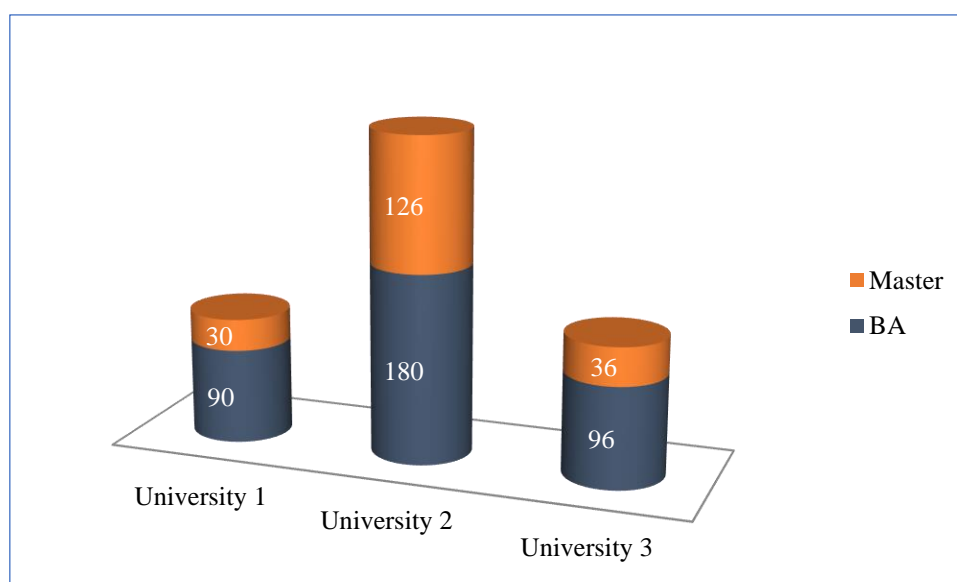
To describe the current situation of the translation programs offered at the graduate level in these Lebanese universities, the following was adopted:

1. A quantitative/qualitative analysis of the translation curriculum of each university (number of credits/courses per competency);
2. A survey questionnaire sent to 60 candidates (20 graduate students from each university subject of this article) to get insights on their viewpoints and to align the results with the ones received from the curriculum’s analysis;
3. An interview with two translation company owners to get their feedback on what they expect from translators and the main gaps between the translation teaching and the translation market.



### Course Components and Relevant Competences: Course Deep Dive

The analysis is based on how many of the competencies are incorporated in the curricula. Before starting to analyze the competence-related courses, it is worth mentioning that the three selected universities allocate different hours/credits for their degrees. This has directly affected their students' capabilities. It goes without saying that the university that gives more hours prepares better translators. For instance, in university 1, the students have to complete 90 credits to get their BA and 30 additional credits for the Masters. In University 2, the number of credits for the BA is doubled, and 126 additional credits are required to get the Masters. As for University 3, 96 credits are needed for the BA and 36 additional for the Masters. Figure 2 summarizes the number of credits by university and degree.



**Figure 2: Number of credits by University and Degree**

Note: This includes credits for elective courses and research papers

Whereas university 1 and 3 almost allocate the same number of credits/courses, it is obvious that university 2 gives almost double the courses/credits.

After an overview of the courses given at the three universities, it was noticed that the courses could be grouped under the six above-mentioned categories. Each category, or sometimes two categories, correspond to one competence. For instance, the language proficiency courses are directly related to the linguistic sub-competency. The translation courses focus on the knowledge about translation sub-competency and the strategic sub-competency, the specific field knowledge courses, the world knowledge courses improve the

extra linguistic sub-competency, and the computer courses lay under the instrumental sub-competency. I handled each sub-competency alone, starting with a general overview of this sub-competency and the extent to which it affects the translation process. After that, I analyzed the weight of this sub-competency in the curricula of the three universities along with the number of credits allocated to it and the students' points of view regarding the extent to which they master it. The senior translators' feedback regarding its importance in building up the translator's skills, and finally, its importance for the market needs as per the translation companies' owners were also analyzed. It should be noted that before starting to analyze the database, I organized and wrote the labels of all the variables with the SPSS software (version 25).<sup>1</sup> The database was in Excel form, and all the variables were without description. A label was given to each variable by SPSS, and new variables were computed when necessary.

### 1. *Bilingual sub-competency:*

This sub-competency focuses on the languages in general, and more specifically, the pragmatic, socio-linguistic, textual, grammatical, and lexical knowledge in two languages (Hurtado Albir, 2017). According to PACTE (2005), this sub-competency is related to declarative and procedural knowledge, whether implicit or explicit. The related courses are designed to help translators communicate effectively in their working languages. Jiménez-Crespo (2014) stresses that this sub-competency helps translators understand the communicative situation and gives them the ability to translate specialized texts and equip them with sophisticated writing skills and socialization in specialized groups. Following the curricula analysis, it has been noticed that all language-related courses are compulsory and that mainly three courses are designed to improve students' language skills. During the first three years, there is much focus on the languages. Language improvement courses (A, B, and C), remedial courses (A, B, and C), and the Working Methods and Techniques of Expression (A, B, and C) courses constitute the most significant part of the module during the first three years. For instance, in university 1, out of 120 credits, 17 credits focus on language (6 courses in total), in University 2, 55 credits out of 306 (13 language-based courses), and in University 3, 26 credits out of 132 (9 language-based courses).

Table 4 provides the breakdown of language courses in the three universities:

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<sup>1</sup> SPSS, which stands for Statistical Package for the Social Science, is used by many researchers for processing and analyzing survey data. It was launched in 1968 and was adopted by IBM in 2009.

**Table 4: Linguistic Sub-Competency Courses/Credits per university**

<b>Language Competence (Linguistic sub-Competency)</b>			
	University 1	University 2	University 3
Arabic	2 courses	3 courses	3 courses
French	2 courses	4 courses	3 courses
English	2 courses	6 courses	3 courses
Total of Language-based Courses/credits	6 courses (17 credits)	13 courses (55 credits)	9 courses (26 credits)

After informal talks with senior translators, it has been noted that they all think that although the linguistic sub-competency is focused on, more focus should be given to the first language proficiency (Arabic) since this is the most language they are asked to translate from or into. Following Li (2001), “enhancement of the mother tongue is just as important as, if not more, than that of the foreign language”. Moreover, based on the interview conducted with two translation company owners (one company based in Lebanon and the other one in Dubai), more than 80% of their translation work is from English to Arabic. This confirms the senior translators’ point of view regarding the importance of focusing on the Arabic language in the curriculum since the English to Arabic/ Arabic to English combination is the main demand of the market.

Another thing to highlight is that even though the program emphasizes on language improvement, students, especially in university 3, feel that they still lack what is needed in this area. The survey’s analysis showed that students of University 2 are the ones who are satisfied with the linguistic courses (average score of 4.4), followed by the students of university 1 (3.3) and the students of University 3 (2.7). An average score of 2.7 indicates that the students still suffer in this area.

## **2. *Extra-Linguistic Sub-Competency:***

This competence is mainly about particular areas and the world. It comprises bicultural knowledge, encyclopaedic knowledge, and subject knowledge (PACTE, 2003). It covers the knowledge about the source and target cultures (bicultural knowledge), the knowledge about the world (encyclopaedic knowledge), and the knowledge about a specific subject in special

areas (thematic knowledge) (PACTE, 2003). This sub-competency is very important since it helps students improve their “specialized translation skills” and enhance their world culture knowledge. According to Kelly (2005), this sub-competency helps students “acquire sufficient basic knowledge to understand their major concepts in specialized texts, and to carry out in-depth documentary research for translation in a meaningful way”.

During the undergraduate years (the first three years of study), most Lebanese universities focus on culture/general and specific knowledge. Table 5 summarized the courses that come under the arm of the extra-linguistic sub-competency.

**Table 5: Extra-Linguistic Sub-Competency Courses/Credits per University**

<b>World and Specific Knowledge (Extra Linguistic sub-Competency)</b>			
	<b>University 1</b>	<b>University 2</b>	<b>University 3</b>
<b>World Knowledge</b>	5 courses	4 courses	4 courses
<b>Specific Knowledge (not translation)</b>	0 courses	6 courses	0 courses
<b>Total of Extra- linguistic Courses/credits</b>	5 courses (15 credits)	10 courses (38 credits)	4 courses (11 credits)

The analysis of this sub-competency in the student’s survey showed that the average score is 3.4 for University 1, 4.2 for University 2, and 2.5 for University 3. Any average which is less than 3 shows that there is a weakness in this specific field.

It should be noted that some specific translation courses such as Legal, financial, economic translation courses, for instance, incorporate specific field knowledge and give the students some specialization in the relevant fields. These courses are not dealt with under this category, and they are developed in the Knowledge about translation sub-competency. The main thing that submerged out of the interviews and the surveys was the need to establish a link between field knowledge and language. In fact, students complained that when a specialist in the field gives the field-specific translation courses, the language component is compromised. On the other hand, if a language expert is giving the subject-specific courses, he/she is not competent in the given field.

Additionally, both senior translators and translation company owners stressed the fact that some aspects of this sub-competency were neglected. For instance, senior translators explained that they had no difficulty translating economic or legal texts since these two specific subjects were highly focused on at university, but they were really struggling when it came to medical, press, consultancy, RfPs (Requests for Proposals), and proposals, which are highly in demand in the Lebanese market. In fact, one of the translation company owners stated that the team had to spend more than two weeks familiarizing the novice translators with the terms and expressions used in the consultancy market, mainly RfPs and Proposals, which constitute 90% of the translation required.

### 3. *Instrumental Sub-Competency:*

Instrumental sub-competency is made up predominantly of procedural knowledge related to the use of documentation sources, information, and communication technologies applied to translation: dictionaries of all kinds, encyclopaedias, grammars, style books, parallel texts, electronic corpora, and others (PACTE, 2003 & 2005). In other words, it focuses on technology and IT. The relevant courses focus on improving the students' general knowledge related to the use of the internet, word processing, and others, in addition to boosting translation-specific technology skills. It also focuses on documentation. Many scholars stressed the importance of this sub-competency, but they have divergent opinions thereabout (Kelly, 2005; PACTE, 2003 & 2005). The first category considers that a basic knowledge about how to use word and the internet in general is enough (Mossop, 2003). The second category highlights the immense need of advanced skills in this area (EMT, 2009; PACTE 2003 & 2005), and the third category argues that revising skills and documentation skills are more important than the computer related skills (Edina, 2016). After analyzing the three curricula, it became obvious to me that this sub-competency was under-covered. In fact, University 1 only dedicated one course (2 credits) to this sub-competency, whereas University 2 dedicated two courses (6 credits) and University 3 one course (2 credits). In addition to only dedicating very few courses to IT, these courses are general computer courses and are not specific to translation processes. They are, in fact, taught separately from translation course (Pym, 2003). It should be noted that despite the fact that some universities courses are entitled "CAT", however, a thorough check of the course description shows that it is purely word teaching. As for the students' feedback regarding the instrumental sub-competency, in two of these three universities (University 1 and University 3), students complained that the lack of training they

received in this area was reflected in their struggle when it comes to technology, more specifically using CAT tools and translation memories. According to the SPSS analysis, the average score of university 1 was 2.9, university 2 is 4.2, and University 3 is 2.5. This means that the students of two of these universities did not acquire what is needed under this sub-competency.

Another point worth mentioning is that according to translation companies, the instrumental sub-competency is among the most important ones for the market. In fact, this sub-competency is considered an important factor in bringing training practices closer to the market. However, they pointed that it was one of the weaknesses they first notice in novice translators. Rarely do these junior translators learn anything about the technical skills required to translate a document (CAT tools, for instance) in addition to the use of search engines, translation management systems, or documentation. One of the translation company's owners stated that "We spend a lot of time preparing novice translators. They come to us with almost no idea about CAT tools, other digital resources, documentation, or translation memories. A lot of effort and time is spent to train novice translators, and it is sometimes frustrating since it is both time and money consuming." This shows that the digital deficit and the very few instrumental-based competency programs have indeed a negative impact on the students' digital competency.

Senior translators also focused on the problems they faced due to their lack of computer skills. They mainly focused on the fact that they didn't know how to use CAT tools, how to properly search for terms, and how to compete with other international translators in this highly competitive market. Computer illiteracy was for them one of the main barriers they faced in their professional journey.

#### ***4. Knowledge about Translation Sub-Competency***

Knowledge about translation sub-competence is declarative knowledge, both implicit and explicit, about translation and aspects of the profession. It comprises knowledge about how translation functions (translation units, processes required, methods and procedures used, and types of problems); and knowledge of professional translation practice (the work market, types of translation briefs, target audiences, etc). Other aspects intervene, such as knowledge of translation associations, tariffs, taxes, etc. (Hurtado Albir, 2017). According to PACTE, this is a critical competence that students should acquire. Unfortunately, this competence was not

taken into account/ or partly taken into account when designing program structure and content. In fact, the curriculum components that focus on the knowledge about translation (Yılmaz Gümüş, 2013) are very few.

This is one of the critical sub-competencies since it prepares novice translators for the translation market and introduces them to all aspects of the actual translation market. The main focus of the universities in Lebanon is on the first part of this sub-competency. Most of the courses are designed to focus on translation units, types of problems faced in translation, etc. However, the part related to the profession and the market is not covered. In this article, the first category of the knowledge about translation and the strategic sub-competency were studied together since they complement each other and are usually taught in the same course. Therefore, in this sub-competency, I will focus on the market/professional part of this sub-competency. The analysis of the curriculum of the three universities showed that only University 2 gave a compulsory internship program which constitute about five credits and is very important. University 3 used to offer an internship program but cancelled it when it updated its curricula, saying that the students were not really benefitting, were taken advantage of and did not acquire the skills they were supposed to acquire. None of the offered courses in University 1 and 3 introduce the students to the translation market. The survey conducted on 60 students from the three universities showed that the students lacked this aspect. Moreover, the interview with the translation companies' owners highlighted the main problem the novice translators faced. They lacked all the skills needed to enter the translation market. More than 90%, when asked what they would like to know more (to include in the curriculum), said that they want to learn about the translation profession (translation rates, skills needed, top-rated companies, relationship with clients, deadlines...). There should be a close link between academic training and the market. Thus, the parties are expected to support and nurture each other (Yılmaz Gümüş, 2017). Despite the importance of this sub-competency, however, it is evident that it is not well developed in the translation curriculum, especially the professional part.

### **5. Strategic Sub-Competency**

It is procedural knowledge and is considered, according to PACTE, the central competence since it controls the translation process as it creates links between the different sub-competencies. It should be noted that all skills covered under each sub-competency are unified in the instrumental sub-competency. General or specialized translation is under its

umbrella as well. This sub-competency enables the student to plan and carry out the translation project, evaluate the outcome by editing and monitoring the quality, activate different sub-competencies, identify which competency to use in each step, identify the translation problems and apply procedures to solve these problems. This sub-competency is well developed and focused on in the university courses, and it constitutes a substantial part of the translation curriculum. In fact, both the strategic sub-competency and the knowledge about translation sub-competency constitute the highest number of courses provided. University 1 gives 20 relevant courses, University 2 gives 36 relevant courses, and University 3 gives 23 relevant courses. Students didn't face any difficulty in planning their translation project or identifying the translation problems. Some of them, however, struggle when it comes to solve the translation problem they face or to align with the client's requests. Translation companies' owners also voiced their concern regarding the incapability of many junior translator to find the adequate solution for the translation problems they face.

#### **6. *Psycho-Physiological Dimension***

The final element of the PACTE competency model is the psycho-physiological component, which is not considered a sub-competence since they are not translation-specific but rather "an integral part of all expert knowledge" (PACTE, 2003). It comprises a mixture of cognitive and attitudinal components in addition to psycho-motor mechanisms:

- a. Cognitive components: these include memory, perception, attention, and emotion;
- b. Attitudinal aspects: these comprise intellectual curiosity, perseverance, rigor, critical spirit, knowledge of and self-confidence, the ability to measure one's abilities, motivation...;
- c. Psycho-motor mechanisms: these concern abilities such as creativity, logical reasoning, analysis and synthesis... (PACTE, 2003).

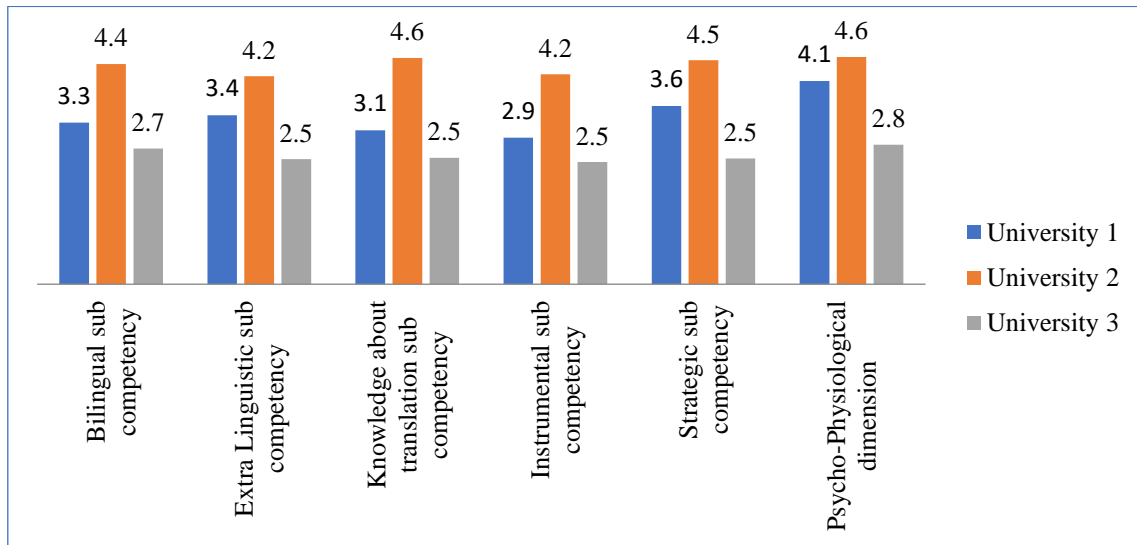
This part is not covered in the courses since it could not be taught. It depends on each student alone. This sub-competency could be indirectly evaluated during the entrance exam for the translation program. The survey analysis showed that the students of the three universities were satisfied and feel confident about their abilities under this sub-competency.



### CONCLUSION

Although translation curricula are undergoing profound changes, not much has changed since the start of university training of translation students in Lebanon. The survey analysis showed that there are still many competencies that are not deeply developed in Lebanon.

Figure 3 presents a graph summarizing the average score for students of the three universities on all sub-competencies.

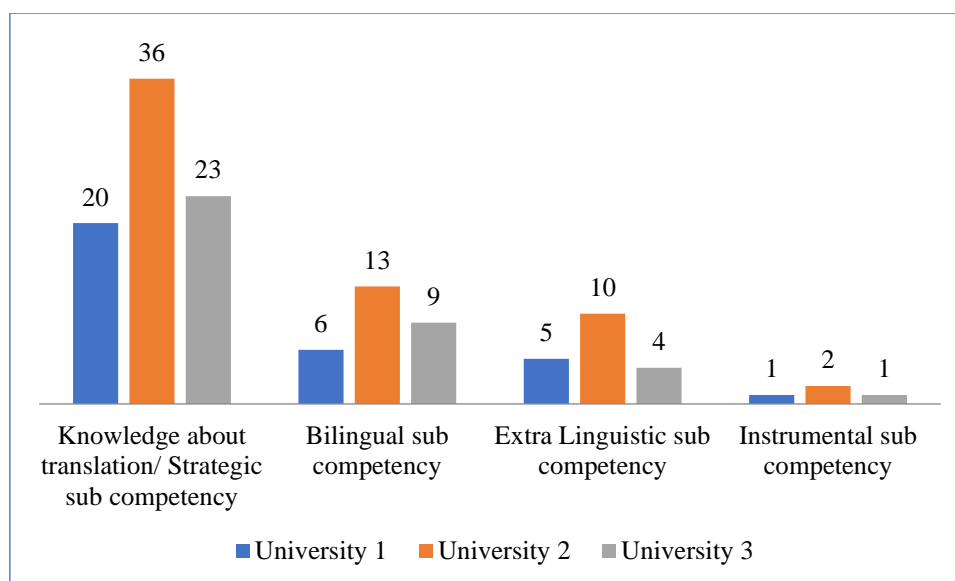


**Figure 3: Average score for students of three universities on all sub competencies**

University 2 was the only university that offered courses that prepare the student for the translation market. At least, this is its students’ point of view.

As for the course analysis, it is also evident that University 2 is the only one that provides competence-related courses (except for the instrumental sub-competence where all universities suffer thereof).

Figure 4 presents a summary of the competencies by the number of courses:



**Figure 4: Competencies by number of courses and universities**

Two competencies should be developed in the Lebanese context: The instrumental sub-competency and the knowledge about translation sub-competency.

The “rapidly evolving requirements of the professional environment” (Schaffner and Adab, 2000) stresses the importance of the instrumental sub-competency which made many universities worldwide to reform their curricula to include more technology-based modules. This instrumental sub-competence is also very important in the market since consistency, accuracy, quality, and quickness are the key to what clients search for these days. The use of CAT tools, search engines, and management systems makes this happen easily. Lebanese universities should update their curricula and make sure to include more translation technology-based courses.

Another under-covered competency is knowledge about translation, especially the part dealing with the knowledge about the profession. This sub-competency is of high importance since it is the key to the translation market. Thus, work placement, i.e., internship, should become a compulsory component in the translator’s training and should be incorporated into the curriculum. As some of the translator trainers point out, to avoid students being taken advantage of, there should be an agreement between the university and some top-notch translation companies in Lebanon stating what should be covered during this internship program.

Curricular design plays a vital role in identifying market needs and answering students' needs and expectations (Kelly, 2005; Gabr, 2007). Moreover, since market requirements are in constant change, some courses should be updated following these needs.

Translation programs in higher-education institutions train the labor force for the translation market. I recommend elaborating a new study focusing on market needs and adapting market needs to the curriculum courses. Another study could focus on the importance of instrumental sub-competency, mainly the use of technology, in translation.

The present article has not identified all the courses that should be given to prepare a novice translator in the Lebanese market. However, what the graduates said about the translation courses is an issue that requires particular attention. A study should be developed on the contribution of the given courses to the training of translation trainers (Li and Zhang 2011). Some of the data suggest a need for an analysis of the relation between the needed competencies, what the translator needs to know about the market, and what s/he is given in university. In addition to that, technology-based courses revolving around translation should also be developed.

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